## Categories 5: Social Sciences – Grades 9-12 Geography

### I. Alignment

The instructional materials align with the conceptual shifts of the health education standards and grade level outcomes:

**Focus**
1. Provide all students the opportunity to acquire the knowledge and skills necessary to achieve the Oregon Diploma which includes: the Oregon Academic Content Standards for Social Sciences and the Oregon Essential Skills.
2. Present multiple perspectives and analytical views of historical and contemporary issues.
3. Focus on equity, identity, diversity, justice, civic engagement, and traits essential for democratic citizenship.
4. Recognize, reinforce, and strengthen the inherent dignity of all students.
5. Foster students to develop empathy for attitudes and cultures whose worldview is different from their own.

**Rigor**
7. Allow students to analyze and evaluate information and sources leading to authentic inquiry and making multiple applications to real world issues.
8. Provide opportunities for students to interrogate texts and question their truth/validity, bias, and cultural competence.
9. Encourage students to approach content through a disciplinary lens as social scientists.
10. Cultivate an exploration and problem solving of learning through higher level questioning.

**Coherence**
11. Use developmentally appropriate activities and materials to cultivate active civic participation.
12. Encourage integration of history, economics, geography, civics, financial literacy, ethnic studies, and Social Science Analysis.
13. Promote cross-curricular instruction (e.g. English Language Arts, science, the arts, mathematics and technology).
14. Learning progresses in a relevant and engaging manner, building upon prior ideas, practices, concepts, and eliciting and

### II. Instructional Supports

The instructional materials support instruction and learning for all students:

**Student Engagement**
18. Offer authentic and meaningful student-centered activities that build interest and understanding of varied lived experiences.
19. Foster and encourage conversations, discourse, empathy, critical thinking, and curiosity while addressing past and present forms of systemic oppression.
20. Engage students in the understanding of everyone’s rights and responsibilities through social action beyond the classroom.
21. Offer guidance for a variety of inclusive, cooperative strategies that question stereotypes to engage all student.
22. Utilize students’ prior knowledge, skills, and experiences to provide a context for making sense of events and/or seeking solutions to problems.
23. Provide opportunities for varied activities (e.g. hands on learning, physical movement, simulations, research opportunities, integrated technology, and role play).
24. Provide activities that incorporate the arts.

**Differentiated Instruction**
25. Facilitate planning and implementation of differentiated instruction addressing the needs of Talented and Gifted (TAG), English Language Learners (ELL) and Special Education (SPED), and Alternative Education students.
26. Address Oregon English Language Proficiency Standards in reading, writing, listening and speaking.
27. Provide direct access to equitable resources through various levels of technology:  
   a. Speech to text  
   b. Text to speech  
   c. Audio books  
   d. Digital copies  
   e. Available in various languages
28. Provide meaningful adaptations, modifications, and extensions based in student inquiry that provide depth of understanding for all students (e.g., TAG, ELL, SPED, & Alternative Education).
29. Support and guide literacy instruction with leveled and accessible text while teaching social sciences concepts.

**Differentiated Instruction**
30. Provide various achievement level models of formative and summative assessments that are aligned to the Oregon Academic Content Standards for Social Sciences, the standards for Literacy in History/Social Studies, and Oregon Essential Skills for (1) reading, (2) writing, (3) applying mathematics
31. Allow teachers to access, revise/edit, share and print from digital sources to create and/or modify assessments (e.g., readings, labs, rubrics, primary source documents, simulations, case studies, political cartoons, graphs, maps, test bank).
32. Use varied modes of assessment (e.g., pre-, formative, summative, peer, group/ collaborative, and self-assessment).
33. Provide multiple opportunities and formats within each unit (e.g., debate, oral presentation) for students to demonstrate

### III. Monitoring Student Progress

The instructional materials support monitoring student progress:

40. Provide various achievement level models of formative and summative assessments that are aligned to the Oregon Academic Content Standards for Social Sciences, the standards for Literacy in History/Social Studies, and Oregon Essential Skills for (1) reading, (2) writing, (3) applying mathematics
41. Allow teachers to access, revise/edit, share and print from digital sources to create and/or modify assessments (e.g., readings, labs, rubrics, primary source documents, simulations, case studies, political cartoons, graphs, maps, test bank).
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<th>II. Instructional Supports</th>
<th>III. Monitoring Student Progress</th>
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<tr>
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<td>5. Foster students to develop empathy for attitudes and cultures whose worldview is different from their own.</td>
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<td>9. Encourage students to approach content through a disciplinary lens as social scientists.</td>
<td>26. Address Oregon English Language Proficiency Standards in reading, writing, listening and speaking.</td>
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<th>Instructional Materials</th>
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<tr>
<td><strong>30.</strong> Contain a variety of regularly updated and user-friendly, online materials and resources in culturally-sensitive language that are responsive to current events and changes in perspectives that are available to teachers, students and families.</td>
</tr>
<tr>
<td><strong>31.</strong> Provide ongoing and embedded professional development (e.g. video tutorials, webinars) for implementation and continued use of the instructional materials.</td>
</tr>
</tbody>
</table>
15. Provide opportunities for instruction relating to recurring themes and patterns.
16. Provide clear purposes for learning experiences, including but not limited to:
   a. essential questions
   b. learning targets/objectives
   c. alignment with state standards
17. Provide geographic connections for major local, regional, national, and world events.

32. Aligned to the Oregon Social Science standards.
33. Include high interest material and activities in various formats (e.g. photographs, videos, graphics, oral histories, artifacts)
34. Provide guidance on discussing controversial or sensitive topics.
35. Avoid tokenistic presentations of cultures.
36. Materials provide a wide variety of age appropriate primary and secondary sources (both written and oral traditions) including but not limited to:
   a. real-life situations or mirror real-life situations
   b. highlight vocabulary
   c. focused and clear graphics, illustrations, maps, and other multimedia
   d. case studies
   e. art
37. Emphasize academic vocabulary at all levels.
38. Include objectives and learning targets written in student centered language.
39. Materials provide interactive and manipulative maps that include real time movement of people and diffusion of cultures across the globe in a real time map.

44. Assessments employ use of higher level thinking (e.g., synthesis, evaluation, and analysis) with accompanying scoring guides.
45. Assess student proficiency using a variety of methods that recognize various perspectives, and are accessible, adaptable, and culturally unbiased for all students (e.g., Talented and Gifted (TAG), English Language Learners (ELL), Special Education (SPED) students, and Alternative Education Students).
46. Digital mapping assessments offer students the ability to analyze and propose solutions to problems or issues presented.

*Overall Rating for the Instructional material:

<table>
<thead>
<tr>
<th>Key Criteria (#1-17) (Scores 0-4)</th>
<th>Key Criteria (See Page #11) (Scores 0-2)</th>
<th>Supporting Criteria (See Page #12-#14) (Scores 0-2)</th>
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<tr>
<td>Exemplary</td>
<td>100% (3 or 4 KEY, 1 or 2 KEY, &amp; 1 or 2 SUPPORTING) AND 90% of Point Value</td>
<td></td>
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<tr>
<td>Meets Standards</td>
<td>≥80% 3 or 4</td>
<td>≥80% 1 or 2</td>
</tr>
<tr>
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<td>&lt;80% 3 or 4</td>
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<tr>
<td>Criterion 1: FOCUS</td>
<td>Quality Indicators</td>
<td>How to Find the Evidence</td>
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<td>Provide all students the opportunity to acquire the knowledge and skills necessary to achieve the Oregon Diploma that includes the Oregon Academic Content Standards for Social Sciences and the Oregon Essential Skills.</td>
<td>Materials align to the high school Oregon Academic Content Standards for Geography and related Multicultural Studies standards.</td>
<td>Review a different unit/chapter and any provided alignment documents to determine if the Oregon Geography standards and related Multicultural Studies standards are addressed at grade level.</td>
</tr>
</tbody>
</table>

4: Meets all criteria (6 points)
3: Adheres to the criteria (4-5 points, no zeros)
2: Sometimes adheres to the criteria (3 points)
1: Occasionally adheres to the criteria (1-2 points)
0: Does not meet the criteria
Materials provide activities that use reading, writing, and mathematics skills appropriate for high school.

Review different units/chapters and any provided alignment documents to determine if any Oregon mathematics/reading/writing standards are addressed at grade level.

Questions to ask:
- Do the materials provide opportunities to integrate grade-level appropriate math, reading, and writing skills?
- Do the opportunities to integrate math and literacy focus on Social Sciences applications?

0 1 2

- Chapter 13 Lesson 2 TE p.319 “History and Government”: The teacher edition clearly identifies opportunities for Reading Skills (R) instruction which support the Oregon English Language Proficiency Standards in each lesson. In this example students are asked to Define (shatter belt and ethnic conflict) as well as Analyze (migration of languages). Some additional examples of reading skills include Previewing, Using Context Clues, Determining Word Meaning, Paraphrasing, and Summarizing.
- Chapter 19 Lesson 3 TE 469 “Human Impact”: The teacher edition clearly identifies opportunities for Writing Skills (W) instruction that support the Oregon English Language Proficiency Standards in each lesson. In this example students are asked to write a narrative on the effects of pollution. Some additional examples of writing skills include Informative/Explanatory, Argument and Logical/Mathematical.
- Online Teacher Edition >Resources: Under the 21st Century Skills tab in the dashboard there are over two dozen resources that support the Oregon English Language Proficiency Standards in writing, listening and speaking. Some titles include “Pre-writing - Make a Plan,” “Drafting – Elaborate Main Points,” “How to Create a Bibliography,” “Being a Peer Reviewer,” and “How to Analyze Sound Recordings.”
Materials provide suggestions for appropriate modifications and accommodations for Special Education, English Language Learners, and Talented and Gifted students.

**Review a different unit/chapter and determine if the materials allow for appropriate modifications and accommodations for students.**

**Questions to ask:**

- Do the materials provide opportunities for all students to access knowledge and skills?
- Do the materials demonstrate an understanding of best practices for English Language Learners?
- Do the materials demonstrate an understanding of best practices for Special Education?
- Do the materials allow for extending learning for Talented and Gifted Students?
- Do materials provide options of how students can complete assignments or demonstrate knowledge and skills?
- Do the materials encourage independent, small and large-group work?

- Chapter 26 Planner TE pp. 627A-627E: As part of the Differentiated Instruction assets in the TE, activities that utilize different learning styles are labeled in the TE when a particular learning style is highlighted in blue text. These include Intrapersonal, Logical/Mathematics, Visual/Spatial, Verbal/Linguistic, Naturalist, Kinesthetic, Auditory/Musical and Interpersonal. These eight different learning style activities, highlighted throughout the entire TE, provide opportunities to implement varied instructional activities.

- Both the Print and Online Teacher Editions include suggested teaching strategies and targeted resources for differentiated instruction. Keys for differentiation are BL (Beyond Level), AL (Approaching Level) and ELL (English Language Learner).
### SECTION I: Alignment to the 2018 Oregon Social Sciences Standards

<table>
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<tr>
<th>Criterion 2, 3, 4, &amp; 5: FOCUS</th>
<th>Quality indicators</th>
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| Present multiple perspectives and analytical views of historical and contemporary issues. Focus on equity, identity, diversity, justice, civic engagement, and traits essential for democratic citizenship. Recognize, reinforce, and strengthen the inherent dignity of all students. Foster students to develop empathy for attitudes and cultures whose worldview is different from their own. | Materials provide more than one perspective of issues. | Review a different unit/chapter and determine if the materials provide multiple perspectives of historic and present issues. **Questions to ask:**  
- Do the materials provide a balanced presentation of political issues?  
- Is political partisanship evident?  
- Are multiple perspectives included when discussing social issues? | 0 1 2 | - Chapter 11 Lesson 3 pp. 286-289 “Addressing the Issue”: In this text DBQ activity and supplementary interactive digital images, students study the differing viewpoints about the Kyoto Protocol and the system of cap-and-trade, specifically as they deal with Northwestern Europe. Most frequently these features discuss varying perspectives on the competing desires to develop resources at the same time as conserving them. |
| 4: Meets all criteria (8 points)  
3: Adheres to the criteria (6-7 points, no zeros)  
2: Sometimes adheres to the criteria (4-5 points)  
1: Occasionally adheres to the criteria (1-3 points)  
0: Does not meet the criteria | Materials provide students with uplifting and dignified examples of people like themselves within the narrative. | Review the materials and determine if the materials provide multiple inclusive examples and illustrations. **Questions to ask:**  
- Is racial and ethnic diversity evident in text examples, illustrations, and photographs?  
- Is social, gender, and geographic diversity evident in text examples, illustrations, and photographs?  
- Are text, illustrations, and photographs free of stereotypes and bias? | 0 1 2 | - Chapter 21 Lesson 2 TE pp. 514 “Ancient Lives – Masai”: This entire lesson describes a way of life that is very different from the average teenager in Oregon. The suggested teaching strategy for the video resource is to ask students to compare and contrast their way of life with that of the Masai.  
- World Religions Handbook TE pp.826-845: This collection of maps, images, primary sources, text and photographs helps students to develop empathy for attitudes and cultures whose worldview is different from their own. |
Materials provide support for the intent of the Multicultural Studies strand of the Oregon Social Sciences Standards.

Review various units/chapters and determine if the materials provide support for Multicultural Studies.

Questions to ask:
• Do the materials provide support for instruction in the histories, contributions and perspectives of ethnic minorities (individuals who are Native American or Americans of African, Asian, Pacific Island, Chicano, Latino or Middle Eastern descent) and social minorities (women, people with disabilities, immigrants, refugees and individuals who are lesbian, gay, bisexual or transgender)?
• Do the materials offer Multicultural Studies examples that relate directly to Oregon?
• Do teacher support materials provide guidance for instructing students from differing backgrounds than the instructor?
• Do materials support student discussions to engage in diversity activities?

● Chapter 4 Lesson 2 TE p. 86 “World Refugee Day 2012”: In this text DBQ activity, students are asked to read about the contributions of refugees, offer reasons why refugees might choose to migrate to the USA, and what difficulties they may face.
● Chapter 22 “Why Geography Matters: West Africa” TE pp. 528-529 “Empowering Women in West Africa”: Each chapter includes the feature “Why Geography Matters.” A complete list of the 33 is included on p. xvi in the TE. In this feature, students read about gender inequity in West Africa, historical reasons behind it and what steps have been taken to address the issue. In the “There’s More Online,” students are cued to view a West African gender population map and read individual case studies about the changing lives of West African women. There is also a “Literacy Rates Among Young West African Women” interactive map that supports this feature. Instructions for how to use it in the TE.
| Materials offer opportunities for students to experience different cultures and worldviews. | Review a different unit/chapter and determine if the materials provide examples from a variety of cultures and worldviews. | Questions to ask:  
• Are cultural examples free of stereotypical generalizations?  
• Are cultural and worldview examples free of bias and inaccuracy?  
• Are a variety of cultural and worldview examples provided? | 0 1 2  

- Chapter 4 Case Study TE pp. 92-93 “How Has Globalization Changed Modern Culture”: In this case study, students learn about the effects of globalization on cultures around the world, analyze primary sources, draw conclusions and make hypothesis. In addition, the TE includes instruction about how to increase students’ cultural awareness by analyzing a digital image available in the digital resources. Each unit has a case study (nine in total), and these are clearly labeled in the TE table of contents. |
<table>
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<td>Materials offer students opportunities for in-depth study rather than only knowledge-level factual questions.</td>
<td>Review a different unit/chapter and determine if the materials provide opportunities for students to go into more depth on a topic. Questions to ask:  • Do the materials provide flexibility in pacing instruction?  • Do the materials provide questions that might lead students to further study?</td>
<td>0 1 2</td>
<td>● Chapter 25 Case Study TE pp. 618-19 “What is the Future of Kashmir?”: Each unit includes a case study (for a total of nine) that provides students with an opportunity for in-depth exploration and integration of conceptual understanding. This particular case study includes text and photo evidence, a map and primary sources from two differing perspectives. A complete list of the unit case studies can be found in the TE on p. xvi.  ● The textbook is also available in LearnSmart®. Using revolutionary adaptive technology, LearnSmart® allows the student to read the book, answer questions, and receive immediate feedback and individualized instruction as the text adapts to what the student knows, how confident the student is in his/her knowledge and what the student is ready to learn. Teachers have access to a range of individual and group reports to guide small and large group instruction.</td>
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Materials allow students to conduct geographic inquiry, reach conclusions and create solutions.

**Review a different unit/chapter and determine if the materials provide opportunities for student interaction.**

Questions to ask:
- Do the materials show how global/national problems might be addressed at the local level?
- Do the materials provide students with the opportunity to do original research and thinking to solve problems?

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- Online Teacher Edition > Homepage > "Geo@Work" Tab: These problem-solving strategies (one per unit for a total of nine) are dedicated to a particular problem in the modern world, as it applies to a specific region. Students are encouraged to explore the ways geography plays a role every day in shaping our lives, our countries and the whole planet. In the Unit Nine Geo@Work, for example, students are asked which environmental challenge in Southeast Asia and the Pacific deserves the highest priority. They answer this by analyzing the problem, evaluating provided data, and generating conclusions that can be justified by the evidence assembled.
Materials provide students opportunities to do the work of geographers.

**Review different units/chapters and determine if the materials provide students with examples and activities that provide insight to and experiences with careers in Social Sciences.**

**Questions to ask:**
- Do the materials provide students with examples of career options in the Social Sciences?
- Do the materials provide students with activities and/or simulations of careers in geography, public policy, and government?
- Do the materials provide activities and projects that encourage geographic research, explanations, predictions, and descriptions?
- Do the materials provide activities and projects related to historical or current geographic events or phenomena?

- Chapter 1 Lessons 1 and TE pp.11-36 "How Geographers Look at the World": This first chapter in the text sets the foundation of geography as a social science. Lessons include the Geographer’s Tools and the Geographer’s Craft. Additional electronic resources are described in the margins (interactive maps, political cartoons, videos, games and more).
- Chapter 8 Opening TE p. 193 “Foldables® Study Organizer”: Each chapter of the text contains a cumulative chapter-based Foldable® activity. In Chapter 8 students construct a four-door Foldable® organizer to define and comment upon four key aspects of life in contemporary Latin America: Agriculture, Industry, Transportation / Communications, and Trade. They then reflect upon obstacles to industrialization.
- Online Teacher Edition > Lesson Plans > Presentations: Each of the lessons in the text include a teacher presentation tool called a “Presentation” that can be found in the online Lesson Plans. Resembling a power point, each presentation is a rich collection of digital resources that encourage students to approach content through a disciplinary lens as a social scientist. Examples of resources in the presentation include maps, charts & graphs, primary sources, databases, still photos, videos clips and lecture slides.
<table>
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<th>Criterion 7 &amp; 8: RIGOR</th>
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| Allow students to analyze and evaluate information and sources leading to authentic inquiry and making multiple applications to real world issues. Provide opportunities for students to interrogate texts and question their truth-validity, bias, and cultural competence. | Materials provide multiple resources, perspectives, and documents related to real issues. | Review a different unit/chapter and determine if the materials provide opportunities for students to examine and evaluate information to support their thinking. Questions to ask:  
- Do the materials provide an array of primary and secondary sources that address differing perspectives?  
- Do students have the opportunity to evaluate the sources provided? | 0 1 2 | • Chapter 6 Global Connections TE pp.156-157 “Two Decades of NAFTA”: In this case study, students use text, an infographic and three primary sources to analyze and evaluate the effectiveness of NAFTA. There are also instructions about how to use an interactive whiteboard activity “Pros and Cons of NAFTA” available as an online resource. |

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3: Adheres to the criteria (6-7 points, no zeros)  
2: Sometimes adheres to the criteria (4-5 points)  
1: Occasionally adheres to the criteria (1-3 points)  
0: Does not meet the criteria

Final Comments and Suggestions for Improvement:
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<th>Materials provide varying and even conflicting perspectives, allowing students to weigh evidence and reach their own conclusions.</th>
<th><strong>Review a different unit/chapter and determine if the materials provide varying and conflicting perspectives.</strong></th>
<th>0 1 2</th>
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</table>
| Questions to ask:  
• Do the materials provide a variety of perspectives for issues and events?  
• Do the materials reach a conclusion about issues and events, or is it open-ended, allowing the students to reach conclusions? |  |  |

- Chapter 11 Case Study TE pp.282-283 & 290 “How Beneficial is the European Union?”: Through this case study and DBQ activity, students use text, photos, interactive whiteboard activities and primary sources to evaluate arguments for and against the European Union.
- Online Teacher Edition > Resources > 21st Century Skills: The resource entitled “How to Recognize Historical Perspectives” asks students to consider the time period, perspective, experiences and viewpoints of their sources.

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<th><strong>Review a different unit/chapter and determine if the materials provide primary sources and citations for all sources.</strong></th>
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| Questions to ask:  
• How is information presented in the materials?  
• Do the materials provide an array of primary sources in addition to secondary narrative? |  |  |

- Chapter 21 Assessment TE p.526: Primary sources enable students to interrogate texts. Primary source excerpts are embedded in each chapter, longer passages are included as assessments at the end of each chapter, and much longer selections are available in the online resources and assessments.
Materials cite sources of information allowing students to evaluate those sources.

**Review a different unit/chapter and determine if the materials provide source citations.**

**Questions to ask:**
- Are source citations included within the materials?
- Are there activities supporting students as they examine the cited sources?
- Are the sources credible?
- Do the teacher support materials provide guidance on determining credible sources?

- Chapter 9 Lesson 1 TE pp. 220-21 “Water Systems”: Water systems is a major category of study in the first lesson of each chapter in the text. The study of water as a resource provides students with opportunities to learn about real world issues. In this section, students use text, a layered map, a DBQ exercise, a video and an online animated infographic to study the environmental impacts of El Nino.
- Online Teacher Edition > Resources > 21st Century Skills: These digital resources provide students with activities to help them develop skills needed to interrogate texts including “How to Analyze the News,” “How to Recognize Points of View,” “How to Distinguish Fact from Opinion” and “How to Use What You Find On the Internet.”
### SECTION I: Alignment to the 2018 Oregon Social Sciences Standards

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<th>Criterion 11 &amp; 14: COHERENCE</th>
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<tbody>
<tr>
<td>Use developmentally appropriate activities and materials to cultivate active civic participation. Learning progresses in a relevant and engaging manner, building upon prior ideas, practices, concepts, and eliciting and addressing misconceptions.</td>
<td>Materials provide grade-appropriate examples and narrative.</td>
<td>Review a different unit/chapter and determine if the materials provide age-/grade-/developmentally-appropriate examples and narrative.</td>
<td>0 1 2</td>
<td>• Geography: The Human and Physical World 2018 is available in an online edition that is surrounded by over 4000 additional differentiated resources that make the text available to TAG, Special Ed, ELL and Alternative Ed students.</td>
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<td>4: Meets all criteria (6 points)</td>
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<td>3: Adheres to the criteria (4-5 points, no zeros)</td>
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<td>2: Sometimes adheres to the criteria (3 points)</td>
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<td>1: Occasionally adheres to the criteria (1-2 points)</td>
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<tr>
<td>0: Does not meet the criteria</td>
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Final Comments and Suggestions for Improvement:

Materials ensure new learning builds upon previous learning.

Review the materials and determine if the materials provide themes and patterns to promote understanding?

Questions to ask:

- Are there structures within the text to identify connections to previous learning?
- Do materials provide a scope and sequence or framework connecting previous activities and skills?

0 1 2

• Each chapter of text is laid out in a similar fashion allowing student to build upon prior learning. The first lesson (Physical Geography) includes the same subsections (Land, Water, and Climate/Biomes/Resources). The second lesson (Human Geography) includes the same four subsections (History & Government, Population Patterns, Society & Culture Today, and Economic Activities). The third lesson (People and Their Environment) includes the same three subsections (Managing Resources, Human Impact, and Addressing the Issues). The similar design of the text makes it easy for students to engage in comparison, a critical skill of the social scientist.
| Materials anticipate and address misconceptions. | Review a variety of units/chapters and determine if the materials address student misconceptions. | 0 1 2 | • Unit 5 TE p.357A “North Africa, Southwest Asia and Central Asia Planner”: Contributing author, Jay McTigue, has helped to organize the text around the Understanding by Design model. Starting with the end in mind, each unit and each chapter lays out the Enduring Understandings, Essential Question, what Students Will Know and Be Able To Do and well as Predictable Misunderstandings. In this particular unit, students will learn how the history of the region was shaped by migrations, religion, trade and invasions.  
• Chapter 11 Lesson 2 TE pp. 278 “France Public Veil Ban”: This video helps students analyze ethnic issues that arise through the process of immigration and population settlement patterns. |

<table>
<thead>
<tr>
<th><strong>Questions to ask:</strong></th>
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<tr>
<td>• Are typical misconceptions identified?</td>
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<tr>
<td>• Are misconceptions addressed and correct explanations offered?</td>
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<tr>
<td><strong>SECTION I: Alignment to the 2018 Oregon Social Sciences Standards</strong></td>
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<tr>
<td>--------------------------------------------------</td>
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<tr>
<td><strong>Criterion 12, 13, &amp; 17: COHERENCE</strong></td>
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<tr>
<td>Encourage integration of history, economics, geography, civics, financial literacy, multicultural studies, and Social Science Analysis. Promote cross-curricular instruction (e.g. English Language Arts, science, the arts, mathematics and technology). Provide geographic connections for major local, regional, national, and world events.</td>
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**4: Meets all criteria (6 points)**

**3: Adheres to the criteria (4-5 points, no zeros)**

**2: Sometimes adheres to the criteria (3 points)**

**1: Occasionally adheres to the criteria (1-2 points)**

**0: Does not meet the criteria**

**Final Comments and Suggestions for Improvement:**

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<th>Quality indicators</th>
<th>How to Find the Evidence</th>
<th>Rating</th>
<th>Specific Evidence from Materials</th>
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<tbody>
<tr>
<td>Materials provide examples that cross content lines, showing the real-world integration of geography, history, economics, and civics.</td>
<td>Review a different unit/chapter and determine if the materials provide inter-disciplinary connections.</td>
<td>0 1 2</td>
<td>• Antarctica: The Land of Ice  TE pp. 822-825: This complete case study combines text, video, infographics, a timeline, a graphic novel, a map and multiple types of images (including a 360 degree animation) as students explore the geography, history, scientific value, political territorial claims and environmental impact of humans on the seventh continent.</td>
</tr>
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</table>
Materials provide opportunities for students to use and refine reading, writing, science, math, and technology skills while studying geography.

Review a different unit/chapter and any provided alignment documents to determine if Oregon mathematics/reading/writing standards are addressed at grade level.

Questions to ask:
- Do the materials provide opportunities to integrate grade-level appropriate math, reading, and writing skills?
- Do the opportunities to integrate math and literacy focus on Social Sciences applications?
- Do the materials provide opportunities to integrate science and technology skills with a Social Sciences focus?

Chapter 25 Lesson 2 TE pp. 617 “Connecting Geography to Math: India’s GDP”: This chapter feature describes India’s population and GDP and explains to students how to calculate per capita GDP. It extends the exercise by asking students to evaluate the results. Each chapter of the text contains an interdisciplinary connection to topics such as math, science, government, history and sociology. A complete list of the 34 “Connecting Geography to …” can be found on p. XVII in the TE.
Materials provide students opportunities to analyze local/regional/national/world events and recognize geography features and implications.

Review different units/chapters and determine if students have opportunities to analyze events from the perspective of geography.

Questions to ask:
- Do the materials provide activities and projects that encourage geographic research, explanations, predictions, and descriptions?
- Do the materials provide activities and projects related to historical or current geographic events?

- Online Teacher Edition > Resources: Under the Rubrics and Printable Assessments tab in the dashboard there are 22 editable rubrics for student assessment that support the Oregon English Language Proficiency Standards in writing, listening and speaking. Some examples are rubrics for a Song or Poem, Skit, Role Play, Debate, Journalistic Writing, Debate, Oral Report and Audio Visual Presentation.
- Chapter 1 Why Geography Matters TE pp. 12-13 “Distribution of Political Power”: This feature explains that political geography is the interaction of political processes and spatial environments. There is great value when citizens understand the distribution of political power in the United States. Each chapter contains a “Why Geography Matters” feature and a “Hands-on” project based learning recommendation. This chapter suggests students choose and evaluate an issue in their local community and prepare a plan of action which could be presented before local officials.
- Chapter 21 TE pp 504. “Why Geography Matters”: Every chapter includes a “Hands-On Project” with a possible technology extension. In this project for East Africa, students create brochures focusing on solutions to obstacles that prevent girls from continuing their education beyond primary school. The technology extension for this project is the creation of a digital scrapbook. Detailed instructions for all projects and extensions can be found in the online resources by searching the chapter level resources.
SECTION I: Alignment to the 2018 Oregon Social Sciences Standards

<table>
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<th>Quality indicators</th>
<th>How to Find the Evidence</th>
<th>Rating</th>
<th>Specific Evidence from Materials</th>
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<tbody>
<tr>
<td>Criterion 15 &amp; 16: COHERENCE</td>
<td>Review the materials and determine if the materials provide themes and patterns to promote understanding.</td>
<td>0 1 2</td>
<td>● Introductory Material TE pp. lviii-lxxii “Correlations to NCSS Thematic Strands and National Geography Standards”: Enduring themes and Essential Questions are part of every chapter and lesson. The text is designed to bring to life the 10 National Council of the Social Studies Thematic Strands and the 18 National Geography. These include, but are not limited to, “How in democratic societies legal protections are designed to protect the rights and beliefs of minority groups” (NCSS 5.7) and “People can view places and regions from multiple perspectives” (NGS 6.1).</td>
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<tr>
<td>Materials make major geography themes evident and include themes in multiple examples.</td>
<td>Questions to ask:</td>
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<tr>
<td>a. essential questions</td>
<td>• Are there structures within the text to identify connections to previous learning?</td>
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<tr>
<td>b. learning targets/objectives</td>
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<tr>
<td>c. alignment with state standards</td>
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4: Meets all criteria (6 points)
3: Adheres to the criteria (4-5 points, no zeros)
2: Sometimes adheres to the criteria (3 points)
1: Occasionally adheres to the criteria (1-2 points)
0: Does not meet the criteria

Final Comments and Suggestions for Improvement:

Materials make major geography themes evident and include themes in multiple examples.
Materials ensure students understand the learning is relevant, timely, and authentic.

Review a variety of units/chapters and determine if the materials provide students with real-world connections.

**Questions to ask:**
- Does the material provide real-world connections to the learning?
- Does the material provide Examples of events and issues that relate to current situations?
- Is the material explicit about reasons why the learning is important to the student/the community/the nation and world?

Materials support active student inquiry.

Review a different unit/chapter and determine if the materials provide connections to the Inquiry Arc from the C3 Framework.

**Questions to ask:**
- Do the materials show inquiry as a multi-step process?
- Are there references to the C3 Framework in the materials?
- Do the teacher support materials provide guidance on increasing student inquiry?
- Are supplemental materials included to encourage enrichment activities or student-guided studies?

- Chapter 3 Why Geography Matters TE pp. 58-59 “Climate Change: The Impacts on Humans”: In this case study, students examine climate change and global warming, its causes and the potential impacts on humans at the local, regional national and global level. The TE provides possible critical reading and thinking skills questions, project ideas and a video to support instruction.
- Online Learning Center Homepage BTW Icon: The McGraw-Hill Education online resource BTW is an age-appropriate, ad-free, current event repository that is updated several times per week. It includes current issues, as well as an archive of topical issues from the recent past. It provides up-to-date coverage of important national and world news, along with contests, polls, and activities. Each news story has activities and questions to extend the content and provide skills practice, including, "Tips on how to use btw articles in your social studies classroom,” “Ideas for using social media and other technology resources,” and “21st Century Skill options.” Content topics most appropriate for this course are archived under the headings Global Connections, Geography: The Human and Physical World, and Current Events.
- SyncBlasts provide Essential Question-driven content around major local, regional, national and world events.

- Chapter 7 Chapter Planner TE pp. 173A-173 “Mexico Planner”: The entire text is organized around Enduring Understandings and Essential Questions, supported by Guiding Questions and Reading Progress Check questions. For this chapter, the Essential Question, “How do physical systems and human systems shape a place?” is supported by the guiding question, “How does the climate affect human activities in Mexico?” and the reading comprehension check question, “How does the art of Diego Rivera reflect Mexico’s cultural heritage?”
### II, III, IV, & V - INDICATORS OF QUALITY:
Student Engagement, Differentiated Instruction, Extensions & Educator Supports, & Monitoring Student Progress

<table>
<thead>
<tr>
<th>II, III, IV, &amp; V INDICATORS</th>
<th>SCORE</th>
<th>EVIDENCE</th>
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| 20. Engage students in the understanding of everyone's rights and responsibilities through social action beyond the classroom. | 0 1 2 | - Online Teacher Edition > Resources > 21st Century Skills “How to Plan a Service Project” : This 24-slide powerpoint resource defines services, explains the role service plays, helps students narrow interests to identify a possible project and then provides links to national service agencies for students to explore.  
- Online Student Edition Homepage BTW: The The McGraw Hill BTW current events website offers engaging, student centered resources and activities in the “Be an Active Citizen” and “Election Central” sections.  
- SyncBlasts will provide Essential Question-driven content that provides opportunities for students to take informed action. |
| 23. Provide opportunities for varied activities (e.g., hands-on learning, physical movements, simulations, research opportunities, integrated technology, and role play). | 0 1 2 | • Online Teacher Edition > Resources > GeoLab Activity: Each unit contains a GeoLab (for a total of nine), which is a hands-on activity designed to make the study of geography come alive. In the Unit 9 GeoLab, students demonstrate their comprehension and depth of knowledge about population growth. A complete list of GeoLab Activities can be found on pa. xxvii in the TE.  
• Online Teacher Edition > Resources: The Geography: The Human and Physical World 2018 resource tab includes over 4000 digital extensions to the textbook. These include project-based learning activities, simulations, debates, games, interactive whiteboard activities, slideshows, graphic organizers, charts, graphs, timelines, worksheets, quizzes and tests. All are downloadable and most can be edited to meet the diverse needs of students.  

| 26. Address Oregon English Language Proficiency Standards in reading, writing, listening, and speaking. | 0 1 2 | • Chapter 13 Lesson 2 TE p.319 “History and Government”: The teacher edition clearly identifies opportunities for Reading Skills (R) instruction which support the Oregon English Language Proficiency Standards in each lesson. In this example students are asked to Define (shatter belt and ethnic conflict) as well as Analyze (migration of languages). Some additional examples of reading skills include Previewing, Using Context Clues, Determining Word Meaning, Paraphrasing, and Summarizing.  
• Chapter 19 Lesson 3 TE 469 “Human Impact”: The teacher edition clearly identifies opportunities for Writing Skills (W) instruction that support the Oregon English Language Proficiency Standards in each lesson. In this example students are asked to write a narrative on the effects of pollution. Some additional examples of writing skills include Informative/Explanatory, Argument and Logical/Mathematical.  

| 28. Provide meaningful adaptations, modifications, and extensions based in student inquiry that provide depth of understanding for all students (e.g., TAG, ELL, SPED, & Alternative Education). | 0 1 2 | • Chapter 29 Planner TE pp.701A-701E “Japan”: The teacher edition includes activities for each lesson to reach a variety of learning styles including interpersonal, logical/mathematical, visual/spatial, naturalist, kinesthetic, auditory/musical and interpersonal. An explanation is provided in each chapter planner under the heading “Differentiated Instruction.”  
• Online Teacher Edition > Manage and Assign Tab > My Discussions: Teachers can use this blogging feature as an opportunity for students to demonstrate skills, content knowledge and receive feedback. Teachers have the option to moderate student responses before they post if desired. Complete instructions for using the My Discussion feature are in the online resources help section. |
43. Provide multiple opportunities and formats within each unit (e.g., debate, oral presentation) for students to demonstrate skills, content knowledge, and receive feedback.

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- Chapter 29 Planner TE pp.701A-701E “Japan”: The teacher edition includes activities for each lesson to reach a variety of learning styles including interpersonal, logical/mathematical, visual/spatial, naturalist, kinesthetic, auditory/musical and interpersonal. An explanation is provided in each chapter planner under the heading “Differentiated Instruction.”
- Online Teacher Edition > Manage and Assign Tab > My Discussions: Teachers can use this blogging feature as an opportunity for students to demonstrate skills, content knowledge and receive feedback. Teachers have the option to moderate student responses before they post if desired. Complete instructions for using the My Discussion feature are in the online resources help section.

44. Assessments employ use of higher level thinking (e.g., synthesis, evaluation, and analysis) with accompanying scoring guides.

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- The Online Assessment Center is a fully digital online assessment creator. Teachers have access to pre-made quizzes, tests and test banks. These resources have objective questions, technology enhanced questions and free response short answer, DBQ and essay questions. Each question is tagged by Depth of Knowledge and questions can be sorted by Bloom’s taxonomy categories. Teachers can edit tests and test questions to differentiate the assessments for the needs of individual students.
- Chapter 15 Lesson 3 TE p.383 “Critical Thinking Skills”: Each of the 100 lessons in the TE provide teachers with several critical thinking options for students (labeled “C”)in the margins. Brackets in the text correspond with the questions in the margins. Questions teachers might ask are highlighted in blue and possible student responses are italicized.

45. Assess student proficiency using a variety of methods that recognize various perspectives, and are accessible, adaptable, and culturally unbiased for all students (e.g., Talented and Gifted (TAG), English Language Learners (ELL) and Special Education (SPED) students, and Alternative Education students).

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- Online Teacher Edition > Resources > Guided Reading worksheets, Reading Essentials, Graphic Organizers, Chapter Summaries, Re-teaching Activities, Quizzes and Tests digital resources are downloadable and editable.
- Online Teacher Edition > Assess: All lesson quizzes and chapter tests are available in English and Spanish. Teachers also have the capability of creating unique assessments from the Spanish language test bank.

**Total (points possible)**
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<tr>
<th>II - INDICATORS OF QUALITY: Student Engagement</th>
<th>SCORE</th>
<th>EVIDENCE</th>
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</table>
| 18. Offer authentic and meaningful student-centered activities that build interest and understanding of varied lived experiences. | 0 1 2 | - Online Teacher Edition > Resources > GIS Simulations: Each unit contains a GIS simulation (for a total of nine) that is a multi-period set of activities through which students learn about the role of geographic information systems. In the Unit One GIS Simulation, students develop an understanding of what GIS is and how people can use it to understand how different geographic variables interact with each other. They use data from two cities to create GIS layers. They then integrate the geographic data to compare and contrast the two locations, write descriptions of each place and identify the type of person who would be best suited to living in each place. A complete list of GIS Simulations can be found on pa. xxvii in the TE.  
- Online Student Edition Homepage BTW: The “You Decide” feature in BTW provides background for a contemporary issue, two points of view and a voting tab. Students are asked to analyze the topic, evaluate the different points of view, form an opinion and then vote. Students can immediately view how their choice compares to other students in the district. |
| 19. Foster and encourage conversations, discourse, empathy, critical thinking, and curiosity while addressing past and present forms of systemic oppression. | 0 1 2 | - SyncBlasts provide Essential Question-driven content that encourages students to encourage in conversations, discourse and empathy for understanding systemic oppression in the world today.  
- Chapter 17 Why Geography Matters TE pp.410-411 “A Stateless Nation: The Kurds”: Through a collection of resources, students learn what a stateless society is, who the Kurds are, what the nation of Kurdistan is. During this learning process, students will build empathy and understanding while studying past and present forms of systematic oppression. |
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<td>21. Offer guidance for a variety of inclusive, cooperative strategies that question stereotypes to engage all students.</td>
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|   | - Online Teacher Edition > Resources > Professional Development: The Networks Social Studies resources facilitate inclusiveness, cooperation and engagement by developing a course of study based on Understanding by Design®. UbD offers a planning framework to guide curriculum, assessment and instruction. The Professional Development section includes videos, a white paper and additional resources about the UbD process.  
- Stage 2 of UbD “Determine Acceptable Evidence” is the means by which teachers know if students have achieved desired understanding. UbD has identified six facets of truly understanding including, “demonstrate perspective and recognize different points of view,” “display empathy,” and “have self-knowledge.”  
- Chapter 20 Lesson 2 TE p. 489-95 “Human Geography in the Transition Zone”: Photos, maps, graphic organizers, a timeline and text provide support for the rich and diverse African cultures south of the Sahara helping to any pre-existing stereotypes about the region. |   |   |   |
| 22. Utilize students’ prior knowledge, skills, and experiences to provide a context for making sense of events and/or seeking solutions to problems. | 0 | 1 | 2 |
|   | - All lessons, features and chapter opening pages begin by cultivating students’ background knowledge to link new information to what is already known through the heading ENGAGE. The teacher edition recommends bell-ringers, warm-ups and introductory resources to activate students’ prior knowledge.  
- Chapter 21 Lesson 3 TE pp. 520-24 “People and Their Environment: East Africa”: Building on students’ prior experiences with pets and tourism, the text in this lesson, and the digital resources that support it, provide students with an opportunity to examine the impact of human activity (tourism, hunting, development) on the wildlife of east Africa. |   |   |   |
| 24. Provide activities that incorporate the arts. | 0 | 1 | 2 |
|   | - Chapter 10 Lesson 2 TE pp. 259 “The Arts”: Every regional chapter has a text section in lesson two entitled “The Arts,” which highlights the main artistic contributions of the region to the work. In this section, Danish literary and design traditions are highlighted.  
- Chapter 28 Lesson 2 TE pp. 689 “The Spread of Rap and Hip-Hop”: This “Analyzing Primary Sources” activity encourages students to think about the role of the internet and social media in the diffusion of contemporary culture. In this instance, the United States and China are examined. |   |   |   |
### III - INDICATORS OF QUALITY: Differentiated Instruction

25. Facilitate planning and implementation of differentiated instruction addressing the needs of Talented and Gifted (TAG), English Language Learners (ELL) and Special Education (SPED), and Alternative Education students.

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- Both the Print and Online Teacher Editions include suggested teaching strategies and targeted resources for differentiated instruction. Keys for differentiation are BL (Beyond Level), AL (Approaching Level) and ELL (English Language Learner).
- Chapter 14 Planner TE p. 332 “Intervention and Remediation Strategies”: The last page for each of the 33 chapter planners includes alternative teaching strategies, resources and assessments for students needing intervention and/or remediation. This particular example provides information for re-teaching Chapter 14, The Russian Core.

27. Provide direct access to equitable resources through various levels of technology.

- Speech to text
- Text to speech
- Audio books
- Digital copies
- Available in various languages

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- b. Text to speech
  - Every text page in the online textbook has a text to speech feature. Students access it through the headphone icon in the dashboard.
- c. Audio books
  - The entire student edition is available as an online text which has a text to speech feature for every page.
- d. Digital copies
  - *Geography: The Human and Physical World 2018* is available in an online edition that is surrounded by over 4000 additional differentiated resources which make the text available to TAG, Special Ed, ELL and Alternative Ed students.
- e. Available in various languages
  - Glossary/Glosario TE pp.856-882 Critical vocabulary is defined in both English and Spanish in the teacher and student print editions.
  - The digital textbook also has a pop-out Spanish version option for every page of digital text.

29. Support and guide literacy instruction with leveled and accessible text while teaching social sciences concepts.

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- Online Student Edition Dashboard “?”: If the teacher enables the English Language Learner or Approaching Grade Level options, individual students or the entire class may have access to the digital textbook written at approximately two grade levels lower than the standard text by clicking on the “?” (Teachers see a drop down menu; students do not.)
- Online Teacher Edition > Resources: The “Reading Essentials” resource for every lesson is an approaching grade level resource that presents content, graphic organizers, maps, timelines and comprehension questions in one place. It is written at approximately two reading levels lower than the student text.

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<th>Total (points possible)</th>
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### SECTION IV: Instructional Supports Supporting Criteria

Rate each indicator in Section III according to whether it is met, partially met, or not met. Award points for each indicator as shown.

**IV - INDICATORS OF QUALITY: Extensions & Educator Supports**

<table>
<thead>
<tr>
<th>EVIDENCE</th>
<th>SCORE</th>
<th>Does not meet</th>
<th>Partially meets</th>
<th>Meets</th>
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<tr>
<td><strong>30. Contain a variety of regularly updated and user-friendly, online materials and resources in culturally-sensitive language that are responsive to current events and changes in perspectives that are available to teachers, students and families.</strong></td>
<td>0 1 2</td>
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| - Online Learning Center Homepage BTW Icon: The McGraw-Hill Education online resource BTW is an age appropriate, ad-free current event repository that is updated several times per week. It includes current issues, as well as an archive of topical issues from the recent past. It provides up-to-date coverage of important national and world news, along with contests, polls, and activities. Each news story has activities and questions to extend the content and provide skills practice, including: Tips on how to use btw articles in your social studies classroom Ideas for using social media and other technology resources 21st Century Skill options. Content topics most appropriate for this course are archived under the headings Global Connections, Geography: The Human and Physical World, and Current Events. BTW is available for students, parents, and teachers and it can be accessed either through the online learning center or directly from the world-wide web.  
- SyncBlasts provide Essential Question-driven content that gives students culturally-sensitive digital materials that are responsive to current events and changes in perspectives. |       |               |                 |       |
| **31. Provide ongoing and embedded professional development (e.g. video tutorials, webinars) for implementation and continued use of the instructional materials.**                                                                 | 0 1 2 |               |                 |       |
| - Online Teacher Edition > Resources: The Help Tab includes an ever growing collection of video tutorials and implementation guides for every aspect of the digital resource. Currently there are over 50 resources available with more to be added.  
- Online Teacher Edition > Resources: The Professional Development tab includes an ever-growing collection of video tutorials, implementation guides, white papers and “how-to’s” for many aspects of the print and digital resource, as well as resources for best practice. Currently there are over 40 resources available with more to be added. |       |               |                 |       |
| **32. Aligned to the Oregon Social Science standards.**                                                                                                                                            | 0 1 2 |               |                 |       |
| - Each of the McGraw-Hill Networks Social Studies resource and supporting textbooks for high school are setup and organized in similar fashion. The resources are designed to fully support teacher and student success through alignment to the Oregon, as well as National, Social Science and Geography Standards. Each chapter is designed to engage students with interactive print and/or online resources, compelling stories from multiple perspectives and rigorous as well as differentiated instruction to meet the various learning styles of all students. |       |               |                 |       |
33. Include high interest material and activities in various formats (e.g. photographs, videos, graphics, oral histories, artifacts).

| 33. Include high interest material and activities in various formats (e.g. photographs, videos, graphics, oral histories, artifacts). | 0 | 1 | 2 | - Chapter 5 Case Study TE pp. 132 “Interactive Image: Drought and Conflict”: Many of the hundreds of digital photographs in the online resources are interactive. For this image there are four pop out windows, which not only provide the students with addition information but also make the photograph more engaging. 
- Chapter 8 Lesson 2 TE pp.202 “The Panama Canal”: The TE explains how teachers can use this video clip to provide students the opportunity to categorize the connection between physical and human geography. There are 129 video clips available to support this resource. 
- Chapter 10 Why Geography Matters TE pp.248-249 “Volcanic Eruption in Iceland”: This case study combines text, photos, graphics and instructions about how to incorporate videos and an oral historical account of the volcanic eruption in order for students to analyze sequencing of events, the effects of a natural catastrophe on physical and human systems and the effects on the tourist economy of Iceland. |

34. Provide guidance on discussing controversial or sensitive topics.

| 34. Provide guidance on discussing controversial or sensitive topics. | 0 | 1 | 2 | - Chapter 16 Lesson 2 TE pp. 395-96 “Civilizations”: This section of text describes the three Abrahamic religions (Judaism, Christianity and Islam) in a way that highlights similarities more than differences. This text helps to provide a foundation of understanding for the Israeli-Palestinian conflict. 
- Chapter 19 Why Geography Matters TE pp. 452-53 “Afghanistan’s Troubled History”: Through maps, photos, texts and digital resources, this case study provides students with information to promote understanding about a region with which the United States has had strained ties in the past. |

35. Avoid tokenistic presentations of cultures.

| 35. Avoid tokenistic presentations of cultures. | 0 | 1 | 2 | - Chapter 16 Opening TE p. 387 “Letter from the Author”: Each chapter in the teacher edition contains a brief letter from the author to the Geography Teacher which sets the tone for the chapter. In this letter in Chapter 28, The Eastern Mediterranean, the author expresses the hope that the combination of teenagers and technology can open dialogue between peoples, which can truly foster understanding and break down the tokenistic barriers of suspicion, misunderstanding and conflict. The tone of this chapter reflects the author’s tone for the entire textbook. |
36. Materials provide a wide variety of age appropriate primary and secondary sources (both written and oral traditions) including but not limited to:
   a. real-life situations or mirror real-life situations
   b. highlight vocabulary
   c. focused and clear graphics, illustrations, maps, and other multimedia
   d. case studies

37. Emphasize academic vocabulary at all levels.
<table>
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<th>38. Include objectives and learning targets written in student centered language.</th>
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| **● Chapter 15 Chapter Planner TE pp.365B - 365E “North Africa Chapter Planner”: Each of the Chapter Planner pages in the TE states clearly what students will know and be able to do for the Chapter Opener, the lesson on Physical Geography, the lesson on Human Geography and the lesson on People and Their Environment.**  
**● Chapter 15 Lesson 1 TE p. 368-9 “Physical Geography of North Africa”: Each lesson in the student edition begins with an Essential Question. In this case, “How do physical systems and human systems shape a place?” is the Essential Question, which is further supported by Guiding Questions and Reading Progress Check questions. For these two pages the Guiding Question is, “What physical process is responsible for shaping the landscape of North Africa?” and the Reading Progress Check question is, “What major landform has been created by the interaction of the Eurasian and African plates?” In every chapter, Lesson 1 and Lesson 3 have 3 pairs of Guiding Questions/Reading Progress Check questions and Lesson 2 has 4 pairs.** | | | |

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<th>39. Materials provide interactive and manipulative maps that include real time movement of people and diffusion of cultures across the globe in a real time map.</th>
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| **● Chapter 20 Why Geography Matters TE pp.482-83 “Diffusion: Muslim and non-Muslim Cultures”: This case study provides several interactive maps, photos, text and an interactive image about the diffusion of religion in the transition zone south of the Sahara Desert and asks student to evaluate the effects of cultural diffusion in the region.**  
**● Chapter 20 Why Geography Matters TE pp.482-83 “Diffusion: Muslim and non-Muslim Cultures”: This case study provides several interactive maps, photos, text and an interactive image about the diffusion of religion in the transition zone south of the Sahara Desert and asks student to evaluate the effects of cultural diffusion in the region.** | | | |
### V - INDICATORS OF QUALITY: Monitoring Student Progress

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<th>SCORE</th>
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| Partially meets/Not sure | 40. Provide various achievement level models of formative and summative assessments that are aligned to the Oregon Academic Content Standards for Social Sciences, the standards for Literacy in History/Social Studies, and Oregon Essential Skills for (1) reading, (2) writing, (3) applying mathematics. | The digital textbook provides formative progress checks and summative end of lesson and end of chapter assessments. The students can type their responses directly into their digital textbook and submit their answers in digital format to the teacher.  
Teacher resources include print versions of Guided Reading worksheets, Graphic Organizers, Quizzes and Tests. These are in digital resources and are downloadable into PDF or Word format. | |
| Meets | 41. Allow teachers to access, revise/edit, share and print from digital sources to create and/or modify assessments (e.g., readings, labs, rubrics, primary source documents, simulations, case studies, political cartoons, graphs, maps, test bank). | Online Teacher Edition > Assess Tab: The Online Assessment Center is a fully digital online assessment generator. Teachers have access to editable lesson quizzes and chapter tests. Teachers can use these assessments as-is, edit existing questions, or add their own questions. Assessments can be customized by question type and depth of knowledge. This resource includes technology enhanced questions, as well as short answer, DBQ, and many other formats for summative or formative assessments large or small. A timesaver for teachers is that objective questions are automatically scored and subjective responses are organized in a way for easy scoring.  
Online Teacher Edition > Resources Tab: Teacher resources include over 4000 readings, GeoLabs, rubrics, primary source documents, simulations, case studies, political cartoons, graphs, maps and quiz and test banks. These digital resources are downloadable into PDF or Word format. Documents downloaded into Word format can be uploaded into other platforms and shared with students and colleagues. | |
| 42. Use varied modes of assessment (e.g., pre-, formative, summative, peer, group/collaborative, and self-assessment). | 0 1 2 | ● Chapter 9 Assessment TE p. 237 “Assessment”: This is an example of the “questions at the end of the chapter” for the content about South America, and each chapter has assessments designed in the same format. The “Need Extra Help” chart at the bottom of the page directs students where to review if they have difficulty answering a question. For additional self-assessment, the online student edition has a 10 question self-check quiz at the end of every lesson which provides automatic scoring and feedback. ● Chapter 31 TE pp.752-752 “Why Geography Matters”: The margins in the TE provide Hands-On Project-Based Learning activities and Digital Online Project suggestions for each chapter that can be used as group/collaborative assessments. In this instance, students are asked to create conservation plans that bring together information from all lessons about the physical and human geography in Southeast Asia. |
| 46. Digital mapping assessments offer students the ability to analyze and propose solutions to problems or issues presented. | 0 1 2 | ● Chapter 9 Lesson 2 TE pp. 226 “Dominant Ethnic Groups of South America”: In this interactive map exercise, students make hypotheses about migration and settlement patterns of various ethnic groups in the continent. ● Chapter 16 Why Geography Matters TE pp. 388-89 “Israeli-Palestinian Conflict”: Using interactive historical maps, combined with text written from different perspectives, students can analyze and propose solutions to the Israeli-Palestinian conflict. |

Total (points possible)