

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 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"> • 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 style="text-align: center;">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

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	A. Civics										
Student Handbook <ul style="list-style-type: none"> ▪ page 10 Let’s Play Fair! Content-Area Reader <ul style="list-style-type: none"> ▪ <i>Respect the Rules!</i> 	1. model patriotism, cooperation, tolerance and respect for others within school and community.										
Student Handbook <ul style="list-style-type: none"> ▪ page 11 Reasons for Rules ▪ page 12 Rules and Learning Content-Area Reader <ul style="list-style-type: none"> ▪ <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>							
<p>E. WV History</p>								
<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>							