

PUBLISHER:	Teacher Created Materials		
SUBJECT:	Social Studies	SPECIFIC GRADE:	Grade 4
COURSE:		TITLE	Exploring Social Studies: West Virginia
COPYRIGHT:	2019		
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2018 Instructional Materials Adoption procedure is subject to change based on pending legislation.

NON-NEGOTIABLE EVALUATION CRITERIA

2019-2025

Group I – Social Studies

Grade 4

Equity, Accessibility and Format			
Yes	No	CRITERIA	NOTES
✓		<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>TCM RESPONSE: The instructional materials are fair, accurate, inclusive, and respectful. The images and concepts in the content-area readers and student handbook represent diverse families and leaders. The contributions of minority and ethnic groups are recognized as an essential part of the American heritage throughout the curriculum.</p>	
✓		<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>TCM RESPONSE: The contributions, experiences, and achievements of men and women from all cultures are intricately interwoven throughout the curricular materials.</p>	

✓		<p>3. FORMAT This resource includes an interactive electronic/digital component for students.</p> <p>TCM RESPONSE: The eBooks and audio recordings of the readers and reader’s theater script provide a way for students to interact with the materials through a digital medium.</p>	
✓		<p>4. BIAS The instructional material is free of political bias.</p> <p>TCM RESPONSE: Teacher Created Materials does not emphasize or support political bias within its curricular materials.</p>	
✓		<p>5. COMMON CORE The instructional materials do not reference Common Core academic standards. (WV Code §18-2E-1b-1)</p> <p>TCM RESPONSE: There are no references to Common Core academic standards in these curricular materials.</p>	

GENERAL EVALUATION CRITERIA

2019-2025
Group I – Social Studies
Grade 4

INSTRUCTIONAL MATERIALS ADOPTION: 21st CENTURY 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 of College and Career Readiness Standards, materials must also clearly connect to Learning for the 21st Century which includes opportunities for students to develop:										
	A. College and Career Readiness Skills:										
For more information, please refer to the Management Guide (page 12).	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 of geography in historical events, the importance of economics in geography, the importance of past history in civic decision making); TCM RESPONSE: All the inquiry-driven lessons provide several opportunities for students to explore learning objectives directly related to West Virginia’s content standards and objectives for social studies.										

<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • <i>The New England Colonies: A Place for Puritans</i> reader and lesson • <i>The Middle Colonies: Breadbasket of the New World</i> reader and lesson • <i>The Southern Colonies: First and Last of 13</i> reader and lesson • <i>Forming a New Government</i> reader and lesson • <i>The Great Leap Westward</i> reader and lesson • <i>Settling and Unsettling the West</i> reader and lesson 	<p>2. engages in complex historical analysis that promotes the development of mental perspectives, thoughtful well-framed questions and thoughtful judgment applicable to students’ own lives and future situations; and</p> <p>TCM RESPONSE: Students are given a wide variety of activities and lessons designed to make them think critically, engage with the text, and develop their own opinions based on factual evidence.</p>							
<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • Student Handbook (pages 53–60) • <i>Marquis de Lafayette and the French</i> reader and lesson • <i>Hamilton vs. Jefferson</i> reader and lesson • <i>Lewis and Clark</i> reader’s theater script and lesson 	<p>3. promotes local and global connections past and present in real-world, authentic relationships that encourage the consideration of human choice and natural catastrophic events on historic outcomes.</p> <p>TCM RESPONSE: Students work individually and in groups to learn about a number of different people throughout history and the effects they had on local and larger communities.</p>							
<p>Information and Communication Skills/Social Studies <i>For student mastery of College and Career Readiness standards, the instructional materials will include multiple strategies that provide students with the opportunity to:</i></p>								
<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • Student Handbook (page 33) • <i>We the People: Founding Documents</i> reader and lesson • <i>Forming a New Government</i> reader and lesson • <i>Slavery in America</i> reader and lesson • <i>Causes of the Revolution</i> reader and lesson 	<p>4. locate existing social studies content information, especially primary source documents, to interpret meaning and then create original communication;</p> <p>TCM RESPONSE: Content-area readers are filled with primary sources that are related to the topic of the book. Activities in the lessons also use primary sources to engage students.</p>							

<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • <i>Hand to Heart: Improving Communities</i> reader and lesson • <i>Parks for All: U.S. National Parks</i> reader and lesson • <i>The Great Leap Westward</i> reader and lesson 	<p>5. make informed choices; and</p> <p>TCM RESPONSE: Student activities give students the chance to read about events from more than one perspective. Then, students are asked to use what they have learned to complete the activity. Lessons are designed to require students to take what they have learned and apply it to new problems or form opinions.</p>							
<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • Student Handbook (pages 6, 51, and 57–58) 	<p>6. interact with outside resources through opportunities for local and global collaboration in a variety of safe venues.</p> <p>TCM RESPONSE: Students are asked to use outside resources to develop opinions of their own on topics surrounding the colonization of America and the important people involved. Students are also asked to research questions that they have about West Virginia.</p>							
	<p>Personal and Workplace Productivity Skills</p> <p><i>For student mastery of College and Career Readiness standards, the instructional materials will provide students with the opportunity to:</i></p>							
<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • <i>Forming a New Government</i> reader and lesson • <i>The Great Leap Westward</i> reader and lesson • <i>Settling and Unsettling the West</i> reader and lesson 	<p>7. conduct research, validate sources and report ethically on findings;</p> <p>TCM RESPONSE: Students conduct research at home and school by interacting with various <i>Your Turn!</i> activities within the readers. Activities in the Student Handbook also require research by students.</p>							
<p>For more information, please refer to the Management Guide (page 15).</p>	<p>8. identify, evaluate and apply appropriate technology tools for a variety of purposes;</p> <p>TCM RESPONSE: Students have the opportunity to use a variety of digital resources to help deepen their understanding of topics covered. Audio recordings and eBooks can be used during independent practice, as well as whole-class and small-group settings.</p>							
<p>For more information, please refer to the Management Guide (page 12).</p>	<p>9. engage in self-directed inquiry</p> <p>TCM RESPONSE: <i>Exploring Social Studies: West Virginia</i> focuses on an inquiry approach that allows students to analyze primary sources closely.</p>							

<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • <i>Marquis de Lafayette and the French</i> reader and lesson • <i>The New England Colonies: A Place for Puritans</i> reader and lesson • <i>We the People: Founding Documents</i> reader and lesson • <i>Lewis and Clark</i> reader’s theater script and lesson 	<p>10. work collaboratively; and</p> <p>TCM RESPONSE: Students work collaboratively throughout the curriculum. Opportunities for cooperative reading and writing can be found throughout the content-area reader lessons as well as within the reader’s theater script.</p>							
<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • <i>Hamilton vs. Jefferson</i> reader and lesson • <i>Causes of the Revolution</i> reader and lesson • <i>Where Does Your Money Go?</i> reader and lesson 	<p>11. practice time-management and project management skills in problem based learning situations.</p> <p>TCM RESPONSE: Time management skills are practiced daily as students are given opportunities to complete tasks individually and within small groups.</p>							
<p>B. Developmentally Appropriate Instructional Resources and Strategies</p> <p><i>For student mastery of College and Career Readiness standards:</i></p>								
<p>For more information, please refer to the Management Guide (pages 8–11 and 40).</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 and aligned to grade band text complexity.</p> <p>TCM RESPONSE: Teacher Created Materials takes great care to maintain the integrity of authentic nonfiction text while leveling it to make the text accessible for all students. Students are asked to use comprehension strategies automatically and independently while reading.</p>							
<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • Management Guide (page 14) • <i>The New England Colonies: A Place for Puritans</i> lesson • <i>The Great Leap Westward</i> lesson 	<p>13. Instructional resource includes suggestions for appropriate scaffolding, emphasizes the importance of vocabulary acquisition, provides opportunities to engage in high interest, age-appropriate activities that mirror real-life situations, and make cross-curricular, global connections.</p> <p>TCM RESPONSE: Each lesson includes valuable suggestions for how the lesson can be modified for students who need below-level support, above-level support, extended vocabulary work, and/or English language development support.</p>							

<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • <i>Hand to Heart: Improving Communities</i> reader and lesson • <i>Where Does Your Money Go?</i> reader and lesson • <i>Causes of the Revolution</i> reader and lesson • <i>The Declaration of Independence</i> reader and lesson 	<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 of world historical events, geographic regions, economies and geo-politics.</p> <p>TCM RESPONSE: The curriculum provides multiple opportunities for students to use prior knowledge during inquiry-based analysis of primary sources. There are also various other activities that require interdisciplinary exchanges of information.</p>							
<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • Student Handbook (pages 24, 27–28, 30, 40, 54–55) • <i>We the People: Founding Documents</i> reader and lesson • <i>Where Does Your Money Go?</i> reader and lesson • <i>Parks for All: U.S. National Parks</i> reader and lesson • <i>The Great Leap Westward</i> reader and lesson 	<p>15. Students are provided with opportunities to use maps, graphs, globes, media, and technology sources to acquire and apply new information (e.g., global information systems).</p> <p>TCM RESPONSE: Students are given multiple opportunities to read and work with maps, graphs, tables, charts, and timelines both in group lessons and individual activities. Technology sources are readily available to use along with the print resources.</p>							
<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • Student Handbook (pages 12, 34, and 45) 	<p>16. Instructional material offers opportunities for students to sequence time, events, social, economic and political influences on a society in chronological order.</p> <p>TCM RESPONSE: Students work with timelines, flow charts, and various other graphic organizers to help them sequence events they read about.</p>							
<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • <i>We the People: Founding Documents</i> reader and lesson • <i>Forming a New Government</i> reader and lesson • <i>Causes of the Revolution</i> reader and lesson • <i>The Declaration of Independence</i> reader and lesson • <i>Marquis de Lafayette and the French</i> reader and lesson • <i>Hamilton vs. Jefferson</i> reader and lesson 	<p>17. Instructional material provides opportunities for students to investigate issues that are interconnected (e.g., community, environment, colonialism, poverty, human rights, energy, safety, immigration, conflict) to solve complex problems that can change at varied entry points suggesting the possibility of multiple solutions.</p> <p>TCM RESPONSE: Multiple texts cover similar topics and standards to reinforce interconnected social studies concepts.</p>							

<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • <i>Parks for All: U.S. National Parks</i> reader and lesson • <i>Hand to Heart: Improving Communities</i> reader and lesson • <i>The Middle Colonies: Breadbasket of the New World</i> reader and lesson • <i>The Southern Colonies: First and Last of 13</i> reader and lesson 	<p>18. Instructional resources include guiding questions and essential questions to aid students develop social awareness and a deeper understanding of civic, economic, geographic and historic principles.</p> <p>TCM RESPONSE: Multiple lessons include essential questions to help focus learning and deepen student understanding of the content.</p>							
<p>For more information, please refer to the Management Guide (page 14).</p>	<p>19. Resources for intervention and enrichment to allow for personalized learning are provided.</p> <p>TCM RESPONSE: Lessons provide optional challenges to enrich each activity and suggestions for how to modify activities so that each student can get as much out of each lesson as possible.</p>							
<p>n/a</p>	<p>20. Materials provide an electronic resource for students to access for updates of global information in real time.</p> <p>TCM RESPONSE: This option is currently unavailable in this curriculum.</p>							
	<p>C. Life Skills <i>For student mastery of College and Career Readiness standards, the instructional materials will provide students with the opportunity to:</i></p>							
<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • Management Guide (page 13) • Student Handbook (pages 10–15) • <i>We the People: Founding Documents</i> reader and lesson • <i>Forming a New Government</i> reader and lesson • <i>Hand to Heart: Improving Communities</i> reader and lesson 	<p>21. develop a deeper understanding of Civic Literacy (civic engagement, e.g., volunteerism, voting, running for office, influencing and monitoring policy) and to develop civic dispositions.</p> <p>TCM RESPONSE: Key student texts and teacher lessons deal specifically with citizenship. Activities encourage students to get involved in their schools and communities and become responsible citizens who take action to solve problems.</p>							
<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • Student Handbook (pages 17–25) • <i>Where Does Your Money Go?</i> reader and lesson • <i>Slavery in America</i> reader and lesson 	<p>22. practice Financial Literacy skills, (personal finance, entrepreneurship, business finance, and local, national and global economics).</p> <p>TCM RESPONSE: Student Handbook activities encourage students to practice and develop financial literacy skills in real world context. These activities are supported by content area readers and teacher lessons that focus on economics and put it into historical perspective.</p>							

<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • Student Handbook (pages 26–34) • <i>Parks for All: U.S. National Parks</i> reader and lesson 	<p>23. develop Global Awareness (global competency in research, communication, presentation, action).</p> <p>TCM RESPONSE: Activities such as <i>Population Vacation Plan</i> (Student Handbook page 30) show students that they are a part of a larger community. Activities and lessons show students how local actions can affect the larger world.</p>								
<p>D. Assessment</p>									
<p>For more information, please refer to the Management Guide (pages 16–19 and 54–55).</p>	<p>24. 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 and aligned to grade band text complexity (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>TCM RESPONSE: The various assessments included in the curriculum include progress monitoring, multiple-choice quizzes, and document-based assessments. Rubrics are included for document-based assessments and to measure fluency during oral reading assessments.</p>								
<p>E. Organization, Presentation and Format</p>									
<p>For more information, please refer to the Management Guide.</p>	<p>25. 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> <p>TCM RESPONSE: The curriculum is organized to optimize the teaching and learning experience in the classroom. Multiple opportunities for interacting with highly engaging texts and primary sources are presented throughout the curriculum.</p>								
<p>For more information, please refer to the Management Guide (page 15).</p>	<p>26. The use of media enhances instruction and learning.</p> <p>TCM RESPONSE: The digital resources provide ways for students to interact with the materials through a digital medium. There are multiple instructional settings for digital pathways.</p>								
<p>For more information, please refer to the Management Guide (page 56).</p>	<p>27. 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> <p>TCM RESPONSE: All digital resources are available for download via the internet.</p>								

SPECIFIC EVALUATION CRITERIA

2019-2025

Group I – Social Studies

Grade 4

Fourth Grade Social Studies is an introduction to the growth of the United States from colonization through the American Revolution to Westward Expansion prior to 1854. Students will analyze the assimilation of various colonial groups, development of improved technology, major historical figures and events. The physical features of the United States and West Virginia and the impact of the settlers on the environment will be investigated. Students will be introduced to democratic beliefs expressed in founding documents, good citizenship and individual rights. Students are expected to investigate the three branches of government and participate in a school or community project. Fourth graders will be introduced to economic concepts and factors that impact consumer choices. Students will understand the need for taxes to pay for public services. They will investigate jobs needed in the future based on the concept of supply and demand. The West Virginia College and Career Readiness Standards include the College and Career Readiness Standards, the West Virginia College and Career Readiness Dispositions and Standards for Student Success for Grades K-12, and the West Virginia College and Career Readiness Standards for Technology and Computer Science. All West Virginia teachers are responsible for classroom instruction that integrates Student Success, Technology and Computer Science, and College and Career Readiness standards.

Civics Standard

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. The 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 Standard

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 Standard

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 standard stresses 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), 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.

Literacy Standard

The Literacy Standards for History/Social Studies lay out a vision of what it means to be literate in social studies. The skills and understanding students are expected to demonstrate in both reading and writing have a wide applicability outside the classroom or workplace. Reading requires an appreciation of the norms and conventions of social studies, such as the kinds of evidence used in history; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts in social studies. In writing students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting finding from their research and analysis of sources in a clear and cogent manner. Students who meet these standards demonstrate the reasoning and use of evidence that is essential to both private and responsible citizenship in a democratic society.

History Standard

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.

For student mastery of College and Career Readiness standards, the instructional materials will provide students with the opportunity to

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	A. Civics										
Student Handbook <ul style="list-style-type: none"> page 10 The Declaration of Independence Content-Area Reader <ul style="list-style-type: none"> <i>We the People: Founding Documents</i> 	1. identify, explain, and critique commonly held American democratic values, principles and beliefs (e.g., diversity, family values, community service, justice, liberty, etc.) through established documents (e.g., Declaration of Independence, Constitution, Bill of Rights, etc.).										

<p>Student Handbook</p> <ul style="list-style-type: none"> • page 11 The Executive Branch • page 12 The Legislative Branch • page 13 The Judicial Branch <p>Content-Area Reader</p> <ul style="list-style-type: none"> • <i>Forming a New Government</i> 	<p>2. compare and contrast the powers of each branch of government and identify the responsibilities and rights of United States citizens.</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> • page 14 A Rule of Law Visual Aid <p>Content-Area Reader</p> <ul style="list-style-type: none"> • <i>We the People: Founding Documents</i> 	<p>3. explore the concepts of rule of law to create a visual or oral presentation of how these concepts protect individual rights and the common good.</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> • page 15 Making a Difference <p>Content-Area Reader</p> <ul style="list-style-type: none"> • <i>Hand to Heart: Improving Communities</i> 	<p>4. demonstrate patriotism by creating and implementing school/community service projects (e.g., litter cleanup, fundraisers for community groups, participation in community holiday parades, celebrations, services, etc.).</p>							
B. Economics								
<p>Student Handbook</p> <ul style="list-style-type: none"> • page 17 Producers and Consumers • page 18 Slime for Sale • page 19 Supply and Demand • page 20 The Grocery Budget <p>Content-Area Reader</p> <ul style="list-style-type: none"> • <i>Where Does Your Money Go?</i> 	<p>5. investigate and recognize people as consumers and as producers of goods, and the effects of competition and supply-demand on prices through projects (e.g., developing budgets or products in simulated situations, etc.).</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> • page 21 Fastest Growing Careers • page 22 Trade School Careers • page 23 College Careers 	<p>6. determine jobs that are needed according to supply and demand on a national level.</p>							

<p>Student Handbook</p> <ul style="list-style-type: none"> page 24 Slavery Bar Graph page 25 Growth of Slavery <p>Content-Area Reader</p> <ul style="list-style-type: none"> <i>Slavery in America</i> 	<p>7. research and examine how slavery and indentured servitude influenced the early economy of the United States by constructing graphics (e.g., charts, graphs, tables and grids, etc.) displaying the effect of having slaves and indentured servants.</p>							
C. Geography								
<p>Student Handbook</p> <ul style="list-style-type: none"> page 27 Where in the World Is West Virginia? 	<p>8. describe and locate examples of the major physical features of the United States (e.g., bodies of water, mountains, rivers, grasslands, oases, etc.) using references and technology (e.g., atlas, globe, geographic information system, etc.).</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> page 28 From Trails to Toll Roads page 29 Settlement Patterns page 30 Population Vacation Plan <p>Content-Area Reader</p> <ul style="list-style-type: none"> <i>Parks for All: U.S. National Parks</i> 	<p>9. document the effects of and explain how people adapted to geographic factors (e.g., climate, mountains, bodies of water, etc.) on the following:</p> <ul style="list-style-type: none"> transportation routes settlement patterns and population density culture (e.g., jobs, food, clothing, shelter, religion, government, etc.) interactions with others (local and national). 							
<p>Student Handbook</p> <ul style="list-style-type: none"> page 31 A Plea for Statehood page 32 Using Resources <p>Content-Area Reader</p> <ul style="list-style-type: none"> <i>Parks for All: U.S. National Parks</i> 	<p>10. compare and contrast the physical, economic and political changes to America caused by geographic conditions and human intervention (e.g., bridges, canals, state boundaries, transportation, etc.).</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> page 33 Construct a Map of Historic Proportions 	<p>11. plan and construct maps to demonstrate the effect of geographic conditions on historical processes, practices, and events (e.g., colonization, industry, agriculture, major engagements in the Revolutionary War, Westward Expansion, etc.).</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> page 34 Warming the World with Coal 	<p>12. Analyze the impact of West Virginia’s geography on transportation, settlement, jobs, clothing, food, shelter, services and interaction with others outside the state.</p>							

D. History							
<p>Student Handbook</p> <ul style="list-style-type: none"> • page 37 The Original Colonies • page 38 Indentured Servants and Slaves • page 39 Meet the Settlers <p>Content-Area Readers</p> <ul style="list-style-type: none"> • <i>The New England Colonies: A Place for Puritans</i> • <i>The Middle Colonies: Breadbasket of the New World</i> • <i>The Southern Colonies: First and Last of 13</i> 	<p>13. Demonstrate an understanding of the various factors that influenced the founding of the original colonies (e.g., economic, political, cultural, etc.).</p> <ul style="list-style-type: none"> • Analyze the southern, middle and northern colonies (e.g., origins, early government, resources, religious and cultural diversity, etc.). • Compare and contrast community life, family roles and social classes in colonial America (e.g., indentured servants, slaves, colonists, etc.). • Compare and contrast backgrounds, motivations and occupational skills among English, French and Spanish settlers (e.g., economics, culture, trade, new agricultural products, etc.). 						
<p>Student Handbook</p> <ul style="list-style-type: none"> • page 40 The French and Indian War • page 41 The Boston Tea Party • page 42 The Main Points • page 43 Key Leaders in the Revolution • page 44 The Legend of Molly Pitcher <p>Content-Area Readers</p> <ul style="list-style-type: none"> • <i>The Causes of the Revolution</i> • <i>Declaration of Independence</i> • <i>Marquis de Lafayette and the French</i> 	<p>14. Demonstrate an understanding of the conflict between the American colonies and England that led to the Revolutionary War.</p> <ul style="list-style-type: none"> • Explain the political and economic factors leading to the American Revolution (e.g., the French and Indian War; British colonial policies, and American colonists' early resistance, etc.). • Explain the major ideas reflected in the <i>Declaration of Independence</i>. • Summarize the roles of the principal American, British and European leaders involved in the conflict (e.g., King George III, Benjamin Franklin, George Washington, Thomas Jefferson, John Adams, Thomas Paine, Patrick Henry, and Marquis de Lafayette, etc.). • Explain the contributions of Native Americans, the French and Dutch during the Revolutionary War, and list the contributions of women and African Americans during and after the American Revolution. 						

<p>Student Handbook</p> <ul style="list-style-type: none"> • page 45 Comparing Governments • page 46 Abigail Adams • page 47 A Two-Party System <p>Content-Area Readers</p> <ul style="list-style-type: none"> • <i>Forming a New Government</i> • <i>Hamilton vs. Jefferson</i> • <i>We the People: Founding Documents</i> 	<p>15. Trace the beginnings of America as a nation and the establishment of the new government.</p> <ul style="list-style-type: none"> • Compare and contrast the various forms of government in effect from 1774-1854 (e.g., <i>Continental Congress, Articles of Confederation, U.S. Constitution, Bill of Rights</i>, etc.). • Research the contributions of early American historic figures (e.g., George Washington, John Adams, Abigail Adams, Thomas Jefferson, Alexander Hamilton, Andrew Jackson, James Madison, Dolly Madison, etc.). • Explain the political, social and economic challenges faced by the new nation (e.g., development of political parties, expansion of slavery, taxation, etc.). 						
<p>Student Handbook</p> <ul style="list-style-type: none"> • page 48 Trail of Tears • page 49 Timeline of Westward Expansion • page 50 First Transcontinental Railroad <p>Content-Area Readers</p> <ul style="list-style-type: none"> • <i>The Great Leap Westward</i> • <i>Settling and Unsettling the West</i> • <i>Lewis and Clark</i> 	<p>16. Demonstrate an understanding of the causes and effects of Westward Expansion.</p> <ul style="list-style-type: none"> • Investigate the economic, political and cultural factors involved in Westward Expansion (e.g., Land Ordinance of 1785, Northwest Ordinance of 1787, Indian Removal Act, Trail of Tears, Manifest Destiny, resources, trade, etc.). • Analyze the people and events that facilitated Westward Expansion (e.g., Daniel Boone, Louisiana Purchase, Lewis and Clark, Northwest Territory, Alamo, Gold Rush, etc.). • Trace transportation innovations and explain their impact on Westward Expansion (e.g., bridges, canals, steamboats, railroads, steam engines, clipper ships, flat boats, roads, dams, locks, ports, harbors, etc.). 						
E. WV History							
<p>Student Handbook</p> <ul style="list-style-type: none"> • page 53 The Mountain State • page 54 Coal Mining Jobs 	<p>17. Analyze the impact of West Virginia’s geography on transportation, settlement, jobs, clothing, food, shelter, services and interaction with others outside the state.</p>						
<p>Student Handbook</p> <ul style="list-style-type: none"> • page 55 West Virginia’s Population • page 56 Transportation: Then and Now 	<p>18. Compare and contrast West Virginia’s population, products, resources and transportation from the 18th century through modern day.</p>						

<p>Student Handbook</p> <ul style="list-style-type: none"> • page 57 Coming Up with Questions • page 58 Finding the Answers 	<p>19. Pose, research and answer student-generated questions relating to West Virginia (e.g., primary source documents, magazines, online resources, etc.).</p>							
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