

<b>PUBLISHER:</b>			
<b>SUBJECT:</b>		<b>SPECIFIC GRADE:</b>	
<b>COURSE:</b>		<b>TITLE</b>	
<b>COPYRIGHT:</b>			
<b>SE ISBN:</b>		<b>TE ISBN:</b>	

*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**

<b>Equity, Accessibility and Format</b>				
Yes	No	CRITERIA	NOTES	
		<b>1. INTER-ETHNIC</b> The instructional materials meet the requirements of inter-ethnic: concepts, content and illustrations, as set by WV Board of Education Policy 2445.41.		
		<b>2. EQUAL OPPORTUNITY</b> 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.		
		<b>3. FORMAT</b> This resource includes an interactive electronic/digital component for students.		
		<b>4. BIAS</b> The instructional material is free of political bias.		
		<b>5. COMMON CORE</b> The instructional materials do not reference Common Core academic standards. (WV Code §18-2E-1b-1)		

# GENERAL EVALUATION CRITERIA

2019-2025  
Group I – Social Studies  
Grade 5

## INSTRUCTIONAL MATERIALS ADOPTION: 21<sup>st</sup> CENTURY LEARNING EVALUATION CRITERIA

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means “examples of” and i.e. means that “each of” those items must be addressed.** Eighty percent of the general and eighty percent of the specific criteria must be met with I (In-depth) or A (Adequate) in order to be recommended.

(Vendor/Publisher) 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
	<b>In addition to alignment of College and Career Readiness Standards, materials must also clearly connect to Learning for the 21<sup>st</sup> Century which includes opportunities for students to develop:</b>										
	<b>A. College and Career Readiness Skills:</b>										
	<b>Thinking and Problem-Solving Skills</b>										
	<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);										

	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						
	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 align="center"><b>Information and Communication Skills/Social Studies</b></p> <p align="center"><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>						
	4. locate existing social studies content information, especially primary source documents, to interpret meaning and then create original communication;						
	5. make informed choices; and						
	6. interact with outside resources through opportunities for local and global collaboration in a variety of safe venues.						
	<p align="center"><b>Personal and Workplace Productivity Skills</b></p> <p align="center"><i>For student mastery of College and Career Readiness standards, the instructional materials will provide students with the opportunity to:</i></p>						
	7. conduct research, validate sources and report ethically on findings;						
	8. identify, evaluate and apply appropriate technology tools for a variety of purposes;						
	9. engage in self-directed inquiry						
	10. work collaboratively; and						

	11. practice time-management and project management skills in problem based learning situations.						
	<p><b>B. Developmentally Appropriate Instructional Resources and Strategies</b></p> <p><i>For student mastery of College and Career Readiness standards:</i></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.						
	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.						
	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.						
	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).						
	16. Instructional material offers opportunities for students to sequence time, events, social, economic and political influences on a society in chronological order.						
	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.						
	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.						

	19. Resources for intervention and enrichment to allow for personalized learning are provided.						
	20. Materials provide an electronic resource for students to access for updates of global information in real time.						
	<p><b>C. Life Skills</b>  <i>For student mastery of College and Career Readiness standards, the instructional materials will provide students with the opportunity to:</i></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.						
	22. practice Financial Literacy skills, (personal finance, entrepreneurship, business finance, and local, national and global economics).						
	23. develop Global Awareness (global competency in research, communication, presentation, action).						
	<p><b>D. Assessment</b></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><b>E. Organization, Presentation and Format</b></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.						
	26. The use of media enhances instruction and learning.						
	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.).						

## SPECIFIC EVALUATION CRITERIA

### 2019-2025 Group I – Social Studies Grade 5

Fifth Grade Social Studies is a basic overview of the United States from the Civil War to the emergence of it becoming a superpower. Students recognize and evaluate the significance of major events of each historical period. Students examine primary source documents relating to events and policies of the late 19<sup>th</sup> and early 20<sup>th</sup> centuries. They continue to learn the role of citizenship and social responsibility in the community, state and world. Students examine the transformation from rural to urban and from agriculture to industry focusing on the economic impact of these moves. Students learn how government decisions impact the economy. The West Virginia College and Career Readiness Standards include the College and Career Readiness Standards, the West Virginia College and Career Readiness Dispositions and Standards for Student Success for Grades K-12, and the West Virginia College and Career Readiness Standards for Technology and Computer Science. All West Virginia teachers are responsible for classroom instruction that integrates Student Success, Technology and Computer Science and College and Career Readiness standards.

#### **Civics Standard**

Civics addresses both citizenship and political systems. Citizenship education prepares students to be informed, active and effective citizens who accept their responsibilities, understand their privileges and rights and participate actively in society and government. To be successful participants in society, students must understand how to build social capital (a network of social relationships) that encourages reciprocity and trust, two characteristics of civic virtue and good citizenship. Students must be able to research issues, form reasoned opinions, support their positions and engage in the political process. Students exercise tolerance and empathy, respect the rights of others, and share a concern for the common good while acting responsibly with the interests of the larger community in mind. Students must learn and practice intellectual and participatory skills essential for an involved citizenry. To develop these skills, the curriculum must extend beyond the school to include experiences in the workplace and service in the community. While studying political systems, students develop global awareness and study the foundations of various world governments and the strategies they employ to achieve their goals. With respect to the United States, students learn the underlying principles of representative democracy, the constitutional separation of powers and the rule of law. The students learn the origins and meaning of the principles, ideals and core

democratic values expressed in the foundational documents of the United States. Students recognize the need for authority, government and the rights and responsibilities of citizens.

### **Economics Standard**

Economics analyzes the production, allocation, distribution and use of resources. The economic principles include an understanding of scarcity and choice, productivity, markets and prices, supply and demand, competition, role of government, international trade factors and consumer decisions in a global economy. Understanding economic principles, whole economies and the interactions between different types of economies helps students comprehend the exchange of information, capital and products across the globe. Learners investigate economic principles and their application to historical situations. Learners will work cooperatively and individually to analyze how basic economic principles affect their daily lives. Students become financially responsible by examining the consequences of and practicing personal financial decision-making.

### **Geography Standard**

Geography encompasses physical and human systems and the interactions between them on local and global scales. People interact with the natural world in culturally distinct ways to produce unique places, which change over time. New technologies and perspectives of geography provide students with an understanding of the world, and the ability to evaluate information in spatial terms. The geography standard stresses the world in which we live and the role of the U.S. in the global community. Students use geographic perspectives and technology to interpret culture, environment and the connection between them. Students collaborate with one another and work individually using geographic skills and tools to ask geographic questions based on the five themes of geography (location, place, human-environmental interaction, movement and regions), acquire the necessary information, organize and analyze the information and respond to those geographic questions. Students examine the varying ways in which people interact with their environments and appreciate the diversity and similarities of cultures and places created by those interactions.

### **Literacy Standard**

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

### **History Standard**

History organizes events and phenomena in terms of when they occurred and examines where, how and why they took place. Students study how individuals and societies have changed and interacted over time. They organize events through chronologies and evaluate cause-and-effect relationships among them. Students analyze how individuals, groups and nations have shaped cultural heritages. They gather historical data, examine, analyze and interpret this data, and present their results in a clear, critical manner. Students study origins and evolutions of culture hearths, settlements, civilizations, states, nations, nation-states, governments and economic developments. Through history, students understand the identity and origins of their families, communities, state and nation. Through history, students recognize the influence of world events on the development of the United States and they evaluate the influence of the United States on the world. Understanding the past helps students prepare for today and the events of the future.

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

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	<b>A. Civics</b>										
	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.										
	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.										
	3. Simulate the process of making a law at the state and national level.										
	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.										
	5. Compare the functions of each level of the government (local, state, and national).										
	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.										
	<b>B. Economics</b>										
	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.).										
	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.).						
	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.						
	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.						
	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.						
	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.						
	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.						
	<b>C. Geography</b>						
	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.						
	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.).						
	16. illustrate the effects of settlement on the environment of the West, (e.g., changes in the physical and human systems, etc.).						
	17. compare and contrast the various regions of the United States; locate each of the fifty United States and correlate them with their regions.						
	18. identify the characteristics and purposes of maps, globes, geographic information systems and other geographic tools.						
	19. display information on maps, globes, geographic models and in graphs, diagrams and charts (e.g., designing map keys and legends, etc.).						

	<b>D. History</b>						
	<p>20. Demonstrate an understanding of the industrial North and the agricultural South before, during and after the Civil War.</p> <ul style="list-style-type: none"> <li>• Research the roles and accomplishments of the leaders of the reform movements before and during the Civil War (e.g., abolition movement, Underground Railroad and other social reforms, etc.).</li> <li>• Explain how specific events and issues led to the Civil War (e.g., sectionalism fueled by issues of slavery in the territories, states' rights, election of 1860 and secession).</li> <li>• Summarize key battles, strategies and turning points of the Civil War (e.g., Fort Sumter, Antietam, Gettysburg, other regional battles and the surrender at Appomattox).</li> <li>• Compare the roles and accomplishments of historic figures of the Civil War (e.g., Abraham Lincoln (Emancipation Proclamation, Gettysburg Address) Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Clara Barton and Frederick Douglass, etc.).</li> <li>• Explain the impact of the Civil War's physical destruction on the nation and the people (e.g., soldiers, women, African Americans, and the civilian population, etc.).</li> </ul>						
	<p>21. Examine the economic, political and social developments during Reconstruction.</p> <ul style="list-style-type: none"> <li>• Explain the effects of Abraham Lincoln's assassination and the goals of Reconstruction.</li> <li>• Characterize the effects of Reconstruction on African Americans (e.g., rights and restrictions, Thirteenth, Fourteenth, Fifteenth Amendments, rise of discriminatory laws and groups (Klu Klux Klan), motivations to relocate, and the actions of the Freedmen's Bureau, etc.).</li> </ul>						
	<p>22. Demonstrate an understanding of the advances in transportation and its effect on Western Expansion.</p> <ul style="list-style-type: none"> <li>• Illustrate how railroads affected development of the West (e.g., ease of travel, influence on trade and impact on environment, etc.).</li> <li>• Compare and contrast conflicts between various groups in the West (e.g., miners, ranchers, cowboys, Native Americans, Mexican Americans and European and Asian immigrants, etc.).</li> </ul>						
	<p>23. Demonstrate an understanding of major domestic and foreign</p>						

	<p>developments that contributed to the United States becoming a world power.</p> <ul style="list-style-type: none"> <li>Summarize key events and political leaders surrounding the Spanish-American War and the annexation of new territory.</li> <li>Explain the United States involvement in Latin America and the role they played in the building of the Panama Canal.</li> <li>Describe how the need for new markets led to the buildup of the Navy and the need for naval bases in the Pacific.</li> </ul>						
	<p>24. Analyze the people and the factors that led to Industrialization in the late 19<sup>th</sup> century United States.</p> <ul style="list-style-type: none"> <li>Examine how the Industrial Revolution was furthered by new inventions and technologies (e.g., light bulb, telegraph, automobile, assembly line, etc.).</li> <li>Identify prominent inventors and scientists of the period and summarize their inventions or discoveries (e.g., Thomas Edison, Alexander Graham Bell, the Wright Brothers, Henry Ford and Albert Einstein, etc.).</li> <li>Explain the causes and effects of immigration and urbanization on the American economy during the Industrial Revolution (e.g., role of immigrants, the growth of cities, the shift to industrialization, the rise of big business and reform movements, etc.).</li> </ul>						
	<b>E. WV History</b>						
	<p>25. Reconstruct the economic, social and political history of West Virginia through the use of primary source documents.</p>						
	<p>26. Sequence the events that led to the formation of the state of West Virginia (e.g., timeline).</p>						
	<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>						