

<b>PUBLISHER:</b>	Teacher Created Materials		
<b>SUBJECT:</b>	Social Studies	<b>SPECIFIC GRADE:</b>	Grade 3
<b>COURSE:</b>		<b>TITLE</b>	Exploring Social Studies: West Virginia
<b>COPYRIGHT:</b>	2019		
<b>SE ISBN:</b>	978-1-6449-1943-9	<b>TE ISBN:</b>	978-1-6449-1949-1

*2018 Instructional Materials Adoption procedure is subject to change based on pending legislation.*

## NON-NEGOTIABLE EVALUATION CRITERIA

2019-2025  
Group I – Social Studies  
Grade 3

Equity, Accessibility and Format			
Yes	No	CRITERIA	NOTES
✓		<p>1. <b>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.</p> <p><b>TCM RESPONSE:</b> 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. <b>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.</p> <p><b>TCM RESPONSE:</b> The contributions, experiences, and achievements of men and women from all cultures are intricately interwoven throughout the curricular materials.</p>	

✓		<p>3. <b>FORMAT</b> This resource includes an interactive electronic/digital component for students.</p> <p><b>TCM RESPONSE:</b> 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. <b>BIAS</b> The instructional material is free of political bias.</p> <p><b>TCM RESPONSE:</b> Teacher Created Materials does not emphasize or support political bias within its curricular materials.</p>	
✓		<p>5. <b>COMMON CORE</b> The instructional materials do not reference Common Core academic standards. (WV Code §18-2E-1b-1)</p> <p><b>TCM RESPONSE:</b> There are no references to Common Core academic standards in these curricular materials.</p>	

## GENERAL EVALUATION CRITERIA

2019-2025  
Group I – Social Studies  
Grade 3

### INSTRUCTIONAL MATERIALS ADOPTION: 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>										
<p>For more information, please refer to the Management Guide (page 12).</p>	<p><b>Thinking and Problem-Solving Skills</b></p> <p><i>Social Studies Content:</i></p> <p>1. is presented in a way that deepens student understanding through meaningful and challenging inquiry-based learning that builds on prior knowledge and promotes social science connections (e.g., the importance of geography in historical events, the importance of economics in geography, the importance of past history in civic decision making);</p> <p><b>TCM RESPONSE:</b> All the inquiry-driven lessons provide several opportunities for students to explore learning objectives directly related to West Virginia’s content standards and objectives for social studies.</p>										

<p>Please refer to these examples:</p> <ul style="list-style-type: none"> <li>• Student Handbook (pages 11, 44–51)</li> <li>• <i>Capital Resources and the Economy</i> reader and lesson</li> <li>• <i>Understanding Economics</i> reader and lesson</li> </ul>	<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><b>TCM RESPONSE:</b> 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"> <li>• Student Handbook (pages 44–52)</li> <li>• <i>Remembering Our Heroes: Veterans Day</i> reader and lesson</li> <li>• <i>Understanding Economics</i> reader and lesson</li> </ul>	<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><b>TCM RESPONSE:</b> Students work individually and in groups to learn about a number of different people throughout history and the effect they had on local and larger communities.</p>						
<p align="center"><b>Information and Communication Skills/Social Studies</b>  <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"> <li>• <i>Capital Resources and the Economy</i> reader and lesson</li> <li>• <i>Our Natural Resources</i> reader and lesson</li> <li>• <i>Understanding Economics</i> reader and lesson</li> </ul>	<p>4. locate existing social studies content information, especially primary source documents, to interpret meaning and then create original communication;</p> <p><b>TCM RESPONSE:</b> 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"> <li>• <i>Doing Your Part: Serving Your Community</i> reader and lesson</li> <li>• <i>Understanding Economics</i> reader and lesson</li> </ul>	<p>5. make informed choices; and</p> <p><b>TCM RESPONSE:</b> Student activities give students the chance to read about events from more than one perspective. Then, students are asked to use what they have learned to complete the activities. Lessons are designed to require students to take what they have learned and apply it to new problems or form opinions.</p>						
<p>Please refer to these examples:</p> <ul style="list-style-type: none"> <li>• Student Handbook (pages 6 and 59–60)</li> </ul>	<p>6. interact with outside resources through opportunities for local and global collaboration in a variety of safe venues.</p> <p><b>TCM RESPONSE:</b> Students use outside resources to learn more about the state of West Virginia. Students are also asked to research questions that they have about West Virginia.</p>						

	<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>							
Please refer to these examples: <ul style="list-style-type: none"> <li>• <i>Capital Resources and the Economy</i> reader and lesson</li> <li>• <i>Understanding Economics</i> reader and lesson</li> </ul>	7. conduct research, validate sources and report ethically on findings;  <b>TCM RESPONSE:</b> Students conduct research at home and school by interacting with various <i>Your Turn!</i> activities within the readers.							
For more information, please refer to the Management Guide (page 15).	8. identify, evaluate and apply appropriate technology tools for a variety of purposes;  <b>TCM RESPONSE:</b> Students use a variety of digital resources to help deepen their understanding of topics covered. Audio recordings and eBooks can be used during independent practice, as well as whole-class and small-group settings.							
For more information, please refer to the Management Guide (page 12).	9. engage in self-directed inquiry  <b>TCM RESPONSE:</b> <i>Exploring Social Studies: West Virginia</i> focuses on an inquiry approach that allows students to analyze primary sources closely.							
Please refer to these examples: <ul style="list-style-type: none"> <li>• <i>American’s Man-Made Landmarks</i> reader and lesson</li> <li>• <i>Camping Constitution</i> reader’s theater script and lesson</li> <li>• <i>Our Natural Resources</i> reader and lesson</li> <li>• <i>We the People: Civic Values in America</i> reader and lesson</li> </ul>	10. work collaboratively; and  <b>TCM RESPONSE:</b> Students work collaboratively throughout the curriculum. Opportunities for cooperative reading and writing can be found throughout the content-area reader lessons as well as within the reader’s theater script.							
Please refer to these examples: <ul style="list-style-type: none"> <li>• Student Handbook (pages 18–20)</li> <li>• <i>American’s Man-Made Landmarks</i> reader and lesson</li> <li>• <i>Early American Indian Tribes</i> reader and lesson</li> <li>• <i>Our Natural Resources</i> reader and lesson</li> </ul>	11. practice time-management and project management skills in problem based learning situations.  <b>TCM RESPONSE:</b> Time management skills are practiced daily as students are given opportunities to complete tasks individually and within small groups.							

		<b>B. Developmentally Appropriate Instructional Resources and Strategies</b> <i>For student mastery of College and Career Readiness standards:</i>					
For more information, please refer to the Management Guide (pages 8–11 and 45)	<p>12. Content is structured to ensure all students meet grade-specific expectations as they develop content knowledge and literacy skills aligned to college and career readiness expectations and aligned to grade band text complexity.</p> <p><b>TCM RESPONSE:</b> 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"> <li>• <i>America’s Man-Made Landmarks</i> reader and lesson</li> <li>• <i>Geographic Features</i> reader and lesson</li> <li>• <i>Understanding Economics</i> reader and lesson</li> </ul>	<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><b>TCM RESPONSE:</b> 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"> <li>• <i>Understanding Economics</i> reader and lesson</li> <li>• <i>America’s Man-Made Landmarks</i> reader and lesson</li> <li>• <i>America’s Natural Landmarks</i> reader and lesson</li> </ul>	<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><b>TCM RESPONSE:</b> 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"> <li>• Student Handbook (pages 32–42)</li> <li>• <i>Early Explorers</i> reader and lesson</li> <li>• <i>Geographic Features</i> reader and lesson</li> </ul>	<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><b>TCM RESPONSE:</b> 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"> <li>• Student Handbook (pages 27 and 51)</li> </ul>	<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><b>TCM RESPONSE:</b> 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"> <li>• Student Handbook (pages 14–15)</li> <li>• <i>Doing Your Part: Serving Your Community</i> reader and lesson</li> <li>• <i>Fantastic Kids: Helping Others</i> reader and lesson</li> <li>• <i>We the People: Civic Values in America</i> reader and lesson</li> </ul>	<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><b>TCM RESPONSE:</b> 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"> <li>• <i>America’s Natural Landmarks</i> reader and lesson</li> <li>• <i>Doing Your Part: Serving your Community</i> reader and lesson</li> <li>• <i>Our Natural Resources</i> reader and lesson</li> </ul>	<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><b>TCM RESPONSE:</b> 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><b>TCM RESPONSE:</b> Lessons provide optional challenges to enrich activities. Suggestions are included for how to modify activities, so that each student can get as much out of each lesson as possible.</p>							
<p>n/a</p>	<p>20. Materials provide an electronic resource for students to access for updates of global information in real time (e.g., current events).</p> <p><b>TCM RESPONSE:</b> This option is currently unavailable in this curriculum.</p>							

	<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>						
<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"> <li>• Student Handbook (pages 10–20)</li> <li>• <i>Doing Your Part: Serving Your Community</i> reader and lesson</li> <li>• <i>We the People: Civic Values in America</i> reader and lesson</li> </ul>	<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><b>TCM RESPONSE:</b> 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"> <li>• Student Handbook (pages 22–30)</li> <li>• <i>Capital Resources and the Economy</i> reader and lesson</li> <li>• <i>Understanding Economics</i> reader and lesson</li> </ul>	<p>22. practice Financial Literacy skills, (personal finance, entrepreneurship, business finance, and local, national and global economics).</p> <p><b>TCM RESPONSE:</b> Student Handbook activities encourage students to practice and develop financial literacy skills in real-world contexts. Content-area readers and teacher lessons focus on economics today and in the past to help support these activities.</p>						
<p>Please refer to these examples:</p> <ul style="list-style-type: none"> <li>• Student Handbook (pages 11–15, 18–20, and 34–37)</li> <li>• <i>Early Explorers</i> reader and lesson</li> </ul>	<p>23. develop Global Awareness (global competency in research, communication, presentation, action).</p> <p><b>TCM RESPONSE:</b> Lessons engage students in activities and discussions on topics of universal importance and help students see that they are a part of a larger community. Activities and lessons show students how local actions can affect the larger world.</p>						
	<p><b>D. Assessment</b></p>						
<p>For more information, please refer to the Management Guide (pages 16–19 and 54–55)</p>	<p>24. To ensure a balanced assessment, the instructional material will provide tools for a balanced approach to assessment including both formative and summative assessments in multiple formats and aligned to grade band text complexity (e.g., rubrics, document based questions (DBQs), performance-based measures, open-ended questioning, portfolio evaluation, and multimedia simulations) that not only guide instruction but also identify student mastery of content.</p> <p><b>TCM RESPONSE:</b> 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>						

		<b>E. Organization, Presentation and Format</b>					
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><b>TCM RESPONSE:</b> 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><b>TCM RESPONSE:</b> 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><b>TCM RESPONSE:</b> All components of the program are available digitally for download via the internet.</p>						

## SPECIFIC EVALUATION CRITERIA

2019-2025

Group I – Social Studies

Grade 3

Third Grade Social Studies presents a study of the broader community and introduces the state, nation and world. There is an emphasis on geography, mapping skills and interpreting charts and graphs. Students explain changes due to technology, human interaction with the environment and the movement of people in context of Native American settlement and world exploration. Students practice citizenship and democratic values in the community and study the necessity of government and various levels of government in both West Virginia and the nation. Students will conduct research, formulate responses and present their findings on these topics. The basic economic concepts of scarcity, supply and demand, marketing and budgeting within the context of the community will be introduced. The West Virginia College and Career Readiness Standards include the College and Career Readiness Standards, the West Virginia College and Career Readiness Dispositions and Standards for Student Success for Grades K-12, and the West Virginia College and Career Readiness Standards for Technology and Computer Science. All West Virginia teachers are responsible for classroom instruction that integrates Student Success, Technology and Computer Science, and College and Career Readiness standards.

### **Civics Standard**

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

### **Economics Standard**

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

### **Geography Standard**

Geography encompasses physical and human systems and the interactions between them on local and global scales. People interact with the natural world in culturally distinct ways to produce unique places, which change over time. New technologies and perspectives of geography provide students with an understanding of the world, and the ability to evaluate information in spatial terms. The geography standard stresses the world in which we live and the role of the U.S. in the global community. Students use geographic perspectives and technology to interpret culture, environment and the connection between them. Students collaborate with one another and work individually using

geographic skills and tools to ask geographic questions based on the five themes of geography (location, place, human-environmental interaction, movement and regions), acquire the necessary information, organize and analyze the information and respond to those geographic questions. Students examine the varying ways in which people interact with their environments and appreciate the diversity and similarities of cultures and places created by those interactions.

**Literacy Standard**

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

**History Standard**

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

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

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	<b>A. Civics</b>										
<b>Student Handbook</b> <ul style="list-style-type: none"> <li>▪ page 10 Democratic Match-Up</li> <li>▪ page 11 Democratic Q &amp; A</li> </ul> <b>Content-Area Reader</b> <ul style="list-style-type: none"> <li>▪ <i>Fantastic Kids: Helping Others</i></li> </ul>	1. identify and explain the following commonly held American democratic values, principles and beliefs: <ul style="list-style-type: none"> <li>• diversity</li> <li>• rule of law</li> <li>• family values</li> <li>• community service</li> <li>• justice</li> <li>• liberty</li> </ul>										

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

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

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

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