

***In Their Own Country: WVCCRS Alignments / Denise Giardina***  
**Language Arts and Social Studies**

**Language Arts**

<b>Reading</b>	<b>Writing</b>	<b>Speaking and Listening</b>	<b>Language</b>
<b>ELA.6.3-</b> Describe how a particular story’s or drama’s plot unfolds in a series of events and how the characters respond or change as the plot moves toward a resolution.	<b>ELA.6.26-</b> Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	<b>ELA.6.30-</b> Engage effectively in a range of collaborative discussions with diverse partners including one-on-one, small groups, and teacher-led discussions on grade 6 topics, texts, and issues, building on others’ ideas and expressing ideas clearly.	<b>ELA.6.40-</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grade 6 texts.
<b>ELA.6.5-</b> Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.	<b>ELA.6.27-</b> Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.	<b>ELA.6.31-</b> Interpret information presented in digital, print, and non-print formats and explain how it contributes to a topic, text, or issue under study.	<b>ELA.6.41-</b> Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>ELA.6.8-</b> Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a literary text and contributes to the development of the theme, setting, or plot.	<b>ELA.6.28-</b> Draw evidence from literary or informational texts and apply grade-level Reading standards to support analysis, reflection, and research.	<b>ELA.6.34-</b> Include digital media and visuals in presentations to clarify information.	
<b>ELA.6.9-</b> Explain how an author develops the point of view of the	<b>ELA.6.29-</b>  Write routinely over extended time frames for research,		

narrator or speaker in a literary text.	reflection, and/or revision and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.		
<b>ELA.6.13-</b> Compare and contrast the experience of reading a literary text to listening to or viewing an audio, video, or live version of the literary text, including contrasting what is “seen” and “heard”.			

**Social Studies**

<b>Sociology</b>	<b>History</b>	<b>Civics</b>	<b>Economics</b>	<b>Geography</b>
<b>SS.S.8-</b> Identify the basic components of culture and evaluate the importance of culture in society.	<b>SS.8.24--</b> Demonstrate an understanding of West Virginia’s development during the early twentieth century. <ul style="list-style-type: none"> <li>Analyze the evolution of the labor movement in West Virginia.</li> <li>Summarize the progressive reform movement in West Virginia (e.g., child labor laws, Prohibition, improvements to roads, hospitals, libraries, tax reforms, changes to local government systems, and the roles of significant</li> </ul>	<b>SS.C.11-</b> Analyze how the freedoms of speech and press in a democratic society enable citizens to develop informed opinions, express their views, shape public policy and monitor government actions	<b>SS.7.11-</b> Examine and draw conclusions about how the effects of natural and human events influence an economy (e.g., environmental disasters, diseases, and war).	<b>SS.8.17-</b> Analyze the geographic factors that led to development of agricultural, coal, glass, chemical, metallurgic, and tourism industries in West Virginia (e.g., floods and coal mining disasters).

	individuals and groups).			
<b>SS.S.9-</b> Analyze the components of cultural change and diversity (e.g. norms, beliefs, values, dehumanization, cults, multiculturalism, ethnocentrism, cultural relevance, folk culture, counterculture, subculture, and culture shock)	<b>SS.8.25-</b> Demonstrate an understanding of West Virginia’s development during the mid-twentieth century. <ul style="list-style-type: none"> <li>Summarize the significant aspects of the economic and industrial growth experienced by West Virginia during World War II (e.g., chemical industry, steel industry and coal industry).</li> <li>Evaluate the sequence and analyze the impact of contemporary social, economic, and technological developments on people and culture in West Virginia.</li> <li>Identify the labor/management strategies that have affected West Virginia’s economy (e.g., strikes, boycotts, yellow-dog contracts, injunctions, and lockouts).</li> </ul>	<b>SS.C.12-</b> Determine how conflicts between the rights of citizens and society’s need for order can be resolved while preserving both liberty and safety	<b>SS.8.9-</b> Research and cite industries and products that are vital to the economy of the four regions of West Virginia both past and present, and categorize the related occupations (e.g., tourism, coal, glass, timber, chemical, oil, natural gas, agriculture service industries, and gaming).	<b>SS.G.2-</b> Describe the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions)
<b>SS.S.15-</b> Investigate the evolution of family structures and their impact on the individual in society.	<b>SS.USC.24-</b> Demonstrate an understanding of the industrialization and reform movements. <ul style="list-style-type: none"> <li>Analyze the contributions of business, industry,</li> </ul>		<b>SS.UCS.8-</b> Critique the cause and effect relationship between the labor movement, industrialization, and urbanization in the United States	<b>SS.US.13-</b> Interpret how people express attachment to places and regions (e.g., by reference to essays, novels, poems, short stories, feature

	<p>and entrepreneurs in the late 19th/early 20th century. • Compare and contrast the societal, economic and population shifts in the United States in the late 19th century (i.e. Agrarian to Industrial, rural to urban, labor vs. industry, immigration, migration). • Identify the goals and accomplishments of reformers and reform movements (e.g., women’s rights, minorities, labor, temperance, Progressivism etc.)</p>			<p>films, and songs)</p>
			<p><b>SS.E.19-</b> Explain historical and current developments and issues in local, national, and global contexts from an economic perspective</p>	