

PUBLISHER:	Teacher Created Materials		
SUBJECT:	Social Studies	SPECIFIC GRADE:	Kindergarten
COURSE:		TITLE	Exploring Social Studies: West Virginia
COPYRIGHT:	2019		
SE ISBN:	978-0-7439-1531-1	TE ISBN:	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

Kindergarten

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 interactive 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
Kindergarten

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:										
	<p>A. College and Career Readiness Skills</p> <p>Thinking and Problem-Solving Skills</p> <p style="text-align: center;"><i>Social Studies Content:</i></p>										
For more information, please refer to the Management Guide (page 12).	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);									
	<p style="color: red;">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>										

<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • Student Handbook (pages 28–34) • <i>Life at Home</i> reader and lesson • <i>We Go to School</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 investigate and explore their own personal histories and come to understand how the world around them changes over time.</p>						
<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • Student Handbook (pages 35–45) • <i>Changing Weather</i> reader and lesson • <i>National Holidays</i> reader 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 make local and global connections between the past and present through interactive activities, nonfiction text, and engaging lessons.</p>						
<p style="text-align: center;">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"> • <i>Our Neighborhood</i> lesson (page 3) • <i>Rules at School</i> lesson (page 3) • <i>Map It!</i> lesson (page 3) 	<p>4. locate existing social studies content information, especially primary source documents, to interpret meaning and then create original communication;</p> <p>TCM RESPONSE: Primary sources included in the curriculum range from photographs and documents to maps and cartoons. Various reader lessons include primary source activities, which allow for inquiry-based analysis and further discussion.</p>						
<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • <i>I Am a Good Citizen</i> reader and lesson • <i>I Am a Good Friend</i> reader and lesson • <i>Rules at School</i> reader and lesson 	<p>5. make informed choices; and</p> <p>TCM RESPONSE: Students learn to make informed choices by participating in activities that promote age-appropriate civic responsibilities.</p>						
<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • <i>Rules at Home</i> reader and lesson • Student Handbook (page 6) 	<p>6. interact with outside resources through opportunities for local and global collaboration in a variety of safe venues.</p> <p>TCM RESPONSE: Students interact with age-appropriate outside resources.</p>						

	<p>Personal and Workplace Productivity 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"> • <i>Rules at School</i> reader and lesson • <i>We Go to School</i> reader and lesson 	<p>7. conduct research, validate sources and report ethically on findings;</p> <p>TCM RESPONSE: Students conduct age-appropriate research at home and school by interacting with various <i>Your Turn!</i> activities within the readers.</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>I Am a Good Citizen</i> reader and lesson • <i>Using Money</i> reader and lesson • <i>Our Neighborhood</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>All About Money</i> reader and lesson • <i>Workers at My School</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>A. Developmentally Appropriate Instructional Resources and Strategies <i>For student mastery of College and Career Readiness standards:</i></p>						

<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • <i>Changing Weather</i> reader and lesson • <i>Map It!</i> reader and lesson • <i>National Holidays</i> reader and lesson 	<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 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"> • <i>Rules at School</i> lesson (page 5) • <i>Life at Home</i> lesson (page 6) 	<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>National Holidays</i> lesson (page 3) • <i>We Go to School</i> lesson (page 3) 	<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 various other activities that require interdisciplinary exchanges of information.</p>							
<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • <i>Map It!</i> lesson (page 4) • Student Handbook (pages 22–23) 	<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 in both 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"> • <i>We Go to School</i> lesson (page 11) • Student Handbook (page 34) 	<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 that they read about.</p>							

<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • <i>I Am a Good Friend</i> reader and lesson • <i>I Am a Good Citizen</i> reader and lesson • <i>Using Money</i> reader and lesson • <i>All About Money</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>Map It!</i> reader and lesson • <i>National Holidays</i> reader and lesson • <i>We Go to School</i> reader and lesson • <i>Workers at My School</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>Please refer to these examples:</p> <ul style="list-style-type: none"> • <i>Map It!</i> lesson (page 5) • <i>We Go to School</i> lesson (pages 5–6) 	<p>19. Resources for intervention and enrichment to allow for personalized learning are provided.</p> <p>TCM RESPONSE: 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 (e.g., current events).</p> <p>TCM RESPONSE: This option is currently unavailable in this curriculum.</p>							
	<p>B. 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"> • <i>I Am A Good Citizen</i> reader and lesson • <i>Rules at School</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"> • <i>All About Money</i> reader and lesson • <i>Using Money</i> reader and lesson • Student Handbook (pages 15–19) 	<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. Content-area readers and teacher lessons focus on economics today and from the past to support these activities.</p>						
<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • <i>I Am a Good Citizen</i> reader and lesson • <i>We Go to School</i> reader and lesson 	<p>23. develop Global Awareness (global competency in research, communication, presentation, action).</p> <p>TCM RESPONSE: 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, 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, document-based assessments, and oral reading records. 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 components of the program are available digitally for download via the internet.</p>							

SPECIFIC EVALUATION CRITERIA

2019-2025

Group I – Social Studies

Kindergarten

Kindergarten Social Studies is an introduction to broad topics connected to the lives of young children. Students will explore the sphere of their experiences within their local community and begin an identification of their place in West Virginia. They will begin developing a view of themselves as collaborative, responsible citizens in the democratic society to which they belong. Through the active investigation of their community, students will develop an understanding of how people interact with their physical environment and each other to meet their basic needs. As this sense of location matures students will explore the past through collaboration and research. 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

(Vendor/Publisher) COMPLETE CORRELATION OF SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	IMR Committee Responses										
	I=In- depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
	A. Civics										
Student Handbook <ul style="list-style-type: none"> ▪ Page 10 Helping at School ▪ Page 11 Listening Rules Content-Area Reader <ul style="list-style-type: none"> ▪ <i>I Am a Good Citizen</i> 	1. develop an understanding of citizenship and patriotism through a variety of experiences (e.g., appropriate behavior, sharing, taking turns, volunteering, being honest and demonstrating responsibility for materials and personal belongings).										

<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 12 Maya and Daniel <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>I Am a Good Citizen</i> 	<p>2. participate in a role play to resolve disputes, demonstrate tolerance and acceptance of others and their ideas.</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 13 Why We Have Rules <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>Rules at School</i> 	<p>3. investigate the need for rules in their environment, create a set of classroom rules and explore the consequences for not following the rules.</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 14 People at School <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>Workers at My School</i> 	<p>4. investigate the leadership roles within their families, classrooms and schools and demonstrate their understanding through activities such as role play and classroom jobs.</p>							
B. Economics								
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 16 Someone Has to Make It! <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>Our Neighborhood</i> 	<p>5. investigate occupations within the school and local community.</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 17 What We Need <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>All About Money</i> 	<p>6. the basic needs of people (e.g., shelter, food, clothing, etc.) and give examples of each.</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 18 Buying and Saving at the Carnival ▪ Page 19 Money <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>Using Money</i> 	<p>7. investigate the exchange of goods and services (e.g., money, bartering, trading, etc.).</p>							

<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 20 Wants and Needs <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>All About Money</i> 	<p>8. distinguish between wants and needs.</p>								
C. Geography									
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 22 Where Do I Sit? <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>Map It!</i> 	<p>9. construct a simple map of a familiar area (e.g., classroom, school, home, etc.).</p>								
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 23 Our World ▪ Page 24 Directions <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>Map It!</i> 	<p>10. identify the difference between bodies of water and land masses on maps and globes, demonstrating directions (e.g., left/right, up/down, near/far and above/under) using global information systems.</p>								
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 25 The Right Clothes <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>Changing Weather</i> 	<p>11. compare and contrast the ways humans adapt based on seasons and weather.</p>								
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 26 Two Ways of Life 	<p>12. explore similarities and differences of life in the city (urban) and the country (rural).</p>								
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 27 Signs and Symbols 	<p>13. investigate the need for symbols in daily life (e.g., exit, stop sign, bathroom signs, school zone, stop light, etc.).</p>								
D. History									
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 29 All About Us 	<p>14. illustrate personal history (e.g., first and last name, birthday, age, guardian’s name, and other personal data).</p>								

<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 30 School Lunches ▪ Page 31 Jobs in School <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>We Go to School</i> 	<p>15. explore the history of the school and giving examples of significant sites and people (e.g., principals, secretaries, teachers, custodians, etc.).</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 32 From Long Ago ▪ Page 33 Holidays <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>National Holidays</i> 	<p>16. investigate the past and explore the differences in other people, time and cultures through stories of people, heroes, pictures, songs, holidays, customs, traditions or legends.</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 34 My Timeline <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>Life at Home</i> 	<p>17. explore time, places, people and events in relationship to student’s own life (e.g., family trees, pictures, stories, etc.).</p>							
	<p>E. WV History</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 36 Our State Capitol Building ▪ Page 37 Booker T. Washington 	<p>18. investigate state symbols, celebrations, holidays and prominent West Virginians.</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 38 Our State Capital ▪ Page 39 Finding Our State 	<p>19. identify the shape of West Virginia.</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 40 Tracking the Weather ▪ Page 41 What Will Happen 	<p>20. track the weather to illustrate West Virginia’s climate.</p>							

<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 42 Where Do I Live? ▪ Page 43 Where Do We Live? 	<p>21. recognize local community names.</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 44 How is Your Life Different? ▪ Page 45 Then and Now 	<p>22. compare and contrast past and present lifestyles of West Virginians.</p>							

PUBLISHER:	Teacher Created Materials		
SUBJECT:	Social Studies	SPECIFIC GRADE:	Grade 1
COURSE:		TITLE	Exploring Social Studies: West Virginia
COPYRIGHT:	2019		
SE ISBN:	978-0-7439-1533-5	TE ISBN:	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 1**

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 interactive 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 1

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:										
	Thinking and Problem-Solving Skills										
	<i>Social Studies Content:</i>										
For more information, please refer to the Management Guide (page 12).	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"> • Student Handbook (pages 32–45) • <i>Be a Good Leader!</i> reader and lesson • <i>Where People Live</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 students 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 32–37) • <i>Goods and Services Around Town</i> reader and lesson • <i>What Makes a Family?</i> reader and lesson • <i>Where People Live</i> reader 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 will make global and local connections between the past and present through interactive activities and engaging lessons.</p>							
<p align="center">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 (pages 14, 32–34, 39, and 45) • <i>Where People Live</i> reader and lesson • <i>Be a Good Leader!</i> reader and lesson • <i>Respect the Rules!</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 lessons also use primary sources to engage students in their learning.</p>							
<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • Student Handbook (pages 19, 22, and 26) • <i>Respect the Rules!</i> reader and lesson • <i>Saving and Spending</i> reader and lesson • <i>Who Makes the Rules?</i> reader and lesson • <i>Be a Good Leader!</i> reader and lesson 	<p>5. make informed choices; and</p> <p>TCM RESPONSE: Lessons are designed to require students to take what they have learned and apply it to new problems or form opinions. The content-area readers help students to understand why it is important to follow rules and laws and what qualities are important to have.</p>							

<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • <i>Getting Around Town</i> (page 20) • <i>Jobs Around Town</i> (page 20) 	<p>6. interact with outside resources through opportunities for local and global collaboration in a variety of safe venues.</p> <p>TCM RESPONSE: The content-area readers include activities at the backs of the books that encourage students to learn more about their communities (e.g., in <i>Jobs Around Town</i>, students are asked to have an adult help them learn about workers in their community by talking with them).</p>								
<p>Personal and Workplace Productivity 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"> • <i>Getting Around Town</i> reader (page 20) • <i>Jobs Around Town</i> reader (page 20) 	<p>7. conduct research, validate sources and report ethically on findings;</p> <p>TCM RESPONSE: Students conduct age-appropriate research at home and school by interacting with various <i>Your Turn!</i> activities within the readers.</p>								
<p>For more information, please refer to the Management Guide (page 12).</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"> • Student Handbook (pages 10, 30, and 42) • <i>What Makes a Family?</i> reader and lesson • <i>Be a Good Leader</i> reader and lesson • <i>American Heroes</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 this example:</p> <ul style="list-style-type: none"> • <i>Exploring Calendars</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. In <i>Exploring Calendars</i>, students learn about and track the passage of time.</p>								
<p>B. Developmentally Appropriate Instructional Resources and Strategies <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 45)</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>For more information, please refer to the Management Guide (page 14).</p> <p>Please refer to these examples:</p> <ul style="list-style-type: none"> • <i>Getting Around Town</i> reader and lesson • <i>Maps and Globes</i> reader and 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"> • Student Handbook (pages 30 and 32–45) • <i>Exploring Calendars</i> reader and lesson • <i>Maps and Globes</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: Students learn how to place West Virginia in a national geographic context, and the history activities with primary sources encourage students to draw connections between life in the past and life now. <i>Exploring Calendars</i> helps students gain a deeper understanding of time, and <i>Maps and Globes</i> teaches students more about geography.</p>								

<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • Student Handbook (pages 25–30 and 43) • <i>Getting Around Town</i> reader and lesson • <i>Maps and Globes</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 in both 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 (page 36) • <i>Where People Live</i> reader and lesson 	<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 create timelines of their day at school and learn about the progression of the population in the United States, which gives them an opportunity to understand a sequence of events.</p>							
<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • Student Handbook (pages 27 and 41) • <i>Where People Live</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: Students learn about jobs and natural resources in their community and learn reasons why people immigrated in the past.</p>							
<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • <i>Maps and Globes</i> reader and lesson • <i>Saving and Spending</i> reader and lesson • <i>Exploring Calendars</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: 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>Please refer to these examples:</p> <ul style="list-style-type: none"> • Student Handbook (pages 18, 21–23, 30, 32, 34, 37, and 42–43) 	<p>19. Resources for intervention and enrichment to allow for personalized learning are provided.</p> <p>TCM RESPONSE: Lessons provide optional challenges to enrich activities. There are also 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. (e.g., current events)</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>For more information, please refer to the Management Guide (page 13).</p> <p>Please refer to these examples:</p> <ul style="list-style-type: none"> • Student Handbook (pages 10–16) • <i>Who Makes the Rules?</i> reader and lesson • <i>Respect the Rules!</i> reader and lesson • <i>Be a Good Leader</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. The readers and activities encourage students to learn about the qualities good leaders have, rules and laws that have been made, and how they can become responsible citizens by following the rules.</p>					
<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • Student Handbook (pages 18–23) • <i>Saving and Spending</i> reader and lesson • <i>Goods and Services Around Town</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. Content-area readers and teacher lessons focus on economics today and from the past to support these activities.</p>					
<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • <i>Where People Live</i> reader and lesson • <i>American Heroes</i> reader’s theater script and lesson • <i>Maps and Globes</i> reader and lesson 	<p>23. develop Global Awareness (global competency in research, communication, presentation, action).</p> <p>TCM RESPONSE: <i>Maps and Globes</i> gives students an understanding of where they live in a global context. <i>Where People Live</i> and <i>American Heroes</i> give students a broader context of the history of the United States.</p>					

	D. Assessment						
For more information, please refer to the Management Guide (pages 16–19 and 54–55)	<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 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, document-based assessments, and oral reading records. Rubrics are included for document-based assessments and to measure fluency during oral reading assessments.</p>						
	E. Organization, Presentation and Format						
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>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>						
For more information, please refer to the Management Guide (page 15).	<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>						
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>TCM RESPONSE: All components of the program are available digitally for download via the internet.</p>						

SPECIFIC EVALUATION CRITERIA

2019-2025

Group I – Social Studies

Grade 1

First Grade Social Studies will allow students opportunity to further explore their growing definition of citizenship. Identifying and applying the concept of civic responsibility to a real-world problem will afford students the opportunity to practice collaboration, tolerance and patriotism. Simulations of the exchange of goods and services will develop an understanding of the occupations and basic resources of their community. Furthering the identification of their place in the world, students will explore maps, globes and physical models of West Virginia and the nation. Utilizing authentic sources, they will examine the evolution of families and communities over time. 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

(Vendor/Publisher) COMPLETE CORRELATION OF SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	IMR Committee Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
	A. Civics										
Student Handbook ▪ page 10 Let’s Play Fair! Content-Area Reader ▪ <i>Respect the Rules!</i>	1. model patriotism, cooperation, tolerance and respect for others within school and community.										
Student Handbook ▪ page 11 Reasons for Rules ▪ page 12 Rules and Learning Content-Area Reader ▪ <i>Who Makes the Rules?</i>	2. create scenarios and role play reflecting the use of rules and laws, their consequences and their value within school and community.										

<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 13 Describe American Symbols ▪ page 14 The Flag We Love <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>American Heroes</i> 	<p>3. investigate the symbols, icons and traditions of the United States that provide a sense of community across time (e.g., Labor Day, Veterans Day, Memorial Day, Pledge of Allegiance, patriotic songs, landmarks, art and literature that demonstrates community traditions, etc.).</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 15 Who Is in Charge? <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>Be a Good Leader!</i> 	<p>4. apply the process of how leaders are selected and analyze how they influence decisions made in the school and community.</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 16 A Helpful Web 	<p>5. collaborate to identify a community need, propose a variety of solutions and investigate how individuals could participate to solve the problem.</p>							
B. Economics								
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 18 Jobs That Make Money <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>Jobs Around Town</i> 	<p>6. compare and contrast occupations within the community.</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 19 Playing in the Park <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>Saving and Spending</i> 	<p>7. distinguish between personal needs and wants and the consequences of personal choices.</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 20 Buying or Selling? ▪ page 21 Goods vs. Services <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>Goods and Services Around Town</i> 	<p>8. demonstrate the exchange of goods and services.</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 23 Saving and Spending <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>Saving and Spending</i> 	<p>9. explain how individuals and families earn, spend and save money.</p>							

		C. Geography					
Student Handbook ▪ page 25 State Park Map Content-Area Reader ▪ <i>Getting Around Town</i>	10. reflect an understanding of cardinal directions, map symbols in a legend, geographic landforms (e.g., mountains, lakes, rivers), and location by interpreting simple maps.						
Student Handbook ▪ page 26 Hot and Cold Content-Area Reader ▪ <i>Where People Live</i>	11. describe how climate and location affect the way people live, work and play.						
Student Handbook ▪ page 27 Natural Resources	12. give examples of natural resources and their uses.						
Student Handbook ▪ page 28 It's About Time Content-Area Reader ▪ <i>Exploring Calendars</i>	13. sequence the seasons of the year, months and days of the week.						
Student Handbook ▪ page 29 Playground Map Content-Area Reader ▪ <i>Maps and Globes</i>	14. utilize appropriate global information systems including maps, globes and geographic technology.						
Student Handbook ▪ page 30 North America Content-Area Reader ▪ <i>Maps and Globes</i>	15. locate and identify the following using a globe and world map: <ul style="list-style-type: none"> • West Virginia • United States • geographic features (e.g., mountains, bodies of water, etc.) 						
		D. History					
Student Handbook ▪ page 32 School in the Past ▪ page 33 Picture Perfect	16. utilizing primary source documents and oral accounts investigate ways communities change throughout history.						

<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 34 Looking at Families <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>What Makes a Family?</i> 	<p>17. examine cultural contributions of families through the use of literature, primary source documents and oral accounts.</p>						
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 35 Town Landmarks 	<p>18. explore the history of the community and give examples of locally significant sites and people.</p>						
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 36 School Timeline ▪ page 37 A Family Tradition 	<p>19. illustrate personal history by creating a timeline.</p>						
E. WV History							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 39 Our Motto ▪ page 40 Order, Order 	<p>20. recognize and recite the state motto.</p>						
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 41 Jobs in Our Community ▪ page 42 The Job I Want 	<p>21. investigate the common occupations of people in West Virginia.</p>						
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 43 Where Are We? 	<p>22. locate students' hometown and county on a West Virginia map.</p>						
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 44 Toys in Every Time ▪ page 45 A Pretty Painting 	<p>23. describe the cultural life of West Virginia as reflected in games, toys and various art forms.</p>						

PUBLISHER:	Teacher Created Materials		
SUBJECT:	Social Studies	SPECIFIC GRADE:	Grade 2
COURSE:		TITLE	Exploring Social Studies: West Virginia
COPYRIGHT:	2019		
SE ISBN:	978-0-7439-1535-9	TE ISBN:	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 2**

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 2

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"> • Student Handbook (pages 35–52) • <i>Bank Tellers Then and Now</i> reader and lesson • <i>Families Through Time</i> reader and lesson • <i>Farmers Then and Now</i> reader and lesson • <i>Firefighters Then and Now</i> reader and lesson • <i>Immigration Stories</i> reader and lesson • <i>You and the U.S. Government</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 students 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 35–40) • <i>Families Through Time</i> reader and lesson • <i>The Pledge of Allegiance: Poem of Patriotism</i> reader’s theater script and lesson • <i>Women Who Changed the World</i> reader 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 (pages 37–38) • <i>You and the Law</i> reader and lesson • <i>Immigration Stories</i> reader and lesson • <i>Firefighters Then and Now</i> reader and lesson • <i>Money and Trade in Our Nation</i> 	<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 topics of the books. Activities in lessons also use primary sources to engage students in their learning.</p>						

<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • <i>Bank Tellers Then and Now</i> reader and lesson • <i>Farmers Then and Now</i> reader and lesson • <i>Firefighters Then and Now</i> reader and lesson • <i>Families Through Time</i> reader and lesson • <i>Immigration Stories</i> reader and lesson • <i>Women Who Changed the World</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 activities. 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 this example:</p> <ul style="list-style-type: none"> • Student Handbook (page 6) 	<p>6. interact with outside resources through opportunities for local and global collaboration in a variety of safe venues.</p> <p>TCM RESPONSE: Students interact with age-appropriate outside resources.</p>							
	<p>Personal and Workplace Productivity 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"> • <i>Money and Trade in Our Nation</i> reader and lesson • <i>Women Who Changed the World</i> reader and lesson • <i>You and the U.S. Government</i> reader and lesson 	<p>7. conduct research, validate sources and report ethically on findings;</p> <p>TCM RESPONSE: Students conduct age-appropriate research at home and school by interacting with various <i>Your Turn!</i> activities within the content-area readers.</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 opportunities 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>Mapping Our Nation</i> reader and lesson • <i>Mapping Our World</i> reader and lesson • <i>The Pledge of Allegiance: Poem of Patriotism</i> reader’s theater script and lesson • <i>You and the Law</i> reader and lesson • <i>You and the U.S. Government</i> reader 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>Mapping Our Nation</i> reader and lesson • <i>Mapping Our World</i> reader and lesson • <i>Money and Trade in Our Nation</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>Please refer to these examples:</p> <ul style="list-style-type: none"> • Management Guide (pages 8–11 and 34) • <i>The Pledge of Allegiance: Poem of Patriotism</i> reader’s theater script and lesson 	<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>For more information, please refer to the Management Guide (page 14).</p>	<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>Mapping Our Nation</i> reader and lesson • <i>Mapping Our World</i> reader and lesson • <i>Money and Trade in Our Nation</i> reader and lesson • <i>You and the U.S. Government</i> reader and lesson 	<p>14. Instructional materials provide 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 and other activities, which require interdisciplinary exchanges of information.</p>							
<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • Student Handbook (pages 21, 24, 26–29, 35–37, and 44–47) • <i>Mapping Our Nation</i> reader and lesson • <i>Mapping Our World</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 resources 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 24 and 35–37) 	<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 that they read about.</p>							
<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • <i>Bank Tellers Then and Now</i> reader and lesson • <i>Families Through Time</i> reader and lesson • <i>Farmers Then and Now</i> reader and lesson • <i>Firefighters Then and Now</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>Families Through Time</i> reader and lesson • <i>Farmers Then and Now</i> reader and lesson • <i>Immigration Stories</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 activities. 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 (e.g., current events).</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>For more information, please refer to the Management Guide (page 13).</p> <p>Please refer to these examples:</p> <ul style="list-style-type: none"> • Student Handbook (pages 10–18) • <i>You and the Law</i> reader and lesson • <i>You and the U.S. Government</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 20–24 and 33) • <i>Bank Tellers Then and Now</i> reader and lesson • <i>Money and Trade in Our Nation</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 contexts. These activities support content-area readers, and teacher lessons focus on economics today and from the past to support these activities.</p>							
<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • Student Handbook (pages 26–33) • <i>Mapping Our Nation</i> reader and lesson • <i>Mapping Our World</i> reader and lesson 	<p>23. develop Global Awareness (global competency in research, communication, presentation, action).</p> <p>TCM RESPONSE: Activities such as <i>Products from Around the World</i> (Student Handbook page 33) 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>							

	D. Assessment					
For more information, please refer to the Management Guide (pages 16–19 and 54–55)	<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.</p>					
	E. Organization, Presentation and Format					
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>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>					
For more information, please refer to the Management Guide (page 15).	<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>					
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>TCM RESPONSE: All components of the program are available digitally for download via the internet.</p>					

SPECIFIC EVALUATION CRITERIA

2019-2025

Group I – Social Studies

Grade 2

Second Grade Social Studies will begin applying the foundational concepts of citizenship and community to the broader view of our nation. Through rich opportunities for engagement, students will begin to think deeply about the citizen’s role in American government and society. They will be asked to investigate, examine, and draw conclusions regarding exchange and choice in the economy. Students will become more independent in using global information systems and applying them to real-world situations relating to West Virginia and the United States. Documents, oral accounts, and various forms of literature will be used to create timelines and projects illustrating the contributions of individuals and groups, both past and present, to our society. 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 Students 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

(Vendor/Publisher) COMPLETE CORRELATION OF SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	IMR Committee Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
	A. Civics										
Student Handbook <ul style="list-style-type: none"> ▪ page 10 Good Citizen Report ▪ page 11 What Do Rules Mean? ▪ page 12 Our Rules Content-Area Reader <ul style="list-style-type: none"> ▪ <i>You and the Law</i> 				1. analyze examples of the fairness of rules and laws and evaluate their consequences.							

<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 13 People in Charge ▪ page 14 Levels of Leaders <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>You and the U.S. Government</i> 	<p>2. illustrate the levels of government (local, state and national) and actively discuss the characteristics of effective leadership.</p>						
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 15 Diversity in the United States <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>Immigration Stories</i> 	<p>3. create a product (e.g., play, multimedia and poster) to demonstrate an understanding of the diversity in American culture.</p>						
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 16 America Is Beautiful ▪ page 17 Words in the Pledge ▪ page 18 Trying to Help <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>The Pledge of Allegiance: Poem of Patriotism</i> 	<p>4. give examples of symbols, icons and traditions of the United States, recite the Pledge of Allegiance, and participate in national celebrations (e.g., Martin Luther King Day, Presidents Day and Flag Day).</p>						
B. Economics							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 20 How Do I Get a Job? <p>Content-Area Readers</p> <ul style="list-style-type: none"> ▪ <i>Farmers Then and Now</i> ▪ <i>Firefighters Then and Now</i> 	<p>5. investigate various occupations and career opportunities and how they have changed within the state and nation.</p>						
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 21 Needs, Wants, and Choices <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>Money and Trade in Our Nation</i> 	<p>6. consider and categorize needs and wants in a graph, chart or table to evaluate consequences of one choice over another.</p>						

<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 22 Rosa’s Choice ▪ page 23 Paying with Money 	<p>7. design a system that reflects the understanding of the exchange of goods and services (e.g., trading cards and classroom store).</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 24 Should I Spend or Should I Save? <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>Bank Tellers Then and Now</i> 	<p>8. explain the role of banks in saving for future purchases and create a graph reflecting savings over time.</p>							
	C. Geography							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 26 Community Map ▪ page 27 Missing Symbols <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>Mapping Our Nation</i> 	<p>9. utilize a legend, compass rose and cardinal directions to identify locations (e.g., Charleston, West Virginia, New York, District of Columbia, etc.) and geographic features (e.g., Great Lakes, Rocky Mountains, Mississippi River, etc.) in the United States.</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 28 Continents of the World <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>Mapping Our World</i> 	<p>10. identify the continents and oceans on a map and globe.</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 29 How Temperature Affects Me ▪ page 30 The Flood of 2016 	<p>11. summarize how climate, location and physical surroundings have caused changes in the community and state over time.</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 31 Comparing the Land 	<p>12. classify examples of natural resources and how people use them.</p>							

<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 32 Global Trading ▪ page 33 Products from Around the World <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>Mapping Our Nation</i> ▪ <i>Mapping Our World</i> 	<p>13. utilize appropriate geographic information systems including maps, globes and geographic technology to examine, gather data and analyze for a variety of real-world situations.</p>								
<p>D. History</p>									
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 35 Capitol Timeline ▪ page 36 Chuck Yeager <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>Families Through Time</i> 	<p>14. demonstrate an understanding of interactions among individuals, families, and communities by creating a timeline using documents and oral accounts to investigate ways communities and generations of families change.</p>								
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 37 Then and Now ▪ page 38 The First Thanksgiving <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>Immigration Stories</i> 	<p>15. identify cultural contributions and differences made by people from the various regions in the United States using literature, documents and oral accounts.</p>								
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 39 The Louisiana Purchase ▪ page 40 A Great Man <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>Women Who Changed the World</i> 	<p>16. explore the impact historical figures have had upon our society.</p>								

	E. WV History						
Student Handbook <ul style="list-style-type: none"> ▪ page 42 West Virginia Flag: True or False ▪ page 43 What’s Wrong with the Flags? ▪ page 52 Your Own Flag! 	17. Identify state symbols, celebrations, holidays, famous West Virginians and the governor of West Virginia.						
Student Handbook <ul style="list-style-type: none"> ▪ page 44 West Virginia State Map ▪ page 45 West Virginia’s Resources 	18. Locate and show examples of the natural resources and geographic features of West Virginia on a map.						
Student Handbook <ul style="list-style-type: none"> ▪ page 46 Where Is Charleston? ▪ page 47 Charleston and the Capitol Building 	19. Locate county seats, the state’s capital city, and bordering states on a map.						
Student Handbook <ul style="list-style-type: none"> ▪ page 48 Celebrating West Virginia ▪ page 49 A Beautiful Song 	20. Examine the cultural life of West Virginians through storytelling and various art forms (e.g., songs, instruments, artwork, photographs, etc.).						
Student Handbook <ul style="list-style-type: none"> ▪ page 50 Classroom Computers ▪ page 51 Kids Long Ago 	21. Compare and contrast past and present lifestyles of West Virginians.						

PUBLISHER:	Teacher Created Materials		
SUBJECT:	Social Studies	SPECIFIC GRADE:	Grade 3
COURSE:		TITLE	Exploring Social Studies: West Virginia
COPYRIGHT:	2019		
SE ISBN:	978-1-6449-1943-9	TE ISBN:	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 3

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 3

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:										
<p>For more information, please refer to the Management Guide (page 12).</p>	<p>Thinking and Problem-Solving Skills</p> <p><i>Social Studies Content:</i></p> <p>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);</p> <p>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>										

<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • Student Handbook (pages 11, 44–51) • <i>Capital Resources and the Economy</i> reader and lesson • <i>Understanding Economics</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 students 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 44–52) • <i>Remembering Our Heroes: Veterans Day</i> reader and lesson • <i>Understanding Economics</i> reader 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 effect they had on local and larger communities.</p>						
<p align="center">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"> • <i>Capital Resources and the Economy</i> reader and lesson • <i>Our Natural Resources</i> reader and lesson • <i>Understanding Economics</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 topics of the books. Activities in lessons also use primary sources to engage students in their learning.</p>						
<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • <i>Doing Your Part: Serving Your Community</i> reader and lesson • <i>Understanding Economics</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 activities. 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 and 59–60) 	<p>6. interact with outside resources through opportunities for local and global collaboration in a variety of safe venues.</p> <p>TCM RESPONSE: Students use outside resources to learn more about the state of West Virginia. Students are also asked to research questions that they have about West Virginia.</p>						

	Personal and Workplace Productivity Skills						
	<p><i>For student mastery of College and Career Readiness standards, the instructional materials will provide students with the opportunity to:</i></p>						
Please refer to these examples: <ul style="list-style-type: none"> • <i>Capital Resources and the Economy</i> reader and lesson • <i>Understanding Economics</i> reader and lesson 	7. conduct research, validate sources and report ethically on findings; TCM RESPONSE: Students conduct research at home and school by interacting with various <i>Your Turn!</i> activities within the readers.						
For more information, please refer to the Management Guide (page 15).	8. identify, evaluate and apply appropriate technology tools for a variety of purposes; TCM RESPONSE: Students 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.						
For more information, please refer to the Management Guide (page 12).	9. engage in self-directed inquiry TCM RESPONSE: <i>Exploring Social Studies: West Virginia</i> focuses on an inquiry approach that allows students to analyze primary sources closely.						
Please refer to these examples: <ul style="list-style-type: none"> • <i>American’s Man-Made Landmarks</i> reader and lesson • <i>Camping Constitution</i> reader’s theater script and lesson • <i>Our Natural Resources</i> reader and lesson • <i>We the People: Civic Values in America</i> reader and lesson 	10. work collaboratively; and 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.						
Please refer to these examples: <ul style="list-style-type: none"> • Student Handbook (pages 18–20) • <i>American’s Man-Made Landmarks</i> reader and lesson • <i>Early American Indian Tribes</i> reader and lesson • <i>Our Natural Resources</i> reader and lesson 	11. practice time-management and project management skills in problem based learning situations. TCM RESPONSE: Time management skills are practiced daily as students are given opportunities to complete tasks individually and within small groups.						

		B. Developmentally Appropriate Instructional Resources and Strategies <i>For student mastery of College and Career Readiness standards:</i>					
For more information, please refer to the Management Guide (pages 8–11 and 45)	<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>						
For more information, please refer to the Management Guide (page 14). Please refer to these examples: <ul style="list-style-type: none"> • <i>America’s Man-Made Landmarks</i> reader and lesson • <i>Geographic Features</i> reader and lesson • <i>Understanding Economics</i> reader and 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>						
Please refer to these examples: <ul style="list-style-type: none"> • <i>Understanding Economics</i> reader and lesson • <i>America’s Man-Made Landmarks</i> reader and lesson • <i>America’s Natural Landmarks</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 and other activities, which require interdisciplinary exchanges of information.</p>						
Please refer to these examples: <ul style="list-style-type: none"> • Student Handbook (pages 32–42) • <i>Early Explorers</i> reader and lesson • <i>Geographic Features</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 resources 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 27 and 51) 	<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 that they read about.</p>							
<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • Student Handbook (pages 14–15) • <i>Doing Your Part: Serving Your Community</i> reader and lesson • <i>Fantastic Kids: Helping Others</i> reader and lesson • <i>We the People: Civic Values in America</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>America’s Natural Landmarks</i> reader and lesson • <i>Doing Your Part: Serving your Community</i> reader and lesson • <i>Our Natural Resources</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 activities. Suggestions are included 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 (e.g., current events).</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>For more information, please refer to the Management Guide (page 13).</p> <p>Please refer to these examples:</p> <ul style="list-style-type: none"> • Student Handbook (pages 10–20) • <i>Doing Your Part: Serving Your Community</i> reader and lesson • <i>We the People: Civic Values in America</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 22–30) • <i>Capital Resources and the Economy</i> reader and lesson • <i>Understanding Economics</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 contexts. Content-area readers and teacher lessons focus on economics today and in the past to help support these activities.</p>						
<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • Student Handbook (pages 11–15, 18–20, and 34–37) • <i>Early Explorers</i> reader and lesson 	<p>23. develop Global Awareness (global competency in research, communication, presentation, action).</p> <p>TCM RESPONSE: Lessons engage students in activities and discussions on topics of universal importance and help students see 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.</p>						

		E. Organization, Presentation and Format					
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>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>						
For more information, please refer to the Management Guide (page 15).	<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>						
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>TCM RESPONSE: All components of the program are available digitally for download via the internet.</p>						

SPECIFIC EVALUATION CRITERIA

2019-2025

Group I – Social Studies

Grade 3

Third Grade Social Studies presents a study of the broader community and introduces the state, nation and world. There is an emphasis on geography, mapping skills and interpreting charts and graphs. Students explain changes due to technology, human interaction with the environment and the movement of people in context of Native American settlement and world exploration. Students practice citizenship and democratic values in the community and study the necessity of government and various levels of government in both West Virginia and the nation. Students will conduct research, formulate responses and present their findings on these topics. The basic economic concepts of scarcity, supply and demand, marketing and budgeting within the context of the community will be introduced. 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

(Vendor/Publisher) COMPLETE CORRELATION OF SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	IMR Committee Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
	A. Civics										
Student Handbook <ul style="list-style-type: none"> ▪ page 10 Democratic Match-Up ▪ page 11 Democratic Q & A Content-Area Reader <ul style="list-style-type: none"> ▪ <i>Fantastic Kids: Helping Others</i> 	1. identify and explain the following commonly held American democratic values, principles and beliefs: <ul style="list-style-type: none"> • diversity • rule of law • family values • community service • justice • liberty 										

<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 12 Types of Government <p>Reader’s Theater Script</p> <ul style="list-style-type: none"> ▪ <i>Camping Constitution</i> 	<p>2. determine the need for government and compare and contrast the following forms: tribal, monarchy, and democracy.</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 13 An American Holiday? <p>Content-Area Readers</p> <ul style="list-style-type: none"> ▪ <i>American Culture</i> ▪ <i>We the People: Civic Values in America</i> 	<p>3. investigate significant cultural contributions of various groups creating our multicultural society.</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 14 Two Sides–Native American Conflict ▪ page 15 Two Sides–Boston Tea Party 	<p>4. examine historical conflicts and their resolutions (e.g., The Boston Tea Party, conflict between Native Americans and explorers).</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 16 The Pledge of Allegiance ▪ page 17 Honoring Those Who Serve <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>Remembering Our Heroes: Veterans Day</i> 	<p>5. examine how rights and responsibilities of citizens are reflected in patriotic symbols, songs and holidays of the United States (e.g., the meaning of our flag’s colors, the Pledge of Allegiance and the meaning of the words, the National Anthem, Veteran’s Day and Memorial Day).</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 18 Helping Hands–Plan ▪ page 19 Helping Hands–Reflect <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>Doing Your Part: Serving Your Community</i> 	<p>6. participate in a local service project and discover the importance of working together and how participation leads to improvement in the lives of individuals, as well as communities.</p>							

		B. Economics						
Student Handbook <ul style="list-style-type: none"> ▪ page 22 Checking vs. Savings ▪ page 23 Tamal’s Budget Content-Area Reader <ul style="list-style-type: none"> ▪ <i>Understanding Economics</i> 	7. study bank services including checking accounts, savings accounts and borrowing and create a mock budget.							
Student Handbook <ul style="list-style-type: none"> ▪ page 24 A Demand for Cupcakes ▪ page 25 A Scarcity of Snow Shovels Content-Area Reader <ul style="list-style-type: none"> ▪ <i>Capital Resources and the Economy</i> 	8. construct and interpret graphs that illustrate the basic concept of the exchange of goods and services as related to supply and demand and the impact of scarcity of resources.							
Student Handbook <ul style="list-style-type: none"> ▪ page 26 Making a Cheeseburger ▪ page 27 From Tree to Paper 	9. sequence the path of a product from the raw material to the final product.							
Student Handbook <ul style="list-style-type: none"> ▪ page 28 Coal Mining and the Economy 	10. use charts, maps and other data sources to correlate occupations with the economy and the available resources of a region (e.g., West Virginia has coal mining; Pennsylvania has steel mills; etc.).							
Student Handbook page 29 Saving the SMART 529 Way	11. Explore West Virginia’s SMART 529 program and other college savings plans.							
		C. Geography						
Student Handbook <ul style="list-style-type: none"> ▪ page 32 Which Map Is This? ▪ page 33 Going to Grandmother’s Content-Area Reader <ul style="list-style-type: none"> ▪ <i>Geographic Features</i> 	12. use geographic information systems to compare and contrast various types of maps (e.g., climate, resource, physical, political, road, etc.).							

<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 34 Which One Is It? <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>Geographic Features</i> 	<p>13. distinguish between a continent, country, state and capital.</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 35 On the Map 	<p>14. label maps to demonstrate knowledge of map skills (e.g., label cardinal directions, intermediate directions, borders, continents, oceans, equator, Tropic of Cancer, Tropic of Capricorn, North Pole, South Pole and Prime Meridian).</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 36 What Is Your Position? 	<p>15. using a grid system, locate specific points on a map and explain the use of lines of latitude and longitude.</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 37 In the Zone 	<p>16. explain the reason time zones were developed, identify the four time zones of North America and calculate the variance in time from one zone to another.</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 38 How Far? <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>Geographic Features</i> 	<p>17. use a map scale to determine the distance between two given points.</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 39 What Do You Think It Is? <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>America's Natural Landmarks</i> 	<p>18. recognize, define and illustrate world geographic features (e.g., peninsulas, islands, mountains, canyons, plateaus, mesas, harbors, gulfs, rivers, deserts, forests, valleys and plains).</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 40 Comparing Landforms <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>America's Man-Made Landmarks</i> ▪ <i>Geographic Features</i> 	<p>19. compare and contrast regions of the United States in regard to plant and animal life, landforms, climate and human interactions with the environment.</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 41 Coming to America <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>Early Explorers</i> 	<p>20. create a legend to identify the path of major explorers and chart those journeys on a world map (e.g., Marco Polo, Christopher Columbus, John Cabot, Hernando Cortes and Sir Walter Raleigh).</p>							

	D. History						
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 44 The Path They Traveled ▪ page 45 Let Me Explain ▪ page 46 This Is My House ▪ page 47 New to America <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>Early American Indian Tribes</i> ▪ <i>Our Natural Resources</i> 	<p>21. Examine the settlement of North America by Native Americans.</p> <ul style="list-style-type: none"> • Illustrate the spread of the Native American population into the various regions of North America. • Determine settlement patterns based on natural resources. • Explain how Native American groups adapted to geographic factors of a given region. • Compare and contrast the cultures of the different Native American groups (e.g., source of food, clothing, shelter and products used). • Make historical inferences by analyzing artifacts and illustrations. • Analyze the Native American interactions with others (e.g., other Native American groups, explorers and settlers). 						
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 48 The Age of Discovery ▪ page 49 Vikings on the Move ▪ page 50 Juan Ponce de León ▪ page 51 Roanoke Disappears <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>Early Explorers</i> 	<p>22. Determine the causes and effects of European exploration.</p> <ul style="list-style-type: none"> • Chronologically organize major explorers and determine the reasons for their journeys (e.g., Marco Polo, Amerigo Vespucci, Christopher Columbus, John Cabot, Hernando Cortes, Balboa, Ponce de Leon, Sir Walter Raleigh, etc.). • Investigate the motives for exploration by the various European nations (e.g., England, Spain, France, Portugal, etc.). • Determine the information the explorers gained from their journeys. • Explain the impact of the explorers’ travels on Native Americans and the world. 						
	E. WV History						
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 54 West Virginia Border States ▪ page 55 The Counties of West Virginia 	<p>23. Locate counties, county seats and bordering states on a West Virginia map.</p>						
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 55 Natural Resources ▪ page 56 Geographic Regions 	<p>24. Identify the four physical geographic regions of West Virginia, the major communities and the natural resources found within each region.</p>						
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ page 55 Visit West Virginia ▪ page 58 Tourist Regions 	<p>25. Investigate the nine tourist regions of West Virginia.</p>						

PUBLISHER:	Teacher Created Materials		
SUBJECT:	Social Studies	SPECIFIC GRADE:	Grade 4
COURSE:		TITLE	Exploring Social Studies: West Virginia
COPYRIGHT:	2019		
SE ISBN:	978-1-6449-1944-6	TE ISBN:	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 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

(Vendor/Publisher) COMPLETE CORRELATION OF SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	IMR Committee Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
	A. Civics										
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>							
--	---	--	--	--	--	--	--	--

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

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:										
	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"> • Student Handbook (pages 44–60) • <i>Causes of the Civil War: A House Divided</i> reader and lesson • <i>Abolitionists: What We Need Is Action</i> reader and lesson • <i>Reconstruction: Freedom Delayed</i> reader and lesson • <i>The Spanish American War</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 59–65) • <i>Harriet Tubman: Leading Others to Liberty</i> reader and lesson • <i>Frederick Douglass: Leader of the Abolitionist Movement</i> reader and lesson • <i>Chief Joseph and the Nez Perce</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 51) • <i>Industrial Revolution</i> reader and lesson • <i>Crossing a Continent</i> reader and lesson • <i>American Indians in the 1800s: Right and Resistance</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 lessons also use primary sources to engage student learning.</p>							
<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • Student Handbook (pages 59–65) 	<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 to form opinions.</p>							

<p>Please refer to these examples:</p> <ul style="list-style-type: none"> Student Handbook (pages 59 and 63–64) 	<p>6. interact with outside resources through opportunities for local and global collaboration in a variety of safe venues.</p> <p>TCM RESPONSE: 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>A. 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>Harriet Tubman: Leading Others to Liberty</i> reader and lesson <i>The Civil War: Brother Against Brother</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>Pioneer Trails</i> reader and lesson <i>The Spanish American War</i> reader and lesson <i>Chief Joseph and the Nez Perce</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>The Civil War: Brother Against Brother</i> reader and lesson <i>American Indians in the 1800s: Right and Resistance</i> reader and lesson <i>Just Right Words: Revising the Constitution</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>							

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

<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • Student Handbook (pages 14, 17–19, and 41) 	<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 that they read about.</p>							
<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • <i>Abolitionists: What We Need Is Action</i> reader and lesson • <i>Frederick Douglass: Leader of the Abolitionist Movement</i> reader and lesson • <i>Causes of the Civil War: A House Divided</i> reader and lesson • <i>Civil War: Brother Against Brother</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>19th Century Innovations: Paving the Way</i> reader and lesson • <i>American Indians in the 1800s: Right and Resistance</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 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>TCM RESPONSE: This option is currently unavailable in this curriculum.</p>							
	<p>B. 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 10–19) • <i>Freedom: Life After Slavery</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>							

<ul style="list-style-type: none"> • <i>Just Right Words: Revising the Constitution</i> reader and lesson • <i>Reconstruction: Freedom Delayed</i> reader and lesson 	<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 21–30) • <i>Crossing a Continent</i> reader and lesson • <i>Immigration</i> reader and lesson • <i>Reconstruction: Freedom Delayed</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 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"> • Student Handbook (pages 32–41) • <i>Pioneer Trails</i> reader and lesson • <i>Crossing a Continent</i> reader and lesson • <i>Immigration</i> reader and lesson • <i>The Spanish American War</i> reader and lesson 	<p>23. develop Global Awareness (global competency in research, communication, presentation, action).</p> <p>TCM RESPONSE: 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>							
	D. Assessment							
<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, document-based assessments, and oral reading records. Rubrics are included for document-based assessments and to measure fluency during oral reading assessments.</p>							

	E. Organization, Presentation and Format						
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>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>						
For more information, please refer to the Management Guide (page 15).	<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>						
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>TCM RESPONSE: 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 19th and early 20th 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

(Vendor/Publisher) COMPLETE CORRELATION OF SPECIFIC LOCATION OF CONTENT WITHIN PRODUCT	IMR Committee Responses										
	I=In-depth	A=Adequate	M=Minimal	N=Nonexistent	I		A		M		N
	A. Civics										
Student Handbook <ul style="list-style-type: none"> page 10 Citizen Duties page 11 Patriotism at Its Finest 	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.										
Student Handbook <ul style="list-style-type: none"> page 12 The Dred Scott Case Content-Area Reader <ul style="list-style-type: none"> <i>Freedom: Life After Slavery</i> 	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.										
Student Handbook <ul style="list-style-type: none"> page 13 Making a State Law page 14 Making a Federal Law 	3. Simulate the process of making a law at the state and national level.										
Student Handbook <ul style="list-style-type: none"> page 15 Changing the Constitution Content-Area Reader <ul style="list-style-type: none"> <i>Just Right Words: Revising the Constitution</i> 	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.										
Student Handbook <ul style="list-style-type: none"> page 16 Levels of Government 	5. Compare the functions of each level of the government (local, state, and national).										

<p>Student Handbook</p> <ul style="list-style-type: none"> • page 17 Ending Slavery • page 18 Equal Protection for All • page 19 The Right to Vote <p>Content-Area Reader</p> <ul style="list-style-type: none"> • <i>Reconstruction: Freedom Delayed</i> 	<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. Economics									
<p>Student Handbook</p> <ul style="list-style-type: none"> • page 21 A Change in Demand 	<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>Student Handbook</p> <ul style="list-style-type: none"> • page 22 Wanted: Coal Miners <p>Content-Area Readers</p> <ul style="list-style-type: none"> • <i>Crossing a Continent</i> • <i>Immigration</i> 	<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>Student Handbook</p> <ul style="list-style-type: none"> • page 23 Oil Prices 	<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>Student Handbook</p> <ul style="list-style-type: none"> • page 24 Taking Care of Business • page 25 Ways of Life <p>Content-Area Reader</p> <ul style="list-style-type: none"> • <i>Causes of the Civil War: A House Divided</i> 	<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>								

<p>Student Handbook</p> <ul style="list-style-type: none"> • page 26 Choosing Freedom? <p>Content-Area Reader</p> <ul style="list-style-type: none"> • <i>Reconstruction: Freedom Delayed</i> 	<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>Student Handbook</p> <ul style="list-style-type: none"> • page 27 Reconstruction Days • page 28 Economic Flow <p>Content-Area Reader</p> <ul style="list-style-type: none"> • <i>Reconstruction: Freedom Delayed</i> 	<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>Student Handbook</p> <ul style="list-style-type: none"> • page 29 Claiming this Land • page 30 Between a Rock and a Hard Place <p>Content-Area Reader</p> <ul style="list-style-type: none"> • <i>American Indians in the 1800s: Right and Resistance</i> 	<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>						
C. Geography							
<p>Student Handbook</p> <ul style="list-style-type: none"> • page 32 The Mountain State <p>Content-Area Readers</p> <ul style="list-style-type: none"> • <i>Pioneer Trails</i> • <i>Crossing a Continent</i> 	<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>Student Handbook</p> <ul style="list-style-type: none"> • page 33 Immigration • page 34 The Coal Mines <p>Content-Area Reader</p> <ul style="list-style-type: none"> • <i>Immigration</i> 	<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>						

<p>Student Handbook</p> <ul style="list-style-type: none"> • page 35 Westward Expansion <p>Content-Area Readers</p> <ul style="list-style-type: none"> • <i>Pioneer Trails</i> • <i>Crossing a Continent</i> 	<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>Student Handbook</p> <ul style="list-style-type: none"> • page 36 Regions of the United States • page 37 West Virginia and the Rest of the Country 	<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>Student Handbook</p> <ul style="list-style-type: none"> • page 38 Political Map of West Virginia • page 39 Geocaching 	<p>18. identify the characteristics and purposes of maps, globes, geographic information systems and other geographic tools.</p>						
<p>Student Handbook</p> <ul style="list-style-type: none"> • page 40 Activity Map • page 41 West Virginia Weather! 	<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>C. History</p>						
<p>Student Handbook</p> <ul style="list-style-type: none"> • page 44 Industry and Agriculture • page 45 Codes Underground • page 46 Two Virginians • page 47 Appomattox Court House • page 48 Guess Who • page 49 Repairing a Nation <p>Content-Area Readers</p> <ul style="list-style-type: none"> • <i>Causes of the Civil War: A House Divided</i> • <i>Harriet Tubman: Leading</i> 	<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"> • 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.). • 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). • 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). • Compare the roles and accomplishments of historic figures of the Civil War (e.g., Abraham Lincoln (Emancipation Proclamation, 						

<p><i>Others to Liberty</i></p> <ul style="list-style-type: none"> • <i>Abolitionists: What We Need Is Action</i> • <i>The Civil War: Brother Against Brother</i> • <i>Frederick Douglass: Leader of the Abolitionist Movement</i> 	<p>Gettysburg Address) Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Clara Barton and Frederick Douglass, etc.).</p> <ul style="list-style-type: none"> • 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.). 						
<p>Student Handbook</p> <ul style="list-style-type: none"> • page 50 Reconstruction • page 51 First Vote <p>Content-Area Reader</p> <ul style="list-style-type: none"> • <i>Reconstruction: Freedom Delayed</i> 	<p>21. Examine the economic, political and social developments during Reconstruction.</p> <ul style="list-style-type: none"> • Explain the effects of Abraham Lincoln’s assassination and the goals of Reconstruction. • 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.). 						
<p>Student Handbook</p> <ul style="list-style-type: none"> • page 52 Going West • page 53 In the West <p>Content-Area Readers</p> <ul style="list-style-type: none"> • <i>19th Century Innovations: Paving the Way</i> • <i>Crossing a Continent</i> • <i>Chief Joseph and the Nez Perce</i> • <i>American Indians in the 1800s: Right and Resistance</i> 	<p>22. Demonstrate an understanding of the advances in transportation and its effect on Western Expansion.</p> <ul style="list-style-type: none"> • Illustrate how railroads affected development of the West (e.g., ease of travel, influence on trade and impact on environment, etc.). • 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.). 						

<p>Student Handbook</p> <ul style="list-style-type: none"> • page 54 Becoming a World Power • page 55 War with Spain • page 56 Building Panama Canal • page 57 Expanding the Navy <p>Content-Area Reader</p> <ul style="list-style-type: none"> • <i>The Spanish American War</i> 	<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"> • Summarize key events and political leaders surrounding the Spanish-American War and the annexation of new territory. • Explain the United States involvement in Latin America and the role they played in the building of the Panama Canal. • Describe how the need for new markets led to the buildup of the Navy and the need for naval bases in the Pacific. 							
<p>Student Handbook</p> <ul style="list-style-type: none"> • page 58 Innovative Inventions • page 59 Marvelous Marvels • page 60 During the Revolution <p>Content-Area Readers</p> <ul style="list-style-type: none"> • <i>Industrial Revolution</i> • <i>19th Century Innovations: Paving the Way</i> • <i>Immigration</i> 	<p>24. Analyze the people and the factors that led to Industrialization in the late 19th century United States.</p> <ul style="list-style-type: none"> • Examine how the Industrial Revolution was furthered by new inventions and technologies (e.g., light bulb, telegraph, automobile, assembly line, etc.). • 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.). • 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.). 							
E. WV History								
<p>Student Handbook</p> <ul style="list-style-type: none"> • page 62 Voting for a Name • page 63 A Working Boy 	<p>25. Reconstruct the economic, social and political history of West Virginia through the use of primary source documents.</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> • page 64 The Road to Statehood • page 65 Creating a Timeline 	<p>26. Sequence the events that led to the formation of the state of West Virginia (e.g., timeline).</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> • page 66 Gov. Boreman’s Speech 	<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>							