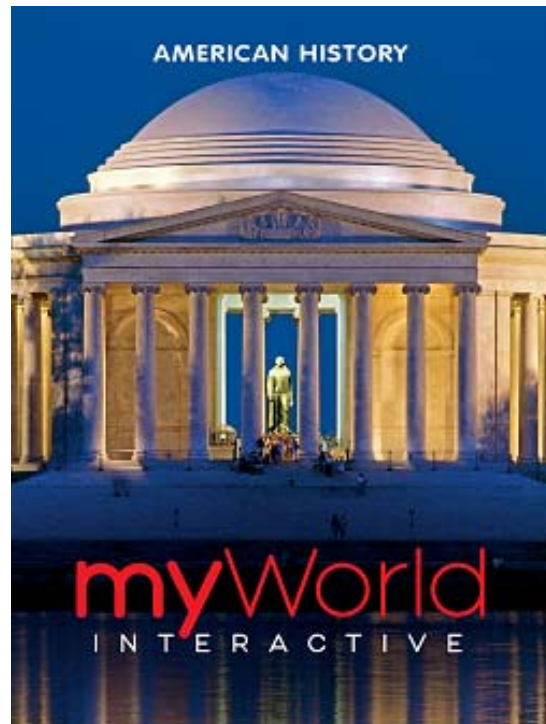


A Correlation of



Survey Edition, ©2019

to the

**West Virginia Evaluation Criteria
Group I - Social Studies, 6th Grade**

Table of Contents

NON-NEGOTIABLE EVALUATION CRITERIA	3
GENERAL EVALUATION CRITERIA.....	6
SPECIFIC EVALUATION CRITERIA.....	28

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SUBJECT:	G6	SPECIFIC GRADE:	6
COURSE:	7006	TITLE	myWorld Interactive American History, Survey Edition
COPYRIGHT:	2019		
SE ISBN:	9780328986095	TE ISBN:	9780328960231

2018 Instructional Materials Adoption procedure is subject to change based on pending legislation.

NON-NEGOTIABLE EVALUATION CRITERIA

**2019–2025
Group I – Social Studies
CCR 6th Grade**

Equity, Accessibility and Format			
Yes	No	CRITERIA	NOTES
X		<p>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.</p>	<p>The photos throughout myWorld Interactive American History, Survey Edition connect with an array of cultures and ethnicities with which a variety of students can identify. Sample references include: Photos: 69, 248–249, 307, 440, 479, 544, 617 SE/TE: Cultures of North America, 14–24; Spanish Colonization and New Spain, 55–64; The First French, Dutch, and English Colonies, 66–77; King Cotton and Life in the South, 431–442; Reconstruction and Southern Society, 566–572; Women’s Rights, 452–463; The Labor Movement, 631–637; Progress and Setbacks for Social Justice, 687–698; The Civil Rights Movement, 916–927; The Struggle for Equal Rights Continues, 929–935 TE: The Culturally Responsive Classroom, lii–lii; Recognize Cultural and Experiential Backgrounds, 3, 51, 129, 193, 257, 333, 405, 475, 547, 583, 649, 779, 845, 889, 959, 997</p> <p><u>Digital Resources</u> Core Concepts: Culture</p>

X		<p>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.</p>	<p>A variety of races, colors, genders, nationalities, and potential religions are highlighted throughout myWorld Interactive American History, Survey Edition. Sample references include:</p> <p>SE/TE: Biographies (examples): Anne Hutchinson, 86; Phillis Wheatley, 181; Sacajawea, 297; Tecumseh, 306; Louisa May Alcott, 469; Ida Tarbell, 668; Booker T. Washington, 692; Theodore Roosevelt, 739; Zora Neale Hurston, 803; Eleanor Roosevelt, 836; Margaret “Maggie” Gee, 869; César Chávez, 931; Betty Friedan, 936; Sandra Day O’Connor, 969; Bill Clinton, 970; George W. Bush, 1003</p> <p>TE only: Creating an Active Classroom, xviii–li; The Culturally Responsive Classroom, lii–lii; Recognize Cultural and Experiential Backgrounds (examples), 193, 257, 547, 583, 649, 779, 959, 997; Differentiated Instruction, 41, 71, 135, 172, 241, 287, 380, 414, 584, 658; English Language Learners, 80–81, 132, 146–147, 260, 336, 398–399, 550, 652, 704–705; Additional Resources & Beyond the Classroom, 2B, 50B, 128B, 192B, 256B, 332B, 404B, 474B, 546B, 582B, 648B, 712B, 778B, 844B, 888B, 958B, 996B; The Culturally Responsive Classroom, lii–lii; Recognize Cultural and Experiential Backgrounds, 3, 51, 129, 193, 257, 333, 405, 475, 547, 583, 649, 779, 845, 889, 959, 997</p> <p><u>Digital Resources</u> Core Concepts: Culture</p>
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X		<p>3. FORMAT This resource includes an interactive electronic/digital component for students.</p>	<p>The digital course <i>myWorld Interactive American History, Survey Edition</i> delivered through Savvas Realize gives teachers and students engaging content, embedded assessments, instant data, and flexible tools. The student edition provides topic and lesson specific listing of all digital resources on pp. xxi-xxviii. These include: Core Concepts; Topic Videos; Lesson Videos; Interactive Primary Sources; Interactive Biographies; 21st Century Skills Tutorials; Interactive Maps, Charts, Galleries, Timelines, Illustrations, and 3-D Models.</p> <p>SE/TE: Bounce to Activate (video), 3, 7, 51, 55, 197, 217, 273, 304, 349, 409, 452, 489, 551, 587, 653, 680; Interactive (examples point of use links to online support), 5, 17, 21, 61, 125, 164, 212, 228, 541, 559, 577, 625, 776, 901</p>
X		<p>4. BIAS The instructional material is free of political bias.</p>	<p><i>myWorld Interactive American History, Survey Edition</i> offers a variety of unique product options to support a range of teaching and learning styles that are free from political bias.</p> <p>SE/TE: Analysis Skills: Being an Informed Citizen, 26; Identify Central Issues and Problems, 679; Make a Difference, 915; Political Participation, 993; Citizens' Rights and Responsibilities, 247-252</p> <p><u>Digital Resources</u> 21st Century Skills Tutorials: Being an Informed Citizen; Political Participation; Serving on a Jury; Share Responsibility; Solve Problems; Voting; Work in Teams</p>
X		<p>5. COMMON CORE The instructional materials do not reference Common Core academic standards. (WV Code §18-2E-1b-1)</p>	<p><i>myWorld Interactive American History, Survey Edition</i> does not contain references to the Common Core academic standards.</p>

**GENERAL EVALUATION CRITERIA
2019–2025
Group I – Social Studies
Grade 6**

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										
SE/TE: Quest (Inquiry-Based Learning): Project-Based Learning Inquiry, 132, 260, 336, 478, 892; Civic Discussion Inquiry, 196, 550, 586, 716; Document-Based Writing Inquiry, 6, 54, 336, 408, 652, 782, 848, 962, 1000; Analysis Skills, 26, 141, 164, 189, 224, 246, 280, 291, 329, 359, 382, 421, 450, 500, 512, 532, 565, 573, 621, 630, 662, 669, 679, 915, 993, 1014	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);										

<p>(Continued) TE only: Curriculum Connections (examples): Visual and Performing Arts, 148; English/Language Arts, 112; Mathematics, 296; Fine Art, 307</p>	<p>(Continued)</p>							
<p>SE/TE: Critical Thinking and Writing, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045; Analysis Skills: Being an Informed Citizen, 26; Compare Different Points of View, 164; Distinguish Fact and Opinion, 280; Detect Historical Points of View, 291; Distinguish Verifiable from Unverifiable Information, 382; Update an Interpretation, 450; Assess Credibility of a Source, 512; Frame Questions, 621; Identify Central Issues and Problems, 679; Make a Difference, 915; Political Participation, 993; Distinguish Real News from “Fake News,” 1014</p>	<p>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</p>							

SE/TE: Analysis Skills: Relate Events in Time, 189; Identify Sources of Continuity, 246; Detect Changing Patterns, 421; Analyze Sequence, Causation, and Correlation, 662; Identify Central Issues and Problems, 679; Quest: Effects of Immigration, 652; The Role of Government in the Economy, 782; Reporting the Facts, 892; Analyzing the Reagan Conservative Movement, 962; Look Into the Future, 1000; Terrorism and an Unstable World, 1001-1012; A Global Economy, 1015-1022; Advances in Science and Technology, 1023-1032; Challenges at Home, 1033-1042

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>							
<p>SE/TE: Writing: Find and Use Credible Sources, ELA 12–ELA 13; Write Research Papers, ELA 14; Research Paper, 13, 24, 38, 46, 49, 272, 279, 290, 302, 315, 328, 331, 557, 563, 572, 579, 581, 660, 668, 678, 686, 698, 711, 788, 796, 803, 812, 820, 832, 841, 843, 1012, 1022, 1032, 1042, 1045; Quest: Document-Based Writing Inquiry, 6, 54, 336, 408, 652, 782, 848, 962, 1000</p>	<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;</p>							

<p>SE/TE: Analyze Primary and Secondary Sources, ELA 4–ELA 6; Find and Use Credible Sources, ELA 12–ELA 13; Analysis Skills: Compare Different Points of View, 164; Distinguish Fact and Opinion, 280; Detect Historical Points of View, 291; Update an Interpretation, 450; Assess Credibility of a Source, 512; Distinguish Real News from “Fake News,” 1014; Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045</p>	<p>5. make informed, educated choices based on multiple perspectives, and</p>						
<p>SE/TE: Analysis Skills: Being an Informed Citizen, 26; Distinguish Real News from “Fake News,” 1014; Quest: Effects of Immigration, 652; The Role of Government in the Economy, 782; Reporting the Facts, 892; Analyzing the Reagan Conservative Movement, 962; Look Into the Future, 1000; Terrorism and an Unstable World, 1001–1012; A Global Economy, 1015–1022; Advances in Science and Technology, 1023–1032; Challenges at Home, 1033–1042</p>	<p>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>						

<p>(Continued) TE only: Additional Resources & Beyond the Classroom, 2B, 50B, 128B, 192B, 256B, 332B, 404B, 474B, 546B, 582B, 648B, 712B, 778B, 844B, 888B, 958B, 996B</p>	<p>(Continued)</p>							
	<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>							
<p>SE/TE: Writing: Find and Use Credible Sources, ELA 12–ELA 13; Write Research Papers, ELA 14; Research Paper, 13, 24, 38, 46, 49, 272, 279, 290, 302, 315, 328, 331, 557, 563, 572, 579, 581, 660, 668, 678, 686, 698, 711, 788, 796, 803, 812, 820, 832, 841, 843, 1012, 1022, 1032, 1042, 1045; Quest: Document-Based Writing Inquiry, 6, 54, 336, 408, 652, 782, 848, 962, 1000</p>	<p>7. conduct research, validate sources, and report ethically on findings;</p>							

<p>The student edition provides topic and lesson specific listing of all digital resources on pp. xxi–xxviii. These include: Core Concepts; Topic Videos; Lesson Videos; Interactive Primary Sources; Interactive Biographies; 21st Century Skills Tutorials; Interactive Maps, Charts, Galleries, Timelines, Illustrations, and 3-D Models.</p> <p>SE/TE: Bounce to Activate (video), 3, 7, 51, 55, 197, 217, 273, 304, 349, 409, 452, 489, 551, 587, 653, 680; Interactive (examples point of use links to online support), 5, 17, 21, 61, 125, 164, 212, 228, 541, 559, 577, 625, 776, 901</p>	<p>8. identify, evaluate, and apply appropriate technology tools for a variety of purposes;</p>						
<p>SE/TE: Quest (inquiry-based projects), 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000; Analysis Skills, 26, 141, 164, 189, 224, 246, 280, 291, 329, 359, 382, 421, 450, 500, 512, 532, 565, 573, 621, 630, 662, 669, 679, 915, 993, 1014; Critical Thinking and Writing, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045</p>	<p>9. engage in self-directed and/or independent inquiry</p>						

<p>SE/TE: Speaking and Listening, ELA 15–ELA 17; Quest: Discussion, 196, 402, 531, 550, 580, 586, 716, 776; Quick Activity (discuss, debate, work in pairs or groups), 240; Geography Skills (discuss), 502, 895; Civic Discussion Inquiry: Senate Representation, 196, The End of Reconstruction, 550, High-Speed Rail, 586, Imperialism and Annexation, 716</p>	<p>10. Provide a variety of structures for working collaboratively; and</p>						
<p>SE/TE: Project-Based Learning Inquiry, 132, 260, 336, 478, 892; Civic Discussion Inquiry, 196, 550, 586, 716; Document-Based Writing Inquiry, 6, 54, 336, 408, 652, 782, 848, 962, 1000; Writing Workshop, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045</p>	<p>11. practice time-management and project management skills for problem based learning and group projects.</p>						

	<p>B. Developmentally Appropriate Instructional Resources and Strategies</p> <p><i>For student proficiency in content standards:</i></p>						
<p>SE/TE: English-Language Arts Handbook, ELA 1–1; Guiding Questions (examples), 7, 26, 55, 142, 197, 261, 349, 409, 431, 520, 574, 631, 699, 717, 768, 855, 973, 1023; Review and Assessment, 48–49, 126–127, 190–191, 254–255, 330–331, 402–403, 472–473, 544–545, 580–581, 646–647, 710–711, 776–777, 842–843, 886–887, 956–957, 994–995, 1044–1045</p> <p>TE only: Pacing-at-a-Glance, xl–xlvii; Topic-at-a-Glance & Lesson-at-a-Glance (include objectives, resources, pacing), 2A–2F, 50A–50I, 128A–128G, 192A–192I, 256A–256H, 332A–332I, 404A–404H, 474A–474H, 546A–546F, 582A–582H, 648A–648H, 712A–712I, 778A–778I, 844A–844F, 888A–888I, 958A–958E, 996A–996F</p>	<p>12. Content is structured to ensure all students meet grade-specific expectations as they develop content knowledge and literacy skills aligned to college and career readiness expectations.</p>						

SE/TE: Quest (inquiry-based projects), 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000; Vocabulary & Academic Vocabulary (examples), 16, 28, 38, 56, 75, 93, 101, 109, 120, 121, 134, 152, 163, 201, 215, 223, 245, 266, 283, 293, 309, 347, 371, 381, 430, 449, 526, 554, 571, 589, 642, 654, 688, 749, 767, 832, 861, 883, 898, 971, 991, 1036

TE only: The Culturally Responsive Classroom, lii-lij; Recognize Cultural and Experiential Backgrounds (examples), 3, 51, 129, 193, 475, 547, 779, 845, 997; Differentiated Instruction, 41, 71, 135, 172, 241, 287, 380, 414, 584, 658

English Language Learners, 80–81, 132, 146–147, 260, 336, 398–399, 550, 652, 704–705

13. Instructional resource includes suggestions for appropriate scaffolding, emphasizes the importance of vocabulary acquisition and application, provides opportunities to engage in high interest, age-appropriate activities that mirror real-life situations, and make cross-curricular, global connections.

<p>SE/TE: Explore the Essential Question, 2, 50, 128, 192, 256, 332, 404, 474, 546, 582, 648, 712, 778, 844, 888, 958, 996; Quest: Ask Questions, 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000; Get Ready to Read: Guiding Questions (examples), 7, 26, 55, 142, 197, 261, 349, 409, 431, 520, 574, 631, 699, 717, 768, 855, 973, 1023</p> <p>TE only: Creating an Active Classroom, xlviii-li; The Culturally Responsive Classroom, lii-lii; Active Journal & Start Up: Discuss (examples), 66, 121, 154, 197, 317, 337, 431, 479, 551, 610, 687, 789, 963</p>	<p>14. Instructional material provides opportunities for students to link prior knowledge to new information to construct their own viable mental maps and deepen understanding of the connections to the social sciences.</p>						
<p>SE/TE: Analysis Skills: Identifying Physical and Cultural Features, 141; Construct a Timeline, 329; Interpret Economic Performance, 359; Interpret Thematic Maps, 573; Distinguish Real News from “Fake News,” 1014; Analyze Graphs (examples), 45, 88, 285, 524, 527, 542, 562, 578, 596, 753, 755, 910, 926, 950, 1004; Maps (examples), 4, 30, 49, 60, 87, 101, 123, 130, 140, 160, 186, 377, 384, 395, 447, 912, 960, 989, 995</p>	<p>15. Students are provided with opportunities to analyze and infer relationships with maps, tables, charts, graphs, globes, media, and technology sources to acquire and apply new information (e.g., global information systems).</p>						

<p>SE/TE: Analysis Skills: Relate Events in Time, 189; Distinguish Cause and Effect, 224; Identify Sources of Continuity, 246; Detect Changing Patterns, 421; also see: Reading Check & Lesson Check: Cause and Effect (examples), 21, 32, 38, 59, 64, 89, 144, 187, 221, 268, 290, 325, 381, 420, 458, 529; Sequence (examples), 399, 576; Literacy Skills: Identify Cause and Effect, 39, 337, 392, 465, 489, 587, 663, 805, 855; Sequence, 66, 217, 304, 383, 513, 533, 744, 813, 874, 916, 973, 1015</p>	<p>16. Instructional materials offers opportunities for students to sequence economic, societal, cultural, and political influences, movements, and events in chronological order. (eg. cultural movements such as the counter-culture movement, a societal movement over time such as the women's suffrage movement, or tracing the history of free-market capitalism, or the events of American Revolution)</p>						
<p>SE/TE: The program provides key analysis skills that support student investigation of interconnected issues. These include: Analysis Skills: Relate Events in Time, 189; Identify Sources of Continuity, 246; Detect Historical Points of View, 291; Construct a Timeline, 329; Detect Changing Patterns, 421; Recognize the Role of Chance, Oversight, and Error, 532; Interpret Thematic Maps, 573; Frame Questions, 621; Analyze Sequence, Causation, and Correlation, 662; Identify Central Issues and Problems, 679</p>	<p>17. Instructional materials provides opportunities for students to investigate issues that are interconnected thematically or chronologically (e.g., colonialism, poverty, human rights, environment, energy, safety, immigration, conflict) to solve complex problems suggesting the possibility of multiple solutions.</p>						

<p>(Continued)</p> <p>Thematic connections and the study of key issues are provided throughout the program. Examples include: Spanish Colonization and New Spain, 55–64; Columbian Exchange, 44–46; Industrial Revolution, 409–420; Women’s Rights, 452–463; Migration, 573, 578, 664, 758–759, 810, 811, 911, 912; Immigration, 652, 653–654, 657, 659–660, 664, 710, 809, 695–697; Progress and Setbacks for Social Justice, 687–698; The Struggle for Equal Rights Continues, 929–935</p>	<p>(Continued)</p>							
<p>SE/TE: Explore the Essential Question, 2, 50, 128, 192, 256, 332, 404, 474, 546, 582, 648, 712, 778, 844, 888, 958, 996; Quest: Ask Questions, 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000; Get Ready to Read: Guiding Questions (examples), 7, 26, 55, 142, 197, 261, 349, 409, 431, 520, 574, 631, 699, 717, 768, 855, 973, 1023</p>	<p>18. Instructional resources include guiding questions and essential questions to aid students' development of social awareness and a deeper understanding of the social sciences.</p>							

<p>SE/TE: Quest, 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000</p> <p>TE only: Creating an Active Classroom, xviii–li; The Culturally Responsive Classroom, lii–lii; Recognize Cultural and Experiential Backgrounds (examples), 547, 583, 997; Differentiated Instruction, 41, 71, 135, 172, 241, 287, 380, 414, 584, 658; English Language Learners, 80–81, 132, 146–147, 260, 336, 398–399, 550, 652, 704–705; Additional Resources & Beyond the Classroom, 2B, 50B, 128B, 192B, 256B, 332B, 404B, 474B, 546B, 582B, 648B, 712B, 778B, 844B, 888B, 958B, 996B</p>	<p>19. Provide resources for intervention, enrichment, and to allow for personalized learning.</p>							
<p>The student edition provides topic and lesson specific listing of all digital resources on pp. xxi–xxviii. These include: Core Concepts; Topic Videos; Lesson Videos; Interactive Primary Sources; Interactive Biographies; 21st Century Skills Tutorials; Interactive Maps, Charts, Galleries, Timelines, Illustrations, and 3-D Models</p>	<p>20. Materials provide a real-time electronic resource which students can access for updates on regional, state, national and global information.</p>							

<p>(Continued) SE/TE: Bounce to Activate (video), 3, 7, 51, 55, 197, 217, 273, 304, 349, 409, 452, 489, 551, 587, 653, 680; Interactive (examples point of use links to online support), 5, 17, 21, 61, 125, 164, 212, 228, 541, 559, 577, 625, 776, 901</p>	<p>(Continued)</p>							
	<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>							
<p>SE/TE: Current employment statistics (CES), 359; employment trends, 636, 1020; Federal Unemployment Relief Act, 824 Quest: The Role of Government in the Economy, 782; Reporting the Facts, 892; Look Into the Future, 1000; Biographies (examples, career overviews): Louisa May Alcott, 469; Zora Neale Hurston, 803; Booker T. Washington, 692; Sergeant Alvin York, 765; César Chávez, 931; Sandra Day O’Connor, 969; George W. Bush, 1003</p> <p><u>Digital Resources</u> Core Concepts: Personal Finance; Economics</p>	<p>21. Develop Career Awareness</p>							

<p>SE/TE: Working at NASA, 1023; Biotechnology, 1028, 1029 Quest: The Role of Government in the Economy, 782; Reporting the Facts, 892; Look Into the Future, 1000</p> <p><u>Digital Resources</u> Core Concepts: Personal Finance; Economics</p>	<p>22. Explore Career and Life Plans</p>						
<p>SE/TE: Analysis Skills: Compare Different Points of View, 164; Detect Historical Points of View, 291; Assess Credibility of a Source, 512; Determine Author's Point of View, 153, 348, 464, 564, 736, 775, 804, 992; Identify/Recognize Points of View, 403, 894, 954, 991; Review and Assessment: Analyze Primary Sources, 49, 127, 191, 255, 331, 403, 473, 545, 581, 647, 711, 777, 843, 887, 957, 995, 1045</p> <p>TE only: Creating an Active Classroom, xviii-li; The Culturally Responsive Classroom, lii-lii; Recognize Cultural and Experiential Backgrounds, 3, 51, 129, 193, 257, 333, 405, 475, 547, 583, 649, 779, 845, 889, 959, 997</p>	<p>23. Acquire a Diverse and Knowledgeable World View.</p>						

<p>(Continued) <u>Digital Resources</u> 21st Century Skills Tutorials: Being an Informed Citizen</p>	<p>(Continued)</p>						
<p>SE/TE: Analysis Skills: Being an Informed Citizen, 26; Political Participation, 993; Distinguish Real News from “Fake News,” 1014; Argumentative Essay, 203, 209, 215, 222, 236, 245, 252, 255, 597, 609, 619, 629, 637, 644, 647; Quest: Document-Based Writing Inquiry: Slavery and Abolition, 408; Effects of Immigration, 652; Analyzing the Reagan Conservative Movement, 962; Look Into the Future, 1000</p> <p><u>Digital Resources</u> 21st Century Skills Tutorials: Being an Informed Citizen; Political Participation; Serving on a Jury ; Share Responsibility; Solve Problems; Voting; Work in Teams</p>	<p>24. Promote Social Justice</p>						

SE/TE: Speaking and Listening, ELA 15–ELA 17; Quest: Discussion, 196, 402, 531, 550, 580, 586, 716, 776; Quick Activity (discuss, debate, work in pairs or groups), 240; Geography Skills (discuss), 502, 895; Civic Discussion Inquiry: Senate Representation, 196, The End of Reconstruction, 550, High-Speed Rail, 586, Imperialism and Annexation, 716; Analysis Skills: Being an Informed Citizen, 26; Political Participation, 993

Digital Resources

21st Century Skills Tutorials: Being an Informed Citizen; Participate in a Discussion or Debate; Paying Taxes; Political Participation; Serving on a Jury ; Share Responsibility; Solve Problems; Voting; Work in Teams

25. Promote Responsible Leadership

<p>SE/TE: Analysis Skills: Conduct a Cost-Benefit Analysis, 669; also see: The Market Economy and the Industrial Revolution, 412–413; The Role of Market Forces, 413–414; What Led to the Rise of Corporations and Banks, 624–625</p> <p><u>Digital Resources</u> 21st Century Skills Tutorials: Paying Taxes Core Concepts: Personal Finance; Economics</p>	<p>26. Promote Financial Responsibility</p>								
<p>D. Assessment</p>									
<p>SE/TE: Quest (Inquiry-Based Learning): Document-Based Writing Inquiry, 6, 54, 336, 408, 652, 782, 848, 962, 1000; Reading Check & Lesson Check: Main Idea (examples), 13, 24, 29, 42, 64, 116, 122, 137, 163, 173, 176, 202, 219, 262, 285, 321, 381, 394, 420, 449, 463, 471, 494, 499, 530, 572, 597, 607, 660, 692, 726, 742, 767, 796, 816, 841, 898, 906, 935;</p>	<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.</p>								

<p>(Continued) Review and Assessment (with TE links for Topic Tests & Benchmark Tests), 48–49, 126–127, 190–191, 254–255, 330–331, 402–403, 472–473, 544–545, 580–581, 646–647, 710–711, 776–777, 842–843, 886–887, 956–957, 994–995, 1044–1045</p>	<p>(Continued)</p>							
<p>E. Organization, Presentation and Format</p>								
<p>SE/TE: Table of Contents, x-xx TE only: Pacing-at-a-Glance, xl-xlvii; Topic-at-a-Glance & Lesson-at-a-Glance (include objectives, resources, pacing), 2A–2F, 50A–50I, 128A–128G, 192A–192I, 256A–256H, 332A–332I, 404A–404H, 474A–474H, 546A–546F, 582A–582H, 648A–648H, 712A–712I, 778A–778I, 844A–844F, 888A–888I, 958A–958E, 996A–996F</p>	<p>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.</p>							

SE/TE: Quest (Active Journal link), 6, 54, 132, 196, 260, 336, 408, 478, 550, 586, 652, 716, 782, 848, 892, 962, 1000; Bounce to Activate (video), 3, 7, 51, 55, 197, 217, 273, 304, 349, 409, 452, 489, 551, 587, 653, 680; Interactive (examples point of use links to online support), 5, 17, 21, 61, 125, 164, 212, 228, 541, 559, 577, 625, 776, 901

In addition to point of us reminders about Interactive Components, the student edition also provides topic and lesson specific listing of all digital resources on pp. xxi–xxviii. These include: Core Concepts; Topic Videos; Lesson Videos; Interactive Primary Sources; Interactive Biographies; 21st Century Skills Tutorials; Interactive Maps, Charts, Galleries, Timelines, Illustrations, and 3-D Models

29. The use of media enhances instruction and learning.

<p>The Student Edition and the Teacher's Edition both exist as e-texts and point of use suggestions for their use included in the print version. SE: Go Online to Access Digital Course, 2B, 50B, 128B, 192B, 256B, 332B, 404B, 474B, 546B, 582B, 648B, 712B, 778B, 844B, 888B, 958B, 996B; e-text & Start Up, (examples), 66, 121, 154, 197, 317, 337, 431, 479, 551, 610, 687, 789, 963</p>	<p>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.).</p>							
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SPECIFIC EVALUATION CRITERIA

2019–2025 Group I – Social Studies Grade 6

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.

Sixth Grade Standards

Sixth Grade Social Studies expands the role of citizenship and patriotism. Students learn about the roles and functions governments play in world events and organizations that help resolve conflicts. Students will use both current and historical maps to explain the effects of major events on political boundaries around the world. Students will learn how the economy is affected by trade and trade organizations, technology, and renewable and nonrenewable resources as well as world conflicts. The causes and responses to world conflicts from World War I to present day will be evaluated.

(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										
SE/TE: Bills, 230; The Committee System, 231; House and Senate versions, 232; Passing a bill, 233; veto/overriding, 235, 236; Contract with America, 971	1. Apply the process of how a bill becomes a law to follow a current legislative bill.										
SE/TE: A European War, 744–751; Wilson and Isolationism, 768–774; Primary Source: Woodrow Wilson, The Fourteen Points, 775; Socialism, 760; Aid for the Needy, 818–819; Roosevelt’s New Deal, 821–832; Quest: Document-Based Inquiry: The Role of Government in the Economy, 782; Dropping the Atomic Bomb, 848; Aggression Overseas and Isolation at Home, 849–854; Wartime Economy, 867; Japanese American Relocation Camps, 871–872 The Beginning of the Cold War, 893–898; Terrorism and an Unstable World, 10001–1012; Primary Source: George W. Bush, 9/11 Address to the Nation, 1013	2. Compare and contrast different forms of government worldwide and their influence on historic world events: <ul style="list-style-type: none"> • The Great Depression • World War I • World War II • 9/11 										

<p>SE/TE: The Legislative Branch— Congress, 229–232; Constitution; Article I, 1050–1057</p>	<p>2. Identify the structure of the United States Congress and the constitutional requirements of congressional membership.</p>						
<p>SE/TE: Congress, 229–232; Donald Trump 232–233, 1041, 1073; Mike Pence, 1073 TE only: Active Journal – Find Senators and Representatives, 230</p>	<p>4. Identify current key figures in United States government:</p> <ul style="list-style-type: none"> • President • Vice President • Speaker of the House • Secretary of State • Current members of Congress from West Virginia 						
<p>SE/TE: Winter at Valley Forge, 179–180; Supporting the Army, 180; African Americans in the War, 181–182; American Indians Choose Sides, 183–184; Citizens’ Rights and Responsibilities, 247–252; African Americans Fight for the Union, 523–524; Women Contribute to the War Effort, 530; Organizing a Massive War Effort, 756–757; Changes at Home, 758–759; The Home Front, 866–872; The Civil Rights Movement, 916–927; The Struggle for Equal Rights Continues, 929–935; Protesting War & Counterculture, 946, 947; Terrorism and an Unstable World, 10001–1012; Primary Source: George W. Bush, 9/11 Address to the Nation, 1013</p>	<p>6. Examine and analyze various acts of patriotism and civil discourse in response to events throughout United States history (e.g., support of American military during wartime, Vietnam protests, Civil Rights, respect for the flag and response of Americans to 9/11).</p>						

<p>SE/TE: American Red Cross, 530; North Atlantic Treaty Organization (NATO), 896–897, 978, 1012; United Nations (UN), 897, 898</p>	<p>7. Identify global relief and development organizations and examine how they provide global aid and support (e.g., Red Cross, UNICEF, Doctors without Borders, Engineers without Borders and World Health Organization).</p>							
<p>SE/TE: Quest: Dropping the Atomic Bomb, 848; Research, 1012, 1022, 1032, 1042, 1045; Analysis Skill: Distinguish Real News from “Fake News”, 1014</p>	<p>8. Research and organize information about an issue of global concern from multiple points of view (e.g., ecology, natural resources, and human rights).</p>							
<p>B. Economics</p>								
<p>SE/TE: Communism (economic system), 762, 787, 939–940, 977, 1024–1027; Free-market system/capitalism, 287, 412–413, 627–628, 977; Socialism, 760</p>	<p>9. Compare and contrast the basic characteristics of communism, socialism and capitalism.</p>							
<p>SE/TE: Environment and industry, 579; Dust Bowl, 834–835; Environmental Challenges, 1024–1027; Hurricane Katrina, 1035</p>	<p>10. Identify examples of renewable and non-renewable resources and analyze the factors that affect these resources on the individual, local and national economies (e.g., hurricanes, floods, etc.).</p>							
<p>SE/TE: NAFTA, 970–971, 1017, 1041</p>	<p>11. Define NAFTA and summarize its effects on the United States economy.</p>							
<p>SE/TE: Economic policy, 966, 967–968, 970, 971, 979, 1017, 1020–1022, 1034, 1037, 1041</p>	<p>12. Compare and contrast government economic policy beginning with the Reagan era through present day.</p>							

<p>SE/TE: NAFTA, 970–971, 1041; NATO, 896–897, 978, 1012; A Global Economy, 1015–1022</p>	<p>13. Classify and evaluate the different types of world trade organizations (e.g., trade, military and health).</p>						
<p>SE/TE: Technology Speeds Transportation, 371–372; Railroads, 423–424; Mining, Railroads, and the Economy, 587–597; Industry and Corporations, 622–629; Advances in Science and Technology, 1023–1032</p>	<p>14. Assess the economic impact of technology on world regions throughout history.</p>						
<p>C. Geography</p>							
<p>SE/TE: Geography and relationship to Europe, 121, 122, 123, 140, 146, 152, 155, 187–188; Isolationism, 717, 787–788, 853–854</p>	<p>15. Identify geographic features that have influenced the safety of the United States and isolated it from conflicts abroad.</p>						
<p>SE/TE: Maps, 178, 199, 270, 295, 305, 313, 324, 390, 395, 396, 480, 490, 502, 507, 521, 720, 723, 741, 747, 772, 859, 878, 895, 897, 900, 903, 1010; Analysis Skill: Interpret Thematic Maps, 573</p>	<p>16. Compare and contrast historical maps and identify the changes in political boundaries as a result of conflicts.</p>						
<p>SE/TE: Charts and graphs (census data), 152, 251, 321, 373, 508, 578, 596, 658, 909; American Indian Removal, 364–367</p>	<p>17. Examine population data from the U.S. Census Bureau and infer the reasons for changes and differences in various areas (e.g., difference between rural and urban areas).</p>						

<p>SE/TE: Atlas, 1074 (Beth weak match: Includes time zone clocks at the top or the map)</p>	<p>18. Determine the time of specific world locations using a world time zone map.</p>							
<p>SE/TE: Maps, 8, 58, 146, 515, 723, 732, 876, 939; European Exploration, 39–46, 66–70; Triangular Trade, 122–123; Rivers and Erie Canal, 370–371, 372; Panama Canal, 737–740; Atlas, 1074–1088</p>	<p>19. Locate the major waterways of North America, South America, Europe and the Middle East and examine their impact on transportation and trade (e.g., discuss how the opening of the Erie Canal contributed to the rise of cities in New York).</p>							
<p>D. History</p>								
<p>SE/TE: Imperialism and World War I, 712–713, 714–715; A European War, 744–751; Entering the War, 752–760; Winning the War, 761–767; Wilson and Isolationism, 768–774; Primary Source, 775; Topic Assessment, 776–777</p>	<p>19. Demonstrate an understanding of the causes, key events and outcomes of World War I.</p> <ul style="list-style-type: none"> • Explain the key events that led to the outbreak of World War I, including the rise of nationalism, imperialism and militarism. • Chart the sequence of events that led to the United States’ entry into World War I. • Analyze the role of propaganda in influencing the United States to enter World War I. • Explain the outcomes and effects of World War I including the conditions and failures of the League of Nations and the Treaty of Versailles. 							
<p>SE/TE: Prosperity and Depression, 778–779, 780–781; Quest, 782; Harding and Coolidge, 783–788; Entering the Great Depression, 813–820; Roosevelt’s New Deal, 821–832; Primary Source, 833; Life During the Depression, 834–841; Topic Assessment, 842–843</p>	<p>20. Explain the global causes and effects of the Great Depression.</p> <ul style="list-style-type: none"> • Identify the economic conditions around the world that existed following World War I. • Examine and categorize causes of the Great Depression worldwide. • Analyze the political response to the economic and social conditions of the Great Depression in the United States and Germany. 							

<p>SE/TE: World War II, 844–845, 846–847; Quest, 848; Aggression Overseas and Isolation at Home, 849–854; Entering World War II, 855–864; Primary Source, 865; The Home Front, 866–872; Primary Source, 873; Winning a Deadly War, 874–885; Topic Assessment, 886–887</p>	<p>21. Demonstrate an understanding of the causes, key events and outcomes of World War II.</p> <ul style="list-style-type: none"> • Summarize the rise of totalitarian governments in Germany, Italy, Japan and the Soviet Union. • Examine the political and economic transformation of Western and Eastern Europe after World War II, identifying the significance of the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization (NATO), the United Nations, the Warsaw Pact and the European Economic Community. • Analyze the role of appeasement and isolationism as an attempt to avoid war. • Analyze the role of strong leadership during the war and critique their responses to the conflict. • Investigate the role of the United States in World War II. • Cite evidence of the human rights violations during times of war. • Illustrate the US civilian response on the home-front to the war (e.g., “Rosie the Riveters,” victory gardens, rationing, etc.). 							
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<p>SE/TE: Postwar America 888–889, 890–891; Quest, 892; The Beginning of the Cold War, 893–898; Korea and Other Postwar Conflicts, 899–906; Eisenhower and Postwar America, 907–913; Primary Source, 914; Make a Difference, 915; Kennedy, Johnson, and Vietnam, 936–947; The Nixon Years, 948–955; Topic Assessment, 956–957; A Global Superpower Facing Change, 958–959, 960–961; Quest, 962; The End of the Cold War, 973–979; Primary Source, 980; Regional Conflicts, 981–991; Primary Source, 992; Analysis Skill, 993; Topic Assessment, 994–995</p>	<p>22. Demonstrate an understanding of global developments following World War II including the impact of the Cold War on the world.</p> <ul style="list-style-type: none"> • Cite evidence of the United States’ and Soviet Union’s dominance as superpowers following World War II. • Outline the US policy of containment and the social effects of this policy. • Summarize the events of the Cold War (e.g., Korean conflict, Vietnam, Cuban Missile Crisis and Space Race). • Describe the Soviet Union’s domination of Eastern Europe, the rise of the Communist party in China and the building of the Berlin Wall. • Analyze the role of strong leadership in ending the Cold War. • Debate the pros and cons of the impact of nuclear power and analyze how it might relate to the issue of atomic weapons. 						
<p>SE/TE: How Did Women’s Lives Change During the 1920s? 791–792; Division and Inequality, 805–812; Civil Rights Movement, 916–927; Primary Source, 928; The Struggle for Equal Rights Continues, 929–935; Kennedy, Johnson, and Vietnam, 936–937</p>	<p>23. Identify the key figures, events and philosophies of the US Civil Rights Movement.</p> <ul style="list-style-type: none"> • Trace the development of Civil Rights for minority groups in the United States (e.g., women and African Americans). • Identify key figures and key events in movements for civil rights. 						

<p>SE/TE: What Caused Conflict in the Middle East? 989–991; Meeting New Challenges, 996–997, 998–999; Terrorism and an Unstable World, 1001–1012; Primary Source, 1013; Analysis Skills, 1014; A Global Economy, 1015–1022; Topic Assessment, 1044–1045</p>	<p>24. Demonstrate an understanding of the causes and effects of the world conflicts in the late 20th and early 21st centuries.</p> <ul style="list-style-type: none"> • Analyze the role of natural resources in Middle Eastern conflicts. • Describe the role of geo-politics in historic events. • Identify the key figures in Middle Eastern conflicts and investigate the US reaction to these events (e.g., Saddam Hussein, Osama bin Laden, terrorism, 9/11, wars in Iraq and Afghanistan). 							
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