

PUBLISHER:	Teacher Created Materials		
SUBJECT:	Social Studies	SPECIFIC GRADE:	Kindergarten
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

Kindergarten

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
Kindergarten

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:										
	<p>A. College and Career Readiness Skills</p> <p>Thinking and Problem-Solving Skills</p> <p style="text-align: center;"><i>Social Studies Content:</i></p>										
For more information, please refer to the Management Guide (page 12).	<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 style="color: red;">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>										

<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • Student Handbook (pages 28–34) • <i>Life at Home</i> reader and lesson • <i>We Go to School</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 investigate and explore their own personal histories and come to understand how the world around them changes over time.</p>							
<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • Student Handbook (pages 35–45) • <i>Changing Weather</i> reader and lesson • <i>National Holidays</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 make local and global connections between the past and present through interactive activities, nonfiction text, 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"> • <i>Our Neighborhood</i> lesson (page 3) • <i>Rules at School</i> lesson (page 3) • <i>Map It!</i> lesson (page 3) 	<p>4. locate existing social studies content information, especially primary source documents, to interpret meaning and then create original communication;</p> <p>TCM RESPONSE: Primary sources included in the curriculum range from photographs and documents to maps and cartoons. Various reader lessons include primary source activities, which allow for inquiry-based analysis and further discussion.</p>							
<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • <i>I Am a Good Citizen</i> reader and lesson • <i>I Am a Good Friend</i> reader and lesson • <i>Rules at School</i> reader and lesson 	<p>5. make informed choices; and</p> <p>TCM RESPONSE: Students learn to make informed choices by participating in activities that promote age-appropriate civic responsibilities.</p>							
<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • <i>Rules at Home</i> reader and lesson • 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>Rules at School</i> reader and lesson • <i>We Go to School</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 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 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"> • <i>I Am a Good Citizen</i> reader and lesson • <i>Using Money</i> reader and lesson • <i>Our Neighborhood</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 these examples:</p> <ul style="list-style-type: none"> • <i>All About Money</i> reader and lesson • <i>Workers at My School</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>A. Developmentally Appropriate Instructional Resources and Strategies <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"> • <i>Changing Weather</i> reader and lesson • <i>Map It!</i> reader and lesson • <i>National Holidays</i> reader 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 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>Please refer to these examples:</p> <ul style="list-style-type: none"> • <i>Rules at School</i> lesson (page 5) • <i>Life at Home</i> lesson (page 6) 	<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>National Holidays</i> lesson (page 3) • <i>We Go to School</i> lesson (page 3) 	<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: The curriculum provides multiple opportunities for students to use prior knowledge during inquiry-based analysis of primary sources. There are various other activities that require interdisciplinary exchanges of information.</p>							
<p>Please refer to these examples:</p> <ul style="list-style-type: none"> • <i>Map It!</i> lesson (page 4) • Student Handbook (pages 22–23) 	<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 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"> • <i>We Go to School</i> lesson (page 11) • Student Handbook (page 34) 	<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>I Am a Good Friend</i> reader and lesson • <i>I Am a Good Citizen</i> reader and lesson • <i>Using Money</i> reader and lesson • <i>All About Money</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>Map It!</i> reader and lesson • <i>National Holidays</i> reader and lesson • <i>We Go to School</i> reader and lesson • <i>Workers at My School</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>Please refer to these examples:</p> <ul style="list-style-type: none"> • <i>Map It!</i> lesson (page 5) • <i>We Go to School</i> lesson (pages 5–6) 	<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 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>B. 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>Please refer to these examples:</p> <ul style="list-style-type: none"> • <i>I Am A Good Citizen</i> reader and lesson • <i>Rules at School</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"> • <i>All About Money</i> reader and lesson • <i>Using Money</i> reader and lesson • Student Handbook (pages 15–19) 	<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>I Am a Good Citizen</i> reader and lesson • <i>We Go to School</i> reader and lesson 	<p>23. develop Global Awareness (global competency in research, communication, presentation, action).</p> <p>TCM RESPONSE: Activities and lessons show students how local actions can affect the larger world.</p>						
<p>D. Assessment</p>							
<p>For more information, please refer to the Management Guide (pages 16–19, 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>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>						
<p>E. Organization, Presentation and Format</p>							
<p>For more information, please refer to the Management Guide.</p>	<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>						

<p>For more information, please refer to the Management Guide (page 15)</p>	<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>							
<p>For more information, please refer to the Management Guide (page 56).</p>	<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

Kindergarten

Kindergarten Social Studies is an introduction to broad topics connected to the lives of young children. Students will explore the sphere of their experiences within their local community and begin an identification of their place in West Virginia. They will begin developing a view of themselves as collaborative, responsible citizens in the democratic society to which they belong. Through the active investigation of their community, students will develop an understanding of how people interact with their physical environment and each other to meet their basic needs. As this sense of location matures students will explore the past through collaboration and research. 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 Helping at School ▪ Page 11 Listening Rules Content-Area Reader <ul style="list-style-type: none"> ▪ <i>I Am a Good Citizen</i> 	1. develop an understanding of citizenship and patriotism through a variety of experiences (e.g., appropriate behavior, sharing, taking turns, volunteering, being honest and demonstrating responsibility for materials and personal belongings).										

<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 12 Maya and Daniel <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>I Am a Good Citizen</i> 	<p>2. participate in a role play to resolve disputes, demonstrate tolerance and acceptance of others and their ideas.</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 13 Why We Have Rules <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>Rules at School</i> 	<p>3. investigate the need for rules in their environment, create a set of classroom rules and explore the consequences for not following the rules.</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 14 People at School <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>Workers at My School</i> 	<p>4. investigate the leadership roles within their families, classrooms and schools and demonstrate their understanding through activities such as role play and classroom jobs.</p>							
B. Economics								
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 16 Someone Has to Make It! <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>Our Neighborhood</i> 	<p>5. investigate occupations within the school and local community.</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 17 What We Need <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>All About Money</i> 	<p>6. the basic needs of people (e.g., shelter, food, clothing, etc.) and give examples of each.</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 18 Buying and Saving at the Carnival ▪ Page 19 Money <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>Using Money</i> 	<p>7. investigate the exchange of goods and services (e.g., money, bartering, trading, etc.).</p>							

<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 20 Wants and Needs <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>All About Money</i> 	<p>8. distinguish between wants and needs.</p>								
<p>C. Geography</p>									
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 22 Where Do I Sit? <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>Map It!</i> 	<p>9. construct a simple map of a familiar area (e.g., classroom, school, home, etc.).</p>								
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 23 Our World ▪ Page 24 Directions <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>Map It!</i> 	<p>10. identify the difference between bodies of water and land masses on maps and globes, demonstrating directions (e.g., left/right, up/down, near/far and above/under) using global information systems.</p>								
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 25 The Right Clothes <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>Changing Weather</i> 	<p>11. compare and contrast the ways humans adapt based on seasons and weather.</p>								
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 26 Two Ways of Life 	<p>12. explore similarities and differences of life in the city (urban) and the country (rural).</p>								
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 27 Signs and Symbols 	<p>13. investigate the need for symbols in daily life (e.g., exit, stop sign, bathroom signs, school zone, stop light, etc.).</p>								
<p>D. History</p>									
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 29 All About Us 	<p>14. illustrate personal history (e.g., first and last name, birthday, age, guardian’s name, and other personal data).</p>								

<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 30 School Lunches ▪ Page 31 Jobs in School <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>We Go to School</i> 	<p>15. explore the history of the school and giving examples of significant sites and people (e.g., principals, secretaries, teachers, custodians, etc.).</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 32 From Long Ago ▪ Page 33 Holidays <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>National Holidays</i> 	<p>16. investigate the past and explore the differences in other people, time and cultures through stories of people, heroes, pictures, songs, holidays, customs, traditions or legends.</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 34 My Timeline <p>Content-Area Reader</p> <ul style="list-style-type: none"> ▪ <i>Life at Home</i> 	<p>17. explore time, places, people and events in relationship to student’s own life (e.g., family trees, pictures, stories, etc.).</p>							
	<p>E. WV History</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 36 Our State Capitol Building ▪ Page 37 Booker T. Washington 	<p>18. investigate state symbols, celebrations, holidays and prominent West Virginians.</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 38 Our State Capital ▪ Page 39 Finding Our State 	<p>19. identify the shape of West Virginia.</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 40 Tracking the Weather ▪ Page 41 What Will Happen 	<p>20. track the weather to illustrate West Virginia’s climate.</p>							

<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 42 Where Do I Live? ▪ Page 43 Where Do We Live? 	<p>21. recognize local community names.</p>							
<p>Student Handbook</p> <ul style="list-style-type: none"> ▪ Page 44 How is Your Life Different? ▪ Page 45 Then and Now 	<p>22. compare and contrast past and present lifestyles of West Virginians.</p>							