TECHNICAL CHANGES ONLY

WEST VIRGINIA
SECRETARY OF STATE
NATALIE E. TENNANT
ADMINISTRATIVE LAW DIVISION

Form #5

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FILED IN THE OFFICE OF
THE SECRETARY OF STATE
THIS DATE 8/30/2016
ADMINISTRATIVE LAW DIVISION

NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE OR A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW

AGENCY: Education TITLE NUMBER: 126

CITE AUTHORITY: W. Va. Constitution, Article XII, §2, W. Va. Code §18-2-5 and §18-9A-22

RULE TYPE: PROCEDURAL _____ INTERPRETIVE _____

EXEMPT LEGISLATIVE RULE Yes

CITE STATUTE(s) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

W. Va. Code §§29A-3B-1, et seq.; W. Va. Board of Education v. Hechler, 180 W. Va. 451; 376 S.E.2d 839 (1988)

AMENDMENT TO AN EXISTING RULE: YES X NO ____

IF YES, SERIES NUMBER OF RULE BEING AMENDED: 44D

TITLE OF RULE BEING AMENDED: Policy 2520.4, West Virginia College- and Career-Readiness Standards for Social Studies

IF NO, SERIES NUMBER OF RULE BEING PROPOSED: _____

TITLE OF RULE BEING PROPOSED: _____

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE EFFECTIVE DATE OF THIS RULE IS July 11, 2016

Authorized Signature
Mary Catherine Tuckwiller

126CSR44D

TITLE 126F
LEGISLATIVE RULE
BOARD OF EDUCATION

SERIES 44D
WEST VIRGINIA COLLEGE- AND CAREER-READINESS STANDARDS FOR SOCIAL STUDIES (2520.4)

§126-44D-1. General.

1.1. Scope. -- W. Va. 126CSR42, West Virginia Board of Education (hereinafter WVBE) Policy 2510, Assuring the Quality of Education: Regulations for Education Programs (hereinafter Policy 2510), provides a definition of a delivery system, and an assessment and accountability system for, a thorough and efficient education for West Virginia public school students. Policy 2520.4 defines the content standards for Social Studies as required by Policy 2510.

1.2. Authority. -- W. Va. Constitution, Article XII, §2, W. Va. Code §18-2-5 and §18-9A-22.

1.3. Filing Date. -- June 9, 2016.

1.4. Effective Date. -- July 11, 2016.

1.5. Repeal of Former Rule. -- This legislative rule repeals and replaces W. Va. 126CSR44D WVBE Policy 2520.4. "Next Generation Content Standards and Objectives for Social Studies in West Virginia Schools" filed March 16, 2012, and effective July 1, 2012.

§126-44D-2. Purpose.

2.1. This policy defines the content standards for the programs of study required by Policy 2510 in Social Studies.

§ 126-44D-3. Incorporation by Reference.

3.1. A copy of the West Virginia College- and Career-Readiness Standards for Social Studies is attached and incorporated by reference into this policy. Copies may be obtained from the Office of the Secretary of State and in the West Virginia Department of Education.

§126-44D.4. Summary of the Content Standards.

4.1. The WVBE has the responsibility of establishing high quality education standards for all education programs (W. Va. Code §18-9A-22). The content standards provide a focus for teachers to teach and students to learn those skills and competencies essential for future success in the workplace and further education. The document includes content standards that reflect a rigorous and challenging curriculum for Social Studies.

§126-44D-5. Severability.

5.1. If any provision of this rule or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of this rule.

Introduction

West Virginia's College- and Career-Readiness Standards have been developed with the goal of preparing students for a wide range of high-quality, post-secondary opportunities. Specifically, college- and career-readiness refers to the knowledge, skills, and dispositions needed to be successful in higher education and/or training that lead to gainful employment. The West Virginia College- and Career-Readiness Standards establish a set of knowledge and skills that all individuals need to transition into higher education or the workplace, as both realms share many expectations. All students throughout their educational experience should develop a full understanding of the career opportunities available, the education necessary to be successful in their chosen pathway, and a plan to attain their goals.

West Virginia's College- and Career-Readiness Standards for Social Studies promote proficiency in civics, economics, geography, and history. Students will develop problem solving and critical thinking skills independently and collaboratively as they engage in informed inquiry in social studies. College- and career-readiness is supported in social studies as students acquire and further develop their abilities to be critical consumers of what they read or hear and informed sources when they write or speak.

The overarching goal was to build a rigorous, relevant, challenging and developmentally appropriate social studies curriculum that prepares students for college- and career-readiness. West Virginia educators played a key role in shaping the content standards to align with the best practices in the field of social studies education. The contributions of these professionals were critical in creating a policy that is meaningful to classroom teachers and appears in a format that can easily be used and understood.

Explanation of Terms

Standards are the expectations for what students should know, understand, and be able to do; standards represent educational goals.

Numbering of Standards
The numbering for each standard is composed of three parts, each part separated by a period:

- the content area code (e.g., SS for Social Studies),
- the grade level or high school content area, and
- the standard.

Illustration: SS.3.1 refers to Social Studies, grade 3, standard 1. SS.W.20 refers to high school World Studies standard 20.

Abbreviations:
W – World Studies
US – United States Studies
USC – United States Studies – Comprehensive
CS – Contemporary Studies
C – Civics
E – Economics
G – Geography
S – Sociology
P – Psychology

The following four areas of social studies form all the courses in grades K-8 and the majority of the high school courses that are not content specific (e.g. geography and economics):

Civics
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. 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
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

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 standards stress 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). They 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.

History

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.

College- and Career-Readiness Indicators for Social Studies

The grades K-12 standards on the following pages define what students should know, understand, and be able to do by the end of each grade band. They correspond to the College- and Career-Readiness Indicators for Social Studies by grade band (K-2, 3-5, 6-8, and 9-12). The College- and Career-Readiness Indicators and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Integration of Literacy in Social Studies

Literacy strategies and skills are applied as students acquire information and communicate their learning and understanding of social studies. Integration of literacy in social studies is critical for student success. It is essential that literacy strategy and skill instruction be purposefully and appropriately planned and embedded within social studies instruction.

Social Studies Indicators Kindergarten – Grade 2

All West Virginia teachers are responsible for classroom instruction that integrates content standards, foundational skills, literacy, learning skills and technology tools. Students in kindergarten through grade two will advance through a developmentally-appropriate progression of standards. The following chart represents the components of social studies that will be developed in grades K-2.

<table>
<tr><th colspan="2">K-2 Social Studies Indicators</th></tr>
<tr><td colspan="2">• Develop questions through investigations.
• Apply disciplinary concepts and tools.
• Evaluate sources and use evidence.
• Communicate conclusions and task informed action.</td></tr>
<tr><th>Civics</th><th>Economics</th></tr>
<tr><td>• Describe the roles and responsibilities of people in authority.
• Explain what roles people play in a community.
• Explain the need for rules in various settings inside and outside of school.
• Describe democratic principles such as equality, fairness, and respect.
• Explain how people can work together to make decisions.
• Describe how people try to improve their communities.</td><td>• Describe the goods and services that people in the local community produce and those that are produced in other communities.
• Explain how people earn income.
• Describe the roles banks play.
• Explain why people save.
• Describe examples of goods and services.
• Describe why people in one country trade goods and services with people in other countries.</td></tr>
<tr><th>Geography</th><th>History</th></tr>
<tr><td>• Construct maps, graphs, and other representations of familiar places.
• Use maps, graphs, photographs, and other representations to describe places.
• Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.
• Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.
• Describe the connections between the physical environment of a place and the economic activities found there.</td><td>• Create a chronological sequence of multiple events.
• Generate questions about individuals and groups who have shaped a significant historical change.
• Compare the past to the present.
• Explain how historical sources can be used to study the past.
• Generate questions about a historic event or development.</td></tr>
</table>

Kindergarten Standards

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.

Civics	
SS.K.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).
SS.K.2	Participate in role play to resolve disputes, and demonstrate tolerance and acceptance of others and their ideas.
SS.K.3	Investigate the need for rules in their environment, create a set of classroom rules, and explore the consequences for not following the rules.
SS.K.4	Investigate the leadership roles within their families, classrooms and schools and demonstrate their understanding through activities such as role play and classroom jobs.

Economics	
SS.K.5	Investigate occupations within the school and local community.
SS.K.6	Discover the basic needs of people (e.g., shelter, food, clothing, etc.) and give examples of each.
SS.K.7	Investigate the exchange of goods and services (e.g., money, bartering, trading, etc.).
SS.K.8	Distinguish between wants and needs.

Geography	
SS.K.9	Construct a simple map of a familiar area (e.g., classroom, school, home, etc.).
SS.K.10	Identify the difference between bodies of water and land masses on maps and globes, and demonstrate directions (e.g., left/right, up/down, near/far and above/under).
SS.K.11	Compare and contrast the ways humans adapt based on seasons and weather.
SS.K.12	Explore similarities and differences of life in the city (urban) and the country (rural).
SS.K.13	Investigate the need for symbols in daily life (e.g., exit, stop sign, bathroom signs, school zone, stop light, etc.).

History	
SS.K.14	Illustrate personal history (e.g., first and last name, birthday, age, guardian's name, and other personal data).
SS.K.15	Explore the history of the school and give examples of significant sites and people (e.g., principals, secretaries, teachers, custodians, etc.).
SS.K.16	Investigate the past and explore the differences in other people, times and cultures through stories of people, heroes, pictures, songs, holidays, customs, traditions or legends.
SS.K.17	Explore time, places, people and events in relationship to student's own life (e.g., family trees, pictures, stories, etc.).

WV History	
SS.K.18	Investigate state symbols, celebrations, holidays and prominent West Virginians.
SS.K.19	Identify the shape of West Virginia.
SS.K.20	Track the weather to illustrate West Virginia's climate.
SS.K.21	Recognize local community names.
SS.K.22	Compare and contrast past and present lifestyles of West Virginians.

First Grade Standards

First Grade Social Studies will allow students the opportunity to further explore their growing definition of citizenship. Identifying and applying the concept of civic responsibility to a real-world problem will afford students the opportunity to practice collaboration, tolerance and patriotism. Simulations of the exchange of goods and services will develop an understanding of the occupations and basic resources of their community. Furthering the identification of their place in the world, students will explore maps, globes and physical models of West Virginia and the nation. Utilizing authentic sources, they will examine the evolution of families and communities over time.

Civics	
SS.1.1	Model patriotism, cooperation, tolerance and respect for others within the school and community.
SS.1.2	Create scenarios and role play reflecting the use of rules and laws, their consequences and their value within the school and community.
SS.1.3	Investigate the symbols, icons and traditions of the United States that provide a sense of community across time (e.g., Labor Day, Veterans Day, Memorial Day, Pledge of Allegiance, patriotic songs, landmarks, art and literature that demonstrate community traditions, etc.).
SS.1.4	Apply the process of how leaders are selected and analyze how they influence decisions made in the school and community.
SS.1.5	Collaborate to identify a community need, propose a variety of solutions and investigate how individuals could participate to solve the problem.

Economics	
SS.1.6	Compare and contrast occupations within the community.
SS.1.7	Distinguish between personal needs and wants and the consequences of personal choices.
SS.1.8	Demonstrate the exchange of goods and services.
SS.1.9	Explain how individuals and families earn, spend and save money.

Geography	
SS.1.10	Reflect an understanding of cardinal directions, map symbols in a legend, geographic landforms (e.g., mountains, lakes, rivers), and location by interpreting simple maps.
SS.1.11	Describe how climate and location affect the way people live, work and play.
SS.1.12	Give examples of natural resources and their uses.
SS.1.13	Sequence the seasons of the year, months and days of the week.
SS.1.14	Utilize appropriate maps, globes and geographic information systems.
SS.1.15	Locate and identify the following on a map: • West Virginia • United States • Geographic features (e.g., mountains, bodies of water, etc.)

History	
SS.1.18	Utilize primary source documents and oral accounts to investigate ways communities change throughout history.
SS.1.19	Examine cultural contributions of families through the use of literature, primary source documents and oral accounts.

SS.1.20	Explore the history of the community and give examples of locally significant sites and people.
SS.1.21	Illustrate personal history by creating a timeline.

WV History	
SS.1.22	Recognize and recite the state motto.
SS.1.23	Investigate the common occupations of people in West Virginia.
SS.1.24	Locate students' hometown and county on a West Virginia map.
SS.1.25	Describe the cultural life of West Virginia as reflected in games, toys and various art forms.

Second Grade Standards

Second Grade Social Studies will begin applying the foundational concepts of citizenship and community to the broader view of our nation. Through rich opportunities for engagement, students will begin to think deeply about the citizen's role in American government and society. They will be asked to investigate, examine and draw conclusions regarding exchange and choice in the economy. Students will become more independent in using geographic information systems and applying them to real-world situations relating to West Virginia and the United States. Documents, oral accounts and various forms of literature will be used to create timelines and projects illustrating the contributions of individuals and groups, both past and present, to our society.

Civics	
SS.2.1	Analyze examples of the fairness of rules and laws and evaluate their consequences.
SS.2.2	Illustrate the levels of government (local, state and national) and actively discuss the characteristics of effective leadership.
SS.2.3	Create a product (e.g., play, multimedia or poster) to demonstrate an understanding of the diversity in American culture.
SS.2.4	Give examples of symbols, icons and traditions of the United States, recite the Pledge of Allegiance, and participate in national patriotic celebrations (e.g., Martin Luther King Day, Presidents Day and Flag Day) and community service projects.

Economics	
SS.2.5	Investigate various occupations and career opportunities and how they have changed within the state and nation.
SS.2.6	Consider and categorize needs and wants in a graph, chart or table to evaluate consequences of one choice over another.
SS.2.7	Design a system that reflects the understanding of the exchange of goods and services (e.g., trading cards and classroom store).
SS.2.8	Explain the role of banks in saving for future purchases and create a graph reflecting savings over time.

Geography	
SS.2.9	Utilize a legend, compass rose and cardinal directions to identify locations (e.g., Charleston, West Virginia, New York, District of Columbia, etc.) and geographic features (e.g., Great Lakes, Rocky Mountains, Mississippi River, etc.) in the United States.
SS.2.10	Identify the continents and oceans on a map and globe.
SS.2.11	Summarize how climate, location and physical surroundings have caused changes in the

	community and state over time.
SS.2.12	Classify examples of natural resources and how people use them.
SS.2.13	Utilize appropriate geographic information systems including maps, globes and geographic technology to examine, gather data and analyze a variety of real-world situations.

History	
SS.2.14	Demonstrate an understanding of interactions among individuals, families and communities by creating a timeline using documents and oral accounts to investigate ways communities and generations of families change.
SS.2.15	Identify cultural contributions and differences made by people from the various regions in the United States using literature, documents and oral accounts.
SS.2.16	Explore the impact historic figures have had upon our society.

WV History	
SS.2.17	Identify state symbols, celebrations, holidays, famous West Virginians and the governor of West Virginia.
SS.2.18	Locate and show examples of the natural resources and geographic features of West Virginia on a map.
SS.2.19	Locate county seats, the state's capital city, and bordering states on a map.
SS.2.20	Examine the cultural life of West Virginians through storytelling and various art forms (e.g., songs, instruments, artwork, photographs, etc.).
SS.2.21	Compare and contrast past and present lifestyles of West Virginians.

Social Studies Indicators Grades 3 – 5

All West Virginia teachers are responsible for classroom instruction that integrates content standards, foundational skills, literacy, learning skills and technology tools. Students in grades three through five will advance through a developmentally-appropriate progression of standards. The following chart represents the components of social studies that will be developed in grades 3-5.

<table>
<tr><th colspan="2">3-5 Social Studies Indicators</th></tr>
<tr><td colspan="2">• Develop questions through investigations.
• Apply disciplinary concepts and tools.
• Evaluate sources and use evidence.
• Communicate conclusions and take informed action.</td></tr>
<tr><th>Civics</th><th>Economics</th></tr>
<tr><td>• Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places.
• Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.
• Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.
• Describe ways in which people benefit from working together, including government, workplaces, voluntary organizations, and families.
• Identify core civic virtues and democratic principles that guide government, society, and communities.
• Explain how rules and laws change society and how people change rules and laws.</td><td>• Compare the benefits and costs of individual choice.
• Describe the role of financial institutions in an economy.
• Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.
• Explain how profits influence sellers in markets.
• Describe ways people can increase productivity by using improved capital goods and improving their human capital.
• Explain how trade leads to increasing economic interdependence among nations.
• Explain the effects of increasing economic interdependence on different groups within participating nations.</td></tr>
<tr><th>Geography</th><th>History</th></tr>
<tr><td>• Construct maps, graphs, and other representations of both familiar and unfamiliar places.
• Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
• Explain how culture influences the way people modify and adapt to their environments.
• Describe how environmental and cultural characteristics influence population distribution in specific places or regions.
• Explain how environmental and cultural</td><td>• Create and use a chronological sequence of related events to compare developments that happened at the same time.
• Compare life in a specific historical time period to life today.
• Explain why individuals and groups during the same historical period differed in their perspectives.
• Use information about a historical sources, including the maker, date, place or origin, intended audience, and purpose to judge the extent to which the sources are useful for studying a particular topic.
• Explain probable causes and effects of events</td></tr>
</table>

characteristics (e.g. natural resources) affect the distribution and movement of people, goods, and ideas. • Explain why environmental characteristics vary among different world regions.	and developments. • Use evidence to develop a claim about the past. • Summarize the central claim in a secondary work of history.

Third Grade Standards

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 the context of Native American settlement and world exploration. Students practice citizenship and democratic values in the community and study the necessity of government, as well as the 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.

Civics	
SS.3.1	Identify and explain the following commonly-held American democratic values, principles and beliefs: • diversity • rule of law • family values • community service • justice • liberty
SS.3.2	Determine the need for government and compare and contrast the following forms: tribal, monarchy, and democracy.
SS.3.3	Investigate significant cultural contributions of various groups creating our multicultural society.
SS.3.4	Examine historical conflicts and their resolutions (e.g., The Boston Tea Party, conflict between Native Americans and explorers).
SS.3.5	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).
SS.3.6	Participate in a local service project to discover the importance of working together and how participation leads to improvement in the lives of individuals, as well as communities.

Economics	
SS.3.7	Study bank services including checking accounts, savings accounts, and borrowing, and create a mock budget.
SS.3.8	Construct and interpret graphs that illustrate the basic concept of the exchange of goods and services as related to supply and demand and show the impact of scarcity of resources.
SS.3.9	Sequence the path of a product from the raw material to the final product.

SS.3.10	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.).
SS.3.11	Explore West Virginia's SMART 529 program and other college saving plans.

Geography	
SS.3.12	Use geographic information systems to compare and contrast various types of maps (e.g., climate, resource, physical, political, road, etc.).
SS.3.13	Distinguish between a continent, country, state and capital.
SS.3.14	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).
SS.3.15	Using a grid system, locate specific points on a map and explain the use of lines of latitude and longitude.
SS.3.16	Explain the reason time zones were developed, identify the time zones of North America and calculate the variance in time from one zone to another.
SS.3.17	Use a map scale to determine the distance between two given points.
SS.3.18	Recognize, define and illustrate world geographic features (e.g., peninsulas, islands, mountains, canyons, plateaus, mesas, harbors, gulfs, rivers, deserts, forests, valleys and plains).
SS.3.19	Compare and contrast regions of the United States in regard to plant and animal life, landforms, climate and human interactions with the environment.
SS.3.20	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).

History	
SS.3.21	Examine the settlement of North America by Native Americans. • Illustrate the spread of the Native American population into the various regions of North America. • Determine settlement patterns based on natural resources. • Explain how Native American groups adapted to geographic factors of a given region. • Compare and contrast the cultures of the different Native American groups (e.g., source of food, clothing, shelter and products used). • Make historical inferences by analyzing artifacts and illustrations. • Analyze the Native American interactions with others (e.g., other Native American groups, explorers and settlers).
SS.3.22	Determine the causes and effects of European exploration. • 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.). • Investigate the motives for exploration by the various European nations (e.g., England, Spain, France, Portugal, etc.). • Determine the information the explorers gained from their journeys. • Explain the impact of the explorers' travels on Native Americans and the world.

WV History	
SS.3.23	Locate counties, county seats and bordering states on a West Virginia map.
SS.3.24	Identify the four physical geographic regions of West Virginia, the major communities and the natural resources found within each region.
SS.3.25	Investigate the nine tourist regions of West Virginia.

Fourth Grade Standards

Fourth Grade Social Studies is an introduction to the growth of the United States from colonization through the American Revolution to Westward Expansion prior to 1854. Students will analyze the assimilation of various colonial groups, development of improved technology, major historical figures and events. The physical features of the United States and West Virginia and the impact of the settlers on the environment will be investigated. Students will be introduced to democratic beliefs expressed in founding documents, good citizenship and individual rights. Students are expected to investigate the three branches of government and participate in a school or community project. Fourth graders will be introduced to economic concepts and factors that impact consumer choices. They will investigate jobs needed in the future based on the concept of supply and demand.

Civics	
SS.4.1	Identify, explain and critique commonly held American democratic values, principles and beliefs (e.g., diversity, family values, community service, justice, liberty, etc.) through established documents (e.g., *Declaration of Independence, U.S. Constitution, Bill of Rights*, etc.).
SS.4.2	Compare and contrast the powers of each branch of government and identify the responsibilities and rights of United States citizens.
SS.4.3	Explore the concepts of rule of law to create a visual or oral presentation of how these concepts protect individual rights and the common good.
SS.4.4	Demonstrate patriotism by creating and implementing school/community service projects (e.g., litter cleanup, fundraisers for community groups, participation in community holiday parades, celebrations, services, etc.).

Economics	
SS.4.5	Investigate and recognize people as consumers and as producers of goods, and the effects of competition and supply-demand on prices through projects (e.g., developing budgets or products in simulated situations, etc.).
SS.4.6	Determine jobs that are needed according to supply and demand on a national level.
SS.4.7	Research and examine how slavery and indentured servitude influenced the early economy of the United States by constructing graphics (e.g., charts, graphs, tables and grids, etc.) displaying the effect of having slaves and indentured servants.

Geography	
SS.4.8	Describe and locate examples of the major physical features of the United States (e.g., bodies of water, mountains, rivers, grasslands, oases, etc.) using references and technology (e.g., atlas, globe, geographic information system, etc.).
SS.4.9	Document the effects of and explain how people adapted to geographic factors (e.g.,

	climate, mountains, bodies of water, etc.) on the following: • transportation routes • settlement patterns and population density • culture (e.g., jobs, food, clothing, shelter, religion, government, etc.) • interactions with others (local and national)
SS.4.10	Compare and contrast the physical, economic and political changes to America caused by geographic conditions and human intervention (e.g., bridges, canals, state boundaries, transportation, etc.).
SS.4.11	Plan and construct maps to demonstrate the effect of geographic conditions on historical processes, practices and events (e.g., colonization, industry, agriculture, major engagements in the Revolutionary War, Westward Expansion, etc.).
SS.4.12	Analyze the impact of West Virginia's geography on transportation, settlement, jobs, clothing, food, shelter, services and interaction with others outside the state.

History	
SS.4.13	Demonstrate an understanding of the various factors that influenced the founding of the original colonies (e.g., economic, political, cultural, etc.). • Analyze the southern, middle and northern colonies (e.g., origins, early government, resources, religious and cultural diversity, etc.). • Compare and contrast community life, family roles and social classes in colonial America (e.g., indentured servants, slaves, colonists, etc.). • Compare and contrast backgrounds, motivations and occupational skills among English, French and Spanish settlers (e.g., economics, culture, trade, new agricultural products, etc.).
SS.4.14	Demonstrate an understanding of the conflict between the American colonies and England that led to the Revolutionary War. • Explain the political and economic factors leading to the American Revolution (e.g., the French and Indian War; British colonial policies, and American colonists' early resistance, etc.). • Explain the major ideas reflected in the *Declaration of Independence*. • Summarize the roles of the principal American, British and European leaders involved in the conflict (e.g., King George III, Benjamin Franklin, George Washington, Thomas Jefferson, John Adams, Thomas Paine, Patrick Henry, and Marquis de Lafayette, etc.). • Explain the contributions of Native Americans, the French and Dutch during the Revolutionary War, and list the contributions of women and African Americans during and after the American Revolution.
SS.4.15	Trace the beginnings of America as a nation and the establishment of the new government. • Compare and contrast the various forms of government in effect from 1774-1854 (e.g., *Continental Congress, Articles of Confederation, U.S. Constitution, Bill of Rights*, etc.). • Research the contributions of early American historic figures (e.g., George Washington, John Adams, Abigail Adams, Thomas Jefferson, Alexander Hamilton, Andrew Jackson, James Madison, Dolly Madison, etc.). • Explain the political, social and economic challenges faced by the new nation (e.g., development of political parties, expansion of slavery, taxation, etc.).

SS.4.16	Demonstrate an understanding of the causes and effects of Westward Expansion. • Investigate the economic, political and cultural factors involved in Westward Expansion (e.g., Land Ordinance of 1785, Northwest Ordinance of 1787, Indian Removal Act, Trail of Tears, Manifest Destiny, resources, trade, etc.). • Analyze the people and events that facilitated Westward Expansion (e.g., Daniel Boone, Louisiana Purchase, Lewis and Clark, Northwest Territory, Alamo, Gold Rush, etc.). • Trace transportation innovations and explain their impact on Westward Expansion (e.g., bridges, canals, steamboats, railroads, steam engines, clipper ships, flat boats, roads, dams, locks, ports, harbors, etc.).

WV History	
SS.4.17	Analyze the impact of West Virginia's geography on transportation, settlement, jobs, clothing, food, shelter, services and interaction with others outside the state.
SS.4.18	Compare and contrast West Virginia's population, products, resources and transportation from the18th century through modern day.
SS.4.19	Pose, research and answer student-generated questions relating to West Virginia (e.g., primary source documents, magazines, online resources, etc.).

Fifth Grade Standards

Fifth Grade Social Studies is a basic overview of the United States from the Civil War to its emergence as a superpower. Students recognize and evaluate the significance of major events of each historical period. Students examine primary source documents relating to events and policies of the late 19th and early 20th centuries. They continue to learn the role of citizenship and social responsibility in the community, state, nation, and world. Students examine the transformation from rural to urban and from agricultural to industrial, focusing on the economic impact of these moves. Students learn how government decisions impact the economy.

Civics	
SS.5.1	Illustrate the rights, responsibilities, duties and privileges of a patriotic citizen using authentic situations (e.g., election, food drive, jury duty, etc.) and defend these actions as examples or non-examples of good citizenship.
SS.5.2	Assume a role (e.g., judge, juror, prosecutor, etc.) in a mock proceeding (John Brown, Dred Scott, etc.) to acquire understanding of the trial-by-jury process and justify its effectiveness in solving conflicts in society both past and present.
SS.5.3	Simulate the process of making a law at the state and national level.
SS.5.4	Outline the process in which amendments are made; interpret their meanings, and apply it to their daily life, lives of others and lives of people throughout history.
SS.5.5	Compare the functions of each level of the government (local, state, and national).
SS.5.6	Summarize the provisions of the Thirteenth, Fourteenth and Fifteenth Amendments to the *U.S. Constitution*, including how the amendments protected the rights of African Americans and sought to enhance their political, social and economic opportunities.
Economics	
SS.5.7	Explain the concept of supply and demand in specific historic and current economic situations in the United States (e.g., slavery, oil, gas, Industrial Revolution, etc.).
SS.5.8	Critique the economic reasons for immigration and migration throughout the United States

	during specific times in history and relate the information to the present (e.g., Great Migration, Ellis Island, etc.).
SS.5.9	Assess the resources (e.g., oil, land, gas, etc.) of the geographic regions (e.g., Midwest, Middle East, etc.) of the United States and the world and explain their impact on global economic activities.
SS.5.10	Compare the industrial North and the agricultural South prior to the Civil War, the geographic characteristics and boundaries of each region and the basic way of life in each region.
SS.5.11	Explain the economic problems that forced former slaves to continue to live in servitude even after slavery was officially abolished by the Thirteenth Amendment.
SS.5.12	Compare the economic and social effects of Reconstruction on different populations, including the move from farms to factories and the change from the plantation system to sharecropping.
SS.5.13	Explain the social and economic effects of Westward Expansion on Native Americans, including changes in federal policies, armed conflicts, opposing views concerning land ownership and Native American displacement.

Geography	
SS.5.14	Explain how aspects of the terrain (e.g., the principal mountain ranges, rivers, vegetation and climate of the region, etc.) affected westward travel and settlement.
SS.5.15	Summarize the significance of large-scale immigration and the contributions of immigrants to America in the early 1900s (e.g., the countries from which they came, the opportunities and resistance they faced when they arrived and the cultural and economic contributions they made to this nation, etc.).
SS.5.16	Illustrate the effects of settlement on the environment of the West, (e.g., changes in the physical and human systems, etc.).
SS.5.17	Compare and contrast the various regions of the United States; locate each of the fifty United States and correlate them with their regions.
SS.5.18	Identify the characteristics and purposes of maps, globes, geographic information systems and other geographic tools.
SS.5.19	Display information on maps, globes, geographic models and in graphs, diagrams and charts (e.g., designing map keys and legends, etc.).

History	
SS.5.20	Demonstrate an understanding of the industrial North and the agricultural South before, during and after the Civil War. • Research the roles and accomplishments of the leaders of the reform movements before and during the Civil War (e.g., abolition movement, Underground Railroad and other social reforms, etc.). • Explain how specific events and issues led to the Civil War (e.g., sectionalism fueled by issues of slavery in the territories, states' rights, election of 1860 and secession). • Summarize key battles, strategies and turning points of the Civil War (e.g., Fort Sumter, Antietam, Gettysburg, other regional battles and the surrender at Appomattox). • Compare the roles and accomplishments of historic figures of the Civil War (e.g., Abraham Lincoln (Emancipation Proclamation, Gettysburg Address) Ulysses S.

	Grant, Jefferson Davis, Robert E. Lee, Clara Barton and Frederick Douglass, etc.). • Explain the impact of the Civil War's physical destruction on the nation and the people (e.g., soldiers, women, African Americans, and the civilian population, etc.).
SS.5.21	Examine the economic, political and social developments during Reconstruction. • Explain the effects of Abraham Lincoln's assassination and the goals of Reconstruction. • Characterize the effects of Reconstruction on African Americans (e.g., rights and restrictions, Thirteenth, Fourteenth, Fifteenth Amendments, rise of discriminatory laws and groups (Klu Klux Klan), motivations to relocate, and the actions of the Freedmen's Bureau, etc.).
SS.5.22	Demonstrate an understanding of the advances in transportation and its effect on Western Expansion. • Illustrate how railroads affected development of the West (e.g., ease of travel, influence on trade and impact on environment, etc.). • Compare and contrast conflicts between various groups in the West (e.g., miners, ranchers, cowboys, Native Americans, Mexican Americans and European and Asian immigrants, etc.).
SS.5.23	Demonstrate an understanding of major domestic and foreign developments that contributed to the United States becoming a world power. • Summarize key events and political leaders surrounding the Spanish-American War and the annexation of new territory. • Explain the United States involvement in Latin America and the role they played in the building of the Panama Canal. • Describe how the need for new markets led to the buildup of the Navy and the need for naval bases in the Pacific.
SS.5.24	Analyze the people and the factors that led to Industrialization in the late 19th century United States. • Examine how the Industrial Revolution was furthered by new inventions and technologies (e.g., light bulb, telegraph, automobile, assembly line, etc.). • Identify prominent inventors and scientists of the period and summarize their inventions or discoveries (e.g., Thomas Edison, Alexander Graham Bell, the Wright Brothers, Henry Ford and Albert Einstein, etc.). • Explain the causes and effects of immigration and urbanization on the American economy during the Industrial Revolution (e.g., role of immigrants, the growth of cities, the shift to industrialization, the rise of big business and reform movements, etc.).

WV History	
SS.5.25	Reconstruct the economic, social and political history of West Virginia through the use of primary source documents.
SS.5.26	Sequence the events that led to the formation of the state of West Virginia (e.g., timeline).
SS.5.27	Analyze the moral, ethical and legal tensions that led to the creation of the new state of West Virginia and how those tensions were resolved.

Social Studies Indicators Grades 6 – 8

All West Virginia teachers are responsible for classroom instruction that integrates content standards, foundational skills, literacy, learning skills and technology tools. Students in grades six through eight will advance through a developmentally-appropriate progression of standards. The following chart represents the components of social studies that will be developed in grades 6-8.

<table>
<tr><th colspan="2">6-8 Social Studies Indicators</th></tr>
<tr><td colspan="2">• Develop questions through investigations.
• Apply disciplinary concepts and tools.
• Evaluate sources and use evidence
• Communicate conclusions and take informed action.</td></tr>
<tr><th>Civics</th><th>Economics</th></tr>
<tr><td>• Distinguish the powers and responsibilities of citizens, political parties, interest groups and the media.
• Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).
• Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
• Explain the powers and limits of the three branches of government.
• Explain the origins, functions, and structure of government with reference to the U.S. Constitution, state constitutions, and selected other systems of government.
• Assess specific rules and laws (both actual and proposed) as a means of addressing public problems.
• Compare historical and contemporary means of changing societies and promoting the common good.</td><td>• Explain how economic decisions affect the well-being of individuals, businesses, and society.
• Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole.
• Explain the roles of buyers and sellers in product, labor, and financial markets.
• Explain how changes in supply and demand causes changes in prices and quantities of goods, and services, labor, and credit.
• Analyze the role of innovation and entrepreneurship in a market economy.
• Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy.
• Explain how inflation, deflation, and unemployment affect different groups.
• Explain barriers and benefits to trade and how they affect individuals, businesses, and society.</td></tr>
<tr><th>Geography</th><th>History and Literacy</th></tr>
<tr><td>• Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics.
• Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and changes in their environmental characteristics.
• Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different</td><td>• Analyze connections among events and developments in broader historical contexts.
• Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
• Analyze multiple factors that influences people's perspectives during different historical eras.
• Analyze how people's perspectives have changed and how those perspectives have</td></tr>
</table>

environmental and cultural characteristics. • Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places over time. • Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices. • Analyze the ways in which cultural and environmental characteristics vary among various regions of the world. • Explain how global changes in population distribution patterns affect changes in land use in particular places	influenced what information is available in the historical sources they created. • Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources. • Explain multiple causes and effects of events and developments in the past. • Evaluate the relative influence of various causes of events and developments in the past. • Organize applicable evidence into a coherent argument about the past. • Read and comprehend history/social studies texts at or above grade level text complexity band independently and proficiently. • Write informative/explanatory texts, including narration of historical events. • Conduct short research projects to answer a question, drawing on several sources.

Sixth Grade Standards

Sixth Grade Social Studies expands the role of citizenship and patriotism. Students learn about the roles and functions governments play in world events and organizations that help resolve conflicts. Students will use both current and historical maps to explain the effects of major events on political boundaries around the world. Students will learn how the economy is affected by trade and trade organizations, technology, and renewable and nonrenewable resources as well as world conflicts. The causes and responses to world conflicts from World War I to present day will be evaluated.

Civics	
SS.6.1	Apply the process of how a bill becomes a law to follow a current legislative bill.
SS.6.2	Compare and contrast different forms of government worldwide and their influence on historic world events: • The Great Depression • World War I • World War II • 9/11
SS.6.3	Identify the structure of the United States Congress and the constitutional requirements of congressional membership.
SS.6.4	Identify current key figures in United States government: • President • Vice President • Speaker of the House • Secretary of State • Current members of Congress from West Virginia
SS.6.5	Examine and analyze various acts of patriotism and civil discourse in response to events throughout United States history (e.g., support of American military during wartime,

	Vietnam protests, Civil Rights, respect for the flag and response of Americans to 9/11).
SS.6.6	Identify global relief and development organizations and examine how they provide global aid and support (e.g., Red Cross, UNICEF, Doctors without Borders, Engineers without Borders and World Health Organization).
SS.6.7	Research and organize information about an issue of global concern from multiple points of view (e.g., ecology, natural resources, and human rights).

Economics	
SS.6.8	Compare and contrast the basic characteristics of communism, socialism and capitalism.
SS.6.9	Identify examples of renewable and non-renewable resources and analyze the factors that affect these resources on the individual, local and national economies (e.g., hurricanes, floods, etc.).
SS.6.10	Define NAFTA and summarize its effects on the United States economy.
SS.6.11	Compare and contrast government economic policy beginning with the Reagan era through present day.
SS.6.12	Classify and evaluate the different types of world trade organizations (e.g., trade, military and health).
SS.6.13	Assess the economic impact of technology on world regions throughout history.

Geography	
SS.6.14	Identify geographic features that have influenced the safety of the United States and isolated it from conflicts abroad.
SS.6.15	Compare and contrast historical maps and identify the changes in political boundaries as a result of conflicts.
SS.6.16	Examine population data from the U.S. Census Bureau and infer the reasons for changes and differences in various areas (e.g., difference between rural and urban areas).
SS.6.17	Determine the time of specific world locations using a world time zone map.
SS.6.18	Locate the major waterways of North America, South America, Europe and the Middle East and examine their impact on transportation and trade (e.g., discuss how the opening of the Erie Canal contributed to the rise of cities in New York).

History	
SS.6.19	Demonstrate an understanding of the causes, key events and outcomes of World War I. • Explain the key events that led to the outbreak of World War I, including the rise of nationalism, imperialism and militarism. • Chart the sequence of events that led to the United States' entry into World War I. • Analyze the role of propaganda in influencing the United States to enter World War I. • Explain the outcomes and effects of World War I including the conditions and failures of the League of Nations and the Treaty of Versailles.
SS.6.20	Explain the global causes and effects of the Great Depression. • Identify the economic conditions around the world that existed following World War I. • Examine and categorize causes of the Great Depression worldwide. • Analyze the political response to the economic and social conditions of the Great Depression in the United States and Germany.
SS.6.21	Demonstrate an understanding of the causes, key events and outcomes of World War II.

	• Summarize the rise of totalitarian governments in Germany, Italy, Japan and the Soviet Union. • Examine the political and economic transformation of Western and Eastern Europe after World War II, identifying the significance of the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization (NATO), the United Nations, the Warsaw Pact and the European Economic Community. • Analyze the role of appeasement and isolationism as an attempt to avoid war. • Analyze the role of strong leadership during the war and critique their responses to the conflict. • Investigate the role of the United States in World War II. • Cite evidence of the human rights violations during times of war. • Illustrate the US civilian response on the home-front to the war (e.g., "Rosie the Riveters," victory gardens, rationing, etc.).
SS.6.22	Demonstrate an understanding of global developments following World War II including the impact of the Cold War on the world. • Cite evidence of the United States' and Soviet Union's dominance as superpowers following World War II. • Outline the US policy of containment and the social effects of this policy. • Summarize the events of the Cold War (e.g., Korean conflict, Vietnam, Cuban Missile Crisis and Space Race). • Describe the Soviet Union's domination of Eastern Europe, the rise of the Communist party in China and the building of the Berlin Wall. • Analyze the role of strong leadership in ending the Cold War. • Debate the pros and cons of the impact of nuclear power and analyze how it might relate to the issue of atomic weapons.
SS.6.23	Identify the key figures, events and philosophies of the US Civil Rights Movement. • Trace the development of Civil Rights for minority groups in the United States (e.g., women and African Americans). • Identify key figures and key events in movements for civil rights.
SS.6.24	Demonstrate an understanding of the causes and effects of the world conflicts in the late 20th and early 21st centuries. • Analyze the role of natural resources in Middle Eastern conflicts. • Describe the role of geo-politics in historic events. • Identify the key figures in Middle Eastern conflicts and investigate the US reaction to these events (e.g., Saddam Hussein, Osama bin Laden, terrorism, 9/11, wars in Iraq and Afghanistan).

Seventh Grade Standards

Seventh Grade Social Studies focuses on the impact of the human/ environmental interaction in ancient civilizations, the rise of the European nations, and the Age of Imperialism. Students will learn about geographic regions through geography skills development. Economic knowledge will build to include the growth of mercantilism and the rise of the middle class. Students will classify and compare various forms of government and the relationship of nationalism and patriotism to those governments.

Civics	
SS.7.1	Classify and compare various forms of government through the Age of Imperialism (e.g.,

	democracy, republic, absolute monarchy, constitutional monarchy, oligarchy, dictatorship, theocracy and parliamentary system).
SS.7.2	Recognize and examine patriotism and nationalism.
SS.7.3	Compare and contrast the roles, rights and responsibilities of free men, women, children, slaves and foreigners across time in various civilizations. (e.g., ancient civilizations, medieval times, and nation states).
SS.7.4	Examine current world events to evaluate how the global landscape has changed over time.

Economics	
SS.7.5	Summarize and give examples of basic economic terms (e.g., barter, supply, demand, trade, interdependence, currency and scarcity).
SS.7.6	Differentiate between goods and services.
SS.7.7	Compare the incentives of various countries to explore and settle new lands.
SS.7.8	Trace how the emergence of traditional economies led to the development of mercantilism and the rise of the middle class.
SS.7.9	Examine and draw conclusions about how the effects of natural and human events influence an economy (e.g., environmental disasters, diseases and war).
SS.7.10	Research and investigate how natural resources impact the economy.

Geography	
SS.7.11	Use correct geographic terminology (e.g., absolute and relative location, latitude, longitude, equator, prime meridian, time zones and physical features of the earth) to draw conclusions about information on a variety of maps, graphs and charts.
SS.7.12	Identify, locate, and draw conclusions about information on a variety of maps (e.g., seven continents, bodies of water, countries, cities, climate regions, transportation routes and natural resources).
SS.7.13	Analyze the impact of cultural diffusion on a variety of regions.
SS.7.14	Examine and summarize the effects of human/environmental interaction.
SS.7.15	Evaluate the effects of physical geography and the changing nature of the earth's surface on transportation, culture, economic activities and urban areas.
SS.7.16	Compare and contrast the geographic factors that contributed to the rise of early civilizations and native cultures.

History	
SS.7.17	Demonstrate an understanding of the ancient civilizations. • Identify the leaders and distinguish the basic principles and philosophies of the major religions in the world as they emerged and expanded. • Identify the contributions and influences of ancient civilizations and categorize the factors that led to their fall (e.g., philosophy, architecture, civics, literature, the arts, science and mathematics).
SS.7.18	Demonstrate an understanding of the Middle Ages. • Analyze the rise of the European nation states and monarchies (e.g., feudalism, peasants, serfs, manorial system and centralized power). • Trace the course of the Crusades and the introduction of Asian and African ideas to Europe. • Discuss the preservation of ancient Greek and Roman learning and traditions,

	architecture and government.
SS.7.19	Demonstrate an understanding of the impact the Renaissance and Reformation had on the world. • Summarize the origins and contributions of the Italian Renaissance and its spread throughout Europe (e.g., art, architecture, literature and music). • Identify key figures, causes and events of the Reformation and the Counter Reformation.
SS.7.20	Demonstrate an understanding of imperialism throughout the world. • Summarize the establishment of colonies in Africa, Asia, the Americas and Oceania. • Examine the development of triangular trade and illustrate its impact on the world.

Eighth Grade Standards

Eighth Grade West Virginia Studies engages students in the comprehensive study of West Virginia, from the Pre-Columbian period to the present day. Special emphasis is placed on the interdependence of geographic, cultural, political, environmental and economic factors affecting the development and future of the state. Students develop empathy for citizens worldwide as they demonstrate connections and loyalty to homeland. Students are actively engaged citizens of their school and community and develop national and global civic perspective and responsibility. Students become economically literate to understand West Virginia's global connectivity in the marketplace both as a producer and a consumer of international goods and services. Students synthesize their information to predict the future development and evolution of their state.

Civics	
SS.8.1	Demonstrate patriotism through the planning, participation and observance of important anniversaries and remembrances (e.g., Pearl Harbor, Veterans' Day, Constitution Day and Patriots Day).
SS.8.2	Evaluate how citizens can influence and participate in government at the local, state and national levels and assume the role of an active citizen participating in the democratic process (e.g., lobbying, voting, community service, letter writing and school elections).
SS.8.3	Identify, analyze and evaluate the responsibilities, privileges and rights of citizens of the state of West Virginia found in the state and national constitutions.
SS.8.4	Differentiate between the division of powers and responsibilities for each of the executive, legislative and judicial branches of the United States and West Virginia governments, describe the system of checks and balances, and explore local forms of government. • Analyze the functions and jurisdictions of the federal, state, local and special courts (e.g., United States Supreme Court, state supreme court, circuit courts, magistrate courts and family courts). • Cite the elected officials at the national, state and local levels, the constitutional requirements for election and responsibilities of each office. • Explain the amendment process of the *West Virginia Constitution*, give examples of amendments, and explain their purpose. • Explain the process of how a bill becomes a law in West Virginia. • Identify and explain the various types of elections in West Virginia (e.g., primary/general, state/local and partisan/non-partisan). • Compare and contrast the relationship and function of local, county, state and national governments.

SS.8.5	Predict the outcome of selected proposed bills in a current legislative session and assume the role of a lawmaker in a mock legislature to pass a bill into law.

Economics	
SS.8.6	Evaluate West Virginia's role in the global economy as it relates to natural resources and national/ international business and trade.
SS.8.7	Correlate West Virginia economic conditions with the effects on its citizens (e.g., employment, population, migration and health).
SS.8.8	Analyze the impact of absentee ownership, renewable and nonrenewable natural resources, labor unionization and the development of infrastructure on the economic growth of West Virginia (e.g., railroad, major highways, internet and cellular service).
SS.8.9	Research and cite industries and products that are vital to the economy of the four regions of West Virginia both past and present, and categorize the related occupations (e.g., tourism, coal, glass, timber, chemical, oil, natural gas, agriculture service industries and gaming).
SS.8.10	Identify major sources of revenue and their use by West Virginia state and local governments (e.g., property tax, income tax, licenses, excise tax, severance tax, levies/bonds, gaming and lottery).
SS.8.11	Compare and contrast the effects of technological/industrial advances as they relate to economy vs. environment and their effects on the demographic profile of West Virginia (e.g., entrepreneurial businesses, agriculture, tourism, education, interstate commuters, mining and natural gas).
SS.8.12	Examine financial aid planning opportunities and programs to help students and families make sound college savings decisions. • Differentiate between the categories of financial aid (merit-based assistance, need-based assistance, grants, scholarships, work study, loans, self-help aid). • Explore West Virginia's SMART 529 program and other college saving plans. • Create a Financial Aid and College Savings Plan utilizing free resources such as CFWV's Financial Aid Calculators, Scholarship Finder, and Financial Aid Wizard. • Construct a personal budget that includes college savings.

Geography	
SS.8.13	Label the four major physical geographic regions, major rivers, landforms, natural/manmade borders, points of interest and bordering states on selected maps.
SS.8.14	Identify the 55 counties and major cities of West Virginia on a map and explain the reason for the development of the major cities in their respective locations.
SS.8.15	Investigate climate, landforms, natural resources and population density in West Virginia's geographical regions using special purpose maps and evaluate the impact of people's lives and settlement patterns using Geographical Information Systems, topographical maps, climate and census maps.
SS.8.16	Illustrate how technological advances have affected the cultural isolation of West Virginia (e.g., worldwide web, satellite communications, electronic devices and social media).
SS.8.17	Analyze the geographic factors that led to development of agricultural, coal, glass, chemical, metallurgic and tourism industries in West Virginia (e.g., floods and coal mining disasters).
SS.8.18	Identify West Virginia's exact and relative location on a variety of maps and globes by using correct geographic vocabulary and graphic displays (e.g., neighboring states, Tropic of

	Capricorn, time zones and Equator).
SS.8.19	Identify the nine distinct tourist regions in the state of West Virginia and analyze which geographic factors influence each region.

History	
SS.8.20	Demonstrate an understanding of the settlement of Western Virginia and the United States by Native Americans and Europeans. • Differentiate between the cultures and daily life of the Native Americans. • Summarize the history of European exploration and settlement in western Virginia from the first endeavor of John Lederer through the settlement period including Morgan and other important explorers and settlers. • Explain the role of western Virginia in the French and Indian War.
SS.8.21	Demonstrate an understanding of the American Revolution, including western Virginia's part in the development of the nation. • Compare and contrast the perspectives and roles of different western Virginians during the American Revolution including those of political leaders, soldiers, patriots, Tories/Loyalists, women and Native Americans. • Identify the key conflicts, battles and people of the American Revolution in western Virginia and their effects on the area (e.g., Battle of Point Pleasant, Siege of Fort Henry, Attacks at Fort Randolph and Fort Donnally). • Summarize events related to the adoption of Virginia's constitutional conventions, the role of western Virginia and its leaders in the Continental Congress, and the ratification of the *U.S. Constitution.* • Explain the economic and political tensions between the people of western and eastern Virginia including the economic struggles of both groups following the American Revolution and their disagreement over representation.
SS.8.22	Demonstrate an understanding of the American Civil War including its causes, effects and the major events that led to West Virginia statehood. • Explain the effect of key events leading to western Virginia's separation from Virginia after secession (e.g., First and Second Wheeling Conventions and John Brown's Raid). • Describe the moral, ethical and legal tensions that led to the creation of the new state of West Virginia and how these tensions were resolved (e.g., Virginia vs. West Virginia 1871). • Compare and contrast the military strategies of the North and South with regard to specific events and geographic locations in West Virginia (e.g., the Battle of Philippi, Rich Mountain, Droop Mountain, Battle of Scary Creek and Battle of Carnifex Ferry). • Identify significant contributions of men and women of West Virginia during the Civil War and identify the roles of ethnic and racial minorities.
SS.8.23	Demonstrate an understanding of major social, political and economic developments that took place in West Virginia during the second half of the nineteenth century. • Identify the types of transportation that facilitated the growth of West Virginia. • Compare and contrast the *West Virginia Constitutions* of 1862 and 1872. • Summarize the changes that occurred in West Virginia agriculture and industry during the late nineteenth century, including changes in family life in various regions and the growth of industry.

	• Explain the significance of increased immigration into the United States in the late nineteenth century to West Virginia, including cultural and economic contributions of immigrants, opportunities and struggles experienced by immigrants, increased racial hostility and the effect of racial and ethnic diversity on national identity.
SS.8.24	Demonstrate an understanding of West Virginia's development during the early twentieth century. • Analyze the evolution of the labor movement in West Virginia. • Summarize the progressive reform movement in West Virginia (e.g., child labor laws, Prohibition, improvements to roads, hospitals, libraries, tax reforms, changes to local government systems and the roles of significant individuals and groups). • Summarize the political, social and economic situation in West Virginia following World War I, including progress in suffrage for women, improvements in daily life in urban/rural areas, Roaring 20's and developments in industry. • Explain the effects of the Great Depression and the lasting impact of New Deal programs on West Virginia, including the Homestead Projects.
SS.8.25	Demonstrate an understanding of West Virginia's development during the mid-twentieth century. • Summarize the significant aspects of the economic and industrial growth experienced by West Virginia during World War II (e.g., chemical industry, steel industry and coal industry). • Evaluate the sequence and analyze the impact of contemporary social, economic and technological developments on people and culture in West Virginia. • Identify the labor/management strategies that have affected West Virginia's economy (e.g., strikes, boycotts, yellow-dog contracts, injunctions and lock-outs). • Explain the economic, social, and political impact of twentieth century events on West Virginia (e.g., school integration, Civil Rights Movement, Cold War and Vietnam).
SS.8.26	Demonstrate an understanding of West Virginia in the modern era. • Compile lists of fairs and festivals in West Virginia that can be attributed to the influence of various cultural groups who have settled in the state, explaining the heritage of the fair or festival and its significance to the preservation of West Virginia history. • Analyze the economic, social and political impact of the late twentieth century and twenty-first century events on West Virginia (e.g., terrorism, Gulf War, Iraq War and War in Afghanistan).

Social Studies Indicators Grades 9-12

All West Virginia teachers are responsible for classroom instruction that integrates content standards, foundational skills, literacy, learning skills and technology tools. Students in high school will advance through a selection of courses to become more prepared for the challenges of college and career along with a third critical element, preparation for civic life. The following chart represents the components of social studies that will be developed in grades 9-12. ***The High School Social Studies course sequence may be prescribed at the county level. Please see West Virginia Board of Education Policy 2510 for a list of required social studies courses. Civics and Contemporary Studies must have one of the U.S. Studies courses as a prerequisite.***

9-12 Social Studies Indicators	
• Develop questions through investigations. • Apply disciplinary concepts and tools. • Evaluate sources and use evidence. • Communicate conclusions and take informed action.	
Civics	**Economics**
• Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. • Analyze the roles of citizens in the U.S. political system. • Explain how the *U.S. Constitution* establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested. • Critique relationships among governments, civil societies, and economic markets. • Evaluate the social and political systems that, in different contexts, times, and places, promote civic virtues and demonstrate democratic principles. • Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. • Evaluate multiple procedures for making governmental decisions at all levels. • Analyze how people use and influence local, state, national, and international laws in order to address a variety of public issues. • Evaluate public policies in terms of intended and unintended outcomes, and their related consequences. • Analyze historical, contemporary, and emerging means of changing societies, while	• Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. • Evaluate the extent to which competition among sellers and among buyers exists in specific markets. • Describe the consequences of competition. • Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes. • Describe the roles of banks and other financial institutions. • Describe the roles institutions play in such things as clearly defined property rights and the rule of law in a market economy. • Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions. • Use key economic indicators to analyze the current and future state of the economy. • Evaluate the selection of monetary and fiscal policies in a variety of economic conditions. • Explain why advancements in capital goods and human capital increase economic growth and standards of living. • Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resources and income distribution in

still promoting the common good, and protecting rights.	various nations.
Geography	**History and Literacy**
• Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics. • Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics. • Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them. • Evaluate how past political and economic decisions have influenced cultural and environmental characteristics of various places and regions. • Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions. • Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices. • Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population. • Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries. • Evaluate the effects of human-made and natural catastrophes on global trade, politics, and human migration.	• Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. • Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. • Analyze how historical contexts shaped and continue to shape people's perspectives. • Analyze the ways in which the perspectives of those writing history shaped the history that they produced. • Explain how the perspectives of people in the present shape interpretations of the past. • Analyze the relationship between historical sources and the secondary interpretations made from them. • Detect possible limitations in various kinds of historical evidence and differing secondary interpretations. • Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources. • Critique the validity of the historical sources used in a secondary interpretation. • Distinguish between long-term causes and triggering events in developing a historical argument. • Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. • Critique the central argument in secondary works of history on related topics in multiple media in terms of their historical accuracy. • Read and comprehend history/social studies texts at or above grade level text complexity band independently and proficiently. • Write informative/explanatory texts, including the narration of historical events. • Conduct short, as well as more sustained, research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry

	when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

World Studies

World Studies engages students in the study of the development and evolution of the historic, economic, geographic, political and social structures of the cultural regions of the world from the dawn of civilization to the Twentieth Century. Special attention is given to the formation and evolution of societies into complex political and economic systems. Students are engaged in critical thinking and problem-solving skills using maps, spreadsheets, charts, graphs, text and other data from a variety of credible sources. Students synthesize the information to predict events and anticipate outcomes as history evolves through the ages.

Civics	
SS.W.1	Describe the roles of citizens and their responsibilities (e.g., prehistoric societies, river civilizations, classical civilizations, feudal systems, developing nation states and neo-feudal systems).
SS.W.2	Analyze and connect the status, roles and responsibilities of free men, women, children, slaves and foreigners across time in various civilizations.
SS.W.3	Analyze and evaluate various ways of organizing systems of government in order to illustrate the continuity and change in the role of government over time (e.g., Hammurabi's Code, the Twelve Tables of Rome, Justinian Code, *Magna Carta*, *English Bill of Rights*, *Articles of Confederation* and the *U.S. Constitution*).
SS.W.4	Compare and contrast political ideologies in order to analyze the evolving role of government in world affairs prior to the year 1900 (e.g., democracies, republics, dictatorships, various types of monarchies, oligarchies, theocracies and parliamentary systems).
SS.W.5	Research and categorize multiple current and historical world aid organizations and assess the importance of global volunteerism as a 21st century citizen (e.g., Amnesty International, Doctors Without Borders, Human Rights Campaign, International Red Cross, Invisible Children, Peace Corps, etc.).

Economics	
SS.W.6	Examine and illustrate the trade patterns (e.g., resource allocation, mercantilism and other economic systems) of regions of the world across time and explain their significance to the evolution of global economics.
SS.W.7	Identify types of exchange systems (e.g., barter, money) and the role forms of currency play in acquiring goods and services.
SS.W.8	Analyze the importance of family, labor specialization and regional commerce in the development of global trade systems.
SS.W.9	Define scarcity, demonstrate the role of opportunity costs in decision making, and examine economic reasons for the rise and fall of civilizations (e.g., Roman Empire, the Crusades and Imperialism).

Geography	

SS.W.10	Use different types of maps, terminology, and geographic tools to analyze features on Earth to investigate and solve geographic questions.
SS.W.11	Explain how altering the environment has brought prosperity to some places and created environmental dilemmas for others.
SS.W.12	Apply geography skills to help investigate issues and justify possible resolutions involving people, places and environments.
SS.W.13	Explain how migration of people and movement of goods and ideas can enrich cultures, but also create tensions.
SS.W.14	Explain how the uneven distribution of resources in the world can lead to conflict, competition or cooperation among nations, regions, and cultural groups.
SS.W.15	Use maps, charts and graphs to depict the geographic implications of world events.

History	
SS.W.16	Demonstrate an understanding of prehistory, the concept of change over time and the emergence of civilization. • Analyze the interaction of early humans with their environment and evaluate their decisions (e.g., hunting, migration, shelter, food and clothing.) • Detail and predict the causes and effects of the Agricultural Revolution.
SS.W.17	Demonstrate an understanding of ancient river civilizations and the ways in which early civilizations evolve. • Compare and contrast the causes and effects of the rise and decline of ancient river valley civilizations. • Investigate and detail the various components of culture and civilization including customs, norms, values, traditions, political systems, economic systems, religious beliefs and philosophies in ancient river civilizations.
SS.W.18	Demonstrate an understanding of classical civilizations and the influence of those civilizations across time and space. • Compare and contrast the causes and effects of the rise and decline of classical civilizations. • Analyze the impact of religion on classical civilizations, including the rise and growth of Christianity and Hinduism, and the effects of their beliefs and practices on daily life, changes that occurred as a result of Buddhist teachings, and the influence of a variety of religions on culture and politics.
SS.W.19	Demonstrate an understanding of Middle Age societies and the influence of those societies on the history of the world in areas of social, political and economic change. • Investigate and explain the influence of the Byzantine Empire, including the role the Empire played in preserving Hellenistic (Greek) learning. • Summarize the functions of feudalism and manorialism in Europe, China and Japan (including the creation of nation-states) as feudal institutions helped monarchies centralize power. • Outline the origins of religion in the Middle East and the changing role of women in that region through to the modern (or contemporary) period. • Identify and evaluate the individual, political, religious and economic roles in medieval society. • Analyze the social, political and economic upheaval and recovery that occurred in Europe during the Middle Ages, including the plague and the subsequent population decline, the predominance of religion and the impact of the crusades.

	• Summarize the economic, geographic and social influences of African and trans-Saharan trade, including education and the growth of cities. • Examine and assess the effects of warfare on society during the Middle Ages.
SS.W.20	Demonstrate an understanding of the changes in society because of the Renaissance, Reformation, Age of Exploration and the Enlightenment. • Compare the impacts of the Renaissance on life in Europe (e.g., Humanism, art, literature, music and architecture). • Analyze the religious reformations and their effects on theology, politics and economics. • Summarize the origins and contributions of the scientific revolution. • Explain how European needs/wants for foreign products contributed to the Age of Exploration. • Explain the ways that Enlightenment ideas spread through Europe and their effect on society (e.g., John Locke, Voltaire, Jean-Jacques Rousseau and Baron de Montesquieu.)
SS.W.21	Demonstrate an understanding of the global political environment of the sixteenth through the nineteenth centuries. • Explain the long-term effects of political changes because of the emergence of strong monarchial governments. • Describe the Agricultural and Industrial Revolutions and determine their impact on the evolution of society. • Analyze the causes and effects of political revolutions and determine their impact on the formation of governments and on the citizens of a society (e.g., French, Italian, German, Latin America, etc.). • Illustrate the significant political, commercial and cultural changes that took place in China. • Compare the political actions of European, Asian and African nations in the era of imperial expansion. • Assess the impact of colonization on both the mother countries and their colonies. • Explain the causes and effects of political, social and economic transformation in Europe in the nineteenth century, including the significance of nationalism, the impact of industrialization on different countries and the effects of democratization.

United States Studies

Tenth Grade United States Studies examines the evolution of the *U.S. Constitution* as a living document and the role of participatory democracy in the development of a rapidly changing technological society. This study of the United States is an examination of the formative years from the colonization of what would be the United States to its transformation as a dominant political and economic influence in the world at the beginning of the twentieth century. Special emphasis is placed on how the challenges of settling expansive and diverse physical environments were met by a culturally diverse population.

Civics	
SS.US.1	Evaluate, then defend, the importance of the fundamental democratic values and principles of U.S. constitutional democracy. Consider conflicts between individuals, communities and nations, liberty and equality, individual rights and the common good,

	majority rule and minority rights, and the rule of law vs. ethics (e.g., civil disobedience).
SS.US.2	Define the duties of citizens that are necessary to preserve US democracy (e.g., become informed and active in a democracy-through jury duty, paying taxes, public forums (local, state, and/or federal), voting and conscription.).
SS.US.3	Identify the issues regarding the evolution of United States citizenship and evaluate responsibilities and rights of United States citizens (e.g., landownership, race, gender and age).
SS.US.4	Examine, select and participate in a volunteer service or project.

Economics	
SS.US.5	Trace economic development throughout U.S. history (e.g., Colonial period, Revolutionary War, Westward Expansion, Civil War and late 19th /early 20th Centuries) and identify the role of market factors in the settlement of the United States and the development of the free enterprise system.
SS.US.6	Explain the ideas, values and practices in the Federalist-Anti-Federalist debate, Bank of the U.S. issue, and evaluate their effects on the formation and direction of the nation's economy.
SS.US.7	Differentiate economic policy in the United States during each era (e.g., Colonial period, Revolutionary, Westward Expansion, Civil War and late 19th /early 20th Centuries) through types of taxes, taxation controversies, the effects of foreign trade and tariff policies.
SS.US.8	Critique the cause and effect relationship between the labor movement, industrialization and urbanization in the United States.
SS.US.9	Analyze the effects of mercantilism and triangular trade on the emergence of colonial economies (e.g., goals of mercantilism, the mother country's interests vs. colonial interests, regional economies, agriculture vs. manufacturing, colonial products and raw materials, and transition from mercantilism to free enterprise capitalism).
SS.US.10	Explain the concept of capitalism and compare the basic components of other economic systems.

Geography	
SS.US.11	Apply correct vocabulary and geographic tools to determine and illustrate geographic concepts (e.g., major meridians of longitude and parallels of latitude, physical features, landforms, bodies of water, climatic regions, states and their capitals and relative and exact location).
SS.US.12	Determine the most appropriate maps and graphics in an atlas for analyzing geographic issues regarding the growth and development of the United States (e.g., topography, movement of people, transportation routes, settlement patterns, growth of population and cities, etc.).
SS.US.13	Interpret how people express attachment to places and regions (e.g., by reference to essays, novels, poems, short stories, feature films and songs)
SS.US.14	Evaluate the impact of health and cultural considerations on the quality of life over different historical time periods (e.g., Colonial America, westward movement, late 19th and early 20th centuries and impact of epidemics).
SS.US.15	Analyze the characteristics of cultural contributions of Native Americans, African Americans, Hispanics and all immigrants (e.g., Germans, Italians, Irish, etc.) to the new nation.
SS.US.16	Analyze the impact of the environment, including the location of natural resources, on

	immigration and settlement patterns throughout U. S. history.
SS.US.17	Analyze the ways in which physical and cultural geography have influenced significant historic events and movements.

History	
SS.US.18	Demonstrate an understanding of the European settlement of North America. • Trace the emergence of England as a global colonial power beginning in 1588. • Compare the progress of Jamestown and Plymouth colonies. • Identify and examine European colonial rivalries (e.g., conflicting land claims, empire building, etc.). • Summarize the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political and economic differences.
SS.US.19	Demonstrate an understanding of the establishment of the United States as a new nation. • Explain the impact of the *Declaration of Independence* and the American Revolution on the American colonies and the world. • Explain the strengths and weaknesses of government under the *Articles of Confederation*. • Summarize events leading to the creation of the *U. S. Constitution* (e.g., country's economic crisis, Shay's Rebellion and purpose outlined in the Preamble). • Explain fundamental principles and purposes of the *U.S. Constitution* and the *Bill of Rights* (e.g., through the *Magna Carta*, the *English Bill of Rights*, colonial charters and the political philosophies of the Enlightenment). • Trace the emergence of the American two party political system (Federalists-Anti-Federalists, election of 1800, etc.). • Compare and contrast the position of the political parties and leaders on a variety of issues (e.g., economic development, territorial expansion, political participation, individual rights, states' rights, slavery and social reforms). • Analyze the impact of United States Supreme Court decisions (e.g., *Marbury* v. *Madison*, *McCulloch* v. *Maryland*, *Dred Scott* v. *Stanford* and *Plessy* v. *Ferguson*).
SS.US.20	Demonstrate an understanding of westward movement and the resulting regional conflicts that took place in America in the nineteenth century. • Explain the impact and challenges of westward movement, (e.g., people's motivations for moving west, railroad construction and the displacement of Native Americans). • Trace land acquisitions and their significance as the U. S. expanded. • Summarize United States relations with foreign powers (e.g., Louisiana Purchase, Monroe Doctrine, Manifest Destiny and the Mexican War). • Compare economic development in different regions of the country during the early nineteenth century (e.g., agricultural South, industrial and financial North, and the development of new resources in the West). • Examine and evaluate the reform period prior to the U.S. Civil War (e.g., abolition, women's suffrage, religious principals, etc.).
SS.US.21	Demonstrate an understanding of the causes and the course of the Civil War and Reconstruction in America. • Analyze the social, political and cultural characteristics of the North, the South and the West before and after the Civil War (e.g., the lives of African Americans, social

	reform, Patriotism, Nationalism, labor force, etc.). • Explain how the political events and issues that divided the nation led to civil war (e.g., compromises reached to maintain the balance of free and slave states, successes and failures of the abolitionist movement, conflicting views on states' rights and federal authority, emergence of the Republican Party and election of 1860). • Examine and identify the cause and effect of the formation of the Confederate States of America. • Outline the course and outcome of the Civil War (e.g., the role of African American military units, the impact of the Emancipation Proclamation, and the social, political and economic impact on the South following the Civil War). • Evaluate effects of Reconstruction on the nation (e.g., the roles of the Civil War Amendments, Radical Republicans, etc.). • Summarize the progress and impact made by various groups in society (including African-Americans, women, immigrants, etc.) during Reconstruction. • Trace societal changes in the United States brought about by the end of Reconstruction (the Freedmen's Bureau, educational reform, political opportunity, new trends in legislation, Jim Crow laws and the rise of anti–African American factions).
SS.US.22	Demonstrate an understanding of changes that took place at the end of the 19th Century in the United States. • Analyze the developments in business and industry including the emergence of new industries and the rise of corporations through monopolies and mergers. • Examine the effects of technological change on the United States (e.g., agriculture, transportation, industry, labor and society). • Investigate the various periods and movements at the end of the nineteenth century. (e.g., the Gilded Age, the Populist movement, the Progressive Era, labor movement, continuation of the women's suffrage movement, etc.). • Examine and identify the goals and accomplishments of reformers and reform movements (e.g., women's rights, minorities, temperance, prisons, hospitals, schools, etc.). • Explain the transformation of America from an agrarian to an industrial economy, including the effects of mechanized farming and the expansion of international markets. • Assess the impact of urbanization and immigration on social, economic and political aspects of society in the United States in the late nineteenth century. (e.g., labor, agriculture, ethnic neighborhoods, African Americans, immigrants, women and children).
SS.US.23	Demonstrate an understanding of global developments that influenced the United States' emergence as a world power in the early twentieth century. • Evaluate the impact of United States foreign policy on global affairs (e.g., Open Door Policy and presidential programs of Taft, Roosevelt, and Wilson, such as Big Stick Diplomacy, Dollar Diplomacy and Moral Diplomacy). • Analyze the development of American expansionism, including the shift from isolationism to intervention and the economic and political reasons for imperialism. • Investigate and explain the impact of the Spanish-American War on the United

	States as a world power, including locations of expansion and the changing image of the United States by the global community. • Investigate the impact of technological advances and innovation in the early twentieth century both in the United States and the world (e.g., telephone, automobiles, flight, transportation, weapons and medical advances). • Analyze and explain how political, social and economic factors influenced American involvement in World War I (e.g., treaties, alliances and nationalism).

United States Studies - Comprehensive

United States Studies - Comprehensive examines the evolution of the *U.S. Constitution* as a living document and the role of participatory democracy in the development of a rapidly changing technological society. This study of the United States is an examination of the formative years from the colonization of what would be the United States to present day. Teachers will engage students in critical thinking and problem-solving skills as students learn and work with factual historical content, geography, civics, economics and other social studies concepts.

Civics	
SS.USC.1	Identify the issues regarding the evolution of United States citizenship and evaluate responsibilities and rights of United States citizens (e.g., landownership, race, gender and age).
SS.USC.2	Evaluate, then defend the importance of the fundamental democratic values and principles of U.S. constitutional democracy in a global context including conflicts between individuals, communities and nations: • liberty and equality • individual rights and the common good • majority rule and minority rights • The rule of law and ethics (e.g., civil disobedience) • patriotism
SS.USC.3	Compare various citizens' responses to controversial government policies and actions by monitoring and debating government decisions, and create a cooperative and peaceful solution to controversial government policies and actions.
SS.USC.4	Analyze multiple media sources and their influence on public opinion and policy issues.
SS.USC.5	Evaluate court cases essential to fundamental democratic principles and values (e.g., *Brown* v. *BOE Topeka*, *Miranda* v. *Arizona*, *Roe* v. *Wade*, *Mapp* v. *Ohio*, *Schenck* v. *U.S.*, and *Doe* v. *Holder* (P.A.T.R.I.O.T. Act).
SS.USC.6	Select and participate in a volunteer service or project with a community or Veteran's organization (e.g., American Legion, Veterans of Foreign Wars, Women Veterans of America, Ronald McDonald House, Special Olympics, 4-H, etc.).

Economics	
SS.USC.7	Trace economic development throughout U.S. History (e.g., Colonial period, Revolutionary War, Westward Expansion, Civil War and late 19th /early 20th Centuries) and identify the role of market factors in the settlement of the United States and the development of the free enterprise system.
SS.USC.8	Critique the cause and effect relationship between the labor movement, industrialization and urbanization in the United States.

SS.USC.9	Apply the concept of supply and demand in various historic events as a cause of economic turmoil.
SS.USC.10	Analyze the causes and consequences of the United States' national debt and its effect upon world economic systems.
SS.USC.11	Assess how various executive initiatives and legislative acts have influenced the United States' economy (e.g., Fourteen Points, New Deal, Domino Theory, Great Society, Space Race and Strategic Defense Initiative).
SS.USC.12	Cite evidence of the economic and cultural impact of advertising and the growth of consumerism (e.g., differentiate between wants and needs).
SS.USC.13	Identify various developed countries (MDC) and developing countries (LDC) and evaluate their GDP to determine the standard of living of their citizens (e.g., health care, education, military, industrial and agricultural capabilities).

Geography	
SS.USC.14	Apply correct vocabulary and geographic tools to determine and illustrate geographic concepts (e.g., major meridians of longitude and parallels of latitude, physical features, landforms, bodies of water, climatic regions, states and their capitals, and relative and exact location).
SS.USC.15	Determine the most appropriate maps and graphics in an atlas for analyzing geographic issues regarding the growth and development of the United States (e.g., topography, movement of people, transportation routes, settlement patterns, growth of population and cities, etc.).
SS.USC.16	Evaluate the impact of health and cultural considerations on the quality of life over different historical time periods.
SS.USC.17	Analyze the characteristics of cultural contributions of Native Americans, African Americans, Hispanics and all immigrants (e.g., Germans, Italians, Irish, etc.).
SS.USC.18	Analyze the ways in which physical and cultural geography have influenced significant historic events and movements.
SS.USC.19	Evaluate the changing boundaries of world maps as a result of wars.

History	
SS.USC.20	Demonstrate an understanding of the European settlement of North America. • Compare and contrast the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political, and economic differences (i.e. Proclamation of 1763, French and Indian War). • Identify and examine European colonial rivalries and the centralization British control.
SS.USC.21	Demonstrate an understanding of the establishment of the new Republic. • Trace the major events leading to the American Revolution including the writing of the *Declaration of Independence*. • Examine the contributions of key individuals in the development of the Republic. • Determine the strengths and weaknesses in the *Articles of Confederation* and how their failure led to the development of the *U.S. Constitution*. • Compare and contrast political ideologies and sectional differences in the development of the *U.S. Constitution* (e.g. economic development, slavery, and social reforms).
SS.USC.22	Demonstrate an understanding of westward movement and land acquisition.

	• Examine the consequences of the expansion of the republic on the native population. • Summarize the United States' relations with foreign powers (e.g. Louisiana Purchase, War of 1812, Monroe Doctrine, Manifest Destiny and the Mexican-American War.) • Compare and contrast the social, economic, and political development in different regions of the country during the antebellum period.
SS.USC.23	Demonstrate an understanding of the course of the American Civil War and Reconstruction in America. • Identify and analyze the events which led to the secession of the south from the Union and the formation of the Confederate States of America. • Trace the major events of the Civil War and evaluate the impact of political and military leadership during the war. • Evaluate short-term and long-term effects of Reconstruction on the nation (e.g. Civil War Amendments, radical republicans, Jim Crow).
SS.USC.24	Demonstrate an understanding of the industrialization and reform movements. • Analyze the contributions of business, industry, and entrepreneurs in the late 19th/early 20th century. • Compare and contrast the societal, economic and population shifts in the United States in the late 19th century (i.e. Agrarian to Industrial, rural to urban, labor vs. industry, immigration, migration). • Identify the goals and accomplishments of reformers and reform movements (e.g. women's rights, minorities, labor, temperance, Progressivism etc.)
SS.USC.25	Demonstrate an understanding of the United States' emergence as a world power. • Evaluate the impact of United States foreign policy on global affairs (e.g., Open Door Policy, Good Neighbor Policy, Big Stick Diplomacy, Dollar Diplomacy, and Moral Diplomacy). • Trace the shift from isolationism to intervention and imperialism (e.g. Spanish-American War, annexation of Hawaii, development of the Panama Canal). • Analyze and explain how political, social, and economic factors influenced American involvement in World War I (e.g., treaties, alliances, and nationalism). • List and explain underlying causes, major players, and the effects of World War I.
SS.USC.26	Demonstrate an understanding of the Great Depression and the New Deal. • Examine causes of the stock market crash and draw conclusions about the immediate and lasting economic, social, and political effects on the United States and the World. • Research the changing social values that led to the expansion of government in the 1920's & 1930's (e.g. constitutional amendments, New Deal legislation, etc.). • Investigate the different cultural movements during the late 1920's & 1930's.
SS.USC.27	Demonstrate an understanding of the events surrounding World War II. • Explain how the world economic crisis initiated worldwide political change. • Explore the causes and effects of World War II and describe the impact the war had on the world (e.g. failure of the Treaty of Versailles/League of Nations, militarism, nationalism, failure of appeasement). • Investigate the abuse of human rights during World War II (e.g. Japanese Internment, Holocaust, stereotypes, propaganda). • Identify contributions from the American-Homefront during the war (e.g. Rosie

	the Riveters, victory gardens, liberty bonds). • Analyze the long-term consequences of the use of atomic weaponry to end the war.
SS.USC.28	Demonstrate an understanding of Post - World War II America. • Compare and contrast the United States and the Soviet Union following WWII and their emergence as superpowers. • Identify social, technological, and political changes that occurred in the United States as a result of the tensions caused by the Cold War. • Trace the events of the Cold War and confrontations between the United States and other world powers.
SS.USC.29	Demonstrate an understanding of the social and political conflicts that brought forth an era of change in America. • Investigate key people, places, and events of the African-American Civil Rights Movement. • Research the various paradigm shifts during the 1950's, 1960's, & 1970's (e.g. counterculture, rock n' roll, women's rights, *Roe* v. *Wade*, shifts in technology). • Connect events to continued questions of trust in federal government (e.g., Watergate, Iran Contra and Pentagon Papers).
SS.USC.30	Demonstrate an understanding of America's continued role in the complex global community. • Evaluate the causes and effects of acts of foreign and domestic terrorism before and after 9/11. (e.g. Iran hostage crisis, 1993 World Trade Center, Oklahoma City, USS Cole, 2001 attacks on World Trade Center & Pentagon, PATRIOT Act, death of Osama bin Laden) • Identify the positive and negative consequences of the advancement of technology. • Evaluate and explain modern American policies (i.e., foreign and domestic), immigration, the global environment, and other current emerging issues.

Contemporary Studies

Contemporary Studies examines the interactions between the United States and the world from 1914 to present day. Teachers will engage students in critical thinking and problem-solving skills as students learn and work with factual historical content, geography, civics, economics and other social studies concepts. Maps, spreadsheets, charts, photographs, the arts, music, graphs, primary source documents, textbooks and data from a variety of credible electronic and non-electronic sources will be used to synthesize, analyze, interpret and predict outcomes. The concept of globalization is explored and evaluated through the careful analysis of the interactions (between or among) the United States and other nation states, helping students recognize the interdependencies of the United States and other countries. Teachers will provide a venue for students to examine factors that influence changing political and economic relationships and foreign policies between the United States and its world neighbors. The impact of world events on the individual citizen and the reciprocal impact of an individual citizen's actions, in the democratic process, on world events will be emphasized.

Civics	
SS.CS.1	Evaluate, then defend, the importance of the fundamental democratic values and

	principles of U.S. constitutional democracy in a global context including conflicts between individuals, communities and nations. • liberty and equality • individual rights and the common good • majority rule and minority rights • Rule of Law and ethics (e.g., civil disobedience) • patriotism
SS.CS.2	Justify the duties of citizens that are necessary to preserve global democracy. • public forums (local, national, and/or global) • analysis of voting apathy and resulting consequences • personal freedoms throughout the world • role of international government and non-government organizations (e.g., League of Nations and U.N.)
SS.CS.3	Analyze and apply ways U.S. and world conflicts can be resolved in a cooperative and peaceful manner.
SS.CS.4	Evaluate court cases essential to fundamental democratic principles and values (e.g., amendments since 1920, *Brown* v. *BOE Topeka*, *Miranda* v. *Arizona*, *Roe* v. *Wade* and the P.A.T.R.I.O.T. Act).
SS.CS.5	Select and participate in a volunteer service or project with a community or Veteran's organization (e.g., American Legion, Veterans of Foreign Wars, Women Veterans of America, Ronald McDonald House, Special Olympics, 4-H, etc.).

Economics	
SS.CS.6	Analyze the industrial organization of the American economy and connect its effects on the outcome of World War I and subsequent wars (e.g., loans, Lend/Lease Act, Marshall Plan and nuclear arms race).
SS.CS.7	Assess how various executive initiatives and legislative acts influence the United States economy (e.g., Fourteen Points, New Deal, Domino Theory, Great Society, Space Race and Strategic Defense Initiative).
SS.CS.8	Apply the concept of supply and demand in various historic events as a cause of economic turmoil (e.g., Prohibition, O.P.E.C, etc.).
SS.CS.9	Cite evidence of the economic and cultural impact of advertising and the growth of consumerism (e.g., differentiate between wants and needs).
SS.CS.10	Critique the competing ideologies of various economic systems (e.g., Capitalism, Socialism and Communism) and resulting world conflicts.
SS.CS.11	Analyze the causes and consequences of the United States' national debt and their effect upon world economic systems.
SS.CS.12	Identify various developed countries (MDC) and developing countries (LDC) and evaluate their GDP to determine the standard of living of their citizens (e.g., health care, education, military, industrial and agricultural capabilities).

Geography	
SS.CS.13	Analyze and evaluate the changing boundaries of world maps as a result of wars (e.g., Europe World War I, World War II, Cold War Era and Middle East conflicts).
SS.CS.14	Identify and locate the countries that enjoy topographical protection from invasion as opposed to countries that rely on political boundaries.
SS.CS.15	Use census data to analyze the demographics of population growth that lead to the

	exhaustion of resources and cultural conflict (e.g., water, agricultural land, energy and food supplies).
SS.CS.16	Connect how natural resources of various world regions impact foreign and economic policy decisions (e.g., Middle Eastern oil supplies and United States coal deposits, etc.).
SS.CS17	Hypothesize how human and environmental interactions pose a threat to mankind and the environment.

History	
SS.CS.18	Demonstrate an understanding of the events that illustrate the United States' emergence as a world power beginning in 1914. • Analyze United States isolationism, neutrality and entanglement in world affairs. • List and explain underlying causes, major players and the effects of World War I. • Explain the connection between the advancement of military technology and the massive casualties in World War I. • Compare and contrast idealism and realism by analyzing the Treaty of Versailles, Wilson's Fourteen Points and the subsequent failure of the League of Nations. • Make connections between relief efforts and interventions of the 1918 pandemic to modern global health concerns.
SS.CS.19	Demonstrate an understanding of society in the Roaring 20's by examining the changing cultural, economic, and political philosophies, and the ensuing consequences. • Outline activities and irregularities of both Wall Street and United States banking practices followed by attempted reform legislation. • Analyze the impact that the emerging independence of women (e.g., suffrage, double standard, flappers and employment opportunities) and immigration issues had on society. • Research the social issues that led to the passage of the 18th Amendment and the establishment of Prohibition, and discuss the factors that led to its repeal in the 21st Amendment (e.g. organized crime, Great Depression and changing social values). • Investigate literary, musical and artistic movements (e.g., Harlem Renaissance, jazz and the Lost Generation).
SS.CS.20	Demonstrate an understanding of the immediate and lasting economic, social and political effects caused by the Great Depression in the United States and throughout the world. • Assess the prolonged effects of the stock market crash upon the social and economic activities of the U.S. and the world. • Investigate the expansion of government with New Deal legislation and resulting deficit spending. • Explain how the world economic crisis enabled the growth of totalitarian governments (e.g., Fascism and Nazism). • Critique the role of sports, movies, radio and other forms of entertainment in the development of a new culture in America.
SS.CS.21	Demonstrate an understanding of the events surrounding World War II. • Explore how appeasement efforts such as the Munich Agreement (1938) failed to prevent war. • Examine and evaluate the suffering and human cost of the propaganda and genocide of the Nazi Holocaust. • Assess the Japan's motives for attacking Pearl Harbor and the attack's effect on the

	outcome of WWII. • Examine and identify the penalties of war faced by the Japanese in the United States and their homeland. • Identify the contributions from the home front during the war (e.g. Rosie the Riveters - "Rosies", victory gardens, war bond sales, wartime propaganda and opportunities for minorities). • Investigate and cite evidence about the significance of the events in the European and Pacific Theaters. • Hypothesize America's reasons for rebuilding war torn countries and trace the rationale and origins of cooperation that led to the creation of the United Nations.
SS.CS.22	Demonstrate an understanding of the competing ideologies of communism and democracy and the conflict between the United States and Soviet Union superpowers from the post WWII era through early 1990's. • Assess the destructive capability of atomic and hydrogen weaponry. • Trace the expansion of Soviet and Chinese communism to satellite nations. • Explore the motivation and legacy of the Truman Doctrine and containment policy through different presidential administrations. • Outline and discuss major confrontations between the United States and Soviets and explain the fears of American society related to communism and the Race to Space. • Analyze and explain the political, social and economic causes and consequences of American involvement in the Korean Conflict and Vietnam. • Connect the United States' governmental policies of the 1980s to the economic collapse of the Soviet Union.
SS.CS.23	Demonstrate an understanding of the origins, struggle and progress of racial minorities seeking social, economic and political equality in the United States. • Examine and identify the foundations of the Civil Rights Movement through documents (e.g., *Declaration of Independence*, *U.S. Constitution*, etc.) and Supreme Court decisions (e.g., *Plessy* v. *Ferguson* and *Brown* v. *BOE Topeka*). • Investigate and cite examples of intolerance, prejudice, persecution, discrimination and segregation (e.g., Black Codes and Jim Crow laws). • Debate the role of activists for and against the Civil Rights Movement (e.g., KKK, Black Panthers, Dr. Martin Luther King, Jr., SCLC, Student Non-violent Coordinating Committee, AIM, Chicano Movement and UFWOC). • Design a timeline of the Civil Rights Movement in the United States that includes key people, places and events.
SS.CS.24	Demonstrate an understanding of the social conflicts that challenged traditional values in the second half of the twentieth century. • Investigate and identify the effects of Americans migrating to the suburbs after World War II. • Identify and examine changes brought about by media sources to American cultural, economic and political behavior. (e.g., television, Rock 'n' Roll, protest songs, etc.). • Summarize the various counterculture movements and their effect on American society. • Connect events to continued questions of trust in federal government (e.g., Watergate, Iran Contra and Pentagon Papers).

SS.CS.25	Demonstrate an understanding of United States foreign policy and global economic issues since 1990. • Evaluate American foreign policy concerning abuses of human rights. • Critique the domestic and military policies of the 1990's. • Determine the motivation for adopting NAFTA (North American Free Trade Agreement) and GATT (General Agreement on Tariffs and Trade), then assess their effects on the American and world economies. • Evaluate acts of terrorism before and after 9/11.
SS.CS.26	Demonstrate an understanding of America's continued role in shaping the complex global community since September 11, 2001. • Assess the results of American foreign policy relating to Middle Eastern countries. • Outline provisions of the P.A.T.R.I.O.T. Act (Providing Appropriate Tools Required (to) Intercept (and) Obstruct Terrorism Act of 2001) and assess the necessity of such infringements on American civil rights. • Critique the effectiveness of the wars in Iraq and Afghanistan on the war against terror. • Analyze both the positive and negative aspects of the Internet and social networking in revolutionizing popular thought, and organizing people throughout the world (e.g., Tea Party, Arab Spring, Occupy Wall Street, Wi-Fi, Google and Facebook). • Research and analyze U.S. and World responses to ISIS's (Islamic State in Iraq and Syria) rise in Iraq and Syria.

Civics

Civics is designed as a culminating U.S. Studies class that fosters informed citizens essential to the perpetuation of the American Republic. A U.S. Studies course is a prerequisite for this course. Students learn and utilize knowledge and skills for responsible, participatory citizenship based on a firm understanding of the principles and practices of our government coupled with civil rights and responsibilities, sound financial literacy and global awareness. Students investigate what has happened, explore what is happening and predict what will happen to the social, political and economic problems that beset America and the world using the skills and resources of the past and present centuries. Students continue to develop their critical thinking and problem-solving skills collaboratively and independently to become informed citizens and consumers who practice economically sound decision-making, are geographically aware of the physical and human landscapes of the world, and protect, preserve and defend their system of government. New and refined knowledge gained in Civics is communicated and shared throughout the community as students engage in community service and service-learning that allows classrooms to span continents and serve as the heart of the community.

Civics	
SS.C.1	Strive to become vigilant, informed citizens who actively participate in the preservation and improvement of American government through community service and service-learning (e.g., individual service projects, patriotic events, mock trials, group initiatives, community volunteerism).
SS.C.2	Explore social contracts and the establishment of the rule of law, and evaluate how limited government and the rule of law protect individual rights.
SS.C.3	Demonstrate that the purpose of American government is the protection of personal,

	political and economic rights of citizens as evidenced by the *Declaration of Independence*, the *U. S. Constitution*, Constitutional Amendments and the ideas of those involved in the establishment of American government.
SS.C.4	Consider factors that subvert liberty (including lack of education, voter apathy, disenfranchisement, civil inequalities, economic issues, loss of public trust and misuse of government power), then collaborate, compromise, and by consensus, create a model that informed citizens can use to defend and perpetuate the American Republic.
SS.C.5	Examine and analyze the contributing factors to the drafting of the *Declaration of Independence* and the *U.S. Constitution*: • leaders and philosophers (e.g., John Locke, James Madison, Thomas Jefferson and John Adams) • events (e.g., Glorious Revolution, Reformation and Enlightenment) • documents (e.g., *English Bill of Rights*, *Petition of Right* and *Magna Carta*) • classical periods (e.g., eras of Greece and Rome) • principles (e.g., popular sovereignty, federalism, limited government, separation of powers, checks and balances, civil liberties and rule of law
SS.C.6	Examine the compromises of the Constitutional Convention and how those decisions were characterized in the Federalist and the Anti-Federalist papers.
SS.C.7	Evaluate the elements in the *U.S. Constitution* that make it a living document with democratic principles that are modified and expanded to meet the changing needs of society.
SS.C.8	Investigate the system of government created by the Preamble, Seven Articles, the *Bill of Rights* and other Amendments of the *U.S. Constitution* to evaluate how the framework for American society is provided.
SS.C.9	Analyze how the *U.S. Constitution* defines federalism and outlines a structure for the United States government.
SS.C.10	Analyze the protection of liberties in the *Bill of Rights* and their expansion through judicial review and the gradual incorporation of those rights by the Fourteenth Amendment.
SS.C.11	Analyze how the freedoms of speech and press in a democratic society enable citizens to develop informed opinions, express their views, shape public policy and monitor government actions.
SS.C.12	Determine how conflicts between the rights of citizens and society's need for order can be resolved while preserving both liberty and safety.
SS.C.13	Compare and contrast the original and appellate jurisdictions of local, state and national judicial systems to show how America's court system addresses criminal and civil cases.
SS.C.14	Apply the concepts of legal precedent through past and present landmark Supreme Court cases, interpretations of the *U.S. Constitution* by the Supreme Court and the impact of these decisions on American society.
SS.C.15	Develop an understanding of the American legal system through examining existing ordinances, statutes and Federal Acts, exploring the differences between criminal and civil law and determining the legal obligations and liabilities of American citizenship.
SS.C.16	Critique the evolution of the two-party system in the United States, evaluate how society and political parties have changed over time and analyze how political parties function today.
SS.C.17	Assess the influence of the media on public opinion and on the decisions of elected officials and the bureaucracy: • bias in reporting and editorials

	• push-pull polls and selective reporting of citizen opinions • advertising and campaign ads • reporting news out of context
SS.C.18	Investigate the impact that special interest groups have on shaping public policy at local, state and national levels.
SS.C.19	Assess how factors such as campaign finance, participation of the electorate, and demographic factors influence the outcome of elections.
SS.C.20	Examine how decisions and policies of state and local government impact the lives of citizens—such as local issues and problems, structure of local government (e.g., differences in incorporation, providing public services and mayoral styles), zoning and annexation, land use and urban sprawl, and ordinances and jurisdiction.
SS.C.21	Explore cooperation, competition and conflict among nations through organizations, agreements and protocols, political acts and other exchanges—such as the United Nations, international treaties and terrorism—to evaluate potential solutions to global issues.
SS.C.22	Compare and contrast the values, ideals and principles that are the foundation of a democratic republic and the role citizens play in a constitutional democracy, to the theories and practices of non-democratic governments (e.g. socialism found in communism and nationalism found in fascism).

Economics	
SS.C.23	Examine the opportunity costs in ever-present scarcity for individuals, businesses and societies to understand how to make choices when facing unlimited wants with limited resources.
SS.C.24	Debate an effective allocation of the factors of production that encourages healthy economic growth and sustainability while curbing environmental abuses in the global community.
SS.C.25	Explain how supply and demand affects prices, profits, and availability of goods and services.
SS.C.26	Debate the role of government in a free-market economy.
SS.C.27	Describe how households, businesses and government interact in a free-market economy.
SS.C.28	Identify economic influences that impact business climate on the local, regional and global level.
SS.C.29	Track the evolution of currency throughout history to facilitate the exchange of goods and services.

Personal Finance	
SS.C.30	Investigate the cost of postsecondary education. • Determine the tuition and fees of several specific public and private, two and four year institutions. • Examine room and board cost for students that live on campus. • Examine commuting costs for attending a local institution (gas, car maintenance, distance, time). • Compare text book costs (used books, new books, digital rentals, Amazon, eCampus, local bookstore, text loaning programs). • Determine personal expenses (hobbies, restaurants, entertainment, transportation, gas, bills, rent, insurance, cellphone).

	• Examine the net price different postsecondary institutions utilizing the net price calculator required to be posted on all postsecondary institution's web pages. • Identify sources of financial aid. • Examine and understand Financial Aid terminology (e.g. FAFSA, EFC, grant, cost of attendance). • Explore the application process for student loan qualifications and the repayment process.
SS.C.31	Evaluate income, lifestyle, and career opportunities based on education and financial aid decisions. • Differentiate the annual income of a college graduate compared to a high school graduate. • Differentiate between gross and net income (e.g., taxes, insurance and pension plans). • Explore how earning a degree impacts lifestyle, lifelong earning potential, and personal wants versus needs. • Investigate the consequences of personal choices in relation to finances. • Construct, utilize, and monitor a budget for a recent high school graduate. • Construct, utilize, and monitor a budget for a recent college graduate. • Compare and contrast the budgets of a high school graduate and a recent college graduate. • Explore how benefits packages, unions, and professional organizations impact lifestyle and career choices.
SS.C.32	Examine the expectations and benefits of potential careers and their impact on lifelong earning potential
SS.C.33	Examine general workforce preparedness skills. • Develop a resume showing skills, experiences and education that can be used when applying for a job, a scholarship, or college. • Participate in mock job interviews. • Identify workplace expectation, including prompt attendance, timeliness and efficiencies.
SS.C.34	Examine the causes of bankruptcy and how to avoid them.
SS.C.35	Complete Federal and State income tax forms and examine other state and local taxes.
SS.C.36	Examine the advantages and disadvantages of different types of consumer debt to make sound financial decisions (e.g., home loans, credit card debt, automobile loans, pay-day loans and rent-to-own).
SS.C.37	Develop the knowledge and practices of a savvy consumer who knows consumer rights and responsibilities, can identify and avoid fraudulent practices and guard against identify theft.
SS.C.38	Utilize traditional and online banking services as well as examining fees, services and hidden costs of checking, savings, debit cards, Certificates of Deposit, etc.
SS.C.39	Examine financial habits that promote economic security, stability and growth: • investments (e.g., stocks, mutual funds, certificates of deposits and commodity trading) • insurance (e.g., life insurance, health insurance, automobile insurance, home and renters insurance and retirement plans).

Geography	

SS.C.40	use census data and public records to identify patterns of change and continuity to understand the impact of the following on society: • zoning • migration • ethnicity • income • gender differences • age differences • education • voting behavior • family structure
SS.C.41	Conduct research using demographic data to interpret, debate and evaluate the geopolitical implications of a variety of global issues: • the environment and environmental protection • political and cultural boundaries • women's rights • cultural diversity and assimilation • religion • standard of living
SS.C.42	Analyze the role of sustainable development in the lives of 21st Century citizens (e.g. renewable energy, recycling, reusing, land use policy, ocean management and energy policy) to balance healthy economic growth with environmental protection.
SS.C.43	Analyze the consequences of human and environmental interaction using geographic information systems.
SS.C.44	Explore various routes of personal travel and topography using geographic information systems.
SS.C.45	compare and contrast the factors of development for developed and developing countries, including the causes and implications of the following: • population (including migration, immigration, birth rate and life expectancy) • natural resources and environmental protection • income, industry, trade and Gross Domestic Product • climate and geographic conditions • cultural and social factors • political management, legal system and stability • educational opportunities • standard of living

Economics

Understanding economics is essential for all students to enable them to reason logically about key economic issues that affect their lives as workers, consumers and citizens. A better understanding of economics enables students to understand the forces that affect them every day and helps them identify and evaluate the consequences of personal decisions. As resources become scarce, as the economic environment changes, and as the economic impact of decisions becomes more immediate, students must make sense of the array of economic concepts, facts, events, observations and issues in everyday life and develop the ability to make effective decisions about economic issues.

Economics	
SS.E.1	Analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices).
SS.E.2	Research, critique and evaluate the roles of private and public institutions in the economy (Institutions).
SS.E.3	Compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems).
SS.E.4	Describe and demonstrate how the factors of production apply to the United States economic system (Factors of Production).
SS.E.5	Analyze the elements of competition and how they impact the economy (Competition).
SS.E.6	Examine and evaluate the interdependence of global economies.
SS.E.7	Explain and give examples showing how scarcity of goods and services forces people to make choices about needs and wants.
SS.E.8	Analyze how the scarcity of natural, technological, capital and human resources requires economic systems to make choices about the distribution of goods and services.
SS.E.9	Explain the role that supply and demand, prices, incentives and profits play in determining what is produced and distributed in a free enterprise system.
SS.E.10	Explain and give examples of opportunity costs (trade-offs) and scarcity, and analyze how these concepts are the basis of other concepts in economics.
SS.E.11	Compare and contrast examples of private and public goods and services.
SS.E.12	Evaluate the costs and benefits of allocating goods and services through public and private means.
SS.E.13	Describe and compare relationships among economic institutions (e.g., households, businesses, banks, government agencies and labor unions).
SS.E.14	Explain how specialization and division of labor in economic systems increase productivity.
SS.E.15	Describe the role of money and other forms of exchange in the economic process.
SS.E.16	Compare and analyze how values and beliefs influence economic decisions in different economic systems.
SS.E.17	Evaluate economic systems according to how laws, rules and procedures deal with demand, supply and prices.
SS.E.18	Evaluate historical and current social developments and issues from an economic perspective.
SS.E.19	Explain historical and current developments and issues in local, national and global contexts from an economic perspective.
SS.E.20	Define inflation and explain its effects on economic systems.
SS.E.21	Define and analyze the use of fiscal and monetary policy in the national economic system.
SS.E.22	Explain the process of international trade from an economic perspective.
SS.E.23	Analyze and evaluate growth and stability in different economic systems.
SS.E.24	Analyze a public issue from an economic perspective and propose a socially desirable solution.
SS.E.25	Evaluate the role of the factors of production in a market economy.
SS.E.26	Compare, contrast and evaluate different types of economies (traditional, command, market, mixed).
SS.E.27	Explain how and why people who start new businesses take risks to provide goods and services.

SS.E.28	Identify, define and explain basic economic concepts (e.g., opportunity costs, scarcity, supply, demand, production, exchange and consumption, labor, wages, and capital, inflation and deflation, market economy and command economy, public and private goods and services).
SS.E.29	Describe and explain the role of money, banking, savings and budgeting in everyday life.
SS.E.30	Distinguish between private goods and services (e.g., the family car or a local restaurant) and public goods and services (e.g., the interstate highway system or the United States Postal Service).
SS.E.31	Compare and contrast how values and beliefs, such as economic freedom, economic efficiency, equity, full employment, price stability, security and growth influence decisions in different economic situations.
SS.E.32	Explain the basic characteristics of international trade, including absolute and comparative advantage, barriers to trade, exchange rates, and balance of trade.
SS.E.33	Describe and explain global economic interdependence and competition, using examples to illustrate their influence on national and international policies.
SS.E.34	Evaluate long term and short term costs in relationship to long and short-term benefits.
SS.E.35	Identify different economic goals and the tradeoffs that must be made between economic and social goals.
SS.E.36	Describe the aims of government fiscal policies (taxation, borrowing and spending) and their influence on production, employment and price levels.
SS.E.37	Explain the basic principles of the U.S. free enterprise system (e.g., opportunity costs, scarcity, profit motive, voluntary exchange, private property rights and competition).
SS.E.38	Explain the characteristics, advantages and disadvantages of sole proprietorships, partnerships and corporations.
SS.E.39	Describe characteristics and give examples of pure competition, monopolistic competition and oligopolistic competition.
SS.E.40	Analyze the factors involved in the process of acquiring consumer goods and services including credit, interest and insurance.
Application	
SS.E.41	Career options: • Identify careers in economics. • Identify resources to help select economics programs for further study.
SS.E.42	Educational requirements: • Identify degree requirements for economist and economics-related careers. • Identify resources to help select psychology programs for further study.
SS.E.43	Vocational applications of economics: • Discuss ways in which economics addresses domestic and global issues. • Identify careers in economics that have evolved as a result of domestic and global issues.

Geography

The power and beauty of geography allows all students to see, understand and appreciate the web of relationships between people, places and environments. Geography provides knowledge of Earth's physical and human systems and of the interdependency of living things and physical environments. This geography course is based on the six essential elements and five themes of geography stressing the contemporary world and the role of the U.S. in the global community. Students will use geographic

perspectives and technology to interpret culture, environment and the connection between them. Students will use the geographic skills of asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information and answering geographic questions.

Geography	
SS.G.1	Interpret, use and construct maps, globes and other geographic tools to locate and derive information about personal directions, people, places and environments (The World in Spatial Terms).
SS.G.2	Describe the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions).
SS.G.3	Describe and explain the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems).
SS.G.4	Identify, explain and analyze how the earth is shaped by the movement of people and their activities (Human Systems).
SS.G.5	Analyze the interaction of society with the environment (Environment and Society).
SS.G.6	Explain geographic perspective and the tools and techniques available for geographic study (Uses of Geography).
SS.G.7	Analyze the world and account for consequences of human/environment interactions depicting the geographic implications of world events (e.g. catastrophic environmental and climatic events, wars and conflicts, ethnic cleansing and genocide).
SS.G.8	Explain components of the Earth's physical systems and their interrelationships (e.g. landforms, bodies of water, atmosphere and geologic factors).
SS.G.9	Identify factors that contribute to human and physical changes in places and regions.
SS.G.10	Identify and define the world's physical and cultural regions, including political and historical characteristics, and their interdependence in regard to trade, services, migration and cultural values.
SS.G.11	Analyze populations with regard to life expectancy, infant mortality rates, population pyramids, migration, birth and death rates.
SS.G.12	Evaluate the impact of migration on physical and human systems (e.g., demand for housing, schools, water supply, sewer systems, welfare systems, political systems and food production).
SS.G.13	Analyze growth, decline, and development of cities over time.
SS.G.14	Compare and contrast the impact of competition for limited resources on an interdependent global economy (e.g. distribution, sustainability, conflict and resolution).
SS.G.15	Examine global social and political factors and their implications (e.g., climate change, endangered species, terrorism, air pollution, habitat destruction, floods and universal human rights).
SS.G.16	Analyze ethnicity, nationalism and religion on regional cultures in a global society (e.g. major world religions, various ethnic groups and rigidity of societal norms).
SS.G.17	Analyze the influence of geographical features on the evolution of significant historic events and movements.
SS.G.18	Analyze the impact of technology or its lack on environments and societies over time.
SS.G.19	Analyze connections between physical geography and isolation from the world community which result in cultural and political instability (e.g., Afghanistan, rural areas throughout the world, drought stricken areas of Africa, North Korea, China and Iran).

SS.G.20	Identify causes and draw conclusions about landless cultures (e.g., Kurds, Basques, and Palestinians).
SS.G.21	Compare and contrast standards of living in poverty-stricken areas with advanced societies (e.g. basic needs, education, economic opportunities and technological advances).
SS.G.22	Utilize various geographic information systems to gain insight into people and their place in the world.
Application	
SS.G.23	Career options: • Identify careers in geography. • Identify resources to help select geography programs for further study.
SS.G.24	Educational requirements: • Identify degree requirements for geographers and geography-related careers. • Identify resources to help select psychology programs for further study.
SS.G.25	Vocational applications of geography: • Discuss ways in which geography addresses domestic and global issues. • Identify careers in geography that have evolved as a result of domestic and global issues.

Sociology

Sociology is the study of our society and our relationship to it. This course offers a distinctive look at the social world and our place in it. Students will study human interaction and development with emphasis placed on social institutions as well as culture, ethnic, racial, and minority groups.

Sociology	
SS.S.1	Explain the origins of sociology, the sociological perspective, research methodologies, and theoretical perspectives in sociology.
SS.S.2	Analyze & evaluate the development and evolution of culture and socialization within society.
SS.S.3	Analyze causes and effects of social inequality, theories of deviance and crime, and maintenance of social order.
SS.S.4	Examine social changes and summarize the impact on society.
SS.S.5	Trace the origins of sociology and the sociological perspective, and determine how sociology relates to the other social sciences.
SS.S.6	Identify major research methods in sociology and the ethical practices used to guide research.
SS.S.7	Compare and evaluate the theoretical perspectives of Structural Functionalism, Symbolic Interaction, and Conflict Theory.
SS.S.8	Identify the basic components of culture and evaluate the importance of culture in society.
SS.S.9	Analyze the components of cultural change and diversity (e.g. norms, beliefs, values, dehumanization, cults, multiculturalism, ethnocentrism, cultural relevance, folk culture, counterculture, subculture, and culture shock).
SS.S.10	Compare and contrast material and non-material culture.
SS.S.11	Analyze the impact of globalization on the US and other world cultures and make

	predictions about future trends.
SS.S.12	Explain the components of social structure; including status, role, and social institutions.
SS.S.13	Research theories and stereotypes of poverty, and trace its relationship to geography and opportunity (e.g. access to healthcare/education, unemployment, housing.)
SS.S.14	Identify the various social institutions in society (i.e. family, education, religion, economics, government/politics, medicine, military, law, science, and mass media).
SS.S.15	Investigate the evolution of family structures and their impact on the individual in society.
SS.S.16	Investigate aging and the process of death and dying in historical and contemporary world societies.
SS.S.17	Compare and contrast various types of societies (e.g. developed vs. underdeveloped, urban vs. rural, industrialized vs. unindustrialized).
SS.S.18	Categorize groups within a society by comparing primary and secondary groups, in and out groups, reference groups, and social networks.
SS.S.19	Analyze the components, varieties, and functions of group dynamics; including factors such as group size, leadership, and authority.
SS.S.20	Evaluate the strengths and weaknesses of formal organizations and bureaucracies (e.g. unions, universities, public education, service organizations, veterans, churches).
SS.S.21	Identify and evaluate the stages of socialization; including roles and responsibilities, childhood, adolescence, and adulthood.
SS.S.22	Evaluate the factors that socialize the individual (i.e. family, marital status, peers, education, gender, ethnicity, media, religion).
SS.S.23	Describe how norms and values aid in the development of social control in society.
SS.S.24	Analyze and evaluate the causes and consequences of deviant behavior on both the individual and society.
SS.S.25	Examine the methods of social control in different types of societies and evaluate how groups and institutions promote social obedience and impose conformity.
SS.S.26	Analyze the functions and inequalities of the criminal justice system in relation to a society's construct of crime and punishment.
SS.S.27	Evaluate the effectiveness of institutions in the rehabilitation and resocialization process.
SS.S.28	Explain how unequal distribution of power and resources affects the life chance of individuals in society.
SS.S.29	Research the sources and effects of global stratification society (i.e. race, ethnicity, gender, age; and emotional, mental, and physical disabilities).
SS.S.30	List the various forms of collective behavior (e.g. crowds, riots, rumors, panics, mass hysteria, moral panics, fads, and urban legends).
SS.S.31	Evaluate the impact of technology on social change.
SS.S.32	Analyze the impact of demographic changes and changes in settlement patterns on a society (e.g. population, migration, mortality).
Application	
SS.S.33	Career options: • Identify careers in sociology. • Identify resources to help select sociology programs for further study.
SS.S.34	Educational requirements: • Identify careers in sociology. • Identify resources to help select psychology programs for further study.
SS.S.35	Vocational applications of sociology: • Discuss ways in which sociology addresses domestic and global issues.

	• Identify careers in sociology that have evolved as a result of domestic and global issues.

Psychology

Psychology is defined as the scientific study of the mind and behavior. In a high school psychology course, students are introduced to the scientific method and the core ideas and theories of psychology. As a result, students gain an understanding of the complexities and diversity of human thought and behavior.

Scientific Inquiry	
SS.P.1	Development of psychology as an empirical science: • Define psychology as a discipline and identify its goals as a science. • Describe the emergence of psychology as a scientific discipline. • Describe perspectives employed to understand behavior and mental processes. • Explain how psychology evolved as a scientific discipline.
SS.P.2	Major subfields within psychology: • Discuss the value of both basic and applied psychological research with human and non-human animals. • Describe the major subfields of psychology. • Identify the important role psychology plays in benefiting society and improving people's lives.
SS.P.3	Research methods and measurements used to study behavior and mental processes: • Describe the scientific method and its role in psychology. • Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods. • Define systematic procedures used to improve the validity of research findings, such as external validity.
Biopsyhological	
SS.P.4	Structure and function of the nervous system in human and non-human animals: • Identify the major divisions and subdivisions of the human nervous system. • Identify the parts of the neuron and describe the basic process of neural transmission • Differentiate between the structures and functions of the various parts of the central nervous system. • Describe lateralization of brain functions. • Discuss the mechanisms of, and the importance of, plasticity of the nervous system.
SS.P.5	Structure and function of the endocrine system: • Describe how the endocrine glands are linked to the nervous system. • Describe the effects of hormones on behavior and mental processes. • Describe hormone effects on the immune system.
SS.P.6	The interaction between biological factors and experience: • Describe concepts in genetic transmission. • Describe the interactive effects of heredity and environment.

	• Explain how evolved tendencies influence behavior.
SS.P.7	Methods and issues related to biological advances: • Identify tools used to study the nervous system. • Describe advances made in neuroscience. • Discuss issues related to scientific advances in neuroscience and genetics.
SS.P.8	The processes of sensation and perception: • Discuss processes of sensation and perception and how they interact. • Explain the concepts of threshold and adaptation.
SS.P.9	The capabilities and limitations of sensory processes: • List forms of physical energy for which humans and non-human animals do and do not have sensory receptors. • Describe the visual sensory system. • Describe the auditory sensory system. • Describe other sensory systems, such as olfaction, gustation, and somesthesis (e.g., skin senses, kinesthesis, and vestibular sense).
SS.P.10	Interaction of the person and the environment in determining perception: • Explain Gestalt principles of perception. • Describe binocular and monocular depth cues. • Describe the importance of perceptual constancies. • Describe the nature of attention. • Explain how experiences and expectations influence perception.
Cognition	
SS.P.11	Encoding of memory: • Identify factors that influence encoding. • Characterize the difference between shallow (surface) and deep (elaborate) processing • Discuss strategies for improving the encoding of memory.
SS.P.12	Storage and retrieval of memory: • Describe the differences between working memory and long-term memory. • Identify and explain biological processes related to how memory is stored. • Analyze the importance of retrieval cues in memory. • Discuss strategies for improving the retrieval of memories.
SS.P.13	Basic elements comprising thought: • Define cognitive processes involved in understanding information. • Define processes involved in problem solving and decision making. • Discuss non-human problem-solving abilities.
SS.P.14	Obstacles related to thought: • Describe obstacles to problem solving. • Describe obstacles to decision making. • Describe obstacles to making good judgments.
Development and Learning	
SS.P.15	Classical conditioning: • Describe the principles of classical conditioning. • Describe clinical and experimental examples of classical conditioning. • Apply classical conditioning to everyday life.

SS.P.16	Operant conditioning: • Describe the Law of Effect. • Describe the principles of operant conditioning. • Describe clinical and experimental examples of operant conditioning. • Apply operant conditioning to everyday life.
Sociocultural Context	
SS.P.17	Social cognition: • Describe attributional explanations of behavior. • Describe the relationship between attitudes (implicit and explicit) and behavior. • Identify persuasive methods used to change attitudes.
ss.P.18	Social influence and relations: • Describe effects of others' presence on individuals' behavior. • Discuss how an individual influences group behavior. • Discuss the nature and effects of stereotyping, prejudice, and discrimination. • Describe determinants of prosocial behavior. • Discuss influences upon aggression and conflict. • Discuss factors influencing attraction and relationships.
SS.P.19	Social and cultural diversity: • Define culture and diversity. • Identify how cultures change over time and vary within nations as well as internationally. • Discuss the relationship between culture and conceptions of self and identity. • Discuss psychological research examining race and ethnicity. • Discuss psychological research examining socioeconomic status. • Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.
Individual Variations	
SS.P.20	Perspectives on motivation: • Explain biologically based theories of motivation. • Explain cognitively based theories of motivation. • Explain humanistic theories of motivation. • Explain the role of culture in human motivation.
SS.P.21	Perspectives on emotion: • Explain the biological and cognitive components of emotion. • Discuss psychological research on basic human emotions. • Differentiate among theories of emotional experience.
SS.P.22	Perspectives on abnormal behavior: • Define psychologically abnormal behavior. • Describe historical and cross-cultural views of abnormality. • Describe major models of abnormality. • Discuss how stigma relates to abnormal behavior. • Discuss the impact of psychological disorders on the individual, family, and society.

SS.P.23	Categories of psychological disorders: • Describe the classification of psychological disorders. • Discuss the challenges associated with diagnosis. • Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders). • Evaluate how different factors influence an individual's experience of psychological disorders.
SS.P.24	Perspectives on treatment of Psychological Disorders: • Explain how psychological treatments have changed over time and among cultures. • Match methods of treatment to psychological perspectives. • Explain why psychologists use a variety of treatment options.
Application	
SS.P.25	Career options: • Identify careers in psychological science and practice. • Identify resources to help select psychology programs for further study.
SS.P.26	Educational requirements: • Identify degree requirements for psychologists and psychology-related careers. • Identify resources to help select psychology programs for further study.
SS.P.27	Vocational applications of psychological science: • Discuss ways in which psychological science addresses domestic and global issues. • Identify careers in psychological science that have evolved as a result of domestic and global issues.