

Grade Two Profile Sheet

Text/Instructional Material Title: *Macmillan McGraw-Hill Timelinks: Virginia People and Places Complete Student Edition Set (Includes 4 units)(print)*

Publisher: Macmillan/McGraw-Hill, a division of The McGraw-Hill Companies

| History and Social Science Standard | Rating | | |
|--|----------|---------|-------------|
| | Adequate | Limited | No Evidence |
| Section I | | | |
| 2.1 | x | | |
| 2.2 | x | | |
| 2.3 | x | | |
| 2.4 | x | | |
| 2.5 | x | | |
| 2.6 | x | | |
| 2.7 | x | | |
| 2.8 | x | | |
| 2.9 | x | | |
| 2.10 | x | | |
| 2.11 | x | | |
| 2.12 | 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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|--|---|--|----------------|--------------------|
| | | Please indicate the rating for each by placing an X in the appropriate cell. Degree of Correlation: (A) Adequate, (L) Limited, (N) No Evidence. | | |
| | | Adequate | Limited | No Evidence |
| 2.1 | The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language. | x | | |
| | | | | |

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| | | Adequate | Limited | No Evidence |
| 2.2 | The student will compare the lives and contributions of three American Indian cultures of the past and present, with emphasis on the Powhatan of the Eastern Woodlands, the Lakota of the Plains, and the Pueblo peoples of the Southwest. | x | | |
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| 2.3 | The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population. | x | | |
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| | Adequate | Limited | No Evidence |
| 2.4 The student will develop map skills by | | | |
| a) locating the United States, China, and Egypt on world maps; | | x | |
| b) understanding the relationship between the environment and the culture of ancient China and Egypt; | x | | |
| c) locating the regions of the Powhatan, Lakota, and Pueblo Indians on United States maps; | x | | |
| d) understanding the relationship between the environment and the culture of the Powhatan, Lakota, and Pueblo Indians. | x | | |

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| | Adequate | Limited | No Evidence |
| 2.5 The student will develop map skills by | | | |
| a) locating the equator, the seven continents, and the five oceans on maps and globes; | x | | |
| b) locating selected rivers (James River, Mississippi River, Rio Grande, Huang He, and Nile River), mountain ranges (Appalachian Mountains and Rocky Mountains), and lakes (Great Lakes) in the United States and other countries. | x | | |

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| | | Adequate | Limited | No Evidence |
| 2.6 | The student will demonstrate map skills by constructing simple maps, using title, map legend, and compass rose. | x | | |
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| | | Adequate | Limited | No Evidence |
| 2.7 | The student will describe natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings). | x | | |
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| | | Adequate | Limited | No Evidence |
| 2.8 | The student will distinguish between the use of barter and the use of money in the exchange for goods and services. | x | | |
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| | | Adequate | Limited | No Evidence |
| 2.9 | The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services. | x | | |
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| | Adequate | Limited | No Evidence |
| 2.10 The student will explain the responsibilities of a good citizen, with emphasis on | | | |
| a) respecting and protecting the rights and property of others; | x | | |
| b) taking part in the voting process when making classroom decisions; | x | | |
| c) describing actions that can improve the school and community; | x | | |
| d) demonstrating self-discipline and self-reliance; | x | | |
| e) practicing honesty and trustworthiness. | x | | |
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| | | Adequate | Limited | No Evidence |
| 2.11 | The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. as Americans whose contributions improved the lives of other Americans. | x | | |
| | | | | |

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| | Adequate | Limited | No Evidence |
| 2.12 The student will understand that the people of Virginia | | | |
| a) have state and local government officials who are elected by voters; | x | | |
| b) have diverse ethnic origins, customs, and traditions, make contributions to their communities, and 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. Materials are presented in an organized, logical manner and are appropriate for the age, grade, and maturity of the students. | x | | |
| 2. Materials are organized appropriately within and among units of study. | x | | |
| 3. Format design includes titles, subheadings, and appropriate cross-referencing for ease of use. | x | | |
| 4. Writing style, length of sentences, and vocabulary are appropriate. | x | | |
| 5. Graphics and illustrations are appropriate. | x | | |
| 6. Sufficient applications are provided to promote depth of understanding. | x | | |
| 7. 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 | | |
| 8. Materials present content in an accurate and unbiased manner. | x | | |
| | | | |