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SUBJECT:	Social Studies	SPECIFIC GRADE:	Grade 2
COURSE:		TITLE	Exploring Social Studies: West Virginia
COPYRIGHT:	2019		
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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</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>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

<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"> ▪ You and the U.S. Government 	<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"> ▪ Immigration Stories 	<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"> ▪ The Pledge of Allegiance: Poem of Patriotism 	<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"> ▪ Farmers Then and Now ▪ Firefighters Then and Now 	<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"> ▪ Money and Trade in Our Nation 	<p>6. consider and categorize needs and wants in a graph, chart or table to evaluate consequences of one choice over another.</p>						

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

Student Handbook <ul style="list-style-type: none"> ▪ page 32 Global Trading ▪ page 33 Products from Around the World Content-Area Reader <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>							
	D. History							
Student Handbook <ul style="list-style-type: none"> ▪ page 35 Capitol Timeline ▪ page 36 Chuck Yeager Content-Area Reader <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>							
Student Handbook <ul style="list-style-type: none"> ▪ page 37 Then and Now ▪ page 38 The First Thanksgiving Content-Area Reader <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>							
Student Handbook <ul style="list-style-type: none"> ▪ page 39 The Louisiana Purchase ▪ page 40 A Great Man Content-Area Reader <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.						