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|-------------------|---------------------------|------------------------|---|
| <b>PUBLISHER:</b> | Teacher Created Materials |                        |   |
| <b>SUBJECT:</b>   | Social Studies            | <b>SPECIFIC GRADE:</b> | Grade 5                                 |
| <b>COURSE:</b>    |                           | <b>TITLE</b>           | Exploring Social Studies: West Virginia |
| <b>COPYRIGHT:</b> | 2019                      |                        |   |
| <b>SE ISBN:</b>   | 978-1-6449-1945-3         | <b>TE ISBN:</b>        | 978-1-6449-1949-1                       |

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

### NON-NEGOTIABLE EVALUATION CRITERIA

2019-2025  
Group I – Social Studies  
Grade 5

| Equity, Accessibility and Format |    |   |       |
|----------------------------------|----|---|-------|
| Yes                              | No | CRITERIA  | NOTES |
| ✓                                |    | <p><b>1. INTER-ETHNIC</b><br/>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><b>TCM RESPONSE:</b> 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><b>2. EQUAL OPPORTUNITY</b><br/>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><b>TCM RESPONSE:</b> The contributions, experiences, and achievements of men and women from all cultures are intricately interwoven throughout the curricular materials.</p>  |       |

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

## GENERAL EVALUATION CRITERIA

2019-2025  
Group I – Social Studies  
Grade 5

### INSTRUCTIONAL MATERIALS ADOPTION: 21<sup>st</sup> 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)<br>COMPLETE CORRELATION OF<br>SPECIFIC LOCATION OF<br>CONTENT WITHIN PRODUCT | (IMR Committee) Responses   |            |           |               |   |  |   |  |   |  |   |
|---|---|------------|-----------|---------------|---|--|---|--|---|--|---|
|   | I=In-depth  | A=Adequate | M=Minimal | N=Nonexistent | I |  | A |  | M |  | N |
|   | <b>In addition to alignment of College and Career Readiness Standards, materials must also clearly connect to Learning for the 21<sup>st</sup> Century which includes opportunities for students to develop:</b>  |            |           |               |   |  |   |  |   |  |   |
|   | <b>College and Career Readiness Skills:</b>   |            |           |               |   |  |   |  |   |  |   |
| For more information, please refer to the Management Guide (page 12).                           | <b>Thinking and Problem-Solving Skills</b>  |            |           |               |   |  |   |  |   |  |   |
|   | <i>Social Studies Content:</i><br><br>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);<br><br><b>TCM RESPONSE:</b> 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. |            |           |               |   |  |   |  |   |  |   |

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| <p>Please refer to these examples:</p> <ul style="list-style-type: none"> <li>• Student Handbook (pages 44–60)</li> <li>• <i>Causes of the Civil War: A House Divided</i> reader and lesson</li> <li>• <i>Abolitionists: What We Need Is Action</i> reader and lesson</li> <li>• <i>Reconstruction: Freedom Delayed</i> reader and lesson</li> <li>• <i>The Spanish American War</i> reader and lesson</li> </ul> | <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><b>TCM RESPONSE:</b> 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"> <li>• Student Handbook (pages 59–65)</li> <li>• <i>Harriet Tubman: Leading Others to Liberty</i> reader and lesson</li> <li>• <i>Frederick Douglass: Leader of the Abolitionist Movement</i> reader and lesson</li> <li>• <i>Chief Joseph and the Nez Perce</i> reader’s theater script and lesson</li> </ul>                           | <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><b>TCM RESPONSE:</b> 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><b>Information and Communication Skills/Social Studies</b><br/> <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"> <li>• Student Handbook (page 51)</li> <li>• <i>Industrial Revolution</i> reader and lesson</li> <li>• <i>Crossing a Continent</i> reader and lesson</li> <li>• <i>American Indians in the 1800s: Right and Resistance</i> reader and lesson</li> </ul>  | <p>4. locate existing social studies content information, especially primary source documents, to interpret meaning and then create original communication;</p> <p><b>TCM RESPONSE:</b> Content-area readers are filled with primary sources that are related to the topic of the book. Activities in lessons also use primary sources to engage student learning.</p>   |  |  |  |  |  |  |  |
| <p>Please refer to these examples:</p> <ul style="list-style-type: none"> <li>• Student Handbook (pages 59–65)</li> </ul>   | <p>5. make informed choices; and</p> <p><b>TCM RESPONSE:</b> 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 to form opinions.</p>   |  |  |  |  |  |  |  |

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| <p>Please refer to these examples:</p> <ul style="list-style-type: none"> <li>Student Handbook (pages 59 and 63–64)</li> </ul>   | <p>6. interact with outside resources through opportunities for local and global collaboration in a variety of safe venues.</p> <p><b>TCM RESPONSE:</b> Students use outside resources to develop their own opinions on topics surrounding the Civil War and the important people involved. Students are also asked to research questions that they have about West Virginia.</p> |  |  |  |  |  |  |  |
|  | <p><b>A. Personal and Workplace Productivity Skills</b></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"> <li><i>Harriet Tubman: Leading Others to Liberty</i> reader and lesson</li> <li><i>The Civil War: Brother Against Brother</i> reader and lesson</li> </ul>   | <p>7. conduct research, validate sources and report ethically on findings;</p> <p><b>TCM RESPONSE:</b> 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><b>TCM RESPONSE:</b> 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><b>TCM RESPONSE:</b> <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"> <li><i>Pioneer Trails</i> reader and lesson</li> <li><i>The Spanish American War</i> reader and lesson</li> <li><i>Chief Joseph and the Nez Perce</i> reader’s theater script and lesson</li> </ul>  | <p>10. work collaboratively; and</p> <p><b>TCM RESPONSE:</b> 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"> <li><i>The Civil War: Brother Against Brother</i> reader and lesson</li> <li><i>American Indians in the 1800s: Right and Resistance</i> reader and lesson</li> <li><i>Just Right Words: Revising the Constitution</i> reader and lesson</li> </ul> | <p>11. practice time-management and project management skills in problem based learning situations.</p> <p><b>TCM RESPONSE:</b> Time management skills are practiced daily as students are given opportunities to complete tasks individually and within small groups.</p>  |  |  |  |  |  |  |  |

|  |  | <b>A. Developmentally Appropriate Instructional Resources and Strategies</b><br><i>For student mastery of College and Career Readiness standards:</i> |  |  |  |  |  |  |
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| For more information, please refer to the Management Guide (pages 8–11 and 45).  | 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.<br><br><b>TCM RESPONSE:</b> 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.          |   |  |  |  |  |  |  |
| Please refer to these examples: <ul style="list-style-type: none"> <li>• Management Guide (page 14)</li> <li>• <i>Crossing a Continent</i> lesson</li> <li>• <i>Abolitionists: What We Need Is Action</i> lesson</li> </ul>  | 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.<br><br><b>TCM RESPONSE:</b> 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. |   |  |  |  |  |  |  |
| Please refer to these examples: <ul style="list-style-type: none"> <li>• <i>Causes of the Civil War: A House Divided</i> reader and lesson</li> <li>• <i>Civil War: Brother Against Brother</i> reader and lesson</li> <li>• <i>Abolitionists: What We Need Is Action</i> reader and lesson</li> <li>• <i>Frederick Douglass: Leader of the Abolitionist Movement</i> reader and lesson</li> </ul> | 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.<br><br><b>TCM RESPONSE:</b> 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.    |   |  |  |  |  |  |  |
| Please refer to these examples: <ul style="list-style-type: none"> <li>• Student Handbook (pages 24, 38, and 56)</li> </ul>  | 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).<br><br><b>TCM RESPONSE:</b> 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 with the print resources.  |   |  |  |  |  |  |  |

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| <p>Please refer to these examples:</p> <ul style="list-style-type: none"> <li>• Student Handbook (pages 14, 17–19, and 41)</li> </ul>   | <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><b>TCM RESPONSE:</b> Students work with timelines, flow charts, and various other graphic organizers to help them sequence events that they read about.</p>   |  |  |  |  |  |  |  |
| <p>Please refer to these examples:</p> <ul style="list-style-type: none"> <li>• <i>Abolitionists: What We Need Is Action</i> reader and lesson</li> <li>• <i>Frederick Douglass: Leader of the Abolitionist Movement</i> reader and lesson</li> <li>• <i>Causes of the Civil War: A House Divided</i> reader and lesson</li> <li>• <i>Civil War: Brother Against Brother</i> reader and lesson</li> </ul> | <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><b>TCM RESPONSE:</b> 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"> <li>• <i>19th Century Innovations: Paving the Way</i> reader and lesson</li> <li>• <i>American Indians in the 1800s: Right and Resistance</i> reader and lesson</li> </ul>  | <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><b>TCM RESPONSE:</b> 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><b>TCM RESPONSE:</b> Lessons provide optional challenges to enrich activities. There are 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><b>TCM RESPONSE:</b> This option is currently unavailable in this curriculum.</p>   |  |  |  |  |  |  |  |
|   | <p><b>B. Life Skills</b><br/> <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"> <li>• Management Guide (page 13)</li> <li>• Student Handbook (pages 10–19)</li> <li>• <i>Freedom: Life After Slavery</i> reader and lesson</li> </ul>   | <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>  |  |  |  |  |  |  |  |

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| <ul style="list-style-type: none"> <li>• <i>Just Right Words: Revising the Constitution</i> reader and lesson</li> <li>• <i>Reconstruction: Freedom Delayed</i> reader and lesson</li> </ul>   | <p><b>TCM RESPONSE:</b> 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"> <li>• Student Handbook (pages 21–30)</li> <li>• <i>Crossing a Continent</i> reader and lesson</li> <li>• <i>Immigration</i> reader and lesson</li> <li>• <i>Reconstruction: Freedom Delayed</i> reader and lesson</li> </ul>   | <p>22. practice Financial Literacy skills, (personal finance, entrepreneurship, business finance, and local, national and global economics).</p> <p><b>TCM RESPONSE:</b> Student Handbook activities encourage students to practice and develop financial literacy skills in real-world contexts. Content-area readers and teacher lessons focus on economics and put it in a historical perspective.</p>  |  |  |  |  |  |  |  |
| <p>Please refer to these examples:</p> <ul style="list-style-type: none"> <li>• Student Handbook (pages 32–41)</li> <li>• <i>Pioneer Trails</i> reader and lesson</li> <li>• <i>Crossing a Continent</i> reader and lesson</li> <li>• <i>Immigration</i> reader and lesson</li> <li>• <i>The Spanish American War</i> reader and lesson</li> </ul> | <p>23. develop Global Awareness (global competency in research, communication, presentation, action).</p> <p><b>TCM RESPONSE:</b> Activities such as <i>Geocaching</i> (Student Handbook page 39) 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>  |  |  |  |  |  |  |  |
|  | <b>D. Assessment</b>   |  |  |  |  |  |  |  |
| <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><b>TCM RESPONSE:</b> The various assessments included in the curriculum include progress monitoring, multiple-choice quizzes, document-based assessments, and oral reading records. Rubrics are included for document-based assessments and to measure fluency during oral reading assessments.</p> |  |  |  |  |  |  |  |

|   | <b>E. Organization, Presentation and Format</b>  |  |  |  |  |  |  |
|---|--|--|--|--|--|--|--|
| For more information, please refer to the Management Guide.           | <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><b>TCM RESPONSE:</b> 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> |  |  |  |  |  |  |
| For more information, please refer to the Management Guide (page 15). | <p>26. The use of media enhances instruction and learning.</p> <p><b>TCM RESPONSE:</b> 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>  |  |  |  |  |  |  |
| For more information, please refer to the Management Guide (page 56). | <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><b>TCM RESPONSE:</b> All components of the program are available digitally for download via the internet.</p>  |  |  |  |  |  |  |

## SPECIFIC EVALUATION CRITERIA

2019-2025

Group I – Social Studies

Grade 5

Fifth Grade Social Studies is a basic overview of the United States from the Civil War to the emergence of it becoming a superpower. Students recognize and evaluate the significance of major events of each historical period. Students examine primary source documents relating to events and policies of the late 19<sup>th</sup> and early 20<sup>th</sup> centuries. They continue to learn the role of citizenship and social responsibility in the community, state and world. Students examine the transformation from rural to urban and from agriculture to industry focusing on the economic impact of these moves. Students learn how government decisions impact the economy. 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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|---|--|------------|-----------|---------------|---|--|---|--|---|---|
|   | I=In-depth   | A=Adequate | M=Minimal | N=Nonexistent | I |  | A |  | M | N |
|   | <b>A. Civics</b>   |            |           |               |   |  |   |  |   |   |
| <b>Student Handbook</b> <ul style="list-style-type: none"> <li>page 10 Citizen Duties</li> <li>page 11 Patriotism at Its Finest</li> </ul>  | 1. illustrate the rights, responsibilities, duties, and privileges of a patriotic citizen within authentic situations (e.g., election, food drive, jury duty, etc.) and defend these actions as examples or non-examples of good citizenship.              |            |           |               |   |  |   |  |   |   |
| <b>Student Handbook</b> <ul style="list-style-type: none"> <li>page 12 The Dred Scott Case</li> </ul> <b>Content-Area Reader</b> <ul style="list-style-type: none"> <li><i>Freedom: Life After Slavery</i></li> </ul>                       | 2. assume a role (e.g., judge, juror, prosecutor, etc.) in a mock proceeding (John Brown, Dred Scott, etc.) to acquire the understanding of the trial by jury process and justify its effectiveness in solving conflicts in society both past and present. |            |           |               |   |  |   |  |   |   |
| <b>Student Handbook</b> <ul style="list-style-type: none"> <li>page 13 Making a State Law</li> <li>page 14 Making a Federal Law</li> </ul>  | 3. Simulate the process of making a law at the state and national level.   |            |           |               |   |  |   |  |   |   |
| <b>Student Handbook</b> <ul style="list-style-type: none"> <li>page 15 Changing the Constitution</li> </ul> <b>Content-Area Reader</b> <ul style="list-style-type: none"> <li><i>Just Right Words: Revising the Constitution</i></li> </ul> | 4. Outline the process in which amendments are made; interpret their meanings, and apply it to their daily life, lives of others and lives of people throughout history.   |            |           |               |   |  |   |  |   |   |
| <b>Student Handbook</b> <ul style="list-style-type: none"> <li>page 16 Levels of Government</li> </ul>  | 5. Compare the functions of each level of the government (local, state, and national).   |            |           |               |   |  |   |  |   |   |

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| <p><b>Student Handbook</b></p> <ul style="list-style-type: none"> <li>• <b>page 17</b> Ending Slavery</li> <li>• <b>page 18</b> Equal Protection for All</li> <li>• <b>page 19</b> The Right to Vote</li> </ul> <p><b>Content-Area Reader</b></p> <ul style="list-style-type: none"> <li>• <i>Reconstruction: Freedom Delayed</i></li> </ul> | <p>6. summarize the provisions of the Thirteenth, Fourteenth and Fifteenth Amendments to the Constitution, including how the amendments protected the rights of African Americans and sought to enhance their political, social, and economic opportunities.</p> |  |  |  |  |  |  |  |  |
| <b>B. Economics</b>  |  |  |  |  |  |  |  |  |  |
| <p><b>Student Handbook</b></p> <ul style="list-style-type: none"> <li>• <b>page 21</b> A Change in Demand</li> </ul>   | <p>7. explain the concept of supply and demand to specific historic and current economic situations in the United States (e.g., slavery, oil, gas, Industrial Revolution, etc.).</p>   |  |  |  |  |  |  |  |  |
| <p><b>Student Handbook</b></p> <ul style="list-style-type: none"> <li>• <b>page 22</b> Wanted: Coal Miners</li> </ul> <p><b>Content-Area Readers</b></p> <ul style="list-style-type: none"> <li>• <i>Crossing a Continent</i></li> <li>• <i>Immigration</i></li> </ul>   | <p>8. critique the economic reasons for immigration and migration throughout the United States during specific times in history and relate the information to the present (e.g., Great Migration, Ellis Island, etc.).</p>                                       |  |  |  |  |  |  |  |  |
| <p><b>Student Handbook</b></p> <ul style="list-style-type: none"> <li>• <b>page 23</b> Oil Prices</li> </ul>   | <p>9. assess the resources (e.g., oil, land, wind, sun, gas, etc.) of the geographic regions (e.g., Midwest, Middle East, etc.) of the United States and the world and explain their impact on global economic activities.</p>                                   |  |  |  |  |  |  |  |  |
| <p><b>Student Handbook</b></p> <ul style="list-style-type: none"> <li>• <b>page 24</b> Taking Care of Business</li> <li>• <b>page 25</b> Ways of Life</li> </ul> <p><b>Content-Area Reader</b></p> <ul style="list-style-type: none"> <li>• <i>Causes of the Civil War: A House Divided</i></li> </ul>                                       | <p>10. compare the industrial North and the agricultural South prior to the Civil War, the geographic characteristics and boundaries of each region and the basic way of life in each region.</p>  |  |  |  |  |  |  |  |  |

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| <p><b>Student Handbook</b></p> <ul style="list-style-type: none"> <li>page 26 Choosing Freedom?</li> </ul> <p><b>Content-Area Reader</b></p> <ul style="list-style-type: none"> <li><i>Reconstruction: Freedom Delayed</i></li> </ul>   | <p>11. explain the economic problems that forced former slaves to continue to live in servitude even after slavery was officially abolished by the Thirteenth Amendment.</p>  |  |  |  |  |  |  |
| <p><b>Student Handbook</b></p> <ul style="list-style-type: none"> <li>page 27 Reconstruction Days</li> <li>page 28 Economic Flow</li> </ul> <p><b>Content-Area Reader</b></p> <ul style="list-style-type: none"> <li><i>Reconstruction: Freedom Delayed</i></li> </ul>                                      | <p>12. compare the economic and social effects of Reconstruction on different populations, including the move from farms to factories and the change from the plantation system to sharecropping.</p>   |  |  |  |  |  |  |
| <p><b>Student Handbook</b></p> <ul style="list-style-type: none"> <li>page 29 Claiming this Land</li> <li>page 30 Between a Rock and a Hard Place</li> </ul> <p><b>Content-Area Reader</b></p> <ul style="list-style-type: none"> <li><i>American Indians in the 1800s: Right and Resistance</i></li> </ul> | <p>13. explain the social and economic effects of Westward Expansion on Native Americans, including changes in federal policies, armed conflicts, opposing views concerning land ownership and Native American displacement.</p>  |  |  |  |  |  |  |
| <b>C. Geography</b>   |   |  |  |  |  |  |  |
| <p><b>Student Handbook</b></p> <ul style="list-style-type: none"> <li>page 32 The Mountain State</li> </ul> <p><b>Content-Area Readers</b></p> <ul style="list-style-type: none"> <li><i>Pioneer Trails</i></li> <li><i>Crossing a Continent</i></li> </ul>   | <p>14. explain how aspects of the terrain (e.g., the principal mountain ranges, rivers, vegetation and climate of the region, etc.) affected westward travel and settlement.</p>  |  |  |  |  |  |  |
| <p><b>Student Handbook</b></p> <ul style="list-style-type: none"> <li>page 33 Immigration</li> <li>page 34 The Coal Mines</li> </ul> <p><b>Content-Area Reader</b></p> <ul style="list-style-type: none"> <li><i>Immigration</i></li> </ul>   | <p>15. summarize the significance of large-scale immigration and the contributions of immigrants to America in the early 1900s, (e.g., the countries from which they came, the opportunities and resistance they faced when they arrived and the cultural and economic contributions they made to this nation, etc.).</p> |  |  |  |  |  |  |

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| <p><b>Student Handbook</b></p> <ul style="list-style-type: none"> <li>• <b>page 35</b> Westward Expansion</li> </ul> <p><b>Content-Area Readers</b></p> <ul style="list-style-type: none"> <li>• <i>Pioneer Trails</i></li> <li>• <i>Crossing a Continent</i></li> </ul>   | <p>16. illustrate the effects of settlement on the environment of the West, (e.g., changes in the physical and human systems, etc.).</p>   |  |  |  |  |  |  |
| <p><b>Student Handbook</b></p> <ul style="list-style-type: none"> <li>• <b>page 36</b> Regions of the United States</li> <li>• <b>page 37</b> West Virginia and the Rest of the Country</li> </ul>   | <p>17. compare and contrast the various regions of the United States; locate each of the fifty United States and correlate them with their regions.</p>  |  |  |  |  |  |  |
| <p><b>Student Handbook</b></p> <ul style="list-style-type: none"> <li>• <b>page 38</b> Political Map of West Virginia</li> <li>• <b>page 39</b> Geocaching</li> </ul>  | <p>18. identify the characteristics and purposes of maps, globes, geographic information systems and other geographic tools.</p>   |  |  |  |  |  |  |
| <p><b>Student Handbook</b></p> <ul style="list-style-type: none"> <li>• <b>page 40</b> Activity Map</li> <li>• <b>page 41</b> West Virginia Weather!</li> </ul>  | <p>19. display information on maps, globes, geographic models and in graphs, diagrams and charts (e.g., designing map keys and legends, etc.).</p>   |  |  |  |  |  |  |
|  | <p><b>C. History</b></p>   |  |  |  |  |  |  |
| <p><b>Student Handbook</b></p> <ul style="list-style-type: none"> <li>• <b>page 44</b> Industry and Agriculture</li> <li>• <b>page 45</b> Codes Underground</li> <li>• <b>page 46</b> Two Virginians</li> <li>• <b>page 47</b> Appomattox Court House</li> <li>• <b>page 48</b> Guess Who</li> <li>• <b>page 49</b> Repairing a Nation</li> </ul> <p><b>Content-Area Readers</b></p> <ul style="list-style-type: none"> <li>• <i>Causes of the Civil War: A House Divided</i></li> <li>• <i>Harriet Tubman: Leading</i></li> </ul> | <p>20. Demonstrate an understanding of the industrial North and the agricultural South before, during and after the Civil War.</p> <ul style="list-style-type: none"> <li>• Research the roles and accomplishments of the leaders of the reform movements before and during the Civil War (e.g., abolition movement, Underground Railroad and other social reforms, etc.).</li> <li>• Explain how specific events and issues led to the Civil War (e.g., sectionalism fueled by issues of slavery in the territories, states' rights, election of 1860 and secession).</li> <li>• Summarize key battles, strategies and turning points of the Civil War (e.g., Fort Sumter, Antietam, Gettysburg, other regional battles and the surrender at Appomattox).</li> <li>• Compare the roles and accomplishments of historic figures of the Civil War (e.g., Abraham Lincoln (Emancipation Proclamation,</li> </ul> |  |  |  |  |  |  |

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| <p><i>Others to Liberty</i></p> <ul style="list-style-type: none"> <li>• <i>Abolitionists: What We Need Is Action</i></li> <li>• <i>The Civil War: Brother Against Brother</i></li> <li>• <i>Frederick Douglass: Leader of the Abolitionist Movement</i></li> </ul>  | <p>Gettysburg Address) Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Clara Barton and Frederick Douglass, etc.).</p> <ul style="list-style-type: none"> <li>• Explain the impact of the Civil War’s physical destruction on the nation and the people (e.g., soldiers, women, African Americans, and the civilian population, etc.).</li> </ul>  |  |  |  |  |  |  |
| <p><b>Student Handbook</b></p> <ul style="list-style-type: none"> <li>• <b>page 50</b> Reconstruction</li> <li>• <b>page 51</b> First Vote</li> </ul> <p><b>Content-Area Reader</b></p> <ul style="list-style-type: none"> <li>• <i>Reconstruction: Freedom Delayed</i></li> </ul>   | <p>21. Examine the economic, political and social developments during Reconstruction.</p> <ul style="list-style-type: none"> <li>• Explain the effects of Abraham Lincoln’s assassination and the goals of Reconstruction.</li> <li>• Characterize the effects of Reconstruction on African Americans (e.g., rights and restrictions, Thirteenth, Fourteenth, Fifteenth Amendments, rise of discriminatory laws and groups (Klu Klux Klan), motivations to relocate, and the actions of the Freedmen’s Bureau, etc.).</li> </ul> |  |  |  |  |  |  |
| <p><b>Student Handbook</b></p> <ul style="list-style-type: none"> <li>• <b>page 52</b> Going West</li> <li>• <b>page 53</b> In the West</li> </ul> <p><b>Content-Area Readers</b></p> <ul style="list-style-type: none"> <li>• <i>19<sup>th</sup> Century Innovations: Paving the Way</i></li> <li>• <i>Crossing a Continent</i></li> <li>• <i>Chief Joseph and the Nez Perce</i></li> <li>• <i>American Indians in the 1800s: Right and Resistance</i></li> </ul> | <p>22. Demonstrate an understanding of the advances in transportation and its effect on Western Expansion.</p> <ul style="list-style-type: none"> <li>• Illustrate how railroads affected development of the West (e.g., ease of travel, influence on trade and impact on environment, etc.).</li> <li>• Compare and contrast conflicts between various groups in the West (e.g., miners, ranchers, cowboys, Native Americans, Mexican Americans and European and Asian immigrants, etc.).</li> </ul>                            |  |  |  |  |  |  |

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| <p><b>Student Handbook</b></p> <ul style="list-style-type: none"> <li>• <b>page 54</b> Becoming a World Power</li> <li>• <b>page 55</b> War with Spain</li> <li>• <b>page 56</b> Building Panama Canal</li> <li>• <b>page 57</b> Expanding the Navy</li> </ul> <p><b>Content-Area Reader</b></p> <ul style="list-style-type: none"> <li>• <i>The Spanish American War</i></li> </ul>  | <p>23. Demonstrate an understanding of major domestic and foreign developments that contributed to the United States becoming a world power.</p> <ul style="list-style-type: none"> <li>• Summarize key events and political leaders surrounding the Spanish-American War and the annexation of new territory.</li> <li>• Explain the United States involvement in Latin America and the role they played in the building of the Panama Canal.</li> <li>• Describe how the need for new markets led to the buildup of the Navy and the need for naval bases in the Pacific.</li> </ul>  |  |  |  |  |  |  |  |
| <p><b>Student Handbook</b></p> <ul style="list-style-type: none"> <li>• <b>page 58</b> Innovative Inventions</li> <li>• <b>page 59</b> Marvelous Marvels</li> <li>• <b>page 60</b> During the Revolution</li> </ul> <p><b>Content-Area Readers</b></p> <ul style="list-style-type: none"> <li>• <i>Industrial Revolution</i></li> <li>• <i>19<sup>th</sup> Century Innovations: Paving the Way</i></li> <li>• <i>Immigration</i></li> </ul> | <p>24. Analyze the people and the factors that led to Industrialization in the late 19<sup>th</sup> century United States.</p> <ul style="list-style-type: none"> <li>• Examine how the Industrial Revolution was furthered by new inventions and technologies (e.g., light bulb, telegraph, automobile, assembly line, etc.).</li> <li>• Identify prominent inventors and scientists of the period and summarize their inventions or discoveries (e.g., Thomas Edison, Alexander Graham Bell, the Wright Brothers, Henry Ford and Albert Einstein, etc.).</li> <li>• Explain the causes and effects of immigration and urbanization on the American economy during the Industrial Revolution (e.g., role of immigrants, the growth of cities, the shift to industrialization, the rise of big business and reform movements, etc.).</li> </ul> |  |  |  |  |  |  |  |
| <b>E. WV History</b>  |   |  |  |  |  |  |  |  |
| <p><b>Student Handbook</b></p> <ul style="list-style-type: none"> <li>• <b>page 62</b> Voting for a Name</li> <li>• <b>page 63</b> A Working Boy</li> </ul>   | <p>25. Reconstruct the economic, social and political history of West Virginia through the use of primary source documents.</p>   |  |  |  |  |  |  |  |
| <p><b>Student Handbook</b></p> <ul style="list-style-type: none"> <li>• <b>page 64</b> The Road to Statehood</li> <li>• <b>page 65</b> Creating a Timeline</li> </ul>   | <p>26. Sequence the events that led to the formation of the state of West Virginia (e.g., timeline).</p>  |  |  |  |  |  |  |  |
| <p><b>Student Handbook</b></p> <ul style="list-style-type: none"> <li>• <b>page 66</b> Gov. Boreman’s Speech</li> </ul>   | <p>27. Analyze the moral, ethical and legal tensions that led to the creation of the new state of West Virginia and how those tensions were resolved.</p>   |  |  |  |  |  |  |  |