Essential Objectives	Objective Number	Notes				
Social Studies-Civics		Pearson my World Social Studies-Here We Are	**1st**	**2nd**	**3rd**	**4th**
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.)	SS.K.1	FC: What makes a good citizen? 8–9; What are rights? What are responsibilities? 10–11; How do we get along with others? 12–13; Collaboration and Creativity: Problem Solving, 22–23; TG: Active Reading & Lesson Summary pages, 5, 6, 7, 8, 9, 10, 19, 20 A is for America by Tanya Lee Stone Patriotism by Lucia Raatma Patriotism by Cynthia Roberts	X			
Participate in a role play to resolve disputes, demonstrate tolerance and acceptance of others and their ideas.	SS.K.2	FC: How Do We Get Along with Others?12–13; Problem Solving, 22–23;TG: Active Reading & Lesson Summary,9–10, 19–20 The Crayon Box That Talked by Shane Derolf & Michael letzig	X			
Investigate why we need rules, and create classroom rules and explore the consequences for breaking rules.	SS.K.3	Chapter 1: FC: What Rules Do We Follow? 16–17; How Do We Make Decisions? 20–21;TG: Active Reading & Lesson Summary,13, 14 Rules Rap, Sing Along & Read Along with Dr. Jean by Dr. Jean Feldman	X			
Investigate the leadership roles within families, classrooms and schools (e.g. role play and classroom jobs).	SS.K.4	FC: Who Are Our Leaders? 18–19; TG: Active Reading & Lesson Summary pages, 15, 16	X			

Social Studies-Economics						
Investigate the occupations within the school and local community.	SS.K.5	FC: Everybody Works, 29–30; Begin with a Song, 31; Collaboration and Creativity, 39–40; What are jobs that people do?41–42;TG: Active Reading & Lesson Summary pages, 29, 30, 37–38, 39-40, Career Day by Anne RockwellWhose hat is This? By Katz Cooper	X			X
Discover the basic needs of people (e.g. shelter, food, clothing, etc.) and give examples of each.	SS.K.6	FC: Everybody Works, 29–30; Begin with a Song, 31; Collaboration and Creativity, 39–40; What are jobs that people do?41–42;TG: Active Reading & Lesson Summary pages, 29, 30, 37–38, 39-40; Lily Learns about Wants and Needs by Lisa Bullard and Christine M. Schneider		X		
Investigate the exchange of goods and services (e.g., money, bartering, trading, etc.).	SS.K.7	FC: How do we get what we need or want? 35–36; How Do We Use Money? 37–38; What Are Goods and Services? 47–48;TG: Active Reading & Lesson Summary pages, 33, 34, 35, 36, 45, 46 What Can You do with Money? by Jennifer S. Larson		X		
Distinguish between needs and wants.	SS.K.8	FC: What do we need? What do we want?, 33–34; TG: Reading & Lesson Summary pages,31,32 Need it or Want it? By John Serrano		X		

Social Studies-Geography						
Construct a simple map of a familiar area (e.g., classroom, school, home, etc.)	SS.K.9	FC: What Do Maps Show? 58–59; Map Skills: Cardinal Directions, 60–61; TG: Draw a map of a park, 60 Me on the Map by Joan Sweeney and Annette Cable				X
Identify the difference between bodies of water and land masses on maps and globes, demonstrate directions (e.g., left/right, up/down, near/far and above/under).	SS.K.10	FC: What Do Maps Show? 58–59; What Are Landforms? 62–63; What Are Bodies of Water? 64–65; What Do Globes Show? 68–69; TG: Active Reading & Lesson Summary, 57, 58, 61–62, 63–64, 67, 68 Mapping Penny's World by Loreen Leedy, Maps and Globes (Reading Rainbow) by Jack Knowlton Follow that Map!: A First Book of Mapping Skills by Scot Ritchie		X	X	X
Compare and contrast the ways humans adapt based on seasons and weather.	SS.K.11	FC: What Is Weather Like? 70–71, What Are the Seasons? 72–73; TG: Active Reading & Lesson Summary, 69, 70, 71 72 AIMS Dress for the Weather Jesse Bear, What Will You Wear? by Nancy White Carlson What Should I Wear Today? By Jamie Kondrchek	X	X	X	X

Explore similarities and differences of life in the city (urban) and country (rural).	SS.K.12	FC: Where Do We Live? 54–55; Where Are Places Located? 56–57; TG: Active Reading & Lesson Summary, 53, 54, 55, 56 Read Aloud Anthology story- "City mouse and Country Mouse" City Kid, Country Kid by Julie Cummins, Town Mouse, Country Mouse by Jan Brett		X	X	
Investigate the need for symbols in daily life (e.g., exit, stop sign, bathroom signs, school zone, stop light, etc.).	SS.K.13	FC: Stop Sign, 7, 16; TG: Active Reading & Lesson Summary, 4, 14 I Read Signs by Tana Hoban Red, Yellow, Green; What Do Signs Mean? By Joan Holub	X			
Social Studies-History						
Illustrate personal history (e.g., first and last name, birthday, age, guardian's name, and other personal data).	SS.K.14	FC: What Is My Personal History? 104–105; TG: Active Reading & Lesson Summary, 105, 106	X	X	X	X
Explore the history of the school and give examples of significant sites and people (e.g., principals, secretaries, teachers, custodians, etc.).	SS.K.15	FC: How have communities changed? 124–125; TG: Active Reading & Lesson Summary,123, 124	X			X

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.	SS.K.16	FC: Life Then and Now, 100–101; Begin With a Song, 104; Vocabulary Preview, 103; What is my personal history? 104– 105; Reading Skill: Sequence, 106–107; How do we talk about time? 108–109; How do we measure time? 110–111; What is a timeline? 112–113; How can we learn about history? 114– 115; Who are American heroes from the past? 118–119; How have families changed? 120–121; How has school changed? 122–123; How have communities changed? 124–125; How has technology changed? 126–127; TG: Active Reading & Lesson Summary, 103–104, 105–106, 107–108, 109–110,111–112, 113–114, 115–116, 119–120,121–122, 123–124, 125 126, 127–128 Welcome Books: American Symbols by Lloyd G. Douglas	X	X	X	X
Explore time, places, people and events in relationship to student's own life (e.g., family trees, pictures, stories, etc.)	SS.K.17	FC: What Is My Personal History? 104– 105; Sequence, 106–107; also see: How Do We Measure Time? 110–111; What Is a Timeline? 112–113; TG: Active Reading & Lesson Summary, 105, 106; Students bring photos of themselves, 114	X	X	X	X

Social Studies-West Virginia History						
Investigate state symbols, celebrations, holidays and prominent West Virginians.	SS.K.18	FC: For related material see: What are our country's symbols? 24–25; How do we celebrate?, 89–90; What are national holidays, 91–92; Who are American folk heroes?, 93–94; What are other cultures like?, 95–96;Carole Marsh-WV History resource books M is for Mountain State by Mary Ann McCabe Riehle www.wvencyclopedia.org/classroom West Virginia Facts and Symbols by Kathy Feeney West Virginia (From Sea to Shining Sea) by Barbara A. Somervill				X
Identify the shape of West Virginia	SS.K.19	FC: For related material see: What do maps show?, 58; TG: Active Reading & Lesson Summary pages, 58 www.wvencyclopedia.org/classroom				X
Track the weather to illustrate West Virginia's climate	SS.K.20	FC: For related material see: What Is Weather Like? 70–71; TG: Active Reading & Lesson Summary,69, 70 www.wvencyclopedia.org/classroom	X	X	X	X
Recognize their personal community name.	SS.K.21	FC: For related material see: Begin With a Song: This Is My Community, 52; Where Do We Live? 54–55; TG: Active Reading & Lesson Summary,52, 53, 54 www.wvencyclopedia.org/classroom				X

Compare and contrast past and present lifestyles of West Virginians.	SS.K.22	FC: For related material see: How have families changed?, 120–121; How has school changed?, 122–123; How have communities changed?, 124–125; How has technology changed?, 126–127; TG: Active Reading & Lesson Summary, 121, 122, 123, 124, 125, 126, 127, 128 www.wvencyclopedia.org/classroom				X