



FILED IN THE OFFICE OF  
THE SECRETARY OF STATE  
THIS DATE 11-15-06 3:31 pm  
ADMINISTRATIVE LAW DIVISION *SH*

**WEST VIRGINIA BOARD OF EDUCATION**

Capitol Building 6, Room 351  
1900 Kanawha Boulevard East  
Charleston, West Virginia 25305-0330

Telephone: 304-558-3660  
Fax: 304-558-0198

November 15, 2006

The Honorable Betty Ireland  
Secretary of State  
State of West Virginia  
Capitol Building 1, Suite 157-K  
1900 Kanawha Boulevard, East  
Charleston, West Virginia 25305

Dear Secretary Ireland:

I request that the following rules, filed with your office on ~~December~~ <sup>November</sup> 13, 2006, be withdrawn.

**126CSR44A**, Policy 2520.1, 21<sup>st</sup> Century Reading and English Language Arts  
Content Standards and Objectives for West Virginia Schools

**126CSR44B**, Policy 2520.2, 21<sup>st</sup> Century Mathematics Content Standards and  
Objectives for West Virginia Schools

**126CSR44C**, Policy 2520.3, 21<sup>st</sup> Century Science K-8 Content Standards and  
Objectives for West Virginia Schools

**126CSR44D**, Policy 2520.4, 21<sup>st</sup> Century Social Studies Content Standards and  
Objectives for West Virginia Schools

**126CSR44N**, Policy 2520.14, 21<sup>st</sup> Century Learning Skills and Technology Tools  
Content Standards and Objectives for West Virginia Schools

Thank you for your attention to this matter.

Sincerely,

Steven L. Paine  
State Superintendent of Schools

WEST VIRGINIA  
SECRETARY OF STATE

BETTY IRELAND

ADMINISTRATIVE LAW DIVISION

Form #5

Do Not Mark In This Box

FILED IN THE OFFICE OF  
THE SECRETARY OF STATE  
THIS DATE 11-15-06 3:47 pm  
ADMINISTRATIVE LAW DIVISION

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

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

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

RULE TYPE: PROCEDURAL \_\_\_\_\_ INTERPRETIVE \_\_\_\_\_

EXEMPT LEGISLATIVE RULE X

CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

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

AMENDMENT TO AN EXISTING RULE: YES X NO \_\_\_\_\_

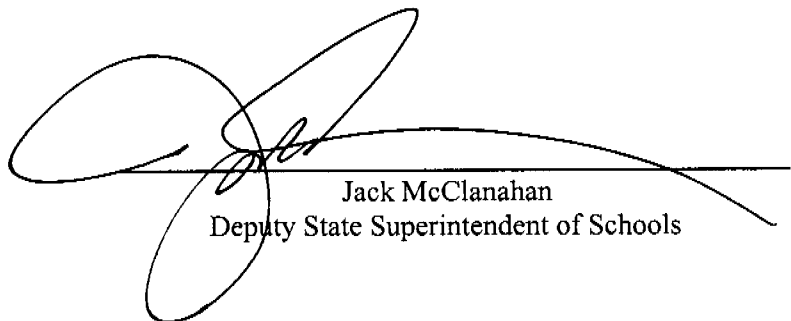
IF YES, SERIES NUMBER OF RULE BEING AMENDED: 44D

TITLE OF RULE BEING AMENDED: 21<sup>st</sup> Century Social Students Content Standards  
and Objectives for West Virginia Schools (2520.4)

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: \_\_\_\_\_

TITLE OF RULE BEING PROPOSED: \_\_\_\_\_

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE  
EFFECTIVE DATE OF THIS RULE IS July 1, 2008.

  
Jack McClanahan  
Deputy State Superintendent of Schools

TITLE 126  
LEGISLATIVE RULE  
BOARD OF EDUCATION

FILED IN THE OFFICE OF  
THE SECRETARY OF STATE  
THIS DATE 11-15-06 3:47 pm  
ADMINISTRATIVE LAW DIVISION 5)

SERIES 44D  
21<sup>st</sup> CENTURY SOCIAL STUDIES CONTENT STANDARDS AND OBJECTIVES FOR  
WEST VIRGINIA SCHOOLS (2520.4)

**§126-44D-1. General.**

1.1. Scope. -- West Virginia Board of Education Policy 2510 provides a definition of a delivery system for, and an assessment and accountability system for, a thorough and efficient education for West Virginia public school students. Policy 2520.4 defines the content standards (or instructional goals) and objectives for the social studies as required by W. Va. 126CSR42 (Policy 2510).

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

1.3. Filing Date. -- November 15, 2006.

1.4. Effective Date. -- July 1, 2008.

1.5. Repeal of former rule. This legislative rule repeals and replaces W. Va. 126CSR44D "Social Studies Content Standards and Objectives for West Virginia Schools (2520.4)" filed December 19, 2005 and effective January 18, 2006.

**§126-44D-2. Purpose.**

2.1. This policy defines the content standards (or instructional goals) and objectives for the program of study required by Policy 2510 in social studies.

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

3.1. A copy of the 21<sup>st</sup> Century Social Studies Content Standards and Objectives for West Virginia Schools is attached and incorporated by reference into this policy. Copies may be obtained in the Office of the Secretary of State and in the West Virginia Department of Education, Office of Instructional Services.

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

4.1. The West Virginia Board of Education has the responsibility for establishing high quality standards pertaining to all educational standards pertaining to all education programs (W. Va. Code §18-9A-22). The content standards and objectives provide a focus for teachers to teach and students to learn those skills and competencies essential for future success in the workplace and further education. The document includes content standards for social studies; an explanation of terms; objectives that reflect a rigorous and challenging curriculum; and performance descriptors.

WEST VIRGINIA  
SECRETARY OF STATE

BETTY IRELAND

ADMINISTRATIVE LAW DIVISION

Form #5

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ADMINISTRATIVE LAW DIVISION

NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE  
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EXEMPT LEGISLATIVE RULE X

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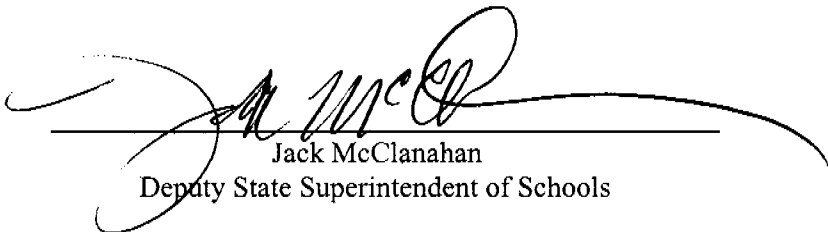
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IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: \_\_\_\_\_

TITLE OF RULE BEING PROPOSED: \_\_\_\_\_

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE  
EFFECTIVE DATE OF THIS RULE IS December 14, 2006

  
\_\_\_\_\_  
Jack McClanahan  
Deputy State Superintendent of Schools

**EXECUTIVE SUMMARY  
FOR  
WEST VIRGINIA BOARD OF EDUCATION POLICY 2520.4  
21<sup>st</sup> CENTURY SOCIAL STUDIES CONTENT STANDARDS AND OBJECTIVES  
FOR WEST VIRGINIA SCHOOLS**

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**Policy Number and Title:** West Virginia Board Of Education Policy 2520.4: *21<sup>st</sup> Century Social Studies Content Standards and Objectives for West Virginia Schools*

**Background:** Policies 2520 define the content standards and objectives for the programs of study required by Policy 2510 and establish a standardized format for such.

- The original effective date of Policy 2520 (Instructional Goals and Objectives for West Virginia Schools) was July 1997.
- The West Virginia Board of Education approved initial work on Reading and English Language Arts content standards in December 2001. The revision placed on comment in November 2002 created a separate policy for each content area, expanded the number of performance levels from 3 to 5, and made minor editorial changes.
- Policy 2520.4 was filed February 25, 2003 and became effective July 1, 2003.
- In 2005 the Civics content standards and objectives were revised.
- Policy 2520.4 was placed on public comment, was filed December 19, 2005 and became effective July 1, 2006.

**Major Revisions or Reasons for New Policy:** A repeal and replace of Policy 2520.4 is being recommended due to the format changes.

- The format of the social studies CSOs has been redesigned to facilitate easier use by West Virginia educators.
- The social studies CSOs have been revised to
  - incorporate higher levels of critical thinking skills and problem solving skills,
  - establish an improved alignment with national assessments (NAEP, ACT, and SAT), and
  - incorporate 21<sup>st</sup> century knowledge and skills that West Virginia students will need to be successful in the global world of the 21<sup>st</sup> century.

**Impact:**

- Students will be better prepared for success on national assessments, in postgraduate studies and in the workplace of the 21<sup>st</sup> century.
- Students will acquire a higher level of critical thinking and problem solving skills needed for success in post graduate studies and the workplace of the 21<sup>st</sup> century.
- The revised format will better enable West Virginia educators to focus instruction on the approved CSOs.

**Response to Comments:**

The social studies CSOs have received 7 comments regarding content, format, and general information. We have made two revisions based on two of these comments. The complete comment log is attached.

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SERIES 44D  
21 CENTURY SOCIAL STUDIES CONTENT STANDARDS AND OBJECTIVES FOR WEST  
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**§126-44D-1. General.**

1.1. Scope. -- West Virginia Board of Education Policy 2510 provides a definition of a delivery system for, and an assessment and accountability system for, a thorough and efficient education for West Virginia public school students. Policy 2520.4 defines the content standards (or instructional goals) and objectives for the social studies as required by W. Va. 126CSR42 (Policy 2510).

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

1.3. Filing Date. -- November 13, 2006.

1.4. Effective Date. -- December 14, 2006.

1.5. Repeal of former rule. This legislative rule repeals and replaces W. Va. 126CSR44D "Social Studies Content Standards and Objectives for West Virginia Schools (2520.4)" filed December 19, 2005 and effective January 18, 2006.

**§126-44D-2. Purpose.**

2.1. This policy defines the content standards (or instructional goals) and objectives for the program of study required by Policy 2510 in social studies.

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

3.1. A copy of the 21<sup>st</sup> Century Social Studies Content Standards and Objectives for West Virginia Schools is attached and incorporated by reference into this policy. Copies may be obtained in the Office of the Secretary of State and in the West Virginia Department of Education, Office of Instructional Services.

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

4.1. The West Virginia Board of Education has the responsibility for establishing high quality standards pertaining to all educational standards pertaining to all education programs (W. Va. Code §18-9A-22). The content standards and objectives provide a focus for teachers to teach and students to learn those skills and competencies essential for future success in the workplace and further education. The document includes content standards for social studies; an explanation of terms; objectives that reflect a rigorous and challenging curriculum; and performance descriptors.

West Virginia Department of Education

West Virginia Board of Education Policy

2520.04

*21<sup>st</sup> Century Social Studies Content  
Standards and Objectives for West  
Virginia Schools*

Steven L. Paine  
State Superintendent of Schools

## Foreword

A 21<sup>st</sup> century social studies curriculum is an increasingly important aspect of developing learners prepared for success in the 21<sup>st</sup> century. Thus, the West Virginia Board of Education and the West Virginia Department of Education are pleased to present Policy 2520.04, 21<sup>st</sup> Century Social Studies Content Standards and Objectives for West Virginia Schools. The West Virginia Social Studies Standards for 21<sup>st</sup> Century Learning includes 21<sup>st</sup> century *content* standards and objectives as well as 21<sup>st</sup> century standards and objectives for *learning skills* and *technology tools*. This broadened scope of social studies curriculum is built on the firm belief that quality engaging instruction must be built on a curriculum that triangulates rigorous 21<sup>st</sup> century content, 21<sup>st</sup> century learning skills and the use of 21<sup>st</sup> century technology tools.

Committees of educators from across the state convened to revise the content standards and objectives. The overarching goal was to build a rigorous, relevant and challenging social studies curriculum that would prepare students for the 21<sup>st</sup> century. West Virginia educators, including regular classroom teachers, special education teachers, and teachers representing higher education institutions played a key role in shaping the content standards to align with national standards, rigorous national assessments and research and best practice in the field of social studies education. The contribution of these professionals was critical in creating a policy that is meaningful to classroom teachers and appears in a format that can easily be used and understood.

Policy 2520.04 is organized around the three major components of a standards-based curriculum: learning standards, instructional objectives and performance descriptors. The learning standards are the *broad descriptions* of what *all* students must know and be able to do at the conclusion of the instructional sequence. The accompanying grade-level objectives are specific descriptors of knowledge, skills and attitudes that when mastered will enable the student to attain the standard. The instructional objectives guide *instructional planning* and provide a basis for determining appropriate *assessments, instructional strategies and resources*. The performance descriptors provide the basis for *assessing* overall student competence of grade level standards. The performance descriptors define the five student performance levels ranging from novice to distinguished. With the ultimate goal of “learning for all,” these descriptors allow the teacher, students and parents to judge the *level* of student proficiency in each 21<sup>st</sup> century learning standard.

In combination, the use of learning standards, instructional objectives and performance descriptors become a comprehensive guide for delivering a rigorous and relevant social studies curriculum to all West Virginia students. These elements, when used to guide the instructional process and when delivered with the creativity and instructional expertise of West Virginia teachers, will become a powerful resource for preparing students to meet the challenges of the 21<sup>st</sup> century.

Steven L. Paine  
State Superintendent of Schools

## Explanation of Terms

**Content Standards** are broad descriptions of what students should know and be able to do in a content area. Content standards describe what students' knowledge and skills should be at the end of a K-12 sequence of study.

**Objectives** are incremental steps toward accomplishment of content standards. Objectives are listed by grade level and are organized around the content standards. Objectives build across grade levels as students advance in their knowledge and skills.

**Performance Descriptors** describe in narrative format how students demonstrate achievement of the content standards. West Virginia has designed five performance levels: distinguished, above mastery, mastery, partial mastery and novice. Performance Descriptors serve two functions. Instructionally, they give teachers more information about the level of knowledge and skills students need to acquire. Performance levels and descriptors are also used to categorize and explain student performance on statewide assessment instruments.

### Numbering of Standards

The number for each content standard is composed of four parts, each part separated by a period:

- the content area code is SS for Social Studies,
- the letter S, for Standard,
- the grade level (exceptions are WV for West Virginia History) and
- the standard number.

Illustration: SS.S.04.1 refers to fourth grade social studies content standard #1.

### Numbering of Objectives

The number of each objective is composed of five parts, each part separated by a period:

- the content area code (SS for Social Studies),
- the letter O is for Objective,
- the grade level (an exception is elementary West Virginia History, which uses WV instead of a grade level.),
- the number of the content standard addressed, and
- the objective number.

Illustration: SS.O.06.2.03 refers to a social studies sixth grade objective that addresses standard #2 in social studies, the third objective listed under that standard.

### **Numbering of Performance Descriptors**

The number for each group of three performance descriptors is composed of four parts, each part separated by a period:

- the content area (SS for Social Studies),
- the letters PD are for Performance Descriptors,
- the grade level (See exceptions noted above for grade level under numbering of objectives), and
- the standard number.

Illustration: SS.PD.09.2 refers to social studies performance descriptors for ninth grade, content standard #2.

### **Unique Electronic Numbers (UENs)**

Unique Electronic Numbers (or UENs) are numbers that help to electronically identify, categorize and link specific bits of information. Once Policy 2520.04 is available on the Web, each standard, each objective, and each group of five performance descriptors will have a Unique Electronic Number (UEN) that will always remain the same.

The codes printed in Policy 2520.04 form the basis of the UENs. The only additional set of numbers that will be added to each code to formulate its UEN will be a prefix that indicates the year and month that a particular version of Policy 2520.04 is approved by the State Board of Education.

The prefix for the UENs for each content area in Policy 2520.04 is noted at the top of each page containing standards, objectives and performance descriptors. As sections of 2520.04 are revised, UENs will be changed to reflect the new approval date.

UENs (Unique Electronic Numbers) are unique numbers that facilitate implementation of WV Standards into Electronic formats such as Databases and XML Files. The WV Department of Education encourages everyone who is going to use the WV Content Standards in any kind of electronic distribution, alignment, or software development to use the UENs so that all efforts can be cross-referenced and there is consistency across initiatives.

Illustration: The UEN for fifth grade social studies standard #2 will be "200602.SS.S.05.2".

## Abbreviations

### Content Areas

SS Social Studies  
WV West Virginia History

### High School Courses

#### Social Studies

SS Social Studies  
C Civics for the 21<sup>st</sup> Century  
E Economics Elective (12<sup>th</sup> Grade)  
G Geography Elective (12<sup>th</sup> Grade)

### Other Abbreviations

PD Performance Descriptors  
O Objective  
S Standard (Content Standard)

## **SOCIAL STUDIES – POLICY 2520.04**

Social Studies, as a field of study, embodies the essence of mankind and interconnects the past, present and future. It investigates where people live and how they participate as citizens of the world. It manifests how people change, prosper and live in an increasingly culturally diverse, interconnected world. The Social Studies curriculum enables students to understand the political, geographic, economic and social world. It encourages students to work independently and collaboratively using critical thinking and problem solving skills necessary to develop civic responsibility for the 21<sup>st</sup> Century.

A multitude of references was considered to support the development of the Social Studies curriculum including the National Standards for History, the National Standards for Social Studies, the National Voluntary Standards for Economics, the National Standards for Civics, and the National Geographic Standards for Life, in addition to the guidelines of NAEP, ACT, SAT, 21<sup>st</sup> Century Partnership, and various accredited assessment consultants. The foundation of West Virginia's Content Standards and Objectives in Social Studies is to identify what students should know and to guide them in the development of their skills and dispositions. With this philosophy as a guide, members of the Social Studies Curriculum Revision Committee developed six content standards for all West Virginia students. Those students who can problem solve, analyze, synthesize, communicate, collaborate and adapt will be successful in the 21st century. "The illiterate of the 21st century will not be those who cannot read and write, but those who cannot learn, unlearn and relearn." *Alvin Toffler*

West Virginia's vision for education includes the integration of technology and critical thinking skills throughout the curriculum so that all West Virginia students have the opportunity to develop skills that support high achievement. Successful learning environments provide opportunities for students to use educational technology with curricular content in relevant context. West Virginia teachers are responsible for integrating the 21<sup>st</sup> Century skills and tools into the content standards and objectives.

The Social Studies Content Standards and Objectives establish the foundation of the core disciplines: citizenship, civics/government, economics, geography, history and reading/writing. Each discipline offers a distinct strategy for developing global awareness. Although each content standard provides a very unique perspective of the world, they should not be taught in isolation. Social Studies is by its very nature integrative. The important social issues require insights from across the disciplines. Citizenship, civics/government, economics, geography and history each offer distinct approaches and develop specific skills for examining common subject matter, which can be integrated when addressing a particular issue or event. Below is a brief explanation of the specific importance of each core discipline.

In Plato's words, "The direction in which education starts a man will determine his future life." Social Studies education must begin early to insure that students develop an understanding and appreciation of the United States as a powerful and proud nation. As we stand in the 21st Century, the United States remains an international leader and role model for democracy. Social Studies education provides students with the knowledge and skills necessary to collectively and strategically meet the challenges of the 21st Century.

The five major content strands have defined objectives that explain what the student should now. The objectives move from the illiterat level of identifying and recognizing information to the more complex skills of analyzing and evaluating. When applying the objectives, all bulleted items must be taught. The abbreviation e.g. indicates examples for teaching the objectives. Furthermore, the teacher is strongly encouraged to review the objectives of the previous grade level to serve as a starting point for review and maintenance in the spiraling curriculum.

## Social Studies Content Standards K-12

### **Standard 1: Citizenship**

Citizenship education prepares students to be informed, active and effective citizens who accept their responsibilities, understand their privileges and rights and participate actively in society and government. To be successful participants in society, students must understand how to build social capital (a network of social relationships) that encourages reciprocity and trust, two characteristics of civic virtue and good citizenship. Students must be able to research issues, form reasoned opinions, support their positions and engage in the political process. Students exercise tolerance and empathy, respect the rights of others, and share a concern for the common good while acting responsibly with the interests of the larger community in mind. Students must learn and practice intellectual and participatory skills essential for an involved citizenry. To develop these skills, the curriculum must extend beyond the school to include experiences in the workplace and service in the community.

### **Standard 2: Civics/Government**

Civics directly addresses citizenship education in the context of political systems. Students develop global awareness and study the foundations of various world governments and the strategies they employ to achieve their goals. With respect to the United States, students learn the underlying principles of representative democracy, the constitutional separation of powers and the rule of law. The students learn the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States. Students recognize the need for authority, government and the rights and responsibilities of citizens.

### **Standard 3: Economics**

Economics analyzes the production, allocation, distribution and use of resources. The economic principles include an understanding of scarcity and choice, productivity, markets and prices, supply and demand, competition, role of government, international trade factors and consumer decisions in a global economy. Understanding economic principles, whole economies and the interactions between different types of economies helps students comprehend the exchange of information, capital and products across the globe. Learners investigate economic principles and their application to historical situations. Learners will work cooperatively and individually to analyze how basic economic principles affect their daily lives. Students become financially responsible by examining the consequences of and practicing personal financial decision-making.

### **Standard 4: Geography**

Geography in the 21st Century encompasses physical and human systems and the interactions between them on local and global scales. People interact with the natural world in culturally distinct ways to produce unique places, which change over time. The 21st Century technologies and perspectives of geography provide students with an understanding of the world, and the ability to evaluate information in spatial terms. The geography standard stresses the world of the 21<sup>st</sup> Century and the role of the U.S. in the global community. Students use geographic perspectives and technology to interpret culture, environment and the connection between them. Students collaborate with one another and work individually using geographic skills and tools to ask geographic questions, acquire the necessary information, organize and analyze the information and answer those geographic questions. Students examine the varying ways in which people interact with their environments and appreciate the diversity and similarities of cultures and places created by those interactions. Study follows the themes of the six essential elements.

### **Standard 5: History**

History organizes events and phenomena in terms of when they occurred and examines where, how and why they took place. Students study how individuals and societies have changed and interacted over time. They gather historical data, examine, analyze and interpret this data, and present their results in a clear, critical manner. They organize events through chronologies and evaluate cause-and-effect relationships among

them. Students analyze how individuals, groups and nations have shaped cultural heritages. Students study origins and evolutions of culture hearths, settlements, civilizations, states, nations, nation-states, governments and economic developments. Through history, students understand the identity and origins of their families, communities, state and nation. Through history, students recognize the influence of world events on the development of the United States and they evaluate the influence of the United States on the world. Understanding the past helps students prepare for the events of the 21<sup>st</sup> Century.

**Standard 6: Reading (SS.S.06)**

Skillful content reading strategies are essential tools that provide students with the skills needed to fully understand social studies concepts. Students learn to apply the five reading components (phonemic awareness, phonics, background knowledge/vocabulary, high frequency word/fluency, comprehension, and writing) in their acquisition of social studies knowledge, insuring a foundation of college readiness. In so doing, students learn to recognize main ideas and supporting details, to locate basic facts (e.g. names, dates, events), to follow sequence of events, to identify cause and effect, and to draw conclusions. Students learn skills necessary to write and edit organized texts insuring that they understand information and communicate it clearly.

## Kindergarten Social Studies Content Standards and Objectives

Kindergarten Social Studies is an introduction to the lives of interesting people in history, time sequence using historic events, geographic direction and economic choices. The Social Studies program continues the formal introduction of the social responsibility and collaboration skills learned in Pre-Kindergarten. Teachers emphasize the importance of following rules, respecting the rights of others, developing self-control, honesty, courage, justice and leadership. The objectives for elementary West Virginia Social Studies may be integrated throughout the K-3 curriculum. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Grade K		Social Studies	
Standard: 1	Citizenship		
SS.S.K.01	Students will <ul style="list-style-type: none"> <li>characterize and model good citizenship by building social networks of reciprocity and trustworthiness (Civic Dispositions).</li> <li>model a respect of symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect for People, Events, and Symbols).</li> <li>develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions of data (Evaluation Skills).</li> <li>develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills).</li> <li>recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).</li> </ul>		
Performance Descriptors (SS.PD.K.1)			
Distinguished	Above Mastery	Mastery	Partial Mastery
Kindergarten students performing at the distinguished level in citizenship summarize the relationships of honesty, courage, and patriotism. They justify the reasons for the Pledge of Allegiance, patriotic songs, and national holidays, and they are given opportunities to participate with each one. Students interpret the relationships of rules and consequences and demonstrate conflict	Kindergarten students performing at the above mastery level in citizenship classify examples of honesty, courage, and patriotism. They explain the purposes for the Pledge of Allegiance, patriotic songs, and national holidays and are given the opportunity to recite, sing, or celebrate each. Students examine the roles of rules, consequences, and conflict resolution. They compare	Kindergarten students performing at the mastery level in citizenship identify and illustrate examples of honesty, courage, and patriotism. They are given the opportunity to recite the Pledge of Allegiance, sing patriotic songs, and celebrate national holidays, discussing their significance. Students demonstrate the need for rules, consequences, and peaceful conflict resolution.	Kindergarten students performing at the novice level in citizenship identify honesty, courage, and patriotism. They are given the opportunity to recite the Pledge of Allegiance. They match rules and consequences and identify examples of peaceful conflict resolution. They take care of personal belongings. They identify examples of volunteerism.

<p>resolution. They convince others to exhibit behaviors of sharing, performing chores, caring for belongings, and showing respect for others. They recommend ways they can volunteer their time and talents.</p>	<p>behaviors of sharing, performing chores, caring for belongings, and showing respect for others as examples of citizenship. They research areas of volunteerism and choose an area of interest.</p>	<p>They take turns and share, perform daily chores, care for personal belongings, and show respect for others. They give examples of volunteerism and explain why citizens contribute their time and talents.</p>	<p>define volunteerism and relate how citizens contribute time.</p>
<p><b>Objectives</b> Students will</p>			
<p>SS.O.K.01.01</p>	<p>demonstrate an understanding that a good citizen takes turns and shares, takes responsibility for doing daily chores, cares for personal belongings and shows respect for what belongs to others.</p>		
<p>SS.O.K.01.02</p>	<p>identify and illustrate examples of honesty, courage, and patriotism.</p>		
<p>SS.O.K.01.03</p>	<p>identify, discuss and demonstrate the need for rules and the consequences for breaking rules and how to resolve disagreements peacefully.</p>		
<p>SS.O.K.01.04</p>	<p>be given the opportunity to recite the Pledge of Allegiance, sing patriotic songs and celebrate national holidays, and discuss their significance.</p>		
<p>SS.O.K.01.05</p>	<p>give examples and explain why citizens voluntarily contribute their time and talents to the community.</p>		
<p><b>Grade K Social Studies</b></p>			
<p><b>Standard 2 Civics/Government</b></p>			
<p>SS.S.K.02</p>	<p>Students will</p> <ul style="list-style-type: none"> <li>• examine and analyze the purposes and basic principles of the United States government (Purposes of Government).</li> <li>• outline and evaluate and analyze the origins and meanings of the principles, ideals, and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy).</li> <li>• examine and distinguish the structure, function, and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics).</li> <li>• analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).</li> </ul>		
<p><b>Performance Descriptors (SS.PD.K.2)</b></p>			
<p><b>Distinguished</b></p>	<p><b>Above Mastery</b></p>	<p><b>Mastery</b></p>	<p><b>Partial Mastery</b></p>
<p>Kindergarten students performing at the distinguished level in civics compare and contrast roles of authority figures. They apply the classroom rules to other situations. They explain the importance of traditional patriotic symbols</p>	<p>Kindergarten students performing at the above mastery level in civics categorize the roles of authority figures in their daily lives. They model behavior in accordance with the classroom rules they have developed. They</p>	<p>Kindergarten students performing at the mastery level in civics give examples of authority figures and their roles in our daily lives. They explain the importance of rules and participate in developing rules. They identify traditional patriotic</p>	<p>Kindergarten students performing at the partial mastery level in civics give examples of authority figures. They explain the importance of classroom rules. They match patriotic symbols with assistance.</p>
<p>Kindergarten students performing at the novice level in civics identify authority figures and classroom rules. They identify patriotic symbols with assistance.</p>			

and give examples.	discuss the importance of traditional patriotic symbols.	symbols and are given the opportunity to participate in patriotic activities.
<b>Objectives</b>	Students will	
SS.O.K.02.01	explain why rules are important and participate in developing rules.	
SS.O.K.02.02	give examples of authority figures in the home, school and community, and recognize their roles in our daily lives.	
SS.O.K.02.03	identify traditional patriotic symbols such as state and national flags and be given the opportunity to participate in patriotic activities such as standing for the National Anthem.	

<b>Grade K</b>	<b>Social Studies</b>	
<b>Standard: 3</b>	<b>Economics</b>	
SS.S.K.03	Students will	
	<ul style="list-style-type: none"> <li>analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices).</li> <li>research, critique and evaluate the roles of private and public institutions in the economy (Institutions).</li> <li>compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems).</li> <li>illustrate how the factors of production impact the United States economic systems (Factors of Production).</li> <li>analyze the elements of competition and how they impact the economy (Competition).</li> <li>examine and evaluate the interdependence of global economies (Global Economics).</li> </ul>	

<b>Performance Descriptors (SS.PD.K.03)</b>				
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Novice</b>
Kindergarten students performing at the distinguished level in economics categorize the basic needs of people and differentiate between needs and wants. They evaluate the occupations in the local community and categorize those services and goods that are provided by the government. They prioritize goods, estimating their monetary cost, and model a savings program.	Kindergarten students performing at the above mastery level in economics prioritize the basic needs of people and differentiate between needs and wants. They research the occupations in the local community and list those services and goods that are provided by the government. They model the concepts of exchanging money for goods and services and of saving for the future.	Kindergarten students performing at the mastery level in economics discuss the basic needs of people and differentiate between needs and wants. They give examples of the occupations in the local community and recognize that government provides some services and goods. They demonstrate the concepts of exchanging money for goods and services and of saving for the future.	Kindergarten students performing at the partial mastery level in economics discuss the basic needs and wants of people. They discuss various occupations in the local community and understand the difference between services and goods. They understand the concepts of exchanging money for goods and services and of saving for the future.	Kindergarten students performing at the novice level in economics recognize that people have basic needs and wants. They identify various occupations in the local community and discuss the concepts of services and goods. They discuss the concepts of exchanging money for goods and services and of saving for the future.

<b>Objectives</b>	Students will
SS.O.K.03.01	give examples of occupations within the local community.

SS.O.K.03.02	discuss the basic needs of people (shelter, food, and clothing) and give examples of each.
SS.O.K.03.03	discuss and give examples of economic concepts: <ul style="list-style-type: none"> <li>• needs and wants</li> <li>• exchange of money for goods and services</li> <li>• saving for the future</li> </ul>
SS.O.K.03.04	recognize that some goods and services are provided by the government (schools, parks, police and fire departments).

<b>Grade K</b>	<b>Social Studies</b>
<b>Standard: 4</b>	<b>Geography</b>
SS.S.G.04	Students will <ul style="list-style-type: none"> <li>• interpret and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places, and environments (The World in Spatial Terms).</li> <li>• examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions).</li> <li>• analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems).</li> <li>• analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems).</li> <li>• analyze the interaction of society with the environment (Environment and Society).</li> <li>• point out geographic perspective and tools and assess techniques available for geographic study (Uses of Geography).</li> </ul>

<b>Performance Descriptors (SS.PD.K.04)</b>			
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>
Kindergarten students performing at the distinguished level in geography use designated locations of land masses and bodies of water to distinguish relationships to other landmasses and bodies of water found on a globe. Students give examples of community symbols in their area, and use map symbols to locate areas on a map. Students compile a list of the kinds of weather likely to occur for each season. When given examples of urban or rural	Kindergarten students performing at the above mastery level in geography select land masses or bodies of water on a map that are close to each other and explain their relationship demonstrating knowledge of personal directions to locate their positions. Students give examples and explain the need for community and map symbols. Students give an example of a type of weather that occurs in each season and explain why it is likely to occur. They justify	Kindergarten students performing at the mastery level in geography locate bodies of water and landmasses on a globe or map. Students identify community symbols and map symbols and demonstrate the knowledge of left/right, up/down, near/far, and above/under using locations on a map or picture. Students compare and contrast the characteristics of the seasons and describe the characteristics of different types of weather. They	Kindergarten students performing at the novice level in geography locate North America as a land mass on which they live, and they locate the Atlantic Ocean as the closest body of water to them. Students identify left/right and up/down. Students list the seasons and identify rain and snow. They give the name of the city or community in which they live.

life in their state or community, students explain why each example is an urban or rural area.	why their community or city is an urban or a rural area.	compare and contrast characteristics of city and country life.	
<b>Objectives</b> Students will			
SS.O.K.04.01	locate bodies of water and land masses using a globe or a map.		
SS.O.K.04.02	demonstrate knowledge of left/right, up/down, near/far and above/under using locations on a map or picture.		
SS.O.K.04.03	identify community symbols (e.g., traffic signs, traffic lights, street and highway markers) and map symbols (e.g., legend references to land, water, roads and cities) and explain what each one means.		
SS.O.K.04.04	compare and contrast the characteristics of weather and human adaptation: <ul style="list-style-type: none"> <li>• four seasons</li> <li>• types of weather</li> <li>• types of clothing</li> </ul>		
SS.O.K.04.05	compare and contrast characteristics of life in the city (urban) and the country (rural).		

<b>Grade K Social Studies</b>			
<b>Standard: 5 History</b>			
SS.S.K.05	Students will <ul style="list-style-type: none"> <li>• organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology).</li> <li>• use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application).</li> <li>• examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States, and the world (Culture and Humanities).</li> <li>• use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation).</li> <li>• examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).</li> </ul>		

<b>Performance Descriptors (SS.PD.K.05)</b>			
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>
Kindergarten students performing at the distinguished level in history contrast and compare characteristics of communities and families and interpret data as it relates to the students' lives. They categorize the differences in other people.	Kindergarten students performing at the above mastery level in history classify characteristics of communities and families and collect and sequence data as it relates to the students' lives. They discriminate between the differences in other people.	Kindergarten students performing at the mastery level in history identify characteristics of communities and families and collect and sequence data as it relates to the students' lives. They recognize differences in other people, times, and	Kindergarten students performing at the novice level in history describe the characteristics of communities and families and recognize that data relates to the students' lives. They discuss differences in other people, times, and cultures. They

times, and cultures. They reconstruct the past through literature, art, customs, and songs. They match different sources of information that are used to answer specific questions. They examine and associate the culture of Native Americans to their own.	times, and cultures. They relate the past through literature, art, customs, and songs. They differentiate between the different sources of information that are used to answer questions. They recognize characteristics of the culture of Native Americans.	cultures. They research the past through literature, art, customs, and songs. They identify sources of information to answer questions. They discuss the culture of Native Americans.	discover the past through literature, art, customs, and songs. They recognize sources of information to answer questions. They understand the concept of "culture" and relate this concept to Native Americans through art and song.	describe the past through literature, art, customs, and songs. They understand that there are different sources that are used to answer questions. They learn about Native Americans through art and song.
<b>Objectives</b>	<b>Students will</b>			
SS.O.K.05.01	collect data and sequence time, places, people and events as they relate to the student's own life.			
SS.O.K.05.02	identify sources of information to answer questions.			
SS.O.K.05.03	research the past through stories of people, heroes, pictures, songs, holidays, customs, traditions and legends and explain the differences in other people, time and cultures.			
SS.O.K.05.04	identify characteristics of communities, families, and family life.			

## Elementary West Virginia Studies Content Standards and Objectives

Elementary West Virginia Studies explore historic, geographic, economic and civic concepts. These objectives shall be appropriately integrated into the kindergarten—fourth grade curriculum. Teachers introduce students to geographic places and regions. The relationship among geographic settlement patterns, and economic development of West Virginia will be examined in this course. Students participate in a variety of activities enabling them to identify, research and discuss the cultural heritage of the various groups who settled West Virginia. The course content reflects West Virginia's unique characteristics as well as its national and global relationships. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Grade WV		Social Studies			
Standard: 4		Geography			
SS.S.WV.04		Students will			
		<ul style="list-style-type: none"> <li>interpret and choose maps, globes, and other geographic tools to categorize and organize information about personal directions, people, places, and environments (The World in Spatial Terms).</li> <li>examine the physical and human characteristics of place and examine how the lives of people are rooted in places and regions (Places and Regions).</li> <li>analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems).</li> <li>analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems).</li> <li>analyze the interaction of society with the environment (Environment and Society).</li> <li>point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).</li> </ul>			
Performance Descriptors (SS.PD.WV.04)					
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice	
Elementary students performing at distinguished level in geography construct a map with the exact location of their personal address in relationship to their county, West Virginia, or the United States. They demonstrate how to use a map's grid system to locate natural and manmade items. They determine the impact and importance of eight tourist regions and	Elementary students performing at above mastery level in geography relate their state's location to the location of bordering states on a United States map and differentiate between the exact and relative locations of their county and county seat and their personal address. They discuss how a grid system helps to locate items on a map. Students classify	Elementary students performing at mastery level in geography locate West Virginia and bordering states on a United States map and county seats on a West Virginia map. They locate natural and manmade items on a map using a grid system. They differentiate between the exact and relative locations of personal address. Students	Elementary students performing at partial mastery level in geography locate West Virginia and bordering states on a United States map and their county seat on a West Virginia map. They locate natural items on a map using a grid system. They list eight tourist regions and four physical geographic regions. Students state facts related to West	Elementary students performing at novice level in geography locate West Virginia on a United States map and their county and county seat on a West Virginia map. They can state their address. They show a grid system on a map. They list the four physical geographical regions of West Virginia. Students list facts about West Virginia's population.	

four physical geographic regions to major communities of West Virginia. Students draw conclusions about the relationships among population, products, resources, transportation, state parks and forests, and scenic/recreational resources on West Virginia's economy. They analyze the importance of renewable and nonrenewable resources to West Virginia. They justify the importance of West Virginia in the world's economic market.	major communities of the eight tourist regions and the four physical geographic regions of West Virginia. They determine relationships between population, products, resources, transportation, state parks and forests, and scenic/recreational resources. They choose specific resources and discuss their importance to local and state economies, and they examine West Virginia's impact on the national economy.	determine and recognize the eight tourist regions and the four physical geographic regions of West Virginia with the major communities of each region. They draw conclusions about information on West Virginia's population, products, resources, transportation, state parks and forests, and scenic/recreational resources. Students compare and contrast characteristics of renewable and nonrenewable resources. They analyze how West Virginia's geography affects people's lives and their interaction with the outside world	Virginia's population, products, resources, transportation, state parks and forests, and scenic/recreational resources. They define and give examples of renewable and nonrenewable resources. They explain how West Virginia's geography affects their lives and their interaction in other states.	resources, and state parks and forests. They identify renewable and nonrenewable resources. They identify ways West Virginia's geography affects their lives and recognize examples of interactions with other states.
<b>Objectives</b>	<b>Students will</b>			
SS.O.WV.04.01	locate West Virginia and bordering states on a United States map.			
SS.O.WV.04.02	determine the four physical geographic regions of West Virginia and the major communities contained within each region.			
SS.O.WV.04.03	locate counties and county seats on a West Virginia map.			
SS.O.WV.04.04	analyze the impact of West Virginia's geography on transportation, settlement, jobs, clothing, food, shelter, services and interaction with others outside the state.			
SS.O.WV.04.05	illustrate West Virginia's climate and track the weather.			
SS.O.WV.04.06	compare and contrast the characteristics of renewable and nonrenewable resources.			
SS.O.WV.04.07	differentiate between the exact and relative locations of their state, town, county, and personal address.			
SS.O.WV.04.08	research West Virginia's population, products, resources, transportation, state parks, forests, and scenic/recreational resources and draw conclusions from the information.			
SS.O.WV.04.09	use a grid system to locate natural and man-made items on a map.			
SS.O.WV.04.10	recognize the eight tourist regions of West Virginia.			

<b>Grade WV</b>	<b>Social Studies</b>
<b>Standard: 5</b>	<b>History</b>

<p>SS.S.WV.05</p>	<p>Students will</p> <ul style="list-style-type: none"> <li>organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application. (Chronology).</li> <li>use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application).</li> <li>examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities).</li> <li>use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation).</li> <li>examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).</li> </ul>	<p>Performance Descriptors (SS.PD.WV.05)</p>	<p>Students will</p> <ul style="list-style-type: none"> <li>organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application. (Chronology).</li> <li>use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application).</li> <li>examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities).</li> <li>use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation).</li> <li>examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).</li> </ul>
<p>Distinguished</p>	<p>Above Mastery</p>	<p>Mastery</p>	<p>Partial Mastery</p>
<p>Elementary students performing at the distinguished level in history discriminate and give causes of past and present lifestyles of West Virginia and relate the lifestyles to the cultural life of West Virginia reflected in folklore and heritage. They summarize changes in the economic, social, and political history of West Virginia and use the information to interpret and evaluate situations in West Virginia.</p>	<p>Elementary students performing at the above mastery level in history discriminate between past and present lifestyles giving reason for their differences. They investigate and determine important events related to past and present lifestyles of West Virginia and its cultural life. They determine and discuss important events in economic, social, and political history of West Virginia and research topics of interest.</p>	<p>Elementary students performing at the mastery level in history compare and contrast past and present lifestyles of West Virginia and describe the cultural life of West Virginia reflected in folklore and heritage. They reconstruct the economic, social, and political history of West Virginia and construct short reports to answer specific questions.</p>	<p>Elementary students performing at the partial mastery level in history describe lifestyles and cultural life of West Virginia reflected in folklore and heritage. They give examples of economic, social, and political history of West Virginia and write paragraphs or short answers to specific questions.</p>
<p>Objectives</p>	<p>SS.O.WV.05.01</p>	<p>SS.O.WV.05.02</p>	<p>SS.O.WV.05.03</p>
<p>reconstruct the economic, social and political history of West Virginia.</p>	<p>research and describe the cultural life of West Virginia as reflected in folklore and heritage.</p>	<p>compare and contrast past and present lifestyles of West Virginians.</p>	<p>use reference sources to construct short reports that answer specific questions about West Virginia.</p>

## First Grade Social Studies Content Standards and Objectives

First grade Social Studies explores the role of the citizen in the schools, family and community. Students learn responsibilities, privileges and rights, patriotic traditions, symbols, functions of money and the connection of the past to the present. Conflict resolution, consumer roles and good safety practices will be introduced. Students recognize geographic features and identify regions. A variety of graphic skills will be incorporated, including graphs, charts and timelines. Economic concepts of basic needs and community occupations will be explored. The objectives for elementary West Virginia Social Studies may be integrated throughout the K-3 curriculum. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Grade 1 Social Studies		Performance Descriptors (SS.PD.1.1)			
Standard: 1	Citizenship	Above Mastery	Mastery	Partial Mastery	Novice
SS.S.01.01	Students will <ul style="list-style-type: none"> <li>characterize and model good citizenship by building social networks of reciprocity and trustworthiness (Civic Dispositions).</li> <li>model a respect for symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect For People, Events, and Symbols).</li> <li>develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions or data (Evaluation Skills).</li> <li>develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills).</li> <li>recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).</li> </ul>	First grade students performing at the above mastery level in citizenship model behaviors of caring and trustworthiness, respect and responsibility for self and others, and expression and acceptance of opinions. They identify a problem in the school/community and generate examples of volunteerism to address the problem. They predict behaviors appropriate for dangerous situations. They	First grade students performing at the Mastery level demonstrate respect and responsibility for self and others and express and accept opinions of others. They discuss the importance of volunteerism and participate in a school /community project. They illustrate examples of caring and trustworthiness and demonstrate examples of appropriate behavior in dangerous situations. They	First grade students performing at the Partial Mastery level demonstrate respect for self and others. They state the reason for volunteerism and participate in a school/community project. They identify examples of caring and trustworthiness and discuss appropriate behavior in dangerous situations. They recognize the difference between rules and consequences and	First grade students performing at the Novice level recognize the difference in respect for self and others. They participate in a volunteer project at the school/community level. They give examples of dangerous situations. They participate in developing classroom rules.

volunteer and practice appropriate behaviors for dangerous situations. They create appropriate rules and consequences for breaking the rules in other settings.	participate in developing rules and the consequences for breaking rules.	participate in developing classroom rules and discuss the consequences of breaking the rules.	participate in developing classroom rules.
<b>Objectives</b> Students will			
SS.O.01.01.01	express opinions and accept opinions of others in solving problems and/or resolving conflicts.		
SS.O.01.01.02	illustrate examples of honesty, caring and trustworthiness in the home and at school.		
SS.O.01.01.03	participate in developing classroom rules and discussing the consequences of breaking rules.		
SS.O.01.01.04	demonstrate respect and responsibility for self and others' materials and belongings.		
SS.O.01.01.05	given the opportunity to recite the Pledge of Allegiance, participate in patriotic singing and celebrate national holidays and discuss their significance.		
SS.O.01.01.06	discuss the importance of volunteerism and participate in school/community projects.		
SS.O.01.01.07	demonstrate and give examples of appropriate behavior in dangerous situations (e.g., fire, poison, traffic, strangers and drugs).		

<b>Grade 1 Social Studies</b>	
<b>Standard 2 Civics/Government</b>	
SS.S.01.02	Students will <ul style="list-style-type: none"> <li>• examine and analyze the purposes and basic principles of the United States government (Purposes of Government).</li> <li>• outline and evaluate and analyze the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy).</li> <li>• examine and distinguish the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics).</li> <li>• analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).</li> </ul>

<b>Performance Descriptors (SS.PD.1.2)</b>			
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>
First Grade students performing at the Distinguished level in civics compare and contrast rules and laws. They classify rules and consequences as fair or unfair. They discriminate between the roles of authority figures and important government leaders. Students apply	First Grade students performing at the above mastery level in civics classify statements as rules and laws. They explain how a rule is fair or unfair and give reasons for consequences. They explain the need for authority figures and government leaders. Model	First grade students performing at the mastery level in civics explain the differences between rules and laws, determine if a rule is fair, and identify the consequences of breaking a rule. They recognize the need for authority figures and identify important government leaders.	First Grade students performing at the partial mastery level in civics identify differences between rules and laws. They recognize that breaking a rule results in a consequence. They identify the governor and president. Students identify specific group roles of the classroom. They recognize that different levels of
			<b>Novice</b>

group roles in settings other than the classroom. Give examples of roles in local, state, and national government.	appropriate behavior in group roles in the classroom. Explain the need for local, state and national levels of government.	describing their roles. They practice various group roles in the classroom. They identify local, state and national levels of government.	Students give examples of group roles in the classroom. They recognize the need for different levels of government.	government exist. They recognize that different levels of government exist.
<b>Objectives</b>				
Students will				
SS.O.01.02.01 describe, discuss and practice various group roles (e.g., group leader, recorder, reporter, collector) in the classroom.				
SS.O.01.02.02 identify the three levels of government (local, state and federal).				
SS.O.01.02.03 identify the President and Governor and other government leaders and describe their roles and explain the need for authority figures.				
SS.O.01.02.04 explain the difference between rules and laws, establish criteria for determining if a rule or law is fair and identify the consequences for breaking rules.				

<b>Grade 1</b>	
<b>Social Studies</b>	
<b>Standard 3</b>	
<b>Economics</b>	
SS.S.01.03	<p>Students will</p> <ul style="list-style-type: none"> <li>analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices).</li> <li>research, critique and evaluate the roles of private and public institutions in the economy (Institutions).</li> <li>compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems).</li> <li>illustrate how the factors of production impact the United States economic system (Factors of Production).</li> <li>analyze the elements of competition and how they impact the economy (Competition).</li> <li>examine and evaluate the interdependence of global economies (Global Economies).</li> </ul>

<b>Performance Descriptors (SS.PD.1.03)</b>			
<b>Distinguished</b>		<b>Novice</b>	
First grade students performing at the distinguished level in economics compare and contrast people's needs and the ways in which the needs are met. They predict how different occupations meet people's needs. Students explain the differences between exchanging money for goods and services for goods and services.	Above Mastery First grade students performing at the above mastery level in economics classify the needs of different people in the community and describe the varied ways different needs are met. They illustrate how occupations in the community are alike and different. They generate examples of goods and services that can be exchanged for other goods	Mastery First grade students performing at the mastery level in economics recognize that all people share the same basic needs, choose among needs and wants, and predict the consequences of their choices. They recognize the characteristics of occupations in their community. They demonstrate the exchange	Partial Mastery First grade students performing at the partial mastery level in economics identify the basic needs of people and differentiate between needs and wants. They can list occupations in their community. They demonstrate the exchange of money for goods and services.

	and services.	of goods and services using money or other goods and services.
<b>Objectives</b>	Students will	
SS.O.01.03.01	recognize that all people share the same basic needs and choose from among needs and wants and predict the consequences of those choices.	
SS.O.01.03.02	demonstrate the exchange of goods and services (using money or other goods and services).	
SS.O.01.03.03	recognize the characteristics of occupations in the community.	

<b>Grade 1</b>	
<b>Social Studies</b>	
<b>Geography</b>	
SS.S.01.04	<p>Students will</p> <ul style="list-style-type: none"> <li>interpret, and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial Terms).</li> <li>examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions).</li> <li>analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems).</li> <li>analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems).</li> <li>analyze the interaction of society with the environment (Environment and Society).</li> <li>point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).</li> </ul>

<b>Performance Descriptors (SS.PD.1.04)</b>			
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>
<p>First grade students performing at the distinguished level in geography locate surrounding states of West Virginia and surrounding countries of the United States They compare two or more examples of each major geographic feature on a United States map. Students construct a simple map to scale with a legend using cardinal directions and map symbols. When given a designated day,</p>	<p>First grade students performing at the above mastery level in geography locate surrounding states of West Virginia and illustrate examples of major geographic features found on a United States map. Students construct a simple map with a legend, cardinal directions, and map symbols. Students can state the day, month, or season following each designated example in sequence. They discuss effects of</p>	<p>First grade students performing at the mastery level in geography locate West Virginia and United States on a globe or map and locate major geographic features on a United States map. Students construct and interpret simple maps using cardinal directions, location, scale, and symbols in a legend. They sequence days, months, and seasons of the year and relate how climate and weather affect</p>	<p>First grade students performing at the partial mastery level in geography understand the relationship of West Virginia to the United States and identify the Ohio River and Appalachian Mountains as major geographic features of their state. Students draw a simple map and show cardinal directions and symbols on their map. Students list the days of the week and the seasons. They tell how</p>
			<b>Novice</b>
			<p>First grade students performing at the novice level in geography state West Virginia as a place where they live and identify the mountains as a major geographic feature of the state. Students demonstrate or show cardinal directions on a map. Students list the seasons. They tell how they feel when it is cold or hot and what kinds of activities can be done during these times.</p>

month, or season, students can relate the names of other days, months, or seasons in the sequence before and after. They compare climate/weather in different areas of the United States. They compare uses of different natural resources.	climate/weather on people's lives and classify examples of basic natural resources.	people lives. Students give examples of basic natural resources.	climate/weather affects the types of work people do. Students list two or three common resources.	Students state a basic resource used for fuel.
<b>Objectives</b>	<b>Students will</b>			
SS.O.01.04.01	construct a simple map of a familiar area (such as the school) incorporating cardinal directions and map symbols.			
SS.O.01.04.02	locate and identify the following using a globe and world map: <ul style="list-style-type: none"> <li>• West Virginia</li> <li>• United States</li> <li>• geographic features</li> </ul>			
SS.O.01.04.03	sequence the seasons of the year, days of the week and months.			
SS.O.01.04.04	give examples of basic natural resources.			
SS.O.01.04.05	recognize and relate how climate/weather affects the way people live (e.g., food, clothing, shelter, recreation).			
SS.O.01.04.06	construct and interpret simple maps using cardinal directions, locations, a scale and symbols in a legend.			

<b>Grade 1</b>	<b>Social Studies</b>			
<b>Standard: 5</b>	<b>History</b>			
SS.S.01.05	Students will	<ul style="list-style-type: none"> <li>• organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology).</li> <li>• use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Applications).</li> <li>• examine, analyze, and synthesize historical knowledge or major events, individuals, cultures, and the humanities of West Virginia, the United States and the world (Culture and Humanities).</li> <li>• use historical knowledge to analyze local, state, national, and global interdependence (Interpretation and Evaluation).</li> <li>• examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).</li> </ul>		
<b>Performance Descriptors (SS.PD.1.05)</b>				
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Novice</b>
First grade students performing at the distinguished level in history research changes in	First grade students performing at the above mastery level in history collect information about the	First grade students performing at the mastery level in history give examples of ways	First grade students performing at the partial mastery level in history discuss the ways in which	First grade students performing at the novice level in history recognize that communities change

communities over time. They evaluate and prioritize historical information. They categorize characteristics of the past and compare/contrast contributions of heroic people. They make inferences from cultural differences to support understanding and empathy. They defend family historical information through three generations using primary sources and make comparisons to present-day living. They compare and contrast different types of families, summarizing by categories the characteristics of each.	ways in which communities change over time. They organize and classify historical information. They research characteristics of the past and contributions of heroic people. They contrast/compare cultural differences to build understanding and empathy. They research family historical information through three generations and make comparisons to present-day living. They compare and contrast different types of families, listing the characteristics of each.	communities change over time. They participate in the collection and organization of historical data. They identify characteristics of the past and contributions of heroic people. They investigate cultural differences to build understanding and empathy. They collect family historical information through two generations and make comparisons to present-day living. They compare and contrast different types of families.	communities change over time. They participate in the organization of historical data. They describe characteristics of the past and contributions of heroic people. They understand cultural differences to build understanding and empathy. They collect family historical information through two generations and examine the comparisons to present-day living. They give examples of different types of families.	over time. They discuss historical data from various sources. They match characteristics of the past and contributions of heroic people. They describe cultural differences to build understanding and empathy. They collect family historical information through two generations. They discuss the different types of families.
<b>Objectives</b>	<b>Students will</b>			
SS.O.01.05.01	give examples of ways communities change over time (e.g., landscape, buildings, jobs, population).			
SS.O.01.05.02	collect information to contrast family history through two generations (parents, grandparents) and make comparisons to present-day.			
SS.O.01.05.03	identify characteristics of the past and contributions of heroic people using sources such as stories, folk tales, pictures, poems, songs, legends, holdings and customs, and organize historical data.			
SS.O.01.05.04	investigate cultural differences through celebrations, holidays and family traditions to build empathy and understanding for individuals and groups.			
SS.O.01.05.05	compare and contrast different types of families (e.g., single parent, extended, multi-generational).			

<b>Grade 1</b>	<b>Social Studies</b>
<b>Standard 6</b>	<b>Reading</b>
SS.S.01.06	<p>Students will</p> <ul style="list-style-type: none"> <li>use the five reading components (phonemic awareness, phonics, background knowledge/vocabulary, high frequency word/fluency, comprehension and writing) in their acquisition of social studies knowledge, insuring a foundation of college readiness in this genre.</li> <li>recognize main ideas and supporting details to locate basic facts (e.g., names, dates, events).</li> <li>distinguish relationships among people, ideas, and events.</li> <li>recognize cause-effect relationships in content passages.</li> </ul>

- outline sequences of events.
- summarize events and ideas. Infer main idea or purpose of content.
- draw generalizations and conclusions about people, ideas, and events.
- write and edit organized texts of various genres to insure that information is clearly understood.

Refer to policy 2520.1 for specific grade level reading and writing objectives.

## Second Grade Social Studies Content Standards and Objectives

Second grade Social Studies expands the roles of citizenship. Students learn the functions of government, local folklore, symbols and traditions. The roles and responsibilities of each child as a citizen in a democratic community and nation will be emphasized. They will explore volunteer and service activities, conservation and environmental preservation. The use of conflict resolution will be reinforced. Students will continue to learn about geographic places and regions and participate in map activities. Students will learn the economic concepts of needs/wants, bartering and saving/spending. The objectives for elementary West Virginia Social Studies may be integrated throughout the K-4 curriculum. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Grade 2 Social Studies	
Standard 1	Citizenship
SS.S.02.01	<p>Students will</p> <ul style="list-style-type: none"> <li>characterize and model good citizenship by building social networks of reciprocity and trustworthiness (Civic Dispositions).</li> <li>model a respect for symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect For People, Events, and Symbols).</li> <li>develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions or data (Evaluation Skills).</li> <li>develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills).</li> <li>recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).</li> </ul>
Performance Descriptors (SS.PD.2.1)	
Distinguished	<p>Above Mastery</p> <p>Second grade students performing at the above mastery level in citizenship classify behaviors of compassion and empathy and model responsible behavior in different situations in the school and community. They compare volunteer projects and determine how they will participate in a volunteer service project. They practice conflict resolution and recommend solutions</p>
Second grade students performing at the distinguished level in citizenship justify reasons for compassion and empathy toward others and taking personal responsibility in different situations and convince others of their position. They justify the need for volunteerism and convince others to participate in a volunteer project. They summarize the need and	<p>Mastery</p> <p>Second grade students performing at the mastery level in citizenship examine examples of compassion and empathy in daily life, model personal responsibilities in the classroom, and choose and participate in a volunteer service project. They recognize and practice conflict resolution within the school community</p>
	<p>Partial Mastery</p> <p>Second grade students performing at the partial mastery level in citizenship describe examples of compassion in daily life and demonstrate personal responsibility in the classroom. They model personal responsibility in a volunteer project. They recognize and give examples of conflict resolution within the school.</p>
	<p>Novice</p> <p>Second grade students performing at the novice level in citizenship recognize examples of compassion in daily life and examples of personal responsibility in the classroom. They participate in a volunteer project. They recognize conflict resolution in a classroom situation.</p>

purpose for conflict resolution and model behavior appropriate to conflict resolution in different situations.	for areas of conflict in the school and community.	
<b>Objectives</b> Students will		
SS.O.02.01.01	choose and participate in a project of volunteer service.	
SS.O.02.01.02	examine examples of honesty, trustworthiness, compassion and empathy in daily life experiences.	
SS.O.02.01.03	model the personal responsibilities of good citizenship in the classroom (e.g., responsibility, self-control).	
SS.O.02.01.04	be given the opportunity to recite the Pledge of Allegiance and participate in national celebrations.	
SS.O.02.01.05	recognize and practice components of conflict resolution within the school community.	

<b>Grade 2 Social Studies</b>		
<b>Standard: 2 Civics/Government</b>		
SS.S.02.02	Students will <ul style="list-style-type: none"> <li>examine and analyze the purposes and basic principles of the United States government (Purposes of Government).</li> <li>outline and evaluate and analyze the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy).</li> <li>examine and distinguish the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics).</li> <li>analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).</li> </ul>	

<b>Performance Descriptors (SS.PD.2.2)</b>			
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>
Second grade students performing at the distinguished level in civics interpret rules and laws, justifying their importance based on the benefits of order and predictability. Students justify the need for local, state and national levels of government and anticipate the need for responsible authority figures.	Second grade students performing at the above mastery level in civics categorize rules and laws and assess their importance. They distinguish between the benefits of order and those of predictability. They illustrate the need for local, state and national levels of government and explain the need for responsible authority figures.	Second grade students performing at the mastery level in civics compare and contrast rules and laws, assess their importance, and justify how they provide order and predictability. They explain the need for local, state and national levels of government and recognize the need for responsible authority figures, describing their characteristics.	Second grade students performing at the partial mastery level in civics differentiate between rules and laws and recognize that they provide order and predictability. They give examples of needs at the local, state and national levels of government and identify needs for responsible authority figures.
<b>Objectives</b>	<b>Students will</b>	<b>Students will</b>	<b>Students will</b>

SS.O.02.02.01	discuss and explain why different levels of government (local, state, federal) are needed.
SS.O.02.02.02	compare and contrast rules and laws.
SS.O.02.02.03	recognize the need for authority figures and describe the characteristics of responsible leaders.
SS.O.02.02.04	assess the importance of laws/rules and justify how and why they can provide order and predictability.

<b>Grade 2 Social Studies</b>	
<b>Economics</b>	
SS.S.02.03	<p>Students will</p> <ul style="list-style-type: none"> <li>analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices).</li> <li>research, critique and evaluate the roles of private and public institutions in the economy (Institutions).</li> <li>compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems).</li> <li>illustrate how the factors of production impact the United States economic system (Factors of Production).</li> <li>analyze the elements of competition and how they impact the economy (Competition).</li> <li>examine and evaluate the interdependence of global economies (Global Economies).</li> </ul>

<b>Performance Descriptors (SS.PD.2.03)</b>			
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>
Second grade students performing at the distinguished level in economics draw conclusions from graphs, charts and tables of economic information. They defend bartering as a means of obtaining goods and services. They predict how the needs in our culture are changing. They compare and contrast occupations, assessing how they have changed. Students establish a future goal and predict how saving can help meet that goal.	Second grade students performing at the above mastery level in economics analyze the effects of different economic choices. They formulate and communicate ways bartering might be used today. They summarize the reasons that needs in different cultures vary. Students compare occupations today and in the past. They defend why saving money in the bank is important.	Second grade students performing at the mastery level in economics make economic choices, predict the consequences of those choices and examine bartering as a way to obtain goods/services comparing bartering to present ways of obtaining goods and services. They compare and contrast the needs of people in different cultures and how they meet their needs. They research various occupations and how job opportunities in the community have changed. They explain the role of banks in saving for their future. They construct and interpret graphs, charts and	Second grade students performing at the novice level in economics identify economic choices and define bartering. They match needs to different cultures. They list occupations in the community. Students recognize banks as places where people have their money. They recognize graphs, charts, and tables.

Objectives	Students will	tables.
SS.O.02.03.01	make economic choices and predict the consequences of those choices.	
SS.O.02.03.02	research various occupations and how job opportunities in the community have changed.	
SS.O.02.03.03	examine bartering as an alternative method of securing goods/services and needs/wants and compare to present ways of acquiring goods and services.	
SS.O.02.03.04	compare and contrast the needs of people in different cultures and show how they meet their needs in different ways.	
SS.O.02.03.05	explain the role of banks in saving for the future purchase of goods and services.	
SS.O.02.03.06	construct and interpret a variety of graph, charts, and tables.	

<b>Grade 2</b>	<b>Social Studies</b>
<b>Standard: 4</b>	<b>Geography</b>
SS.S.02.04	<p>Students will</p> <ul style="list-style-type: none"> <li>interpret and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places, and environments (The World in Spatial Terms).</li> <li>examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions).</li> <li>analyze physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems).</li> <li>analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems).</li> <li>analyze the interaction of society with the environment (Environment and Society).</li> <li>point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).</li> </ul>

Performance Descriptors (SS.PD.2.04)			
Distinguished	Above Mastery	Mastery	Partial Mastery
Second grade students performing at the distinguished level in geography can locate West Virginia and bordering states by shapes and relative location on a United States map. They use a map or globe to locate designated areas of the United States and other world regions on a variety of maps and globes. They compare examples of geographic features in	Second grade students performing at the above mastery level in geography locate West Virginia by shape and relative location on a United States map. They locate other world regions and relate each location to the United States on a world map or globe. They illustrate major geographic features found on maps and globes. They construct a class or school map to scale using a	Second grade students performing at the mastery level in geography recognize West Virginia by shape and relative location and major geographic features on different maps and globes. They demonstrate knowledge of compass rose and map legend and construct a class or school map to scale. Students locate the United States and/or world regions on a map. They	Second grade students performing at the novice level in geography recognize West Virginia and the United States as the state and country in which they live. They list kinds of geographic features found within the state of West Virginia. They label the directions on a compass rose and identify common map symbols found on a map. They recognize a change that has occurred in

different world regions. They construct a class or school map to scale demonstrating knowledge of a compass rose and a map legend with a variety of map symbols. They analyze the need for basic natural resources and how this need has caused communities in the county and state to change.	compass rose and a map legend. They give examples and discuss the need for basic natural resources and examine the processes that have caused major communities in the county and state to change.	give examples of how people use basic natural resources and recognize the processes that have caused communities in county and state to change.	resource of oil is used and identify a change in their community or state and the cause for the change.	the county or state.
<b>Objectives</b>	<b>Students will</b>			
SS.O.02.04.01	locate the United States on a map and recognize West Virginia by the shape and relative location.			
SS.O.02.04.02	demonstrate knowledge of cardinal directions, a compass rose and map legends on a map.			
SS.O.02.04.03	recognize major geographic features on a variety of maps and globes (e.g., rivers, lakes, oceans, islands, continents, mountains).			
SS.O.02.04.04	give examples of basic natural resources and how people use these resources.			
SS.O.02.04.05	recognize the processes that have caused the major communities in the county and state to change.			
SS.O.02.04.06	choose a map scale to construct class and school maps.			

<b>Grade 2</b>	<b>Social Studies</b>			
<b>Standard: 5</b>	<b>History</b>			
SS.S.02.05	Students will	<ul style="list-style-type: none"> <li>organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology).</li> <li>use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application).</li> <li>examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities).</li> <li>use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation).</li> <li>examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).</li> </ul>		
<b>Performance Descriptors (SS.PD.2.05)</b>				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Second grade students performing at the distinguished level in history compare and contrast material from various	Second grade students performing at the above mastery level in history appraise and critique material from various	Second grade students performing at the mastery level in history draw conclusions from various historic data collection	Second grade students performing at the partial mastery level in history examine data from various historic collection methods	Second grade students performing at the novice level in history discuss data from various historic collection methods and view

historic data collections methods and research locally historical significant sites and people. They research children's literature to evaluate elements of family and community life in different cultures. They interpret and appraise past contributions of heroic people, Native Americans, and settlers through stories, legends, art, and music. They compare and contrast various forms of media representation of current events.	historic data collection methods and research locally historical significant sites and people. They analyze children's literature to discriminate between elements of family and community life in different cultures. They model past contributions of heroic people, Native Americans, and settlers through stories, legends, art, and music. They classify current events using various forms of media.	methods and give examples of locally historical significant sites and people. They use children's literature to compare and contrast elements of family and community life in different cultures. They compare and contrast past contributions of heroic people, Native Americans, and settlers through stories, legends, art, and music. They discuss current events using various forms of media.	and identify locally historical significant sites and people. They read and discuss children's literature to compare elements of family and community life in different cultures. They research the lives of heroic people, Native Americans, and settlers through stories, legends, art, and music to establish past contributions. They describe current events using various forms of media.	locally historical significant sites and people. They discuss selected articles from children's literature to understand elements of family and community life in different cultures. They read about and discuss past contributions of heroic people, Native Americans, and settlers through stories, legends, art, and music. They make sense of current events using various forms of media.
<b>Objectives</b>	Students will			
SS.O.02.05.01	gather information and data using family artifacts, photos and interviews to compare different life styles and use this information to construct a timeline, chart of graph of family history through three generations.			
SS.O.02.05.02	explore the history of the community and give examples of locally significant sites and people.			
SS.O.02.05.03	compare and contrast the past contributions of heroic people using sources such as stories, folk tales, pictures, poems, songs, legends, holidays and customs.			
SS.O.02.05.04	discuss current events using various media (e.g., student newspaper, television, news broadcasts).			
SS.O.02.05.05	read children's books, stories, legends, myths and folklore and collect data from timelines, charts and graphs to compare and contrast the variety of traditions, languages, structures of families and community life in different cultures, (e.g., Native Americans, early settlers, cultures around the world), and draw conclusions from what they have learned.			
<b>Grade 2 Social Studies</b>				
<b>Standard: 6 Reading</b>				
SS.S.02.06	Students will <ul style="list-style-type: none"> <li>use the five reading components (phonemic awareness, phonics, background knowledge/vocabulary, high frequency word/fluency, comprehension, and writing) in their acquisition of social studies knowledge insuring a foundation of college readiness in this genre.</li> <li>recognize main ideas and supporting details to locate basic facts (e.g., names, dates, events).</li> <li>distinguish relationships among people, ideas, and events.</li> <li>recognize cause-effect relationships in content passages.</li> <li>outline sequences of events.</li> <li>summarize events and ideas. Infer main ideas or purpose of content.</li> </ul>			

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|  | <ul style="list-style-type: none"><li>• draw generalizations and conclusions about people and events.</li><li>• write and edit organized texts of various genres to insure that information is clearly understood.</li></ul> <p>Refer to policy 2520.1 for specific grade level reading and writing objectives.</p> |
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## Third Grade Social Studies Content Standards and Objectives

Third grade Social Studies presents a study of the broader community to introduce state and nation. Students explain community changes due to technology, human interaction with the environment and the movement of people. Students practice citizenship in the school and community and study government at local, state and national levels. The basic economic concepts of supply and demand, taxation and budgeting within the context of the community will be introduced. The objectives for elementary West Virginia Social Studies may be integrated throughout the K-4 curriculum. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Grade 3 Social Studies				
Standard: 1	Citizenship			
SS.S.03.01	<p>Students will</p> <ul style="list-style-type: none"> <li>characterize and model good citizenship by building social networks of reciprocity and trustworthiness (Civic Dispositions).</li> <li>model a respect for symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect For People, Events, and Symbols).</li> <li>develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions or data (Evaluation Skills).</li> <li>develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills).</li> <li>recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).</li> </ul>			
Performance Descriptors (SS.PD.03.1)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Third grade students performing at the distinguished level in citizenship predict and recommend behaviors appropriate for good citizenship in different situations and justify why behaviors of honesty, fairness, and justice apply in different situations. They compare and contrast the impact and roles of a group working together in relationship to individuals	Third grade students performing at the above mastery level in citizenship generate examples of good citizenship in all areas and demonstrate honesty, fairness, and justice in the school environment. They justify the importance of working in a group as compared to an individual working alone. They examine the purposes for patriotic symbols, holidays, and celebrations and the	Third grade students performing at the mastery level in citizenship model good citizenship in classroom, school, and community and practice principles of honesty, fairness, and justice. They examine the impact that groups can make in a community as compared to individuals working alone. They research community opportunities for volunteerism, choose a	Third grade students performing at the partial mastery level in citizenship give examples of good citizenship in the classroom, school, and community and describe honesty, fairness, and justice. They explain how working as a group accomplishes goals better than individuals working alone. They give examples of patriotic symbols and famous people. They define the common good and recognize examples of	Third grade students performing at the novice level in citizenship identify examples of good citizenship in the classroom and school. They define honesty, justice and fairness. They explain how working as a group helps to accomplish a goal. Students recognize patriotic symbols and famous people. They define common good and recognize examples of

working alone. They interpret the meanings of patriotic symbols, holidays, and celebrations and research roles of famous people. They summarize the purpose of the common good and justify showing respect and protection of minorities.	roles of famous people. They explain the purposes of the common good and of respect and protection of minorities.	program, and work to accomplish its goals. They explain the significance of patriotic symbols and famous people. They identify examples of the common good and the importance of respect and protection of minorities.	and recognize respect for minorities.	minorities.
<b>Objectives</b>	<b>Students will</b>			
SS.O.03.01.01	identify and practice principles of honesty, fairness and justice in experiences at home, school and in the community.			
SS.O.03.01.02	describe and model the personal and civic responsibilities of good citizenship in the classroom, school and community.			
SS.O.03.01.03	explain the significance of patriotic symbols, holidays, celebrations and famous people.			
SS.O.03.01.04	recognize the importance of respect and protection of minorities.			
SS.O.03.01.05	give examples of how people working together can accomplish goals that individuals working alone cannot.			
SS.O.03.01.06	examine the impact that groups can make in a community.			
SS.O.03.01.07	identify examples of concepts of the common good (what is best for the most people).			
SS.O.03.01.08	choose a volunteer program and work independently and cooperatively to accomplish its goals.			

<b>Grade 3</b>	<b>Social Studies</b>			
<b>Standard 2</b>	<b>Civics/Government</b>			
SS.S.03.02	Students will	<ul style="list-style-type: none"> <li>examine and analyze the purposes and basic principles of the United States government (Purposes of Government).</li> <li>outline and evaluate and analyze the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy).</li> <li>examine and distinguish the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics).</li> <li>analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).</li> </ul>		

<b>Performance Descriptors (SS.PD.03.2)</b>				
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Novice</b>
Third grade students performing at the distinguished level in civics predict the importance of government in different settings, produce criteria to evaluate rules and laws,	Third grade students performing at the above mastery level in civics defend the importance of government in different settings, analyze criteria to evaluate rules and laws,	Third grade students performing at the mastery level in civics evaluate the importance of government in different settings, apply criteria to evaluate rules and laws, and identify the	Third grade students performing at the partial mastery level in civics recognize the importance of government in different settings, list criteria to evaluate rules and laws,	Third grade students performing at the novice level in civics describe government in different settings, match criteria to rules and laws, and discuss responsibilities of the three

and prioritize the responsibilities of the three levels of government. They validate commonly held principles and beliefs that unite citizens.	and categorize the responsibilities of the three levels of government. They examine commonly held principles and beliefs that unite citizens.	responsibilities of the three levels of government. They explain how commonly held principles and beliefs unite citizens.	and match responsibilities to the three levels of government. They illustrate how commonly held principles and beliefs unite citizens.	levels of government. They understand that commonly held principles and beliefs unite citizens.
<b>Objectives</b> Students will				
SS.O.03.02.01 evaluate the importance of government in the classroom, school, community and state.				
SS.O.03.02.02 explain that citizens are united by commonly held principles and beliefs.				
SS.O.03.02.03 identify the three levels (local, state, federal) of government and the responsibilities of each level.				
SS.O.03.02.04 define major rule and give examples of that concept in a democracy.				
SS.O.03.02.05 apply criteria in evaluating rules and laws (e.g., strengths and weaknesses, design and purpose, enforcement, bias).				

<b>Grade 3</b>				
<b>Social Studies</b>				
<b>Standard: 3</b>				
<b>Economics</b>				
Students will				
<ul style="list-style-type: none"> <li>analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices).</li> <li>research, critique and evaluate the roles of private and public institutions in the economy (Institutions).</li> <li>compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems).</li> <li>illustrate how the factors of production impact the United States economy system (Factors of Production).</li> <li>analyze the elements of competition and how they impact the economy (Competition).</li> <li>examine and evaluate the interdependence of global economies (Global Economies).</li> </ul>				

<b>Performance Descriptors (SS.PD.03.03)</b>				
<b>Distinguished</b>				
Third grade students performing at the distinguished level in economics organize information from a variety of sources, such as maps, graphs, and tables to choose a product and explain how it affects an individual economically. They summarize factors contributing to supply and demand. They convince others of the importance of	Above Mastery Third grade students performing at the above mastery level in economics evaluate the correlation between demand for raw materials and products and production and supply. They defend reasons that budgeting can help individuals and the ways in which banks can help people with their budgets. Students evaluate public services that use tax money	Mastery Third grade students performing at the mastery level in economics characterize the concept of scarcity by citing examples, construct and interpret graphs, charts, maps and other data sources to illustrate the use of resources and supply and demand, and examine how advertising increases the demand for products. They analyze the need explain	Partial Mastery Third grade students performing at the partial mastery level in economics give examples of scarce products and products in demand. They restate the concept of raw materials to finished products. Students discuss the concept of a budget and its importance. They give examples of occupations that relate personally to them. They describe public services.	Novice Third grade students performing at the novice level in economics define the terms supply and demand. They match raw materials with finished products. They describe a budget. Students describe occupations in the community and define and name public services in their community.

using banks.	in terms of the impact on their own lives.	why budgeting is important and summarize how banks function for individuals. They compare and contrast various occupations and their economic impact on individuals. They analyze the need for taxation to support public services. They illustrate how a raw material becomes a final product.	
<b>Objectives</b>	<b>Students will</b>		
SS.O.03.03.01	characterize the concept of scarcity by citing examples of limited supplies and scarce resources.		
SS.O.03.03.02	explain why budgeting is an important life skill.		
SS.O.03.03.03	illustrate the basic concept of supply and demand.		
SS.O.03.03.04	compare and contrast various occupations and their economic impact.		
SS.O.03.03.05	summarize how banks serve as intermediaries between savers and borrowers.		
SS.O.03.03.06	analyze the relationship between government taxation and the provision of public services (e.g., policemen, firemen, teacher, libraries, public schools).		
SS.O.03.03.07	illustrate the path of a product from the raw material to the final product (e.g., cotton to sweater, coal to electricity).		
SS.O.03.03.08	correlate competition for products with increases in advertising.		
SS.O.03.03.09	construct and interpret graphs, charts, maps and other data sources to illustrate the use of resources, the demand for products and the supply of goods and services.		

<b>Grade 3</b>	<b>Social Studies</b>		
<b>Standard: 4</b>	<b>Geography</b>		
SS.S.03.04	Students will		
	<ul style="list-style-type: none"> <li>interpret and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial Terms).</li> <li>examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions).</li> <li>analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems).</li> <li>analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems).</li> <li>analyze the interaction of society with the environment (Environment and Society).</li> <li>point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).</li> </ul>		
<b>Performance Descriptors (SS.PD.03.04)</b>			
Distinguished	Above Mastery	Mastery	Partial Mastery
			Novice

Third grade students performing at the distinguished level in geography apply data from maps and globes and develop their own charts, graphs, and timelines. Students choose a point or area on a map and use the longitude and latitude lines to identify the location and relate the location to cardinal directions, borders, equator, poles and time zones. Students examine how different groups of people in the country make a living from their environment and debate if people have made efforts to keep the environment clean. Students analyze ways people have affected and are affected by elements of the environment.	Third grade students performing at the above mastery level in geography locate West Virginia by shape and relative location on a United States map. They locate other world regions and relate each location to the United States on a world map or globe. They illustrate major geographic features found on maps and globes. They construct a class or school map to scale using a compass rose and a map legend. They give examples and discuss the need for basic natural resources and examine the processes that have caused major communities in the county and state to change.	Third grade students performing at the mastery level in geography interpret data from maps, globes, charts, graphs, and timelines and locate borders, longitude and latitude lines, equator, poles, and time zones on a map. Students locate the states and capitals of the United States. Students relate how people affect and are affected by elements of the environment. Students describe how people make a living from the environment and how they can keep the environment clean.	Third grade students performing at the partial mastery level in geography locate data from maps, globes, charts, graphs, timelines, borders, longitude and latitude lines, equator, poles, and time zones on a map. Students locate their state and capital and the bordering states. They tell how people affect their environment. They give examples of ways a person can make a living from their environment and ways to keep the environment clean.	Third grade students performing at the novice level in geography recognize West Virginia and the United States as the state and country in which they live. They list kinds of geographic features found within the state of West Virginia. They label the directions on a compass rose and identify common map symbols found on a map. They recognize a change that has occurred in the county or state.
<b>Objectives</b>	Students will			
SS.O.03.04.01	construct and use the basic elements of maps and globes (e.g., title, legend, cardinal directions, scale, grid, parallels, meridians).			
SS.O.03.04.02	locate north, south, east, west, borders, lines of longitude and latitude, equator, north and south poles and time zones using a map.			
SS.O.03.04.03	recognize world geographic features (e.g., peninsulas, islands, continents, straits, mountains, rivers, deserts, oceans, seas, harbors, gulfs, forests, oases).			
SS.O.03.04.04	name and locate states and capitals of the United States.			
SS.O.03.04.05	compare and contrast climate, weather and location with regard to people's clothing, food, shelter and jobs.			
SS.O.03.04.06	relate how people affect and are affected by the various elements of the environment (e.g., water, soil, weather, climate, topography)			
SS.O.03.04.07	describe how people in the community make their living from the environment and give examples of activities that individuals can do to keep the environment clean.			
SS.O.03.04.08	construct and interpret data from various types of maps, globes, charts, graphs and timelines (e.g., population, products, climate).			

<b>Grade 3</b>	<b>Social Studies</b>
<b>Standard: 5</b>	History

<p>SS.S.03.05</p>	<p>Students will</p> <ul style="list-style-type: none"> <li>organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology).</li> <li>use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application).</li> <li>examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities).</li> <li>use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation), and examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).</li> </ul>
<p>Performance Descriptors (SS.PD.03.05)</p>	
<p>Distinguished</p> <p>Third grade students performing at the distinguished level in history compare and contrast the lives of famous Americans, customs, and traditions. They debate the historical significance of major events, people, and their contributions to the U.S. and formulate historical inferences by critiquing artifacts and pictures. They evaluate and explain the settlement of a community/region using primary sources and construct a timeline depicting the events leading up to that settlement. Students debate the similarities and differences between present cultures and other historical periods and justify their findings. They argue the importance of respect for diversity in others. Assessing current</p>	<p>Above Mastery</p> <p>Third grade students performing at the above mastery level in history summarize and write about the lives of famous Americans, customs, and traditions. They assess the historical significance of major events, people, and their contributions to the U.S. and make historical inferences by researching artifacts and pictures. They model the settlement of a community/region using primary sources and construct a representative timeline. Students construct a graphic organizer depicting the similarities and differences between present cultures and other historical periods. They demonstrate the importance of respect for diversity in others. They make predictions based on current events.</p>
<p>Mastery</p> <p>Third grade students performing at the mastery level in history research the lives of famous Americans, customs, and traditions. They discuss the historical significance of major events, people, and their contributions to the U.S. and make historical inferences by analyzing artifacts and pictures. They research the settlement of a community/region using primary sources and construct a representative timeline. Students compare/contrast present cultures to those of other historical periods. They explain the importance of respect for diversity in others. They discuss and draw conclusions about current events.</p>	<p>Partial Mastery</p> <p>Third grade students performing at the partial mastery level in history define and explain the lives of famous Americans, customs, and traditions. They recognize the historical significance of major events, people, and their contributions to the U.S. and match historical artifacts and pictures to plausible inferences. They examine the settlement of a community/region and construct a representative timeline. Students recognize similarities and differences between present cultures and those of other historical periods. They discuss different elements of diversity in others and examine the importance of respect. They discuss current events.</p>
<p>Novice</p> <p>Third grade students performing at the novice level in history discuss the lives of famous Americans, customs, and traditions. They examine the historical significance of major events, people, and their contributions to the U.S. and recognize historical artifacts and pictures. They discuss the settlement of a community/region and the timeline of its development. Students list characteristics of present cultures and those of other historical periods. They describe elements of diversity in others and identify the importance of respect. They examine current events.</p>	

events, they formulate solutions to problems.		
<b>Objectives</b>	<b>Students will</b>	
SS.O.03.05.01	discuss the historical significance of major events, people and their contributions to the United States (e.g., Pilgrims, George Washington, American Revolution, Abe Lincoln, Civil War, Columbus, Native Americans, Rosa Parks, Martin Luther King, Jr.).	
SS.O.03.05.02	research the settlement of a community/region and construct a timeline representing the settlement of a community/region using primary sources (e.g. publications, maps, journals, letters, etc.)	
SS.O.03.05.03	compare and contrast present cultures to the cultures of people of other historical time periods (e.g., source of food, clothing, shelter, products used).	
SS.O.03.05.04	make historical inferences by analyzing artifacts and pictures.	
SS.O.03.05.05	discuss and draw conclusions about current events.	
SS.O.03.05.06	research the lives of famous Americans, customs and traditions using various forms of literature (e.g., presidents, inventors, explorers, civil rights leaders, artists, writers).	
SS.O.03.05.07	explain the importance of respect for diversity in the heritage, culture, ideas and opinions of others.	
SS.O.03.05.08	compare and contrast different stories or accounts about past events, people, places or situations and identify how they contribute to our understanding of the past.	
SS.O.03.05.09	discuss and sequentially organize a series of pictures that reflect historic change (e.g., transportation, technology, agriculture, events in history).	
SS.O.03.05.10	organize information from various reference sources to prepare short reports and presentations.	

<b>Grade 3</b>	<b>Social Studies</b>	
<b>Standard: 6</b>	<b>Reading</b>	
SS.S.03.06	Students will	
	<ul style="list-style-type: none"> <li>use the five reading components (phonemic awareness, phonics, background knowledge/vocabulary, high frequency word/fluency, comprehension, and writing) in their acquisition of social studies knowledge, insuring a foundation of college readiness in this genre.</li> <li>recognize main ideas and supporting details to locate basic facts (e.g. names, dates, events).</li> <li>distinguish relationships among people, ideas, and events.</li> <li>recognize cause-effect relationships in content passages.</li> <li>outline sequences of events.</li> <li>summarize events and ideas. Infer main idea or purpose of content.</li> <li>draw generalizations and conclusions about people, ideas and events.</li> <li>write and edit organized texts of various genres to insure that information is clearly understood.</li> </ul>	
	Refer to policy 2520.1 for specific grade level reading and writing objectives.	

## Fourth Grade Social Studies Content Standards and Objectives

Fourth grade Social Studies is an introduction to the growth of the United States from exploration and colonization (When The Three Worlds Meet) to the conclusion of the American Revolution. Students will analyze the assimilation of various colonial groups, development of improved technology, major historical figures and events. Students will also learn about the physical geography of North America and its influence upon diverse cultures. Data collection and the essential roles of citizens in the democratic process will be emphasized. Roles of elected officials, economic trade-offs and the need for taxation will be introduced. Students will learn how the economic concepts of competition, advertising, budgeting and taxation impact production and consumption. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Grade 4 Social Studies		Performance Descriptors (SS.PD.04.1)			
Standard: 1	Citizenship	Above Mastery	Mastery	Partial Mastery	Novice
SS.S.04.01	Students will <ul style="list-style-type: none"> <li>characterize and good citizenship by building social networks of reciprocity and trustworthiness (Civic Dispositions).</li> <li>model a respect for symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect For People, Events, and Symbols).</li> <li>develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions or data (Evaluation Skills).</li> <li>develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills).</li> <li>recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).</li> </ul>	Fourth grade students performing at the above mastery level in citizenship summarize the characteristics or skills needed to be a good citizen within the school and community and to demonstrate leadership within the classroom. They choose and participate in a volunteer program and evaluate personal and group accomplishments	Fourth grade students performing at the mastery level in citizenship evaluate the responsibilities, privileges and rights of U.S. citizenship and the importance of civic life, giving examples of responsible leadership. They choose a volunteer program, set goals, and work independently and cooperatively to accomplish goals. They discuss the	Fourth grade students performing at the partial mastery level in citizenship define civic life and give examples of responsible citizenship. They give examples of people demonstrating responsible leadership. Students recognize diversity of early American society and contributions made by different groups. They recognize the role of the	Fourth grade students performing at the novice level in citizenship identify examples of responsible citizenship and leadership. Students recognize different groups of early American society. They identify the Declaration of Independence. They tell how to get along with other students in the classroom.
Distinguishing		Fourth grade students performing at the distinguished level in citizenship justify reasons for being a part of civic life and model good leadership skills in the school. They choose examples of local volunteer programs and compare and contrast the programs' roles in the community and justify reasons for selection of one program to volunteer their			

time and efforts. They research and summarize the events/purposes leading to the writing of the Declaration of Independence. They compare and contrast the diversity of groups in early American society noting each group's contributions. They justify and generate examples of peaceful conflict resolution in different situations and different settings.	within the program. Students examine the values, principles, and beliefs expressed in the Declaration of Independence. Students categorize groups representing diversity in early American society by their contributions. They model peaceful conflict resolution in school and community settings.	values, principles, and beliefs expressed in the Declaration of Independence. They research diversity in early American society and give examples of the strengths/contributions of each. They demonstrate peaceful conflict resolution within groups of people in schools and communities.	Declaration of Independence and the need for peaceful conflict resolution in the classroom and school.
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<b>Objectives</b>	<b>Students will</b>
SS.O.04.01.01	Outline various public and private agencies in the community that provide services, explain why you would volunteer to help them, and then give examples of responsible leadership by individuals and groups in your community
SS.O.04.01.02	Identify and explain the commonly held democratic values, principles, and beliefs expressed in the Declaration of Independence and the significance of patriotic symbols, holidays, celebrations, and famous people.
SS.O.04.01.03	research forms of diversity in early American society, and give examples of the strengths/contributions of each (e.g., indentured servants, slaves, colonists, plantation owners, Native Americans, merchants).
SS.O.04.01.04	evaluate the responsibilities, privileges and rights of United States citizenship and the importance of civic life (e.g., voting, jury duty, obeying laws, freedom of speech, worship, paying taxes).
SS.O.04.01.05	research recent and historical conflicts concerning individual rights at the international, national, and local levels; then explain how those conflicts were resolved and suggest ways for peaceful conflict resolution.

<b>Grade 4</b>	<b>Social Studies</b>
<b>Standard: 2</b>	<b>Civics/Government</b>
SS.S.04.02	Students will <ul style="list-style-type: none"> <li>• examine and analyze the purposes and basic principles of the United States government (Purposes of Government).</li> <li>• outline and evaluate and analyze the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy).</li> <li>• examine and distinguish the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics).</li> <li>• analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).</li> </ul>
<b>Performance Descriptors (SS.PD.04.2)</b>	
Distinguished	Above Mastery
	Mastery
	Partial Mastery
	Novice

Fourth grade students performing at the distinguished level in civics validate the rule of law and limited government in a democracy by citing specific examples of its usage, debate individual and group rights to dissent responsibly in a current situation, and reconstruct historical conflicts about individual rights and their resolutions.	Fourth grade students performing at the above mastery level in civics defend the rule of law and limited government in a democracy, defend individual and group rights to dissent responsibly in a current situation, and compare and contrast historical conflicts about individual rights and their resolutions.	Fourth grade students performing at the mastery level in civics justify the rule of law and limited government in a democracy, defend individual and group rights to dissent responsibly, and research historical conflicts about individual rights and their resolutions.	Fourth grade students performing at the partial mastery level in civics define and explain the rule of law and limited government in a democracy, explain individual and group rights to dissent responsibly, and examine historical conflicts about individual rights and their resolutions.	Fourth grade students performing at the novice level in civics identify the rule of law and limited government in a democracy, recognize the concept that individuals and groups have rights to dissent responsibly, and discuss historical conflicts about individual rights and their resolutions.
<b>Objectives</b>				
Students will				
SS.O.04.02.01 justify the rule of law and limited government and prove how they protect individual rights and the common good.				
SS.O.04.02.02 defend the rights of individuals in the democratic process and the right of an individual or group (e.g., minorities, religious groups, women, children, elderly) to dissent responsibly				
SS.O.04.02.03 identify and discuss the most significant points in George Washington's farewell address.				
<b>Grade 4</b>				
<b>Social Studies</b>				
<b>Economics</b>				
Students will				
<ul style="list-style-type: none"> <li>analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices).</li> <li>research, critique and evaluate the roles of private and public institutions in the economy (Institutions).</li> <li>compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems).</li> <li>illustrate how the factors of production impact the United States economic system (Factors of Production).</li> <li>analyze the elements of competition and how they impact the economy (Competition).</li> <li>examine and evaluate the interdependence of global economies (Global Economies).</li> </ul>				
<b>Performance Descriptors (SS.PD.04.03)</b>				
<b>Distinguished</b>				
Fourth grade students performing at the distinguished level in economics compare and contrast consumers and their producers and their economic effect. They develop hypothetical budgets, including trade-offs	Above Mastery Fourth grade students performing at the above mastery level in economics research the characteristics of consumers and products. They develop a budget to reflect specific trade-offs and design a budget based on price comparisons.	Mastery Fourth grade students performing at mastery level in economics differentiate between consumers and producers of goods, explain trade-offs or choices and compromises and analyze how media affects consumer choices. They	Partial Mastery Fourth grade students performing at the partial mastery level in economics list examples of consumers and producers of trade-off or choices and compromises. They select media examples of and show how they affect	Novice Fourth grade students performing at the novice level in economics recognize examples of consumers and producers of goods. They recognize trade-offs or choices and compromises. They understand that media

<p>in simulated situations. Students create criteria for selecting products in order to recommend choices consistent with a budget. They debate factors that shaped the economy of the early colonies and evaluate those which affect the economy today.</p>	<p>Students categorize factors that shaped the economy of the early colonies and summarize their relative importance.</p>	<p>prioritize by importance factors that shaped the economy of the early colonies and the early United States and summarize their effects. They anticipate how competition affects prices and construct and interpret charts for price comparisons.</p>	<p>choice. They illustrate how competition affects price and report how price affects choices. Students discuss how identified factors shaped the economy of the early colonies.</p>	<p>affects their choices. Students recall and retell the concept of competition affecting price, and they understand that prices differ on selected products. They identify factors that shaped the economy of the early colonies.</p>
<p><b>Objectives</b> Students will</p>				
<p>SS.O.04.03.01</p>	<p>Explain and give examples of the following economic concepts:</p> <ul style="list-style-type: none"> <li>• trade-offs or choices/compromise – opportunity costs (e.g., developing hypothetical budgets in simulated situations)</li> <li>• people as consumers and as producers of goods</li> <li>• effects of competition and supply-demand on prices</li> </ul>			
<p>SS.O.04.03.02</p>	<p>analyze communications techniques that impact consumer choices (e.g., print/nonprint, advertisement, media)</p>			
<p>SS.O.04.03.03</p>	<p>prioritize in order of importance the factors that shaped the economy of the early American colonies and identify the effects of the American Revolution on economic development and economic institutions.</p>			
<p>SS.O.04.03.04</p>	<p>relate the concept of taxation to public services.</p>			
<p>SS.O.04.03.05</p>	<p>summarize how slavery and indentured servitude influenced the early economy of the United States.</p>			
<p>SS.O.04.03.06</p>	<p>construct and use charts, graphs, tables and grids to display data.</p>			

<p><b>Grade 4 Social Studies</b></p>				
<p><b>Standard: 4</b> Geography</p>				
<p>Students will</p> <ul style="list-style-type: none"> <li>• interpret, and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial Terms).</li> <li>• examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions).</li> <li>• analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems).</li> <li>• analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems).</li> <li>• analyze the interaction of society with the environment (Environment and Society).</li> <li>• point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).</li> </ul>				
<p>Performance Descriptors (SS.PD.04.04)</p>				
<p>Distinguished</p>	<p>Above Mastery</p>	<p>Mastery</p>	<p>Partial Mastery</p>	<p>Novice</p>
<p>Fourth grade students performing at the</p>	<p>Fourth grade students performing at the above</p>	<p>Fourth grade students performing at the mastery</p>	<p>Students performing at the partial mastery level in</p>	<p>Students performing at the novice level in geography</p>

<p>distinguished level in geography plan and construct maps of the Americas. Students select specific countries of the Americas and analyze the effects of physical and geographic factors on their development as a world region. Students examine physical factors and determine their effect on the lives and locations of Native American nations before the arrival of the Europeans.</p>	<p>mastery level in geography plan, construct, and interpret maps. They select a country in the Americas, locate and describe its physical features, and determine the importance of those features on the development of the country's transportation, settlement patterns, and population density. Students determine its relationship to other countries in the world. Students examine the effects of physical factors on the settlement patterns of Native Americans.</p>	<p>level in geography plan and construct maps demonstrating knowledge of map skills. They locate North, South, and Central American countries and their major bodies of water and describe physical features of the Americas. Students assess the effect of physical or geographic factors on the transportation and settlement patterns of the Americas. They compare and contrast physical, economic, and political changes of America caused by geographic conditions and human intervention. They compare and contrast the geographic factors that affect population density and analyze the effects on people's lives and their interaction with the outside world. Students locate areas of Native American nations before the arrival of Europeans.</p>	<p>geography construct simple maps and locate North and South American countries, their surrounding bodies of water, and physical features of each. Students give examples of physical geographic factors affecting population, lives, and the relationships of people. They locate areas of Native American nations before the arrival of Europeans in their locality or state.</p>	<p>locate North and South America and the two major oceans surrounding them. Students list physical features that are common to both continents. They relate how physical geographic factors affect the people's lives and population. They give names of Native American nations that existed before the arrival of Europeans in their area.</p>
<p><b>Objectives</b></p> <p>SS.O 04.04.01</p> <p>SS.O 04.04.02</p> <p>SS.O 04.04.03</p>	<p><b>Students will</b></p> <p>locate North, South and Central American countries and describe their major physical features (e.g., bodies of water, mountains, rivers, grasslands, oases) using geographic terms.</p> <p>Analyze and assess the effects of and explain how people adapted to geographic factors (e.g., climate, mountains, bodies of water) on the following:</p> <ul style="list-style-type: none"> <li>• transportation routes</li> <li>• settlement patterns and population density</li> <li>• culture (e.g., jobs, food, clothing, shelter, religion, government)</li> <li>• interactions with others (local, national, global)</li> </ul> <p>compare and contrast the physical, economic and political changes of America caused by geographic conditions and human intervention (e.g., bridges, canals, state boundaries, transportation).</p>			

SS.O.04.04.04	locate the settlement areas of the Native American nations and explain their lifestyle before the arrival of the Europeans.
SS.O.04.04.05	plan and construct maps to demonstrate knowledge of map skills (e.g., symbols in a legend/key, lines of demarcation [Equator, Prime Meridian, latitude and longitude, time zones, borders, coast lines], scales, directions [cardinal and intermediate] and geographic barriers).

<b>Grade 4 Social Studies</b>	
<b>Standard 5</b>	<b>History</b>
SS.S.04.05	<p>Students will</p> <ul style="list-style-type: none"> <li>organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology).</li> <li>use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application).</li> <li>examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities).</li> <li>use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation).</li> <li>examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).</li> </ul>

<b>Performance Descriptors (SS.PD.04.05)</b>				
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Novice</b>
Fourth grade students performing at the distinguished level in history compare and contrast sources of information to reconstruct the past. They chronologically organize selected episodes of Native Americans, explorers, settlers, and colonists and summarize their importance. They analyze data and reconstruct scenarios to predict a variety of possible outcomes. Students prioritize the effects on U.S. colonization by 15 <sup>th</sup> and 16 <sup>th</sup> century European explorers.	Fourth grade students performing at the above mastery level in history organize sources of information to reconstruct the past. They chronologically organize selected episodes of Native Americans, explorers, settlers, and colonists and prioritize their importance. They research, interpret and present data in timeline format to sequentially reconstruct the episodes. Students research the explorations of 15 <sup>th</sup> and 16 <sup>th</sup> Century European explorers and discuss the importance	Fourth grade students performing at the mastery level in history identify and analyze sources of information to reconstruct the past. They chronologically organize selected episodes of Native Americans, explorers, settlers, and colonists and evaluate their importance. They interpret and present data in timeline format. Students compare and contrast the explorations of 15 <sup>th</sup> and 16 <sup>th</sup> Century European explorers and discuss their effect on U.S. colonization. They research	Fourth grade students performing at the partial mastery level in history identify information to reconstruct the past. They chronologically organize selected episodes of Native Americans, explorers, settlers, and colonists. They present data in timeline format. Students outline the explorations of 15 <sup>th</sup> and 16 <sup>th</sup> Century European explorers and discuss their effect on U.S. colonization. They compare factors influencing the founding of the original	Fourth grade students performing at the novice level in history use sources of information to reconstruct the past. They use a timeline to chronologically organize selected episodes of Native Americans, explorers, settlers, and colonists. Students discuss the explorations of 15 <sup>th</sup> and 16 <sup>th</sup> Century European explorers and their effect on U.S. colonization. They discuss factors influencing the founding of the original colonies and major leaders and events from American colonization through the

<p>They evaluate factors influencing the founding of the original colonies, critique major leaders, and sequence events from American colonization through the Revolutionary War. Students compare and contrast the areas and patterns of early American settlements. They research territorial expansion and population distribution. Students justify ways in which explorers and settlers adapted to, used, and changed their environment. They discriminate between family and community life in various regions of Colonial America. Students prioritize the roles and responsibilities of colonial men, women, children, and elderly. They appraise cultural characteristics of the colonists and Native Americans to determine similar interests, responsibilities, and goals. They justify the background similarities and differences, motivations, and occupational skills of people in English, French, and Spanish settlements. Students debate reasons for going to war with England. They classify American leaders according to their</p>	<p>of their effect on U.S. colonization. They categorize factors influencing the founding of the original colonies and research major leaders and events from American colonization through the Revolutionary War. Students research the areas and patterns of early American settlements and compare territorial expansion and population distribution. Students classify ways in which explorers and settlers adapted to, used, and changed their environment. They interpret how and why family and community life differed in various regions of Colonial America. Students categorize the roles and responsibilities of colonial men, women, children, and elderly. They compare/contrast cultures of the colonists and Native Americans, appraising the characteristics of each culture that had the most positive effect on the other. They critique background similarities and differences, motivations, and occupational skills of people in English, French, and Spanish settlements. Students research events</p>	<p>and compare factors influencing the founding of the original colonies and discuss major leaders and events from American colonization through the Revolutionary War. Students identify areas and patterns of early American settlement and depict territorial expansion and population distribution. Students critique ways in which explorers and settlers adapted to, used, and changed their environment, and compare/contrast how and why family and community life differed in various regions of Colonial America. Students compare the roles and responsibilities of colonial men, women, children, and elderly. They compare/contrast cultures of the colonists and Native Americans and describe the results of their interaction. They explain background similarities and differences, motivations, and occupational skills of people in English, French, and Spanish settlements. Students organize and categorize facts that led to the Revolutionary War. They research the reasons why Americans and their</p>	<p>colonies and identify major leaders and events from American colonization through the Revolutionary War. Students identify areas of early American settlements, territorial expansion and population distribution. They research ways in which explorers and settlers adapted to, used, and changed their environment. They identify how and why family and community life differed in various regions of Colonial America. Students list the roles and responsibilities of colonial men, women, children, and elderly. They research cultures of the colonists and Native Americans discuss the ways in which they interacted. They list background characteristics, motivations, and occupational skills of people in English, French, and Spanish settlements. Students list facts and events that led to the Revolutionary War. They discuss the reasons why Americans and their leaders chose war to win independence from England.</p>	<p>Revolutionary War. Students discuss the different areas of early American settlements and territorial expansion and population distribution. They identify ways in which explorers and settlers adapted to, used, and changed their environment. They discuss how and why family and community life differed in various regions of Colonial America. Students describe the roles and responsibilities of colonial men, women, children, and elderly. They cite characteristics of the cultures of the colonists and Native Americans and discuss the ways in which they interacted. They discuss background characteristics, motivations, and occupational skills of people in English, French, and Spanish settlements. Students discuss facts and events that led up to the Revolutionary War. They distinguish between those leaders who chose to go to war and those who chose not to go to war to win independence from England.</p>
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reasons for choosing to go or not to go to war.	that led up to the decision to win independence from England. They compare and contrast American leaders and their reasons for choosing to go to war.	leaders chose war to win independence from England.	
<b>Objectives</b>	Students will		
SS.O.04.05.01	create timelines to sequence and infer connections between events in major historical periods in U.S. history (e.g., discovery, colonization, revolution)		
SS.O.04.05.02	chronologically organize and explain the influences of individuals and events discussed in the stories of Native Americans, explorers, settlers and colonists in North America through the Revolutionary Period.		
SS.O.04.05.03	research and compare the influence of various factors of the founding of the original colonies (e.g., economic, geographic, political, religious).		
SS.O.04.05.04	identify areas and patterns of early American settlement and depict territorial expansion and population distribution in the United States through maps, charts, pictures and research projects.		
SS.O.04.05.05	list the European explorers of the 15th and 16th centuries, explain their reasons for exploration and the information gained from their journeys and then show how their travels in North America affected both North America and the rest of the world.		
SS.O.04.05.06	Compare and contrast community life and family roles in various regions and social classes of colonial America.		
SS.O.04.05.07	research how and why African Americans came to America and explain the motivation behind the development of slavery.		
SS.O.04.05.08	chronologically organize and categorize the major events leading to and during the Revolutionary War; examine and explain why and how these events influenced choice made by different groups (e.g., Patriots, Loyalists, Native Americans) during this period.		
SS.O.04.05.09	describe language, stories, music, folk tales, and artistic creations as expressions of culture that influenced the behaviors of people in colonial America.		
SS.O.04.05.10	compare and contrast the cultures of the colonists and Native Americans and describe the changes that occurred when they came into contact with one another.		
SS.O.04.05.11	explain the similarities and differences in backgrounds, motivations and occupational skills between people in the English settlements and those in the French and Spanish settlements.		
SS.O.04.05.12	select, analyze, interpret and use information from various sources for reconstructing the past (e.g., documents, letters, maps, photos, newspaper articles) and prepare short reports that explain who, what, when, where, how and why events occurred as they did.		

<b>Grade 4</b>	<b>Social Studies</b>		
<b>Standard: 6</b>	<b>Reading</b>		
SS.S.04.06	Students will	<ul style="list-style-type: none"> <li>use the five reading components (phonemic awareness, phonics, background knowledge/vocabulary, high frequency word/fluency, comprehension, and writing) in their acquisition of social studies knowledge, insuring a foundation of college readiness in this genre.</li> <li>recognize main ideas and supporting details to locate basic facts (e.g. names, dates, events).</li> <li>distinguish relationships among people, ideas, and events.</li> </ul>	

- recognize cause-effect relationships in content passages.
- outline sequences of events.
- summarize events and ideas. Infer main idea or purpose of content.
- draw generalizations and conclusions about people, ideas and events.
- write and edit organized texts of various genres to insure that information is clearly understood.

Refer to policy 2520.1 for specific grade level reading and writing objectives.

## Fifth Grade Social Studies Content Standards and Objectives

The fifth grade Social Studies program is a basic overview of the United States beginning with its emergence as a new nation. Students recognize and evaluate the significance of major events of each historical period. Students examine primary source documents relating to the establishment of the nation and the new government. They continue to learn the role of citizenship and social responsibility in the school and community. Students examine the transformation from rural to urban and from agriculture to industry focusing on the economic impact of these moves. Students learn how government decisions impact the economy. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Grade 5 Social Studies		Performance Descriptors (SS.PD.05.1)	
Standard: 1	Citizenship	Above Mastery	Mastery
SS.S.05.01	Students will <ul style="list-style-type: none"> <li>characterize and model good citizenship by building social networks of reciprocity and trustworthiness (Civic Dispositions).</li> <li>model a respect for symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect For People, Events, and Symbols).</li> <li>develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions or data (Evaluation Skills).</li> <li>develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills).</li> <li>recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).</li> </ul>	Fifth grade students performing at the above mastery level in citizenship clarify the roles of an American citizen in relation to responsibilities, rights, involvement in political processes and decision-making. Students defend the source of governmental power, the belief in common values and principles as defined by our core documents. Students participate in groups or	Fifth grade students performing at the mastery level in citizenship explain the rights, responsibilities, participation and involvement in political processes and decision-making. Students examine the source of governmental power and the belief in common values and principles as defined by the core documents. Students describe how groups and institutions work to meet the
		Partial Mastery	Novice
		Fifth grade students performing at the partial mastery level in citizenship identify responsibilities and rights and give an example of decision-making involved in political processes. Students identify the source of governmental power and the belief in common values and principles as defined by our core documents.	Fifth grade students performing at the novice level in citizenship state the roles of an American citizen in relation to responsibilities, rights, involvement in political processes and decision-making. Students identify powers of government and the core documents.

core documents. Students evaluate the effectiveness of participation in a group or institutional activity.	institutional activities that work to meet the individual needs and promote the common good (e.g., Red Cross, laws).	individual needs and promote the common good (e.g., Red Cross, laws).	
<b>Objectives</b>	Students will		
SS.O.05.01.01	analyze how government and non-government groups and institutions work to meet the individual needs and promote the common good (e.g., Red Cross, FEMA, Bills, laws, foundations) and evaluate their actions.		
SS.O.05.01.02	explain the political process and evaluate its importance in decision-making.		
SS.O.05.01.03	explain the consent of the governed as a source of government authority.		
SS.O.05.01.04	evaluate the importance of citizens having and supporting common democratic values and principles expressed in the nation's core documents.		
SS.O.05.01.05	categorize the responsibilities, duties, privileges and rights of American citizenship and analyze the differences.		

<b>Grade 5</b>	<b>Social Studies</b>		
<b>Standard 2</b>	<b>Civics/Government</b>		
SS.S.05.02	Students will		
	<ul style="list-style-type: none"> <li>examine and analyze the purposes and basic principles of the United States government (Purposes of Government).</li> <li>outline and evaluate and analyze the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy).</li> <li>examine and distinguish the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics).</li> <li>analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).</li> </ul>		

<b>Performance Descriptors (SS.PD.05.2)</b>			
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>
Fifth grade students performing at the distinguished level in civics evaluate how government does or does not provide for the needs and wants of the people in the foundation documents. Students justify the steps taken for a bill to become law and recognize the evolution of laws to establish order and manage conflict.	Fifth grade students performing at the above mastery level in civics research and explain how and when the government does or does not provide for the needs and wants of the people in the foundation documents. Students analyze the steps taken for a bill to become law and recognize the evolution of laws to establish order and manage conflict.	Fifth grade students performing at the mastery level in civics explain how and when the government provides for the needs and wants of the people in the foundation documents. Students outline the steps necessary for a bill to become law. Students explain the evolution of laws to establish order and manage conflict.	Fifth grade students performing at the novice level in civics state how government meets the wants and needs of people in the foundation documents. Students name the steps taken for a bill to become law.



<b>Objectives</b>	Students will
SS.O.05.03.01	explain the roles of consumers and suppliers in the United States economy and apply the concepts of sales, expenses and profits to a real life event (e.g., bake sale as a fund raiser, sports events, concession stand, snack machines)
SS.O.05.03.02	apply the concept of supply and demand to specific historic and current economic situations in the United States (e.g., slavery, oil and gas).
SS.O.05.03.03	assess economic factors in various regions of the United States and show how and why they enhance or limit economic activities
SS.O.05.03.04	explain the role of agriculture and the impact of industrialization on the economic development of the United States

<b>Grade 5</b>	<b>Social Studies</b>
<b>Standard 4</b>	<b>Geography</b>
SS.S.05.04	Students will <ul style="list-style-type: none"> <li>interpret, and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial Terms).</li> <li>examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions).</li> <li>analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems).</li> <li>analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems).</li> <li>analyze the interaction of society with the environment (Environment and Society).</li> <li>point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).</li> </ul>

Performance Descriptors (SS.PD.05.04)			
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>
Fifth grade students performing at the distinguished level in geography use and apply appropriate geographic tools to analyze the evolution of cultures in the United States. Students compare and contrast various regions of the United States. Students correlate the conditions of the environment to cultural patterns in the United States.	Fifth grade students performing at the above mastery level in geography use and apply appropriate geographic tools to analyze the evolution of cultures in the United States. Students compare and contrast various regions of the United States including physical processes, early human activities and the environment.	Fifth grade students performing at the mastery level in geographic use and apply geographic tools to show the evolution of cultures in the United States. Students discuss various regions of the United States in regard to physical processes and illustrate how early human activities and the environment shaped the United States.	Fifth grade students performing at the novice level in geography recognize geographic tools used to show the evolution of cultures in the United States. Students identify a region of the United States.

<b>Objectives</b>	Students will
SS.O.05.04.01	interpret and draw conclusions from United States maps (e.g., special purpose maps, graphs, charts, tables, timelines).

SS.O.05.04.02	measure distances in latitude and longitude using a scale on a variety of maps and globes and then transfer the concept of cardinal and intermediate directions to describe the relative location of countries by hemisphere and proximity to the equator.
SS.O.05.04.03	locate, identify and compare the major rivers, landforms, natural resources, climate regions, major soil regions and deserts of the United States and use a variety of maps to analyze the frequency or lack of urban areas within these regions
SS.O.05.04.04	compare and contrast the various regions of the United States, locate each of the fifty United States and correlate them with their regions.
SS.O.05.04.05	examine the role of geography in the history of the United States expansion by correlating the conditions of the environment to cultural patterns and the westward movement and settlement to the location of natural resources and physical geography conditions.
SS.O.05.04.06	research how people have changed the environment of the United States, critique their actions and report your findings to the class.

<b>Grade 5 Social Studies</b>	
Standard: 5	History
SS.S.05.05	<p>Students will</p> <ul style="list-style-type: none"> <li>organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology).</li> <li>use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application).</li> <li>examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities).</li> <li>use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation).</li> <li>examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).</li> </ul>

<b>Performance Descriptors (SS.PD.05.05)</b>				
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Novice</b>
Fifth grade students performing at the distinguished level in history evaluate the significance of people, places, documents, ideas and events in their correct historical period and context from the Post-Revolutionary Era to the present. Students prioritize events that led to the ascent of the United States to a world power and evaluate the role of the United States in significant 19 <sup>th</sup> and 20 <sup>th</sup>	Fifth grade students performing at the above mastery level in history research and explain the significance of people, places, documents, ideas and events in their correct historical period and context from the Post-Revolutionary Era to the present. Students compare and contrast events that led to the ascent of the United States to a world power and explain the role of the United States in	Fifth grade students performing at the mastery level in history explain the significance of people, places, documents, ideas and events in their correct historical period and context from the Post-Revolutionary Era to the present. Students examine events that led to the ascent of the United States to a world power and explain the role of the United States in significant 19 <sup>th</sup> and 20 <sup>th</sup> century	Fifth grade students performing at the partial mastery level in history identify the significance of people, places, documents, ideas and events in their correct historical period and context from the Post-Revolutionary Era to the present. Students recognize events that led to the ascent of the United States to a world power and discuss the role of the United States in significant 19 <sup>th</sup> and 20 <sup>th</sup>	Fifth grade students performing at the novice level in history arrange a list of the significant people, places, documents, ideas and events in their correct historical period and context from the Post-Revolutionary Era to the present. Students label events that led to the ascent of the United States to a world power and define the role of the United States in significant 19 <sup>th</sup> and 20 <sup>th</sup> century events.

century events.	significant 19 <sup>th</sup> and 20 <sup>th</sup> century events.	events.	century events.
<b>Objectives</b>	Students will		
SS.O.05.05.01	analyze the events and the historic figures responsible for such documents as the United States Constitution, the Bill of Rights and the Emancipation Proclamation and explain why maintaining such documents, records and landmarks is important to the United States.		
SS.O.05.05.02	create a timeline showing the arrival of major immigrant groups and describe their experiences and influence upon American society using primary source documents.		
SS.O.05.05.03	describe the development of transportation in the United States and explain its impact on settlement, industry and residential patterns as well as the social and technological changes that occurred through the time of the Industrial Revolution.		
SS.O.05.05.04	interpret quotes of famous Americans from various periods of history and explain how songs, symbols and slogans demonstrate freedom of expressions (e.g., patriotism, abolition of slavery, women's suffrage, labor movements, Civil Rights Movement)		
SS.O.05.05.05	research important figures and their reactions to events and judge their significance to the history of our democracy (e.g., George Washington, Thomas Jefferson, Abraham Lincoln, Sojourner Truth, Susan B. Anthony, Eleanor Roosevelt and Martin Luther King, Jr.).		
SS.O.05.05.06	evaluate the contributions of regional folk heroes and other popular figures and judge the significance of those contributions to the cultural history of the United States (e.g., frontiersmen such as Daniel Boone, cowboys, mountain men such as Jedediah Smith, American Indian Chiefs including Geronimo and outlaws such as Billy the Kid).		
SS.O.05.05.07	explain the issues faced by Washington when he became the first United States President.		
SS.O.05.05.08	discuss reasons for westward expansion and explain how the government policies affected the inhabitants of the American West (e.g., Native Americans, their nations and their landholdings).		
SS.O.05.05.09	analyze the impact of slavery and the Abolitionist Movement upon the development of the United States.		
SS.O.05.05.10	identify causes, major events and important people of the Civil War and explain why various reconstruction plans succeeded or failed.		
SS.O.05.05.11	summarize the events that led to the United States becoming a world power.		
SS.O.05.05.12	Identify the key figures and events, explain the causes and analyze the effects of World War I, the Great Depression, and World War II on the American people and on the policies of the United States government.		
SS.O.05.05.13	research significant leaders in the Civil Rights Movement (e.g., John Fitzgerald Kennedy, Martin Luther King, Jr., Rosa Parks, Lyndon Johnson, Susan B. Anthony).		

<b>Grade 5</b>	<b>Social Studies</b>
<b>Standard: 6</b>	<b>Reading</b>
SS.S.05.06	<p>Students will</p> <ul style="list-style-type: none"> <li>use the five reading components (phonemic awareness, phonics, background knowledge/vocabulary, high frequency word/fluency, comprehension, and writing) in their acquisition of social studies knowledge, insuring a foundation of college readiness in this genre.</li> <li>recognize main ideas and supporting details to locate basic facts (e.g. names, dates, events).</li> <li>distinguish relationships among people, ideas, and events.</li> </ul>

- recognize cause-effect relationships in content passages.
- outline sequences of events.
- summarize events and ideas. Infer main idea or purpose of content.
- draw generalizations and conclusions about people, ideas and events.
- write and edit organized texts of various genres to insure that information is clearly understood.

Refer to policy 2520.1 for specific grade level reading and writing objectives.

## Sixth Grade Social Studies Content Standards and Objectives

Sixth grade Social Studies provides an interdisciplinary examination of selected world regions: North America, South America, Western Europe and the Middle East. Students study historical and current development, characteristics of places, connections between regions and their impact on one another. Students learn the historic foundations and evolutions of developed and developing nations, states and nation-states. Emphasis is placed on how environment, technology and resources have helped to determine economic relations and conflicts between these regions in the past and how these factors will influence the interactions of these four regions of the world throughout the 21<sup>st</sup> Century. Various economic systems are introduced. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

<b>Grade 6 Social Studies</b>	
<b>Standard 1</b>	<b>Citizenship</b>
SS.S.06.01	<p>Students will</p> <ul style="list-style-type: none"> <li>characterize and model good citizenship by building social networks of reciprocity and trustworthiness (Civic Dispositions).</li> <li>model a respect for symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect For People, Events, and Symbols).</li> <li>develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions or data (Evaluation Skills).</li> <li>develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills).</li> <li>recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).</li> </ul>
<b>Performance Descriptors (SS.PD.06.1)</b>	
<b>Distinguished</b>	<b>Above Mastery</b>
Sixth grade students performing at the distinguished level in citizenship anticipate how the roles of American citizens and citizens in other nations may change in the future and assess the influence of those citizens' actions and public policy through governmental and nongovernmental agencies. Students judge and defend the benefits of peacefully	Sixth grade students performing at the above mastery level in citizenship analyze the roles of American citizens and compare them to citizens of other nations in the development of public policy through governmental and nongovernmental agencies. Students evaluate the benefits of peaceful national and international conflict resolution and predict the
<b>Mastery</b>	<b>Mastery</b>
Sixth grade students performing at the mastery level in citizenship compare the roles of American citizens to citizens of other nations and recognize the influence of those citizens' actions on public policy through governmental and nongovernmental agencies. Students illustrate the benefits of peacefully resolving national and international conflicts.	Sixth grade students performing at the mastery level in citizenship compare the roles of American citizens to citizens of other nations and recognize the influence of those citizens' actions on public policy through governmental and nongovernmental agencies. Students illustrate the benefits of peacefully resolving national and international conflicts.
<b>Partial Mastery</b>	<b>Partial Mastery</b>
Sixth grade students performing at the partial mastery level in citizenship identify the roles of citizens in world regions and the influences of those citizens' actions on public policy through governmental and nongovernmental agencies. Students identify one way of peacefully resolving national and international conflicts.	Sixth grade students performing at the partial mastery level in citizenship identify the roles of citizens in world regions and the influences of those citizens' actions on public policy through governmental and nongovernmental agencies. Students identify one way of peacefully resolving national and international conflicts.
<b>Novice</b>	<b>Novice</b>
Sixth grade students performing at the novice level in citizenship state the role of a citizen in America and other nations through governmental agencies. Students recognize the benefits of peacefully resolving national and international conflicts.	Sixth grade students performing at the novice level in citizenship state the role of a citizen in America and other nations through governmental agencies. Students recognize the benefits of peacefully resolving national and international conflicts.

resolving national and international conflicts. Students evaluate the purposes of government.	outcomes.	
<b>Objectives</b>	Students will	
SS.O.06.01.01	explain the ways in which nations interact with one another and try to resolve problems.	
SS.O.06.01.02	evaluate, take and defend positions on the purposes that government should serve	
SS.O.06.01.03	explain how nations benefit when they resolve conflicts peacefully.	
SS.O.06.01.04	compare and contrast the role of American citizens with citizens of selected nations and states: <ul style="list-style-type: none"> <li>• responsibilities</li> <li>• rights</li> <li>• privileges</li> <li>• duties</li> </ul>	
SS.O.06.01.05	analyze citizen actions (e.g., petitions, lobbying, demonstrations, civil disobedience) and public opinion (expressed through various media and meetings) and evaluate these influences on public policy and decision-making	

<b>Grade 6</b>	<b>Social Studies</b>	
<b>Standard: 2</b>	<b>Civics/Government</b>	
SS.S.06.02	Students will <ul style="list-style-type: none"> <li>• examine and analyze the purposes and basic principles of the United States government (Purposes of Government).</li> <li>• outline and evaluate and analyze the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy).</li> <li>• examine and distinguish the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics).</li> <li>• analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).</li> </ul>	

<b>Performance Descriptors (SS.PD.06.2)</b>			
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>
Sixth grade students performing at the distinguished level in civics analyze various world governments and how they give power to their leaders. Students evaluate the actions of world leadership and the consequences of their actions. Students differentiate between	Sixth grade students performing at the above mastery level in civics discriminate between the different forms of government and the powers given to leaders whose actions impact world events. Students differentiate between governmental and nongovernmental	Sixth grade students performing at the mastery level in civics classify and compare different world governments and their functions. Students differentiate between governmental and nongovernmental organizations. Students analyze political divisions of	Sixth grade students performing at the partial mastery level in civics match world governments and their leaders. Students identify governmental and nongovernmental organizations.
			<b>Novice</b> Sixth grade students performing at the novice level in civics identify major world leaders with their world governments. Students identify governmental organizations.

governmental and nongovernmental organizations and explain their role and effectiveness in the global society.	organizations and explain their role in the global society.	nations and the impact of strong leadership on historic world events.	
<b>Objectives</b> Students will			
SS.O.06.02.01	evaluate competing ideas about the purposes government should serve (e.g., promoting the common good, protecting individual rights, providing economic security).		
SS.O.06.02.02	analyze and explain how various types of government meet the needs and wants of citizens, manage conflict and establish security.		
SS.O.06.02.03	analyze the impact of strong leadership on historic world events.		
SS.O.06.02.04	debate the purposes of political parties and their influence on the political process.		
SS.O.06.02.05	identify, explain and give examples of the political divisions of nations.		
SS.O.06.02.06	describe, provide examples and classify different forms of government as either limited (having established and respected restraints of their power) or unlimited (having no effective means of restraining their power) governments.		
SS.O.06.02.07	compare and contrast governmental and nongovernmental international organizations and critique their functions.		

<b>Grade 6 Social Studies</b>			
<b>Standard: 3</b>			
<b>Economics</b>			
SS.S.06.03	Students will		
	<ul style="list-style-type: none"> <li>analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices).</li> <li>research, critique and evaluate the roles of private and public institutions in the economy (Institutions).</li> <li>compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems).</li> <li>illustrate how the factors of production impact the United States economic system (Factors of Production).</li> <li>analyze the elements of competition and how they impact the economy (Competition).</li> <li>examine and evaluate the interdependence of global economies (Global Economies).</li> </ul>		

<b>Performance Descriptors (SS.PD.06.03)</b>			
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>
Students anticipate future patterns for immigration and migration worldwide. Using data, students create a comparative chart, and analyze the characteristics of communism, socialism and capitalism. Students determine the impact of technology, trade cartels and treaties on the	Students evaluate the effects of immigration and migration on economics throughout world history and predict future movement. Students create a comparative chart of the basic characteristics of communism, socialism and capitalism. Students evaluate the impact of	Sixth grade students performing at the Mastery level infer economic reasons for immigration and migration worldwide throughout history. Students compare and contrast the basic characteristics of communism, socialism, and capitalism. Students analyze the impact of	Students explain economic reasons for immigration and migration worldwide throughout history. Students explain the characteristics of communism, socialism, and capitalism. Students recognize and define the impact of technology, trade cartels and treaties on the production, marketing and
			<b>Novice</b> Students list economic reasons for immigration and migration worldwide throughout history. Students state the basic characteristics of communism, socialism, and capitalism. Students recognize the impact of technology, trade cartels and treaties on the

production, marketing and consumption of goods and services in selected nations. Students defend and take a position on how competition among sellers results in lower prices.	technology, trade cartels and treaties on the production, marketing and consumption of goods and services in selected nations. Students illustrate that competition among sellers results in lower prices.	technology, trade cartels and treaties on the production, marketing and consumption of goods and services in selected nations.	consumption of goods and services in selected nations.	production, marketing and consumption of goods and services in selected nations.
<b>Objectives</b>	<b>Students will</b>			
SS.O.06.03.01	infer the economic reasons for immigration and migration worldwide throughout history.			
SS.O.06.03.02	summarize and give examples of the interactive relationship of global marketing principles: <ul style="list-style-type: none"> <li>• production/consumption of goods and services</li> <li>• competition</li> <li>• supply and demand</li> </ul>			
SS.O.06.03.03	compare and contrast the basic characteristics of communism, socialism and capitalism.			
SS.O.06.03.04	assess the economic impact of technology on world regions throughout history (e.g., internet, telecommunications, printing press).			
SS.O.06.03.05	explain how trade cartels affect the world economy (e.g., Organization of Petroleum Exporting Countries), trace the development of treaties and organizations related to trade and evaluate their influence on trade			

<b>Grade 6</b>	<b>Social Studies</b>			
<b>Standard: 4</b>	<b>Geography</b>			
SS.S.06.04	Students will <ul style="list-style-type: none"> <li>• interpret, and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial Terms).</li> <li>• examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions).</li> <li>• analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems).</li> <li>• analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems).</li> <li>• analyze the interaction of society with the environment (Environment and Society).</li> <li>• point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).</li> </ul>			
<b>Performance Descriptors (SS.PD.06.04)</b>				
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Novice</b>
Sixth grade students performing at the distinguished level in geography analyze and assess the physical and human processes that will	Sixth grade students performing at the above mastery level in geography analyze the physical and human processes that shape the earth's surface.	Sixth grade students performing at the mastery level in geography explain the physical and human processes that shape the earth's surface. Students	Sixth grade students performing at the partial mastery level in geography differentiate among the physical and human processes that shape the	Sixth grade students performing at the novice level in geography identify and describe the physical and human processes that shape the earth's surface.

shape the earth's surface in future generations. Students use maps, globes, graphs and population pyramids to explain their place in the world and the effects of geography on population density, distribution and movement. Students anticipate the effects of geography on future transportation systems, distribution patterns, population density, scarcity of natural resource and economic activities.	Students use maps, globes, graphs and population pyramids to explain their place in the world and the effects of geography on population density, distribution and movement. Students evaluate the effects of geography on transportation, culture, economic activities, religion, language and population density/distribution.	use maps, globes, graphs and population pyramids to explain their place in the world and the effects of geography on population density, distribution and movement. Students illustrate the effects of geography on transportation, culture, economic activities, religion, language and population density/distribution.	earth's surface. Students use maps, globes, graphs and population pyramids to explain their place in the world and the effects of geography on population density, distribution and movement. Students define geography on and discuss the effects of geography on transportation, language and population density/distribution.	Students use maps, globes, graphs and population pyramids to explain their place in the world and the effects of geography on population density, distribution and movement. Students tell the effects of geography on transportation, language and population density/distribution.
<b>Objectives</b>	<b>Students will</b>			
SS.O.06.04.01	determine the time of various world locations using a world time zone map.			
SS.O.06.04.02	use map tools (e.g., legends, keys, scales) to interpret information (e.g., climate, landforms, resources).			
SS.O.06.04.03	locate and identify the continents, major climates, major bodies of water, natural resources and landforms and analyze the relationship of people with their environment regarding population demographics, settlement and trade.			
SS.O.06.04.04	locate the major waterways of North America, South America, Europe and the Middle East, and examine their impact on exploration, settlement, transportation and trade (e.g., discuss how the opening of the Erie Canal contributed to the rise of New York City).			
SS.O.06.04.05	evaluate the effects of physical geography and the changing nature of the earth's surface on transportation, culture, economic activities and population density/distribution.			
SS.O.06.04.06	interpret information on a population growth graph and a population pyramid (e.g., discuss the age of the population, growth potential, life expectancy) and apply it to explain the economics, education and movement of a selected region.			
SS.O.06.04.07	examine and illustrate changes in the commercial form and function of urban areas in selected regions as they moved from agricultural centers to trade centers to industrial centers, and evaluate the shifts in population that occurred due to these changes			

<b>Grade 6</b>	<b>Social Studies</b>			
<b>Standard: 5</b>	<b>History</b>			
SS.S.06.05	Students will			
	<ul style="list-style-type: none"> <li>organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology).</li> <li>use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application).</li> <li>examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities).</li> </ul>			

	<ul style="list-style-type: none"> <li>• use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation).</li> <li>• examine political institutions and theories that have developed and changed over time, and research and cite reasons for development and change (Political Institutions).</li> </ul>	
Performance Descriptors (SS.PD.06.05)		
Distinguished	Above Mastery	Novice
<p>Sixth grade students performing at the distinguished level in history create a comparative chart demonstrating of the contributions of the civilizations of North America, South America, Europe and the Middle East and analyze how those contributions advance that culture and influence other cultures. Students evaluate the significance of people, places, documents, ideas and events in those locations. Students compile data comparing the consequences of the Reformation, Age of Exploration and the Industrial Revolution. Students use credible sources to examine the Great Depression, WW I, WW II, Civil Rights Movements and global warfare to create a presentation on their impact.</p> <p>Sixth grade students performing at the above mastery level in history evaluate the contributions of the civilizations of North America, South America, Europe and the Middle East and how those contributions advance that culture and influence other cultures. Students evaluate the significance of people, places, documents, ideas and events in those locations. Students compile data comparing the consequences of the Reformation, Age of Exploration and the Industrial Revolution. Students use credible sources to examine the Great Depression, WW I, WW II, Civil Rights Movements and global warfare to create a presentation on their impact.</p>	<p>Sixth grade students performing at the mastery level in history categorize the contributions of the civilizations of North America, South America, Europe and the Middle East and describe how those contributions advance that culture and influence other cultures. Students explain the significance of people, places, documents, ideas and events in those locations. Students examine the Reformation, Age of Exploration, the Industrial Revolution and the consequences of each. Students use credible sources to examine the Great Depression, WW I, WW II, Civil Rights Movements, global warfare and the impact of those events.</p>	<p>Sixth grade students performing at the novice level in history list the contributions of the civilizations of North America, South America, Europe and the Middle East. Students tell the significance of people, places, documents, ideas and events in those locations. Students name the consequences of the Reformation, Age of Exploration, the Industrial Revolution. Students use credible sources to show the impact of the Great Depression, WW I, WW II, Civil Rights Movements and global warfare.</p>
Objectives	Students will	
SS.O 06.05.01	identify and evaluate contributions of past civilizations and show reasons for their rise and fall.	

SS.O.06.05.02	examine the defining characteristics of monotheistic religions and analyze the impact of Arab/Islamic society and Judeo-Christian societies on western civilizations
SS.O.06.05.03	determine the causes and consequences of the Protestant Reformation.
SS.O.06.05.04	analyze how Europeans benefited by expansion in the New World in the following: <ul style="list-style-type: none"> <li>• economics</li> <li>• culture</li> <li>• trade</li> <li>• new agricultural products.</li> </ul>
SS.O.06.05.05	examine the development of slavery and illustrate its impact on the political, economic and social systems throughout the world.
SS.O.06.05.06	research and describe major historical events in the development of transportation systems (e.g., water, rail, motor vehicles, aviation).
SS.O.06.05.07	illustrate the influx of ethnic groups into North America by interpreting timelines, charts and tables.
SS.O.06.05.08	examine the Industrial Revolution and explain the effects it had on the lives of people throughout the world and assume the role of a person who lived in that era.
SS.O.06.05.09	analyze and trace the development of democracy using a variety of credible sources.
SS.O.06.05.10	compare and contrast the worth of the individual in different societies over time and assume the role of one of these individuals.
SS.O.06.05.11	examine the causes and effects of the Great Depression and analyze the political responses of governments to this crisis (e.g., rise of Hitler, Fascism, militarism in Japan, New Deal in the United States).
SS.O.06.05.12	cite the global tensions that led to the outbreak of WW I and WW II and give examples of the impact each war had on selected regions of the world.
SS.O.06.05.13	point out the key figures, philosophies and events in the Civil Rights movements including minority rights and the rights of women (e.g., apartheid, Mandela, Martin Luther King Jr., )
SS.O.06.05.14	debate the pros and cons of the impact of nuclear power and analyze how it might relate to the issue of atomic weapons.

<b>Grade 6</b>	<b>Social Studies</b>
<b>Standard: 6</b>	<b>Reading</b>
SS.S.06.06	Students will <ul style="list-style-type: none"> <li>• use the five reading components (phonemic awareness, phonics, background knowledge/vocabulary, high frequency word/fluency, comprehension, and writing) in their acquisition of social studies knowledge, insuring a foundation of college readiness in this genre.</li> <li>• recognize main ideas and supporting details to locate basic facts (e.g. names, dates, events).</li> <li>• distinguish relationships among people, ideas, and events.</li> <li>• recognize cause-effect relationships in content passages.</li> <li>• outline sequences of events.</li> <li>• summarize events and ideas. Infer main idea or purpose of content.</li> <li>• draw generalizations and conclusions about people, ideas and events.</li> <li>• write and edit organized texts of various genres to insure that information is clearly understood.</li> </ul> Refer to policy 2520.1 for specific grade level reading and writing objectives.

## Seventh Grade Social Studies Content Standards and Objectives

### Seventh Grade: World Geography

Seventh grade social studies examines geography through the six essential elements: The World in Spatial Terms, Places and Regions, Physical Systems, Human Systems, Environment and Society and Uses of Geography. Students will examine people, places and events of today and analyze the relationships between them (culture, history, environmental concerns, political and economic systems) and their impact on the future of our world. Students will use 21<sup>st</sup> century technology as well as critical thinking and problem-solving skills to construct and interpret maps, graphs, charts, spreadsheets and other data to evaluate and synthesize global information from a geographical perspective. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Grade 7 Social Studies		Performance Descriptors (SS.PD.07.1)	
Standard: 1	Citizenship	Above Mastery	Mastery
SS.S.07.01	Students will <ul style="list-style-type: none"> <li>• characterize and model good citizenship by building social networks of reciprocity and trustworthiness (Civic Dispositions).</li> <li>• model a respect for symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect For People, Events, and Symbols).</li> <li>• develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions or data (Evaluation Skills).</li> <li>• develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills).</li> <li>• recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).</li> </ul>	Seventh grade students performing at the above mastery level in citizenship assess the rights of citizens from various world regions and communicate how they relate to those of the United States citizens. Students evaluate the influence of the American democratic system on other nations and the influence those nations have had on American	Students performing at mastery level in citizenship compare and contrast the rights of citizens in world regions and analyze how their actions influence public policy decisions. Students will differentiate between power and authority. Students compare and contrast the rights, responsibilities, and participation of citizens in
		Partial Mastery	Novice
		Students performing at the partial mastery level in citizenship identify the rights of citizens from various world regions and compare them to those of United States citizens. Students identify an influence that the American democratic system has had on other nations. Students identify an influence another nation has had on American politics	Students performing at the novice level in citizenship identify issues of public concern in the United States and other world areas. Students recognize social responsibility and identify citizen actions. Students define power and authority.

the influences of those nations on American politics and society. Students evaluate and give examples of differences between power and authority.	politics and society. Students explain the rights of citizens and distinguish between power and authority.	world regions and analyze how these actions influence public policy decisions. Students will differentiate between power and authority.	and society. Students recognize the differences between power and authority.
<b>Objectives</b> Students will			
SS.O.07.01.01	compare and contrast individual rights of citizens in a variety of world regions		
SS.O.07.01.02	model the actions citizens take to influence public policy decisions.		
SS.O.07.01.03	compare and contrast nations' laws that may or may not provide order, predictability and security.		
SS.O.07.01.04	research and organize information about an issue of public concern from multiple points of view.		
SS.O.07.01.05	apply and practice selective forms of civic discussion and participation consistent with the ideas of citizens in a democratic republic.		
SS.O.07.01.06	recognize and differentiate between power and authority.		

<b>Grade 7</b>	<b>Social Studies</b>
<b>Standard 2</b>	<b>Civics</b>
SS.S.07.02	Students will <ul style="list-style-type: none"> <li>• examine and analyze the purposes and basic principles of the United States government (Purposes of Government).</li> <li>• outline and evaluate and analyze the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy).</li> <li>• examine and distinguish the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics).</li> <li>• analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).</li> </ul>

<b>Performance Descriptors (SS.PD.07.2)</b>			
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>
Students performing at the distinguished level in civics analyze different forms, processes and purposes of governments and their effectiveness. Students hypothetically apply methods of resolution to international conflict and evaluate the effectiveness of those methods. Students create situations of juxtaposition between rule	Students performing at the Above Mastery level in civics compare and contrast different forms, processes and purposes of world governments. Students compare and contrast the ways nations interact with one another to resolve conflict and maintain order. Students contrast rule of law with individual rights.	Students performing at the mastery level in civics evaluate forms, processes and purposes of world governments. Students compare and contrast the ways nations interact with one another to resolve problems. Students evaluate the need for rule of law.	Students performing at the novice level in civics identify different forms of government. Students identify a conflict between two countries. Students recognize the need for laws.

of law and individual freedoms and resolve the conflicts.			
<b>Objectives</b>	Students will		
SS.O.07.02.01	examine the different forms of government in various world regions.		
SS.O.07.02.02	compare and contrast the lawmaking processes of world governments.		
SS.O.07.02.03	analyze the different ways nations provide order and protect justice.		
SS.O.07.02.04	debate the importance of limited government and the rule of law.		
SS.O.07.02.05	evaluate various methods that nations use to interact with one another to resolve problems and conflicts.		
SS.O.07.02.06	recognize and evaluate the influence of the United States on other nations and the influence of other nations on the American political process and society.		

<b>Grade 7 Social Studies</b>			
<b>Standard: 3 Economics</b>			
SS.S.07.03	Students will		
	<ul style="list-style-type: none"> <li>analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices).</li> <li>research, critique and evaluate the roles of private and public institutions in the economy (Institutions).</li> <li>compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems).</li> <li>illustrate how the factors of production impact the United States economic system (Factors of Production).</li> <li>analyze the elements of competition and how they impact the economy (Competition).</li> <li>examine and evaluate the interdependence of global economies (Global Economies).</li> </ul>		
<b>Performance Descriptors (SS.PD.07.03)</b>			
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>
Students performing at the distinguished level in economics critique economic systems and interpret how the interdependence of world economies influences price determination, government services, technology changes in agriculture and industrial development, resource use, natural and human events and world trade organizations.	Students performing at the above mastery level in economics compare and contrast economic systems, and their interdependence, and the various social services provided by world governments. Students appraise how technology impacts worldwide economic development, agricultural and industrial development, resource use, natural and human events and world trade	Students performing at the mastery level in economics compare economic systems, their interdependence, and the various social services provided by world governments. Students evaluate how technology impacts worldwide economic development, agricultural and industrial development, resource use, natural and human events and world trade	Students performing at the novice level in economics recognize and describe different economic systems. Students differentiate between the causes of supply and the causes of demand. Students list factors that can influence economic development.

Objectives	Students will	organizations.	organizations.
SS.O.07.03.01	examine how competition among buyers of a product results in higher prices, and illustrate the relationship between supply, demand and the price of that product.		
SS.O.07.03.02	analyze the physical and human geographic factors that influence the economy of a region.		
SS.O.07.03.03	define basic economic terminology and apply it to economic development of world regions.		
SS.O.07.03.04	compare and contrast various social services provided by world governments.		
SS.O.07.03.05	classify and compare different types of economic systems.		
SS.O.07.03.06	describe the impact of technology on agriculture and industry throughout the world.		
SS.O.07.03.07	classify and evaluate the different types of world trade organizations (e.g., trade, military, health).		
SS.O.07.03.08	assess the impact of natural and human events on industry worldwide (e.g., strikes, environmental disasters, war, terrorism).		
SS.O.07.03.09	formulate an explanation as to how countries are economically interdependent.		

Grade 7 Standard	Social Studies Geography	Students will	Performance Descriptors (SS.PD.07.04)	Distinguishing level	Above Mastery	Mastery	Partial Mastery	Novice
SS.S.07.04	Students will	<ul style="list-style-type: none"> <li>interpret, and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial Terms).</li> <li>examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions).</li> <li>analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems).</li> <li>analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems).</li> <li>analyze the interaction of society with the environment (Environment and Society).</li> <li>point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).</li> </ul>	<p>Students performing at the mastery level in geography analyze spatial data using appropriate geographic terminology and tools. Students describe the geographic regions and cultures of the world and how the physical and human processes interact to shape the environment. Students analyze the effects of technology.</p>	<p>Students performing at the above mastery level in geography analyze spatial data using precise geographic terminology and tools to draw conclusions. Students compare and contrast the geographic regions and cultures of the world and explain the connections between them. Students draw conclusions</p>	<p>Students performing at the mastery level in geography analyze spatial data using appropriate geographic terminology and tools. Students describe the geographic regions and cultures of the world and how the physical and human processes interact to shape the environment. Students analyze the effects of technology.</p>	<p>Students performing at the partial mastery level in geography use appropriate geographic terminology and tools. Students describe the geographic regions and cultures of the world and how the physical and human processes interact to shape the environment. Students recognize the effects of technology.</p>	<p>Students performing at the novice level in geography name appropriate geographic terminology and tools. Students identify the geographic regions and cultures of the world and how the physical and human processes interact to shape the environment. Students name the effects of technology.</p>	

interact to shape the environment. Students predict the impact of technology, communication and transportation on the global society. Students research and draw conclusions about new geographic frontiers such as oceans, Antarctica, and airspace.	about how the physical and human processes interact to shape the environment. Students analyze the effects of technology, communication and transportation on the global society. Students research new geographic frontiers such as oceans, Antarctica, and airspace.	of technology, communication and transportation on the global society. Students research new geographic frontiers such as oceans, Antarctica, and airspace.	communication and transportation on the global society. Students recognize new geographic frontiers such as oceans, Antarctica, and airspace.	communication and transportation on the global society. Students locate new geographic frontiers such as oceans, Antarctica, and airspace.
<b>Objectives</b>	<b>Students will</b>			
SS.O.07.04.01	use correct geographic terminology to explain direction, location, time zones, physical features of the earth,			
SS.O.07.04.02	draw conclusions about information presented on special purpose maps and be able to differentiate among map types.			
SS.O.07.04.03	Identify and locate on a variety of maps and give examples of the following: <ul style="list-style-type: none"> <li>• seven continents</li> <li>• bodies of water</li> <li>• landforms</li> <li>• countries</li> <li>• cities</li> <li>• climate regions</li> <li>• transportation routes</li> </ul>			
SS.O.07.04.04	describe and explain the advantages and disadvantages of different map projections and show examples of their uses (e.g., aerial photos, globes, charts, graphs, polar projection).			
SS.O.07.04.05	evaluate the importance of mental maps (perceptions) and illustrate how they affect our judgments about people and places.			
SS.O.07.04.06	analyze the patterns of immigration and examine its effects on the distribution of cultural patterns in a region (e.g., disease, language, religion, customs, diversity).			
SS.O.07.04.07	analyze the growth of tourism and its impact on regional environments and culture.			
SS.O.07.04.08	analyze and give examples of the ways in which these factors influence lifestyles regional interconnections: <ul style="list-style-type: none"> <li>• economic</li> <li>• geographic</li> <li>• cultural</li> <li>• religious</li> <li>• political</li> <li>• social</li> </ul>			
SS.O.07.04.09	evaluate the impact of human processes on the world's physical environment (e.g., pollution, clear-cutting, strip mining).			
SS.O.07.04.10	analyze the use and abuse of renewable and nonrenewable resources (e.g., hydroelectric power and fossil fuels), interpret how technology affects the ways in which culture groups perceive and use their resources, and give examples of ways to improve conservation of natural resources around the world.			

SS.O.07.04.11	analyze the technological improvements in transportation and communication that have helped create a global society.
SS.O.07.04.12	explain the common geographic factors associated with the development of world urban centers.
SS.O.07.04.13	examine cooperation and conflict over control of the world's resources.
SS.O.07.04.14	create population pyramids to show comparisons of the characteristics of demographic structure in selected regions of the world (e.g., total size, birth rates, age, distribution, doubling time).
SS.O.07.04.15	explain culture in a geographic context (e.g., isolation, core area, movement).
SS.O.07.04.16	investigate and research new geographic frontiers such as the oceans, Antarctica and airspace and describe explorations and discoveries in these realms.

<b>Grade 7</b>	<b>Social Studies</b>
<b>Standard: 5</b>	<b>History</b>
SS.S.07.05	<p>Students will</p> <ul style="list-style-type: none"> <li>organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology).</li> <li>use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application).</li> <li>examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities).</li> <li>use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation). and</li> <li>examine political institutions and theories that have developed and changed over time, and research and cite reasons for development and change (Political Institutions).</li> </ul>

Performance Descriptors (SS.PD.07.05)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Seventh grade students performing at the distinguished level in history evaluate the contributions of significant people, places, documents, ideas and events in the correct period and context of early civilization. Students evaluate the effects of migration on religions, governments, societies and past and present cultures. Students evaluate cultural assimilation and defend the long-lasting effects on	Seventh grade students performing at the above mastery level in history explain significant people, places, documents, ideas and events in the correct period and context of early civilization. Students analyze the effects of migration on religions, governments, societies and past and present cultures. Students evaluate cultural assimilation and classify the long-lasting effects on political situations including	Seventh grade students performing at the mastery level in history identify significant people, places, documents, ideas and events in the correct period and context of early civilization. Students trace and describe the effects of migration on religions, governments, societies and past and present cultures. Students examine cultural assimilation and explain the long-lasting effects on political situations including	Seventh grade students performing at the partial mastery level in history associate significant people, places, documents, ideas and events in the correct period and context of early civilization. Students give examples of the effects of migration on religions, governments, societies and past and present cultures. Students summarize cultural assimilation and point out the long-lasting effects on political situations	Seventh grade students performing at the novice level in history label significant people, places, documents, ideas and events in the correct period and context of early civilization. Students list examples of the effects of migration on religions, governments, societies and past and present cultures. Students identify cultural assimilation and identify at least one of the long-lasting effects on political situations

political situations including geo-politics, women and children, racial and ethnic minorities and predict future trends.	geo-politics, women and children, racial and ethnic minorities.	geo-politics, women and children, racial and ethnic minorities.	including geo-politics, women and children, racial and ethnic minorities.	including geo-politics, women and children, racial and ethnic minorities.
<b>Objectives</b>	Students will			
SS.O.07.05.01	analyze the development of early civilizations (e.g., Mesopotamia, Egypt, Greece, China, India).			
SS.O.07.05.02	draw world history conclusions from maps, globes, charts, posters, graphs and timelines.			
SS.O.07.05.03	characterize conditions that have influenced or altered the movement of people throughout the world and time.			
SS.O.07.05.04	examine and chart religious and secular celebrations observed around the world.			
SS.O.07.05.05	research and explain the role of racial and ethnic minorities, women and children in the advancement of civil rights.			
SS.O.07.05.06	compare and contrast the beliefs, religion and mythology of native cultures throughout the world.			
SS.O.07.05.07	anticipate what occurs when people from different regions interact.			
SS.O.07.05.08	interpret the effect of the environment on native cultures (e.g., Native Americans, Australian Aborigines, African Berbers).			
SS.O.07.05.09	use a variety of credible sources to research, reconstruct and interpret the past.			
SS.O.07.05.10	describe the role geo-politics played in historic events.			

<b>Grade 7</b>	<b>Social Studies</b>			
<b>Standard: 6</b>	<b>Reading</b>			
SS.S.07.06	Students will			
	<ul style="list-style-type: none"> <li>use the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency word/fluency, comprehension, and writing) in their acquisition of social studies knowledge, insuring a foundation of college readiness in this genre.</li> <li>recognize main ideas and supporting details to locate basic facts (e.g. names, dates, events).</li> <li>distinguish relationships among people, ideas, and events.</li> <li>recognize cause-effect relationships in content passages.</li> <li>outline sequences of events.</li> <li>summarize events and ideas. Infer main idea or purpose of content.</li> <li>draw generalizations and conclusions about people, ideas and events.</li> <li>write and edit organized texts of various genres to insure that information is clearly understood.</li> </ul>			
	Refer to policy 2520.1 for specific grade level reading and writing objectives.			

## Eighth Grade Social Studies Content Standards and Objectives

### Eighth Grade: West Virginia Studies

Eighth grade social studies engages students in the comprehensive study of West Virginia, from the Pre-Columbian period to the present day. Special emphasis is placed on the interdependence of geographic, cultural, political, environmental and economic factors affecting the development and future of the state. Students develop empathy for citizens worldwide as they demonstrate connections and loyalty to homeland. Students are actively engaged citizens of their school and community and develop national and global civic perspective and responsibility. Students become economically literate to understand West Virginia's global connectivity in the market place both as a producer and a consumer of international goods and services. Students synthesize their information to predict the future development and evolution of their state. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

<b>Grade 8 Social Studies</b>	
Standard: 1	Citizenship
SS.S.08.01	<p>Students will</p> <ul style="list-style-type: none"> <li>• characterize and model good citizenship by building social networks of reciprocity and trustworthiness (Civic Dispositions).</li> <li>• model a respect for symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect For People, Events, and Symbols).</li> <li>• develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions or data (Evaluation Skills).</li> <li>• develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills).</li> <li>• recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).</li> </ul>
<b>Performance Descriptors (SS.PD.08.1)</b>	
Distinguished Eighth grade students performing at the distinguished level in citizenship evaluate and predict how citizen action and participation influence public policy, action plans and public opinion reflecting the common good and core democratic values.	<p style="text-align: center;"><b>Above Mastery</b></p> <p>Eighth grade students performing at the above mastery level in citizenship evaluate citizen actions at the local, state, and national level. Students analyze and debate the effect of public opinion on the development of public policy and action plans and the effect on the common good and core</p>
Mastery Eighth grade students performing at the mastery level in citizenship determine the importance of citizen actions and participation that influence action plans, public opinion and policy. Students evaluate how citizen participation at the local, state, and national levels	<p style="text-align: center;"><b>Mastery</b></p> <p>Eighth grade students performing at the mastery level in citizenship determine the importance of citizen actions and participation that influence action plans, public opinion and policy. Students evaluate how citizen participation at the local, state, and national levels</p>
Partial Mastery Eighth grade students performing at the partial mastery level in citizenship identify citizen action plans and public opinion reflecting the common good and core democratic values.	<p style="text-align: center;"><b>Partial Mastery</b></p> <p>Eighth grade students performing at the partial mastery level in citizenship identify citizen action plans and public opinion reflecting the common good and core democratic values.</p>
Novice Eighth grade students performing at the novice level in citizenship match policy statements with citizen actions and list ways citizens can participate at the local, state, and national levels.	<p style="text-align: center;"><b>Novice</b></p> <p>Eighth grade students performing at the novice level in citizenship match policy statements with citizen actions and list ways citizens can participate at the local, state, and national levels.</p>

	democratic values.	promotes the common good. Students determine the importance of citizen actions and participation that influence action plans, public opinion and policy. Students evaluate how citizen participation at the local, state, and national levels promotes the common good.	
<b>Objectives</b>	<b>Students will</b>		
SS.O.08.01.01	evaluate how citizens can influence and participate in government at the local, state and national levels and assume the role of an active citizen participating in the democratic process (e.g., voting, community service, letter writing, town meeting, school elections).		
SS.O.08.01.02	debate and practice forms of civic discussion.		
SS.O.08.01.03	argue the effectiveness of selected public policies and citizen behaviors.		
SS.O.08.01.04	compare and contrast the relationship between policy statements and action plans used to address issues of public concern.		
SS.O.08.01.05	organize and provide examples of multiple points of view about selected public issues and evaluate the influence of diverse forms of public opinion on the development of public policy and decision-making.		
SS.O.08.01.06	examine the strategies designed to strengthen the common good, which include a range of options for citizen action.		
SS.O.08.01.07	identify, analyze, evaluate and interpret sources and examples of the responsibilities, privileges and rights of citizens.		
SS.O.08.01.08	justify changes in the legal voting age and correlate voting as a responsibility and right of citizens.		
SS.O.08.01.09	outline and utilize a process to express opinion, resolve problems and/or seek assistance.		
SS.O.08.01.10	examine and analyze a local community and propose ways in which tourism can be developed.		

<b>Grade 8</b>	<b>Social Studies</b>		
<b>Standard: 2</b>	<b>Civics</b>		
SS.S.08.02	Students will		
	<ul style="list-style-type: none"> <li>examine and analyze the purposes and basic principles of the United States government (Purposes of Government).</li> <li>outline and evaluate and analyze the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy).</li> <li>examine and distinguish the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics).</li> <li>analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).</li> </ul>		
<b>Performance Descriptors (SS.PD.08.2)</b>			
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>
Eighth grade students performing at the	Eighth grade students performing at the above	Eighth grade students performing at the mastery	Eighth grade students performing at the novice

distinguished level in civics analyze the structure and function of the West Virginia and United States governments. Students debate the purpose of taxation to determine its importance to the function of government. Students justify and defend the contributions of individuals and groups who have influenced the law-making process. Students critique laws passed in legislative sessions and list their impact on the state.	mastery level in civics compare and contrast the structure and function of the West Virginia and United States governments. Students critique constitutional principles including individual rights and responsibilities. Students evaluate the contributions of individuals and groups to the law-making process. Students examine taxation to determine its importance to the function of government.	level in civics analyze the structure and function of the West Virginia and United States governments. Students examine constitutional principles including individual rights and responsibilities. Students assess the contributions of individuals to the law-making process.	mastery level in civics differentiate between the governments of West Virginia and the United States. Students define taxation and give examples of how government uses tax revenue. Students name significant individuals and their contributions to the law-making process.	level in civics name major branches of the governments of West Virginia and the United States. Students give an example of taxation and how the government uses tax revenue. Students match significant individuals to their contributions to the law-making process.
<b>Objectives</b>	Students will			
SS.O.08.02.01	analyze the division of powers and responsibilities of the executive, legislative and judicial branches of the United States and West Virginia state government.			
SS.O.08.02.02	cite the elected officials at the national, state and local levels, their requirements, duties and responsibilities (e.g., President, Governors, Senators, Representatives/Delegates, Members of Board of Public Works, County Commissioners, Mayor/City Council).			
SS.O.08.02.03	examine the amendment process of the West Virginia Constitution, give examples of amendments and explain why they occurred.			
SS.O.08.02.04	outline, illustrate and develop a mock bill and assume the roles of lawmakers to accomplish passage of the bill into law (e.g., to promote tourism in West Virginia).			
SS.O.08.02.05	analyze the functions and jurisdictions of the federal, state, local and special courts (e.g., United States Supreme Court, State Supreme Court, circuit courts, magistrate courts, family courts) and explain why a selected case would be heard in a designated court.			
SS.O.08.02.06	examine and explain the various types of elections in West Virginia (e.g., primary/general, state/local, partisan/non-partisan).			
SS.O.08.02.07	research and describe how special interest groups and the media influence government and the law-making process in West Virginia (e.g., West Virginia Education Association, United Mine Workers, Division of Tourism).			
SS.O.08.02.08	explain major principles of American constitutional government (e.g., federalism, separation of powers, the elastic clause, checks and balances, government by consent of the governed, individual rights) and locate these principles in the West Virginia Constitution.			
SS.O.08.02.09	analyze conditions under which constitutional government flourishes.			
SS.O.08.02.10	list and explain the laws passed in a current legislative session and evaluate their impact (e.g., tourism, economy, education, health).			

<b>Grade 8</b>	<b>Social Studies</b>
<b>Standard 3</b>	<b>Economics</b>

SS.S.08.03	<p>Students will</p> <ul style="list-style-type: none"> <li>analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices).</li> <li>research, critique and evaluate the roles of private and public institutions in the economy (Institutions).</li> <li>compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems).</li> <li>illustrate how the factors of production impact the United States economic system (Factors of Production).</li> <li>analyze the elements of competition and how they impact the economy (Competition).</li> <li>examine and evaluate the interdependence of global economies (Global Economies).</li> </ul>			
Performance Descriptors (SS.PD.08.03)				
<p>Distinguished</p> <p>Eighth grade students performing at the distinguished level in economics justify economic principles (e.g., choices, institutions, factors of production, competition, global economies) as they create scenarios of change for future development of industry, agriculture, human services and tourism to design an economic plan for West Virginia that provides for the future development of infrastructure, industry, agriculture and human services. Students critique how resource use and industrial development affect occupational choices and labor/management relations to predict changes in the 21<sup>st</sup> century.</p>	<p>Above Mastery</p> <p>Eighth grade students performing at the above mastery level in economics assess economic principles (e.g., choices, institutions, factors of production, competition, global economies) to predict changes for future development of industry, agriculture, human services and tourism. Students participate in designing an economic plan for West Virginia that provides for the future development of infrastructure, industry, agriculture and human services. Students critique how resource use and industrial development affect occupational choices and labor/management relations.</p>	<p>Mastery</p> <p>Eighth grade students performing at the mastery level in economics analyze economic principles (e.g., choices, institutions, factors of production, competition, global economies) to explain past policies and suggest changes for future development of industry, agriculture, human services and tourism. Students discriminate how resource use and industrial development affect occupational choices and labor/management relations.</p>	<p>Partial Mastery</p> <p>Eighth grade students performing at the partial mastery level in economics determine the effective of economic principles (e.g., choices, institutions, factors of production, competition, global economies) on employment. Students classify WV industries and explain the importance of each to WV economy.</p>	<p>Novice</p> <p>Eighth grade students performing at the novice level in economics identify economic principles (e.g., choices, institutions, factors of production, competition, global economies). Students name the most important industries in WV.</p>
Objectives				
SS.O.08.03.01	<p>Students will</p> <ul style="list-style-type: none"> <li>correlate West Virginia's economic conditions with possible affects on social conditions (e.g., employment, in/out migration).</li> </ul>			
SS.O.08.03.02	<p>Evaluate the impact of each of the following on the economic growth of West Virginia.</p> <ul style="list-style-type: none"> <li>absentee ownership</li> <li>national and international trade</li> </ul>			

	<ul style="list-style-type: none"> <li>renewable and nonrenewable natural resources</li> <li>labor/management strategies</li> <li>migration</li> <li>physical geography</li> <li>cultural geography</li> </ul>
SS.O.08.03.03	research industries and products (e.g., tourism, coal, glass, recreation, agriculture) that are important to the economy of the four regions of West Virginia and how they relate to occupations.
SS.O.08.03.04	identify major sources and uses of revenue for state and local governments (e.g., property tax, income tax, fees and licenses, excise tax, levies).
SS.O.08.03.05	analyze the effects of national and state governmental actions on West Virginia's economy.
SS.O.08.03.06	anticipate the changes in West Virginia's economy and people due to industrial development and debate the issue of industrialization vs. preserving history and/or the environment.
SS.O.08.03.07	examine the effect of technological changes and cost of living on West Virginia's economy and demographic profile (e.g., in employment, entrepreneurial businesses agriculture, tourism, education, industry).
SS.O.08.03.08	recognize major industries in West Virginia and identify representative jobs under each (e.g., manufacturing, mining, tourism, health care).
SS.O.08.03.09	assess the economic benefit or detriment of changing tourist attractions from seasonal to year round (e.g., Snowshoe).

<b>Grade 8</b>	<b>Social Studies</b>
<b>Standard: 4</b>	<b>Geography</b>
SS.S.08.04	<p>Students will</p> <ul style="list-style-type: none"> <li>interpret and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial Terms).</li> <li>examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions).</li> <li>analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems).</li> <li>analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems).</li> <li>analyze the interaction of society with the environment (Environment and Society).</li> <li>point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).</li> </ul>

Performance Descriptors (SS.PD.08.04)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Eighth grade students performing at the distinguished level in geography evaluate the ways physical and cultural processes impact human environmental interaction in	Eighth grade students performing at the above mastery level in geography classify the ways physical and cultural processes impact human environmental interaction in	Eighth grade students performing at the mastery level in geography recognize and explain the ways physical and cultural processes impact human environmental interaction in	Eighth grade students performing at the partial mastery level in geography identify the ways physical and cultural processes impact human environmental interaction in	Eighth grade students performing at the novice level in geography list the ways physical and cultural processes impact human environmental interaction in West Virginia. Students use

West Virginia. Students use resources such as maps and literature to predict changes in the establishment of infrastructure and the location of industry in West Virginia. Students evaluate exploration and settlement, patterns of West Virginia and analyze the meaning of urban and rural sprawl. Students predict future relationships between settlement, lifestyle, culture and geographic features. Students anticipate future population patterns of West Virginia and draw conclusions regarding the effects of geographic features and technological advances.	West Virginia. Students use resources such as maps and literature to construct spatial information about infrastructure and industry in West Virginia. Students evaluate past exploration and settlement patterns of West Virginia and predict future settlement in relation to geographic features given today's technological advances. Students evaluate and illustrate how the cultural and economic isolation of different areas of the United States and West Virginia have been changed through technological advances over time.	West Virginia. Students use resources such as maps and literature to construct spatial information about infrastructure and industry in West Virginia. Students analyze the exploration and settlement patterns of West Virginia and explain the relationship to geographic features and technological advances over time.	West Virginia. Students use resources such as maps and literature to describe spatial information about infrastructure and industry in West Virginia. Students examine exploration and settlement, patterns of West Virginia in relation to geographic features and technological advances over time.	resources such as maps and literature to label physical features of a map. Students recognize exploration and settlement, patterns of West Virginia in relation to geographic features and technological advances over time.
<b>Objectives</b>	<b>Students will</b>			
SS.O.08.04.01	provide exact location and relative location to explain West Virginia's position on a variety of maps and globes by using correct geographic vocabulary and graphic displays. (e.g., neighboring states, Tropic of Capricorn, time zones, Equator).			
SS.O.08.04.02	communicate the four major physical geographic regions, major rivers, landforms, borders and points of interest in West Virginia.			
SS.O.08.04.03	analyze and discuss the mental images (mental maps) of West Virginia's geographic and cultural regions that are created through reading descriptive literature.			
SS.O.08.04.04	point out the counties and major cities of West Virginia on a map and correlate the reasons for the development of the major cities within their respective counties.			
SS.O.08.04.05	explain the reasons for the locations and types of transportation systems developed in West Virginia and recommend future systems.			
SS.O.08.04.06	distinguish climate, landforms, resources and population density in West Virginia's regions using special purpose maps. (e.g., topographical, climate, Geographic Information Systems) and evaluate the impact of climate, landforms and resources on people's lives and settlement patterns.			
SS.O.08.04.07	illustrate how the cultural and economic isolation of different areas of the United States and West Virginia have been changed through technological advances (e.g., TV, radio, telephone, computers, highways).			
SS.O.08.04.08	critique the geographic factors that led to development of agriculture, coal, glass, chemical, metallurgical and tourism industries in West Virginia.			
SS.O.08.04.09	research various regional configurations found in West Virginia (e.g., geographic, tourist, health, educational, language patterns).			

	cultural, occupational), and analyze the impact of these factors on the regional mental maps developed by West Virginia students and all other West Virginia citizens, and then present an example using one or more of these factors.
SS.O.08.04.10	conclude how West Virginia's environment affects tourism.

<b>Grade 8 Social Studies</b>	
Standard: 5	History
SS.S.08.05	<p>Students will</p> <ul style="list-style-type: none"> <li>organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application. (Chronology).</li> <li>use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application).</li> <li>examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities).</li> <li>use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation). and</li> <li>examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).</li> </ul>

Performance Descriptors (SS.PD.08.05)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Eighth grade students performing at the distinguished level in history evaluate the significance of people, places, documents, literature, music, art and events in the correct period and context of West Virginia history. Students compare, contrast, and use technology to present differences within the state and how regions of the state are different. Students evaluate and debate cultural conflicts between Europeans and Native Americans as it relates to western Virginia. Students justify economic development, the	Eighth grade students performing at the above mastery level in history explain the significance of people, places, documents, literature, music, art and events in the correct period and context of West Virginia history. Students compare and contrast differences within the state and how regions of the state are different. Students evaluate cultural conflicts between Europeans and Native Americans as it relates to western Virginia. Students critique economic development, the government and the diversity of society and	Eighth grade students performing at the mastery level in history explain significant people, places, documents, literature, music, art and events in the correct period and context of West Virginia history. Students compare and contrast differences within the state and how regions of the state are different. Students explain economic development, the government and the diversity of society and cultures within the state. Students evaluate important industry, labor, transportation and technology issues and	Eighth grade students performing at the partial mastery level in history associate significant people, places, documents, literature, music, art and events in the correct period and context of West Virginia history. Students list types of economic development and tell how the regions in the state differ. Students name economic development, the government and the diversity of society and cultures within the state. Students identify and define important industry, labor, transportation and technology issues of West	Eighth grade students performing at the novice level in history label significant people, places, documents, literature, music, art and events in the correct period and context of West Virginia history. Students name and recall different regions in the state. Students trace the economic development, the government and the diversity of society and cultures within the state. Students name important industry, labor, transportation and technology issues of West Virginia.

<p>government and the diversity of society and cultures within the state. Students evaluate important industry, labor, transportation and technology issues and predict the challenges facing West Virginia in the future.</p>	<p>cultures within the state. Students evaluate important industry, labor, transportation and technology issues that challenge West Virginia today.</p>	<p>predict the challenges facing West Virginia today.</p>	<p>Virginia.</p>
<p><b>Objectives</b> Students will</p>			
<p>SS.O.08.05.01</p>	<p>cite reasons for exploration, transportation routes and discoveries by major explorers and explain the sequence of events and incentives for Virginia's expansion west to the Ohio River.</p>		
<p>SS.O.08.05.02</p>	<p>compare and contrast the motives, incentives and settlement patterns of the French and English explorers and settlers on the western frontier.</p>		
<p>SS.O.08.05.03</p>	<p>point out characteristics of various Native American cultures in West Virginia from the pre-Columbian period to the arrival of Europeans.</p>		
<p>SS.O.08.05.04</p>	<p>relate the types of transportation that facilitated the growth of West Virginia and western expansion.</p>		
<p>SS.O.08.05.05</p>	<p>evaluate the sequence and analyze the impact of contemporary social, economic and technological developments on people and culture in West Virginia and the United States.</p>		
<p>SS.O.08.05.06</p>	<p>analyze the evolution of the labor movement in West Virginia and the United States.</p>		
<p>SS.O.08.05.07</p>	<p>research and construct the sequence of events and cite the reasons for and resulting consequences of conflicts and wars that led to the formation of West Virginia as a state. (e.g., French and Indian War, American Revolution, Civil War).</p>		
<p>SS.O.08.05.08</p>	<p>interpret facts about West Virginia and other areas from various types of charts, graphs, maps, pictures, models, timelines and primary sources (e.g., letters, journals and publications) and summarize what you have learned.</p>		
<p>SS.O.08.05.09</p>	<p>evaluate the cultural conflict between the Europeans and Native Americans as it relates to western Virginia.</p>		
<p>SS.O.08.05.10</p>	<p>explain the effect of immigration on the culture of West Virginia from European settlement through the early twentieth century.</p>		
<p>SS.O.08.05.11</p>	<p>research and critique the role of ethnic and racial minorities, men, women and children in West Virginia who have made significant contributions to our history in the public and/or private sectors, choose the person you believe contributed most the most significant contribution and explain your choice. (e.g., statehood, abolition, education, industry, literature, government).</p>		
<p>SS.O.08.05.12</p>	<p>critique the significance of historical experience and of geographical, social and economic factors that have helped to shape both West Virginian and American society</p>		
<p>SS.O.08.05.13</p>	<p>assess the moral, ethical and legal tensions that led to the creation of the new state of West Virginia and how those tensions were resolved.</p>		
<p>SS.O.08.05.14</p>	<p>point out and locate places of historical importance in West Virginia that can be visited by tourists.</p>		
<p>SS.O.08.05.15</p>	<p>compile lists of fairs and festivals in West Virginia that can be attributed to the influence of various cultural groups who have settled in the state, explain the heritage of the fair or festival and its significance to the preservation of West Virginia history.</p>		

**Grade 8 Social Studies**

<p><b>Standard: 6</b> SS.S.08.06</p>	<p><b>Reading</b></p> <p>Students will</p> <ul style="list-style-type: none"> <li>• use the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency word/fluency, comprehension, and writing) in their acquisition of social studies knowledge, insuring a foundation of college readiness in this genre.</li> <li>• recognize main ideas and supporting details to locate basic facts (e.g. names, dates, events).</li> <li>• distinguish relationships among people, ideas, and events.</li> <li>• recognize cause-effect relationships in content passages.</li> <li>• outline sequences of events.</li> <li>• summarize events and ideas. Infer main idea or purpose of content.</li> <li>• draw generalizations and conclusions about people, ideas and events.</li> <li>• write and edit organized texts of various genres to insure that information is clearly understood.</li> </ul> <p>Refer to policy 2520.1 for specific grade level reading and writing objectives.</p>
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## Ninth Grade Social Studies Content Standards and Objectives

### Ninth Grade: World Studies to 1900

The ninth grade social studies course engages students in the study of the development and evolution of the historic, economic, geographic, political, and social structure of the cultural regions of the world from the dawn of civilization to 1900. Special attention is given to the formation and evolution of societies into complex political and economic systems. Students are engaged in critical thinking and problem-solving skills, using maps, spreadsheets, charts, graphs, text and other data from a variety of credible sources. Students synthesize the information to predict events and anticipate outcomes as history evolves through the ages. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Grade 9 Social Studies		Performance Descriptors (SS.PD.09.1)	
Standard: 1	Citizenship	Above Mastery	Mastery
SS.S.09.01	Students will <ul style="list-style-type: none"> <li>characterize and model good citizenship by building social networks of reciprocity and trustworthiness (Civic Dispositions).</li> <li>model a respect for symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect For People, Events, and Symbols).</li> <li>develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions or data (Evaluation Skills).</li> <li>develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills).</li> <li>recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).</li> </ul>	Ninth grade students performing at the above mastery level in citizenship compare the changing concepts of the role of the citizen across time and cultures. They evaluate how individuals reacted to conflicts between nations. They assume leadership roles in school and community activities.	Ninth grade students performing at the mastery level in citizenship evaluate the changing concepts of the role of the citizen across time. They analyze conflicts between nations and how individuals reacted to these conflicts. They participate in school and community activities.
		Partial Mastery	Novice
		Ninth grade students performing at the partial mastery level in citizenship examine the changing role of the citizen across time. They describe conflicts between nations and how individuals reacted to these conflicts. They participate in community activities.	Ninth grade students performing at the novice level in citizenship describe the changing role of citizens across time. They identify how citizens have reacted to conflicts between nations. They participate in school activities.

community.	
<b>Objectives</b>	Students will
SS.O.09.01.01	describe the evolution of the roles and responsibilities of individuals and groups leading to the formation of nation states.
SS.O.09.01.02	assess the nature of civic responsibility in various cultures including the level of involvement of the different stratifications of society.
SS.O.09.01.03	analyze the causes of conflict and propose resolutions
SS.O.09.01.04	participate in a project of volunteer service and explain why you chose that particular project or service.

<b>Grade 9</b>	<b>Social Studies</b>
<b>Standard: 2</b>	<b>Civics</b>
SS.S.09.02	Students will <ul style="list-style-type: none"> <li>• examine and analyze the purposes and basic principles of the United States government (Purposes of Government).</li> <li>• outline and evaluate and analyze the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy).</li> <li>• examine and distinguish the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics).</li> <li>• analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).</li> </ul>

<b>Performance Descriptors (SS.PD.09.2)</b>			
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>
Ninth grade students performing at the distinguished level in civics research and evaluate which classical civilizations, philosophers and historical events were instrumental to the development of the political process of the United States. They research the differences in constitutional government and assess the influences of the United States on other nations.	Ninth grade students performing at the above mastery level in civics research which classical civilizations, philosophers and historical events were instrumental to the development of the political process of the United States. They research the differences in constitutional government and assess the influences of the United States on other nations.	Ninth grade students performing at the mastery level in civics examine the impact of significant political philosophers, classical civilizations and other nations that influence the political process and government. Students debate the differences in constitutional government and assess the influences of the United States on other nations.	Ninth grade students performing at the partial mastery level in civics explain how classical civilizations and other nations that influenced the development of the United States government. They explain fundamental characteristics of constitutional governments.
<b>Novice</b>	Ninth grade students performing at the novice level in civics identify classical civilizations and other nations that influenced the development of the United States government. They list examples of constitutional governments.		

<b>Objectives</b>	Students will
SS.O.09.02.01	evaluate diverse ideas about the purposes of government.
SS.O.09.02.02	Identify and analyze the contributions of the classical civilizations to the development of the United States Constitution. Identify classical civilizations and significant political philosophers and evaluate their contributions to the development of the United States Constitutional Democracy

SS.O.09.02.03	explain world historical events that affected the development of representative democracy in the United States and other countries.
SS.O.09.02.04	analyze how the United States has influenced other nations and how other nations have influenced the American political process and society.
SS.O.09.02.05	compare, contrast and evaluate alternative ways of organizing constitutional governments.

<b>Grade 9 Social Studies</b>	
<b>Standard: 3 Economics</b>	
SS.S.09.03	Students will <ul style="list-style-type: none"> <li>analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices).</li> <li>research, critique and evaluate the roles of private and public institutions in the economy (Institutions).</li> <li>compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems).</li> <li>illustrate how the factors of production impact the United States economic system (Factors of Production).</li> <li>analyze the elements of competition and how they impact the economy (Competition).</li> <li>examine and evaluate the interdependence of global economies (Global Economies).</li> </ul>
<b>Performance Descriptors (SS.PD.09.03)</b>	
<b>Distinguished</b>	<b>Above Mastery</b>
Ninth grade students performing at the distinguished level in economics judge cause and effect relationships in economic changes and trace and explain specific changes. They compare and contrast the creation and development of economic systems and trade patterns and the effects worldwide. They evaluate the development and use of fiscal policies in several world societies. They trace and evaluate the effects of economic interdependence at different times prior to 1900.	Ninth grade students performing at the above mastery level in economics analyze causes and effects in economic change and compare and contrast the development of economic systems and trade patterns. They evaluate the development and use of fiscal policies in several world societies. They trace and evaluate the effects of the evolution of global economic interdependence prior to 1900.
<b>Mastery</b>	<b>Partial Mastery</b>
Ninth grade students performing at the mastery level in economics assess cause/effect relationships in economic change and critique the development of economic systems and trade patterns. They compare and contrast fiscal policies in several world societies and evaluate the effects of the evolution of global economic interdependence prior to 1900.	Ninth grade students performing at the partial mastery level in economics explain effects in economic change and describe the development of economic systems and trade patterns. They discuss the fiscal policies in several world societies and explain the development of global economic interdependence prior to 1900.
<b>Novice</b>	<b>Novice</b>
Ninth grade students performing at the novice level in economics identify what caused economic change and list the types of economic systems. They list the fiscal policies used in several world societies and list the effects of the changes of global economic interdependence prior to 1900.	
<b>Objectives</b>	Students will

SS.O.09.03.01	examine and illustrate the trade patterns of regions of the world across time and explain their significance to the evolution of global economics.
SS.O.09.03.02	evaluate the role of exchange/trade systems in the development of economic systems in societies worldwide.
SS.O.09.03.03	compare and contrast fiscal policies of several world societies.
SS.O.09.03.04	identify the causal relationship of economic changes and their effects on the job market (e.g., supply and demand, technology, industrialization).
SS.O.09.03.05	examine and evaluate global economic interdependence and competition and explain their influence on national and international policies.

<b>Grade 9</b>	<b>Geography</b>
<b>Standard: 4</b>	Students will
SS.S.09.04	<ul style="list-style-type: none"> <li>interpret, and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial Terms).</li> <li>examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions).</li> <li>analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems).</li> <li>analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems).</li> <li>analyze the interaction of society with the environment (Environment and Society).</li> <li>point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).</li> </ul>

Performance Descriptors (SS.PD.09.04)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Ninth grade students performing at the distinguished level in geography create geographic tools from primary data to illustrate/interpret spatial information. They collect data and predict effects of geographic features on settlement, movement and the environment. They assess relationships between political boundaries and geo-politics, world resources, and the global economy and	Ninth grade students performing at the above mastery level in geography use and create geographic tools to analyze and compare spatial information. They construct models to show the effects of geographic features on settlement, movement, and the environment. They compare and contrast the relationships between political boundaries and geo-politics, world resources, and the global economy.	Ninth grade students performing at the mastery level in geography use geographic tools to analyze spatial information. They assess the effects of geographic features on settlement, movement and the environment. They analyze and explain the relationships between political boundaries and geo-politics, world resources, and the global economy.	Ninth grade students performing at the partial mastery level in geography use geographic tools to interpret spatial information. They give examples of the effects of geographic features on settlement, movement and the environment. They characterize the relationships between political boundaries and geo-politics, world resources, and the global economy.	Ninth grade students performing at the novice level in geography use geographic tools to examine and explain spatial information. They identify and discuss how geographic features influence settlement, movement and the environment. They investigate relationships between political boundaries and geo-politics, world resources, and the global economy and the global economy.

infer/recommend future developments.	economy.
<b>Objectives</b>	<b>Students will</b>
SS.O.09.04.01	interpret information using maps, graphs, charts and timelines.
SS.O.09.04.02	locate geographic features of the continents (e.g., plateaus, high points, low points, bodies of water major river valleys).
SS.O.09.04.03	explain how the location of world resources influenced economic development and the global economy.
SS.O.09.04.04	evaluate the effect of geographic features, including climate, upon the environment.
SS.O.09.04.05	examine the development of major political boundaries of the world and relate these to the theme of geo-politics.
SS.O.09.04.06	connect the cultural settlement patterns resulting from migration in each period of study to the world language patterns as they evolved and are evident today and then assess the role of physical geography in the development of these patterns.
SS.O.09.04.07	explain geographic reasons for the development of major world cities and trends in urban population growth.
SS.O.09.04.08	research major world rivers systems and climate regions (e.g., desert, rain forest/tropical, Mediterranean, etc.), correlate the migration/settlement patterns, industry, culture, government, and economic systems with these environments draw conclusions, and recommend a favorable settlement area based on findings.

<b>Grade 9</b>	<b>Social Studies</b>
<b>Standard: 5</b>	<b>History</b>
SS.S.09.05	Students will <ul style="list-style-type: none"> <li>organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application. (Chronology).</li> <li>use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application).</li> <li>examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities).</li> <li>use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation).</li> <li>examine political institutions and theories that have developed and changed over time, and research and cite reasons for development and change (Political Institutions).</li> </ul>

<b>Performance Descriptors (SS.PD.09.05)</b>	
<b>Distinguished</b>	<b>Above Mastery</b>
Ninth grade students performing at the distinguished level in history compare and contrast various documents related to significant groups, individuals, places, documents, and events to validate historical impact. They conduct research to measure the	Ninth grade students performing at the above mastery level in history critique the contributions of significant groups, individuals, places, documents, and events and evaluate their impact on other world events. They summarize key elements of
<b>Mastery</b>	<b>Partial Mastery</b>
Ninth grade students performing at the mastery level in history analyze the contributions of significant groups, individuals, places, documents, and events from ancient times till 1900. They compare and contrast cultural, economic, and political systems. Students	Ninth grade students performing at the partial mastery level in history explain the contributions of significant groups, individuals, places, documents, and events. They differentiate between different cultural, economic, and political systems. They
<b>Novice</b>	<b>Novice</b>
Ninth grade students performing at the novice level in history explain the contributions of significant groups, individuals, places, documents, and events. They characterize and provide illustrations of cultural, economic, and political systems. They	Ninth grade students performing at the novice level in history explain the contributions of significant groups, individuals, places, documents, and events. They characterize and provide illustrations of cultural, economic, and political systems. They

<p>success of cultural, economic, and political systems and determine their impact on other systems. They debate the impact of major regional, national, and international conflict/ cooperation. Students read, interpret, and write about literature associated with the periods of study.</p>	<p>cultural, economic, and political systems and justify/ debate different societies' use of these systems. Students measure and draw conclusions about the effects of regional, national, and international conflicts/ cooperation. They read and discuss literature associated with the periods of study.</p>	<p>critique the causes and effects of major regional, national and international conflicts/ cooperation.</p>	<p>trace the development of major regional, national, and international conflicts and give examples of cooperation.</p>	<p>identify causes and effects of major regional, national, and international conflicts/ cooperation.</p>
<p><b>Objectives:</b></p>	<p>Students will</p>			
<p>SS.O.09.05.01</p>	<p>examine the contributions of art and literature throughout different historical periods.</p>			
<p>SS.O.09.05.02</p>	<p>trace the evolution of the changing status of women and children throughout the world in all historical periods addressed.</p>			
<p>SS.O.09.05.03</p>	<p>read and in interpret historical charts, tables, graphs, narratives, primary source documents, political cartoons and timelines and summarize their information.</p>			
<p>SS.O.09.05.04</p>	<p>explain the effects of significant political developments and trends in the world before 1900.</p>			
<p>SS.O.09.05.05</p>	<p>explain the interaction of early humans with their environment and evaluate their decisions (e.g., hunting, migration, shelter, food, clothing).</p>			
<p>SS.O.09.05.06</p>	<p>compare and contrast the causes and effects of the rise and decline of ancient civilizations (e.g., the river civilizations, classic Greek and Roman).</p>			
<p>SS.O.09.05.07</p>	<p>explain the basic tenets of major world religions and philosophies, their places of origin and the status of those religions today.</p>			
<p>SS.O.09.05.08</p>	<p>describe the location, movement, unique contributions and characteristics of Arab/Islamic society.</p>			
<p>SS.O.09.05.09</p>	<p>explain feudalism and its effects on the development of societies around the world (e.g., Europe, China, Japan).</p>			
<p>SS.O.09.05.10</p>	<p>identify and evaluate the political and economic roles and the cultural contributions of religious institutions in medieval society.</p>			
<p>SS.O.09.05.11</p>	<p>compare and contrast the acceptance of diversity in hierarchical societies.</p>			
<p>SS.O.09.05.12</p>	<p>analyze and assess the concept of nation building (e.g., city states, Rome, rise of European nation states).</p>			
<p>SS.O.09.05.13</p>	<p>relate the worth of the individual in society and relate to the growth of the concept of the Renaissance man.</p>			
<p>SS.O.09.05.14</p>	<p>describe how European needs/wants for foreign products contributed to the Age of Exploration.</p>			
<p>SS.O.09.05.15</p>	<p>evaluate the effects of the Enlightenment in European society.</p>			
<p>SS.O.09.05.16</p>	<p>analyze the cause of the Crusades and the effects on regions involved.</p>			
<p>SS.O.09.05.17</p>	<p>analyze the historical developments of the Protestant Reformation including the effects of theology, politics and economics.</p>			
<p>SS.O.09.05.18</p>	<p>describe the Agricultural and Industrial revolutions and decide their impact on the evolution of society.</p>			
<p>SS.O.09.05.19</p>	<p>analyze the causes and effects of political revolutions and determine their impact on the formation of governments and on the citizens of a society (e.g., French, Italian, German, Latin American).</p>			
<p>SS.O.09.05.20</p>	<p>compare and contrast the American and French revolutions and their aftermaths.</p>			
<p>SS.O.09.05.21</p>	<p>explain reasons for and consequences of the breakdown of order among nation states.</p>			
<p>SS.O.09.05.22</p>	<p>examine the legal documents and systems which influenced western civilization and rank them in order of importance.</p>			

SS.O.09.05.23	compare and contrast absolute and constitutional monarchies and identify representative leaders of each.
SS.O.09.05.24	assess the impact of colonization on both the mother countries and the colonies

<b>Grade 9</b>	<b>Social Studies</b>
<b>Standard: 6</b>	<b>Reading</b>
SS.S.09.06	<p>Students will</p> <ul style="list-style-type: none"> <li>• use the five reading components (phonemic awareness, phonics, background knowledge/vocabulary, high frequency word/fluency, comprehension, and writing) in their acquisition of social studies knowledge, insuring a foundation of college readiness in this genre.</li> <li>• recognize main ideas and supporting details to locate basic facts (e.g. names, dates, events).</li> <li>• distinguish relationships among people, ideas, and events.</li> <li>• recognize cause-effect relationships in content passages.</li> <li>• outline sequences of events.</li> <li>• summarize events and ideas. Infer main idea or purpose of content.</li> <li>• draw generalizations and conclusions about people, ideas and events.</li> <li>• write and edit organized texts of various genres to insure that information is clearly understood.</li> </ul> <p>Refer to Policy 2520.1 for specific grade level reading and writing objectives.</p>

## Tenth Grade Social Studies Content Standards and Objectives

### Tenth Grade: United States Studies to 1900

The tenth grade program of study examines the evolution of the Constitution as a living document and the role of participatory democracy in the development of a rapidly changing technological society. This study of the United States is an examination of the formative years from the Pre-Columbian civilizations to its transformation as a dominant political and economic influence in the world. Special emphasis is placed on how the challenges of settling expansive and diverse physical environments were met by a culturally diverse population. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Grade 10		Social Studies			
Standard: 1		Citizenship			
SS.S.10.01		Students will			
<ul style="list-style-type: none"> <li>characterize and model good citizenship by building social networks of reciprocity and trustworthiness (Civic Dispositions).</li> <li>model a respect for symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect For People, Events, and Symbols).</li> <li>develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions or data (Evaluation Skills).</li> <li>develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills).</li> <li>recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).</li> </ul>					
Performance Descriptors (SS.PD.10.1)					
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice	
Tenth grade students performing at the distinguished level in citizenship assess the role of government in promoting the common good, balancing liberty and equality, and protecting the rights of the individual, groups and minorities. They analyze how citizens can monitor and influence the government. They compare historical and	Tenth grade students performing at the above mastery level in citizenship analyze the roles and duties of a responsible citizen. They debate government actions with regard to protecting individual rights and promoting the common good. They analyze how citizens can monitor and influence the United States government. They explain historical and current	Tenth grade students performing at the mastery level in citizenship examine the roles and duties of a responsible citizen. They compare and contrast government actions with regard to protecting individual rights and promoting the common good. They judge how citizens can monitor and influence the United States government. They research	Tenth grade students performing at the partial mastery level in citizenship summarize the roles and duties of a responsible citizen. They explain how citizens can influence the United States government. They identify issues and roles of citizens that have been controversial and how the government dealt with them. They identify issues on which citizens have	Tenth grade students performing at the novice level in citizenship identify the roles and duties of a responsible citizen. They tell how citizens can influence the United States government. They identify issues on which citizens have different opinions. They participate in school activities.	

current conflicts between citizens and government and discuss possible resolutions. They organize and lead various activities both in school and community.	conflicts between citizens and government and how they were resolved. They assume leadership roles in school and community activities.	issues and roles of citizens that have been controversial and how the government dealt with them. They debate issues on which citizens have different opinions. They participate in school and community activities.	different opinions. They participate in community activities.
<b>Objectives</b>	<b>Students will:</b>		
SS.O.10.01.01	compare and contrast various citizens' responses to controversial government actions and debate decisions as to what the government should and should not do.		
SS.O.10.01.02	appraise the importance of the fundamental democratic values and principles of the United States constitutional democracy upon individuals, communities and nations.		
SS.O.10.01.03	explain how the interactions of citizens with one another help monitor and influence government policy.		
SS.O.10.01.04	evaluate ways conflicts can be resolved in a cooperative, peaceful manner which respects individual rights and promotes the common good.		
SS.O.10.01.05	evaluate, take and defend positions on issues in which fundamental democratic values and principles are in conflict (e.g., liberty and equality, individual rights and the common good, majority rule, minority rights).		
SS.O.10.01.06	summarize the characteristics of United States citizenship and evaluate responsibilities, duties, privileges and rights of United States citizens.		
SS.O.10.01.07	evaluate, take and defend positions on issues regarding the criteria used for naturalization.		
SS.O.10.01.08	evaluate sources of information related to public policy issues.		
SS.O.10.01.09	examine, select and participate in a volunteer service or project and explain the reason for your selection.		

<b>Grade 10</b>	<b>Social Studies</b>		
<b>Standard 2</b>	<b>Civics</b>		
SS.S.10.02	Students will		
	<ul style="list-style-type: none"> <li>examine and analyze the purpose and basic principles of the United States government (Purposes of Government).</li> <li>outline and evaluate and analyze the origins and meanings of the principles, ideals, and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy).</li> <li>examine and distinguish the structure, function, and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics).</li> <li>analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).</li> </ul>		
<b>Performance Descriptors (SS.PD.10.2)</b>			
Distinguished	Above Mastery	Mastery	Novice
Tenth grade students performing at the	Tenth grade students performing at the above	Tenth grade students performing at the mastery	Tenth grade students performing at the novice

Distinguished level in civics critique documents and philosophies that influenced the founding fathers in shaping United States representative democracy. They explain how the ideal of American democracy compares to the reality of American democracy. They make connections between governments of the past, to the challenges the United States faced in its founding.	mastery level in civics analyze the documents and philosophies that influenced the founding fathers in shaping United States democracy. They compare the ideal of American democracy to the reality of American democracy. They identify governments of the past that have influenced the United States political development.	level in civics summarize the documents and philosophies that are the basis for United States democracy. Students analyze fundamental ideas in the nation's core documents. Students evaluate the degree to which public policies and citizen behaviors reflect or foster the ideals of a democratic republic.	mastery level in civics explain documents that are the basis for United States democracy. They explain key Articles and Amendments of the Constitution. They how the three branches of government work. They explain the election process and how the electoral college works.	level in civics identify documents that are the basis for United States democracy. They identify key ideas of the Constitution. They identify the three branches of the government and how the election process works.
<b>Objectives</b>	<b>Students will</b>			
SS.O.10.02.01	identify and describe the fundamental democratic principles and values in the nation's core American documents, relate them to the subsequent periods in U.S. history, and identify the discrepancies between the expressed ideals and realities.			
SS.O.10.02.02	identify fundamental American democratic principles using primary sources and significant political speeches and writings.			
SS.O.10.02.03	explain the purpose of the United States government and analyze how its powers are acquired, used and justified.			
SS.O.10.02.04	compare and contrast documents and philosophies that are the basis for representative democracy in the United States (e.g., Greek, Roman, John Locke, Magna Carta, English Bill of Rights).			
SS.O.10.02.05	explain the purpose, organization and functions of the legislative, executive and judicial branches, and analyze the separation of powers, checks and balances.			
SS.O.10.02.06	summarize the U.S. Constitution and Amendments then justify the steps required to amend the United States Constitution.			
SS.O.10.02.07	analyze the presidential election process, the continued use of the Electoral College and the order of presidential succession.			
SS.O.10.02.08	evaluate federalism and give examples of shared, delegated, reserved and implied powers.			
SS.O.10.02.09	evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.			
SS.O.10.02.10	evaluate, take and defend positions about the functions of political leadership and the importance of public service in American democracy.			
SS.O.10.02.11	evaluate and defend how the American Revolution and the establishment of the United States as a constitutional democracy influenced people in other nations and reshaped their image of America.			
SS.O.10.02.12	assess the significance of George Washington's farewell address.			

<b>Grade 10</b>	<b>Social Studies</b>
<b>Standard 3</b>	<b>Economics</b>

SS.S.10.03	<p>Students will</p> <ul style="list-style-type: none"> <li>analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices).</li> <li>research, critique and evaluate the roles of private and public institutions in the economy (Institutions).</li> <li>compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems).</li> <li>illustrate how the factors of production impact the United States economic system (Factors of Production).</li> <li>analyze the elements of competition and how they impact the economy (Competition).</li> <li>examine and evaluate the interdependence of global economies (Global Economies).</li> </ul>
Performance Descriptors (SS.PD.10.03)	
Distinguished Tenth grade students performing at the distinguished level in geography evaluate the development of the United States economic system and justify the pattern of its evolution. They trace the creation and operation of fiscal policy and explain how fiscal policy created controversies up to 1900. They analyze what effect various economic systems had on the United States economy.	Above Mastery Tenth grade students performing at the above mastery level in geography trace and explain the development of the United States economic system. They analyze the creation and operation of fiscal policy with specific application to industrialism. They compare and contrast various economic systems.
Mastery Tenth grade students performing at the mastery level in geography explain the development of the United States economic system. They analyze the creation and operation of fiscal policy. They explain the various economic systems.	Partial Mastery Tenth grade students performing at the partial mastery level in geography discuss the development of the United States economic system. They explain the creation and operation of fiscal policy. They describe the various economic systems.
Novice Tenth grade students performing at the novice level in geography identify the development of the United States economic system. They state the basic parts of fiscal policy. They define the various economic systems.	
Objectives	
SS.O.10.03.01	Students will determine the relationship between the law of supply/demand and production/consumption.
SS.O.10.03.02	recognize and discuss the effects of the American Revolution on economic development and construct the steps involved in the change of the United States economic system from mercantilism to free enterprise capitalism.
SS.O.10.03.03	differentiate between various types of taxes and relate them to taxation controversies in the United States during their era.
SS.O.10.03.04	critique the cause and effect relationship between the labor movement and industrialization in the United States.
SS.O.10.03.05	explain the concept of capitalism and compare the basic components to those of socialism and communism.
SS.O.10.03.06	identify and analyze the role of market factors in the settlement of the United States and the development of the free enterprise system.
SS.O.10.03.07	analyze the effects of foreign trade and tariff policies on the United States.
SS.O.10.03.08	explain and judge the ideas, values, and practices that caused the Hamilton-Jefferson debate, and evaluate the effects of the debate on the formation and direction of the nation's economy.

<p><b>Grade 10</b> <b>Standard: 4</b> <b>SS.S.10.04</b></p>	<p><b>Geography</b> Students will</p> <ul style="list-style-type: none"> <li>• interpret, and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial Terms).</li> <li>• examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions).</li> <li>• analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems).</li> <li>• analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems).</li> <li>• analyze the interaction of society with the environment (Environment and Society).</li> <li>• point out geographic perspective and tools and assess techniques available for geographic study (Uses of Geography).</li> </ul>
<p><b>Performance Descriptors (SS.PD.10.04)</b></p>	
<p><b>Distinguished</b> Tenth grade students performing at the distinguished level in geography create geographic tools from primary data to illustrate/interpret spatial information. They collect data and predict effects of geographic features on settlement, movement, natural resources and industrialism. They evaluate the contributions of various groups to the development of the United States cultural traditions.</p>	<p><b>Above Mastery</b> Tenth grade students performing at the above mastery level in geography use geographic tools to analyze and explain spatial information. They construct models to show the effects of geographic features on settlement, movement, natural resources and industrialism. They compare and contrast the contributions of various groups to the development of United States cultural traditions.</p>
<p><b>Mastery</b> Tenth grade students performing at the mastery level in geography use geographic tools to interpret spatial information. They assess the effects of geographic features on settlement, movement, natural resources and industrialism. They examine the contributions of various groups to the development of United States cultural traditions.</p>	<p><b>Partial Mastery</b> Tenth grade students performing at the partial mastery level in geography use geographic tools to examine and generalize about spatial information. They give examples of the effects of geographic features on settlement, movement, natural resources and industrialism. They discuss contributions of various groups to the development of United States cultural traditions.</p>
<p><b>Novice</b> Tenth grade students performing at the novice level in geography use geographic tools to identify and discuss spatial information. They examine the effects of geographic features on settlement, movement, natural resources and industrialism. They list contributions of various groups to the development of United States cultural traditions.</p>	
<p><b>Objectives</b> Students will</p>	<p>apply correct vocabulary and geographic tools to determine and illustrate:</p> <ul style="list-style-type: none"> <li>• major meridians of longitude and parallels of latitude.</li> <li>• landforms</li> <li>• bodies of water</li> <li>• states and their capitals</li> <li>• cities</li> <li>• climatic regions</li> </ul>
<p><b>SS.O.10.04.01</b></p>	

	<ul style="list-style-type: none"> <li>relative and exact location of selected designations</li> </ul>
SS.O.10.04.02	analyze the role of mental maps in the movement of people across the United States.
SS.O.10.04.03	determine the most appropriate maps and graphics in an atlas to examine and assess geographic issues regarding the growth and development of the United States (e.g., topography, transportation routes, settlement patterns, growth of service centers and cities).
SS.O.10.04.04	evaluate the effects of population growth on urbanization.
SS.O.10.04.05	interpret how people express attachment to places and regions (e.g., by reference to essays, novels, poems, short stories, feature films, traditional musical compositions such as "God Bless America" and "America the Beautiful").
SS.O.10.04.06	evaluate the impact of health and cultural considerations on the quality of life over different historical time periods. (e.g., Jamestown, Plymouth, Gold Rush, Smallpox, urbanization, epidemics)
SS.O.10.04.07	Analyze the characteristics, traits, religions, traditions and contributions of Native Americans, African Americans, Hispanics and all immigrants such as Germans, Italians, and Irish to the new American culture.
SS.O.10.04.08	evaluate the geographic differences that contributed to economic development and regionalism prior to the Civil War.
SS.O.10.04.09	analyze the impact of the environment, including the location of natural resources, on immigration and settlement patterns.
SS.O.10.04.10	compare and contrast the socioeconomic changes that occur in regions that experience population change.
SS.O.10.04.11	evaluate the human impact on the environment throughout the American experience.
SS.O.10.04.12	analyze the ways in which physical and human factors have influenced the evolution of significant historic events and movements.

<b>Grade 10</b>	<b>Social Studies</b>
Standard: 5	History
SS.S.10.05	<p>Students will</p> <ul style="list-style-type: none"> <li>organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology).</li> <li>use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application).</li> <li>examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities).</li> <li>use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation).</li> <li>examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).</li> </ul>

Performance Descriptors (SS.PD.10.05)			
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>
Tenth grade students performing at the distinguished level in history evaluate and debate the historical impact of key people, places, groups, documents, and events. They validate the bases of	Tenth grade students performing at the above mastery level in history will critique the contributions or significance of key people, places, groups, documents and events and propose connections to	Tenth grade students performing at the mastery level in history analyze key people, places, groups, documents, and events and judge their impacts on historical interpretation. Students explain the	Tenth grade students performing at the partial mastery level in history identify and summarize the accomplishments or significance of key people, places, groups, documents and events. They describe
			<b>Novice</b>
			Tenth grade students performing at the novice level in history recognize the significance of key people, places, groups, documents and events. They describe the creation of the federal government

<p>government policies, devise alternative actions, and predict outcomes. Students critique reasons for and effects of expansion, sectionalism, conflict, and international involvement. Students read, interpret, and write about literature associated with the periods of study.</p>	<p>contemporary and/or future events. They research alternative systems of government, comparing how each has impacted social, economic, and political change. They formulate reasons for expansion, sectionalism, conflict, and international involvement and investigate other courses of action. They read and discuss literature associated with the periods of study.</p>	<p>creation and operation of the federal government and assess how the government has impacted social, economic, and political changes. Students compare and contrast the effects of expansion, sectionalism, conflict, and international involvement.</p>	<p>the creation of the federal government, give examples of its functions, and make connections to social, economic, and political changes. They trace events contributing to expansion, sectionalism, conflict, and international involvement.</p> <p>and identify the key components of its operation. They summarize examples of expansion, sectionalism, conflict, and international involvement.</p>
<p><b>Objectives</b></p>	<p>Students will</p>		
<p>SS.O.10.05.01</p>	<p>relate life in America before the 17<sup>th</sup> century to life today.</p>		
<p>SS.O.10.05.02</p>	<p>analyze and explain the contacts that occurred between Native Americans and European settlers during the age of discovery.</p>		
<p>SS.O.10.05.03</p>	<p>trace the roots and evaluate early explorations of America and describe and analyze the attraction of the New World to Europeans (religious, social, political, economic).</p>		
<p>SS.O.10.05.04</p>	<p>Justify how the effects of European empire building led to the American Revolution</p>		
<p>SS.O.10.05.05</p>	<p>prioritize the problems that existed between the British government and the American colonies and defend first the American viewpoint and then the British viewpoint (e.g., sovereignty of Parliament, taxation, trade restrictions).</p>		
<p>SS.O.10.05.06</p>	<p>describe and analyze the content of the Declaration of Independence and explain the factors and events which led to its creation.</p>		
<p>SS.O.10.05.07</p>	<p>analyze, explain and sequence major events and ideas of the Revolutionary War.</p>		
<p>SS.O.10.05.08</p>	<p>analyze and evaluate the United States Constitution and the Bill of Rights; describe and measure the challenges faced by the new United States government.</p>		
<p>SS.O.10.05.09</p>	<p>differentiate then summarize the parts of the Constitution that responded to the political, economic and social conditions that existed after the American Revolution.</p>		
<p>SS.O.10.05.10</p>	<p>explain the major challenges faced by the framers of the Constitution, and describe the compromises reached at the Constitutional Convention.</p>		
<p>SS.O.10.05.11</p>	<p>evaluate the effects of nationalism on the constitutional, political, economic and foreign policy issues faced by the United States in its formative years. (e.g., Monroe Doctrine, Manifest Destiny, Washington's Farewell Address, War of 1812)</p>		
<p>SS.O.10.05.12</p>	<p>identify and explain the impact of United States Supreme Court decisions (e.g., Marbury v. Madison, McCollough v. Maryland, Dred Scott, Plessy v. Ferguson).</p>		
<p>SS.O.10.05.13</p>	<p>identify and explain the factors that led to exploration, settlement and expansion across the United States and analyze how the expansion changed the United States (e.g., Louisiana Purchase, Lewis and Clark Exploration, Erie Canal, Missouri Compromise)</p>		
<p>SS.O.10.05.14</p>	<p>assess the effects of United States policies on Native Americans and recommend alternative actions.</p>		
<p>SS.O.10.05.15</p>	<p>research the institution of slavery and its effect on the political, economic and social development of the United States and</p>		

	summarize their findings.
SS.O.10.05.16	compare and contrast the political, economic and social conditions in the United States before and after the Civil War.
SS.O.10.05.17	analyze and sequence the causes and effects of the major events of the Civil War and reconstruction.
SS.O.10.05.18	outline the effects of technological change on the United States (e.g., agriculture, transportation, industry, labor, society).
SS.O.10.05.19	critique the goals and actions of reformers and reform movements (e.g., women's rights, minorities, temperance, prison, hospitals, schools, religion) and assume the role of reformer to explain the goals and actions or the movement.
SS.O.10.05.20	debate the influence and impact of diverse cultures on United States society and explain the process of their assimilation into American life.
SS.O.10.05.21	explain the development of representative democracy in the United States.
SS.O.10.05.22	research, analyze and interpret primary sources (e.g., artifacts, diaries, letters, photographs, art, documents, newspapers, major political debates) and compare to contemporary media (e.g., television, movies, computer information systems) to better understand events and life in the United States to 1900.
SS.O.10.05.23	construct various timelines of American history from pre-Columbian times to 1900 highlighting landmark dates, events, technological changes, major political and military events and major historical figures and connect these to the political, economic and social movements the periods.
SS.O.10.05.24	develop skills in discussion, debate and persuasive writing by analyzing historical situations and events to 1900.
SS.O.10.05.25	analyze and explain the positions of the political parties and their leaders then choose and support a position on the following: <ul style="list-style-type: none"> <li>• economic development</li> <li>• territorial expansion</li> <li>• political participation</li> <li>• individual rights</li> <li>• states' rights</li> <li>• slavery</li> <li>• social reforms.</li> </ul>
SS.O.10.05.26	examine the leaders, ideas and events behind the Monroe Doctrine, Manifest Destiny and other movements (i.e., revolutionary movements in the Caribbean and Latin America) and explain the effects of these movements on the United States.

<b>Grade 10</b>	<b>Social Studies</b>
<b>Standard: 6</b>	<b>Reading</b>
SS.S.10.06	Students will <ul style="list-style-type: none"> <li>• use the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency word/fluency, comprehension, and writing) in their acquisition of social studies knowledge, insuring a foundation of college readiness in this genre.</li> <li>• recognize main ideas and supporting details to locate basic facts (e.g. names, dates, events).</li> <li>• distinguish relationships among people, ideas, and events.</li> <li>• recognize cause-effect relationships in content passages.</li> <li>• outline sequences of events.</li> <li>• summarize events and ideas. Infer main idea or purpose of content.</li> </ul>

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|  | <ul style="list-style-type: none"><li>• draw generalizations and conclusions about people, ideas and events.</li><li>• write and edit organized texts of various genres to insure that information is clearly understood.</li></ul> <p>Refer to policy 2520.1 for specific grade level reading and writing objectives.</p> |
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## Eleventh Grade Social Studies Content Standards

### Eleventh Grade: Twentieth / Twenty-First Centuries Studies

In the eleventh grade social studies course students examine the historical evolution and global interaction of states, nations and nation-states from geographic, political and economic perspectives from 1900 through present day. Students engage in critical thinking and problem-solving skills, using maps, spreadsheets, charts, graphs, primary source documents and text and other data from a variety of credible sources to synthesize historical information, predict events and anticipate outcomes. Students recognize the economic interdependencies of the United States with other countries of the world. Students examine the factors that influence changing political relationships between the United States and its world neighbors. The impact of world events on the individual citizen and the reciprocal impact of an individual citizen's actions on world events will be emphasized. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Grade 11 Social Studies		Performance Descriptors (SS.PD.11.1)			
Standard	Citizenship	Above Mastery	Mastery	Partial Mastery	Novice
SS.S.11.01	Students will <ul style="list-style-type: none"> <li>characterize and model good citizenship by building social networks of reciprocity and trustworthiness (Civic Dispositions).</li> <li>model a respect for symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect For People, Events, and Symbols)</li> <li>develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions or data (Evaluation Skills)</li> <li>develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills)</li> <li>recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).</li> </ul>	Eleventh grade students performing at the above mastery level in citizenship critique responsible citizen behavior, including rights, responsibilities and privileges in addressing personal, regional, national and international problems. They compare actions and reactions of citizens to	Eleventh grade students performing at the mastery level in citizenship analyze responsible citizen behavior including rights, responsibilities and privileges in addressing personal, regional, national and international problems. They research actions and reactions of citizens to	Eleventh grade students performing at the partial mastery level in citizenship describe responsible citizen behavior including rights, responsibilities and privileges in addressing personal, regional, national and international problems. They relate actions and reactions of citizens to	Eleventh grade students performing at the novice level in citizenship identify responsible citizen behavior. They identify actions and reactions of citizens to historical and contemporary situations. They list significant contemporary issues. They participate in school
Performance Descriptors (SS.PD.11.1)		Above Mastery	Mastery	Partial Mastery	Novice
Eleventh grade students performing at the distinguished level in citizenship analyze the changing nature of civic responsibility. They compare actions and reactions of citizens to historical and contemporary situations. They debate arguments on significant		Eleventh grade students performing at the above mastery level in citizenship critique responsible citizen behavior, including rights, responsibilities and privileges in addressing personal, regional, national and international problems. They compare actions and reactions of citizens to	Eleventh grade students performing at the mastery level in citizenship analyze responsible citizen behavior including rights, responsibilities and privileges in addressing personal, regional, national and international problems. They research actions and reactions of citizens to	Eleventh grade students performing at the partial mastery level in citizenship describe responsible citizen behavior including rights, responsibilities and privileges in addressing personal, regional, national and international problems. They relate actions and reactions of citizens to	Eleventh grade students performing at the novice level in citizenship identify responsible citizen behavior. They identify actions and reactions of citizens to historical and contemporary situations. They list significant contemporary issues. They participate in school

issues like terrorism, religious conflict and weapons of mass destruction. They will assess community/school needs, set goals to address them and develop and implement plans of action.	historical and contemporary situations. They compare and contrast arguments on significant issues like terrorism, religious conflict and weapons of mass destruction. They organize and lead various activities both in the school and community.	historical and contemporary situations. They compare and contrast arguments on significant issues. They participate in school and community activities.	historical and contemporary situations. They identify arguments on significant issues. They participate in community activities.	activities.
<b>Objectives</b>	Students will			
SS.O.11.01.01	demonstrate ways citizens can work cooperatively to resolve personal, local, regional, and world conflicts peacefully.			
SS.O.11.01.02	analyze and evaluate the influence of citizen action on public policy and law making.			
SS.O.11.01.03	analyze the changing nature of civic responsibility.			
SS.O.11.01.04	develop positions and formulate actions on the problems of today and predict challenges of the future (e.g., terrorism, religious conflict, weapons of mass destruction, population growth).			
SS.O.11.01.05	evaluate historical and contemporary political communication using such criteria as logical validity, factual accuracy and emotional appeal.			
SS.O.11.01.06	participate in a project of volunteer service.			
SS.O.11.01.07	research and explain the importance of the personal and political responsibilities, privileges and rights of citizens.			
SS.O.11.01.08	explain the concept of civil disobedience, provide examples and evaluate its use.			

<b>Grade 11</b>	<b>Social Studies</b>			
<b>Standard 2</b>	<b>Civics</b>			
SS.S.11.02	Students will			
	examine and analyze the purposes and basic principles of the United States government (Purposes of Government).			
	<ul style="list-style-type: none"> <li>outline and evaluate and analyze the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy).</li> <li>examine and distinguish the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics).</li> <li>analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).</li> </ul>			
<b>Performance Descriptors (SS.PD.11.2)</b>				
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>	<b>Novice</b>
Eleventh grade students performing at the distinguished level in civics critique changes to the Constitution and predict	Eleventh grade students performing at the above mastery level in civics research changes in the Constitution and evaluate	Eleventh grade students performing at the mastery level in civics judge changes in the Constitution. They examine the roles of	Eleventh grade students performing at the partial mastery level in civics explain changes in the Constitution. They explain	Eleventh grade students performing at the novice level in civics identify changes in the Constitution. They identify the major

<p>future changes. They predict how the global environment in the 21<sup>st</sup> Century will impact the three branches of government, at all levels. They compare and judge the impact of media, special interest groups and political parties on various forms of government. They formulate ways for government to meet the needs of an ever-changing society.</p>	<p>their impact. They analyze what impact the three branches of government in making changes in both the United States and the world. They judge the impact of political parties in various forms of government.</p>	<p>the three branches of government in making changes in the United States and the world. They analyze the workings of political parties in various forms of government.</p>	<p>major changes in the three branches of government. They explain how the party system works both in the United States and other nations.</p>	<p>responsibilities of the three branches of government. They list the major political parties of the United States and major world nations.</p>
<p><b>Objectives</b> Students will</p>				
SS.O.11.02.01	explain the reasons for amendments ratified since 1900 and analyze their effects on American society.			
SS.O.11.02.02	explain the role of the president in the formation of national and foreign policy.			
SS.O.11.02.03	critique the interaction of the three branches of the federal government in an increasingly complex society.			
SS.O.11.02.04	analyze the election process and the role of political parties and special interest groups.			
SS.O.11.02.05	evaluate the formation, role and impact of third parties in the United States.			
SS.O.11.02.06	examine historical and current conflicts and crises and compare resolutions within the framework of constitutional and totalitarian systems of government.			
SS.O.11.02.07	analyze judicial review and outline the procedure used to render decisions.			
SS.O.11.02.08	analyze the changing nature of federalism and the growth of national government.			
SS.O.11.02.09	critique the purposes and performance of international governmental and non-governmental organizations.			
<p><b>Grade 11 Social Studies</b></p>				
<p><b>Standard: 3 Economics</b></p>				
SS.S.11.03	<p>Students will</p> <ul style="list-style-type: none"> <li>• analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices).</li> <li>• research, critique and evaluate the roles of private and public institutions in the economy (Institutions).</li> <li>• compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems).</li> <li>• illustrate how the factors of production impact the United States economic system (Factors of Production).</li> <li>• analyze the elements of competition and how they impact the economy (Competition).</li> <li>• examine and evaluate the interdependence of global economies (Global Economies).</li> </ul>			
<p>Performance Descriptors (SS.PD.11.03)</p>				
Distinguished			Above Mastery	Mastery
			Partial Mastery	Novice

Eleventh grade students performing at the distinguished level in economics evaluate the evolution and operation of the United States economic system. They compare and contrast the United States system with other nations and assess differences with several nations. They judge the function of fiscal and monetary policy, evaluating their effects on the private, public and global sectors.	Eleventh grade students performing at the above mastery level in economics assess the operation of the United States economic system. They compare and contrast the United States economic system with other nations and discuss differences with a specific system. They evaluate fiscal and monetary policy and evaluate their effects on the private, public and global sectors.	Eleventh grade students performing at the mastery level in economics explain the operation of the United States economic system. They compare and contrast the United States economic system with other nations of the world. They explain fiscal and monetary policy evaluating their effects on the public and private sectors and on the global sphere.	Eleventh grade students performing at the partial mastery level in economics discuss the operation of the United States economic system. They explain how the United States economic system differs from other nations. They describe fiscal and monetary policy and examine their effects on the private, public and global sectors.	Eleventh grade students performing at the novice level in economics list parts of the United States economic system. They list differences between the United States economic system and other nations. They define fiscal and monetary policy, listing some of their effects on the private, public and global sectors.
<b>Objectives</b>	Students will			
SS.O.11.03.01	Evaluate the lifestyle changes brought on by industrialization, technology and transportation (e.g., debate industrialization vs. maintaining natural environment and the implications for tourism, mass production and mass consumption).			
SS.O.11.03.02	classify developed countries (MDC) and developing countries (LDC), evaluate their economies, and compare/contrast the provision of services made available to their citizens, (e.g., health care, education, military).			
SS.O.11.03.03	explain monetary policy and its effect on society.			
SS.O.11.03.04	illustrate the business cycle and apply the information to explain how different political systems formulate economic policy.			
SS.O.11.03.05	analyze the causes and consequences of the United States' national debt and its effect on the world economic system.			
SS.O.11.03.06	correlate Gross Domestic Product and per capita income calculations of the United States to the economies of different nations.			
SS.O.11.03.07	analyze how basic economic systems deal with supply/demand, investment/capital, savings, and labor/management relations and assess or measure their impact on national and international economic interdependence.			
SS.O.11.03.08	predict the outcomes of changes in all types of taxation (e.g., property, income, sales).			

<b>Grade 11</b>	<b>Social Studies</b>
<b>Standard: 4</b>	Geography
SS.S.11.04	<p>Students will</p> <ul style="list-style-type: none"> <li>• interpret, and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial Terms).</li> <li>• examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions).</li> <li>• analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems).</li> <li>• analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems).</li> <li>• analyze the interaction of society with the environment (Environment and Society).</li> </ul>

Performance Descriptors (SS.PD.11.04)		point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).		
Distinguishing	Above Mastery	Mastery	Partial Mastery	Novice
<p>Eleventh grade students performing at the distinguished level in geography create geographic tools from primary data to interpret and explain events since 1900. They predict developments and make recommendations concerning human, geographic, and political factors on movement and the environment. They construct models to analyze and evaluate the importance of geographic resources in nation building and to debate possible outcomes in conflict and cooperation.</p>	<p>Eleventh grade students performing at the above mastery level in geography use and create geographic tools to compare and contrast events since 1900. They compare and contrast the effects of human, geographic and political features on settlement, movement, and the environment. They debate the importance of geographic resources in nation building and in conflict/cooperation.</p>	<p>Eleventh grade students performing at the mastery level in geography use and create geographic tools to analyze events since 1900. They correlate and assess the impact of human, geographic, and political factors on movement and the environment. They judge the importance of geographic resources in nation building as well as in conflict and cooperation.</p>	<p>Eleventh grade students performing at the partial mastery level in geography use geographic tools to explain events since 1900. They give examples of how human, geographic, and political factors effect movement and the environment. They explain how geographic resources influence nation building and conflict/cooperation.</p>	<p>Eleventh grade students performing at the novice level in geography use geographic tools to examine and discuss events since 1900. They explain the impact of human, geographic, and political factors on movement and the environment. They identify geographic resources that influence nation-building and conflict/cooperation.</p>
<b>Objectives</b>	<b>Students will</b>			
SS.O.11.04.01	interpret and transform primary data and various forms of information into maps, graphs, charts, cartoons and timelines.			
SS.O.11.04.02	analyze the significance of the physical and human geographic characteristics and location of places where events occurred in each period of study. (e.g., Why did an event occur where it did? Could the same event have occurred in another place or location?) and explain their analysis.			
SS.O.11.04.03	correlate the importance of geographic factors with social, political, economic and technological change (e.g., point out how West Virginia's geography has influenced laws that impact business, including tourism, as well as the quality of life in the state).			
SS.O.11.04.04	identify United States settlement patterns after 1900 and draw conclusions about causes and effects.			
SS.O.11.04.05	analyze and assess the impact of human decision-making and technology on the environment.			
SS.O.11.04.06	assess the impact of anticipated annual climate change (e.g., monsoon, flooding).			
SS.O.11.04.07	assess the impact of unpredictable environmental changes (e.g., earthquakes, El Nino, drought, flooding).			
SS.O.11.04.08	examine and assess the role that geographic factors/features play in-the development of political, economic and social conditions and/or climates			
SS.O.11.04.09	relate the importance, availability and accessibility of renewable and nonrenewable resources to international conflicts and cooperation since 1900 (e.g., discuss how United States dependence on Middle Eastern oil resulted in geo-political consequences).			

SS.O.11.04.10	explain how language, art, music and other cultural elements can facilitate global understanding.
<b>Grade 11 Social Studies</b>	
<b>Standard: 5 History</b>	
SS.S.11.05	Students will
<ul style="list-style-type: none"> <li>organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application. (Chronology).</li> <li>use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application).</li> <li>examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities).</li> <li>use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation).</li> <li>examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).</li> </ul>	
<b>Performance Descriptors (SS.PD.11.05)</b>	
<b>Distinguished</b>	<b>Above Mastery</b>
Eleventh grade students performing at the distinguished level in history use primary source documents to defend/refute assumptions about key people, places, groups, documents, movements, and events. They evaluate the impact of cultures, economic systems, political systems, and advances in technology, communication and transportation, and propose and assess future developments. They analyze or predict the global effects of regional, national, and international events and policies. Students use analytical writing skills to communicate their research. They interpret,	Eleventh grade students performing at the above mastery level in history generate theories about and develop methods to assess the impact of key people, places, groups, documents, movements, and events. They compare and contrast cultures, economic systems, and advances in technology, communication, and transportation. They research the global influences on and impact of regional, national, and international events and policies, formulate generalizations, and write about their conclusions. They read, analyze, and discuss literature associated with the periods of study.
<b>Mastery</b>	<b>Partial Mastery</b>
Eleventh grade students performing at the mastery level in history critique the impact of key people, places, groups, documents, movements, and events of the 20 <sup>th</sup> century. They analyze cultures, economic systems, political systems, and advances in technology, communication and transportation. They examine regional, national, and international events and policies, and assess their impact on global affairs.	Eleventh grade students performing at the partial mastery level in history trace the development of the significance of key people, places, groups, documents, movements, and events of the 20 <sup>th</sup> century. They characterize cultures, economic systems, political systems, and advances in technology, communication and transportation. They summarize regional, national, and international events and policies and relate them to global affairs.
<b>Novice</b>	<b>Novice</b>
Eleventh grade students performing at the novice level in history identify and explain the significance of key people, places, groups, documents, movements, and events of the 20 <sup>th</sup> century. They describe cultures, economic systems, political systems and advances in technology, communication and transportation. They give examples of regional, national, and international events and policies that effect global affairs.	

and write about literature associated with the periods of study.				
<b>Objectives</b>	Students will			
SS.O.11.05.01	analyze and explain the response of leaders of the United States and the world to the following developments:	<ul style="list-style-type: none"> <li>• industrialization</li> <li>• urbanization</li> <li>• immigration</li> <li>• education</li> <li>• health care</li> <li>• epidemics/pandemic</li> </ul>		
SS.O.11.05.02	assess the impact of United States foreign policy on different world regions (e.g., Open Door Policy, Good Neighbor Policy, Lend-Lease).			
SS.O.11.05.03	critique United States immigration policies and assess the contributions of immigrant groups and individuals.			
SS.O.11.05.04	analyze and explain the political, social and economic causes and consequences of American involvement in these major conflicts and challenges of the 20 <sup>th</sup> and 21 <sup>st</sup> Century:	<ul style="list-style-type: none"> <li>• World War I</li> <li>• Great Depression</li> <li>• World War II</li> <li>• Cold War</li> <li>• Korean Conflict</li> <li>• Vietnam</li> <li>• Operation Desert Storm/ Gulf War</li> <li>• Operation Enduring Freedom/Afghanistan military crisis</li> <li>• Operation Iraqi Freedom/War in Iraq</li> </ul>		
SS.O.11.05.05	summarize the major goals and analyze the impact of the New Deal.			
SS.O.11.05.06	explain and assess the economic, social and political transformation of the United States since World War II.			
SS.O.11.05.07	analyze and explain United States and world foreign policy since World War II.			
SS.O.11.05.08	trace the development of the world labor movement, describe its political, social and economic effects, and explain its effect on the U.S. labor movement and the demands for labor reform legislation			
SS.O.11.05.09	examine concerns, issues and conflicts categorized as universal human rights (e.g., Holocaust, diversity, tolerance, genocide).			
SS.O.11.05.10	compare and contrast worldwide de-colonization and independence movements in the twentieth century (e.g., Israel, India, Indo-China, third world countries), and explain how emerging nations influence world events.			
SS.O.11.05.11	Research, compare and contrast the progress of civil rights in the United States with civil rights in other regions of the world and conclude what the contributions were of significant civil rights leaders.			
SS.o.11.05.12	research the origins and rise of Communism, connect its implications to the nuclear age and Cold War, and then describe its current status worldwide, including the breakup of the Soviet Union.			
SS.O.11.05.13	examine and analyze the causes and consequences of regional conflicts (e.g., Middle East, Latin America, Africa, Europe), assess their influence on the rise of terrorism/extremist groups, and anticipate the future effects of the conflicts and the			

	extremist groups.
SS.O.11.05.14	describe the effect of technology and its impact in creating a global community (e.g., computers, space exploration, medicine).
SS.O.11.05.15	compare and evaluate the impact of stereotyping, conformity, acts of altruism and other behaviors on individuals and groups.
SS.O.11.05.16	evaluate the role of technology in communications, transportation, information processing, weapons development and other areas as it contributes to or helps resolve conflicts.
SS.O.11.05.17	evaluate, take and defend positions on foreign policy issues in light of American national interests, values and principles.
SS.O.11.05.18	compare and contrast Fascism, Nazism and Communism.
SS.O.11.05.19	analyze the goals and actions of reformers and reform movements (e.g., social, economic, political).
SS.O.11.05.20	develop skills in discussion, debate and persuasive writing by evaluating different assessments of the causes, costs and benefits of major events in the twentieth century.
SS.O.11.05.21	interpret facts about contemporary America from various charts, graphs, maps, pictures, models, timelines and other primary sources.

<b>Grade 11</b>	<b>Social Studies</b>
<b>Standard 6</b>	<b>Reading</b>
SS.S.11.06	<p>Students will</p> <ul style="list-style-type: none"> <li>• use the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency word/fluency, comprehension, and writing) in their acquisition of social studies knowledge, insuring a foundation of college readiness in this genre.</li> <li>• recognize main ideas and supporting details to locate basic facts (e.g. names, dates, events).</li> <li>• distinguish relationships among people, ideas, and events.</li> <li>• recognize cause-effect relationships in content passages.</li> <li>• outline sequences of events.</li> <li>• summarize events and ideas. Infer main idea or purpose of content.</li> <li>• draw generalizations and conclusions about people, ideas and events.</li> <li>• write and edit organized texts of various genres to insure that information is clearly understood.</li> </ul> <p>Refer to policy 2520.1 for specific grade level reading and writing objectives.</p>

## Twelfth Grade Social Studies Content Standards

### Twelfth Grade: Civics for the 21<sup>st</sup> Century

Responsible participatory citizenship, an understanding of the workings of our government, sound financial literacy and global awareness are essential to the preservation and improvement of American Constitutional Democracy. Civics for the 21<sup>st</sup> Century is the capstone social studies course combining civics, economics and geography to prepare students as 21<sup>st</sup> Century citizens. Students engage 21<sup>st</sup> century tools to expand upon their critical thinking and problem-solving skills allowing them to become financially literate, to develop civic efficacy, and to acquire the geographic knowledge necessary to understand the physical and human systems of the world. Students become informed decision makers as they work collaboratively and develop a correct awareness of their place in a global society. Students engage in communication skills to acquire and convey their knowledge appropriately. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Grade 12 Social Studies		Performance Descriptors (SS.PD.12.1)			
Standard: 1	Citizenship	Above Mastery	Mastery	Partial Mastery	Novice
SS.S.12.01	Students will <ul style="list-style-type: none"> <li>recognize and evaluate civic dispositions or traits that are important to the preservation and improvement of American democracy (e.g. individual responsibility, civility, patriotism, respect for the rights of others and for the law, honesty, open mindedness, critical mindedness, compromise).</li> <li>characterize and model good citizenship by building social networks of reciprocity and trustworthiness (Civic Dispositions).</li> <li>develop civic judgments on past and current issues, support positions, and evaluate the validity of opposing viewpoints. (Critical Thinking)</li> <li>demonstrate participatory skills characteristic of involved citizens; research and analyze public policy, monitor arguments and developments; and devise methods to influence public policy decisions. (Participatory and Collaborative Skills)</li> </ul>	Twelfth grade students performing at the above mastery level in citizenship assess the primary purpose of American constitutional government. They evaluate the concept that personal, political and economic roles of involved citizens in American democracy are factors of responsible civic	Twelfth grade students performing at the mastery level in citizenship make generalizations regarding the primary purpose of American constitutional government. They compare the personal, political and economic roles of involved citizens in American democracy and	Twelfth grade students performing at the partial mastery level in citizenship explain the primary purpose of American constitutional government. They summarize personal, political and economic roles of citizens in American democracy. They explain how responsible citizens	Twelfth grade students performing at the novice level in citizenship identify the primary purpose of American constitutional government. They list traits of responsible citizens. They name issues that are potential conflicts between personal freedom and the common good. They

responsible citizen. They predict possible conflicts between individual freedom and the common good, and then they recommend possible solutions to the conflicts. They critique current public policy and draft any changes they think need addressed. They will assess community/school needs, set goals to address them and develop and implement plans of action.	life. They analyze an existing conflict between individual freedom and the common good then defend a position on the conflict. They assess a public policy responsible citizens interact, monitor and influence public policy. They organize and lead various activities both in the school and community.	contrast these roles with responsible civic life. They select a potential conflict between individual freedom and the common good, and then evaluate a position taken on the conflict. They judge how responsible citizens interact, monitor and influence public policy. They participate in school and community activities.	interact, monitor and influence public policy. They participate in community activities.	participate in school activities.
<b>Objectives:</b> Students will				
SS.C.O.12.01.01	use a rational decision-making process as an actively involved citizen to evaluate and participate in public policy decisions.			
SS.C.O.12.01.02	analyze the roles of citizens in influencing and monitoring public policy at the local, state, and national levels.			
SS.C.O.12.01.03	outline and evaluate the factors involved in the formulation of public policy and actively influence and monitor public policy at the local, state and national levels.			
SS.C.O.12.01.04	examine and analyze the rights, privileges, responsibilities and duties of active civic participants.			
SS.C.O.12.01.05	illustrate how political parties, campaigns, and elections provide opportunities for citizens to participate in the political process.			
SS.C.O.12.01.06	explain that a primary purpose of American government is the protection of personal, political, and economic rights of citizens.			
SS.C.O.12.01.07	examine the characteristics of citizens' rights, and debate the necessity of reasonable limitations.			
SS.C.O.12.01.08	demonstrate how to work with others to build coalitions, seek consensus, negotiate compromises and manage conflict.			
SS.C.O.12.01.09	evaluate, take and defend a position involving a conflict between an individual freedom and the common good regarding specific current issues (homeland security, civil liberties, human rights, race, gender, etc.)			
SS.C.O.12.01.10	support the need for political leadership, public service, and a knowledgeable citizenry in American constitutional democracy.			

<b>Grade 12</b>	<b>Social Studies</b>
<b>Standard: 2</b>	<b>Civics</b>
SS.S.12.02	Students will <ul style="list-style-type: none"> <li>examine and analyze the basic principles and purposes of the United States government; propose and evaluate alternatives (Purposes of Government).</li> <li>research the historical origins analyze the meanings, and evaluate the necessity of the principles, ideals and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy).</li> <li>compare and contrast the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics).</li> <li>research and diagram world political organizations; debate the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).</li> </ul>

Performance Descriptors (SS.PD.12.2)					
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice	
<p>Twelfth grade students performing at the distinguished level in civics formulate any needed changes to the role of the citizen in politics and government. They critique the role the United States currently plays on global issues and develop potential future scenarios on what role the United States needs to play. They critique how different forms of government make decisions and to what extent citizens take part in the process and to what degree media and special interest groups have influence. They evaluate the role the United States has on global issues. They research the Constitution and explain how the Supreme Court's interpretations have created the phrase "living document". They assess the impact the Constitution has had on other nations.</p>	<p>Twelfth grade students performing at the above mastery level in civics evaluate the role of citizens in politics and government. They evaluate how different forms of government make decisions and to what extent citizens take part in the process and to what degree media and special interest groups have influence. They evaluate the role the United States has on global issues. They research the Constitution and explain how the Supreme Court's interpretations have created the phrase "living document". They assess the impact the Constitution has had on other nations.</p>	<p>Twelfth grade students performing at the mastery level in civics interpret the role of citizens in politics and government. They critique different levels and forms of government by comparing how political, religious and economic climates influence decision-making. They analyze the role of the media and special interest groups on political issues and public policy. They judge governmental positions on global issues. They critique contributing factors of the foundation documents. They interpret the Constitution as a living document and examine its influence on other countries' documents. They debate the Supreme Court interpretations of the Constitution.</p>	<p>Twelfth grade students performing at the partial mastery level in civics explain the role of the citizen in government and politics. They describe how the checks and balance system works within the three branches of government, at all levels. They identify people, philosophies, events and documents that were influential in the drafting of the foundation documents. They explain the American political system. They compare nations that are democratic to nations that are totalitarian.</p>	<p>Twelfth grade students performing at the novice level in civics identify the role of the citizen in government and politics. They describe the three branches of government at all levels. They define the American political system. They list nations that are democratic and totalitarian. They identify the foundation documents.</p>	
<p><b>Objectives</b></p> <p>SS.C.O.12.02.01</p> <p>SS.C.O.12.02.02</p> <p>SS.C.O.12.02.03</p> <p>SS.C.O.12.02.04</p>	<p>Students will</p> <ul style="list-style-type: none"> <li>Examine and analyze the contributing factors of the drafting of the Declaration of Independence and the U.S. Constitution:</li> <li>Leaders and Philosophers (e.g., John Locke, Benjamin Franklin, Thomas Jefferson)</li> <li>Events (e.g., Glorious Revolution, Reformation, Enlightenment)</li> <li>Documents (e.g., English Bill of Rights, Act of Succession, Magna Carta)</li> <li>Classical periods (e.g., eras of Greece and Rome)</li> </ul>	<p>SS.C.O.12.02.02</p> <p>SS.C.O.12.02.03</p>	<p>SS.C.O.12.02.02</p> <p>SS.C.O.12.02.03</p>	<p>SS.C.O.12.02.02</p> <p>SS.C.O.12.02.03</p>	<p>SS.C.O.12.02.02</p> <p>SS.C.O.12.02.03</p>
	<p>Examine and analyze the contributing factors of the drafting of the Declaration of Independence and the U.S. Constitution:</p> <ul style="list-style-type: none"> <li>Leaders and Philosophers (e.g., John Locke, Benjamin Franklin, Thomas Jefferson)</li> <li>Events (e.g., Glorious Revolution, Reformation, Enlightenment)</li> <li>Documents (e.g., English Bill of Rights, Act of Succession, Magna Carta)</li> <li>Classical periods (e.g., eras of Greece and Rome)</li> </ul>	<p>outline the characteristics of the political, religious, and economic climates that brought about the American Revolution.</p>	<p>evaluate, take and defend the political, religious, or economic climate as the most powerful influence on a nation's decision to go to war.</p>	<p>interpret and evaluate the Preamble, Seven Articles, and Amendments (especially the Bill of Rights), of the Constitution of the</p>	

	United States and debate whether or not their objectives are relative today.
SS.C.O.12.02.05	evaluate, take and defend a position either on the Federalist or the Anti-Federalist papers and explain the ultimate resolutions and compromises that evolved from these. (Great Compromise, checks and balances, reserved powers.)
SS.C.O.12.02.06	analyze the Great Debate and evaluate its contribution to the Civil War.
SS.C.O.12.02.07	differentiate between the rights, privileges, responsibilities, and duties granted U.S. citizens under the Constitution of the United States and describe the role of citizens in a constitutional democracy.
SS.C.O.12.02.08	demonstrate an understanding of the purposes that constitutions serve, and the conditions that contribute to the establishment of the rule of law, and evaluate how limited government and rule of law protect individual rights under the Constitution.
SS.C.O.12.02.09	explain and assess the development and evolution of documents that display the core democratic values of the United States government as impacted by the economic, social, and political climates during different time periods in American history.
SS.C.O.12.02.10	trace and examine the history of the Constitutional Amendments and laws grounded in those Amendments illustrating relevance to the students' own lives today and in the future.
SS.C.O.12.02.11	compare and contrast the roles and responsibilities of the local, state and national judicial systems.
SS.C.O.12.02.12	examine and compare Supreme Court cases and the Justices' interpretations of the Constitution, especially cases regarding the Bill of Rights, and apply knowledge to relevant situations occurring today.
SS.C.O.12.02.13	analyze the Bill of Rights (1 <sup>st</sup> Ten Amendments) and examine the conflicts that arise between individual freedom as opposed to the common good concerning economic and civic conditions in today's society. evaluate changes in these freedoms and summarize your conclusions.
SS.C.O.12.02.14	examine and defend the values, ideals and principles that are the foundation of U.S. constitutional government, and demonstrate evidence of their existence in contemporary governments worldwide.
SS.C.O.12.02.15	Differentiate between nations possessing a constitution and those with a constitutional government and correlate the Amendments of the U.S. Constitution as they evolved as evidence that the United States has a constitutional government.
SS.C.O.12.02.16	analyze how the Constitution defines and outlines a structure for the U.S. Federal System and how the Constitution provides checks and balances for a limited government.
SS.C.O.12.02.17	recognize the changes in responsibilities and powers of the three branches of federal government from the time of their inception through today and cite examples that illustrate the changes.
SS.C.O.12.02.18	examine the existing two-party system of the U.S. government and predict the impact of a 3 <sup>rd</sup> party on the political process.
SS.C.O.12.02.19	assess the influence of the media on public opinion and on the decisions of government officials.
SS.C.O.12.02.20	examine the impact of special interest groups on the shaping of public policy and relate similar influences to a current initiative.
SS.C.O.12.02.21	analyze the impact of freedom of speech and press in a democratic society and give examples of how these freedoms allow citizens to express their views, shape public policy and monitor government actions.
SS.C.O.12.02.22	assess the connections between campaign financing, the media and the electoral process, and then formulate a proposal for campaign reform and predict the outcome.
SS.C.O.12.02.23	identify the demographic factors that influence voter behavior and prepare a summary of your findings regarding citizen participation in the electoral process.
SS.C.O.12.02.24	identify and research "terrorist states" that house terrorist organizations and condone their activities, and recognize the perspectives of policymakers worldwide and how they are influenced by these states and their activities.
SS.C.O.12.02.25	examine environmental abuses worldwide and create solutions for the economic vs. environmental conflicts that prevail.
SS.C.O.12.02.26	identify and examine international treaties and other agreements concerning such issues as environmental protection, arms control,

	space exploration and trade. then formulate an opinion as to the agendas of those involved in each treaty. and formulate an opinion as to the agendas of those who refuse to participate in the treaties.
SS.C.O.12.02.27	analyze the interaction among nation states for problem solving and partnership building through both governmental and nongovernmental approaches.
SS.C.O.12.02.28	examine, debate and use intellectual and participatory skills essential for informed, effective, and responsible citizenship that enable individuals to learn and apply civic knowledge to work with others and clearly articulate ideas and interests to monitor and influence public policy, build coalitions, seek consensus, negotiate compromise, and manage conflict.
SS.C.O.12.02.29	develop and explain civic dispositions (habits of the heart) that pervade all aspects of citizenship and personal traits of private and public character essential to the preservation and improvement of American constitutional democracy, relate how American constitutional democracy cannot accomplish its purposes unless its citizens actively participate in public policy and civic life.

<b>Grade 12</b>		<b>Social Studies</b>	
<b>Standard. 3</b>		<b>Personal Finance</b>	
SS.S.12.03	Students will <ul style="list-style-type: none"> <li>research applicable information (i.e. interest rates, costs, credit scores) and formulate plans to demonstrate informed decision-making as it is reflected in responsible financial decisions (as in major purchases, college funding, retirement planning, etc.).(Spending, Saving and Investing)</li> <li>interpret the language and ideas of financial literacy (Vocabulary)</li> <li>analyze the reasons people borrow money, compare the costs of credit versus cash, and summarize the effects of credit on personal finance and the global economy. Credit</li> <li>explain financial risks and evaluate available consumer protection against financial loss. (Risk Management)</li> <li>analyze how the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange, competition and trade-offs impact production and consumption worldwide. (Choices, Scarcity)</li> <li>research, critique and evaluate the roles of private and public institutions in the economy (Financial Institutions)</li> <li>examine and evaluate various economic systems and the interdependence of global economies. (Global Economic Systems)</li> </ul>		
<b>Performance Descriptors (SS.PD.12.03)</b>			
<b>Distinguished</b>	<b>Above Mastery</b>	<b>Mastery</b>	<b>Partial Mastery</b>
Twelfth grade students performing at the distinguished level in personal finance research and evaluate economic variables that will impact their post-graduate career. They apply and evaluate basic economic concepts with applications to personal financial literacy. They	Twelfth grade students performing at the above mastery level in personal finance research and critique economic variables that will impact their post-graduate career. They judge basic economic concepts with applications to personal financial literacy. They examine and	Twelfth grade students performing at the mastery level in personal finance research economic variables that will impact their post-secondary career. They apply and evaluate basic economic concepts as applied to personal financial literacy. They examine the rights and	Twelfth grade students performing at the novice level in personal finance list economic variables that will affect their post-graduate career. They examine various economic concepts as applied in personal financial literacy. They list the rights and responsibilities of an

research and evaluate consumer rights and duties as applied in different consumer functions. They evaluate and critique various banking, credit, spending and investment practices with specific applications to the individuals, businesses, the United States and other nations.	assess consumer rights and duties as applied in different consumer activities. They research and judge various banking, credit, spending and investment practices as they apply to individuals, businesses, the United States and other nations.	responsibilities of an informed consumer citizen. They judge various banking, credit, spending and investment practices as they apply to the individual, businesses, the United States and other nations.	responsibilities of an informed consumer. They discuss various banking, credit, spending and investment practices.	informed consumer. They describe various banking, credit, spending and investment practices.
<b>Objectives</b>	<b>Students will</b>			
SS.C.O.12.03.01	compile and prioritize lists of wants and needs and defend your decisions, then analyze the opportunity costs when choosing between wants and needs.			
SS.C.O.12.03.02	create a rubric to evaluate career choices as realistic factors influencing income and lifestyle			
SS.C.O.12.03.03	differentiate between gross and net income and cite the factors affecting the difference. (e.g., taxes, insurance, pension plans)			
SS.C.O.12.03.04	research the role of benefits packages, unions, and professional organizations.			
SS.C.O.12.03.05	calculate income and expenses, construct, analyze and monitor a personal budget, recognize the personal, local, national and global causes and implications of bankruptcy, and formulate a personal plan to prevent it.			
SS.C.O.12.03.06	research the functions of banking services (checking, savings, ATM, check cards, debit cards, Certificates of Deposit, loans, investments, etc.) and recognize and compare relationships among economic institutions worldwide(e.g., households, businesses, banks, government agencies and labor unions).			
SS.C.O.12.03.07	create a chart to compare interest rates on borrowed money and show the cost, then choose the best option and defend your decision. (e.g., personal loans, international loans between countries, corporate loans, entrepreneurial loans)			
SS.C.O.12.03.08	explain the advantages and disadvantages of credit, -discuss appropriate uses of credit, calculate and outline the hidden costs of credit and create a plan to reduce credit. (e.g., personal line of credit, credit cards, national debt)			
SS.C.O.12.03.09	differentiate between saving and investing, construct a chart to identify investment options and formulate an investment plan to meet long and short term financial goals.			
SS.C.O.12.03.10	explain identify theft, how to guard against it, and the consequences to the victim and to society.			
SS.C.O.12.03.11	categorize types of insurance policies and analyze the costs and benefits			
SS.C.O.12.03.12	identify, categorize and explain all types taxes, compare the different collection processes, and infer how taxation, income and lifestyle affect society on personal, state, national and global scales.			
SS.C.O.12.03.13	compute personal income tax short form and complete simulated real estate and personal property tax forms			
SS.C.O.12.03.14	examine fraud, draw conclusions and summarize information regarding: <ul style="list-style-type: none"> <li>• consumer rights, responsibilities, protection and legal resources</li> <li>• supplier rights, responsibilities, protection and legal resources</li> <li>• informed consumer decision-making skills</li> <li>• fraudulent practices</li> <li>• impact on the individual, community, nation and world</li> </ul>			

SS.C.O.12.03.15	evaluate an individual's need for investment, saving, spending, and insurance then design a long term plan to meet those needs throughout the life cycle. e.g., defined benefit , (pension, Social Security) defined contribution (401k, IRA, 403b, etc), investment diversity and suitability)
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<b>Grade 12 Social Studies</b>									
<b>Geography</b>									
Standard: 4 SS.S.12.04	Students will <ul style="list-style-type: none"> <li>• interpret, use and construct maps, globes and other geographic tools to locate and derive information about personal directions, people, places and environments (The World in Spatial Terms).</li> <li>• describe the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions).</li> <li>• describe and explain the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems).</li> <li>• identify, explain and analyze how the earth is shaped by the movement of people and their activities (Human Systems).</li> <li>• analyze the interaction of society with the environment (Environment and Society).</li> <li>• explain geographic perspective and the tools and techniques available for geographic study (Uses of Geography).</li> </ul>								
Performance Descriptors (SS.PD.12.04)									
Distinguished	Novice								
Twelfth grade students performing at the distinguished level in geography use primary data to predict and make recommendations concerning human environment interactions at the local, state, national and global levels. They formulate and test hypotheses related to culture-environment connections. They synthesize statistical data for nations and evaluate the development of the nation. Using that information, students create scenarios to anticipate future development trends.	<table border="1"> <thead> <tr> <th data-bbox="784 1711 933 1938">Above Mastery</th> <th data-bbox="784 1522 933 1711">Mastery</th> <th data-bbox="784 1333 933 1522">Partial Mastery</th> <th data-bbox="784 115 933 1333">Novice</th> </tr> </thead> <tbody> <tr> <td data-bbox="933 1711 1395 1938">               Twelfth grade students performing at the above mastery level in geography evaluate the impact of human environment interactions at the local, state, national and global levels. They compare and contrast different culture-environment connections. They compare statistical data from nations to explain the differences in development and use the data to predict future trends.             </td> <td data-bbox="933 1522 1395 1711">               Twelfth grade students performing at the mastery level in geography examine the impact of human environment interactions at the local, state, national and global levels. They analyze how culture and environment are connected. They identify statistical data for nations and explain how the data impact the development of the nation.             </td> <td data-bbox="933 1333 1395 1522">               Twelfth grade students performing at the partial mastery level in geography discuss human environment interactions at the local, state, national and global levels. They summarize culture-environment connections. They discuss how statistical data is used to analyze and explain nation development.             </td> <td data-bbox="933 115 1395 1333">               Twelfth grade students performing at the novice level in geography identify examples of human environment interactions at the local, state, national and global levels. They discuss how culture and environment are connected. They identify types of statistical data used for analyzing nation development.             </td> </tr> </tbody> </table>	Above Mastery	Mastery	Partial Mastery	Novice	Twelfth grade students performing at the above mastery level in geography evaluate the impact of human environment interactions at the local, state, national and global levels. They compare and contrast different culture-environment connections. They compare statistical data from nations to explain the differences in development and use the data to predict future trends.	Twelfth grade students performing at the mastery level in geography examine the impact of human environment interactions at the local, state, national and global levels. They analyze how culture and environment are connected. They identify statistical data for nations and explain how the data impact the development of the nation.	Twelfth grade students performing at the partial mastery level in geography discuss human environment interactions at the local, state, national and global levels. They summarize culture-environment connections. They discuss how statistical data is used to analyze and explain nation development.	Twelfth grade students performing at the novice level in geography identify examples of human environment interactions at the local, state, national and global levels. They discuss how culture and environment are connected. They identify types of statistical data used for analyzing nation development.
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Objectives	Students will
SS.C.O.12.04.01	map and analyze spatial data from public records and share results with the community.
SS.C.O.12.04.02	debate the negative and positive aspects of zoning and annexation, evaluate the proposed land uses in your community and anticipate the outcomes.
SS.C.O.12.04.03	conduct research using demographic data to interpret, debate and evaluate the geopolitical implications of a variety of global issues: <ul style="list-style-type: none"> <li>• Political and cultural boundaries</li> <li>• Differing rates of women's suffrage</li> <li>• Cultural diversity and assimilation with regards to migration</li> <li>• Indicators of standards of living</li> <li>• Impact of the movement of religion</li> </ul>
SS.C.O.12.04.04	evaluate and interpret the characteristics of migrants and the role of mental mapping in their destination decisions.
SS.C.O.12.04.05	examine the impact of sprawl (rural and urban) on society and the environment. (e.g., globalization of agriculture, energy dependency, water/soil, green houses emissions, parking lots)
SS.C.O.12.04.06	analyze sustainable development in the lives of 21 <sup>st</sup> Century citizens.
SS.C.O.12.04.07	debate the roles of cultural diversity and assimilation in the More Developed Countries (MDC) versus those roles in Less Developed Countries (LDC)
SS.C.O.12.04.08	recognize the difference between political states and nation-states.
SS.C.O.12.04.09	compare the statistical measurements that differentiate LDCs from MDCs
SS.C.O.12.04.10	evaluate why development differs among countries and the causes and implications of these differences.
SS.C.O.12.04.11	evaluate the changing view of resource use on a local/global scale.
SS.C.O.12.04.12	point out the potential impacts of environmental change. (e.g. Changing areas of food production, shrinking human habitats, dense settlements)
SS.C.O.12.04.13	examine the role of special interest groups in defining ethical use of the environment and environmental protection.
SS.C.O.12.04.14	examine the reasons that may influence an industry's move from an MDC to an LDC. (e.g., environmental regulations, government control, wages.)

## ECONOMICS (ELECTIVE)

Understanding economics is essential for all students to enable them to reason logically about key economic issues that affect their lives as workers, consumers, and citizens. A better understanding of economics enables students to understand the forces that affect them every day and helps them identify and evaluate the consequences of personal decisions. As resources become scarce, as the economic environment changes, and as the economic impact of decisions becomes more immediate, students must learn to emphasize the need to make sense of the array of economic concepts, facts, events, observations and issues in everyday life and the ability to make effective decisions about economic issues. The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

\*\* It is recommended that this class be taught as a one-semester class.

Grade 12	Social Studies
Standard: 3	Economics Elective
SS.E.S.12.03	Students will <ul style="list-style-type: none"> <li>• analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices).</li> <li>• research, critique and evaluate the roles of private and public institutions in the economy (Institutions).</li> <li>• compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems).</li> <li>• describe and demonstrate how the factors of production apply to the United States economic system (Factors of Production).</li> <li>• analyze the elements of competition and how they impact the economy (Competition).</li> <li>• examine and evaluate the interdependence of global economies (Global Economies).</li> </ul>
Objectives	Students will
SS.E.O.12.03.01	explain and give examples showing how scarcity of goods and services forces people to make choices about needs and wants.
SS.E.O.12.03.02	analyze how the scarcity of natural, technological, capital, and human resources requires economic systems to make choices about the distribution of goods and services.
SS.E.O.12.03.03	explain the role supply and demand, prices, incentives and profits play in determining what is produced and distributed in a free enterprise system.
SS.E.O.12.03.04	explain and give examples of opportunity costs (trade-offs) and scarcity, and analyze how these concepts are the basis of other concepts in economics.
SS.E.O.12.03.05	compare and contrast examples of private and public goods and services.
SS.E.O.12.03.06	evaluate the costs and benefits of allocating goods and services through public and private means.
SS.E.O.12.03.07	describe and compare relationships among economic institutions (e.g., households, businesses, banks, government agencies and labor unions).
SS.E.O.12.03.08	explain how specialization and division of labor in economic systems increase productivity.
SS.E.O.12.03.09	describe the role of money and other forms of exchange in the economic process.
SS.E.O.12.03.10	compare and analyze how values and beliefs influence economic decisions in different economic systems.

SS.E.O.12.03.11	evaluate economic systems according to how laws, rules and procedures deal with demand, supply and prices.
SS.E.O.12.03.12	evaluate historical and current social developments and issues from an economic perspective.
SS.E.O.12.03.13	explain historical and current developments and issues in local, national and global contexts from an economic perspective.
SS.E.O.12.03.14	define inflation and explain its effects on economic systems.
SS.E.O.12.03.15	define and analyze the use of fiscal and monetary policy in the national economic system.
SS.E.O.12.03.16	explain the process of international trade from an economic perspective.
SS.E.O.12.03.17	analyze and evaluate growth and stability in different economic systems.
SS.E.O.12.03.18	analyze a public issue from an economic perspective and propose a socially desirable solution.
SS.E.O.12.03.19	evaluate the role of the factors of production in a market economy.
SS.E.O.12.03.20	compare, contrast and evaluate different types of economies (traditional, command, market, mixed).
SS.E.O.12.03.21	explain how and why people who start new businesses take risks to provide goods and services.
SS.E.O.12.03.22	identify, define and explain basic economic concepts (e.g., opportunity costs, scarcity, supply, demand, production, exchange, and consumption, labor, wages, and capital, inflation and deflation, market economy and command economy, public and private goods and services).
SS.E.O.12.03.23	describe and explain the role of money, banking, savings and budgeting in everyday life.
SS.E.O.12.03.24	distinguish between private goods and services (e.g., the family car or a local restaurant) and public goods and services (e.g., the interstate highway system or the United States Postal Service).
SS.E.O.12.03.25	compare and contrast how values and beliefs, such as economic freedom, economic efficiency, equity, full employment, price stability, security and growth influence decisions in different economic situations.
SS.E.O.12.03.26	explain the basic characteristics of international trade, including absolute and comparative advantage, barriers to trade, exchange rates, and balance of trade.
SS.E.O.12.03.27	describe and explain global economic interdependence and competition, using examples to illustrate their influence on national and international policies.
SS.E.O.12.03.28	evaluate long term and short term cost in relationship to long and short-term benefits.
SS.E.O.12.03.29	identify different economic goals and the tradeoffs that must be made between economic and social goals.
SS.E.O.12.03.30	describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment and price levels.
SS.E.O.12.03.31	explain the basic principles of the U.S. free enterprise system (e.g., opportunity costs, scarcity, profit motive, voluntary exchange, private property rights, and competition).
SS.E.O.12.03.32	explain the characteristics, advantages and disadvantages of sole proprietorships, partnerships and corporations.
SS.E.O.12.03.33	describe characteristics and give examples of pure competition, monopolistic competition and oligopolistic competition.
SS.E.O.12.03.34	analyze the factors involved in the process of acquiring consumer goods and services including credit, interest and insurance.

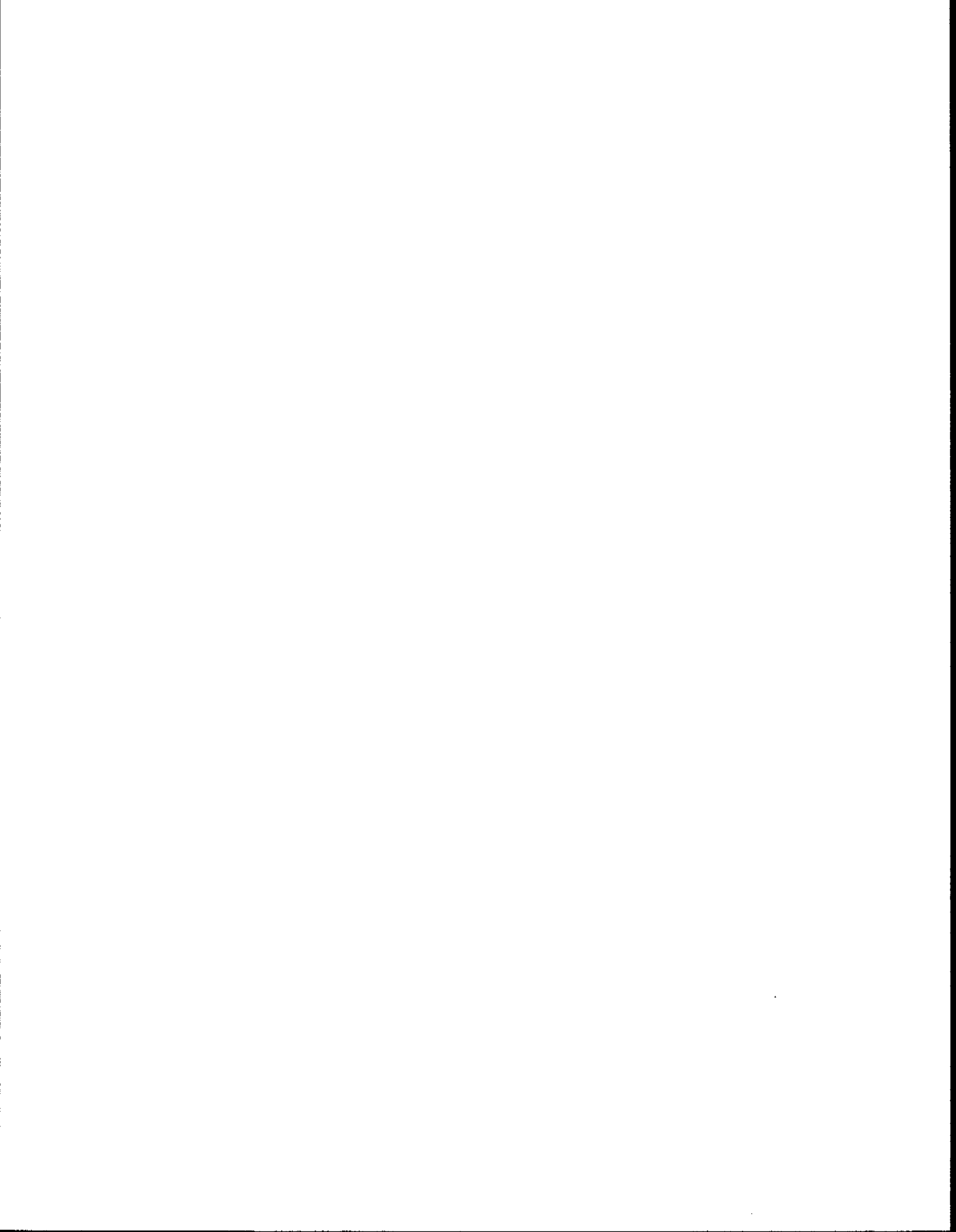
## GEOGRAPHY (ELECTIVE)

The power and beauty of geography allows all students to see, understand, and appreciate the web of relationships between people, places, and environments. Geography provides knowledge of Earth's physical and human systems and of the interdependency of living things and physical environments. This geography course is based on the six essential elements of geography and stresses the contemporary world and the role of the U.S. in the global community. Students will use geographic perspectives and technology to interpret culture, environment and the connection between them. Students will use the geographic skills of asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information and answering geographic questions.

\*\* It is recommended that this class be taught as a one-semester class.

Grade 12	Social Studies
Standard: 4	Geography Elective
SS.G.S.04	Students will interpret, use and construct maps, globes and other geographic tools to locate and derive information about personal directions, people, places and environments (The World in Spatial Terms). describe the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). describe and explain the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems). identify, explain and analyze how the earth is shaped by the movement of people and their activities (Human Systems). analyze the interaction of society with the environment (Environment and Society). explain geographic perspective and the tools and techniques available for geographic study (Uses of Geography).
Objectives	Students will
SS.G.O.12.04.01	acquire geographic information and classify it using the six essential elements of geography: the world in spatial terms, places and regions, physical systems, human systems, environment and society, and uses of geography.
SS.G.O.12.04.02	use maps, charts and graphs to analyze the world, to account for consequences of human/environment interaction, and to depict the geographic implications of world events.
SS.G.O.12.04.03	explain components of the Earth's physical systems and the interrelationships between them, and describe the ways in which Earth's physical processes are dynamic and interactive.
SS.G.O.12.04.04	explain how physical and human processes shape places and regions.
SS.G.O.12.04.05	identify human and physical changes in places and regions, and explain the factors that contribute to those changes.
SS.G.O.12.04.06	analyze and explain the interdependence and linkages between places and regions.
SS.G.O.12.04.07	identify the world's physical and cultural regions, the criteria used to define them, the political and historical characteristics of the regions, and analyze the interdependence of regions in regard to trade, services, migration, and cultural values.
SS.G.O.12.04.08	analyze populations with regard to life expectancy, infant mortality rates, population pyramids, migration, birth rates and death rates.
SS.G.O.12.04.09	evaluate the impact of human migration on physical and human systems (e.g., demand for housing, schools, water supply, sewer systems, welfare systems, political systems and food production).
SS.G.O.12.04.10	analyze growth, decline, and development of cities over time.

SS.G.O.12.04.11	explain the impact of the global economic community from the standpoint of power, cooperation and conflict, and discuss the important of control of Earth's surface and resources.
SS.G.O.12.04.12	discuss global geographical situations (economic, social, and political) and their implications (e.g., global warming, endangered species, terrorism, air pollution, habitat destruction, floods, resource distribution).
SS.G.O.12.04.13	analyze the role of physical and human geographic factors on economic patterns.
SS.G.O.12.04.14	explain world patterns of resource distribution and sustainability of these resources.
SS.G.O.12.04.15	discuss societal impacts on the environment and the affects of environment on societies.
SS.G.O.12.04.16	analyze on-going convergence and divergence of regional cultures in a global society (e.g., getting stronger, maintaining, or getting weaker).
SS.G.O.12.04.17	analyze the influence of geographical features on the evolution of significant historic events and movements.
SS.G.O.12.04.18	analyze the impact of technology on environments and societies over time and space.
SS.G.O.12.04.19	analyze connections between physical geography and isolation from the world community, which result in culture and geo-political instability (e.g., Afghanistan, Philippines, Somalia and the former Yugoslavia).
SS.G.O.12.04.20	identify causes and draw conclusions about landless cultures (e.g., Kurds, Basques, Palestinians, Jews, Northern Irish) and their desires for an independent homeland.
SS.G.O.12.04.21	acquire and organize geographic information (e.g., by reading and writing, using the Internet, studying maps, graphs, timelines, spreadsheets, climographs and cartograms).
SS.G.O.12.04.22	organize and analyze geographic information to answer geographic questions.



## FISCAL NOTE WORKSHEET

(Submit 4 Copies)

HC \_\_\_\_\_ DRAFT NO \_\_\_\_\_ BILL NO \_\_\_\_\_ RESOLUTION NO \_\_\_\_\_

SUBJECT State Board Policy 2520.4: Social Studies Content Standards and Objectives for WV Schools FUND \_\_\_\_\_

SOURCE OF REVENUE:  GENERAL FUND  SPECIAL  OTHER (SPECIFY) \_\_\_\_\_

COST OF ESTIMATE BASED ON:  AN ORIGINAL ESTIMATE  BUDGET BILL  OTHER (SPECIFY) \_\_\_\_\_

INCOME ESTIMATE BASED ON:  AN ORIGINAL ESTIMATE  BUDGET BILL  OTHER (SPECIFY) \_\_\_\_\_

SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 & GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. ESTIMATED TOTAL REVENUES	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

DATE

AGENCY

AUTHORIZED REPRESENTATIVE

9/26/06

West Virginia Department of Education

*Howard L. Plevins*

**Policy 2520.4: 21<sup>st</sup> Century Social Studies Content Standards and Objectives for West Virginia Schools  
Comment Log**

**October 4, 2006 through November 3, 2006**

Action Type  
 N: No Response - Negative  
 NA: Not Accepted + Positive  
 A: Accepted o Neutral

Date	Individual/Organization	Comments	Action/Type	Rationale
10-19-06	Name: Robert L. Harrison Jr. Organization: West Virginia State University Email: harrisonr@wvstateu.edu Title: Ed. Dept. Chair Address1: 627 Wallace Hall Address2: PO BOX 1000 City/State/Zip: Institute, WV 25112 Role: Teacher Posted: 2006-10-19 14:45:10 Posted from IP: 129.71.208.161	<p><b>§126-44D-1. General.</b></p> <p>First, consider adding a category above for higher education</p> <p>Second include a reference to the National Council for Social Studies Standards to match Policy 5100-Approval of Professional Preparation Programs. Policy 5100 requires all teacher preparation programs to prepare future teachers who can deliver the national and state Standards for their content specialization.</p> <p>Note the Reading English Language Arts Standards reference National Council of Teachers of English Standards and International Reading Association Standards. The Math Standards</p>	<p>N</p> <p>A</p>	<p>We will add the following phrase to page v:  <i>All Social Studies Standards are based on the National Standards for History, the National Standards for Social Studies, the National Standards for Economics, the National Standards for Civics, and the National Standards for Life for Geography, in addition to the guidelines of NAEP, ACT, 21<sup>st</sup> Century Partnership, and various accredited assessment consultants.</i></p>

		<p>reference the National Council of Teachers of Mathematics Standards. These references support teacher preparation program.</p> <p>Science and Social Studies are inconsistent with Policy 5100 and need to add a reference to these national standards to support teacher preparation program.</p>		
		<p><b>Comments for section §126-44D-2 Purpose</b></p>		
		<p><b>Comments for section §126-44D-3 Incorporation by Reference</b></p>		
		<p><b>Comments for section §126-44D-4 Summary</b></p>		

10-19-06	<p>Name: Robert L. Harrison Jr.  Organization: West Virginia State University  Email: harrison@wvstateu.edu</p> <p>Title: Ed. Dept. Chair  Address1: 627 Wallace Hall  Address2: PO BOX 1000  City/State/Zip: Institute, WV 25112  Role: Teacher  Posted: 2006-10-19 14:45:10  Posted from IP: 129.71.208.161</p>	<p>ss.O. 8.5.1-15 Fail to include contributions by African Americans and women in the history of West Virginia. Consider adding language about African Americans and women objectives in this section  For Example, 8.5.7-Add the Underground Railroad Movement to this section.  Add 8.5. ___ Evaluate the cultural conflicts between African Americans and Europeans as it relates to Western Virginia.  8.5. ___ Explain the effect of African American Slavery on the culture and Heritage of West Virginia  8.5.11 Explain the effect of the Women's Rights Movement Nationally and how it contributes to women's achievements and contributions in West Virginia.</p>	NA	<p>Objectives are general guides within which teachers direct the learning of their students. To be so specific with wording as the comment suggests would eliminate many cultures, the children, and the women who contributed to the creation of our state.</p> <p>8.5.10 <i>explain the effect of immigration on the culture of West Virginia from European settlement through the early twentieth century.</i></p> <p>8.5.11 <i>research and critique the role of ethnic and racial minorities, men, women and children in West Virginia who have made significant contributions to our history in the public and/or private sectors, choose the person you believe contributed most the most significant contribution and explain your choice. (e.g., statehood, abolition, education, industry, literature, government).</i></p> <p>8.5.12 <i>critique the significance of historical experience and of geographical, social and economic factors that have helped to shape both West Virginian and American society</i></p> <p>8.5.13 <i>assess the moral, ethical and legal tensions that led to the creation of the new state of West Virginia and how those tensions were resolved.</i></p> <p>Eighth Grade History Performance Descriptor:  Eighth grade students performing at the mastery level in history explain significant people, places, documents, literature, music, art and events in the correct period and context of West Virginia history. Students compare and contrast differences within the state and how regions of the state are different. Students explain economic development, the government and the diversity of society and cultures within the state. Students evaluate important industry, labor, transportation and technology issues and predict the challenges facing West Virginia today.</p>
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10-26	<p>Name: Justin Southern  Organization: West Virginia State Auditor's Office  Email: justin.southern@wvsao.gov  Title: Communications Director  Address1: State Capitol Building 1  Address2: Room W-100  City/State/Zip: Charleston, WV 25314  Role: Business-Industry</p>	<p>SS.C.O.12.3.18 evaluate an individual's need for investment, saving, spending, and insurance then design a long term plan to meet those needs throughout the life cycle (e.g., defined benefit (pension, Social Security), defined contribution (401k, IRA, 403b, etc), investment diversity and suitability)</p>	A	<p>The addition of the correct vocabulary within the parenthetical phrase will inform teachers of the specific concepts they should be teaching their students. If teachers do not understand these concepts, then they should receive professional development so that they will explain them correctly to their students. The revision should be added.</p>
	<p>Name: Loretta Mullins  Organization: Man High School  Email: lmullins@access.k12.wv.us  Title: teacher  Address1: 800 E. McDonald Avenue  Address2:  City/State/Zip: Man, WV 25601  Role: Teacher</p>	<p>I'm not sure where to place my comments. I am glad to see that the two US history classes will be taught consecutively. However, I think they should be taught in the 9th and 10th grades, and world history should be taught in the 11th grade. World history is more difficult to teach students because of the scope of the class. The maturity level of students in the 11th grade would make it easier for students to grasp the many concepts and volume of material.</p>	NA	<p>The 20<sup>th</sup> and 21<sup>st</sup> Century Studies, encompassing the World and the place of the U.S. in it in the 20<sup>th</sup> and 21<sup>st</sup> Centuries should be taught sequentially after World to 1900 and U.S. to 1900. To offer 20<sup>th</sup> and 21<sup>st</sup> Centuries Studies before the World History course (which covers from the beginning of man to 1900) would make no sense to students who are trying to grasp the concepts in some order to make sense of everything. The National History Standards state that "...chronological thinking is at the heart of historical reasoning. Without a clear sense of historical time - time past, present, and future - students are bound to see events as one great tangled mess."  "...the Bradley Commission noted that historical study 'should cultivate the perspective arising from a chronological view of the past down to the present day.'  Placing World History (the beginning of man)</p>

<p>before American History (1400) places history in chronological order for students, thus making it easier for them to see the flow of ideas, events, cause and effect, cultural, industrial, political and economic development through time. Students can build their own mental maps as they progress from the beginning of man into the 21<sup>st</sup> Century with the revised curriculum order....</p>			
<p>Objectives are intended to provide guidance for teachers to help them teach the Standards at the designated grade levels. Objectives are not intended to act as lesson plans. Objectives that are too restrictive do not allow for teacher choice and creativity, as many different examples can explain a concept. It is the concept that the students need to understand and then learn to apply to different situations. Textbooks should only be used as reference material and not as the sole source of information. Teachers can acquire additional information and resources through the WVDE Reinvent Site where lesson plans are aligned with the CSOs, through other sites like MarcoPolo, Sass, and numerous other Internet resources as well as at professional development conferences, from supplementary material, local news sources, etc. Instructional Guides will be created by the WVDE to further assist teachers with the suggested lesson plans that address the concepts they will be teaching.</p>	<p>A</p>	<p>Most CSOs are written too broadly as well as vaguely. Define them more and give specific examples with each one. Provide lesson plans on the state website to go with each CSO. Provide internet sites for each CSO. My textbook doesn't give enough information on any of the CSOs to teach a lesson on any CSO for an entire class period. Provide supplemental materials such as games and graphs to teach the CSOs.</p>	<p>11-3-06</p> <p>Name: Linda Sedera  Organization: Harrison County  Email: ABCAPPLE123@aol.com  Title: Teacher  Address1: Rt. 1, Box 2  Address2:  City/State/zip: Lumberport, WV 26386  Role: Teacher</p>
<p>Objectives are intended to provide guidance for teachers to help them teach the Standards at the designated grade levels. Objectives are not intended to act as lesson plans. Objectives that are too restrictive do not allow for teacher choice and creativity, as many different examples can explain a concept. It is the concept that the students need to understand and then learn to apply to different situations. Textbooks should only be used as reference material and not as the sole source of information. Teachers can acquire additional information and resources through the WVDE Reinvent Site where lesson plans are aligned with the CSOs, through other sites like MarcoPolo, Sass, and numerous other Internet resources as well as at professional development conferences, from supplementary material, local news sources, etc. Instructional Guides will be created by the WVDE to further assist teachers with the suggested lesson plans that address the concepts they will be teaching.</p>	<p>A</p>	<p>1. SAMPLE LESSON PLANS APPROPRIATE FOR MIDDLE SCHOOL FOR EACH CSO need to be available on internet sites (example: Economics Supply and Demand game...with game</p>	<p>11-3-06</p> <p>Name: Deborah Willard  Organization: Lumberport Middle School  Email: dwillard@access.k12.w</p>

<p>v.us  Title: Teacher  Address1: Rt 1 Box 2  Address2:  City/State/Zip:  Lumberport, WV 26386  Role: Teacher</p>	<p>available for download)  2. Some CSO's are too broad/vague covering "world" governments/policies/affairs... narrow down to topics of discussion (example: Types of governments, Specific religions, Trade procedures among nations)</p>	<p>and creativity, as many different examples can explain a concept. It is the concept that the students need to understand and then learn to apply to different situations. Textbooks should only be used as reference material and not as the sole source of information. Teachers can acquire additional information and resources through the WVDE Reinvent Site where lesson plans are aligned with the CSOs, through other sites like MarcoPolo, Sass, and numerous other Internet resources as well as at professional development conferences, from supplementary material, local news sources, etc. Instructional Guides will be created by the WVDE to further assist teachers with the suggested lesson plans that address the concepts they will be teaching.</p>
	<p><b>Comments for section §126-44D</b></p>	

10-11-06	<p>Name: Mike Smith  Organization: Liberty High School  Email: mhlsmith@access.k12.wv.us  Title: Social Studies Dept. Chair  Address1: One Mountaineer Way  Address2:  City/State/Zip: Clarksburg, WV 26301</p>	<p>The World History content is too much for the 9th Grade students to handle.  My department feels it would be better to keep the US History to 1900 as a Freshman course and then have the 20th Century US History the next year as Sophomores, giving them back-to-back US History with a more global view coming in their Junior year with the World History course.</p>	NA	<p>The 20<sup>th</sup> Century U.S. History course referred to here has been referred to incorrectly. The correct title is 20<sup>th</sup> and 21<sup>st</sup> Century Studies, encompassing the World and the place of the U.S. in it in the 20<sup>th</sup> and 21<sup>st</sup> Centuries. To offer this before the World History course (which covers from the beginning of man to 1900) would make no sense to students who are trying to grasp the concepts in some order to make sense of everything. The National History Standards state that "... chronological thinking is at the heart of historical reasoning. Without a clear sense of historical time - time past, present, and future - students are bound to see events as one great tangled mess."  "...the Bradley Commission noted that historical study 'should cultivate the perspective arising from a chronological view of the past down to the present day.'  Placing World History (the beginning of man) before American History (1400) places history in chronological order for students, thus making it easier for them to see the flow of ideas, events, cause and effect, cultural, industrial, political and economic development through time. Students can build their own mental maps as they progress from the beginning of man into the 21<sup>st</sup> Century with the revised curriculum order....</p>
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10-18-06

Name: Patricia A. Wilson  
Organization: West Virginia State University  
Email: wilsonpat@wvstateu.edu  
Title: Assistant Professor  
Address1: 616 Wallace Hall PO Box 1000  
Address2:  
City/State/Zip: Institute, WV 25112  
Role: Community Member  
Posted: 2006-10-18 13:09:56  
Posted from IP: 129.71.128.159

The historical aspect of African Americans should be included from slavery to present times. Objective SS.O.8.5.11 states that student will research and critique the roles of minorities who have made significant contributions, but an historical perspective is needed to point out some of the most important events (life of Booker T. Washington, underground railroad, West Virginia's move to create a new state after separating from Virginia.)

NA

The topic of slavery and the contributions of minorities and all key figures in history are covered throughout the Social Studies Content Standards and Objectives from the economic and historical perspectives. Slavery is covered in 4.3.5: summarize how slavery and indentured servitude influenced the early economy of the United States. 4.5.7: research how and why African Americans came to America and explain the motivation behind the development of slavery. 5.3.2: apply the concept of supply and demand to specific historic and current economic situations in the United States (e.g., slavery, oil and gas). 5.5.4: interpret quotes of famous Americans from various periods of history and explain how songs, symbols and slogans demonstrate freedom of expressions (e.g., patriotism, abolition of slavery, women's suffrage, labor movements, Civil Rights Movement) 5.5.5: research important figures and their reactions to events and judge their significance to the history of our democracy (e.g., George Washington, Thomas Jefferson, Abraham Lincoln, Sojourner Truth, Susan B. Anthony, Eleanor Roosevelt and Martin Luther King, Jr.). 5.5.9: analyze the impact of slavery and the Abolitionist Movement upon the development of the United States. 5.5.13: research significant leaders in the Civil Rights Movement (e.g., John Fitzgerald Kennedy, Martin Luther King, Jr., Rosa Parks, Lyndon Johnson, Susan B. Anthony). 6.5.5: examine the development of slavery and illustrate its impact on the political, economic and social systems throughout the world. 6.5.13: point out the key figures, philosophies and events in the Civil Rights movements including minority rights and the rights of women (e.g., apartheid, Mandela, Martin Luther King Jr.).

10.5.15: research the institution of slavery and its effect on the political, economic and social development of the United States and summarize their findings. 10.5.19: critique the goals and actions of reformers and reform movements (e.g., women's rights, minorities, temperance, prison, hospitals, schools, religion) and assume the role of reformer to explain the goals and actions of the movement.

10.5.23: construct various timelines of American history from pre-Columbian times to 1900 highlighting landmark dates, events, technological changes, major political and military events and major historical figures and connect these to the political, economic and social movements of the periods. 10.5.25: *analyze and explain the positions of the political parties and their leaders then choose and support a position on:*

- *economic development*
- *territorial expansion*
- *political participation*
- *individual rights*
- *states' rights*
- *slavery*
- *social reforms.*

In addition to these objectives, slavery is specifically covered in the 5 Performance Descriptors for 5<sup>th</sup> grade, and contributions of key figures from all periods of time and all cultures are covered throughout the Performance Descriptors, for example, Third Grade Performance Descriptor at the mastery level reads: *Third grade students performing at the mastery level in history research the lives of famous Americans, customs, and traditions. They discuss the historical significance of major events, people, and their contributions to the U.S. and make historical inferences by analyzing artifacts and pictures.*

*They research the settlement of a community/region using primary sources and construct a representative timeline. Students compare/contrast present cultures to those of other historical periods. They explain the importance of respect for diversity in others.*

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Name: Charles Daugherty  
 Organization: Ritchie County Middle School/American HEART Project  
 Email: daugherty\_cb@yahoo.com  
 Title: 7th Grade Social Studies Teacher  
 Address1: 402 Church Street  
 Address2:  
 City/State/Zip: West Unin, WV 26456  
 Role: Teacher

My first concern is how school systems are expected to make the transition of switching around united states to 1900 and world history to 1900 in their school systems. If you think about it, half of each high school's social studies department will be teaching united states to 1900 in the year of implementation. Is the purpose and reasoning behind the switch strong and sincere enough to make the change? Second, i noticed that there are 29 individual civic objectives for the upcoming implementation of 12th grade civics and rightly so. If one were to trully cover civics in a creative, realistic, and practical way; a teacher can study the constitutional convention as well as ideas and questions invovled in the creation of the current constitution. also, one could implement a bar exam, mock trials, mock elections, study supreme court cases, bill of rights, civic responsibilities and on and on and on. I worry that implementing 18 individual "personal finance" objectives may !  
 undermine the idea behind the re-instituting of a required civics course.  
 Thomas Jefferson said that in order for democracy to work,

1. High School teachers and county coordinators were surveyed almost 2 years ago and replied that there would not be a problem given that they had 2 years in which to make the switch. The 20<sup>th</sup> Century U.S. History course referred to here has been referred to incorrectly. The correct title is 20<sup>th</sup> and 21<sup>st</sup> Century Studies, encompassing the World and the place of the U.S. in it in the 20<sup>th</sup> and 21<sup>st</sup> Centuries. To offer this before the World History course (which covers from the beginning of man to 1900) would make no sense to students who are trying to grasp the concepts in some order to make sense of everything. The National History Standards state that "...chronological thinking is at the heart of historical reasoning. Without a clear sense of historical time - time past, present, and future - students are bound to see events as one great tangled mess."  
 "...the Bradley Commission noted that historical study 'should cultivate the perspective arising from a chronological view of the past down to the present day."  
 Placing World History (the beginning of man) before American History (1400) places history in chronological order for students, thus making it easier for them to see the flow of ideas, events, cause and effect, cultural, industrial, political and economic development through time. Students can build their own mental maps as they progress from the beginning of man into the 21<sup>st</sup> Century with the revised curriculum order....
2. Social Studies teachers are trained to teach personal finance, as it is a part of economics, which is a social science. **Examples** from these two Civics Standards include, but are not limited to the right to: use money; donate money; acquire, use, transfer, and dispose of property; choose one's work; change employment; join labor unions and professional associations; evaluate issues that involve minimum wage, consumer product safety, taxation, checks and balances, etc.

its people must know how it works and how they can fulfill the responsibilities needed. I can understand the idea behind the personal finance in today's world, but i think you should lighten the load and cut the number of those objectives in half at least.

For the good of our kids and our future.

**Also**  
**Part V** (What are the Roles of the Citizen in American Democracy); **Section C** (What are the Responsibilities of Citizens?); **Standard 1:** (Personal Responsibilities): Students should be able to evaluate, take, and defend positions on issues regarding the personal responsibilities of citizens in American constitutional democracy.

**Also**  
**Part V, Section C, Standard 2** (Civic Responsibilities): "Students should be able to evaluate, take, and defend positions on issues regarding civic responsibilities of citizens in American constitutional democracy."

**The National Standards for Civic Education cites economic literacy as a component of responsible citizenship and civic rights. Part V** (What are the Roles of the Citizen in American Democracy); **Section B** (What are the Rights of Citizens); **Standard 3** (Economic Rights): "Students should be able to evaluate, take, and defend positions on issues regarding economic rights." **Standard 4** (Relationships among personal, political, and economic rights): "Students should be able to evaluate, take, and defend positions on the relationships among personal, political, and economic rights."

Examples from these two Civics Standards include, but are not limited to:

Paying taxes, registering to vote, supporting one's family and caring for, nurturing, and educating one's children, accepting responsibility for the consequences of one's actions, taking care of one's self, etc.

FW Comment Received for Policy 2520.4 (2006-10-28 175201)  
From: Carla Williamson [cljwilli@access.k12.wv.us]  
Sent: Tuesday, October 31, 2006 7:36 AM  
To: Regina Scotchie  
Subject: FW: Comment Received for Policy 2520.4 (2006-10-28 17:52:01)

Carla Williamson

Carla Williamson, Special Assignment  
Office of Instruction  
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1900 Kanawha Boulevard East  
Charleston, West Virginia 25305-0330  
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Fax (304) 558-3741  
Email cljwilli@access.k12.wv.us

-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]  
Sent: Saturday, October 28, 2006 5:52 PM  
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us  
Subject: Comment Received for Policy 2520.4 (2006-10-28 17:52:01)

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Comment Received for Policy 2520.4

#####  
#

Name: Loretta Mullins  
Organization: Man High School  
Email: lmullins@access.k12.wv.us  
Title: teacher  
Address1: 800 E. McDonald Avenue  
Address2:  
City/State/Zip: Man, WV 25601  
Role: Teacher  
Posted: 2006-10-28 17:52:01  
Posted from IP: 70.105.139.228

Comments for section 126-44D-1    General  
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Comments for section 126-44D-2    Purpose  
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Comments for section 126-44D-3    Incorporation by Reference  
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Comments for section 126-44D-4    Summary of the Content Standards and Objectives  
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I'm not sure where to place my comments. I am glad to see that the two US history classes will be taught consecutively. However, I think they should be taught in the 9th and 10th grades, and world history should be taught in the 11th grade. world

FW Comment Received for Policy 2520.4 (2006-10-28 175201)

history is more difficult to teach students because of the scope of the class. The maturity level of students in the 11th grade would make it easier for students to grasp the many concepts and volume of material.

Comments for section 126-44D 21st Century Social Studies Content  
Standards and Objectives for West Virginia Schools

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FW Comment Received for Policy 2520.4 (2006-11-03 151100)  
From: Carla Williamson [cljwilli@access.k12.wv.us]  
Sent: Friday, November 03, 2006 3:59 PM  
To: Regina Scotchie  
Subject: FW: Comment Received for Policy 2520.4 (2006-11-03 15:11:00)

Carla Williamson

Carla Williamson, Special Assignment  
Office of Instruction  
West Virginia Department of Education  
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Charleston, West Virginia 25305-0330  
Phone (304) 558-5325  
Fax (304) 558-3741  
Email cljwilli@access.k12.wv.us

-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]  
Sent: Friday, November 03, 2006 3:11 PM  
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us  
Subject: Comment Received for Policy 2520.4 (2006-11-03 15:11:00)

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Comment Received for Policy 2520.4

#####  
#

Name: Linda Sedera  
Organization: Harrison County  
Email: ABCAPPLE123@aol.com  
Title: Teacher  
Address1: Rt. 1, Box 2  
Address2:  
City/State/Zip: Lumberport, WV 26386  
Role: Teacher  
Posted: 2006-11-03 15:11:00  
Posted from IP: 168.216.204.66

Comments for section 126-44D-1    General  
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Comments for section 126-44D-2    Purpose  
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Comments for section 126-44D-3    Incorporation by Reference  
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Comments for section 126-44D-4    Summary of the Content Standards and Objectives  
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Most CSOs are written too broadly as well as vaguely. Define them more and give specific examples with each one. Provide lesson plans on the state website to go with each CSO. Provide internet sites for each CSO.

FW Comment Received for Policy 2520.4 (2006-11-03 151100)

My textbook doesn't give enough information on any of the CSOs to teach a lesson on any CSO for an entire class period. Provide supplemental materials such as games and graphs to teach the CSOs.

Comments for section 126-44D 21st Century Social Studies Content  
Standards and Objectives for west Virginia Schools

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FW Comment Received for Policy 2520.4 (2006-10-31 173228)  
From: Carla Williamson [cljwilli@access.k12.wv.us]  
Sent: Wednesday, November 01, 2006 12:35 PM  
To: Regina Scotchie  
Subject: FW: Comment Received for Policy 2520.4 (2006-10-31 17:32:28)

Carla Williamson

Carla Williamson, Special Assignment  
Office of Instruction  
West Virginia Department of Education  
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Charleston, West Virginia 25305-0330  
Phone (304) 558-5325  
Fax (304) 558-3741  
Email cljwilli@access.k12.wv.us

-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]  
Sent: Tuesday, October 31, 2006 5:32 PM  
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us  
Subject: Comment Received for Policy 2520.4 (2006-10-31 17:32:28)

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Comment Received for Policy 2520.4

#####  
#

Name: Charles Daugherty  
Organization: Ritchie County Middle School/American HEART Project  
Email: daugherty\_cb@yahoo.com  
Title: 7th Grade Social Studies Teacher  
Address1: 402 Church Street  
Address2:  
City/State/Zip: West Union, WV 26456  
Role: Teacher  
Posted: 2006-10-31 17:32:28  
Posted from IP: 168.216.72.56

Comments for section 126-44D-1    General  
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Comments for section 126-44D-2    Purpose  
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Comments for section 126-44D-3    Incorporation by Reference  
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Comments for section 126-44D-4    Summary of the Content Standards and Objectives  
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Comments for section 126-44D        21st Century Social Studies Content  
Page 1

FW Comment Received for Policy 2520.4 (2006-10-31 173228)  
Standards and Objectives for West Virginia Schools

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My first concern is how school systems are expected to make the transition of switching around United States to 1900 and World History to 1900 in their school systems. If you think about it, half of each high school's social studies department will be teaching United States to 1900 in the year of implementation. Is the purpose and reasoning behind the switch strong and sincere enough to make the change? Second, I noticed that there are 29 individual civic objectives for the upcoming implementation of 12th grade civics and rightly so. If one were to truly cover civics in a creative, realistic, and practical way; a teacher can study the constitutional convention as well as ideas and questions involved in the creation of the current constitution. Also, one could implement a bar exam, mock trials, mock elections, study Supreme Court cases, Bill of Rights, civic responsibilities and on and on and on. I worry that implementing 18 individual "personal finance" objectives may!

Undermine the idea behind the re-instituting of a required civics course. Thomas Jefferson said that in order for democracy to work, its people must know how it works and how they can fulfill the responsibilities needed. I can understand the idea behind the personal finance in today's world, but I think you should lighten the load and cut the number of those objectives in half at least.

For the good of our kids and our future.

FW Comment Received for Policy 2520.4 (2006-10-18 130956)  
From: Carla Williamson [cljwilli@access.k12.wv.us]  
Sent: Thursday, October 19, 2006 4:35 PM  
To: Regina Scotchie  
Subject: FW: Comment Received for Policy 2520.4 (2006-10-18 13:09:56)

Carla Williamson

Carla Williamson, Special Assignment  
Office of Instruction  
West Virginia Department of Education  
1900 Kanawha Boulevard East  
Charleston, West Virginia 25305-0330  
Phone (304) 558-5325  
Fax (304) 558-3741  
Email cljwilli@access.k12.wv.us

-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]  
Sent: Wednesday, October 18, 2006 1:10 PM  
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us  
Subject: Comment Received for Policy 2520.4 (2006-10-18 13:09:56)

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Comment Received for Policy 2520.4

#####  
#

Name: Patricia A. Wilson  
Organization: West Virginia State University  
Email: wilsonpat@wvstateu.edu  
Title: Assistant Professor  
Address1: 616 Wallace Hall PO Box 1000  
Address2:  
City/State/Zip: Institute, WV 25112  
Role: Community Member  
Posted: 2006-10-18 13:09:56  
Posted from IP: 129.71.128.159

Comments for section 126-44D-1 General  
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Comments for section 126-44D-2 Purpose  
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Comments for section 126-44D-3 Incorporation by Reference  
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Comments for section 126-44D-4 Summary of the Content Standards and Objectives  
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Comments for section 126-44D 21st Century Social Studies Content  
Page 1

FW Comment Received for Policy 2520.4 (2006-10-18 130956)  
standards and Objectives for West Virginia Schools

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The historical aspect of African Americans should be included from slavery to present times. Objective SS.O.8.5.11 states that student will research and critique the roles of minorities who have made significant contributions, but an historical perspective is needed to point out some of the most important events (life of Booker T. Washington, underground railroad, West Virginia's move to create a new state after separating from Virginia.)

FW Comment Received for Policy 2520.4 (2006-10-26 163849)  
From: Carla Williamson [cljwilli@access.k12.wv.us]  
Sent: Friday, October 27, 2006 3:55 PM  
To: Regina Scotchie  
Subject: FW: Comment Received for Policy 2520.4 (2006-10-26 16:38:49)

Carla Williamson

Carla Williamson, Special Assignment  
Office of Instruction  
West Virginia Department of Education  
1900 Kanawha Boulevard East  
Charleston, West Virginia 25305-0330  
Phone (304) 558-5325  
Fax (304) 558-3741  
Email cljwilli@access.k12.wv.us

-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]  
Sent: Thursday, October 26, 2006 4:39 PM  
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us  
Subject: Comment Received for Policy 2520.4 (2006-10-26 16:38:49)

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Comment Received for Policy 2520.4

#####  
#

Name: Justin Southern  
Organization: West Virginia State Auditor\'s Office  
Email: justin.southern@wvsao.gov  
Title: Communications Director  
Address1: State Capitol Building 1  
Address2: Room W-100  
City/State/Zip: Charleston, WV 25314  
Role: Business-Industry  
Posted: 2006-10-26 16:38:49  
Posted from IP: 129.71.236.78

Comments for section 126-44D-1 General

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Grade 12 - Standard 3 - Personal Finance

Comments for section 126-44D-2 Purpose

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

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

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SS.C.O.12.3.18 evaluate an individual's need for investment, saving, spending, and

FW Comment Received for Policy 2520.4 (2006-10-26 163849)  
insurance then design a long term plan to meet those needs throughout the life cycle  
(e.g., defined benefit (pension, Social Security), defined contribution (401k, IRA,  
403b, etc), investment diversity and  
suitability)

Comments for section 126-44D      21st Century Social Studies Content  
Standards and Objectives for west Virginia Schools  
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FW Comment Received for Policy 2520.4 (2006-10-11 143245)  
From: Carla Williamson [cljwilli@access.k12.wv.us]  
Sent: Wednesday, October 11, 2006 2:52 PM  
To: Regina Scotchie  
Subject: FW: Comment Received for Policy 2520.4 (2006-10-11 14:32:45)

Carla Williamson

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Email cljwilli@access.k12.wv.us

-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]  
Sent: Wednesday, October 11, 2006 2:33 PM  
To: fibanez@wvde.state.wv.us; cljwilli@ACCESS.K12.WV.US  
Subject: Comment Received for Policy 2520.4 (2006-10-11 14:32:45)

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Comment Received for Policy 2520.4

#####  
#

Name: Mike Smith  
Organization: Liberty High School  
Email: mhsmith@access.k12.wv.us  
Title: Social Studies Dept. Chair  
Address1: One Mountaineer Way  
Address2:  
City/State/Zip: Clarksburg, WV 26301  
Role: Teacher  
Posted: 2006-10-11 14:32:45  
Posted from IP: 168.216.228.184

Comments for section 126-44D-1   General  
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Comments for section 126-44D-2   Purpose  
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Comments for section 126-44D-3   Incorporation by Reference  
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Comments for section 126-44D-4   Summary of the Content Standards and Objectives  
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Comments for section 126-44D       21st Century Social Studies Content  
Page 1

FW Comment Received for Policy 2520.4 (2006-10-11 143245)  
Standards and Objectives for West Virginia Schools

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The world History content is too much for the 9th Grade students to handle. My department feels it would be better to keep the US History to 1900 as a Freshman course and then have the 20th Century US History the next year as Sophomores, giving them back-to-back US History with a more global view coming in their Junior year with the World History course.

FW Comment Received for Policy 2520.4 (2006-10-19 144510)  
From: Carla Williamson [cljwilli@access.k12.wv.us]  
Sent: Thursday, October 19, 2006 4:34 PM  
To: Regina Scotchie  
Subject: FW: Comment Received for Policy 2520.4 (2006-10-19 14:45:10)

Carla Williamson

Carla Williamson, Special Assignment  
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1900 Kanawha Boulevard East  
Charleston, West Virginia 25305-0330  
Phone (304) 558-5325  
Fax (304) 558-3741  
Email cljwilli@access.k12.wv.us

-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]  
Sent: Thursday, October 19, 2006 2:45 PM  
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us  
Subject: Comment Received for Policy 2520.4 (2006-10-19 14:45:10)

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Comment Received for Policy 2520.4

#####  
#

Name: Robert L. Harrison Jr.  
Organization: West Virginia State University  
Email: harrisonr@wvstateu.edu  
Title: Ed. Dept. Chair  
Address1: 627 Wallace Hall  
Address2: PO BOX 1000  
City/State/Zip: Institute, WV 25112  
Role: Teacher  
Posted: 2006-10-19 14:45:10  
Posted from IP: 129.71.208.161

Comments for section 126-44D-1 General

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First, consider adding a category above for higher education

Second include a reference to the National Council for Social Studies Standards to match Policy 5100-Approval of Professional Preparation Programs. Policy 5100 requires all teacher preparation programs to prepare future teachers who can deliver the national and state Standards for their content specialization.

Note the Reading English Language Arts Standards reference National Council of Teachers of English Standards and International Reading Association Standards. The Math Standards reference the National Council of Teachers of Mathematics Standards. These references support teacher preparation program.

Science and Social Studies are inconsistent with Policy 5100 and need to add a reference to these national standards to support teacher preparation program.

Comments for section 126-44D-2 Purpose  
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Comments for section 126-44D-3 Incorporation by Reference  
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Comments for section 126-44D-4 Summary of the Content Standards and Objectives  
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ss.O. 8.5.1-15 Fail to include contributions by African Americans and women in the history of West Virginia. Consider adding language about African Americans and women objectives in this section

For Example, 8.5.7-Add the Underground Railroad Movement to this section.

Add 8.5.\_\_\_\_ Evaluate the cultural conflicts between African Americans and Europeans as it relates to Western Virginia.

8.5.\_\_\_\_ Explain the effect of African American Slavery on the culture and Heritage of West Virginia

8.5.11 Explain the effect of the Women's Rights Movement Nationally and how it contributes to women's achievements and contributions in West Virginia.

Comments for section 126-44D 21st Century Social Studies Content Standards and Objectives for West Virginia Schools  
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From: Carla Williamson [cljwilli@access.k12.wv.us]  
Sent: Friday, November 03, 2006 1:06 PM  
To: Regina Scotchie  
Subject: FW: Comment Received for Policy 2520.4 (2006-11-03 12:56:53)

Carla Williamson

Carla Williamson, Special Assignment  
Office of Instruction  
West Virginia Department of Education  
1900 Kanawha Boulevard East  
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-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]  
Sent: Friday, November 03, 2006 12:57 PM  
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us  
Subject: Comment Received for Policy 2520.4 (2006-11-03 12:56:53)

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Comment Received for Policy 2520.4

#####  
#

Name: Deborah Willard  
Organization: Lumberport Middle School  
Email: dwillard@access.k12.wv.us  
Title: Teacher  
Address1: Rt 1 Box 2  
Address2:  
City/State/Zip: Lumberport, WV 26386  
Role: Teacher  
Posted: 2006-11-03 12:56:53  
Posted from IP: 168.216.216.52

Comments for section 126-44D-1   General  
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Comments for section 126-44D-2   Purpose  
-----

Comments for section 126-44D-3   Incorporation by Reference  
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Comments for section 126-44D-4 Summary of the Content Standards and Objectives

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1. SAMPLE LESSON PLANS APPROPRIATE FOR MIDDLE SCHOOL FOR EACH CSO need to be available on internet sites (example: Economics Supply and Demand game...with game available for download)

2. Some CSO's are too broad/vague covering "world" governments/policies/affairs...narrow down to topics of discussion (example: Types of governments, Specific religions, Trade procedures among nations)

Comments for section 126-44D 21st Century Social Studies Content Standards and Objectives for West Virginia Schools

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Comment Received for Policy 2520.4

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Address2:  
City/State/Zip: Lumberport, WV 26386  
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Comments for section 126-44D-1    General  
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Comments for section 126-44D-2    Purpose  
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Comments for section 126-44D-3    Incorporation by Reference  
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Comments for section 126-44D-4 Summary of the Content Standards and Objectives

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Comments for section 126-44D 21st Century Social Studies Content Standards and Objectives for West Virginia Schools

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