

Grade One Profile Sheet

Text/Instructional Material Title: *Houghton Mifflin Harcourt, Virginia Social Studies: My Country, Yesterday and Today (print)*

Publisher: Houghton Mifflin Harcourt School Publishers

History and Social Science Standard	Rating		
	Adequate	Limited	No Evidence
Section I			
1.1	x		
1.2	x		
1.3	x		
1.4	x		
1.5	x		
1.6	x		
1.7	x		
1.8	x		
1.9	x		
1.10	x		
1.11	x		
1.12	x		
Section II. Additional Criteria: Instructional Planning and Support			
1. Textbooks/instructional materials support literacy development by presenting content through a variety of reading selections that are appropriate for the grade level.	x		
2. Readability, writing style, length of sentences, and vocabulary are appropriate for the grade level.	x		
3. Materials are presented in an organized, logical manner and are appropriate for the age, grade, and maturity of the students.	x		
4. Materials are organized appropriately within and among units of study.	x		
5. Format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	x		

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Section I			
6. Graphics and illustrations are appropriate.	x		
7. Sufficient instructional strategies are provided to promote depth of understanding.	x		
8. Materials present content in an accurate and unbiased manner.	x		

The Virginia Department of Education recommends to the Board of Education:

YES X NO _____

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		Adequate	Limited	No Evidence
1.1	The student will interpret information presented in picture timelines to show sequence of events and will distinguish among past, present, and future.	x		

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		Adequate	Limited	No Evidence
1.2	The student will describe the stories of American leaders and their contributions to our country, with emphasis on George Washington, Benjamin Franklin, Abraham Lincoln, George Washington Carver, and Eleanor Roosevelt.	x		

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		Adequate	Limited	No Evidence
1.3	The student will discuss the lives of people associated with Presidents' Day, Columbus Day, and the events of Independence Day (Fourth of July).	x		

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1.4 The student will develop map skills by			
a) recognizing basic map symbols, including references to land, water, cities, and roads;	x		
b) using cardinal directions on maps;	x		
c) identifying the shapes of the United States and Virginia on maps and globes;	x		
d) locating Washington, D.C., the capital of the United States, and Richmond, the capital of Virginia, on a United States map.	x		

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		Adequate	Limited	No Evidence
1.5	The student will construct a simple map of a familiar area, using basic map symbols in the map legend.	x		

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		Adequate	Limited	No Evidence
1.6	The student will describe how the location of his/her community, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation.	x		

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		Adequate	Limited	No Evidence
1.7	The student will explain the difference between goods and services and describe how people are consumers and producers of goods and services.	x		

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1.8	The student will explain that people make choices because they cannot have everything they want.	x		

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1.9	The student will recognize that people save money for the future to purchase goods and services.	x		

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	Adequate	Limited	No Evidence
1.10 The student will apply the traits of a good citizen by			
a) focusing on fair play, exhibiting good sportsmanship, helping others, and treating others with respect;	x		
b) recognizing the purpose of rules and practicing self-control;	x		
c) working hard in school;	x		
d) taking responsibility for one's own actions;	x		
e) valuing honesty and truthfulness in oneself and others;	x		
f) participating in classroom decision making through voting.	x		

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		Adequate	Limited	No Evidence
1.11	The student will recognize the symbols and traditional practices that honor and foster patriotism in the United States by			
	a) identifying the American flag, bald eagle, Washington Monument, and Statue of Liberty;	x		
	b) demonstrating respect for the American flag by learning about the Pledge of Allegiance.	x		

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	Adequate	Limited	No Evidence
1.12 The student will recognize that communities in Virginia			
a) have local governments;	x		
b) benefit from people who volunteer in their communities;	x		
c) include people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.	x		

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II. Additional Criteria: Instructional Planning and Support (Reported but not used in correlation and adoption considerations.)	Rating Scale		
	Adequate	Limited	No Evidence
1. Textbooks/instructional materials support literacy development by presenting content through a variety of reading selections that are appropriate for the grade level.	x		
2. Readability, writing style, length of sentences, and vocabulary are appropriate for the grade level.	x		
3. Materials are presented in an organized, logical manner and are appropriate for the age, grade, and maturity of the students.	x		
4. Materials are organized appropriately within and among units of study.	x		
5. Format design includes titles, subheadings, and appropriate cross-referencing for ease of use.	x		
6. Graphics and illustrations are appropriate.	x		
7. Sufficient instructional strategies are provided to promote depth of understanding.	x		
8. Materials present content in an accurate and unbiased manner. <ul style="list-style-type: none"> • Materials do not contain content errors (omissions of current content, out-of-date content, overgeneralizations, etc.). • Materials do not contain production errors (misspelled words, word omissions, incorrect answers). • Diverse groups (racial, ethnic, cultural, linguistic), males and females, people with disabilities, and people of all ages are represented appropriately. 	x		