

Policy 2520.4: Next Generation Content Standards and Objectives for Social Studies in West Virginia Schools
Comment Log
January 13, 2012 to February 13, 2012

Action
 N: No Response
 NA: Not Accepted
 A: Accepted

Type
 - Negative
 + Positive
 o Neutral

Date	Individual/Organization	Comments	Action/ Type	Rationale
		§126-44D-1. General.		
02-09	Becky Berry teacher baberry@access.k12.wv.us Morgantown High School morgantown wv 26501	7th grade needs to be world regional geography, not history. Students will have world history in 9th grade. 10th grade history begins with English colonialism. Native Americans are mentioned in a geography CSO, but not in the beginning of the history CSO's. The class should end at 1877 or 1898, not 1914. That is too much material to cover in 10th grade. CSO's that require to examine, select, and participate in a volunteer service or project should not be included in the curriculum.	A/-	Non-measurable verbs are paired with other measurable actions. No other action needed here, Geography is built within K-12. The standards and objectives were designed so that teachers would not have to start at the beginning of history each year.
02-12	Joe Manzo Co-coordinator manzoj WV Geographic Alliance/Concord University Athens WV 24712	I am commenting on behalf of the WV Geographic Alliance, and Concord University. I am also writing on behalf of Josh Hagen who's the Chair of the geography department at Marshall. Josh speaks on behalf of his whole department. I speak for our department. I hope you have heard from Ken Martis, WVU. We are pleased with the role of geography in the proposed curriculum. We, of course, are true believers. We would like more, but we believe in a true social studies approach. We think geography is an important part of a social studies curriculum, and we believe that for following specific reasons: 1. A major element of geography is people and the environment. This is where geography brings a perspective	N/o	

		to social studies that crosses into the field sciences. It demonstrates, better than other disciplines, the linkages between academic areas. 2. According to the US Department of Labor, the geo-technologies are the 2nd fastest growing job area. Not all students will be interested in pursuing geography as course of study, but geography is there for those interested in traditional studies and job potential. We believe you can't begin too early in letting students know this is an educational/career option that exists for them. 3. Problem solving involves bringing perspective to a problem. Most disciplines approach problem solving from a temporal perspective. Geography does also, but it's primary modus operandi is a spatial one. It's a different way of looking at the world. 4. The teachers involved in the Alliance have found substance in the study of geography. AP Human Geography is the 2nd fastest growing of the AP areas, according to the data I've seen. 5. We believe some of the most important concerns of the 21st century are viewed properly through the lens of geography. The topics manifested in those concerns are as follows: 1. people and the environment. 2. Movement of people across borders, 3. migration of climates, 4. transportation in rural vs urban areas, 5. loss of agricultural land to sprawl, 5. rapidly changing popular culture, 6. culture clashes 7. geo-politics,(The geography behind the politics.) 8. developing regions, and 9. energy. Again, we think the social studies disciplines are as crucial to good education as math or science. We thank you for keeping the 7th grade a World Geography course. We want you to know that professional geographers and teachers from across the State are ready to be of service to the State and your area of management. Finally, we are not specifically concerned about any one CSO. We think following the six essential elements will help produce better		
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		WV students.		
02-13	John McCormick Mr. history.mr.mccormick@gmail.com Mercer County Schools - Princeton High School Athens WV 24712	First off, I think the content standards for geography are great. The one glaring exception is the neglect of the commonly accepted "Five Themes of Geography," a useful organizational tool that allows teachers to easily identify geographic components across the social studies. When geography is explained using the Five Themes- "location, place, region, movement, human-environment interaction"- those themes can then be applied to other disciplines within the social studies. Teachers can view history through the lens of the geographic theme of movement, for instance, determining how the transference of people, culture, things, etc. created relationships over space. Secondly, given that there is an ample body of research that demonstrates that children in the United States are not geo-literate, the provision of geography as only an elective is problematic. While I understand that scheduling is very difficult, it is imperative that the social studies be given equal standing with other fields, and a fifth social studies elective be mandated. This would bring geography into every school, rather than just at some. Given that our students are not geo-literate, incorporating geography at the high school level is imperative. Unfortunately, the importance of geography is often lost as students and teachers fail to identify it while doing their "history" lessons. For this reason, the geography elective needs to be offered at every single high school in the state.	A/o	The five themes of Geography have been added to the Geography Standard.
02-13	Tracy Berry teacher tlberry@access.k12.wv.us Cabell County Schools Huntington WV 25705	Civics SS.6.c.5- This does not fit in the context of what we teach. Isolated subjects. SS.6.C.7-Too difficult to tie in to content in a meaningful way. Economics This is what we feel should be included. Economic terms and global trade important—Exports, Imports, cultural differences, supply and demand, marketing wheel, create business as it relates to available technology-resources- literacy-government.	NA/-	The sixth grade course covers 1914 to today, 6.C.5 and 6.C.7 cover patriotism and global relief organizations which fit perfectly into the history of the United States when discussing World War I and II as well as other conflicts covered in that time frame.

		S.S.6.E.6- GDP is important but Reaganomics is too advance for 6th grade. S.S.6.E.5- not appropriate for grade level. S.S.6. E.6- throughout history to broad, needs to focus on technology and how it relates to economics. Geography This is terrible, it needs to include locations of countries of western Europe and the middle east as they relate to history, economic, global issues and trade. If our History section focuses on WWI and WWII then our geography needs to be about the European region. S.S.6.G.1- would be brought in as it relates to geographic features, not as a isolated subject as written in the Performance Descriptors. History is ok. Reading is ok. writing is ok.		
02-13	Beverly Ours bours@access.k12.wv.us Cabell County Schools Huntington WV 25705	Civics SS.6.c.5- This does not fit in the context of what we teach. Isolated subjects. SS.6.C.7-Too difficult to tie in to content in a meaningful way. Economics This is what we feel should be included. Economic terms and global trade important—Exports, Imports, cultural differences, supply and demand, marketing wheel, create business as it relates to available technology-resources- literacy-government. S.S.6.E.6- GDP is important but Reaganomics is too advance for 6th grade. S.S.6.E.5- not appropriate for grade level. S.S.6. E.6- throughout history to broad, needs to focus on technology and how it relates to economics. Geography	NA/-	The sixth grade course covers 1914 to today, 6.C.5 and 6.C.7 cover patriotism and global relief organizations which fit perfectly into the history of the United States when discussing World War I and II as well as other conflicts covered in that time frame.

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		126-44D-2 Purpose.		
		126-44D-3 Incorporation By Reference.		
	Ryan McKenzie Principal rmmckenz@access.k12.wv.us Cabell County Schools Huntington WV 25526	I used to teach 7th and 8th grade Social Studies and always found (particularly for the 7th grade) standards to be too broad as well as cognitively inappropriate. Not only were some of them courses all to themselves in college (compare and contrast world religions or governments) but I also feel that 12 year old children are not yet ready to do an analysis of the effects of the development of various economic systems across history. So, I was very excited to hear that the new common core standards would "fix" all of these issues. Imagine my disappointment to find that they're not all that different. I feel that these CSOs still ask our Social Studies teachers to do too much in a single school year and that some of the tasks are not developmentally appropriate for children who still think that girls are "icky" or that puffy top pencils are "the deal". What happened to just teaching kids about the world? This is a great age to explore geography and world cultures. If done correctly and through the lens of cultural exploration, 6th and 7th grade Social Studies could be an exciting, relevant, and engaging curriculum for our kids. I'm not sure these new CSOs do that very well. THEY feel very much like same ol', same ol'.	A/-	The wording political economic and social systems has been removed from the policy. At 7th grade students should only be examining triangular trade itself. The objectives are aligned to allow teachers to explore world cultures with their students.

		126-44D-4 Summary of the Content Standards and Objectives.		
01-14	Courtenay Johnson 6th Grade Social Studies Teacher cjohnson@access.k12.wv.us Enslow Middle School Huntington WV 25704	I absolutely love the clusters for the Social Studies curriculum. This being my first year, I have had a challenging time putting the various CSOs together into specific units. I looked over these clusters and the new goals and became very excited. I CANNOT WAIT for this to be implemented :)	N/+	
01-16	Don Scalise Teacher dscalise@access.k12.wv.us Cabell Midland High School Huntington WV 25705	I have a few concerns with respect to the standards for 20/21 History course, mainly in the area of civics and citizenship. I'm curious about the objectives we have for students in those areas when they've taken no course on civics or government (which is a course for seniors). Students have little understanding of the nation's foundational documents and the standards for grade 11 appear to make remarkable presumptions of a child's knowledge. Also, though students can be taught to make educated guesses about the future of the Constitution, the reality is our framework for government had only been amended 27 times, with 10 of those coming shortly after ratification. The role of interest groups and third parties also seem trivial in the scope of this course. Those topics are more suited to a civics / government course. And the interaction of the three branches of government is difficult for a student to ascertain when they can scarcely identify what the three branches are because they've not been taught that content. I also would like to know why the performance descriptor for 'distinguished' includes a snippet about "defend[ing] policies formulated by ... totalitarian governments to resolve conflicts and crises ... since 1900". I believe teaching about the approaches of Stalinist Russia and Nazi Germany, but I'm uncomfortable asking or having any	N/o	

		student defend those policies. One of the performance descriptors for 'distinguished' in the history standard lacks enough resources to make it feasible. This involves assembling, categorizing, and utilizing primary sources. While I believe that to be a great skill, where can teachers obtain these sources? Copies of primary documents are not difficult to find, but having tangible pieces of history to actually have students examine are difficult to obtain.		
01-28	Dancey Howes student danceyhowes@gmail.com Hacker Valley WV 26222	Being a student at Webster County High, I live and go to school in a very rural area of West Virginia. The proposed Content Standards and Objectives will help students in high school classes become more aware of the nation and world. I enjoy working with others and I can see where the new standards will promote this type of collaboration.	N/+	
02-05	Kennetha Parker-Howes Principal Kennethap@yahoo.com Hacker Valley School Hacker Valley WV 26222	The CSOs spiral nicely to address the needed content from kindergarten through eighth grade. There is a strong citizenship/civics component. The reading objectives serve to emphasize reading across the curriculum.	N/+	
02-07	Sarah Lee Brown Dir. C & I and Title I srlbrown@access.k12.wv.us Summers Co Bd of Ed Hinton w 25951	I am very happy with the way the CSOs flow from grade level to grade level in each of the SS areas. I liked the way WV History is carried through the elementary grades instead of the 4th grade concentration. There are a few capitalization inconsistencies such as the ones in 4th grade history cluster 1 where the first 3 obj. have caps but the others do not.	A/+	Typo's corrected
02-07	Richard Vidulich social Studies Department Chair/Teacher rvidulic@access.k12.wv.us Morgantown High School Morgantown WV 26501	. After reviewing the 12th grade proposed standards I would like to make the following recommendations; 1. SS 12.C.1 please drop "become vigilant, informed citizens who" and begin with the word "Actively". the previous is not measurable, when removed and having the standard begin with "actively". I can now measure this objective. 2. SS.12.C.7 This is a vague standard leading to question its necessity. Recommend either dropping or rewriting so what is being asked for is clear.	A/o	Added the word strive to become... this will allow the goal to become a challenge for the students. Added statement with in the US constitution to clarify. Removed using sources because this is addressed in Literacy Standards and Objectives. Each County was given the

		3. SS.12.6.12 Recommend dropping "use historical and contemporary sources to" - this is pedagogy that is not needed - I recommend beginning with the term "Determine" which will make this a very well written standard. 4. Recommend the Committee add more on the topic of "How a Bill is Written" SS.12.C.13 is one aspect but needs additional help. B. Economics and Financial Literacy. I believe this is a significant improvement over the current CSO's...Bravo!!! C. Reading and Literature. I also like that this is included...It makes sense, again good work. D. Comment Period. The lack of publicizing that work was being done on new content standards and the lack of publicizing they were done is very disturbing. The work/accomplishment of this committee should be applauded and not hidden. The impression is that this document is being "sneaked" in. This is not acceptable, I encourage the WVDE to keep teachers and administrators better informed. Building relationships goes a lot further than leaving us feeling like we've just been blindsided. E. Committee selection. I would encourage the WVDE to realize there is more to West Virginia than the Charleston metro region. There are many excellent teachers who would have made outstanding contributions. Having one member from each RESA region is noted but is a weak excuse when the Charleston region is over represented. Also noted was the lack of experts from the University level who may have been able to provide greater insight.		opportunity to nominate 3 individuals for the standards writing process.
02-09	Becky Berry teacher baberry@access.k12.wv.us Morgantown High School morgantown wv 26501	Some CSO's are out of the time period for 9th grade, -CSO's are not measurable with verbs like "examine" and "investigate" -9th grade CSO's are Eurocentric, the first mention of Africa is in context of European imperialism ignoring ancient civilizations and migrations. Also, words like "barbarians" and "medieval" reflect this Eurocentric bias -SS9H.CL2.2 leaves out Judaism and Zoroastrianism -9HCL6.3 omits the Haitian revolution -There seems to be many other omissions: North and South American civilizations before Columbus, Columbian Exchange, International slave trade, Islamic empires, trade	A/-	Verbs have been corrected at the 10th and 11th grade levels. No other action is needed the 7th grade course now covers ancient civilizations, trade routes and so forth which lays the foundation for the high school World History course.

		routes (sea, sand, silk roads), Russia, art other than in found in Europe.		
02-11	Linda Newcome lnewcome@atlanticbb.net Masontown WV 26542	It is good to see that finally we feel the need to get our students involved in geography and its importance to be as knowledgeable as students from other countries. I had trouble as a teacher expecting students to know the difference between a country, county, and state at the 5th and 6th grade levels. Geography seems to reach and encompass more than just social studies and forces students to problem solve and use critical thinking skills.	N/+	
02-12	Carol Hamilton Teacher cahamilt@access.k12.wv.us Spring Mills Middle Martinsburg WV 25404	I believe that the Next Generation Content Standards and Objectives will provide a framnwork for WV teachers of social studies to establish goals that will work to ensure 21st century global citizens. The development of standards that build from year to year, and provide indepth critical thinking skills will help the students of WV obtain the skills and knowledge that they will need to be successful in future employment. I will be excited to see these standards and objectives begin the work to guide teachers in providing motivating lessons. The standard and objectives are well designed, incorporate high level critical thinking, and ensure that the students in WV receive the highest caliber education.	N/+	

Joey Wiseman

From: Nobody [nobody@kryten.wvnet.edu]
Sent: Monday, February 13, 2012 2:49 PM
To: rjwisema@access.k12.wv.us
Subject: Comment Received for Policy 2520.4 (2012-02-13 14:49:05)

fibanez@wvde.state.wv.us

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Comment Received for Policy 2520.4

#####

Name: Beverly Ours
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Email: bours@access.k12.wv.us
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Address1: 2901 Saltwell Road
Address2:
City/State/Zip: Huntington, WV 25705
Role: Teacher
Posted: 2012-02-13 14:49:05
Posted from IP;

Comments for section 126-44D-1 General

Civics
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SS.6.C.7-Too difficult to tie in to content in a meaningful way.
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This is what we feel should be included. Economic terms and global trade important-Exports, Imports, cultural differences, supply and demand, marketing wheel, create business as it relates to available technology-resources- literacy-government.
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From: Nobody [nobody@kryten.wvnet.edu]
Sent: Monday, February 13, 2012 2:45 PM
To: rjwisema@access.k12.wv.us
Subject: Comment Received for Policy 2520.4 (2012-02-13 14:45:06)

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Comment Received for Policy 2520.4

#####

Name: Beverly Ours
Organization: Cabell County Schools
Email: bours@access.k12.wv.us
Title:
Address1: 2901 Saltwell Road
Address2:
City/State/Zip: Huntington, WV 25705
Role: Teacher
Posted: 2012-02-13 14:45:06
Posted from IP:

Comments for section 126-44D-1 General

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From: Nobody [nobody@kryten.wvnet.edu]
Sent: Monday, February 13, 2012 2:42 PM
To: rjwisema@access.k12.wv.us
Subject: Comment Received for Policy 2520.4 (2012-02-13 14:42:16)

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Comment Received for Policy 2520.4

#####

Name: Tracy Berry
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Email: tlberry@access.k12.wv.us
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Address2:
City/State/Zip: Huntington, WV 25705
Role: Teacher
Posted: 2012-02-13 14:42:16
Posted from IP:

Comments for section 126-44D-1 General

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Sent: Monday, February 13, 2012 1:46 PM
To: rjwisema@access.k12.wv.us
Subject: Comment Received for Policy 2520.4 (2012-02-13 13:46:11)

fibanez@wvde.state.wv.us

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Comment Received for Policy 2520.4

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Name: John McCormick
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Email: history.mr.mccormick@gmail.com
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Address2:
City/State/Zip: Athens, WV 24712
Role: Teacher
Posted: 2012-02-13 13:46:11
Posted from IP:

Comments for section 126-44D-1 General

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From: Nobody [nobody@kryten.wvnet.edu]
Sent: Sunday, February 12, 2012 9:01 PM
To: rjwisema@access.k12.wv.us
Subject: Comment Received for Policy 2520.4 (2012-02-12 21:00:45)

fibanez@wvde.state.wv.us

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Name: Joe Manzo
Organization: WV Geographic Alliance/Concord University
Email: manzoj
Title: Co-coordinator
Address1: Box 1000
Address2: Concord University
City/State/Zip: Athens, WV 24712
Role: Higher Education Faculty
Posted: 2012-02-12 21:00:45
Posted from IP:

Comments for section 126-44D-1 General

Joey, I am commenting on behalf of the WV Geographic Alliance, and Concord University. I am also writing on behalf of Josh Hagen who's the Chair of the geography department at Marshall. Josh speaks on behalf of his whole department. I speak for our department. I hope you have heard from Ken Martis, WVU. We are pleased with the role of geography in the proposed curriculum. We, of course, are true believers. We would like more, but we believe in a true social studies approach. We think geography is an important part of a social studies curriculum, and we believe that for following specific reasons:
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2. According to the US Department of Labor, the geo-technologies are the 2nd fastest growing job area. Not all students will be interested

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1, 5. ra

pidly changing popular culture, 6. culture clashes 7. geo-politics, (The geography behind the politics.) 8. developing regions, and 9. energy. rnrnAgain, we think the social studies disciplines are as crucial to good education as math or science. We thank you for keeping the 7th grade a World Geography course. We want you to know that professional geographers and teachers from across the State are ready to be of service to the State and your area of management. Finally, we are not specifically concerned about any one CSO. We think following the six essential elements will help produce better WV students.

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From: Nobody [nobody@kryten.wvnet.edu]
Sent: Sunday, February 12, 2012 5:11 PM
To: rjwisema@access.k12.wv.us
Subject: Comment Received for Policy 2520.4 (2012-02-12 17:10:47)

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Comment Received for Policy 2520.4

#####

Name: Carol Hamilton
Organization: Spring Mills Middle
Email: cahamilt@access.k12.wv.us
Title: Teacher
Address1: 255 Campus Drive
Address2:
City/State/Zip: Martinsburg, WV 25404
Role: Teacher
Posted: 2012-02-12 17:10:47
Posted from IP:

Comments for section 126-44D-4 Summary of the Content Standards and Objectives

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From: Nobody [nobody@kryten.wvnet.edu]
Sent: Saturday, February 11, 2012 4:36 PM
To: rjwisema@access.k12.wv.us
Subject: Comment Received for Policy 2520.4 (2012-02-11 16:35:32)

fibanez@wvde.state.wv.us

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#####

Name: Linda Newcome

Organization:

Email: lnewcome@atlanticbb.net

Title:

Address1: 1509 Mayfield Rd.

Address2:

City/State/Zip: Masontown, WV 26542

Role: Community Member

Posted: 2012-02-11 16:35:32

Posted from IP:

Comments for section 126-44D-4 Summary of the Content Standards and Objectives

It is good to see that finally we feel the need to get our students involved in geography and its importance to be as knowledgeable as students from other countries. I had trouble as a teacher expecting students to know the difference between a country, county, and state at the 5th and 6th grade levels. Geography seems to reach and encompass more than just social studies and forces students to problem solve and use critical thinking skills.

Joey Wiseman

From: Nobody [nobody@kryten.wvnet.edu]
Sent: Thursday, February 09, 2012 12:44 PM
To: rjwisema@access.k12.wv.us
Subject: Comment Received for Policy 2520.4 (2012-02-09 12:43:45)

fibanez@wvde.state.wv.us

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Comment Received for Policy 2520.4

#####

Name: Becky Berry
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City/State/Zip: morgantown, wv 26501
Role: Teacher
Posted: 2012-02-09 12:43:45
Posted from IP:

Comments for section 126-44D-1 General

7th grade needs to be world regional geography, not history. Students will have world history in 9th grade. rnrn10th grade history begins with English colonialism. Native Americans are mentioned in a geography CSO, but not in the beginning of the history CSO's. The class should end at 1877 or 1898, not 1914. That is too much material to cover in 10th grade.rnrnCSO's that require to examine, select, and participate in a volunteer service or project should not be included in the curriculum.

Comments for section 126-44D-4 Summary of the Content Standards and Objectives

-Some CSO's are out of the time period for 9th grade, rn-CSO's are not measurable with verbs like "examine" and "investigate"rn-9th grade CSO's are Eurocentric, the first mention of Africa is in context of European imperialism ignoring ancient civilizations and migrations. Also, words like "barbarians" and "medieval" reflect this Eurocentric biasrn-SS9H.CL2.2 leaves out Judaism and Zoroastrianismrn-9HCL6.3 omits the Haitian revolutionrn-There seems to be many other omissions: North and South American civilizations before Columbus, Columbian Exchange, International slave trade, Islamic empires, trade routes (sea, sand, silk roads), Russia, art other than in found in Europe.

Joey Wiseman

From: Nobody [nobody@kryten.wvnet.edu]
Sent: Tuesday, February 07, 2012 12:22 PM
To: rjwisema@access.k12.wv.us
Subject: Comment Received for Policy 2520.4 (2012-02-07 12:21:49)

fibanez@wvde.state.wv.us

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Comment Received for Policy 2520.4

#####

Name: Richard Vidulich
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Email: rvidulic@access.k12.wv.us
Title: social Studies Department Chair/Teacher
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Role: Teacher
Posted: 2012-02-07 12:21:49
Posted from IP:

Comments for section 126-44D-2 Purpose

12th Grade Civics for the Next Generation comments

Comments for section 126-44D-4 Summary of the Content Standards and Objectives

A. After reviewing the 12th grade proposed standards I would like to make the following recommendations;
1. SS 12.C.1 please drop "become vigilant, informed citizens who" and begin with the word "Actively". the previous is not measurable, when removed and having the standard begin with "actively". I can now measure this objective.
2. SS.12.C.7 This is a vague standard leading to question its necessity. Recommend either dropping or rewriting so what is being asked for is clear.
3. SS.12.6.12 Recommend dropping "use historical and contemporary sources to" - this is pedagogy that is not needed - I recommend beginning with the term "Determine" which will make this a very well written standard.
4. Recommend the Committee add more on the topic of "How a Bill is Written" SS.12.C.13 is one aspect but needs additional help.
B. Economics and Financial Literacy. I believe this is a significant improvement over the current CSO's...Bravolll
C. Reading and Literature. I ! also like that this is included...It makes sense, again good work.
D. Comment Period. The lack of publicizing that work was being done on new content standards and the lack of publicizing they were done is very disturbing. The work/accomplishment of this committee should be applauded and not hidden. The impression is that this document is being "sneaked" in. This is not acceptable, I encourage the WVDE to keep teachers and administrators better informed. Building relationships goes a lot further than leaving us feeling like we've just been blindsided.
E. Committee selection. I would encourage the WVDE to realize there is more to West Virginia than the Charleston metro region. There are many excellent teachers who would have made outstanding contributions. Having one member from each RESA region is

noted but is a weak excuse when the Charleston region is over represented. Also noted was the lack of experts from the University level who may have been able to provide greater insight.

Joey Wiseman

From: Nobody [nobody@kryten.wvnet.edu]
Sent: Tuesday, February 07, 2012 8:31 AM
To: rjwisema@access.k12.wv.us
Subject: Comment Received for Policy 2520.4 (2012-02-07 08:30:32)

fibanez@wvde.state.wv.us

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Comment Received for Policy 2520.4

#####

Name: Sarah Lee Brown
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City/State/Zip: Hinton, w 25951
Role: School System Staff
Posted: 2012-02-07 08:30:32
Posted from IP:

Comments for section 126-44D-4 Summary of the Content Standards and Objectives

I am very happy with the way the CSOs flow from grade level to grade level in each of the SS areas. I liked the way WV History is carried through the elementary grades instead of the 4th grade concentration. There are a few capitalization inconsistencies such as the ones in 4th grade history cluster 1 where the first 3 obj. have caps but the others do not.

Joey Wiseman

From: Nobody [nobody@kryten.wvnet.edu]
Sent: Sunday, February 05, 2012 8:08 PM
To: rjwisema@access.k12.wv.us
Subject: Comment Received for Policy 2520.4 (2012-02-05 20:08:17)

fibanez@wvde.state.wv.us

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Comment Received for Policy 2520.4

#####

Name: Kennetha Parker-Howes
Organization: Hacker Valley School
Email: Kennethap@yahoo.com
Title: Principal
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City/State/Zip: Hacker Valley, WV 26222
Role: Principal
Posted: 2012-02-05 20:08:17
Posted from IP:

Comments for section 126-44D-4 Summary of the Content Standards and Objectives

The CSOs spiral nicely to address the needed content from kindergarten through eighth grade.
There is a strong citizenship/civics component. The reading objectives serve to emphasize
reading across the curriculum.

Joey Wiseman

From: Nobody [nobody@kryten.wvnet.edu]
Sent: Saturday, January 28, 2012 10:42 AM
To: rjwisema@access.k12.wv.us
Subject: Comment Received for Policy 2520.4 (2012-01-28 10:42:29)

fibanez@wvde.state.wv.us

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Comment Received for Policy 2520.4

#####

Name: Dancey Howes

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Email: danceyhowes@gmail.com

Title: student

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City/State/Zip: Hacker Valley, WV 26222

Role: Parent-Family

Posted: 2012-01-28 10:42:29

Posted from IP:

Comments for section 126-44D-4 Summary of the Content Standards and Objectives

Being a student at Webster County High, I live and go to school in a very rural area of West Virginia. The proposed Content Standards and Objectives will help students in high school classes become more aware of the nation and world. I enjoy working with others and I can see where the new standards will promote this type of collaboration.

Joey Wiseman

From: Nobody [nobody@kryten.wvnet.edu]
Sent: Thursday, January 26, 2012 2:24 PM
To: rjwisema@access.k12.wv.us
Subject: Comment Received for Policy 2520.4 (2012-01-26 14:24:27)

fibanez@wvde.state.wv.us

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Comment Received for Policy 2520.4

#####

Name: Ryan McKenzie
Organization: Cabell County Schools
Email: rmmckenz@access.k12.wv.us
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City/State/Zip: Huntington, WV 25526
Role: Principal
Posted: 2012-01-26 14:24:27
Posted from IP:

Comments for section 126-44D-3 Incorporation By Reference

I used to teach 7th and 8th grade Social Studies and always found (particularly for the 7th grade) standards to be too broad as well as cognitively inappropriate. Not only were some of them courses all to themselves in college (compare and contrast world religions or governments) but I also feel that 12 year old children are not yet ready to do an analysis of the effects of the development of various economic systems across history. So, I was very excited to hear that the new common core standards would "fix" all of these issues. Imagine my disappointment to find that they're not all that different. I feel that these CSOs still ask our Social Studies teachers to do too much in a single school year and that some of the tasks are not developmentally appropriate for children who still think that girls are "icky" or that puffy top pencils are "the deal". What happened to just teaching kids about the world? This is a great age to explore geography and world cultures. If do!

ne correctly and through the lens of cultural exploration, 6th and 7th grade Social Studies could be an exciting, relevant, and engaging curriculum for our kids. I'm not sure these new CSOs do that very well. They feel very much like same ol', same ol'.

Joey Wiseman

From: Nobody [nobody@kryten.wvnet.edu]
Sent: Monday, January 16, 2012 8:56 AM
To: rjwisema@access.k12.wv.us
Subject: Comment Received for Policy 2520.4 (2012-01-16 08:55:44)

fibanez@wvde.state.wv.us

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#####

Name: Don Scalise
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Address2:
City/State/Zip: Huntington, WV 25705
Role: Teacher
Posted: 2012-01-16 08:55:44
Posted from IP:

Comments for section 126-44D-4 Summary of the Content Standards and Objectives

I have a few concerns with respect to the standards for 20/21 History course, mainly in the area of civics and citizenship. rnrnI'm curious about the objectives we have for students in those areas when they've taken no course on civics or government (which is a course for seniors). Students have little understanding of the nation's foundational documents and the standards for grade 11 appear to make remarkable presumptions of a child's knowledge. rnrnAlso, though students can be taught to make educated guesses about the future of the Constitution, the reality is our framework for government had only been amended 27 times, with 10 of those coming shortly after ratification. rnrnThe role of interest groups and third parties also seem trivial in the scope of this course. Those topics are more suited to a civics / government course. And the interaction of the three branches of government is difficult for a student to ascertain when they can scarcely identify what the three branches are because they've not been taught that content. rnrnI also would like to know why the performance descriptor for 'distinguished' includes a snippet about "defend[ing] policies formulated by ... totalitarian governments to resolve conflicts and crises ... since 1900". I believe teaching about the approaches of Stalinist Russia and Nazi Germany, but I'm uncomfortable asking or having any student defend those policies. rnrnOne of the performance descriptors for 'distinguished' in the history standard lacks enough resources to make it feasible. This involves assembling, categorizing, and utilizing primary sources. While I believe that to be a great skill, where can teachers obtain these sources? Copies of primary documents are not difficult to find, but having tangible pieces of history to actually have students examine are difficult to obtain.

Joey Wiseman

From: Nobody [nobody@kryten.wvnet.edu]
Sent: Saturday, January 14, 2012 4:41 PM
To: rjwisema@access.k12.wv.us
Subject: Comment Received for Policy 2520.4 (2012-01-14 16:40:34)

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Comment Received for Policy 2520.4,

#####

Name: Courtenay Johnson
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Email: cjohnson@access.k12.wv.us
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Address2:
City/State/Zip: Huntington, WV 25704
Role: Teacher
Posted: 2012-01-14 16:40:34
Posted from IP:

Comments for section 126-44D-4 Summary of the Content Standards and Objectives

I absolutely love the clusters for the Social Studies curriculum. This being my first year, I have had a challenging time putting the various CSOs together into specific units. I looked over these clusters and the new goals and became very excited. I CANNOT WAIT for this to be implemented :)