

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
Comment Log**

Comment Period: April 10, 2024 to May 27, 2024

Action

A/S Comment was accepted and supports the proposed policy

A/C Comment was accepted and resulted in changes to the proposed policy

N Comment was not accepted

DATE	COMMENTS	ACTION	RATIONALE
§Appendix A Comments			
2024-04-22 09:40:12	JASON ROBERTS Social Studies Teacher Tyler Consolidated High School Sistersville WV	Creating a new Full-year Personal Finance course will place a burden on many schools to implement this into an already tight schedule. It would now require 5(!) Social Studies courses for graduation. FIVE! By adding this requirement students will lose opportunities to take other classes, particularly in Work Force readiness and CTE classes. It would also require many schools to hire an additional teacher which financially may not be possible. A solution would be to make Civics a half-credit and Personal Finance a half-credit. One teacher could take care of both, eliminating the hiring burden on the schools. It also would eliminate any CTE burdens as well.	N Response 1: Personal Finance is a standalone course required by state code and is no longer part of the Social Studies requirements. The standards for Personal Finance can be found in the Career and Technical Education Standards (Course 1451).
2024-05-26 15:24:42	Matthew Cox Teacher Putnam County Schools Hurricane WV	I know this is a legislative mandate and personal finance is important. My question is if there is enough content included to make the proposed course a full year? It seems that with the content listed, there might be enough for a semester. I have a problem with the wording of the standards being embedded into dual-credit and AP Government and Politics courses. Is the WVDE now dictating what dual-credit courses can and cannot teach? Is the WVDE	N See Response 1.

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		<p>superseding the requirements of the College Board? And if these standards can imbedded in a civics, dual-credit, or AP course, shouldn students receive two credit hours for completing the coursework of 12th grade social studies course (or equivalent) instead of just one? Do social studies teachers who teach AP Government or dual-credit political science need a personal finance endorsement just to teach these courses in the meantime until personal finance teachers are hired and certified?</p> <p>It sounds good on paper, but there are more glaring questions that need to be addressed before implementation.</p> <p>And while personal finance is a microeconomic subject, some macroeconomic subjects would probably prepare students for the outside world. I didn see anything about inflation, unemployment and/or disability, fluctuations in the stock market, global trading networks, exchange rates, etc. in the standards. All of those topics would be helpful additions worthy of warranting a year-long course.</p>		
§126-44D-1 General				
2024-04-22 10:08:46	Carolyn Wagner Teacher Raleigh County Schools Beckley WV	I am in general agreement with the changes to the WV Social Studies Curriculum.	A/S	
2024-05-27 09:28:34	Brendan Gillis Director of Teaching & Learning American Historical Association Washington DC	The American Historical Association has reviewed the draft West Virginia College- and Career-Readiness Standards for Social Studies and appreciates both their approach and structure as an effective foundation for history education in public schools. The standards would benefit, however, from revisions in several places for clarity and precision. We are particularly concerned about proposed changes to high school United States studies that undermine the	N	<p>Response 2: The standards create a broad awareness of various topics; however, specific curriculum decisions and resources are left up to each local education agency (LEA).</p> <p>It appears that more specific examples were left out of this comment.</p>

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		<p>quality and cohesion of the standard (SS.US.21) about the causes and consequences of the Civil War.</p> <p>We also strongly recommend that the state address additional issues, flagged below, related to periodization, historical terminology, Native American history, and the continuity across grade levels.</p> <p>The AHA is the largest professional organization for historians in the world. Operating under a congressional charter for the promotion of historical studies, our association has long offered guidance on local, state, and federal education policy. In conjunction with the National Council for the Social Studies, the AHA helped develop and publish the C3 Framework in 2013. Our official criteria for state standards (1997, rev. 2019) espouses robust support for the kind of democratic and inclusive process of revision now underway in West Virginia. Over the past two years historians at the AHA have reviewed and appraised standards frameworks in all 50 states as part of a larger research project on the US history curriculum nationwide.</p>		
§Introduction Comments				
2024-04-22 10:08:46	Carolyn Wagner Teacher Raleigh County Schools Beckley WV	I am pleased that WV still requires 4 credits in Social Studies for graduation.	A/S	
2024-05-27 12:28:01	Tiffany Hoben Director of Education Partnerships and Strategy The Cardinal Institute for West Virginia Policy Beckley WV	<p>The standards are not easily understood by teachers and leave the content to be taught to the personal discretion of each teacher. The standards should be revised to the following format:</p> <p>Standard: complex, broad overarching topic that students should be able to address with multiple sets information as expresses by the benchmark.</p>	N	See Response 2.

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	<p>This is a complex topic that requires a great deal of nuanced information.</p> <p>Benchmark: a specific thread of the standard, each benchmark is combined with the others to form an historical narrative of the events, people, and places that make up the standard. This is one of several components necessary to meeting the standard.)</p> <p>Clarification: a clarification explains explicitly what the student should do.</p> <p>Example:</p> <p>Standard: Demonstrate an understanding of the principles, function, and organization of government.</p> <p>Benchmark: (#2/15) Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.</p> <p>Clarifications:</p> <p>Clarification 1: Students will apply their understanding of federal, confederal and unitary systems of government.</p> <p>Clarification 2: Students will compare the organizational structures of systems of government.</p> <p>Clarification 3: Students will recognize examples of these systems of government.</p> <p>Clarification 4: Students will analyze scenarios describing various systems of government.</p>		
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§World Studies Comments

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2024-04-22 10:08:46	Carolyn Wagner Teacher Raleigh County Schools Beckley WV	I am in agreement with these changes to the standards. My concern is that a lot more content has been added. My concern is that new textbooks are needed.	A/S	Response 3: Adoption of new instructional resources always runs concurrently with the adoption of new standards for all content areas.
2024-04-23 09:15:58	Donovan Helmick Teacher Jefferson High School Charles Town WV	The new standards will throw away a whole semester worth of material, as well as make our textbooks obsolete because they follow the topics and themes of the current standards. Also the standards of the all 3 History courses in High School has too much overlap. Essentially every History class will be hitting the same points every year.	N	See Response 3.
2024-04-26 11:32:02	Samanta Halpenny Teacher MCBOE Fairmont WV	Its irresponsible to get rid of CSOs that explain the very basis of why people live in a civilization or how a civilization is formed. It explains Greece and also Rome, which is what these CSOs seem to focus on the most. Classical time periods an only happen if a civilization has advanced. If a student doesn't understand how civilizations form then they aren't going to have the context to understand how a golden age can happen. Egypt is a high interest topic for many students and so I don't see why it would be removed from this class.	N	Response 4: Seventh grade Social Studies was revised to teach world history, including the ancient river civilizations, through a geographical lens. The high school World History course then begins at ancient Greece and Rome through the globalization of the 20 th century in order to make the World History course more cohesive.
2024-05-10 10:57:01	Joseph Giles Social Studies Teacher Berkeley Springs High School Berkeley Springs WV	Social Studies Standards Response To the Committee in Charge of Review of the WV Social Studies Standards: I write as a representative of the Social Studies Department of Berkeley Springs High School of Morgan County in concern over proposed changes to the World Studies curriculum. We have concerns centered around the decision to start 9th grade World Studies at Classical Civilizations instead of beginning with River Civilizations. There is no doubt in our minds that the committee took	N	See Response 4.

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		<p>this action in the belief that students would learn the prerequisite information about the origins of man and the development of the River Civilizations in 7th grade World History. However, we are certain that there will be little to no retention of the information by the time these students reach 9th grade. Perhaps if 7th Grade World History was switched with 8th grade WV History and there was a continuity from 8th grade World History to 9th Grade World Studies there would be retention, but as the system is currently designed, few if any students will retain the information needed to successfully build upon in 9th grade. It is our strong belief that 9th Grade World Studies needs to begin with the study of River Civilizations and progress through 18th Century European History. This would bring students up to the insurrection of the Colonies in 9th Grade World Studies and easily transfer them into US History/Comprehensive US History in 10th Grade.</p> <p>Other concerns that were expressed were the addition of several centuries to the World Studies curriculum. It is believed that there is no need to add the Democratic and Communist governments of the 20th century or any material of the 21st century when Comprehensive (Honors) US History, Contemporary Studies and Civics covers all of this material in 10th, 11th and 12th grades.</p> <p>Therefore, due to the overlaps of the proposed standards between World Studies and US and Contemporary Studies as well as Civics, we believe the following retractions should be considered: SS.W.1: Reinstate River Civilizations and redact democratic and communist regimes, and 21st century society.</p>		<p>Response 5: The utilization of United States (US) Studies and Contemporary Studies, or US Comprehensive, inclusive of Honors courses, is a local level decision. However, the standards must ensure all topics are addressed regardless of the option the LEA chooses. In many instances, examples were removed to allow more flexibility in curriculum decisions, which are made at the local level.</p>
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	<p>SS.W.3: Reinstate the Hammurabi the Code and redact US Constitution, Declaration of the Rights of Man and Citizen, and Treaty of Versailles.</p> <p>SS.W.9: Redact requirements concerning the USSR.</p> <p>Reinstate the original SS.W.17 about River Civilizations as SS.W.16.</p> <p>Establish your new SS.W.16 as SS.W.17, but return the specifics concerning the religions studied.</p> <p>The consensus is that the rejection of the term the Middle Ages for the post-classical is serves no real function except to confuse teachers and students alike. The Middle Ages, including the period known as the Dark Ages, are a crucial moment in the development of European history. It is agreed that the original SS.W.19 should be reinstated as SS.W.18.</p> <p>The new SS.WS.18 also has issues. The original standards had the summarization of the origins and contributions of the scientific revolution in it, but the new standards elevates it above other subject matter and historically puts it out of order, placing it before the study of the Renaissance. Reinstate the old SS.W.20 as SS.W.19.</p> <p>The old SS.W.21 does need to be reworded, but not as extensively as it has been done. I recommend:</p> <p>to Demonstrate an understanding of the global political environment of the post-Renaissance period through the 18th century and the decline of British Imperialism. Attach necessary subpoints. Label this as the new SS.WS.20.</p> <p>All subsequent standards, SS.W.20-SS.W.28 should not be covered in World Studies as they are items to be discussed in US History, Contemporary Studies, and Civics.</p> <p>We appreciate the work of the Committee in their review of older standards and alterations for the new standards, many of which hold promise. However, it is our belief that</p>	A/C	<p>Response 6: Hammurabi's Code was removed; however, other examples were not removed in this section, therefore it is reinstated.</p>
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		<p>if these standards are carried out as a whole, it will hinder Social Studies teachers across the state and make it nearly impossible to truly educate students on the subject matter.</p> <p>Thank you,</p> <p>Social Studies Team Berkeley Springs High School Berkeley Springs, Morgan County, West Virginia</p>		
<p>2024-05-10 10:59:29</p>	<p>Joshua Morrell Social Studies Teacher Berkeley Springs High School Berkeley Springs WV</p>	<p>To the Committee in Charge of Review of the WV Social Studies Standards:</p> <p>I write as a representative of the Social Studies Department of Berkeley Springs High School of Morgan County in concern over proposed changes to the World Studies curriculum. We have concerns centered around the decision to start 9th grade World Studies at Classical Civilizations instead of beginning with River Civilizations.</p> <p>There is no doubt in our minds that the committee took this action in the belief that students would learn the prerequisite information about the origins of man and the development of the River Civilizations in 7th grade World History. However, we are certain that there will be little to no retention of the information by the time these students reach 9th grade. Perhaps if 7th Grade World History was switched with 8th grade WV History and there was a continuity from 8th grade World History to 9th Grade World Studies there would be retention, but as the system is currently designed, few if any students will retain the information needed to successfully build upon in 9th grade. It is our strong belief that 9th Grade World Studies</p>	<p>N</p>	<p>See Responses 4 and 5.</p>

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	<p>needs to begin with the study of River Civilizations and progress through 18th Century European History. This would bring students up to the Resurrection of the Colonies in 9th Grade World Studies and easily transfer them into US History/Comprehensive US History in 10th Grade.</p> <p>Other concerns that were expressed were the addition of several centuries to the World Studies curriculum. It is believed that there is no need to add the Democratic and Communist governments of the 20th century or any material of the 21st century when Comprehensive (Honors) US History, Contemporary Studies and Civics covers all of this material in 10th, 11th and 12th grades.</p> <p>Therefore, due to the overlaps of the proposed standards between World Studies and US and Contemporary Studies as well as Civics, we believe the following retractions should be considered:</p> <p>SS.W.1: Reinstate River Civilizations and redact democratic and communist regimes, and 21st century society.</p> <p>SS.W.3: Reinstate Hammurabi Code and redact US Constitution, Declaration of the Rights of Man and Citizen, and Treaty of Versailles.</p> <p>SS.W.9: Redact requirements concerning the USSR. Reinstate the original SS.W.17 about River Civilizations as SS.W.16.</p> <p>Establish your new SS.W.16 as SS.W.17, but return the specifics concerning the religions studied.</p> <p>The consensus is that the rejection of the term Middle Ages for Post-classical serves no real function except to confuse teachers and students alike. The Middle Ages, including the period known as the Dark Ages, are a crucial</p>	A/C	See Response 6.
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		<p>moment in the development of European history. It is agreed that the original SS.W.19 should be reinstated as SS.W.18.</p> <p>The new SS.WS.18 also has issues. The original standards had the summarization of the origins and contributions of the scientific revolution in it, but the new standards elevates it above other subject matter and historically puts it out of order, placing it before the study of the Renaissance. Reinstate the old SS.W.20 as SS.W.19.</p> <p>The old SS.W.21 does need to be reworded, but not as extensively as it has been done. I recommend:</p> <p>☛ Demonstrate an understanding of the global political environment of the post-Renaissance period through the 18th century and the decline of British Imperialism. Attach necessary subpoints. Label this as the new SS.WS.20.</p> <p>All subsequent standards, SS.W.20-SS.W.28 should not be covered in World Studies as they are items to be discussed in US History, Contemporary Studies, and Civics.</p> <p>We appreciate the work of the Committee in their review of older standards and alterations for the new standards, many of which hold promise. However, it is our belief that if these standards are carried out as a whole, it will hinder Social Studies teachers across the state and make it nearly impossible to truly educate students on the subject matter.</p> <p>Thank you,</p> <p>Social Studies Team Berkeley Springs High School Berkeley Springs, Morgan County, West Virginia</p>		
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<p>2024-05-10 11:00:46</p>	<p>Thomas Lacy Social Studies Team Lead Berkeley Springs High School Berkeley Springs WV</p>	<p>Social Studies Standards Reponse</p> <p>To the Committee in Charge of Review of the WV Social Studies Standards:</p> <p>I write as a representative of the Social Studies Department of Berkeley Springs High School of Morgan County in concern over proposed changes to the World Studies curriculum. We have concerns centered around the decision to start 9th grade World Studies at Classical Civilizations instead of beginning with River Civilizations.</p> <p>There is no doubt in our minds that the committee took this action in the belief that students would learn the prerequisite information about the origins of man and the development of the River Civilizations in 7th grade World History. However, we are certain that there will be little to no retention of the information by the time these students reach 9th grade. Perhaps if 7th Grade World History was switched with 8th grade WV History and there was a continuity from 8th grade World History to 9th Grade World Studies there would be retention, but as the system is currently designed, few if any students will retain the information needed to successfully build upon in 9th grade. It is our strong belief that 9th Grade World Studies needs to begin with the study of River Civilizations and progress through 18th Century European History. This would bring students up to the Resurrection of the Colonies in 9th Grade World Studies and easily transfer them into US History/Comprehensive US History in 10th Grade.</p> <p>Other concerns that were expressed were the addition of several centuries to the World Studies curriculum. It is</p>	<p>N</p>	<p>See Responses 4 and 5.</p>
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	<p>believed that there is no need to add the Democratic and Communist governments of the 20th century or any material of the 21st century when Comprehensive (Honors) US History, Contemporary Studies and Civics covers all of this material in 10th, 11th and 12th grades.</p> <p>Therefore, due to the overlaps of the proposed standards between World Studies and US and Contemporary Studies as well as Civics, we believe the following retractions should be considered:</p> <p>SS.W.1: Reinstate ♦River Civilizations♦ and redact democratic and communist regimes, and 21st century society.</p> <p>SS.W.3: Reinstate ♦Hammurabi♦ Code♦ and redact US Constitution, Declaration of the Rights of Man and Citizen, and Treaty of Versailles.</p> <p>SS.W.9: Redact requirements concerning the USSR. Reinstate the original SS.W.17 about River Civilizations as SS.W.16.</p> <p>Establish your new SS.W.16 as SS.W.17, but return the specifics concerning the religions studied.</p> <p>The consensus is that the rejection of the term ♦Middle Ages♦ for ♦post-classical♦ serves no real function except to confuse teachers and students alike. The Middle Ages, including the period known as the Dark Ages, are a crucial moment in the development of European history. It is agreed that the original SS.W.19 should be reinstated as SS.W.18.</p> <p>The new SS.WS.18 also has issues. The original standards had the summarization of the origins and contributions of the scientific revolution in it, but the new standards elevates it above other subject matter and historically puts it out of order, placing it before the study of the Renaissance. Reinstate the old SS.W.20 as SS.W.19.</p>	A/C	See Response 6.
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		<p>The old SS.W.21 does need to be reworded, but not as extensively as it has been done. I recommend: Demonstrate an understanding of the global political environment of the post-Renaissance period through the 18th century and the decline of British imperialism. Attach necessary subpoints. Label this as the new SS.WS.20. All subsequent standards, SS.W.20-SS.W.28 should not be covered in World Studies as they are items to be discussed in US History, Contemporary Studies, and Civics.</p> <p>We appreciate the work of the Committee in their review of older standards and alterations for the new standards, many of which hold promise. However, it is our belief that if these standards are carried out as a whole, it will hinder Social Studies teachers across the state and make it nearly impossible to truly educate students on the subject matter.</p> <p>Thank you,</p> <p>Social Studies Team Berkeley Springs High School Berkeley Springs, Morgan County, West Virginia</p>		
<p>2024-05-10 11:28:42</p>	<p>Beth Golden Secondary Education Director Morgan County Schools Berkeley Springs WV</p>	<p>The following comments are based on a conversation with the Berkeley Springs High School social studies department.</p> <p>Due to the overlaps of the proposed standards between World Studies and US and Contemporary Studies as well as Civics, we believe the following retractions should be considered:</p> <p>SS.W.1: Reinstate River Civilizations and redact</p>	<p>N</p> <p>A/C</p>	<p>See Responses 4 and 5.</p> <p>See Response 6.</p>

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	<p>democratic and communist regimes, and 21st century society.</p> <p>SS.W.3: Reinstate the Hammurabi Code and redact US Constitution, Declaration of the Rights of Man and Citizen, and Treaty of Versailles.</p> <p>SS.W.9: Redact requirements concerning the USSR.</p> <p>Reinstate the original SS.W.17 about River Civilizations as SS.W.16.</p> <p>Establish your new SS.W.16 as SS.W.17, but return the specifics concerning the religions studied.</p> <p>The consensus is that the rejection of the term the Middle Ages for the post-classical is serves no real function except to confuse teachers and students alike. The Middle Ages, including the period known as the Dark Ages, are a crucial moment in the development of European history. It is agreed that the original SS.W.19 should be reinstated as SS.W.18.</p> <p>The new SS.WS.18 also has issues. The original standards had the summarization of the origins and contributions of the scientific revolution in it, but the new standards elevates it above other subject matter and historically puts it out of order, placing it before the study of the Renaissance. Reinstate the old SS.W.20 as SS.W.19.</p> <p>The old SS.W.21 does need to be reworded, but not as extensively as it has been done. I recommend:</p> <p>to Demonstrate an understanding of the global political environment of the post-Renaissance period through the 18th century and the decline of British Imperialism. Attach necessary subpoints. Label this as the new SS.WS.20.</p> <p>All subsequent standards, SS.W.20-SS.W.28 should not be covered in World Studies as they are items to be discussed in US History, Contemporary Studies, and Civics.</p>		
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<p>2024-05-13 12:56:22</p>	<p>Robert Dugan Instructional Coach Morgan County Schools Berkeley Springs WV</p>	<p>SS.W.1: Reinstate the River Civilizations and redact democratic and communist regimes, and 21st century society.</p> <p>SS.W.3: Reinstate the Hammurabi Code and redact US Constitution, Declaration of the Rights of Man and Citizen, and Treaty of Versailles.</p> <p>SS.W.9: Redact requirements concerning the USSR.</p> <p>Reinstate the original SS.W.17 about River Civilizations as SS.W.16.</p> <p>Establish your new SS.W.16 as SS.W.17, but return the specifics concerning the religions studied.</p> <p>The consensus is that the rejection of the term the Middle Ages for the post-classical is serves no real function except to confuse teachers and students alike. The Middle Ages, including the period known as the Dark Ages, is a crucial moment in the development of European history. It is agreed that the original SS.W.19 should be reinstated as SS.W.18.</p> <p>The new SS.WS.18 also has issues. The original standards had the summarization of the origins and contributions of the scientific revolution in it, but the new standards elevates it above other subject matter and historically puts it out of order, placing it before the study of the Renaissance. Reinstate the old SS.W.20 as SS.W.19.</p> <p>The old SS.W.21 does need to be reworded, but not as extensively as it has been done. I recommend: to demonstrate an understanding of the global political</p>	<p>N</p> <p>A/C</p>	<p>See Responses 4 and 5.</p> <p>See Response 6.</p>
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		<p>environment of the post-Renaissance period through the 18th century and the decline of British Imperialism. Attach necessary subpoints. Label this as the new SS.WS.20.</p> <p>All subsequent standards, SS.W.20-SS.W.28 should not be covered in World Studies as they are items to be discussed in US History, Contemporary Studies, and Civics.</p>		
2024-05-26 15:24:42	<p>Matthew Cox Teacher Putnam County Schools Hurricane WV</p>	<p>One of the first history standards is to review Ancient Greece and Rome. This creates some redundancies with the new 7th grade standards. Subtracting ancient man and early river valley civilizations will help in covering material in the 19th and 20th centuries, but I believe double-covering Ancient Greece and Rome is a bit much for all the new material added. Even the College Board in their re-design of AP World History Modern starts around 1200 CE.</p> <p>Although American independence is significant in world history, the mentions of the Articles of Confederation and the U.S. Constitution are questionable exemplars. The Articles of Confederation failed to maintain a strong government. Perhaps discussing the effects of the Enlightenment on the Revolutionary period in the Americas or teaching the influence of the American Revolution on other world areas (French Revolution, Latin American Wars of Independence, Haitian Revolution) would be a better way to phrase that particular standard.</p> <p>My colleagues in my department are skeptical of the language of SS.W.17. Is post-classical the new academic term for Middle Ages or Medieval? Can there be a specific example related to the accomplishments of the Ottoman and Byzantine Empires within the standard?</p>	N	See Responses 4 and 5.

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		<p>SS.W.19 is confusing in its wording without examples. Are we discussing the formation of nation-states like the new monarchies of Ferdinand and Isabella of Spain or the Tudors of England? Both of those are before the 16th Century. Are we discussing politiques like Elizabeth I of England or Henry IV of France? Is this an attempt at teaching absolutism like Louis XIV of France, Philip II of Spain, and Peter the Great of Russia? I think more specific examples would give some clarification here.</p> <p>In SS.W.22, the verbiage might need a little clarification. Verbs often found in Blooms Taxonomy seem to be missing.</p> <p>I fear that the course covers too great a time period and goes in too much detail for students who are beginning high school. The depth and complexity of political movements, especially in the 19th and 20th centuries, may be difficult for general students to understand. Topics like the Revolutions of 1830 and 1848 and the nationalistic unification of movements of Italy and Germany are difficult topics to teach and complex events to follow.</p>		
<p>2024-05-27 09:28:34</p>	<p>Brendan Gillis Director of Teaching & Learning American Historical Association Washington DC</p>	<p>The restructuring of standards around post-classical and early modern world history in the proposed draft risks confusion around chronology. This is most noticeable in SS.W.18, which provides a list of major developments in early modern Europe in roughly chronological order with the exception of the Scientific Revolution. We suggest restoring the substandard about this topic (☞ summarize the origins and contributions ☞) to where it was originally listed in the 2016 standards and is now shown as a strikethrough. We also recommend amending the placement of ☞ Scientific Revolution ☞ in the text of the overarching standard so that it comes between</p>	<p>A/C</p>	<p>SS.W.18 is reverted back to the original format.</p>

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		Reformation and Age of Exploration. We particularly appreciate that the proposed changes include a separate standard (SS.W.21) about political revolutions that includes Haiti and Latin America alongside developments in France, Germany, and Italy. This is a valuable clarification, and we hope that this change is approved.	A/S	
2024-05-27 12:28:01	Tiffany Hoben Director of Education Partnerships and Strategy The Cardinal Institute for West Virginia Policy Beckley WV	Hammurabi Code should not be removed. This is truly a studies course in that its primary focus is to generalize and focus on themes. In doing so it loses the benefits of a history class in which the events of the past are told as a continuous story. The most devastating loss is a complete and detailed understanding of the complexities of studying world history.	A/C	See Response 6.
§Sixth Grade Standards Comments				
2024-04-22 10:09:35	Amanda Webb Social Studies Teacher Buckhannon Upshur Middle School Buckhannon WV	I believe that SS.6.7 should remain. Our students are currently suffering through an apathy crisis. They struggle to be kind to the people around them and to understand the issues of the world at large. This standard helped students understand human rights and is an excellent foundation for later learning about things like the human rights violations in WWII, the Civil Rights Movement, etc.	A/C	SS.6.7 is added back in the original format.
2024-05-27 12:28:01	Tiffany Hoben Director of Education Partnerships and Strategy The Cardinal Institute for West Virginia Policy Beckley WV	Civics SS.6.2 The standards skip into the 21 century with no context for what happened prior to that. Given that this is a Civics standard, the focus should be on understanding the fundamental differences between the forms of government first, and the principles on which they are founded. And the inclusion of the Great Depression appears to be listed as an attempt to paint our constitutional republic and by extension, capitalism in a negative light. I'm not even sure why 9/11 is included	N	Response 7: Social Studies standards in grades 3 through 6 address US history. Standards are arranged chronologically through the history standards. Teachers have received training throughout the years to incorporate civics, geography, and economic standards with the chronologically-arranged history standards.

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		<p>here. It most certainly ought be taught, but not inside the framework of comparing different forms of government in the 6th grade.</p> <p>SS.6.5 The language here is being changed from an response to events (which I would say is vague, so I understand wanting to change it) to promoting societal an/or political change This suggests that in every instance change was the appropriate response, when in fact there were arguments made on both sides that change would promote the common good as well as arguments that proposed change would harm it.</p> <p>SS.6.6 There are no religious organizations listed.</p> <p>Economics SS.6.7 Should be command v free market systems first, then a distinction among the three listed (Communism, Socialism, Capitalism) especially since communism is not just an economic system.</p> <p>SS.6.12 I can see no reason to delete this standard.</p> <p>History SS.6.17 If 6th grade World History why start at WWI with no background in European history or world history?</p> <p>All the 7th grade standards and the Western Civilization</p>	<p>A/C</p> <p>N</p> <p>A/C</p> <p>A/C</p> <p>N</p> <p>N</p>	<p>SS.6.5 is reverted back to the original format.</p> <p>This list is not all-inclusive. The final curriculum decision is made at the local level.</p> <p>SS.6.7 has been revised to address only the economics of the three examples.</p> <p>SS.6.12 is reverted to the original format.</p> <p>Sixth grade is not a world history course.</p> <p>Sixth grade is US History, 7th grade is an overview of world history through geographic lens. 9th grade is WV's World Studies course.</p>
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		content that has been deleted should be here in the sixth grade.		
§Civics Comments				
2024-04-22 10:41:35	Johnathan Mayne Point Pleasant High School Point Pleasant WV	It seems redundant to have SS.C.10 about the liberties of the Bill of Rights/14th Amendment and then have SS.C.23, SS.C.24 & SS.C.25 which seem to basically have the same intent with different wording and separation of the Amendments/Ideas. I believe that the understanding in 10 was sufficient to the ideas in 23, 24, & 25 without the rewording/separation.	N	WV Code 18-2-9 requires the instruction of these specific topics across all grade levels.
2024-05-22 15:04:03	Stephanie Bragg teacher PikeView High School Princeton West	The Geography standards were left out of the civics standards.	A/C	The geography standards were inadvertently left off the final copy of the standards and have been reinserted.
2024-05-22 15:23:42	Carla Brown Director Wirt County Schools Elizabeth WV	I do not see the Geography section that used to be in the civics standards. Were those inadvertently removed? I believe they would have been struck through if the prosed changed was for them to be removed.	A/C	The geography standards were inadvertently left off the final copy of the standards and have been reinserted.
2024-05-27 12:28:01	Tiffany Hoben Director of Education Partnerships and Strategy The Cardinal Institute for West Virginia Policy Beckley WV	Correctly identifies the US as a Republic, why is it not the same throughout?	N	The three branches of government, including the judicial branch, are taught across multiple grade levels prior to a student's senior year. A mock trial is a hands-on experience for students to learn about the judicial system. (§18-2-9. Required courses of instruction.)
		<p>SS.C.1 The standards should remove any inclusion Action Civics. A teacher cannot start with this when the students haven't learned anything yet. A mock trial has very little to do with being aware of the importance of being an informed citizen. Furthermore, they have not engaged in any standards on the structure of the legal system, civil or criminal.</p> <p>SS.C.2 This standards is much too vague and is not worded in such way that a teacher can discern what a student is supposed to know. Minimally, preserve should be</p>	N	

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		<p>maintained here as not to suggest that the United States is not already a democratic polity.</p> <p>SS.C.5 Missing Mayflower Compact and Common Sense in documents. Popular sovereignty is listed twice.</p> <p>SS.C.6 The Federalist and Anti-Federalist Papers should be listed as a required primary source.</p> <p>SS.C.7 The reference to the US Constitution as a living document should be removed. The Constitution of the United States can be adapted to changes in the country, but only through the amendment process.</p> <p>SS.C.17 Students should be examining the impact of media only as it relates to monitoring and influencing government, acting as a watchdog and freedom of the press as contained in the 1st Amendment.</p> <p>The Second Amendment is entirely missing and should be included as a guaranteed right.</p>	<p>A/C</p> <p>N</p> <p>N</p> <p>A/C</p> <p>N</p>	<p>While these are only examples, the duplication of popular sovereignty was removed.</p> <p>SS.C.6 requires instruction on the Federalist and Anti-Federalist Papers.</p> <p>The amendment process allows the Constitution to be a living document.</p> <p>The word “assess” was changed to “examine.”</p> <p>The Second Amendment is one of the amendments included in the Bill of Rights, which is addressed at multiple grade levels.</p>
§Seventh Grade Standards Comments				
2024-04-22 13:02:28	Marcus Jay Sprague Teacher Wood County Schools Parkersburg WV	My experience has been with teaching 7th grade social studies, and for the most part I like the changes to emphasize a geographic construct in our standards. Ive felt that was lost when our standards changed the last time, and I am very happy to see that resurrected.	A/S	

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		<p>The "old" standard SS 7.19, however, I feel needs put BACK IN the standards, I think it is very important for students to understand the impact the Renaissance and the Reformations (protestant and counhter) had on society. I know the new SS 7.24 "alludes" to it being taught, but I feel eliminating it completely is a mistake.</p> <p>Im not commenting on the rest for I did not teach those every year like I have taught 7th grade Social Studies. But as for the new standards, like I mentioned, I think a terrific job was done by all. My only concern is doing away with SS 7.19.</p>	N A/S	The standard was moved to 9 th grade.
2024-05-26 15:24:42	Matthew Cox Teacher Putnam County Schools Hurricane WV	Inclusion of the five themes of geography is an improvement upon the course. I feel that some of the standards concerning human geography are a little too generic and lack specificity. If 7th grade standards are going to replace what used to be considered in-depth coverage of 9th grade world history, there needs to be more specific measurements associated with world religions. Origins of Hinduism, Buddhism, Judaism, Christianity, and Islam are all cornerstones of the current 9th grade history course, but are not directly mentioned in the standards. This can be done by adding an additional history standard or by specifically mentioning each of the major five religions in the appropriate world area in the geography standards.	N	The standard is broad allowing local level curriculum decisions around the topic of religions.
2024-05-27 09:28:34	Brendan Gillis Director of Teaching & Learning American Historical	We suggest that the world history standards for seventh grade (SS.7.22 and SS.7.23) more clearly connect the ancient peoples of the world (7.22) and the classical era in the Mediterranean basin (7.23). SS.7.23 should	A/C	SS.7.23 is revised to include civilizations across the globe within the classical era.

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		All of this should be moved and the entire focus for the grade year should be on civics and the American Founding.		
§United States Studies Comments				
2024-04-22 15:31:43	Joe Hunt Teacher Delbarton WV	I am writing to express concerns regarding the proposed decision to exclude the Emancipation Proclamation from the 10th-grade US Studies standards. The Emancipation Proclamation is a pivotal moment in our nations history, marking a significant turning point in the fight against slavery and the struggle for civil rights. By failing to incorporate this landmark document into our 10th-grade US Studies standards, we are not only neglecting to acknowledge the courage and vision of Lincoln, but we are also erasing the voices and experiences of the millions of enslaved individuals whose lives were forever changed by its issuance. The Emancipation Proclamation not only declared the freedom of enslaved people in Confederate-held territory but also transformed the Civil War into a moral crusade for the abolition of slavery. Its significance extends far beyond its immediate impact on the war effort. Furthermore, excluding the Emancipation Proclamation sends a troubling message to our students, suggesting that certain aspects of our history are too uncomfortable or inconvenient to confront and we should stick to major military events. I ask the WV Department of Education to reconsider this standard and reinstitute the Emancipation Proclamation in the 10th-grade US Studies standards.	A/C	A portion of SS.US.21 is reverted back to its original format.
2024-05-26 15:24:42	Matthew Cox Teacher Putnam County Schools Hurricane WV	Standard SS.US.17s examples seem a little tedious without further explanation. Battles like Saratoga and Fredericksburg are important, but many historians would fail to address how geography affected those battles. My students could tell you that Saratoga was the turning point of the American Revolution because it convinced foreign allies to intervene on behalf of the United States. They	A/C	Examples were removed to allow for local level curriculum decisions.

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		<p>could also probably tell you that Fredericksburg resulted in the replacement of Ambrose Burnside (and they remember that because of his facial hair more than anything). Could they tell you anything about the geography? Nope. Would other examples be better? Probably. The fact that British troops were surrounded on a peninsula at Yorktown and blocked by French ships who had relocated due to hurricane season in the Caribbean is a better, more relatable example here. Or perhaps that Antietam was a major battle fought in a border state, or that the Oneida community was part of the burned-over district of the Second Great Awakening would be more relevant examples.</p> <p>In SS.US.21, I have two major concerns. The first is that there are too many battles listed in the examples of the military events of the Civil War. The standard fails to list the political power grabs of both Union and Confederate leaders, the economic effects of industrialization or the Union blockade of the Confederacy, wartime legislation, or life on the home front. Social studies teachers get a bad reputation for focusing on every battle and skimming over political, economic, and social history during the war. The standard specifically addressing the Civil War from a militaristic standpoint is an oversimplification of one of the most complex, dividing issues in the history of the United States. The other major concern is how Reconstruction is celebrated as "progress". It might be the most productive that Congress has ever been, but there were certainly a number of glaring failures in the Reconstruction era. Reconstruction is a nuanced era in American history and should be taught as such.</p>	<p>A/C</p>	<p>A portion of SS.US.21 was reverted back to the original format.</p>
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		<p>SS.US.21 that begins "Identify the causes of the secession" should be amended to read "Identify the causes of secession."</p> <p>We recommend rejecting the changes proposed to the substandard that begins "Explain how the political events led to Civil War. The new language is misleading, at best, about the causes of the Civil War. The phrasing about "conflicting views on states' rights, tariffs, slavery, and federal authority" appears to suggest that the conflict around slavery was just one of several manifestations of sectional strife, as if debates about tariffs and federal authority could be uncoupled from the underlying split over the future of slavery in the United States. The emphasis on "states' rights" here is out of step with consensus among professional historians, who generally agree that the primary cause of the Civil War was the determination of the seceding states to maintain the system of human slavery.</p> <p>We suggest that West Virginia consider adopting language similar to that added to the 2023 Virginia Standards of Learning, requiring that students learn to "describe] how slavery and its expansion was the primary cause of the cultural, economic, and constitutional issues that divided the nation and was the catalyst for secession of southern states" (Virginia 2023 USL.9).</p> <p>The AHA also recommends that the proposed change that would replace language about the social, political, cultural, and economic effects of the Civil War with a clause narrowly addressing battles be rejected. This standard is lacking if it does not encourage teachers to "Outline the course and outcome of the Civil War (e.g., the role of</p>	A/C	The Emancipation Proclamation was reinserted.
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		<p>African-American military unties, the impact of the Emancipation Proclamation, and the social, political, and economic impact on the South following the Civil War.). ♦ We recommend that this clause be restored, or at the very least that the standard be amended to include Emancipation.</p> <p>Military history is important and can be compelling. Our research finds that some teachers have a tendency to go into so much detail about battles and strategy that students fail to understand the causes and consequences of the war. We see no need to add the clause: ♦Outline the major military events of the Civil War (e.g. Gettysburg, Bull Run, Vicksburg, Antietam, Shermans March, Appomattox). ♦</p> <p>The new version of SS.US.21 is unacceptably narrow with regard to the Civil War. It removes content that should be included in any history standards purporting to outline the causes and consequences of this conflict at any grade level.</p> <p>The emancipation of four million people from enslavement is a glaring omission from the proposed standards for high school United States studies. Students will learn about the Emancipation Proclamation in fifth grade, but the standards remain inadequate if they take for granted that students will retain this knowledge or assume that high school teachers will incorporate guidance about content directed at elementary educators.</p> <p>The muddled accounting of Civil War history is particularly surprising, given the foundational role that debates around slavery and secession played in the creation of the</p>	<p align="center">N</p>	<p>The Civil War is addressed across grade levels, and WV statehood is specifically addressed in WV Studies in 8th grade.</p>
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		<p>new state of West Virginia. SS.US.21 offers another opportunity to establish continuity across the entire standards sequence. Adding a substandard here about the specific connection between the Civil War and West Virginia statehood perhaps adapting language from 8th-grade West Virginia studies will reinforce student learning across grade levels in a way that can help rising generations of West Virginians understand their state place within wider national and global developments.</p> <p>Without more attention to the momentous consequences of the conflict across American society, teachers will be without guidance in helping students understand why the war was important or what it meant. In particular, the emancipation of four million people from enslavement is a glaring omission from the proposed standards. No content standards on the US Civil War should fail to note the end of legal slavery as an effect of the conflict. This is an essential chapter in the history of American freedom. These proposed changes would risk trivializing the war for students and would make its immense significance impossible to for students understand.</p>		
<p>2024-05-27 12:28:01</p>	<p>Tiffany Hoben Director of Education Partnerships and Strategy The Cardinal Institute for West Virginia Policy Beckley WV</p>	<p>The reference to the US Constitution as a living document should be removed. The Constitution of the United States can be adapted to changes in the country, but only through the amendment process.</p> <p>Change culturally diverse population to pluralistic. Pluralism doesn't just acknowledge the presence of different groups or identities; it actively seeks to create a space where those groups can interact in a way that respects and values their differences. Pluralism also emphasizes the importance of dialogue and collaboration between different groups, rather than simply tolerating or</p>	<p>N</p>	<p>The amendment process allows the Constitution to be a living document.</p>

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		<p>acknowledging their existence.</p> <p>SS.US.1 The United States is not a constitutional democracy. The United States is a Constitutional Republic, it says as much in the standards for the high school Civics course. United States should be written out in every instance within the standards.</p> <p>Liberty and equality are being presented as opposing ideas, as are the rule of law and ethics. This should be changed and ♦ethics♦ should be removed completely.</p> <p>SS.US.19 Should include the of the Judeo-Christian Influence as part of the list that supports the fundamental principles of the Constitution and the Bill of Rights.</p> <p>It is radicalizing of student to ♦account for♦ the emergence of England as a global power. This is a judgement statement, not a historical tracing. Why remove ♦race♦ in the first place?</p>	<p>A/C</p> <p>A/C</p> <p>A/C</p>	<p>The word “democracy” was changed to “republic.”</p> <p>The word “and” was removed.</p> <p>A portion of SS.US.20 was reverted back to its original format.</p>
5Eighth Grade Standards Comments				
2024-04-26 11:32:02	Samanta Halpenny Teacher MCBOE Fairmont WV	The language for the 8th-grade standards is vague. It also feels somewhat convoluted in most cases. I find a lot of the mid-20th century and modern history to have little to no clarification. The current textbook also is not aligned with these standards. Much of chapters 16 and 17 don cover what should be taught to satisfy these CSOs.	N	The instructional resource process requires new instructional resources after the revision of standards.

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2024-05-27 09:28:34	Brendan Gillis Director of Teaching & Learning American Historical Association Washington DC	The Department of Education and the committees responsible for this draft deserve praise for a strong and coherent accounting of West Virginia history. Districts and teachers might appreciate clearer guidance around the Native American history of what is now West Virginia. We suggest expanding SS.8.20 to differentiate between the cultures and daily life of the Native Americans to include specific individuals or nations (i.e. Shawnee, Osage, Cherokee, and Delaware). This information is not always readily available to teachers without significant research.	A/S	
2024-05-27 12:28:01	Tiffany Hoben Director of Education Partnerships and Strategy The Cardinal Institute for West Virginia Policy Beckley WV	The eight-grade summary boasts a comprehensive study of West Virginia, but then goes on to describe something that sounds like a global perspectives course. There are more clarifications to the standards here and this approach should be taken across all the standards in all the content areas.	N	WV Studies looks at WV through a world lens.
§Geography Comments				
2024-04-26 11:32:02	Samanta Halpenny Teacher MCBOE Fairmont WV	The language for these CSOs are vague and could be interpreted in different ways.	N	The standards outline what students need to know, do, and understand. Curriculum decisions are made at the local level.
§Social Studies Indicators Grades 6 - 8 Comments				
2024-05-26 15:24:42	Matthew Cox Teacher Putnam County Schools Hurricane WV	The overall program reach of 6th-8th grade seems to lack coordination and planning between elementary school and high school. For instance, ancient world history and geography are studied in 7th grade, but the second half of world history isn't touched again until 9th grade. Movement of West Virginia history to an earlier grade would allow more fluidity by topics and encourage students to study their homes and communities before exploring foreign and ancient topics. If tradition is the only thing that holds West	N	Social studies in grades 3-6 provides an overview of US history. Grade 7 provides an overview of world history. WV Studies is a designated 8 th grade course.

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		SS.E.26 This standard is far too late in the course. These three market types are foundational and should be taught before SS.E.3.		understand, and do. It is the teacher's responsibility to look at the standards as a whole and create curriculum and pacing of the course.
§Fifth Grade Standards Comments				
2024-05-27 12:28:01	Tiffany Hoben Director of Education Partnerships and Strategy The Cardinal Institute for West Virginia Policy Beckley WV	Civics 5.2 Students are asked to assume a role in a mock proceeding but have not studied the legal system with any specificity. Instead, students should begin with the structure function and processes related to the United States legal system.	N	This standard allows teachers to instruct students on the legal system through a hands-on experience.
		Civics 5.6 Students are going straight into the 13th, 14th, and 15th amendment without a thorough examination of the Bill of rights. These amendments should be moved to History 5.21. Additionally, a standard about how amendments limit the powers of government should be added.	N	The Bill of Rights is introduced in grade 4. Grade 5 then builds on the 4 th grade standards.
§First Grade Standards Comments				
2024-05-27 12:28:01	Tiffany Hoben Director of Education Partnerships and Strategy The Cardinal Institute for West Virginia Policy Beckley WV	Civics 1.1 More emphasis should be placed on examples of patriotism and responsible leadership (Washington, Franklin, Frederick Douglas, MLK) so students can begin to develop and aggregate model of what that looks like.	N	Patriotism is addressed introduced in kindergarten and you will find it built upon throughout all required courses in grades K-12.
		Civics 1.5 First graders are asked to identify a community need and propose solutions. Students must first understand the roles of both the government and those of individuals. Students should instead be asked to identify how the absence of rules and laws can impact the individual and the community.	N	The elementary standards were created in a developmentally appropriate manner. In grades kindergarten and grade 1 students are only introduced to their community. Government is addressed in subsequent years.

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		<p>demonstrate patriotism, but the standards have spent no time examining what that is or what it should look like.</p> <p>Economics 4.7 Why is the economy of slavery alone? There is little historical context provided to understand the existence of slavery in the colonies. Furthermore, this topic, most emphatically, should not be an economic case study in fourth grade, it is presumably part of History 4.12 and requires the historical context provided there.</p> <p>History: The fifth grade history standards take a very shallow approach to the Revolutionary Era and the Founding of the nation.</p> <p>SS.4.12 Understanding of the traditions the colonist shared and their expectations for self-government are not present. There was statistically little diversity in religion. (96% Protestant)</p> <p>SS.4.14 The Constitutional Convention is not even mentioned here. Students will not see this era again until high school. So, the important accomplishments and compromises of the Convention are being omitted, but students should understand the political, social, and economic challenges faced by the new nation to include the expansion of slavery. This is blatantly radical. The Northwest Ordinance should be included in a discussion of the expansion of slavery as it explicitly forbade it in the new territory, instead it is a mere suggestion as part of the following standard on Westward Expansion.</p> <p>SS.4.15 The final bullet in this standard is an attempt to radicalize students into a narrative that is academically</p>	<p>N</p> <p>N</p> <p>N</p> <p>A/C</p> <p>A/C</p>	<p>This provides students with a hands-on learning opportunity.</p> <p>This standard was created to utilize information from the timeframe being taught in geographic displays. The learning target here is creating charts, graphs, etc.</p> <p>US history is introduced in grades 3-6. The high school US history courses then take this to a more in-depth understanding.</p> <p>The purpose of 4.12 regarding religion allows students the understanding that many of the colonists came to this country for religious freedom. Therefore, the word "freedom" has been added to the standard.</p> <p>A specific sub-standard was added to this standard. The challenges faced by the new country are already addressed in the last bullet.</p>
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		<p>placed on the things that we have in common as Americans. For example, American Democratic values of equal rights, liberty, speech, and assembly that are all protected by the constitution.</p> <p>Civics 2.4 The list of patriotic holidays should include July 4 and Constitution Day.</p>	A/C	<p>Standard 2.3 is specific to diversity – not democratic values. This is addressed in later grade levels.</p> <p>July 4th and Constitution Day have both been added.</p>
§Third Grade Standards Comments				
2024-05-27 12:28:01	Tiffany Hoben Director of Education Partnerships and Strategy The Cardinal Institute for West Virginia Policy Beckley WV	<p>Civics 3.1 If the standard is asking to identify democratic values, principles, and beliefs, each of these should be defined so students will understand the differences between them. Furthermore, if they are different there should be more than one list.</p> <p>Diversity is not itself a democratic value. Rule of law, due process, justice, and consent are American Values that should have spiraled up to this point.</p> <p>Civics 3.2 This comparison seems to be use to illustrate the types of governments available to societies. Democracy should be examined however the standards are missing any discussion of our constitutional republic.</p> <p>Civics 3.4 This is so vague as to create confusion for both teachers and students. What are the students expected to know in order to have met the standard?</p> <p>Civics 3.6</p>	<p>N</p> <p>N</p> <p>A/C</p> <p>A/C</p>	<p>The intent of the standard requires a definition of democratic values.</p> <p>The very existence of America was founded upon our values regarding diversity.</p> <p>“Constitutional republic” has been added to this standard.</p> <p>American colonial time period was specified in the standard.</p>

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		<p>Before participating in a local service project, students should learn that proper citizenship requires civility, cooperation, volunteerism, and an understanding of how to properly engage with our system of government.</p> <p>Students should understand the purpose of the constitution and how it fulfills the need for government specifically students at this grade level should understand that government derives its power from the people's consent.</p> <p>Third grade is the appropriate time to start learning about the structure, function, powers, and limits of each of the branches of Government (state and national).</p>	N	<p>The standards have been intentionally designed to be built upon and provide hands-on learning experiences. Students are taught these concepts in lower grade levels.</p> <p>Content becomes more specific and complex throughout higher grade levels.</p>
§United States Studies - Comprehensive Comments				
2024-05-27 12:28:01	Tiffany Hoben Director of Education Partnerships and Strategy The Cardinal Institute for West Virginia Policy Beckley WV	<p>The reference to the US Constitution as a living document should be removed. The Constitution of the United States can be adapted to changes in the country, but only through the amendment process.</p> <p>SS.USC.2 Ethics should be removed from the standard.</p> <p>SS.USC.3 There is no stated student learning outcome. This is left vague with no content on the standard, creating an opportunity for radicalization.</p> <p>SS.USC.4 This standard ought to reflect the role of the media as a watchdog over the government.</p> <p>SS.USC.5 The standards should not remove landmark Supreme</p>	N N N N	<p>The amendment process allows the Constitution to be a living document.</p> <p>Ethics are a vital part of our democratic values. The purpose of instruction in social studies is to provide students with the skills they need to form their own opinions and civic identity.</p> <p>Students are debating government decisions and proposing peaceful solutions within the standard. This is the learning outcome.</p> <p>The influence of media cannot be taught without a discussion over the role of government as a watchdog. This is also</p>

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		<p>Court cases, especially the key cases that expanded civil rights, like Brown v Board.</p> <p>SS.USC.21 ♦Contributions of key individuals ♦has an e.g. list that does not include any individual, but instead has ♦political philosophy and enlightenment ♦ Judeo-Christian tradition is missing as an influence.</p> <p>SS.USC.23 The Civil War standards should be broken up into several standards. This is too much for a teacher to complete a thorough teaching of the entirety of the Civil War.</p>	<p>A/C</p> <p>A/C</p> <p>N</p>	<p>addressed across grade levels through the Bill of Rights.</p> <p>Court cases have been placed back into the standard.</p> <p>Examples were removed in USC.21</p> <p>The standards under history, which have multiple learning targets, are designed chronologically and should incorporate additional standards from civics, economics, and geography. The history standards are each in themselves mini units of instruction and are not stand alone standards.</p>
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MISCELLANEOUS Comments				
2024-05-27 12:28:01	Upneet Kaur Senior Education Manager Sikh Coalition	See Appendix A	N	We only provide a few high-profile examples of court cases. Curriculum decisions regarding additional court cases and religions are left up to local education agencies (LEA).

MISCELLANEOUS Comments				
2024-05-27 12:28:01	Rabbi Victor Urecki Congregation B'nai Jacob Charleston, WV	See Appendix B Comment- Add religious freedom Comment- Add Ancient Israel to Ancient Civilizations	A/C A/C	"religious freedom" was added to the list. Ancient Israel was added to 7.22

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		Comment- Include more Holocaust education.	N	The Holocaust is addressed in our US history courses in high school. The history standards are arranged into mini units. They are not stand-alone standards. Therefore, teachers will provide extensive instruction for each bullet.
		Comment- (1) provide increased guidance for teachers, and (2) align with other CS standards throughout the draft that provide the most important examples of the instructional goal.	N	See Responses 2 and 7.

MISCELLANEOUS Comments

2024-05-27 12:28:01	Peter Wood, National Association of Scholars David Randall Executive Director, Civic Alliance	See Appendix C Comment- Material is presented vaguely. Comment - community service.	N N	Response - This gives teachers the flexibility to teach concepts in their classroom in the most effective manner possible. WV teachers are the experts in their classrooms. They know what their students need. Response – Community service standards are present in all grade levels to encourage community participation. Promise scholarship recipients are encouraged through state code to perform at least 20 hours on unpaid community service while in high school and college. (§133-7-11)
		Comment - We should remove all action civics items.	N	Response - Active Civics includes community service and inquiry activities allow students to form their own modern

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		<p>Comment - Remove study of 'media bias'- SS.USC.4.</p>	N	<p>day political stance based on historical facts.</p> <p>Response - We do not use the term 'media bias.' Media bias does exist, and we need to teach students how to research and find the truth on their own. If we do not address these types of issues, then we are not teaching students to think on their own, instead we are only showing them one view of the world, which would be a disservice to our students.</p>
		<p>Comment - Using terms such as: critical thinking skills, inquiry, and investigation.</p>	N	<p>Response - We support teaching students these higher-order thinking skills, as skills necessary to be successful in life.</p>
		<p>Comment – use of words such as problem solving, responsible, society, community service, community civic engagement.</p>	N	<p>Response - The use of these words and phrases in the policy are appropriate. They are common, ordinary words and phrases that the public and school constituents understand. Higher order thinking skills are a must for students to learn.</p>
		<p>Comment – we are supporting Critical Race Theory.</p>	N	<p>Response - Nothing in this policy advocates for or requires the teaching of Critical Race Theory</p>
		<p>Comment - teaching 'action civics.'</p>	N	<p>Response - hands-on, authentic learning experiences often provide the optimal learning experience. Creating opportunities that generate student</p>

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
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		<p>Comment - The Standards derive too much structure from the NCSS and C3 Framework.</p>	N	<p>interest and prioritize student engagement significantly encourage learning.</p> <p>Response - While some of the C3 framework is reflected in the charts at the beginning of each programmatic level, those are not actually standards. Standards are designated with numbers- Ex: SS. US.7.</p>
		<p>Comment – use of the term diversity.</p>	N	<p>Response - The use of the word diversity in the policy is appropriate. The use of the term does not promote favoritism or discrimination toward any individual or group.</p>
		<p>Comment – anti-racism is implied.</p>	N	<p>Response - There is nothing in the policy that promotes any specific philosophy, program or initiative to counter racial prejudice. However, students need to be exposed to a range of ideas concerning this subject matter.</p>
		<p>Comment – specific documents are not taught.</p>	N	<p>Response – the teaching of the Declaration of Independence and the Constitution is taught throughout and specifically in US.19, SS.C.3 and SS.C.5. This incorporates the use of primary sources. All of the founding documents are throughout the standards. Additionally, state code requires an examination that addresses all of the founding documents. We provide extensive guidance on this along with the</p>

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
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		<p>Comment – Liberty is not emphasized.</p>	N	<p>resources around Celebrate Freedom week which is also in state code.</p> <p>Response - Liberty can be found throughout the standards and curriculum decisions of how and when these are taught are left up to the local level and their teachers.</p>
		<p>Comment - Suggestion that we provide lesson plans.</p>	N	<p>Response - We do not do this. We are available to offer support, but the teacher is the expert in his/her classroom and can better determine appropriate lesson plans for a particular classroom.</p>
		<p>Comment - Suggestion that we offer professional development to facilitate teachers’ ability to provide instruction in the Documents of Liberty.</p>	N	<p>Response - We are available to offer professional development to counties upon request.</p>
		<p>Comment - Teachers are to replace factual content with empty “skills.”</p>	N	<p>Response - The geography strand definition states- “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).” These are not “empty skills.” They are skills students will need throughout their lives. The geography standards in grade 7 were created to give</p>

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
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		<p>Comment-Compressed World History</p>	N	<p>the students the skills they often lack before beginning their high school career.</p> <p>World History gives a broad view of ancient civilizations, while WV History, US Studies, and Contemporary Studies look at a world perspective.</p>
		<p>Comment - deleted detailed knowledge.</p>	N	<p>Response - Some items were rephrased, not deleted. Some were deleted in instances where there was repetition at other grade levels. Some examples were deleted to prevent teachers feeling limited to teaching only those examples.</p>
		<p>Comment - Suggestion for an Independent Commission review.</p>	N	<p>Response - State Code 18-9A-22 – gives the WVBE the responsibility of establishing high quality education standards for all education programs. An Independent commission cannot be utilized. Taking away the writing of standards by West Virginia teachers would allow the creation of standards much the same way the Common Core was written without input from WV teachers who are well educated and experts in their field.</p>
		<p>Comment -- literacy instruction is vague.</p>	N	<p>Response - In many cases the 'for example' oral presentation is an example that can be assessed. It is not required. The teacher has the flexibility to change that. However,</p>

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
Comment Log**

		<p>Comment –Inadequate American history.</p> <p>Comment-Politicalization of Sociology and Psychology</p> <p>Comment – abbreviating World War II to WW2.</p>	<p>N</p> <p>N</p> <p>A/C</p>	<p>some teachers may find this useful since it also addresses the speaking and listening portion of our ELA standards which encourage cross-curricular instruction.</p> <p>Response - We teach an entire 8th grade course on WV History. We have the longest running state history program in the country, the Golden Horseshoe. The WV History standards do address the various and common cultures that make up the people of our state.</p> <p>Response- Sociology and Psychology are elective courses only.</p> <p>Response - Abbreviations like WWI take place throughout all of our standard policies across content areas. Several standards and examples previously deleted have been placed back into the policy.</p>
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May 24, 2024

West Virginia Department of Education
Attn: Erika Klose, Director
1900 Kanawha Blvd., E,
Charleston, WV 25305

Dear Director Klose,

On behalf of the Sikh community of West Virginia and the Sikh Coalition, the largest Sikh civil rights organization in the United States, we are writing to provide feedback on the West Virginia College and Career Readiness Standards for Social Studies.

We are excited to share a potential opportunity to include learning about the Sikh community in the recent review of the Standards for Social Studies. While we recognize that there is no inclusion of teaching about world religions in the standards, we believe that it is vital for Sikh American history to be included where it has potential to align with pre-existing standards.

The Sikh religion, founded in Punjab, South Asia in the fifteenth century (1469), is the fifth-largest organized religion in the world and has more than 500,000 followers in the United States. Sikhs have been an integral part of the American fabric for more than 125 years and have a community presence throughout West Virginia. Despite this long history, very little is generally known about the Sikh community and their experiences in America – due in part to the lack of inclusion in most states' social studies standards.

A lack of awareness and understanding about Sikhs and our history fosters an environment in which Sikh children are othered and more susceptible to bullying. The Sikh Coalition's 2024 Sikh student survey, ["Where Are You Really From"](#), finds that during the 2022-2023 school year, 77.5% of Sikh students reported experiencing at least one bullying victimization incident, and 76.8% of those that wore a *dastar*, *patka*, or religious head covering reported at least one bullying incident. Accurate and representative standards are the first step in reducing bullying and ensuring safe and inclusive classrooms for students. Correcting exclusions in the classroom also helps better equip students of all backgrounds to be well-informed citizens of an increasingly global world. Including contributions of Sikhs in West Virginia's Standards for Social Studies will enable students to obtain information that is integral to their understanding of the world around them.

We hope West Virginia will join a growing list of states – currently including New Jersey, Texas, New York, California, Idaho, Tennessee, Colorado, Arizona, Oklahoma, Michigan, North Dakota, Nebraska, Indiana, Kansas, Utah, Mississippi, Virginia, DC, Connecticut, and Minnesota – that have made similar changes with the help of our team over the past decade.



To this end, we are recommending the following addition to the West Virginia College and Career Readiness Standards for Social Studies:

SS.US.19:

Current Standard: Analyze the impact of the United States Supreme Court decisions (e.g., Marbury v. Madison, McCulloch v. Maryland, Worcester v. Georgia, Dred Scott v. Sandford and Plessy v. Ferguson).

Suggested Edit: Analyze the impact of the United States Supreme Court decisions (e.g., Marbury v. Madison, McCulloch v. Maryland, Worcester v. Georgia, Dred Scott v. Sandford, **United States v. Bhagat Singh Thind**, and Plessy v. Ferguson).

Rationale: The case of [United States v. Bhagat Singh Thind](#) underscores how permanent settlement was hindered due to racial barriers to U.S. citizenship. While Thind initially was able to successfully apply for U.S. citizenship through the state of New York which made World War I veterans eligible for naturalization regardless of race, the outcome of the case led to the denaturalization of his status. The decision of this case concluded that naturalization rights would be denied since Thind was not white. Thind's lawsuit led to a landmark Supreme Court ruling in 1923 that had profound consequences on the U.S. immigration system for decades to come. This is a Supreme Court case which should be studied by West Virginia's students, as it also presents an opportunity for students in West Virginia to learn about an important figure in defining the experience of Sikhs in America.

Including the Sikh American experience helps better understand the barriers to naturalization in the United States. The Supreme Court ruling of United States v. Bhagat Singh Without inclusion, an incomplete picture is painted on the broader struggles of how race and citizenship are understood when choosing to grant or revoke liberties. Because teaching about world religions is not included in the standards, we believe that it is vital that the Department of Education find an opportunity for inclusion of Sikh history in United States Studies.

We look forward to working with your team to develop appropriate curriculum and instruction for our suggested addition, and to create opportunities for us to support West Virginia's teachers in delivering these standards through professional development. For reference, our team has created a [presentation](#) along with a [teacher's guide](#) on the case of United States v. Bhagat Singh Thind. Examples of our teacher resources can be found in the Chapter entitled '[Teaching About Sikhism](#)' from the National Council for the Social Studies publication on Teaching About Religion in the Social Studies Classroom, on the [Educators Page](#) of our website, and on the [C3Teachers Sikh Coalition hub](#).

Inclusive and diverse standards are a necessary step for all of West Virginia's community. Thank you for your consideration.

Sincerely,



Upneet Kaur
Senior Education Manager

West Virginia | College- and Career-Readiness Standards for Social Studies (2520.4)

submitted 05.22.24

General Comments

As a leader in the Jewish community in West Virginia for almost 40 years, and the longest serving Rabbi, I am grateful for the opportunity to submit comments on the “West Virginia College- and Career-Readiness Standards for Social Studies (2520.4).” I commend the West Virginia Board of Education on a very strong set of revisions. The recommended modifications focus primarily on improving clarity and specificity to best guide and support West Virginia teachers.

Recommendations

Pg. 14, 4th Grade History SS.4.12, **Change:** “Demonstrate an understanding of the various factors that influenced the founding of the original colonies (e.g., economic, political, cultural, religious, etc.).”

Comments: Given the importance that religious freedom played in the founding of many of the original colonies – equally as influential, if not more, than cultural factors – we recommend adding “religious” to the list of examples.

Pg. 25, 7th Grade History SS.7.22, **Change:** “Analyze the rise of ancient civilizations and native cultures throughout the geographic regions of the world, including their lasting contributions and impact on the world today (e.g., Mesopotamia, Ancient Egypt, Ancient Israel, Mayans, Indus River Valley, etc.)

- [Bullet 1] **Change:** “Identify the leaders and distinguish the basic principles and philosophies of the major religions in the world as they emerged and expanded (e.g., Judaism, Zoroastrianism, Confucianism, Daoism).”

Comments: We recommend including Ancient Israel to the list of ancient civilizations. As the birthplace of the three Abrahamic religions, it will help to contextualize the inclusion of Judaism.

Bullet 1 of SS.7.22 is potentially unclear, as teachers might understand “world religions” to mean “major/main religions at the time” or “major religions as we know them today.” This potential confusion might be exacerbated in comparison with SS.7.22, which states clearly that an understanding of the “lasting contributions and impact [of Greece and Rome]” is required. To improve clarity (and parallel structure among standards), we recommend (1) matching the aforementioned language of SS.7.23 to SS.7.22, and (2) adding the recommended list of major world religions, all of which emerged during the the “rise of ancient civilizations” and offer opportunities for teachers and students to draw connections – as SS.7.23 does – between the past and present.

Pg. 35, 9-12 Grade History, **Add Standard:** "SS.W.26: Understand the causes and consequences of the Holocaust, as well as its lasting impact.

- Define the Holocaust as the systematic, state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.
- Define and understand the terms genocide and antisemitism.
- Analyze and understand the origins of Nazi racial and political beliefs.

Comments: While World Studies standard SS.W.25 covers "Mass atrocities in the 20th century," given the outsized influence of the Holocaust on global issues and subsequent international human rights laws and organizations, we recommend including a dedicated standard that covers the Holocaust in greater detail. Our recommendation incorporates the definition of the Holocaust provided by the United States Holocaust Memorial Museum (a definition that is being adopted by an increasing number of states). These additions will help support the critical need for Holocaust studies while also enriching history related to the Holocaust elsewhere in the standards (i.e., SS.USC.27, SS.CS.20).

Pg. 43, 9-12 Grade History SS.USC.27, Bullet 3, **Change:** "Demonstrate an understanding of the events surrounding WWII.

- **[Bullet 3]** Investigate ~~the abuse of human rights~~ abuses during WWII, with particular focus on the Holocaust and ~~(e.g., Japanese Internment, Holocaust, stereotypes, propaganda).~~

Comments: There are three reasons for the recommended edits above:

1. While stereotypes and propaganda play an important role in enabling/facilitating abuses of human rights, they are not abuses of human rights in and of themselves and are not examples of such.
2. We have found that mention of stereotypes and propaganda without a larger contextual discussion can inadvertently reinforce prejudices.
3. The Holocaust consisted of human rights violations on a magnitude that far outweighs other items that might appear on the list.

We recommend addressing all three concerns with the recommended edits above, which allow the standard to maintain its focus on human rights abuses, avoid the potential problems related to the terms *stereotypes* and *propaganda*, and avoid placing the Holocaust in a longer list among non-parallel items, all while supporting the larger instructional goal of SS.USC.27 ("understanding of the events surrounding WWII").

NOTE: We also recommend adding a dedicated standard on the Holocaust in the World Studies section of these standards (see SS.W.26).

Pg. 46, 9-12 Grade History SS.CS.19, Bullet 3, **Revert:** “Explain how the world economic crisis enabled the growth of totalitarian governments (e.g., Fascism and Nazism).”

Comments: We recommend re-adding the two examples of totalitarian movements in the third bullet of SS.CS.19 in order to (1) provide increased guidance for teachers, and (2) align with other CS standards throughout the draft that provide the most important examples of the instructional goal.

Pg. 46, 9-12 Grade History SS.CS.20, **Change:** “Demonstrate an understanding of the events surrounding WWII.

- **[Bullet 2]** Demonstrate an understanding of the ~~term genocide and the causes, history, and devastating consequences outcomes during of the Holocaust, as well as an understanding of the terms genocide and antisemitism.~~

Comments: We recommend this revised version of SS.CS.20, Bullet 3, which provides a more robust examination of the Holocaust and, like the bulleted items before and after, places the focus on the historical events themselves (as opposed to the events within the context of a term/concept).

Pg. 49, 9-12 Grade Civics SS.C.5, Bullet 6, **Change:** “Jewish and ~~Judeo~~-Christian Influence”

Comments: The term “Judeo-Christian” conflates the two religions in a way that is misleading and potentially inaccurate. Replacing the term “Judeo-Christian” with “Jewish and Christian” conveys the same meaning in a neutral manner that recognizes the important influences of both religions.

Pg. 50, 9-12 Grade Civics SS.C.23, **Retain:** “Examine how the First Amendment provides for freedom of religion and examine the following:

- Free Exercise Clause
- Establishment Clause”

Comments: This is a strong standard that covers an important driving factor behind the foundation of the United States and is essential for high school social studies. We recommend this new standard be retained.

Pg. 54, 9-12 Grade Geography SS.G.16, **Change:** “Analyze the effect of ethnicity, nationalism, and religion on regional cultures in a global society (~~e.g., major world religions, various ethnic groups, and rigidity of societal norms~~).”

Comments: Our first recommended edit provides missing language that made the sentence ungrammatical.

The examples used either restate the language of the standard or are unrelated and potentially confusing for teachers. We recommend that they be removed.

Public comments to WV College and Career-readiness Standards for Social Studies

victor urecki <charlestonrabbi@yahoo.com>

Wed 07/22/2024 5:01 AM

To: Erika Klose <eklose@k12.wv.us>

1 attachment (75 KB)

WV_Standards for Social Studies_Public Comment final.pdf;

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Dear Director Klose,

Attached are public comments on the proposed West Virginia College- and Career-Readiness Standards for Social Studies (Policy 2520.4). As a long-time leader of the West Virginia Jewish community and now a grandfather with another generation of children in West Virginia schools, I'm deeply appreciative of the efforts that have been made on this draft, and the opportunity to provide public comment. Thank you very much for your time and dedication to educational excellence for the students in our state.

With Respect and Appreciation,

Victor

Rabbi Victor Urecki

(Pronouns: He, Him, His)

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**W. Va. 126CSR44D Policy 2520.4, West Virginia College-and Career-Readiness
Standards for Social Studies
Comment Response Form**

Social Studies Indicators Grades 3 – 5	See attached.
Third Grade Standards	See attached.
Fourth Grade Standards	See attached.
Fifth Grade Standards	See attached.
Social Studies Indicators Grades 6 – 8	See attached.
Sixth Grade Standards	See attached.
Seventh Grade Standards	See attached.
Eighth Grade Standards	See attached.
Social Studies Indicators Grades 9-12	See attached.
World Studies	See attached.
United States Studies	See attached.
United States Studies - Comprehensive	See attached.
Contemporary Studies	See attached.
Civics	See attached.
Economics	See attached.
Geography	See attached.
Sociology	See attached.
Psychology	See attached.
Appendix A	See attached.

Please direct all comments to:

Erika Klose, Director
Office of PK-12 Academic Support
West Virginia Department of Education
Capitol Building 6, Room 500
1900 Kanawha Boulevard, East
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NATIONAL
ASSOCIATION
of SCHOLARS

Civics
Alliance

from the NATIONAL ASSOCIATION of SCHOLARS

Erika Klose, Director
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West Virginia Department of Education
Capitol Building 6, Room 500
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330

April 17, 2024

Dear Director Klose,

The National Association of Scholars (NAS) and the Civics Alliance work to ensure that every state has academic standards that promote first-rate education and protect school children from political indoctrination. We promote reform of content standards in every state, along the lines modeled by the Civics Alliance's *American Birthright: The Civics Alliance's Model K-12 Social Studies Standards*,¹ and we have been asked by West Virginia citizens to comment on the Department of Education's proposed *POLICY 2520.4 - West Virginia College-and Career-Readiness Standards for Social Studies (2024)*.² We conclude that the *Standards* require substantial improvement—and that this improvement should be conducted by recruiting an independent commission to redraft new social studies standards.

The Proposed *Standards*: Significant Accomplishments

The proposed *Standards* possesses significant accomplishments.

- The *Standards* largely has resisted adopting the unprofessional and ideologically extreme vocabulary and content that, since *ca.* 2020, has degraded social studies standards in states including Connecticut, Rhode Island, and Minnesota.³

¹ *American Birthright: The Civics Alliance's Model K-12 Social Studies Standards*, Civics Alliance, <https://civicsalliance.org/american-birthright/>.

² *POLICY 2520.4 - West Virginia College-and Career-Readiness Standards for Social Studies (2024)*, <https://seps.wv.gov/edlaw/csr/readfile.aspx?DocId=57125&Format=PDF>.

³ David Randall, *Disowned Yankees: How Connecticut's Social Studies Standards Shortchange Students* (National Association of Scholars, 2024), <https://www.nas.org/reports/disowned-yankees>; David Randall, *Taken for a RIDE:*

- The *Standards* provides substantial amounts of factual content, presented in unpoliticized language, and frequently including specific names of individuals, laws, and events.
- The *Standards* provide a good framework for United States history, although United States history, as the *Standards* as a whole, suffers from structural absences and presents too much material vaguely and hastily.
- The *Standards* format is mostly lucid and will be fairly easy for teachers to understand and for West Virginia citizens to assess and use to provide accountability for school districts.

While our critiques of the *Standards* are substantial, we believe that the Department of Education did a great deal of good work in preparing these *Standards*.

The Proposed *Standards*: Critiques and Recommendations for Revision

The *Standards*, unfortunately, do possess significant problems. We list our general critiques below and accompany each critique with a recommendation for how to revise the *Standards*.

- **Radical Dependence.** The *Standards* unfortunately derives too much of its structure and content from the National Council for the Social Studies’ (NCSS) *College, Career, and Civic Life (C3) Framework for Social Studies State Standards*, which replaces content knowledge with hollow and opaque “inquiry”; replaces social studies pedagogy with identity politics ideologies such as Critical Race Theory, and inserts radical activism pedagogies such as Action Civics.⁴ The *Standards*, as a result of their dependence on the *C3 Framework*:
 - pervasively have adopted “inquiry” pedagogy, and in this current revision (emblematically) change the instruction from the pedagogically effective “Identify” to the pedagogically ineffective “Investigate” (SS.2.17, p. 9);
 - have added many items of “skills” instruction (e.g., SS.4.3), keyed to inquiry pedagogy, which restrict teacher freedom and which do not belong in social studies standards;
 - have incorporated action civics throughout the document; and
 - to a limited extent have added rote identity-politics ideology content.

How Rhode Island’s Social Studies Standards Shortchange Students (National Association of Scholars, 2023), <https://www.nas.org/reports/taken-for-a-ride>; Wilfred M. McClay, *National Expert: Minnesota’s Academic Standards Among the Nation’s Worst: Review of the 2021 Minnesota K-12 Academic Standards in Social Studies, Draft Three* (American Experiment, 2022), https://files.americanexperiment.org/wp-content/uploads/2022/10/Among-The-Nations-Worst.pdf?gl=1*hyvlyvi* ga*MIA30IASMTQ1Ry4uNzEyOTMzMUY5* ga_03BRYTYNY0*MTcxMjkzMzE2OC4xLiEhMTcxMjkzMzE2MS4zNy4wLjA.

⁴ David Randall, *Issue Brief: The C3 Framework*, National Association of Scholars, <https://www.nas.org/blogs/article/issue-brief-the-c3-framework>; Stanley Kurtz, “Consensus by Surrender,” *National Review*, June 10, 2021, <https://www.nationalreview.com/corner/consensus-by-surrender/>.

Recommendation: The Department should detach the *Standards* from such radicalized frameworks as the NCSS’ *C3 Framework*. It also should detach the *Standards* from the NCSS’s radicalized definition of social studies.⁵

Recommendation: The Department should remove all “inquiry” pedagogy from the *Standards*, and frame them instead as specific content to be taught and learned.

Recommendation: The Department should place any recommended pedagogies or skills in a separate *Curriculum Framework*, which should be made available for teachers, but not forced upon them by regulation or financial incentive. For example, teachers should not be directed “to create a visual or oral presentation” in the *Standards* (SS.4.3, p. 13); that level of classroom management belongs with the teacher and should at most be suggested by a discrete *Curriculum Framework*.

Recommendation: The Department should remove all action civics items from the *Standards*, including SS.1.5 (p. 7); SS.3.6 (p. 11); SS.4.4 (p. 13); SS.5.1 (p. 15); SS.8.2 (p. 26); SS.W.5, p. 32; SS.US.4, p. 36; SS.USC.3, p. 40; SS.CS.5, p. 44; and SS.C.1, p. 48.⁶ It also should remove all references to “a real-world problem” (First Grade Standards, p. 7), “community service projects” (SS.2.4, p. 8), “informed action” (3-5 Social Studies Indicators, p. 10), “community service” (SS.3.1, p. 11; SS.4.1, p. 14), “participate in a school or community project” (Fourth Grade Standards, p.13), “real-world situations” (SS.5.18, p. 16), “contemporary means of changing societies and promoting the common good” (Civics, p. 19). It also should remove study of “media bias” (SS.USC.4, p. 40).⁷

Recommendation: The Department should remove items that forward identity politics ideology, including references to concepts such as *diversity* and *equity* that now have become prompts for imposing belief in discriminatory concepts by inculcation of ideologies known by names including Critical Race Theory; Diversity, Equity, and

⁵ Comment on the NCSS’s New “Social Studies” Definition, Civics Alliance, <https://civicsalliance.org/comment-on-the-ncss-new-social-studies-definition/>.

⁶ It also should delete from Civics (p. 3) these sentences: “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.” Likewise it should delete from these sentences from Eighth Grade Standards, p. 26: “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.” It also should delete from the high school Civics course this sentence, p. 48: “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.”

⁷ “Media bias,” unfortunately, overwhelmingly is taught to inculcate credulity in the establishment media and unthinking skepticism of any challenge to their preferred narrative. An accurate exploration of media bias in favor of progressive political and social agendas would be useful, but cannot at present practically be expected in K-12 classrooms.

Inclusion; and so-called “anti-racism.”⁸ Above all it therefore should remove *diversity* from its list of “commonly-held American democratic values, principles, and beliefs “(SS.3.1, p. 11; SS.4.1, p. 13), and replace it with *pluralism*.

Recommendation: Reword language that assumes “promoting societal and/or political change” (SS.6.5, p. 20) is virtuous or patriotic, and make explicit that work to conserve or preserve a given social or political order is at least as virtuous or patriotic as work to change it.

- **Minimized Liberty.** The *Standards* reduces mentions of *liberty* and *freedom*; and it substitutes phrase such as *democratic principles* for *American principles*, which would encompass liberty, law, justice, civic virtue, natural law, a republican form of government, and democracy. The *Standards* also provides no sustained attention to teaching America’s documents of liberty, such as but not limited to the Declaration of Independence and the Constitution, or, more broadly, to using primary sources in history and civics instruction.

Recommendation: The Department of Education should add to the four areas of social studies (Civics, Economics, Geography, and History; pp. 3-4) an area on *Liberty*, defined as:

The slow development and application of the ideals and institutions of liberty, particularly those embodied in constitutional self-government. Students generally should be able to identify the ideals, institutions, and individual examples of human liberty, individualism, religious freedom, and republican self-government; assess the extent to which civilizations have fulfilled these ideals; and describe how the evolution of these ideals at different times and in different places has contributed to the formation of modern American ideals.⁹

Recommendation: The Department of Education should add to the four areas of social studies an area on *Documents of Liberty*. The Department of Education should incorporate a series of named documents into the *Standards* and integrate coverage of them throughout the *Standards*. The series should include at least the 24 documents specified by Kentucky in KRS 158.196, which provide an excellent model for West Virginia. (**Appendix 1: The 24 Documents and Speeches Specified in KRS 158.196.**) Ideally the series also should include a broader selection of documents, keyed to the history of the intellectual background of the Founding Documents and the history of the United States. (**Appendix 2: Recommended Historical Documents.**) The Department of Education should then publish a *Documents of Liberty Reader*, and provide lesson plans and professional development, to facilitate teachers’ ability to provide instruction in the Documents of Liberty.

⁸ The department should remove identity-politics language such as *diversity*, *equity*, and *multicultural* from items including Geography (p. 4); SS.2.3 (p. 8); SS.3.1 (p. 11); SS.3.3 (p. 11); SS.4.1 (p. 13); SS.4.12 (p. 14); SS.8.22 (p. 28); SS.8.23 (p. 28); SS.E.31 (p. 52); SS.S.9 (p. 55); and SS.P.19 (p. 59).

⁹ *American Birthright*, pp. 22-23.

Recommendation: The Department of Education should consider a larger integration of primary sources into their *Standards*, such as are provided by *American Birthright*.

Recommendation: The Department of Education should replace “democratic” with “American” throughout, wherever *democratic* and *democracy* have been used as shorthand for the complex of American values which include liberty, law, justice, civic virtue, natural law, a republican form of government, and democracy.

- **Distorted Geography Strand Definition.** The *Standards*’ Geography definition prompts teachers to replace factual content with empty “skills,” and provides prompts to radical activism: “The geography standards stress the world in which we live and the role of the U.S. in the global community. ... 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” (p. 4).

Recommendation: The *Standards* should replace the Geography Area with this language: “Geographers and students of geography learn how to make and understand maps, inform themselves of the natural and political contours of the world, and use this knowledge to illuminate their understanding of economics and history.” The *Standards* should be revised throughout to reinforce coverage of factual knowledge of the geography of West Virginia, the United States, and the world, and to remove all material that prompts toward radical activism.

- **Compressed World History.** The *Standards* provide a hasty survey of the history of Western Civilization and very abbreviated treatment of World History outside of Europe. Moreover, this revision removes substantial amounts of what remains of the *Standards*’ previous coverage of Western Civilization.¹⁰ It does this above all by transforming Grade 7 from instruction in Western Civilization from Sumer to the Age of Discovery into a survey course on World Geography.

Recommendation: The *Standards* should restore all material on the history of Western Civilization that it currently intends to delete.

Recommendation: The *Standards* should replace the current World History sequence with a required Western Civilization sequence, consisting of spiraled instruction in elementary school, middle school, and high school, which provides the coherent narrative of the ideals and institutions of liberty which formed America. This Western Civilization sequence should extract the existing materials on the history of Western Civilization from the current World History instruction, and expand upon them to provide greater detail, especially of the histories of liberty, faith, science, and technology. The *Standards* would especially benefit from extended historical coverage of two historical sequences now almost entirely absent (SS.3.21, p. 12; SS.W.18, p. 34; SS.US. 18, p. 37):

¹⁰ Removed material includes part or all of SS.6.2 (p. 22); SS.7.1, SS.7.3, SS.7.7, SS.7.7/ SS.7.8 (p. 23); SS.7.18/SS.7.23, SS.7.19, SS.7.20/SS.7.24 (p.25); SS.W.3 (p. 32); SS.W.16, SS.W.17, SS.W.18/SS.W.16, SS.W.19/SS.W.17, SS.W.20/SS.W.18, SS.W.21/SS.W.19 (pp. 33-35)

- i. the Renaissance rediscovery and elaboration of the concepts of liberty, individualism, republicanism, and tolerance;¹¹ and
- ii. England’s history of liberty from Henry VIII (misidentified in the *Standards* as Henry VII) to John Wilkes, including the growth of parliamentary power, the English Civil War, the Glorious Revolution, legal freedoms such as *habeas corpus*, and the expansion in England of a culture and society animated by the ideals of freedom.

Recommendation: The *Standards* should create a distinct World History sequence, which provides fuller coverage of Asian, African, and Latin American history.

Recommendation: The *Standards* should move the new material on World Geography from Grade 7 to Grade 6, and, as necessary, shift material on 20th-century United States History instruction from Grade 6 to a more rigorous sequence of United States History instruction in Grade 5.

- **Inadequate American and West Virginian Cultural History.** The *Standards* provides too little material on America’s common culture. There generally are only vague prompts to that cultural history (SS.K.16, p. 6; SS.2.15, p. 9), some of which undercut what Americans share by using modifiers such as “multicultural” (SS.3.3, p. 11) or “diversity in American culture” (SS.2.3, p. 8); and see SS.USC.17, p. 41). Contemporary Studies only mention American cultural history to refer to the Lost Generation, jazz, the Harlem Renaissance, and “the role of sports, movies, radio and other forms of entertainment in the development of a new culture in America”. (SS.CS.18-19, pp. 45-46). West Virginia students should learn far more American cultural history, from Edgar Allan Poe to Tin Pan Alley to Georgia O’Keeffe.¹² West Virginia students also should learn more about West Virginia’s common culture, including faith – subjects which do not appear in Eighth Grade West Virginia Studies (SS.8, pp. 26-29).

Recommendation: The *Standards* should integrate coverage of the history of America’s common culture throughout its United States History and Contemporary Studies sequences.

Recommendation: The *Standards* should integrate coverage of the history of West Virginia’s common culture throughout its West Virginia Studies sequence.

- **Vague Reading and Expectations.** West Virginia’s *Standards* contain no firm reading or writing expectations.¹³ West Virginia’s *Standards* should have firm and clear expectations, which parents may use to hold their schools and their teachers accountable. Social studies instruction should include.

Recommendation: The *Standards* should integrate reading expectations, which build toward students capable by graduation from high school of reading an intellectually and

¹¹ *American Birthright*, p. 28.

¹² Cf. the extended coverage of American cultural history in *American Birthright*: Grade 11, United States History, Item 15 (pp. 124-25), Item 38 (p. 130), Item 48 (p. 132), Item 62J (p. 136), Item 63 (p. 136), Item 77 (p. 140).

¹³ *Integration of Literacy in Social Studies* (p. 4); *History and Literacy* (p. 20); *History and Literacy* (p. 31).

stylistically sophisticated 200-page history book, to demonstrate that they are prepared for an undergraduate history course.

Recommendation: The *Standards* should integrate writing expectations, which build toward students capable by graduation from high school of writing an intellectually and stylistically sophisticated 10-page history paper, to demonstrate that they are prepared for an undergraduate history course.

- **Miscellaneous Miscues.** The *Standards* makes several smaller mistakes, which should be corrected.
 - **Deleted Detailed Knowledge:** The *Standards* revision deletes detailed knowledge throughout (e.g., SS.2.9, p. 8; SS.3.4, p. 11; SS.4.12, p. 14; SS.5.2, p. 15; SS.6.12, p. 21; SS.6.20, p. 22; SS.8.20, p. 28; SS.8.21, p. 28; SS.W.16-19, pp. 33-34; SS.US.19, p. 38; SS.US.20, p. 38; SS.CS.14, p. 45; SS.CS.20, p. 46). The *Standards* generally should restore every deletion that reduces academic expectations.
 - **Compressed Military, Religious, and Economic History.** The *Standards* compress, although they do not delete, military, religious, and economic history. Above all they compress the narratives and the importance of Western, American, and West Virginian valor, faith, and prosperity. The *Standards* should revise their content throughout to make central these fundamental themes of history.
 - **Distorted Focus.** Aspects of the *Standards* accentuate negative aspects of American history, without providing knowledge of the more positive aspects. E.g., “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” (SS.4.7, p. 13). The *Standards* ought to accompany such an item with (for example) an instruction to research why colonial America was called the best poor man’s country in the world, or to research the positive effects of entrepreneurialism in nineteenth-century America.
 - **Politicization of Sociology and Psychology.** The *Standards* should delete or revise SS.S.3, p. 54; SS.S.9, p.55; SS.S.24, p. 55; SS.S.28, p. 55; SS.P.17-19, pp. 58-59. The Psychology standard also should discuss the irreproducibility crisis, the grave weaknesses that have been revealed in social psychology, and the strong evidence that there is no such thing as “implicit bias.”¹⁴
 - **Distorted Historical Presentation.** The *Standards* distorts historical presentation at key moments.
 - The U.S. Constitution repeatedly presented as “a living document” (United States Studies, p. 35; United States Studies – Comprehensive, p. 40; SS.C.7, p. 49), which is a phrase associated with one side of an extraordinarily

¹⁴ David Randall and Christopher Welsch, *The Irreproducibility Crisis of Modern Science* (National Association of Scholars, 2018), <https://www.nas.org/reports/the-irreproducibility-crisis-of-modern-science>; David Randall, “The Implicit-Bias House of Cards,” *City Journal*, October 3, 2023, <https://www.city-journal.org/article/the-implicit-bias-house-of-cards>.

important and active political and intellectual debate about the proper nature of Constitutional interpretation.

- The insertion of the phrase “the changing perceptions of” to modify “citizenship” (SS.US.3, p. 36), which improperly gives the impression that the legal characteristics of U.S. citizenship are a matter of mere perception.
 - The discussion of the Bill of Rights fails to mention the Second Amendment (SS.C.23-25, p. 50).
 - The Cold War presented as significantly consisting of “movements to redistribute land in Latin America, Asia, and Africa” (SS.W.26).
 - The revision from “the duties of citizens that are necessary to **preserve** global democracy” to “the duties of citizens that are necessary to **promote** global democracy” (SS.CS.2, p. 44) inserts a radical supposition that America does not already constitute a liberal and democratic polity worth preserving.
- **Distorting Vocabulary.** The *Standards* too frequently uses a politicized jargon that facilitates the imposition of radical ideology or counterproductive pedagogy. The *Standards* should remove these and similar words, phrases, and concepts throughout: *civic engagement, collaborative, community, community service, critical thinking skills, critique, decolonization, democratic, diversity, engagement, enslaved, equity, global, indigenous, informed action, interactions, investigate, marginalized communities, migrants, model, needs, participatory, practices, problem solving, processes, relevant, responsible, society.*
 - **Impact.** The *Standards* uses *impact* throughout, when they should use *affect* or *effect*. The Department should replace *impact* throughout.
 - **Abbreviation.** The *Standards* replaces “World War I” and “World War II” throughout with “WWI” and “WWII.” The *Standards* should express the dignity of West Virginia’s government by using formal diction and eschewing abbreviations. The change also makes it possible for West Virginia teachers and students to forget that “WW” stands for “World War.” The *Standards* should restore “World War” throughout.

Strategic Recommendations

We have provided the above recommendations for revision to the Department of Education, but we do not believe that social studies standards revision can or should be undertaken entirely by the Department. We make three strategic recommendations to the Department.

- **Independent Commission.** The *Standards* require fundamental change rather than cosmetic revision. We therefore recommend that the Department ask West Virginia’s policymakers to appoint an independent commission to redraft West Virginia’s social studies standards. Effective revision of the *Standards* must be carried out by a commission independent of the Department personnel.
- **Licensure Requirements and Professional Development:** The Department of Education also should update its licensure requirements and professional development to ensure that

its teachers are equipped to teach curriculum that aligns with emphases, including Liberty, Documents of Liberty, and American Common Culture.

- **Statutory Reform:** The Department of Education should ask state policymakers to enact laws that ensure proper social instruction in all West Virginia public K-12 schools.¹⁵

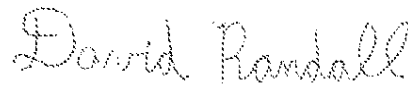
Conclusion

The West Virginia Department of Education’s proposed *Standards* possess significant virtues, but they also possess substantial shortcomings. The Department should revise the proposed *Standards* in detail as we have recommended in this public comment. We suggest that the Department examine our model *American Birthright* social studies standards, but we also suggest that West Virginia examine the fine alternate models of Louisiana, South Dakota, and Virginia.¹⁶ The Department also should request West Virginia policymakers to appoint an independent commission to redraft new social studies standards.

Respectfully yours,



Peter Wood
President, National Association of Scholars



David Randall
Executive Director, Civics Alliance

¹⁵ Civics Alliance: Social Studies Curriculum Act, <https://civicsalliance.org/model-palm-card/social-studies-curriculum-act/>; Civics Course Act, <https://civicsalliance.org/model-k-12-civics-code/civics-course-act/>; United States History Act, <https://civicsalliance.org/model-k-12-civics-code/untied-states-history-act/>; Western Civilization Act, <https://civicsalliance.org/model-k-12-civics-code/western-civilization-act/>; Historical Documents Act, <https://civicsalliance.org/model-k-12-civics-code/historical-documents-act/>; and more broadly, the Model K-12 Civics Code, <https://civicsalliance.org/model-k-12-civics-code/>.

¹⁶ 2022 K-12 Louisiana Student Standards for Social Studies, Louisiana Department of Education, https://www.louisianabelieves.com/docs/default-source/academic-curriculum/k-12-louisiana-student-standards-for-social-studies.pdf?sfvrsn=d396518_38; South Dakota Social Studies Standards (2023), South Dakota Department of Education, <https://doe.sd.gov/contentstandards/documents/SS-Standards-2023.pdf>; 2023 History and Social Science Standards of Learning, Virginia Department of Education, <https://www.doe.virginia.gov/teaching-learning-assessment/k-12-standards-instruction/history-and-social-science/standards-of-learning-1276>.

Appendix 1: The 24 Documents and Speeches Specified in KRS 158.196

1. The Mayflower Compact;
2. The Declaration of Independence;
3. The Constitution of the United States;
4. The Federalist No. 1 (Alexander Hamilton);
5. The Federalist Nos. 10 and 51 (James Madison);
6. The June 8, 1789, speech on amendments to the Constitution of the United States by James Madison;
7. The first ten (10) amendments to the Constitution of the United States, also known as the Bill of Rights;
8. The 1796 Farewell Address by George Washington;
9. The United States Supreme Court opinion in *Marbury v. Madison*, 5 U.S. 137 (1803);
10. The Monroe Doctrine by James Monroe;
11. What to the Slave is the Fourth of July? speech by Frederick Douglass;
12. The United States Supreme Court opinion in *Dred Scott v. Sandford*, 60 U.S. 393 (1857);
13. Final Emancipation Proclamation by Abraham Lincoln;
14. The Gettysburg Address by Abraham Lincoln;
15. Declaration of Rights of the Women of the United States by Susan B. Anthony, Matilda Joselyn Gage, and Elizabeth Cady Stanton;
16. The September 18, 1895, Atlanta Exposition Address by Booker T. Washington;
17. Of Booker T. Washington and Others by W.E.B. Du Bois;
18. The United States Supreme Court opinion in *Plessy v. Ferguson*, 163 U.S. 537 (1896);
19. The August 31, 1910, New Nationalism speech by Theodore Roosevelt;
20. The January 11, 1944, State of the Union Address by Franklin D. Roosevelt;
21. The United States Supreme Court opinions in *Brown v. Board of Education of Topeka*, 347 U.S. 483 (1954) and *Brown v. Board of Education of Topeka*, 349 U.S. 294 (1955);
22. Letter from Birmingham Jail by Martin Luther King, Jr.;
23. The August 28, 1963, I Have a Dream speech by Martin Luther King, Jr.; and
24. A Time for Choosing by Ronald Reagan.

Appendix 2: Recommended Historical Documents

Founding Documents, Intellectual Background

Magna Carta (1215)
Petition of Right (1628)
English Bill of Rights (1689)
Toleration Act (1689)
John Locke, *Second Treatise of Civil Government* (1690)
Montesquieu, *The Spirit of Laws* (1748)

United States Documents

Articles, Laws, and Orders of Virginia (1610)
Fundamental Orders of Connecticut (1639)
Massachusetts Body of Liberties (1641)
Pennsylvania Charter of Privileges (1701),
John Woolman, *Some Considerations on the Keeping of Negroes* (1754)
John Adams, *Braintree Resolves* (1765)
Common Sense (1776)
Virginia Declaration of Rights (1776)
Massachusetts Constitution and Declaration of Rights (1780)
Virginia Statute for Religious Freedom (1786)
Northwest Ordinance (1787)
Anti-Federalist Papers: Brutus No. 1 (1787)
The Federal Farmer, *Letter III* (1787)
The Federalist Nos. 9 (Alexander Hamilton), 39 (James Madison), and 78 (Alexander Hamilton) (1787-88)
Benjamin Franklin, *The Autobiography of Benjamin Franklin* (1791)
Thomas Jefferson, First Inaugural Address (1801)

Alexis de Tocqueville, *Democracy in America, Volume I* (1835) and *Volume II* (1839)
Abraham Lincoln, “Speech on the Dred Scott Decision” (1857)
Abraham Lincoln, “House Divided” speech (1858)
Abraham Lincoln, Second Inaugural Address (1865)
Niagara Movement Declaration of Principles (1905)
Theodore Roosevelt, “The Man with the Muck-rake,” speech (1906)
Woodrow Wilson, “Peace Without Victory,” speech (1917)
Schenck v. United States (1919)
Justice Oliver Wendell Holmes’ dissenting opinion in the case of *Abrams v. United States* (1919)
Herbert Hoover, *Rugged Individualism* (1928)
Franklin Delano Roosevelt, First Inaugural Address (1933)
Franklin Delano Roosevelt, “Four Freedoms” speech (1941)
Justice Robert M. Jackson’s opinion for the Supreme Court in *West Virginia State Board of Education v. Barnette* (1943)
Learned Hand, *The Spirit of Liberty* (1944)
The Truman Doctrine (1947)
George Kennan, “The Sources of Soviet Conduct” (1947)
John F. Kennedy, Inaugural Address (1961)
Ronald Reagan, Berlin Wall Speech (1987)
Ronald Reagan, Speech at Moscow State University (1988)
George W. Bush, Second Inaugural Address (2005)
District of Columbia v. Heller (2008)
Dobbs v. Jackson Women’s Health Organization (2022)