

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

Policy Number and Title: West Virginia Board Of Education Policy 2520.4: *21st 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. A crosswalk from the 2003 social studies standards and this revision has been provided.

- 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 21st century knowledge and skills that West Virginia students will need to be successful in the global world of the 21st century.

Impact:

- Students will be better prepared for success on national assessments, in postgraduate studies and in the workplace of the 21st 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 21st century.
- The revised format will better enable West Virginia educators to focus instruction on the approved CSOs.

**TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION**

SERIES 44D

21 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. -- .

1.4. Effective Date. -- .

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 21st 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.

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West Virginia Department of Education

**West Virginia Board of Education Policy 2520.4
21st Century Social Studies Content Standards
and Objectives for West Virginia Schools**

Steven L. Paine
State Superintendent of Schools

Foreword

A 21st century social studies curriculum is an increasingly important aspect of developing learners prepared for success in the 21st century. Thus, the West Virginia Board of Education and the West Virginia Department of Education are pleased to present Policy 2520.4, 21st Century Social Studies Content Standards and Objectives for West Virginia Schools. The West Virginia Social Studies Standards for 21st Century Learning includes 21st century content standards and objectives as well as 21st 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 21st century content, 21st century learning skills and the use of 21st 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 21st 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 2520.4 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 21st 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 21st 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.4.1 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.6.2.3 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.9.2 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 2520.4 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 2520.4 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 2520.4 is approved by the State Board of Education.

The prefix for the UENs for each content area in Policy 2520.4 is noted at the top of each page containing standards, objectives and performance descriptors. As sections of 2520.4 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.5.2".

Abbreviations

Content Areas

SS Social Studies
WW West Virginia History

High School Courses

Social Studies
SS Social Studies
C Civics for the 21st Century

Other Abbreviations

PD Performance Descriptors
O Objective
S Standard (Content Standard)

SOCIAL STUDIES – POLICY 2520.4

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 21st Century.

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 21st 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 enter 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.

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. 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 21st 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 21st Century.

Standard 6: Reading (SS.S.6)

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.

The five major content strands have defined objectives that explain what the student should now. The objectives move from the literal 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.

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 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st 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.

Global Performance Descriptors (SS.PD.K.5) (SS.PD.K)			
Distinguished	Above Mastery	Mastery	Partial Mastery
Students performing at the Distinguished level compare and contrast roles of authority figures and apply classroom rules to other situations. Students interpret the relationship of rules and consequences and demonstrate conflict resolution. They convince others to exhibit positive behaviors that show respect for others. They summarize the relationship of honesty, courage, and patriotism, and justify the importance of patriotic symbols and observances. Students differentiate between needs and wants and evaluate the occupations in the local community, categorizing	Students performing at the Above Mastery level categorize the roles of authority figures and develop and model classroom rules. They examine the roles of rules, consequences, and conflict resolution. They discuss the purpose and importance of traditional patriotic symbols and observances and are given the opportunity to celebrate. They compare positive behaviors and showing respect for others as examples of citizenship. They research areas of volunteerism and choose an area of interest. Students prioritize the basic needs of people and differentiate between needs and wants. They research the	Students performing at the Mastery level 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. 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. Students give examples of authority figures and their	Students performing at the Partial Mastery level define honesty, courage, and patriotism. They are given the opportunity to recite the Pledge of Allegiance, sing patriotic songs, and celebrate national holidays. They define rules, consequences, and conflict resolution. They share, perform weekly chores, and care for personal belongings. They define volunteerism and relate how citizens contribute time. Students give examples of authority figures. They explain the importance of classroom rules. They match patriotic symbols with assistance. Kindergarten students performing at the Partial
			Novice
			Students performing at the Novice level 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. Students identify authority figures and classroom rules. They identify patriotic symbols with assistance. Students identify authority figures and classroom rules. They identify patriotic symbols with assistance. Students recognize that people have basic needs and wants.

<p>government goods and services. They prioritize goods, estimating their monetary cost, and model a savings program. . . Students identify bodies of water and landmasses on a globe or map. Students create community symbols and map symbols and place them on a map they also create. Students classify the characteristics of the seasons and describe different the effects of different types of weather. They assess the advantages and disadvantages of living in the city and the country. Students 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, 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 cultures of Native Americans to their own cultures.</p>	<p>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. Students identify bodies of water and landmasses on a globe or map. Students create community symbols and map symbols. Students classify the characteristics of the seasons and describe different types of weather. They compare and contrast characteristics of city and country life. Students classify characteristics of communities and families and collect and sequence data as it relates to the students' lives. They differentiate among other people, 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.</p>	<p>roles in our daily lives. They explain and participate in developing rules. They identify traditional patriotic symbols and are given the opportunity to participate in patriotic activities. Students discuss the basic needs of people and differentiate between needs and wants. The give examples of the occupations in the local community and recognize the government provides some services and goods. They demonstrate the concepts of exchanging money for goods and services and of saving for the future. Students locate bodies of water and landmasses on a globe or map. Students identify community symbols and map symbols. Students compare and contrast the characteristics of the seasons and describe different types of weather. They compare and contrast different types of weather. They compare and contrast characteristics of city and country life. Students classify characteristics of communities and families and collect and sequence data as it relates to the students' lives. They differentiate among other people, 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.</p>	<p>Mastery level give examples of authority figures. They explain the importance of classroom rules. They match patriotic symbols with assistance. Students can locate North and South America and the Pacific and Atlantic Ocean on a globe or map. They recognize personal directions by using their body or location in a room. Students match the characteristics of a season or type of weather with its name. Students give an example of cities and rural communities in their area. Students discuss the characteristics of communities and families and sequence data as it relates to the students' lives. They describe differences in other people, times, and cultures. They 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.</p>	<p>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. Students locate North America as a landmass 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. Students describe the characteristics of communities and families and recognize that data relates to the students' lives.</p>
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	questions.	
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<p>SS.S.K.1</p> <p>Students will characterize and model the civic dispositions of good citizenship (Civic Dispositions). 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). 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). 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). recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).</p>				
<p>Performance Descriptors (SS.PD.K.1)</p>				
<p>Distinguished</p>	<p>Above Mastery</p>	<p>Mastery</p>	<p>Partial Mastery</p>	<p>Novice</p>
<p>Kindergarten students performing at the Distinguished level 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 relationship of rules and consequences and demonstrate conflict resolution. They convince others to exhibit behaviors of sharing, performing chores, caring for belongings, and showing respect for others. They can volunteer their time and talents.</p>	<p>Kindergarten students performing at the Above Mastery level 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 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>Kindergarten students performing at the Mastery level 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. 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>Kindergarten students performing at the Partial Mastery level define honesty, courage, and patriotism. They are given the opportunity to recite the Pledge of Allegiance, sing patriotic songs, and celebrate national holidays. They define rules, consequences, and conflict resolution. They share, perform weekly chores, and care for personal belongings. They define volunteerism and relate how citizens contribute time.</p>	<p>Kindergarten students performing at the Novice level 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>

SS.O.K.1.1	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.
SS.O.K.1.2	identify and illustrate examples of honesty, courage, and patriotism.
SS.O.K.1.3	identify, discuss and demonstrate the need for rules and the consequences for breaking rules and how to resolve disagreements peacefully.
SS.O.K.1.4	be given the opportunity to recite the Pledge of Allegiance, sing patriotic songs and celebrate national holidays, and discuss their significance.
SS.O.K.1.5	give examples and explain why citizens voluntarily contribute their time and talents to the community.
SS.S.K.2	Students will examine and analyze the purposes and basic principles of the United States government (Purposes of Government). 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). 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). 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).
Performance Descriptors (SS.PD.K.2)	
Distinguished	
Kindergarten students performing at the Distinguished level compare and contrast roles of authority figures. They apply the classroom rules to other situations. They explain the importance of traditional patriotic symbols and give examples.	Above Mastery Kindergarten students performing at the Above Mastery level categorize the roles of authority figures in their daily lives. They model behavior in accordance with the classroom rules they have developed. They discuss the importance of traditional patriotic symbols.
Mastery	
Kindergarten students performing at the Mastery level 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 symbols and are given the opportunity to participate in patriotic activities.	Partial Mastery Kindergarten students performing at the Partial Mastery level give examples of authority figures. They explain the importance of classroom rules. They match patriotic symbols with assistance.
Novice	
Kindergarten students performing at the Novice level identify authority figures and classroom rules. They identify patriotic symbols with assistance.	
SS.O.K.2.1	explain why rules are important and participate in developing rules.
SS.O.K.2.2	give examples of authority figures in the home, school and community, and recognize their roles in our daily lives.
SS.O.K.2.3	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.

<p>SS.S.K.3</p> <p>Students will analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision making, voluntary exchange and trade-offs (Choices). research, critique and evaluate the roles of private and public institutions in the economy (Institutions). compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). illustrate how the factors of production impact the United States economic systems (Factors of Production). analyze the elements of competition and how they impact the economy (Competition). examine and evaluate the interdependence of global economies (Global Economics).</p>	
<p>Performance Descriptors (SS.PD.K.3)</p>	
<p>Distinguished</p>	<p>Above Mastery</p>
<p>Kindergarten students performing at the Distinguished level 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.</p>	<p>Kindergarten students performing at the Above Mastery level 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.</p>
	<p>Mastery</p>
	<p>Partial Mastery</p>
	<p>Novice</p>
	<p>Kindergarten students performing at the Mastery level 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.</p>
	<p>Kindergarten students performing at the Partial Mastery level 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..</p>
	<p>Kindergarten students performing at the novice level 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..</p>
<p>SS.O.K.3.1</p>	<p>give examples of occupations within the local community.</p>
<p>SS.O.K.3.2</p>	<p>discuss the basic needs of people (shelter, food, and clothing).</p>
<p>SS.O.K.3.3</p>	<p>differentiate between needs and wants as economic concepts.</p>
<p>SS.O.K.3.4</p>	<p>discuss and demonstrate the economic concept of the exchange of money for foods and services.</p>
<p>SS.O.K.3.5</p>	<p>discuss and demonstrate the economic concept of saving for the future.</p>
<p>SS.O.K.3.6</p>	<p>recognize that some goods and services are provided by the government (schools, parks, police and fire departments).</p>

SS.S.G.4	<p>Students will 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). examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems). analyze and illustrate 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). point out geographic perspective and tools and assess techniques available for geographic study (Uses of Geography).</p>			
Performance Descriptors (SS.PD.K.4)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Kindergarten students performing at the Distinguished level 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 life in their state or community, students explain why each example is an urban or rural area.</p>	<p>Kindergarten students performing at the Above Mastery level 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 why their community or city is an urban or a rural area.</p>	<p>Kindergarten students performing at the Mastery level locate bodies of water and landmasses on a globe or map. Students identify community 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 compare and contrast characteristics of city and country life.</p>	<p>Kindergarten students performing at the Partial Mastery level can locate North and South America and the Pacific and Atlantic Ocean on a globe or map. They recognize personal directions by using their body or location in a room. Students match the characteristics of a season or type of weather with its name. Students give an example of cities and rural communities in their area.</p>	<p>Kindergarten students performing at the Novice level 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.</p>
SS.O.K.4.1				
SS.O.K.4.1	locate bodies of water and land masses using a globe or a map.			
SS.O.K.4.2				
SS.O.K.4.2	demonstrate knowledge of left/right, up/down, near/far and above/under using locations on a map or picture.			
SS.O.K.4.3				
SS.O.K.4.3	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).			
SS.O.K.4.4				
SS.O.K.4.4	compare and contrast the characteristics of the four seasons and describe the characteristics of each season.			
SS.O.K.4.5				
SS.O.K.4.5	describe types of weather, the characteristics of each type, and what people wear in different types of weather.			

SS.O.K.4.6	compare and contrast characteristics of life in the city (urban) and the country (rural).
SS.S.K.5	<p>Students will</p> <ul style="list-style-type: none"> organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology). 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). 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). use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation). examine political institutions and theories that have developed and changed over time, and research and cite reasons for development and change (Political Institutions).

Performance Descriptors (SS.PD.K.5)			
Distinguished	Above Mastery	Mastery	Partial Mastery
<p>Kindergarten students performing at the Distinguished level contrast and compare characteristics of communities and families and interpret data as it relates to the students' lives.</p> <p>They categorize the differences in other people, times, and cultures.</p> <p>They reconstruct the past through literature, art, customs, and songs.</p> <p>They match different sources of information that are used to answer specific questions.</p> <p>They examine and associate the culture of Native Americans to their own.</p>	<p>Kindergarten students performing at the Above Mastery level classify characteristics of communities and families and collect and sequence data as it relates to the students' lives.</p> <p>They discriminate between the differences in other people, times, and cultures.</p> <p>They relate the past through literature, art, customs, and songs.</p> <p>They differentiate between the different sources of information that are used to answer questions.</p> <p>They recognize characteristics of the culture of Native Americans.</p>	<p>Kindergarten students performing at the Mastery level identify characteristics of communities and families and collect and sequence data as it relates to the students' lives.</p> <p>They recognize differences in other people, times, and cultures.</p> <p>They research the past through literature, art, customs, and songs.</p> <p>They identify sources of information to answer questions.</p> <p>They discuss the culture of Native Americans.</p>	<p>Kindergarten students performing at the Novice level describe the characteristics of communities and families and recognize that data relates to the students' lives.</p> <p>They discuss differences in other people, times, and cultures.</p> <p>They describe the past through literature, art, customs, and songs.</p> <p>They understand that there are different sources that are used to answer questions.</p> <p>They learn about Native Americans through art and song.</p>

SS.O.K.5.1	collect data and sequence time, places, people and events as they relate to the student's own life.
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SS.O.K.5.2	recognize differences in other people, times and cultures.
SS.O.K.5.3	identify sources of information to answer questions.
SS.O.K.5.4	research the past through stories of people, heroes, pictures, songs, holidays, customs, traditions and legends.
SS.O.K.5.5	discuss the culture of Native Americans.
SS.O.K.5.6	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 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st 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.

Global Performance Descriptors (SS.PD.VV)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Students performing at the Distinguished level discriminate between civic responsibilities, privileges, and rights and give examples of each. They choose a local problem, recommend a solution, and develop a plan to implement the solution. They assess characteristics of citizens and determine which ones demonstrate good citizenship. Students compare roles and functions of the state government to the roles and function of the national and discuss how they relate to each other. They select important state symbols, holidays, celebrations, or people and examine the role of each in the state government. They relate the event(s) leading to the development of the	Students performing at the Above Mastery level categorize examples of civic responsibilities, privileges, and rights. They research local problems, choose one, and propose a solution. They examine areas of volunteerism at local and state levels and defend reasons for being a good citizen. Students performing at the Above Mastery level evaluate the importance roles or functions of local and county levels to those of the state level of government. They describe the importance of state symbols, holidays, celebrations, and people. They discuss the purpose of the State Motto and State Song and are given the opportunity to recite each. Students compare major occupations of people in	Students performing at the Mastery level compare and contrast roles and functions of the government at the local, county and state levels. They identify important state symbols, holidays, celebrations and people. Students categorize the major occupations of people in West Virginia. They research the natural resources and geographic features of West Virginia and discuss their effect upon the state's economic development. Students locate West Virginia and bordering states on a United States map and county 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	Students performing at the Partial Mastery level give examples for civic responsibilities, privileges, and rights. They discuss why civic responsibility is important. They identify a local problem define volunteerism. They discuss behavior that demonstrates good citizenship. Students performing at the Partial Mastery level state a function or role of government at the local, county, and state level. They identify important holidays, celebrations and people of West Virginia. They define what a State Motto and State Song are and are given opportunity to recite each. Students give examples of occupations of people in West Virginia. They give examples of natural resources and	Students performing at the Novice level list examples of civic responsibility. They give an example of volunteering locally. They define good citizenship. Students define local, county, and state government. They identify important holidays and local celebrations of West Virginia. They recognize and are given opportunity to recite the State Song. Students identify occupations of people in West Virginia. They list natural resources of West Virginia and tell how they are important to the state's economy. Students performing 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

<p>State Motto and State Song and are given the opportunity to recite each. Students compare major occupations of people in West Virginia and evaluate their importance to the state. They assess the importance of the state's natural resources to the nation's economy and summarize how geographic features have an affect upon the state's economic development. Students 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 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</p>	<p>West Virginia. They research and examine how natural resources and geographic features effect the state's economic development. Students 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 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. Students discriminate between past and present lifestyles giving reason for their differences. They investigate and determine important events related to</p>	<p>personal address. Students 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. Students 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>recognize geographic features that affect the state's economy. Students locate West Virginia and bordering states on a United State map and their county and 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 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. Students 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>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, resources, and state parks and forests. They identify ways West Virginia's geography affects their lives and recognize examples of interactions with other states. Students give examples of past and present lifestyles of West Virginia. They list examples of economic, social, and political history of West Virginia. They give short answers to specific questions.</p>
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<p>nonrenewable resources to West Virginia. They justify the importance of West Virginia in the world's economic market. Students 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>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>SS.S.WV.1</p>	<p>Students will characterize and model the civic dispositions of good citizenship (Civic Dispositions). 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). 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). 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). recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).</p>			
<p>Performance Descriptors (SS.PD.WV.1)</p>				
<p>Distinguished Students performing at the Distinguished level discriminate between civic responsibilities, privileges, and rights and give examples of each. They defend the importance of each category to the state</p>	<p>Above Mastery Students performing at the Above Mastery level categorize examples of civic responsibilities, privileges, and rights. They research local problems, choose one, and propose a solution. They examine areas of</p>	<p>Mastery Students performing at the Mastery level explain various civic responsibilities, privileges and rights, and defend a position as to why civic responsibility is important. They propose</p>	<p>Partial Mastery Students performing at the Partial Mastery level give examples for civic responsibilities, privileges, and rights. They discuss why civic responsibility is important. They identify a local problem define</p>	<p>Novice Students performing at the Novice level list examples of civic responsibility. They give an example of volunteering locally. They define good citizenship.</p>

government. They choose a local problem, recommend a solution, and develop a plan to implement the solution. They assess characteristics of citizens and determine which ones demonstrate good citizenship.	volunteerism at local and state levels and defend reasons for being a good citizen.	solutions to a local problem and investigate opportunities for volunteering locally. They model behavior that demonstrates good citizenship.	volunteerism. They discuss behavior that demonstrates good citizenship.	
SS.O.WV.1.1 explain various civic responsibilities, privileges and rights (e.g., the act of voting as a West Virginia citizen).				
SS.O.WV.1.2 propose solutions and investigate opportunities for public volunteerism concerning a local problem.				
SS.O.WV.1.3 model the behavior that shows how students are citizens of their classroom, community, state, and nation.				
SS.O.WV.1.4 take and defend a position as to why fulfilling one's civic responsibility is important.				
SS.S.WV.2				
Students will				
<ul style="list-style-type: none"> • examine and analyze the purpose and basic principles of the United States government (Purposes of Government). • 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). • 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). • analyze how the world is organized politically and compare the role and relationship of the United States to other nations to world affairs (United States Government and World Affairs). 				
Performance Descriptors (SS.PD.WV.2)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Students performing at the Distinguished level compare roles and functions of the state government to the roles and function of the national and discuss how they relate to each other. They select important state symbols, holidays, celebrations, or people and examine the role of each in the state government. They relate the event(s) leading	Students performing at the Above Mastery level evaluate the importance roles or functions of local and county levels to those of the state level of government. They describe the importance of state symbols, holidays, celebrations, and people. They discuss the purpose of the State Motto and State Song and are given the	Students performing at the Mastery level compare and contrast roles and functions of the government at the local, county and state levels. They identify important state symbols, holidays, celebrations and people. They recognize and are given the opportunity to recite the State Motto and State Song.	Students performing at the Partial Mastery level state a function or role of government at the local, county, and state level. They identify important holidays, celebrations and people of West Virginia. They define what a State Motto and State Song are and are given opportunity to recite each.	Students performing at the Novice level define local, county, and state government. They identify important holidays and local celebrations of West Virginia. They recognize and are given opportunity to recite the State Song.

to the development of the State Motto and State Song and are given the opportunity to recite each.	opportunity to recite each.		
SS.O.WV.2.1			
identify state symbols, the state capital, celebrations, holidays, famous West Virginians, and the title of the elected leader (the Governor) of the state government.			
SS.O.WV.2.2			
recognize and be given the opportunity to recite the State Motto and sing the State Song.			
SS.O.WV.2.3			
compare and contrast the roles and functions of the government (e.g., legislative, executive, judicial branches) at the local, county and state levels.			
SS.S.WV.3			
Students will	<ul style="list-style-type: none"> analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision making, voluntary exchange and trade-offs (Choices). research, critique and evaluate the roles of private and public institutions in the economy (Institutions). compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). illustrate how the factors of production impact the United States economic system (Factors of Production). analyze the elements of competition and how they impact the economy (Competition). examine and evaluate the interdependence of global economies (Global Economies). 		
Performance Descriptors (SS.PD.WV.3)			
Distinguished			
Students performing at the Distinguished level compare major occupations of people in West Virginia and evaluate their importance to the state. They assess the importance of the state's natural resources to the nation's economy and summarize how geographic features have an affect upon the state's economic development.	Above Mastery Students performing at the Above Mastery level compare major occupations of people in West Virginia. They research and examine how natural resources and geographic features effect the state's economic development.	Mastery Students performing at Mastery level categorize the major occupations of people in West Virginia. They research the natural resources and geographic features of West Virginia and discuss their effect upon the state's economic development.	Partial Mastery Students performing at the Partial Mastery level give examples of occupations of people in West Virginia. They give examples of natural resources and recognize geographic features that affect the state's economy.
			Novice Students performing at the Novice level identify occupations of people in West Virginia. They list natural resources of West Virginia and tell how they are important to the state's economy.
SS.O.WV.3.1			
research the natural resources and geographic features of West Virginia and discuss their effect upon the economic development of the state.			
SS.O.WV.3.2			
categorize the major occupations of people in the private and public sectors of West Virginia.			

SS.S.WV.4

Students will

- 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).
- examine the physical and human characteristics of place and examine how the lives of people are rooted in places and regions (Places and Regions).
- analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems).
- analyze and illustrate 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).
- point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).

Performance Descriptors (SS.PD.WV.4)

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Students performing at the Distinguished level 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 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</p>	<p>Students performing at the Above Mastery level 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 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.</p>	<p>Students locate West Virginia and bordering states on a United States map and county 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 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</p>	<p>Students performing at the Partial Mastery level locate West Virginia and bordering states on a United State map and their county and 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 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</p>	<p>Students performing at the Novice level 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, 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.</p>

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.	They choose specific resources and discuss their importance to local and state economies, and they examine West Virginia's impact on the national economy.	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	and their interaction in other states.
SS.O.WV.4.1 locate West Virginia and bordering states on a United States map.			
SS.O.WV.4.2 determine the four physical geographic regions of West Virginia and the major communities contained within each region.			
SS.O.WV.4.3 locate counties and county seats on a West Virginia map.			
SS.O.WV.4.4 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.4.5 illustrate West Virginia's climate and track the weather.			
SS.O.WV.4.6 compare and contrast the characteristics of renewable and nonrenewable resources.			
SS.O.WV.4.7 differentiate between the exact and relative locations of their state, town, county, and personal address.			
SS.O.WV.4.8 research West Virginia's population, products, resources, transportation, state parks, forests, and scenic/recreational resources and draw conclusions from the information.			
SS.O.WV.4.9 use a grid system to locate natural and man-made items on a map.			
SS.O.WV.4.10 recognize the eight tourist regions of West Virginia.			
SS.S.WV.5			
Students will	<ul style="list-style-type: none"> organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application. (Chronology). 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). 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). use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation). examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions). 		
Performance Descriptors (SS.PD.WV.5)			
Distinguished	Above Mastery	Mastery	Novice
Students performing at the Distinguished level	Students performing at the Above Mastery level	Students compare and	Students performing at the Novice level give examples

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.	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.	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.	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.	of past and present lifestyles of West Virginia. They list examples of economic, social, and political history of West Virginia. They give short answers to specific questions.
SS.O.WV.5.1 reconstruct the economic, social and political history of West Virginia.				
SS.O.WV.5.2 research and describe the cultural life of West Virginia as reflected in folklore and heritage.				
SS.O.WV.5.3 compare and contrast past and present lifestyles of West Virginians.				
SS.O.WV.5.4 use reference sources to construct short reports that answer specific questions about West Virginia.				

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 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st 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.

Global Performance Descriptors (SS.PD.1)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>First grade students performing at the Distinguished level 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 group roles in settings other than the classroom. Give examples of roles in local, state, and national government. Students 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. Students locate surrounding</p>	<p>First grade students performing at the Above Mastery level 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 participate in developing rules and the consequences for breaking rules. Students 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 appropriate behavior in</p>	<p>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 participate in developing classroom rules and discuss the consequences of breaking the rules. Students 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</p>	<p>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 participate in developing classroom rules. Students identify differences between rules and laws. They recognize that breaking a rule results in a consequence. They identify authority figures in the community and important government leaders. Students give examples of group roles in the</p>	<p>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. Students identify rules. 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 government exist. They recognize that different levels of government exist. Students tell what their needs are, label depictions of occupations in the</p>

<p>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, 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. Students research changes in 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</p>	<p>group roles in the classroom. Explain the need for local, state and national levels of government. First grade students performing at the Above Mastery level 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 and services. Students 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 climate/weather on people's lives and classify examples of basic natural resources. Students collect information about the ways in which communities change over time. They organize and classify</p>	<p>government leaders, describing their roles. They practice various group roles in the classroom. They identify local, state and national levels of government. Students 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 of goods and services using money or other goods and services. They 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 people lives. Students give examples of basic natural resources. They give examples of ways communities change over time. They participate in the collection and organization</p>	<p>classroom. They recognize the need for different levels of government. Students 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. Students 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 climate/weather affects the types of work people do. Students list two or three common resources. First grade students performing at the Partial Mastery level discuss the ways in which 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</p>	<p>community, and recognize that money is exchanged for goods and services. Students 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. Students state a basic resource used for fuel. Students recognize that communities change 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.</p>
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<p>compare and contrast different types of families, summarizing by categories the characteristics of each.</p>	<p>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.</p>	<p>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</p>	<p>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.</p>	
<p>SS.S.1.1</p>	<p>Students will</p> <ul style="list-style-type: none"> • characterize and model the civic dispositions of good citizenship (Civic Dispositions). • 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). • 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). • 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). • recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life). 			
<p>Performance Descriptors (SS.PD.1.1)</p>				
<p>Distinguished First grade students performing at the Distinguished level generalize appropriate behaviors of caring, trustworthiness, respect and responsibility for self and others, and the expression and acceptance of opinions to settings other than</p>	<p>Above Mastery First grade students performing at the Above Mastery level 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</p>	<p>Mastery 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</p>	<p>Partial Mastery 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</p>	<p>Novice 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</p>

classroom or school. They evaluate examples of volunteerism in the school/community, recommend how to volunteer and practice appropriate behaviors for dangerous situations. They create appropriate rules and consequences for breaking the rules in other settings.	generate examples of volunteerism to address the problem. They predict behaviors appropriate for dangerous situations. They participate in developing rules and the consequences for breaking rules.	illustrate examples of caring and trustworthiness and demonstrate examples of appropriate behavior in dangerous situations. They participate in developing classroom rules and discuss the consequences of breaking the rules.	appropriate behavior in dangerous situations. They recognize the difference between rules and consequences and participate in developing classroom rules.	participate in developing classroom rules.
SS.O.1.1.1	express opinions and accept opinions of others in solving problems and/or resolving conflicts.			
SS.O.1.1.2	illustrate examples of honesty, caring and trustworthiness in the home and at school.			
SS.O.1.1.3	participate in developing classroom rules and discussing the consequences of breaking rules.			
SS.O.1.1.4	demonstrate respect and responsibility for self and others' materials and belongings.			
SS.O.1.1.5	given the opportunity to recite the Pledge of Allegiance, participate in patriotic singing and celebrate national holidays and discuss their significance.			
SS.O.1.1.6	discuss the importance of volunteerism and participate in school/community projects.			
SS.O.1.1.7	demonstrate and give examples of appropriate behavior in dangerous situations (e.g., fire, poison, traffic, strangers and drugs).			
SS.S.1.2	Students will <ul style="list-style-type: none"> examine and analyze the purposes and basic principles of the United States government (Purposes of Government). 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). 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). 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). 			
Performance Descriptors (SS.PD.1.2)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
First Grade students performing at the Distinguished level compare and contrast rules and laws. They classify rules and consequences as fair or unfair. They discriminate	First Grade students performing at the Above Mastery level classify statements as rules and laws. They explain how a rule is fair or unfair and give reasons for consequences.	First grade students performing at the Mastery level explain the differences between rules and laws, determine if a rule is fair, and identify the consequences of breaking a	First Grade students performing at the Partial Mastery level identify differences between rules and laws. They recognize that breaking a rule results in a consequence. They	First Grade students performing at the Novice level identify rules. They recognize that breaking a rule results in a consequence. They identify the governor and president.

between the roles of authority figures and important government leaders. Students apply group roles in settings other than the classroom. Give examples of roles in local, state, and national government.	They explain the need for authority figures and government leaders. Model appropriate behavior in group roles in the classroom. Explain the need for local, state and national levels of government.	rule. They recognize the need for authority figures and identify important government leaders, describing their roles. They practice various group roles in the classroom. They identify local, state and national levels of government.	identify authority figures in the community and important government leaders. Students give examples of group roles in the classroom. They recognize the need for different levels of government.	Students identify specific group roles of the classroom. They recognize that different levels of government exist. They recognize that different levels of government exist.
SS.O.1.2.1 describe, discuss and practice various group roles (e.g., group leader, recorder, reporter, collector) in the classroom.				
SS.O.1.2.2 identify the three levels of government (local, state and federal).				
SS.O.1.2.3 identify the President and Governor and other government leaders and describe their roles.				
SS.O.1.2.4 recognize the need for authority figures.				
SS.O.1.2.5 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.				
SS.S.1.3 Students will				
<ul style="list-style-type: none"> analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision making, voluntary exchange and trade-offs (Choices). research, critique and evaluate the roles of private and public institutions in the economy (Institutions). compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). illustrate how the factors of production impact the United States economic system (Factors of Production). analyze the elements of competition and how they impact the economy (Competition). examine and evaluate the interdependence of global economies (Global Economies). 				
Performance Descriptors (SS.PD.1.3)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
First grade students performing at the Distinguished level 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	First grade students performing at the Above Mastery level 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	First grade students performing at the Mastery level 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	First grade students performing at the Partial Mastery level 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	First grade students performing at the novice level tell what their needs are, label depictions of occupations in the community, and recognize that money is exchanged for goods and services.

differences between exchanging money or goods and services for goods and services.	different. They generate examples of goods and services that can be exchanged for other goods and services.	occupations in their community. They demonstrate the exchange of goods and services using money or other goods and services.	goods and services.	
SS.O.1.3.1 choose from among needs and wants and predict the consequences of those choices.				
SS.O.1.3.2 demonstrate the exchange of goods and services (using money or other goods and services).				
SS.O.1.3.3 recognize the characteristics of occupations in the community.				
SS.O.1.3.4 recognize that all people share the same basic needs.				
SS.S.1.4 Students will				
<ul style="list-style-type: none"> • 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). • examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). • analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems). • analyze and illustrate 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). • point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography). 				
Performance Descriptors (SS.PD.1.4)				
Distinguished				
First grade students performing at the Distinguished level 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	Above Mastery First grade students performing at the Above Mastery level 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	Mastery First grade students performing at the Mastery level 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	Partial Mastery First grade students performing at the Partial Mastery level 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	Novice First grade students performing at the Novice level 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

given a designated day, 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.	example in sequence. They discuss effects of climate/weather on people's lives and classify examples of basic natural resources.	climate and weather affect people lives. Students give examples of basic natural resources	seasons. They tell how climate/weather affects the types of work people do. Students list two or three common resources.	during these times. Students state a basic resource used for fuel.
SS.O.1.4.1	construct a simple map of a familiar area (such as the school) incorporating cardinal directions and map symbols.			
SS.O.1.4.2	locate the United States and West Virginia on a globe or world map.			
SS.O.1.4.3	locate major geographic features (e.g., rivers, lakes, mountains, oceans) using a United States map.			
SS.O.1.4.4	sequence the seasons of the year, days of the week and months.			
SS.O.1.4.5	give examples of basic natural resources.			
SS.O.1.4.6	recognize and relate how climate/weather affects the way people live (e.g., food, clothing, shelter, recreation).			
SS.O.1.4.7	construct and interpret simple maps using cardinal directions, locations, a scale and symbols in a legend.			
SS.S.1.5	Students will	<ul style="list-style-type: none"> organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology). 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). 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). use historical knowledge to analyze local, state, national, and global interdependence (Interpretation and Evaluation). examine political institutions and theories that have developed and changed over time, and research and cite reasons for development and change (Political Institutions). 		
Performance Descriptors (SS.PD.1.5)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
First grade students performing at the Distinguished level research changes in communities over time. They evaluate and prioritize	First grade students performing at the Above Mastery level collect information about the ways in which communities change over time.	First grade students performing at the Mastery level give examples of ways communities change over time. They participate in the	First grade students performing at the Partial Mastery level discuss the ways in which communities change over time. They participate in the	First grade students performing at the Novice level recognize that communities change over time. They discuss historical data

<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>
SS.O.1.5.1	give examples of ways communities change over time (e.g., landscape, buildings, jobs, population).			
SS.O.1.5.2	collect information to contrast family history through two generations (parents, grandparents) and make comparisons to present-day.			
SS.O.1.5.3	identify characteristics of the past and contributions of heroic people using sources such as stories, folk tales, pictures, poems, songs, legends, holdings and customs.			
SS.O.1.5.4	investigate cultural differences through celebrations, holidays and family traditions to build empathy and understanding for individuals and groups.			
SS.O.1.5.5	compare and contrast different types of families (e.g., single parent, extended, multi-generational).			
SS.O.1.5.6	participate in the collection and organization of historical data.			
SS.S.1.6	<p>Students will</p> <ul style="list-style-type: none"> 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. recognize main ideas and supporting details to locate basic facts (e.g., names, dates, events). distinguish relationships among people, ideas, and events. 			

- 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.

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 savings/spending. The objectives for elementary West Virginia Social Studies may be integrated throughout the K-4 curriculum. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st 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.

Global Performance Descriptors (SS.PD.2)

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Second grade students performing at the Distinguished level 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 purpose for conflict resolution and model behavior appropriate to conflict resolution in different situations. They 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</p>	<p>Second grade students performing at the Above Mastery level classify behaviors of compassion and empathy and model responsible behaviors 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 for areas of conflict in the school and community. Students 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</p>	<p>Second grade students performing at the Mastery level 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. They compare and contrast rules and laws 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. Students make economic choices, predict the consequences of those choices and examine bartering as a way to obtain</p>	<p>Second grade students performing at the Partial Mastery level describe examples of compassion in daily life and demonstrate personal responsibility in the classroom. They model personal responsibility through participation in a volunteer project. They recognize and give examples of conflict resolution within the school. Students 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. Students explain that economic choices have consequences. They give examples of bartering. They</p>	<p>Second grade students performing at the Novice level 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. Students 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. Students identify rules and laws. They recognize that there are three levels of government – local, state and national – and identify responsible authority figures. Students identify economic choices and</p>

<p>responsible authority figures. They 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. They locate West Virginia and bordering states by shapes and relative location on a United State 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 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. They compare and contrast</p>	<p>authority figures. Students 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. Students 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. Students appraise and critique material from various historic data collection methods and research locally historical significant sites and people. They analyze children's</p>	<p>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 the future. They construct and interpret graphs, charts and tables. They 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. They locate the United States and/or world regions on a map. They give examples of how people use basic natural resources and recognize the processes that have caused communities in the county and state to change. Students draw conclusions from various historic data collection methods and give examples of locally historical significant sites and people. They use children's literature to</p>	<p>illustrate the needs in different cultures. Students describe present occupations in the community. They recognize the functions of banks. They recognize graphs, charts, and tables as ways to represent information. Second grade students performing at the Partial Mastery level recognize West Virginia and the United States by their shapes. They identify the kinds of geographic features found within the state of West Virginia and the United States. They locate the compass rose and map symbols on a map and draw a simple map of their school. They give an example of how the natural resource of oil is used and identify a change in their community or state and the cause for the change. Students examine data from various historic collection methods 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,</p>	<p>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. Students 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. Second grade students performing at the Novice level discuss data from various historic collection methods and view 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</p>
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material from various historic data collection 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 media.	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.	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 settlers through stories, legends, art, and music to establish past contributions. They describe current events using various forms of media.	events using various forms of media.
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SS.S.2.	Students will <ul style="list-style-type: none"> characterize and model the civic dispositions of good citizenship (Civic Dispositions). 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). 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). 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). recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).
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Performance Descriptors (SS.PD.2.1)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Second grade students performing at the Distinguished level justify reasons for compassion and empathy toward others and taking personal responsibility in different	Second grade students performing at the Above Mastery level classify behaviors of compassion and empathy and model responsible behavior in different situations in the	Second grade students performing at the Mastery level examine examples of compassion and empathy in daily life, model personal responsibilities in the classroom, and choose and	Second grade students performing at the Partial Mastery level describe examples of compassion in daily life and demonstrate personal responsibility in the classroom. They model	Second grade students performing at the Novice level recognize examples of compassion in daily life and examples of personal responsibility in the classroom. They participate

<p>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 purpose for conflict resolution and model behavior appropriate to conflict resolution in different situations.</p>	<p>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 for areas of conflict in the school and community.</p>	<p>participate in a volunteer service project. They recognize and practice conflict resolution within the school community</p>	<p>personal responsibility through participation in a volunteer project. They recognize and give examples of conflict resolution within the school.</p>	<p>in a volunteer project. They recognize conflict resolution in a classroom situation.</p>
<p>SS.O.2.1.1 choose and participate in a project of volunteer service.</p>				
<p>SS.O.2.1.2 examine examples of honesty, trustworthiness, compassion and empathy in daily life experiences.</p>				
<p>SS.O.2.1.3 model the personal responsibilities of good citizenship in the classroom (e.g., responsibility, self-control).</p>				
<p>SS.O.2.1.4 be given the opportunity to recite the Pledge of Allegiance and participate in national celebrations.</p>				
<p>SS.O.2.1.5 recognize and practice components of conflict resolution within the school community.</p>				
<p>SS.S.2.2 Students will</p>				
<ul style="list-style-type: none"> • examine and analyze the purposes and basic principles of the United States government (Purposes of Government). • 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). • 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). • 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). 				
<p>Performance Descriptors (SS.PD.2.2)</p>				
<p>Distinguished Second grade students performing at the Distinguished level 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</p>	<p>Above Mastery Second grade students performing at the Above Mastery level 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,</p>	<p>Mastery Second grade students performing at the Mastery level 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</p>	<p>Partial Mastery Second grade students performing at the Partial Mastery level 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</p>	<p>Novice Second grade students performing at the Novice level identify rules and laws. They recognize that there are three levels of government – local, state and national – and identify responsible authority figures.</p>

government and anticipate the need for responsible authority figures.	state and national levels of government and explain the need for responsible authority figures.	government and recognize the need for responsible authority figures, describing their characteristics.	government and identify needs for responsible authority figures.
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SS.O.2.2.1	discuss and explain why different levels of government (local, state, federal) are needed.
SS.O.2.2.2	compare and contrast rules and laws.
SS.O.2.2.3	recognize the need for authority figures and describe the characteristics of responsible leaders.
SS.O.2.2.4	assess the importance of laws/rules and justify how and why they can provide order and predictability.

SS.S.2.3	<p>Students will</p> <ul style="list-style-type: none"> analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices). research, critique and evaluate the roles of private and public institutions in the economy (Institutions). compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). illustrate how the factors of production impact the United States economic system (Factors of Production). analyze the elements of competition and how they impact the economy (Competition). examine and evaluate the interdependence of global economies (Global Economies).
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Performance Descriptors (SS.PD.2.3)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Second grade students performing at the Distinguished level 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.</p>	<p>Second grade students performing at the Above Mastery level 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</p>	<p>Second grade students performing at the Mastery level 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</p>	<p>Second grade students performing at the Partial Mastery level explain that economic choices have consequences. They give examples of bartering. They illustrate the needs in different cultures. Students describe present occupations in the community. They recognize the functions of banks. They recognize graphs, charts, and tables as ways to represent information.</p>	<p>Second grade students performing at the novice level 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.</p>

	important.	community have changed. They explain the role of banks in saving for their future. They construct and interpret graphs, charts and tables.		
SS.O.2.3.1	make economic choices and predict the consequences of those choices.			
SS.O.2.3.2	research various occupations and how job opportunities in the community have changed.			
SS.O.2.3.3	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.2.3.4	compare and contrast the needs of people in different cultures and show how they meet their needs in different ways.			
SS.O.2.3.5	explain the role of banks in saving for the future purchase of goods and services.			
SS.O.2.3.6	construct and interpret a variety of graph, charts, and tables.			
SS.S.2.4	Students will	<ul style="list-style-type: none"> 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). examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). analyze physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems). analyze and illustrate 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). point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography). 		
Performance Descriptors (SS.PD.2.4)				
	Distinguished	Above Mastery	Mastery	Partial Mastery
Second grade students performing at the Distinguished level 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	Second grade students performing at the Above Mastery level 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	Second grade students performing at the Mastery level 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	Second grade students performing at the Partial Mastery level recognize West Virginia and the United States by their shapes. They identify the kinds of geographic features found within the state of West Virginia and the United States. They locate the compass rose and map	Second grade students performing at the Novice level 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

maps and globes. They compare examples of geographic features 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.	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.	map to scale. Students locate the United States and/or world regions on a map. They give examples of how people use basic natural resources and recognize the processes that have caused communities in county and state to change.	symbols on a map and draw a simple map of their school. They give an example of how the natural resource of oil is used and identify a change in their community or state and the cause for the change.	rose and identify common map symbols found on a map. They recognize a change that has occurred in the county or state.
SS.O.2.4.1 recognize West Virginia by the shape and relative location.				
SS.O.2.4.2 demonstrate knowledge of cardinal directions, a compass rose and map legends on a map.				
SS.O.2.4.3 locate the United States and/or world regions on a map.				
SS.O.2.4.4 recognize major geographic features on a variety of maps and globes (e.g., rivers, lakes, oceans, islands, continents, mountains).				
SS.O.2.4.5 give examples of basic natural resources and how people use these resources.				
SS.O.2.4.6 recognize the processes that have caused the major communities in the county and state to change.				
SS.O.2.4.7 choose a map scale to construct class and school maps.				
SS.S.2.5 Students will				
<ul style="list-style-type: none"> organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology). 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). 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). use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation). examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions). 				
Performance Descriptors (SS.PD.2.5)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Second grade students performing at the	Second grade students performing at the Above	Second grade students performing at the Mastery	Second grade students performing at the Partial	Second grade students performing at the Novice

Distinguished level compare and contrast material from various 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.	Mastery level appraise and critique material from various 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.	level draw conclusions from various historic data collection 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.	Mastery level examine data from various historic collection methods 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.	level discuss data from various historic collection methods and view 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.
SS.O.2.5.1	gather information and data using family artifacts, photos and interviews to compare different life styles and use this information to construct a timeline of family history through three generations.			
SS.O.2.5.2	explore the history of the community and give examples of locally significant sites and people.			
SS.O.2.5.3	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.2.5.4	discuss current events using various media (e.g., student newspaper, television, news broadcasts).			
SS.O.2.5.5	read children's books to compare and contrast the variety of traditions, languages, structures of families and community life in different cultures.			
SS.O.2.5.6	examine the lives and cultures of Native Americans and early settlers through stories, legends, myths, and folklore.			
SS.O.2.5.7	draw conclusions from various historic data collection methods (e.g., graphs, charts, timelines).			
SS.S.2.6	Students will			
	<ul style="list-style-type: none"> • 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. • recognize main ideas and supporting details to locate basic facts (e.g., names, dates, events). • distinguish relationships among people, ideas, and events. 			

- recognize cause-effect relationships in content passages.
- outline sequences of events.
- summarize events and ideas. infer main ideas or purpose of content.
- draw generalizations and conclusions about people 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.

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 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st 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.

Global Performance Descriptors (SS.PD.3)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Third grade students performing at the Distinguished level 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 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. Students predict the importance of government in different</p>	<p>Third grade students performing at the Above Mastery level defend the importance of government in different settings, analyze criteria to evaluate rules and laws, and categorize the responsibilities of the three levels of government. They examine commonly held principles and beliefs that unite citizens. Third grade students performing at the Above Mastery level 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 in terms of the impact on their own lives. They locate</p>	<p>Third grade students performing at the Mastery level 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 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. Third grade students performing at the Mastery level evaluate the importance of government</p>	<p>Third grade students performing at the Partial Mastery level 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 respect for minorities. Students recognize the importance of government in different settings, list criteria to evaluate rules and laws, and match responsibilities to the three levels of government. They illustrate how commonly held principles and beliefs unite citizens. Students give</p>	<p>Third grade students performing at the Novice level 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 minorities. Students describe government in different settings, match criteria to rules and laws, and discuss responsibilities of the three levels of government. They understand that commonly held principles and beliefs unite citizens. Students define the terms supply and demand. They match raw materials with</p>

<p>settings, produce criteria to evaluate rules and laws, and prioritize the responsibilities of the three levels of government. They validate commonly held principles and beliefs that unite citizens. Students 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 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</p>	<p>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. Students research 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.</p>	<p>in different settings, apply criteria to evaluate rules and laws, and identify the responsibilities of the three levels of government. They explain how commonly held principles and beliefs unite citizens. Students 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 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. Students el 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</p>	<p>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. They identify the kinds of geographic features found within the state of West Virginia and the United States. They locate the compass rose and map symbols on a map and draw a simple map of their school. They give an example of how the natural resource of oil is used and identify a change in their community or state and the cause for the change. Students summarize 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 recognize historical artifacts and pictures. They discuss the settlement of a community/region and the timeline for 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>	<p>finished products. They describe a budget. Students describe occupations in the community and define and name public services in their community. 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. Students 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 for 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>
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<p>the environment. Students 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 events, they formulate solutions to problems.</p>		<p>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. Students 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>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>
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<p>SS.S.3.1</p>	<p>Students will</p> <ul style="list-style-type: none"> • characterize and model the civic dispositions of good citizenship (Civic Dispositions). • 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). • 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).
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	<ul style="list-style-type: none"> • 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). • recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life). 				
Performance Descriptors (SS.PD.3.1)					
Distinguished					
Third grade students performing at the Distinguished level 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 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.	Above Mastery Third grade students performing at the Above Mastery level 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 roles of famous people. They explain the purposes of the common good and of respect and protection of minorities.	Mastery Third grade students performing at the Mastery level 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 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.	Partial Mastery Third grade students performing at the Partial Mastery level 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 respect for minorities.	Novice Third grade students performing at the Novice level 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 minorities.	
SS.O.3.1					
SS.O.3.1.1	Identify and practice principles of honesty, fairness and justice in experiences at home, school and in the community.				
SS.O.3.1.2	describe and model the personal and civic responsibilities of good citizenship in the classroom, school and community.				
SS.O.3.1.3	explain the significance of patriotic symbols, holidays, celebrations and famous people.				
SS.O.3.1.4	recognize the importance of respect and protection of minorities.				
SS.O.3.1.5	give examples of how people working together can accomplish goals that individuals working alone cannot.				
SS.O.3.1.6	examine the impact that groups can make in a community.				
SS.O.3.1.7	identify examples of the common good (what is best for the most people).				
SS.O.3.1.8	choose a volunteer program and work independently and cooperatively to accomplish its goals.				

SS.S.3.2	Students will	<ul style="list-style-type: none"> examine and analyze the purposes and basic principles of the United States government (Purposes of Government). 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). 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). 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).
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Performance Descriptors (SS.PD.3.2)

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Third grade students performing at the Distinguished level predict the importance of government in different settings, produce criteria to evaluate rules and laws, and prioritize the responsibilities of the three levels of government. They validate commonly held principles and beliefs that unite citizens.	Third grade students performing at the Above Mastery level defend the importance of government in different settings, analyze criteria to evaluate rules and laws, and categorize the responsibilities of the three levels of government. They examine commonly held principles and beliefs that unite citizens.	Third grade students performing at the Mastery level evaluate the importance of government in different settings, apply criteria to evaluate rules and laws, and identify the responsibilities of the three levels of government. They explain how commonly held principles and beliefs unite citizens.	Third grade students performing at the Partial Mastery level recognize the importance of government in different settings, list criteria to evaluate rules and laws, and match responsibilities to the three levels of government. They illustrate how commonly held principles and beliefs unite citizens.	Third grade students performing at the Novice level describe government in different settings, match criteria to rules and laws, and discuss responsibilities of the three levels of government. They understand that commonly held principles and beliefs unite citizens.

SS.O.3.2.1	evaluate the importance of government in the classroom, school, community and state.
SS.O.3.2.2	explain that citizens are united by commonly held principles and beliefs.
SS.O.3.2.3	identify the three levels (local, state, federal) of government and the responsibilities of each level.
SS.O.3.2.4	define major rule and give examples of that concept in a democracy.
SS.O.3.2.5	apply criteria in evaluating rules and laws (e.g., strengths and weaknesses, design and purpose, enforcement, bias).

<p>SS.S.3.3</p> <p>Students will</p> <ul style="list-style-type: none"> analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision making, voluntary exchange and trade-offs (Choices). research, critique and evaluate the roles of private and public institutions in the economy (Institutions). compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). illustrate how the factors of production impact the United States economic system (Factors of Production). analyze the elements of competition and how they impact the economy (Competition). examine and evaluate the interdependence of global economies (Global Economies). 				
<p>Performance Descriptors (SS.PD.3.3)</p>				
<p>Distinguished</p>	<p>Above Mastery</p> <p>Third grade students performing at the Above Mastery level 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 in terms of the impact on their own lives.</p>	<p>Mastery</p> <p>Third grade students performing at the Mastery level 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 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.</p>	<p>Partial Mastery</p> <p>Third grade students performing at the Partial Mastery level 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.</p>	<p>Novice</p> <p>Third grade students performing at the novice level 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.</p>
<p>SS.O.3.3.1</p>	<p>characterize the concept of scarcity by citing examples of limited supplies and scarce resources.</p>			
<p>SS.O.3.3.2</p>	<p>explain why budgeting is an important life skill.</p>			
<p>SS.O.3.3.3</p>	<p>illustrate the basic concept of supply and demand.</p>			

SS.O.3.3.4	compare and contrast various occupations and their economic impact.				
SS.O.3.3.5	summarize how banks serve as intermediaries between savers and borrowers.				
SS.O.3.3.6	analyze the relationship between government taxation and the provision of public services (e.g., policemen, firemen, teacher, libraries, public schools).				
SS.O.3.3.7	illustrate the path of a product from the raw material to the final product (e.g., cotton to sweater, coal to electricity).				
SS.O.3.3.8	correlate competition for products with increases in advertising.				
SS.O.3.3.9	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.				
SS.S.3.4	Students will <ul style="list-style-type: none"> 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). examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems). analyze and illustrate 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). point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography). 				
Performance Descriptors (SS.PD.3.4)					
Distinguished					
Third grade students performing at the Distinguished level 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	Above Mastery Third grade students performing at the Above Mastery level 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	Mastery Third grade students performing at the Mastery level 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	Partial Mastery Third grade students performing at the Partial Mastery level 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.	Novice Third grade students performing at the Novice level 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.	

<p>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.</p>	<p>need for basic natural resources and examine the processes that have caused major communities in the county and state to change.</p>	<p>can keep the environment clean.</p>	
<p>SS.O.3.4.1</p>	<p>construct and use the basic elements of maps and globes (e.g., title, legend, cardinal directions, scale, grid, parallels, meridians).</p>		
<p>SS.O.3.4.2</p>	<p>locate north, south, east, west, borders, lines of longitude and latitude, equator, north and south poles and time zones using a map.</p>		
<p>SS.O.3.4.3</p>	<p>recognize world geographic features (e.g., peninsulas, islands, continents, straits, mountains, rivers, deserts, oceans, seas, harbors, gulfs, forests, oases).</p>		
<p>SS.O.3.4.4</p>	<p>name and locate states and capitals of the United States.</p>		
<p>SS.O.3.4.5</p>	<p>compare and contrast climate, weather and location with regard to people's clothing, food, shelter and jobs.</p>		
<p>SS.O.3.4.6</p>	<p>relate how people affect and are affected by the various elements of the environment (e.g., water, soil, weather, climate, topography)</p>		
<p>SS.O.3.4.7</p>	<p>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.</p>		
<p>SS.O.3.4.8</p>	<p>construct and interpret data from various types of maps, globes, charts, graphs and timelines (e.g., population, products, climate).</p>		
<p>SS.S.3.5</p>			
<p>Students will</p>	<ul style="list-style-type: none"> • organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology). • 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). • 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). • 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). 		
<p>Performance Descriptors (SS.PD.3.5)</p>			
<p>Distinguished</p>	<p>Above Mastery</p>	<p>Mastery</p>	<p>Partial Mastery</p>
<p>Third grade students performing at the Distinguished level compare and contrast the lives of famous Americans, customs, and traditions.</p>	<p>Third grade students performing at the Above Mastery level summarize and write about the lives of famous Americans, customs, and traditions.</p>	<p>Third grade students performing at the Mastery level research the lives of famous Americans, customs, and traditions. They discuss the historical</p>	<p>Third grade students performing at the Partial Mastery level define and explain the lives of famous Americans, customs, and traditions.</p>
<p>Third grade students performing at the Novice level discuss the lives of famous Americans, customs, and traditions. They examine the historical</p>			

<p>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.</p> <p>Assessing current events, they formulate solutions to problems.</p>	<p>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>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>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>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>
<p>SS.O.3.5.1</p>	<p>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.).</p>			
<p>SS.O.3.5.2</p>	<p>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.)</p>			
<p>SS.O.3.5.3</p>	<p>compare and contrast present cultures to the cultures of people of other historical time periods (e.g., source of food, clothing, shelter, products used).</p>			
<p>SS.O.3.5.4</p>	<p>make historical inferences by analyzing artifacts and pictures.</p>			
<p>SS.O.3.5.5</p>	<p>discuss and draw conclusions about current events.</p>			
<p>SS.O.3.5.6</p>	<p>research the lives of famous Americans, customs and traditions using various forms of literature (e.g., presidents, inventors, explorers, civil rights leaders, artists, writers).</p>			
<p>SS.O.3.5.7</p>	<p>explain the importance of respect for diversity in the heritage, culture, ideas and opinions of others.</p>			
<p>SS.O.3.5.8</p>	<p>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.</p>			
<p>SS.O.3.5.9</p>	<p>discuss and sequentially organize a series of pictures that reflect historic change (e.g., transportation, technology, agriculture, events</p>			

	in history).
SS.O.3.5.10	organize information from various reference sources to prepare short reports and presentations.
SS.S.3.6	<p>Students will</p> <ul style="list-style-type: none"> • 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. • recognize main ideas and supporting details to locate basic facts (e.g. names, dates, events). • distinguish relationships among people, ideas, and events. • 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. <p>Refer to policy 2520.1 for specific grade level reading and writing objectives.</p>

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 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st 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.

Global Performance Descriptors (SS.PD.4)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Fourth grade students performing at the Distinguished level 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</p>	<p>Fourth grade students performing at the Above Mastery level plan, construct, and interpret maps. Students examine the effects of physical factors on the settlement patterns of Native Americans. Students 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. Students research the characteristics of consumers and products. They develop a budget to reflect specific trade-offs and design a budget based on price comparisons. Students categorize factors</p>	<p>Fourth grade students performing at the Mastery level They 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 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.</p>	<p>Students performing at the Partial Mastery level 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. Students interpret the rule of law and limited government in a democracy, recognize individual and group rights to dissent responsibly, and examine historical conflicts about individual rights and their resolutions. Students give examples of responsible citizenship.</p>	<p>Fourth grade students performing at the Novice level 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. Students identify the rule of law and limited government in a democracy, understand the concept that individuals and groups have rights to dissent responsibly, and discuss historical conflicts about individual rights and their resolutions. Students recognize examples of consumers and producers of goods. They recognize trade-offs or choices and compromises. They</p>

<p>different situations and different settings. Students 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. Students compare and contrast consumers and producers and their economic effect. They develop hypothetical budgets, including trade-offs 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. Students 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</p>	<p>that shaped the economy of the early colonies and summarize their relative importance. Students 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. They chronologically organize selected episodes of Native Americans, explorers, settlers, and colonists and prioritize their importance. They interpret and present data in timeline format to sequentially reconstruct the episodes. 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</p>	<p>Students 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. Students differentiate between consumers and producers of goods, explain trade-offs or choices and compromises and analyze how media affects consumer choices. They 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. Students plan and construct maps demonstrating knowledge of map skills. 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</p>	<p>They give examples of people that demonstrate responsible leadership. Students recognize diversity of early American society and contributions made by different groups. They recognize the role of the Declaration of Independence and the need for peaceful conflict resolution in the classroom and school. Students list examples of consumers and producers of trade-off or choices and compromises. They select media examples of and show how they affect choice. They illustrate how competition affects price and report how price affects choices. Students 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. Students identify sources of information to reconstruct the past. They chronologically organize</p>	<p>understand that media 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. 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. Students 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 15th and 16th 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 Revolutionary War. Students discuss the different areas of early</p>
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<p>arrival of the Europeans. Students 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 and present data in timeline format to evaluate and debate the significance of the episodes. Students prioritize the effects on U.S. colonization by 15th and 16th century European explorers. 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</p>	<p>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. 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. Students research events 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.</p>	<p>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. They interpret and present data in timeline format. Students compare and contrast the explorations of 15th and 16th century European explorers and discuss their effect on U.S. colonization. They research 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</p>	<p>selected episodes of Native Americans, explorers, settlers, and colonists. They present data in timeline format. Students outline the explorations of 15th and 16th century European explorers and discuss their effect on U.S. colonization. They compare factors influencing the founding of the original 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.</p>	<p>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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<p>responsibilities of colonial men, women, children, and elderly. They appraise culture 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 reasons for choosing to go or not to go to war.</p>		<p>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 leaders chose war to win independence from England.</p>	<p>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>	
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<p>SS.S.4.</p>	<p>Students will</p> <ul style="list-style-type: none"> characterize and model the civic dispositions of good citizenship (Civic Dispositions). 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). 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). 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). recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).
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<p>Performance Descriptors (SS.PD.4.1)</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 Distinguished level justify</p>	<p>Fourth grade students performing at the Above Mastery level summarize</p>	<p>Fourth grade students performing at the Mastery level evaluate the</p>	<p>Fourth grade students performing at the Partial Mastery level define civic</p>	<p>Fourth grade students performing at the Novice level identify examples of</p>

<p>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.</p>	<p>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 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.</p>	<p>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 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.</p>	<p>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 Declaration of Independence and the need for peaceful conflict resolution in the classroom and school.</p>	<p>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.</p>
<p>SS.O.4.1 research public and private agencies in the community that provide services and investigate opportunities for volunteerism.</p>				
<p>SS.O.4.1.1</p>	<p>research public and private agencies in the community that provide services and investigate opportunities for volunteerism.</p>			
<p>SS.O.4.1.2</p>	<p>choose a volunteer program, set goals, and work independently and cooperatively to accomplish goals.</p>			
<p>SS.O.4.1.3</p>	<p>examine and discuss 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.</p>			
<p>SS.O.4.1.4</p>	<p>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).</p>			
<p>SS.O.4.1.5</p>	<p>give examples of responsible leadership by individuals and groups.</p>			

SS.O.4.1.6	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.4.1.7	demonstrate various ways in which groups of people in schools/communities can manage conflict peacefully.										
<p>Students will</p> <ul style="list-style-type: none"> • examine and analyze the purposes and basic principles of the United States government (Purposes of Government). • 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). • 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). • 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). 											
Performance Descriptors (SS.PD.4.2)											
	<table border="1"> <thead> <tr> <th>Distinguished</th> <th>Above Mastery</th> <th>Mastery</th> <th>Partial Mastery</th> <th>Novice</th> </tr> </thead> <tbody> <tr> <td>Fourth grade students performing at the Distinguished level 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.</td> <td>Fourth grade students performing at the Above Mastery level 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.</td> <td>Fourth grade students performing at the Mastery level 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.</td> <td>Fourth grade students performing at the Partial Mastery level 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.</td> <td>Fourth grade students performing at the Novice level 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.</td> </tr> </tbody> </table>	Distinguished	Above Mastery	Mastery	Partial Mastery	Novice	Fourth grade students performing at the Distinguished level 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 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 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 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 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.
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice							
Fourth grade students performing at the Distinguished level 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 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 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 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 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.							
SS.O.4.2.1	justify the rule of law and limited government and prove how they protect individual rights and the common good.										
SS.O.4.2.2	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.4.2.3	research historical conflicts concerning individual rights and discuss how those conflicts were resolved.										
SS.O.4.2.4	identify and discuss George Washington's farewell address.										

<p>SS.S.4.3</p> <p>Students will</p> <ul style="list-style-type: none"> analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision making, voluntary exchange and trade-offs (Choices). research, critique and evaluate the roles of private and public institutions in the economy (Institutions). compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). illustrate how the factors of production impact the United States economic system (Factors of Production). analyze the elements of competition and how they impact the economy (Competition). examine and evaluate the interdependence of global economies (Global Economies). 				
<p>Performance Descriptors (SS.PD.4.3)</p>				
<p>Distinguished</p>	<p>Above Mastery</p> <p>Fourth grade students performing at the Above Mastery level research the characteristics of consumers and products. They develop a budget to reflect specific trade-offs and design a budget based on price comparisons. Students categorize factors that shaped the economy of the early colonies and summarize their relative importance.</p>	<p>Mastery</p> <p>Fourth grade students performing at Mastery level differentiate between consumers and producers of goods, explain trade-offs or choices and compromises and analyze how media affects consumer choices. They 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>Partial Mastery</p> <p>Fourth grade students performing at the Partial Mastery level list examples of consumers and producers of trade-off or choices and compromises. They select media examples of and show how they affect 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>Novice</p> <p>Fourth grade students performing at the novice level recognize examples of consumers and producers of goods. They recognize trade-offs or choices and compromises. They understand that media 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>SS.O.4.3.1</p>	<p>explain the concept of trade-offs or choices/compromise (e.g., developing hypothetical budgets in simulated situations).</p>			
<p>SS.O.4.3.2</p>	<p>analyze communications techniques that impact consumer choices (e.g., print/nonprint, advertisement, media)</p>			
<p>SS.O.4.3.3</p>	<p>prioritize in order of importance the factors that shaped the economy of the early colonies in the Americas.</p>			
<p>SS.O.4.3.4</p>	<p>differentiate between people as consumers and producers of goods.</p>			
<p>SS.O.4.3.5</p>	<p>relate the concept of taxation to public services.</p>			
<p>SS.O.4.3.6</p>	<p>discuss and summarize how slavery and indentured servitude influenced the early economy of the United States.</p>			
<p>SS.O.4.3.7</p>	<p>anticipate how competition in the market place affects prices.</p>			
<p>SS.O.4.3.8</p>	<p>construct and interpret a product chart for price comparison.</p>			

SS.O.4.3.9	construct and use charts, graphs, tables and grids to display data.
SS.O.4.3.10	identify the effects of the American Revolution on economic development and economic institutions.
SS.S.4.4	<p>Students will</p> <ul style="list-style-type: none"> • 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). • examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). • analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems). • analyze and illustrate 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). • point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).
Performance Descriptors (SS.PD.4.4)	
Distinguished	
Fourth grade students performing at the Distinguished level 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.	Above Mastery Fourth grade students performing at the Above Mastery level 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.
Mastery	Fourth grade students performing at the Mastery level plan and construct maps demonstrating knowledge of map skills. 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
Partial Mastery	Students performing at the Partial Mastery level 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.
Novice	Students performing at the Novice level 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.

		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.	
SS.O.4.4.1	locate North, South and Central American countries and their major bodies of water.		
SS.O.4.4.2	describe the physical features of the Americas using geographic terms (e.g., mountains, rivers, grasslands, oases).		
SS.O.4.4.3	analyze the effect of geographic factors in the development of transportation routes and settlement patterns in the Americas (e.g., Appalachian Mountains, St. Lawrence Seaway, Panama Canal).		
SS.O.4.4.4	assess the physical barriers to transportation in the Americas and analyze how people adapted to the barriers (e.g., Appalachian and Rocky Mountains, Great Plains, Mississippi River).		
SS.O.4.4.5	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).		
SS.O.4.4.6	analyze and compare the effects of geographic factors upon people's jobs, food, clothing, shelter, services and interaction with the outside world.		
SS.O.4.4.7	analyze the geographic factors affect population density (e.g., mountains, deserts, river valleys, ports/harbors).		
SS.O.4.4.8	research different climate types and report how they affected the geographical population.		
SS.O.4.4.9	locate the areas of the Native American nations before the arrival of the Europeans.		
SS.O.4.4.10	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).		
SS.S.4.5	Students will		
	<ul style="list-style-type: none"> organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology). 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). 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). use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation). examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions). 		

Performance Descriptors (SS.PD.4.5)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Fourth grade students performing at the Distinguished level 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 15th and 16th century European explorers. 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 classify ways in which explorers and settlers adapted to, used, and changed their environment. They interpret how and why</p>	<p>Fourth grade students performing at the Above Mastery level 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 15th and 16th European explorers and discuss the importance 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</p>	<p>Fourth grade students performing at the Mastery level 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 15th and 16th century European explorers and discuss their effect on U.S. colonization. They research 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</p>	<p>Fourth grade students performing at the Partial Mastery level identify sources of 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 15th and 16th century European explorers and discuss their effect on U.S. colonization. They compare factors influencing the founding of the original 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</p>	<p>Fourth grade students performing at the Novice level 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 15th and 16th 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 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,</p>

<p>They discriminate between family and community life in various regions of Colonial America.</p> <p>Students prioritize the roles and responsibilities of colonial men, women, children, and elderly.</p> <p>They appraise culture characteristics of the colonists and Native Americans to determine similar interests, responsibilities, and goals.</p> <p>They justify the background similarities and differences, motivations, and occupational skills of people in English, French, and Spanish settlements.</p> <p>Students debate reasons for going to war with England.</p> <p>They classify American leaders according to their reasons for choosing to go or not to go to war.</p>	<p>family and community life differed in various regions of Colonial America.</p> <p>Students categorize the roles and responsibilities of colonial men, women, children, and elderly.</p> <p>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.</p> <p>They critique background similarities and differences, motivations, and occupational skills of people in English, French, and Spanish settlements.</p> <p>Students research events 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.</p>	<p>community life differed in various regions of Colonial America.</p> <p>Students compare the roles and responsibilities of colonial men, women, children, and elderly.</p> <p>They compare/contrast cultures of the colonists and Native Americans and describe the results of their interaction.</p> <p>They explain background similarities and differences, motivations, and occupational skills of people in English, French, and Spanish settlements.</p> <p>Students organize and categorize facts that led to the Revolutionary War.</p> <p>They research the reasons why Americans and their leaders chose war to win independence from England.</p>	<p>elderly.</p> <p>They research cultures of the colonists and Native Americans discuss the ways in which they interacted.</p> <p>They list background characteristics, motivations, and occupational skills of people in English, French, and Spanish settlements.</p> <p>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>children, and elderly.</p> <p>They cite characteristics of the cultures of the colonists and Native Americans and discuss the ways in which they interacted.</p> <p>They discuss background characteristics, motivations, and occupational skills of people in English, French, and Spanish settlements.</p> <p>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>
<p>SS.O.4.5.1</p>	<p>interpret and/or complete data presented in timeline format.</p>			
<p>SS.O.4.5.2</p>	<p>chronologically organize selected episodes and the historical figures involved and evaluate their importance in the stories of Native Americans, explorers, settlers and colonists in North America.</p>			
<p>SS.O.4.5.3</p>	<p>discuss the major leaders and events from America's colonization through the Revolutionary War.</p>			
<p>SS.O.4.5.4</p>	<p>research and compare the influence of various factors of the founding of the original colonies (e.g., economic, geographic, political, religious).</p>			
<p>SS.O.4.5.5</p>	<p>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.</p>			
<p>SS.O.4.5.6</p>	<p>critique ways in which early explorers and settlers adapted to, used and changed the environment of the state or region they explored or settled.</p>			
<p>SS.O.4.5.7</p>	<p>research European explorers of the 15th and 16th centuries, and compare and contrast their reasons for exploration, the information gained from their journeys and what happened as a result of their travels in North America (e.g., Dias, daGama, Columbus, deSoto,</p>			

	Cabot, Hudson, Cartier, Champlain).
SS.O.4.5.8	compare and contrast how and why family and community life differed in various regions of colonial North America (e.g., New England, Middle Colonies, Southern Colonies).
SS.O.4.5.9	compare the family lives of different groups and strata in colonial times including the roles and responsibilities of men, women, children and the elderly.
SS.O.4.5.10	research how and why African Americans came to America and explain the motivation behind the development of slavery.
SS.O.4.5.11	organize and categorize the factors that led to the colonists' break with Great Britain and research major events of the Revolutionary War (e.g., Stamp Act, Boston Tea Party, Bunker Hill, Yorktown)
SS.O.4.5.12	describe language, stories, music, folk tales, and artistic creations as expressions of culture that influenced the behaviors of people in colonial America.
SS.O.4.5.13	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.4.5.14	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.4.5.15	evaluate the choices made and roles undertaken in the American Revolution by different groups and what they hoped or feared from revolution.
SS.O.4.5.16	analyze various sources for reconstructing the past such as documents, letters, diaries, maps, photos and others.
SS.O.4.5.17	research the reasons why Americans and those who led them (e.g., George Washington, Benjamin Franklin, Thomas Jefferson) chose war to win independence from England.
SS.O.4.5.18	analyze and interpret information from pictures and news sources related to historical events and people.
SS.O.4.5.19	suggest appropriate reference sources to answer specific questions, collect information and prepare short reports.
SS.O.4.5.20	sequence major historical events in United States history on a timeline (e.g., discovery of America, Boston Tea Party, Revolutionary War).
SS.S.4.6	<p>Students will</p> <ul style="list-style-type: none"> • 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. • recognize main ideas and supporting details to locate basic facts (e.g. names, dates, events). • distinguish relationships among people, ideas, and events. • 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. <p>Refer to policy 2520.1 for specific grade level reading and writing objectives.</p>

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 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st 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.

Performance Descriptors (SS.PD.5)			
Distinguished	Above Mastery	Mastery	Partial Mastery
<p>Students justify and defend the roles of an American citizen, defend the source of governmental power and analyze the belief in common values and principles as defined by our core documents. Students evaluate how government provides for the needs and wants of the people. Students justify the steps taken for a bill to become law and recognize the evolution of laws to establish order and manage conflict. Using comparative charts, students assess the impact of economic factors including supply and demand and competition in the development of the United States economy. Students critique individual consumer habits.</p>	<p>Citizenship: Students clarify the roles of an American citizen. Students defend the source of governmental power, the belief in common values and principles as defined by our core documents. Students explain how government provides for the needs and wants of the people. Students analyze the steps taken for a bill to become law and recognize the evolution of laws to establish order and manage conflict. Students use data to create a comparative chart of economic factors including supply and demand and competition in the development of the United States economy. Students differentiate individual consumer habits. Students use and apply</p>	<p>Citizenship: Students explain the roles of American citizens. Students examine the source of governmental power and the belief in common values and principles. Students explain how government provides for the needs and wants of the people. Students outline the steps necessary for a bill to become law and explain the evolution of laws to establish order and manage conflict. Students compile data to analyze economic factors including supply and demand and competition in the development of the United States economy. Students trace individual consumer habits. Students use and apply geographic tools to show</p>	<p>Students identify responsibilities and rights and give an example of the political decision-making processes. Students identify the source of governmental power and the belief in common values. Students identify how government provides for the needs and wants of the people. Students list the steps necessary for a bill to become law and tell how laws evolve to meet the wants and needs of people. Students describe economic factors including supply and demand and competition in the development of the United States economy. Students list individual consumer habits. Students illustrate how to use geographic tools to show the evolution of cultures. Students identify</p>
			<p>Novice Students state the roles of an American. Students identify powers of government and the core documents. Students state how government meets the wants and needs of people. Students name the steps taken for a bill to become law. Students recognize economic factors including supply and demand and competition in the development of the United States economy. Students identify individual consumer habits. Students recognize geographic tools used to show the evolution of cultures. Students identify a region of the United States. Students arrange a list of the significance of people, places, documents, ideas</p>

<p>Students use and apply precise geographic tools to analyze and evaluate the evolution of cultures in the United States. Students compare and contrast various regions of the United States and correlate the conditions of-cultural patterns.</p> <p>Students evaluate 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 and evaluate the U.S.'s role in significant 19th and 20th century events.</p>	<p>appropriate geographic tools to analyze the evolution of cultures. Students compare and contrast various regions of the United States including physical processes, early human activities and the environment.</p> <p>Students 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 in the ascent of the United States to a world power and explain the U.S.'s role in significant 19th and 20th century events.</p>	<p>the evolution of cultures. 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. Students 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 in the ascent of the United States to a world power and explain the U.S.'s role in significant 19th and 20th century events.</p>	<p>various regions of the United States. Students 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 in the ascent of the United States to a world power and discuss the U.S.'s role in significant 19th and 20th century events.</p>	<p>and events in their correct historical period and context from the Post-Revolutionary Era to the present. Students label events in the ascent of the United States to a world power and define the U.S.'s role in significant 19th and 20th century events.</p>
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SS.S.5.1

Students will

- characterize and model the civic dispositions of good citizenship (Civic Dispositions).
- 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).
- 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).
- 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).
- recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).

Performance Descriptors (SS.PD.5.1)

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Students justify and defend the roles of an American citizen in relation to responsibilities, rights,</p>	<p>Students clarify the roles of an American citizen in relation to responsibilities, rights, involvement in</p>	<p>Students explain the rights, responsibilities, participation and involvement in political processes and decision-</p>	<p>Students identify responsibilities and rights and give an example of decision-making involved in</p>	<p>Students state the roles of an American citizen in relation to responsibilities, rights, involvement in</p>

involvement in political processes and decision-making. Students justify and defend the source of governmental power and analyze the belief in common values and principles as defined by our core documents. Students participate in groups or institutional activities that work to meet the individual needs and promote the common good (e.g., Red Cross, laws).	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 institutional activities that work to meet the individual needs and promote the common good (e.g., Red Cross, laws).	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 individual needs and promote the common good (e.g., Red Cross, laws).	political processes. Students identify the source of governmental power and the belief in common values and principles as defined by our core documents.	political processes and decision-making. Students identify powers of government and the core documents.
SS.O.5.1.1	describe 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).			
SS.O.5.1.2	explain the political process and describe its importance in decision-making.			
SS.O.5.1.3	explain the consent of the governed as a source of government authority.			
SS.O.5.1.4	evaluate the importance of citizens having and supporting common democratic values and principles expressed in the nation's core documents.			
SS.O.5.1.5	categorize the responsibilities, duties, privileges and rights of American citizenship and analyze the differences.			
SS.S.5.2	Students will	<ul style="list-style-type: none"> examine and analyze the purposes and basic principles of the United States government (Purposes of Government). 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). 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). 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). 		
Performance Descriptors (SS.PD.5.2)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Students evaluate how government does or does not provide for the needs and wants of the people in the foundation documents. Students justify the steps	Students 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 explain how and when the government provides for the needs and wants of the people in the foundation documents. Students outline the steps	Students identify how government provides for the needs and wants of the people in the foundation documents. Students list the steps necessary for a bill to	Students state how government meets the wants and needs of people in the foundation documents. Students name the steps taken for a bill to

taken for a bill to become law and recognize the evolution of laws to establish order and manage conflict.	Students analyze the steps taken for a bill to become law and recognize the evolution of laws to establish order and manage conflict.	necessary for a bill to become law. Students explain the evolution of laws to establish order and manage conflict.	become law and tell how laws evolve to meet the wants and needs of people.	become law.
SS.O.5.2.1 judge whether local, state and national governments do or do not provide for the needs and wants of people, establish order and manage conflict.				
SS.O.5.2.2 demonstrate knowledge of trial by jury by participating in mock proceedings.				
SS.O.5.2.3 list and explain the weaknesses of the Articles of Confederation.				
SS.O.5.2.4 list the individual rights and responsibilities in the Bill of Rights.				
SS.O.5.2.5 identify the first three articles of the Constitution and outline the basic functions of the three branches of government.				
SS.O.5.2.6 explain and illustrate how a bill becomes a law.				
SS.O.5.2.7 analyze the importance of government in the classroom, school, community, state and nation.				
SS.S.5.3 Students will				
<ul style="list-style-type: none"> analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision making, voluntary exchange and trade-offs (Choices). research, critique and evaluate the roles of private and public institutions in the economy (Institutions). compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). illustrate how the factors of production impact the United States economic system (Factors of Production). analyze the elements of competition and how they impact the economy (Competition). examine and evaluate the interdependence of global economies (Global Economies). 				
Performance Descriptors (SS.PD.5.3)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Using a comparative charts, students assess the impact of economic factors, agriculture, slavery, industrialization, supply and demand and competition in the development of the United States economy. Students critique individual consumer habits from the emergence of a new nation	Students use the data to create a comparative chart of economic factors, agriculture, slavery, industrialization, supply and demand and competition in the development of the United States economy. Students differentiate individual consumer habits from the emergence of a new nation to the present.	Fifth grade students performing at the Mastery level describe the role of economic factors, agriculture, slavery, industrialization, supply and demand and competition in the development of the United States economy. Students trace individual consumer habits from the emergence of a new nation	Students describe economic factors, agriculture, slavery, industrialization, supply and demand and competition in the development of the United States economy. Students list individual consumer habits from the emergence of a new nation to the present.	Students recognize economic factors, agriculture, slavery, industrialization, supply and demand and competition in the development of the United States economy. Students identify individual consumer habits from the emergence of a new nation to the present.

to the present.		to the present	
SS.O.5.3.1	identify the roles of consumers and suppliers in the United States economy.		
SS.O.5.3.2	apply the concept of supply and demand to a specific United States situation.		
SS.O.5.3.3	illustrate the economic impact of slavery upon the development of the United States.		
SS.O.5.3.4	list geographic factors that can enhance or limit economic activities in various United States regions.		
SS.O.5.3.5	analyze the impact of industrialization on the economy of the United States.		
SS.O.5.3.6	explain the function of agriculture in the economic development of the United States.		
SS.O.5.3.7	apply the concepts of sales, expenses and profits to a real life event (e.g., bake sales, sports events, concession stand, snack machines).		
SS.S.5.4	Students will <ul style="list-style-type: none"> 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). examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems). analyze and illustrate 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). point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography). 		
Performance Descriptors (SS.PD.5.4)			
Distinguished			
Students use and apply precise geographic tools to analyze and evaluate 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.	Above Mastery Students 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.	Mastery Students 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.	Partial Mastery Students illustrate how to use geographic tools to show the evolution of cultures in the United States. Students identify various regions of the United States.
			Novice Students recognize geographic tools used to show the evolution of cultures in the United States. Students identify a region of the United States.
SS.O.5.4.1	interpret and draw conclusions from United States maps (e.g., special purpose maps, graphs, charts, tables, timelines).		

SS.O.5.4.2	measure distances using a scale and apply the concept of cardinal and intermediate directions.
SS.O.5.4.3	use a map to locate a country by hemisphere and its proximity to the equator.
SS.O.5.4.4	locate, identify and contrast the major rivers, landforms, natural resources, climate regions, major soil regions and deserts of the United States.
SS.O.5.4.5	describe the development of the United States' urban areas.
SS.O.5.4.6	compare and contrast the various regions of the United States.
SS.O.5.4.7	locate each of the fifty United States and correlate them with their regions.
SS.O.5.4.8	correlate the conditions of the environment to cultural patterns in the United States.
SS.O.5.4.9	relate the United States' westward expansion to natural resources and physical geography.
SS.O.5.4.10	evaluate the importance of geography when analyzing historical events.
SS.O.5.4.11	research how people have changed the environment of the United States.

SS.S.5.5	Students will <ul style="list-style-type: none"> organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology). 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). 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). use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation). examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).
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Performance Descriptors (SS.PD.5.5)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Students 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 th and 20 th century events.	Students 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 significant 19 th and 20 th century events.	Students 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 th and 20 th century events.	Students 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 th and 20 th century events.	Students 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 th and 20 th century events.

	events.
SS.O.5.5.1	analyze the events and the historic figures responsible for such documents as the United States Constitution, the Bill of Rights and the Emancipation Proclamation.
SS.O.5.5.2	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.5.5.3	describe the development of transportation in the United States and explain its impact on settlement, industry and residential patterns.
SS.O.5.5.4	explain why maintaining historical records and landmarks is important to the United States.
SS.O.5.5.5	interpret quotes of famous Americans from various periods of history.
SS.O.5.5.6	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.5.5.7	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.5.5.8	explain how songs, symbols and slogans demonstrate freedom of expression and the role of protest in democracy (e.g., the abolition of slavery, women's suffrage, labor movements, the Civil Rights movement).
SS.O.5.5.9	assess the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.
SS.O.5.5.10	explain the issues faced by Washington when he became the first United States President.
SS.O.5.5.11	examine the social and technological changes that took place during the Industrial Revolution in the United States.
SS.O.5.5.12	give examples of reasons for westward expansion and explain how it affected the inhabitants of the American West (e.g., Native Americans).
SS.O.5.5.13	explain the effects of government policies on Native American nations and their land holdings.
SS.O.5.5.14	analyze the impact of slavery and the Abolitionist Movement upon the development of the United States.
SS.O.5.5.15	identify causes, major events and important people of the Civil War.
SS.O.5.5.16	explain how various reconstruction plans succeeded or failed.
SS.O.5.5.17	summarize the events that led to the United States becoming a world power.
SS.O.5.5.18	identify the opposing sides in World War I and explain why the United States entered the war.
SS.O.5.5.19	explain the effects of the Great Depression on the people of the United States.
SS.O.5.5.20	identify the causes and effects of World War II.
SS.O.5.5.21	research significant leaders in the Civil Rights Movement (e.g., John Fitzgerald Kennedy, Martin Luther King, Jr., Rosa Parks, Lyndon Johnson, Susan B. Anthony).
SS.S.5.6	Students will <ul style="list-style-type: none"> 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.

- recognize main ideas and supporting details to locate basic facts (e.g. names, dates, events).
- distinguish relationships among people, ideas, and events.
- 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. Various economic systems are introduced. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st 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.

Performance Descriptors (SS.PD.6)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Students predict how the roles of American and world citizens may change in the future and assess the influence of those citizens' actions on public policy. Students judge and defend the benefits of peacefully resolving national and international conflicts and evaluate the purposes of government. Students analyze various world governments and the power given their leaders. Students evaluate the consequences of world leadership on events. Students differentiate between governmental and nongovernmental organizations and explain their role and effectiveness in the global society. Students predict future patterns for immigration and migration worldwide. Using	Students analyze the roles of American and world citizens in the development of public policy. Students evaluate the benefits of peaceful national and international conflict resolution. Students discriminate between the different forms of government, leaders, and the role or organizations in the global society. Students evaluate the effects of immigration and migration on economics. Students create a comparative chart of the basic characteristics of communism, socialism and capitalism. Students determine the impact of technology, trade cartels and treaties on the production, marketing and consumption of goods and services. Students	Students compare the roles of American citizens to world citizens and their influence on public policy. Students illustrate the benefits of peacefully resolving national and international conflicts. Students classify and compare different world governments, their functions and the impact of strong leadership on world events. Students differentiate between governmental and nongovernmental organizations. Students infer economic reasons for worldwide immigration and migration. Students compare and contrast the basic characteristics of communism, socialism, and capitalism. Students determine the impact of technology, trade cartels	Students identify the roles of world citizens and the influences on public policy. Students identify one way of peacefully resolving national and international conflicts. Students match world governments and their leaders. Students identify governmental and nongovernmental organizations. Students explain economic reasons for worldwide immigration and migration. 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. Students differentiate the physical and human	Students state a role of an American and world citizen. Students recognize the benefits of peacefully resolving national and international conflicts. Students identify major world leaders and their world governments. Students identify governmental organizations. Students list economic reasons for worldwide immigration and migration. Students state a basic characteristic 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. Students identify and describe the physical and human processes. Students

<p>a comparative chart, students analyze the characteristics of communism, socialism and capitalism. Students determine the impact of technology, trade cartels and treaties on the production, marketing and consumption of goods and services. Students defend and take a position on how competition among sellers results in lower prices. Students explain and assess physical and human processes. Students use geographical tools to explain trends and predict future effects on population density, distribution and movement. Students use technology to create a comparative chart to analyze the contributions of the civilizations of North America, South America, Europe and the Middle East. Students create and present the significance of people, places, documents, ideas and events. Students use credible sources and compile data to evaluate and critique major world events from the Reformation to contemporary times.</p>	<p>demonstrate an understanding that competition among sellers results in lower prices. Students explain the physical and human processes. Students use geographical tools to explain population density, distribution and movement. Students evaluate and judge the effects of geography on transportation, culture, economic activities, religion, language and population density, distribution and movement. Students evaluate the effects of geography on transportation, culture, economic activities, religion, language and population density, distribution and movement. Students identify the contributions of North America, South America, Europe and the Middle East and how they advanced and influenced cultures. Students evaluate the significance of people, places, documents, ideas and events. Students use credible sources and compile data comparing the consequences of major world events from the Reformation to contemporary times.</p>	<p>and treaties on the production, marketing and consumption of goods and services. Students analyze the physical and human processes. Students use geographical tools to explain 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 and movement. Students identify the contributions of North America, South America, Europe and the Middle East and describe how they advanced other cultures. Students explain the significance of people, places, documents, ideas and events. Students use credible sources to examine major world events and the Reformation to contemporary times.</p>	<p>processes. Students use geographical tools to explain the world and the effects of geography on population density, distribution and movement. Students discuss the effects of geography on transportation, culture, language and population density, distribution and movement. Students describe the contributions of the civilizations of North America, South America, Europe and the Middle East. Students discuss the significance of people, places, documents, ideas and events. Students use credible sources to examine major world events and consequences dating from the Reformation to contemporary times</p>	<p>use geographical tools to explain 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 and movement. Students 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. Students name the consequences of major world events from the Reformation to contemporary times.</p>
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SS.S.6.1	<p>Students will</p> <ul style="list-style-type: none"> characterize and model the civic dispositions of good citizenship (Civic Dispositions). 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). 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). 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). recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).
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Performance Descriptors (SS.PD.6.1)				
	Distinguished	Above Mastery	Mastery	
	Students 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 resolving national and international conflicts. Students evaluate the purposes of government.	Students 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 outcomes.	Students 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.	Students 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.
				Students 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.
Novice				
SS.O.6.1.1	explain the ways in which nations interact with one another and try to resolve problems.			
SS.O.6.1.2	evaluate, take and defend positions on the purposes that government should serve			
SS.O.6.1.3	explain how nations benefit when they resolve conflicts peacefully.			
SS.O.6.1.4	compare and contrast the role of American citizens with citizens of other countries.			
SS.O.6.1.5	analyze and evaluate the influence of various forms of citizen action on public policy (e.g., petitions, lobbying, demonstrations, civil disobedience).			
SS.O.6.1.6	evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making.			
SS.O.6.1.7	compare and contrast responsibilities, privileges and rights of citizenship in the United States and citizens in selected nations and regions.			

SS.S.6.2	<p>Students will</p> <ul style="list-style-type: none"> examine and analyze the purposes and basic principles of the United States government (Purposes of Government). 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). 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). 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). 								
Performance Descriptors (SS.PD.6.2)									
Distinguished	<table border="1"> <thead> <tr> <th data-bbox="602 1564 660 1921">Above Mastery</th> <th data-bbox="602 1113 660 1564">Mastery</th> <th data-bbox="602 472 660 1113">Partial Mastery</th> <th data-bbox="602 111 660 472">Novice</th> </tr> </thead> <tbody> <tr> <td data-bbox="660 1564 1065 1921">Students discriminate between the different forms of government and the powers given to leaders whose actions impact world events. Students differentiate between governmental and nongovernmental organizations and explain their role in the global society.</td> <td data-bbox="660 1113 1065 1564">Students classify and compare different world governments and their functions. Students differentiate between governmental and nongovernmental organizations. Students analyze political divisions of nations and the impact of strong leadership on historic world events.</td> <td data-bbox="660 472 1065 1113">Students match world governments and their leaders. Students identify governmental and nongovernmental organizations.</td> <td data-bbox="660 111 1065 472">Students identify major world leaders with their world governments. Students identify governmental organizations.</td> </tr> </tbody> </table>	Above Mastery	Mastery	Partial Mastery	Novice	Students discriminate between the different forms of government and the powers given to leaders whose actions impact world events. Students differentiate between governmental and nongovernmental organizations and explain their role in the global society.	Students classify and compare different world governments and their functions. Students differentiate between governmental and nongovernmental organizations. Students analyze political divisions of nations and the impact of strong leadership on historic world events.	Students match world governments and their leaders. Students identify governmental and nongovernmental organizations.	Students identify major world leaders with their world governments. Students identify governmental organizations.
Above Mastery	Mastery	Partial Mastery	Novice						
Students discriminate between the different forms of government and the powers given to leaders whose actions impact world events. Students differentiate between governmental and nongovernmental organizations and explain their role in the global society.	Students classify and compare different world governments and their functions. Students differentiate between governmental and nongovernmental organizations. Students analyze political divisions of nations and the impact of strong leadership on historic world events.	Students match world governments and their leaders. Students identify governmental and nongovernmental organizations.	Students identify major world leaders with their world governments. Students identify governmental organizations.						
SS.O.6.2.1	evaluate competing ideas about the purposes government should serve (e.g., promoting the common good, protecting individual rights, providing economic security).								
SS.O.6.2.2	analyze and explain how various types of government meet the needs and wants of citizens, manage conflict and establish security.								
SS.O.6.2.3	analyze the impact of strong leadership on historic world events.								
SS.O.6.2.4	debate the purposes of political parties and special interest groups and their influence on the political process.								
SS.O.6.2.5	identify, explain and give examples of the political divisions of nations.								
SS.O.6.2.6	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.6.2.7	compare and contrast governmental and nongovernmental international organizations and critique their functions.								

<p>SS.S.6.3</p>	<p>Students will</p> <ul style="list-style-type: none"> analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision making, voluntary exchange and trade-offs (Choices). research, critique and evaluate the roles of private and public institutions in the economy (Institutions). compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). illustrate how the factors of production impact the United States economic system (Factors of Production). analyze the elements of competition and how they impact the economy (Competition). examine and evaluate the interdependence of global economies (Global Economies).
<p>Performance Descriptors (SS.PD.6.3)</p>	
<p>Distinguished</p>	<p>Above Mastery</p>
<p>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 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.</p>	<p>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 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.</p>
<p>Mastery</p>	<p>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 technology, trade cartels and treaties on the production, marketing and consumption of goods and services in selected nations.</p>
<p>Partial Mastery</p>	<p>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 consumption of goods and services in selected nations.</p>
<p>Novice</p>	<p>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.</p>
<p>SS.O.6.3.1</p>	<p>infer the economic reasons for immigration and migration worldwide throughout history.</p>
<p>SS.O.6.3.2</p>	<p>demonstrate an understanding that competition among sellers results in lower prices.</p>
<p>SS.O.6.3.3</p>	<p>compare and contrast the basic characteristics of communism, socialism and capitalism.</p>
<p>SS.O.6.3.4</p>	<p>explain and outline the steps in producing and marketing goods.</p>
<p>SS.O.6.3.5</p>	<p>assess the economic impact of technology on world regions throughout history (e.g., internet, telecommunications, printing press).</p>
<p>SS.O.6.3.6</p>	<p>explain how trade cartels affect the world economy (e.g., Organization of Petroleum Exporting Countries).</p>

SS.O.6.3.7	trace the development of treaties and organizations related to trade.				
SS.O.6.3.8	compare and contrast production and consumption of goods and services in different countries.				
SS.S.6.4	<p>Students will</p> <ul style="list-style-type: none"> 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). examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems). analyze and illustrate 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). point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography). 				
Performance Descriptors (SS.PD.6.4)					
	Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
	Students analyze and assess the physical and human processes that will 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 analyze the physical and human processes that shape the 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 evaluate the effects of geography on transportation, culture, economic activities, religion, language and population density/distribution.	Students explain the physical and human processes that shape the 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 illustrate the effects of geography on transportation, culture, economic activities, religion, language and population density/distribution.	Students differentiate among the physical and human processes that shape the 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 and discuss the effects of geography on transportation, culture, language and population density/distribution.	Students identify and describe the physical and human processes that shape the 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 tell the effects of geography on transportation, language and population density/distribution.
SS.O.6.4.1	determine the time of various world locations using a world time zone map.				
SS.O.6.4.2	use map tools (e.g., legends, keys, scales) to interpret information. (e.g., climate, landforms, resources).				

SS.O.6.4.3	explain changes in population due to shifts from agricultural to industrial/urban development.			
SS.O.6.4.4	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.6.4.5	locate the major waterways of North America, South America, Europe and the Middle East, and examine their impact on exploration, settlement and trade (e.g., discuss how the opening of the Erie Canal contributed to the rise of New York City).			
SS.O.6.4.6	evaluate the effects of geography on transportation, culture, economic activities and population density/distribution.			
SS.O.6.4.7	examine the changing nature of the earth's surface (e.g., earthquakes, volcanoes, monsoons, floods).			
SS.O.6.4.8	compare and contrast general characteristics of the population of selected regions with regard to economics, religion, language and movement.			
SS.O.6.4.9	interpret information on a population growth graph and a population pyramid (e.g., discuss the age of the population, growth potential, life expectancy).			
SS.O.6.4.10	examine and illustrate changes in the commercial form and function of urban areas in different regions as they moved from agricultural centers to trade centers to industrial centers.			
SS.S.6.5	<p>Students will</p> <ul style="list-style-type: none"> organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology). 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). 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). use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation). examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions). 			
Performance Descriptors (SS.PD.6.5)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Students 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 create a graphic that presents and	Students 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	Students identify 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	Students describe the contributions of the civilizations of North America, South America, Europe and the Middle East. Students discuss the significance of people, places, documents, ideas and events in those locations. Students describe the Reformation, Age of Exploration, the Industrial	Students 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

<p>organizes the significance of people, places, documents, ideas and events in those locations using technology. Students use compiled data to evaluate and critique 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 that critiques their impact.</p>	<p>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>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>Revolution and the consequences of each. Students use credible sources to discuss the Great Depression, WW I, WW II, Civil Rights Movements, global warfare and the impact of those events.</p>	<p>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>
<p>SS.O.6.5.1</p>	<p>identify and evaluate contributions of past civilizations and examine reasons for their rise and fall.</p>			
<p>SS.O.6.5.2</p>	<p>examine the basic tenets of major monotheistic religions and their impact on western civilizations.</p>			
<p>SS.O.6.5.3</p>	<p>compare and contrast the contributions and characteristics of Arab/Islamic society and Judeo-Christian societies.</p>			
<p>SS.O.6.5.4</p>	<p>determine the causes and consequences of the Protestant Reformation.</p>			
<p>SS.O.6.5.5</p>	<p>analyze how Europeans benefited by expansion in the New World.</p>			
<p>SS.O.6.5.6</p>	<p>examine the development of slavery and illustrate its impact on the political, economic and social systems throughout the world.</p>			
<p>SS.O.6.5.7</p>	<p>describe agricultural products exchanged between the New and Old Worlds during the age of exploration.</p>			
<p>SS.O.6.5.8</p>	<p>research and describe major historical events in the development of transportation systems (e.g., water, rail, motor vehicles, aviation).</p>			
<p>SS.O.6.5.9</p>	<p>illustrate the influx of ethnic groups into North America using by interpreting timelines, charts and tables.</p>			
<p>SS.O.6.5.10</p>	<p>examine the Industrial Revolution and explain the effects it had on the lives of people throughout the world.</p>			
<p>SS.O.6.5.11</p>	<p>analyze and trace the development of democracy using a variety of credible sources.</p>			
<p>SS.O.6.5.12</p>	<p>compare and contrast the worth of the individual in different societies over time.</p>			
<p>SS.O.6.5.13</p>	<p>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).</p>			
<p>SS.O.6.5.14</p>	<p>cite the global tensions that led to the outbreak of WW I and WW II.</p>			
<p>SS.O.6.5.15</p>	<p>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.,).</p>			
<p>SS.O.6.5.16</p>	<p>debate the impact of nuclear power and how it relates to the issue of atomic weapons.</p>			

SS.S.6.6

Students will

- 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.
- recognize main ideas and supporting details to locate basic facts (e.g. names, dates, events).
- distinguish relationships among people, ideas, and events.
- 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.

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 and places, and analyze the relationships between them. These relationships include cultures, history, environmental concerns and political and economic systems. Students will use 21st 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 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st 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.

Global Performance Descriptors (SS.PD.7)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Students performing at the Distinguished level evaluate and communicate how the rights and actions of citizens worldwide in agencies relate to those of United States citizens. Students determine and defend the influence of the American democratic system on other nations and vice versa. Students evaluate and give examples of differences between power and authority. Students 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 critique and interpret economic systems and the	Students performing at the Above Mastery level assess the rights of world citizens and communicate how their actions in agencies relate to those of the United States citizens. Students evaluate the influence of the American democratic system on other nations and vice versa. Students explain the rights of citizens and distinguish between power and authority. Students compare and contrast different forms, processes and purposes of world governments and how they to resolve conflict and maintain order. Economics: Students compare and contrast economic systems and their interdependence of world economics. Students appraise how	Students performing at the Mastery level compare and contrast the rights of world citizens and analyze how their actions in agencies influence public policy decisions. Students will differentiate between power and authority. Students evaluate forms, processes and purposes of world governments. Students compare and contrast the ways nations interact to resolve problems. Students compare economic systems and their interdependence with world governments. Students evaluate how technology impacts worldwide economic development, events and organizations. Students analyze spatial data using appropriate geographic	Students performing at the Partial Mastery level identify the rights and actions of world citizens in agencies and compare them to those of United States citizens. Students identify an influence of the American democratic system on other nations and vice versa. Students recognize the differences between power and authority. Students identify different forms of governments and their purposes. Students list ways nations interact with one another to resolve problems. Economics: Students describe the characteristics of economic systems and give examples of how technology impacts worldwide economic development, events and	Students performing at the Novice level identify issues of public concern in the United States and the world. Students identify a citizen action in governmental and nongovernmental agencies. Students define power and authority. Students identify different forms of government. Students identify a conflict between two countries. Students recognize and describe different economic systems. Students name appropriate geographic terminology and tools. Students identify world geographic regions and cultures and the interaction of physical and human processes. Students name the effects of technology on the global society. Students locate

<p>interdependence of world economies. Students analyze spatial data using precise geographic terminology and tools to draw conclusions. Students make predictions about future connections between geographic regions and cultures, physical and human processes, and the impact of technology on the global society. Students research and draw conclusions about new geographic frontiers. Students evaluate significant people, places, documents, ideas and events of early civilization. Students evaluate the effects of migration on past and present cultures. Students evaluate cultural assimilation and the long-lasting effect on political situations and predict future trends.</p>	<p>technology impacts worldwide economic development, events and organizations. Students analyze spatial data using precise geographic terminology and tools, compare and contrast regions and world cultures, explain interconnections, and draw conclusions about physical and human interactions. Students analyze the effects of technology on the global society. Students research new geographic frontiers. Students explain significant people, places, documents, ideas and events of early civilization. Students explain the effects of migration on past and present cultures. Students evaluate cultural assimilation and the long-lasting effect on political situations.</p>	<p>terminology and tools, describe the geographic regions and world cultures and how the physical and human processes interact. Students analyze the effects of technology on a global society. Students research new geographic frontiers. Students identify significant people, places, documents, ideas and events of early civilization. Students trace and describe the effects of migration on past and present cultures. Students examine cultural assimilation and the long-lasting effect on political situations.</p>	<p>organizations. Students use appropriate geographic terminology and tools. Students describe the geographic regions and world cultures and how the physical and human processes interact. Students recognize the effects of technology on the global society. Students recognize new geographic frontiers. Students associate significant people, places, documents, ideas and events of early civilization. Students give examples of the effects of migration on past and present cultures. Students summarize cultural assimilation and the long-lasting effect on political situations.</p>	<p>new geographic frontiers. Students label significant people, places, documents, ideas and events of early civilization. Students list examples of the effects of migration on past and present cultures. Students identify cultural assimilation and the long-lasting effect on political situations.</p>
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<p>SS.S.1</p>	<p>Students will</p> <ul style="list-style-type: none"> characterize and model the civic dispositions of good citizenship (Civic Dispositions). 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). 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). 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).
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	<ul style="list-style-type: none"> recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life). 				
Performance Descriptors (SS.PD.7.1)					
	Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Students performing at the Distinguished level evaluate and communicate how the rights of citizens from various world regions relate to those of United States citizens. Students determine and defend the influence of the American democratic system on other nations and the influences of those nations on American politics and society. Students evaluate and give examples of differences between power and authority.	Students performing at the Above Mastery level 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 politics and society. Students explain the rights of citizens and distinguish between power and authority.	Students performing at Mastery level 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 world regions and analyze how these actions influence public policy decisions. Students will differentiate between power and authority.	Students performing at the Partial Mastery level 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 and society. Students recognize the differences between power and authority.	Students performing at the novice level 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.	
SS.O.7.1.1	compare and contrast individual rights of citizens in a variety of world regions				
SS.O.7.1.2	model the actions citizens take to influence public policy decisions.				
SS.O.7.1.3	compare and contrast nations' laws that may or may not provide order, predictability and security.				
SS.O.7.1.4	research and organize information about an issue of public concern from multiple points of view.				
SS.O.7.1.5	apply and practice selective forms of civic discussion and participation consistent with the ideas of citizens in a democratic republic.				
SS.O.7.1.6	recognize and differentiate between power and authority.				
SS.S.2	<p>Students will</p> <ul style="list-style-type: none"> examine and analyze the purposes and basic principles of the United States government (Purposes of Government). 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). 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). 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). 				

Performance Descriptors (SS.PD.7.2)			
Distinguished	Above Mastery	Mastery	Partial Mastery
Students performing at the Distinguished level 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 of law and individual freedoms and resolve the conflicts.	Students performing at the Above Mastery level 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 Mastery level 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 Partial Mastery level identify different forms of governments and explain their purposes. Students list ways nations interact with one another to solve problems. Students explain rule of law.
Novice			
Students performing at the Novice level identify different forms of government. Students identify a conflict between two countries. Students recognize the need for laws.			
SS.O.7.2			
SS.O.7.2.1	examine the different forms of government in various world regions.		
SS.O.7.2.2	compare and contrast the lawmaking processes of world governments.		
SS.O.7.2.3	analyze the different ways nations provide order and protect justice.		
SS.O.7.2.4	debate the importance of limited government and the rule of law.		
SS.O.7.2.5	evaluate various methods that nations use to interact with one another to resolve problems and conflicts.		
SS.O.7.2.6	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.		
SS.S.3			
Students will	<ul style="list-style-type: none"> analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision making, voluntary exchange and trade-offs (Choices). research, critique and evaluate the roles of private and public institutions in the economy (Institutions). compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). illustrate how the factors of production impact the United States economic system (Factors of Production). analyze the elements of competition and how they impact the economy (Competition). examine and evaluate the interdependence of global economies (Global Economies). 		
Performance Descriptors (SS.PD.7.3)			
Distinguished	Above Mastery	Mastery	Partial Mastery
			Novice

<p>Students performing at the Distinguished level 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.</p>	<p>Students performing at the Above Mastery level compare and contrast economic systems, 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 organizations.</p>	<p>Seventh performing at the Mastery level grade students performing at Mastery level 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 organizations.</p>	<p>Students performing at the Partial Mastery level describe the characteristics of economic systems and give examples of how technology impacts worldwide economic development, resource use, natural and human events and world trade organizations.</p>	<p>Students performing at the Novice level 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.</p>
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SS.O.7.3.1	examine how competition among buyers of a product results in higher prices of that product.			
SS.O.7.3.2	analyze how geography influences the economy of a region.			
SS.O.7.3.3	discuss and illustrate the relationship between supply, demand and the price of a product.			
SS.O.7.3.4	compare and contrast various social services provided by world governments.			
SS.O.7.3.5	classify and compare different types of economic systems.			
SS.O.7.3.6	describe the impact of technology on agriculture and industry throughout the world.			
SS.O.7.3.7	classify and evaluate the different types of world trade organizations (e.g., trade, military, health).			
SS.O.7.3.8	assess the impact of natural and human events on industry worldwide (e.g., strikes, environmental disasters, war, terrorism).			
SS.O.7.3.9	formulate an explanation as to how countries are economically interdependent.			
SS.O.7.3.10	define basic economic terminology and apply it to economic development of world regions.			
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<p>SS.S.4</p>	<p>Students will</p> <ul style="list-style-type: none"> • 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). • examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). • analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems). • analyze and illustrate 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). 			

	<ul style="list-style-type: none"> point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography). 			
Performance Descriptors (SS.PD.7.4)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Students performing at the Distinguished level analyze spatial data using precise geographic terminology and tools to draw conclusions. Students make predictions about future connections between the geographic regions and cultures of the world and how the physical and human processes 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.</p>	<p>Students performing at the Above Mastery level 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 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.</p>	<p>Students performing at the Mastery level 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, communication and transportation on the global society. Students research new geographic frontiers such as oceans, Antarctica, and airspace.</p>	<p>Students performing at the Partial Mastery level 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, communication and transportation on the global society. Students recognize new geographic frontiers such as oceans, Antarctica, and airspace.</p>	<p>Students performing at the Novice level 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, communication and transportation on the global society. Students locate new geographic frontiers such as oceans, Antarctica, and airspace.</p>
SS.O.7.4.1				
use correct geographic terminology.				
SS.O.7.4.2				
draw conclusions about information presented on special purpose maps and be able to differentiate among map types.				
SS.O.7.4.3				
understand the use of directions (e.g., cardinal directions, subordinate directions, latitude and longitude).				
SS.O.7.4.4				
identify and locate the seven continents of the world and their associated oceans, seas, rivers and landforms.				
SS.O.7.4.5				
point out countries, cities and transportation networks on maps.				
SS.O.7.4.6				
describe and explain the advantages and disadvantages of different map projections and their uses (e.g., aerial photos, globes, charts, graphs, polar projection).				
SS.O.7.4.7				
evaluate the importance of mental maps (perceptions) and illustrate how they affect our judgments about people and places.				

SS.O.7.4.8	locate and identify major world rivers, climate areas and rain forests.
SS.O.7.4.9	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.7.4.10	compare and contrast geographic regions (e.g., physical, cultural, perceptual, economic).
SS.O.7.4.11	give examples of geographic factors and cultural factors that block the movement of ideas and innovations.
SS.O.7.4.12	analyze the growth of tourism and its impact on regional environments and culture.
SS.O.7.4.13	analyze interconnections between regions (e.g., goods and services, music, language, religion).
SS.O.7.4.14	evaluate the impact of human processes on the world's physical environment (e.g., pollution, clear-cutting, strip mining).
SS.O.7.4.15	recognize the world's climatic regions and research the ways in which they influence lifestyle.
SS.O.7.4.16	analyze renewable and nonrenewable resources (e.g., hydroelectric power and fossil fuels), and interpret how technology affects the ways in which culture groups perceive and use their resources.
SS.O.7.4.17	analyze the technological improvements in transportation and communication that have helped create a global society.
SS.O.7.4.18	explain the common geographic factors associated with the development of world urban centers.
SS.O.7.4.19	examine cooperation and conflict over control of the world's resources.
SS.O.7.4.20	compare and contrast the characteristics of demographic structure through population pyramids (e.g., total size, birth rates, age, distribution, doubling time).
SS.O.7.4.21	explain culture in a geographic context (e.g., isolation, core area, movement).
SS.O.7.4.22	investigate and research new geographic frontiers such as the oceans, Antarctica and airspace.

SS.S.5

Students will

- organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology).
- 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).
- 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).
- 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).

Performance Descriptors (SS.PD.7.5)

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Students performing at the Distinguished level evaluate the contributions of significant people, places, documents, ideas and events in the correct period	Students performing at the Above Mastery level explain significant people, places, documents, ideas and events in the correct period and context of early	Students performing at the Mastery level identify significant people, places, documents, ideas and events in the correct period and context of early	Students performing at the Partial Mastery level associate significant people, places, documents, ideas and events in the correct period and context of early	Students performing at the Novice level label significant people, places, documents, ideas and events in the correct period and context of early civilization.

<p>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 political situations including geo-politics, women and children, racial and ethnic minorities and predict future trends.</p>	<p>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 geo-politics, women and children, racial and ethnic minorities.</p>	<p>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 geo-politics, women and children, racial and ethnic minorities.</p>	<p>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 including geo-politics, women and children, racial and ethnic minorities.</p>	<p>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 including geo-politics, women and children, racial and ethnic minorities.</p>
<p>SS.O.7.5.1</p>	<p>analyze the development of early civilizations (e.g., Mesopotamia, Egypt, Greece, China, India).</p>			
<p>SS.O.7.5.2</p>	<p>draw world history conclusions from maps, globes, charts, posters, graphs and timelines.</p>			
<p>SS.O.7.5.3</p>	<p>characterize conditions that have influenced or altered the movement of people throughout the world and time.</p>			
<p>SS.O.7.5.4</p>	<p>examine and chart religious and secular celebrations observed around the world.</p>			
<p>SS.O.7.5.5</p>	<p>research and explain the role of racial and ethnic minorities, women and children in the advancement of civil rights.</p>			
<p>SS.O.7.5.6</p>	<p>compare and contrast the beliefs, religion and mythology of native cultures throughout the world.</p>			
<p>SS.O.7.5.7</p>	<p>anticipate what occurs when people from different regions interact.</p>			
<p>SS.O.7.5.8</p>	<p>interpret the effect of the environment on native cultures (e.g., Native Americans, Australian Aborigines, African Berbers).</p>			
<p>SS.O.7.5.9</p>	<p>use a variety of credible sources to research, reconstruct and interpret the past.</p>			
<p>SS.O.7.5.10</p>	<p>describe the role geo-politics played in historic events.</p>			
<p>SS.S.6</p>	<p>Students will</p> <ul style="list-style-type: none"> • 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. • recognize main ideas and supporting details to locate basic facts (e.g. names, dates, events). • distinguish relationships among people, ideas, and events. • 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.
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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 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 responsibility. Students become economically literate to understand West Virginia's global connectivity. Students synthesize their information to predict the future development and evolution of their state. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st 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.

Global Performance Descriptors (SS.PD.8)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Students performing at the Distinguished level evaluate and predict how citizen actions and participation in agencies influence public policy, action plans and public opinion. Students analyze the structure and function of the West Virginia and United States governments. Students debate the purpose and importance of taxation. Students justify and defend the contributions of individuals and groups who have influenced the law-making process. Students critique laws and their impact on the state. Students assess economic principles to create changes for future development to design an economic plan for	Students performing at the Above Mastery level evaluate citizen actions in agencies 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. Students compare and contrast the structure and function of state and federal governments. Students critique constitutional principles, evaluate the contributions of individuals and groups to the law-making process, and examine the purpose and importance of taxation. Students assess economic principles to suggest changes for future development. Students	Students performing at the Mastery level communicate the importance of citizen actions and participation on public opinion and policy. Students evaluate and debate how citizen participation promotes the common good. Students analyze the structure and function of state and federal governments. Students examine constitutional principles and assess the contributions of individuals to the law-making process. Students assess economic principles to suggest changes for future developments. Students discriminate how resource use and industrial development affect occupational choices and	Students performing at the Partial Mastery level identify citizen action plans and public opinion reflecting the common good and core democratic values. Students differentiate between the state and federal governments. Students define taxation and give examples of how government uses tax revenue. Students name significant individuals and their contributions to the law-making process. Students determine the effective economic principles on employment. Students identify the ways impact of human environmental interaction. Students use geographical tools and literature to	Students performing at the Novice level match policy statements with citizen actions in governmental agencies and list ways citizens can participate at the local, state, and national levels. Students name major branches of the state and federal governments. 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. Students identify economic principles. Students list the ways physical and cultural processes impact human environmental interaction. Students label physical features of a map. Students

<p>West Virginia for the future of West Virginia. Students critique how resource use and industrial development affect occupational choices and labor/management relations to predict changes in the 21st century. Students evaluate the impact of human environmental interaction. Students use geographical tools to construct spatial information about industry. Students evaluate exploration and settlement patterns and predict future population patterns in relation to geographic features and technological advances. Students evaluate the significance of people, places, documents, literature, music, art and events. Students compare, contrast and use technology to present differences within the state and regions. Students evaluate and debate cultural conflicts between Europeans and Native Americans as it relates to western Virginia. Students critique economic development, the government and the diversity of cultures and evaluate the importance of industry, transportation and</p>	<p>participate in designing an economic plan for West Virginia that provides for future development. Students critique how resource use and industrial development affect occupational choices and labor/management relations. Students classify the impact of human environmental interaction. Students use geographical tools to construct spatial information about infrastructure and industry. Students evaluate exploration and settlement patterns and illustrate how the cultural and economic isolation of different areas of the state and nation have been changed through technological advances. Students explain the significance of people, places, documents, literature, music, art and events. Students compare and contrast differences within the state. 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 cultures. Students evaluate important</p>	<p>labor/management relations. Students recognize the impact of human environmental interaction. Students use geographical tools and literature to construct spatial information about infrastructure and industry. Students evaluate exploration and settlement patterns in relation to geographic features and technological advances. Students identify significant people, places, documents, literature, music, art and events. Students compare and contrast differences within the state. Students critique economic development and the diversity of cultures within the state. Students evaluate important industry, transportation and challenges facing West Virginia today.</p>	<p>describe spatial information about infrastructure and industry. Students examine exploration and settlement patterns in relation to geographic features and technological advances. Students associate significant people, places, documents, literature, music, art and events. Students name and tell how the regions in the state differ. Students define economic development and the cultural diversity within the state. Students classify and chart important industry, transportation and technology issues.</p>	<p>recognize exploration and settlement patterns in relation to geographic features and technological advances. Students label significant people, places, documents, literature, music, art and events. 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, transportation and technology issues.</p>
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technology. Students predict challenges facing West Virginia in the future.	industry, transportation and technology that challenge West Virginia today.			
SS.S1				
Students will				
<ul style="list-style-type: none"> characterize and model the civic dispositions of good citizenship (Civic Dispositions). 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). 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). 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). recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life). 				
Performance Descriptors (SS.PD.8.1)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Students performing at the Distinguished level evaluate and predict how citizen action and participation influence public policy, action plans and public opinion reflecting the common good and core democratic values.	Students performing at the Above Mastery level 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 democratic values.	Students performing at the Mastery level 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. 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.	Students performing at the Partial Mastery level identify citizen action plans and public opinion reflecting the common good and core democratic values.	Students performing at the Novice level match policy statements with citizen actions and list ways citizens can participate at the local, state, and national levels.
SS.O.8.1.1				
evaluate how citizens can participate in government at the local, state and national levels (e.g., voting, community service, letter				

	writing).
SS.O.8.1.2	debate and practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
SS.O.8.1.3	argue the effectiveness of selected public policies and citizen behaviors.
SS.O.8.1.4	compare and contrast the relationship between policy statements and action plans used to address issues of public concern.
SS.O.8.1.5	analyze the political process and the opportunities for citizens to influence government.
SS.O.8.1.6	analyze, organize and recognize multiple points of view about selected public issues.
SS.O.8.1.7	explain and analyze various forms of citizen action that influence public policy (e.g., how groups can work with governmental agencies to impact the development of tourism).
SS.O.8.1.8	analyze the influence of diverse forms of public opinion on the development of public policy and decision making.
SS.O.8.1.9	examine the strategies designed to strengthen the common good, which include a range of options for citizen action.
SS.O.8.1.10	identify, analyze, evaluate and interpret sources and examples of the responsibilities, privileges and rights of citizens.
SS.O.8.1.11	examine the role of voting and relate its importance to the democratic process and model the voting process by participating in a class/school election and/or a county/city/state/national mock election.
SS.O.8.1.12	justify changes in the legal voting age and correlate voting as a responsibility and right of citizens.
SS.O.8.1.13	model ways students can participate in the governance of their school and community.
SS.O.8.1.14	outline and utilize a process to express opinion, resolve problems and/or seek assistance.
SS.O.8.1.15	examine and analyze a local community and propose ways in which tourism can be developed.
SS.O.8.1.16	develop a mock bill to promote tourism in West Virginia.

SS.S.2

Students will

- examine and analyze the purposes and basic principles of the United States government (Purposes of Government).
- 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).
- 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).
- 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).

Performance Descriptors (SS.PD.8.2)

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Students performing at the Distinguished level 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 performing at the Above Mastery level compare and contrast the structure and function of the West Virginia and United States governments. Students critique constitutional principles including individual rights	Students performing at the Mastery level analyze the structure and function of the West Virginia and United States governments. Students examine constitutional principles including individual rights and responsibilities.	Students performing at the Partial Mastery level 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	Students performing at the Novice level 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

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.	and responsibilities. Students evaluate the contributions of individuals and groups to the law-making process. Students examine the purpose of taxation to determine its importance to the function of government.	Students assess the contributions of individuals to the law-making process.	significant individuals and their contributions to the law-making process.	match significant individuals to their contributions to the law-making process.
SS.O.8.2.1	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.8.2.2	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.8.2.3	examine the amendment process of the West Virginia Constitution.			
SS.O.8.2.4	outline and illustrate the process of how a bill becomes law in West Virginia (e.g., a bill to promote tourism).			
SS.O.8.2.5	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).			
SS.O.8.2.6	examine various types of elections in West Virginia (e.g., primary/general, state/local, partisan/non-partisan).			
SS.O.8.2.7	research and describe how special interest groups influence government and the law-making process in West Virginia (e.g., West Virginia Education Association, United Mine Workers, Division of Tourism).			
SS.O.8.2.8	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.8.2.9	examine and analyze individual rights and privileges protected by the United States and West Virginia constitutions and laws.			
SS.O.8.2.10	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 compare to the West Virginia Constitution.			
SS.O.8.2.11	analyze conditions under which constitutional government flourishes.			
SS.O.8.2.12	compare and contrast rights and privileges of the individual citizen.			
SS.O.8.2.13	critique laws passed in a legislative session and list their impact (e.g., tourism, economy, education, health).			
SS.S.3	<p>Students will</p> <ul style="list-style-type: none"> ● analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision making, voluntary exchange and trade-offs (Choices). ● research, critique and evaluate the roles of private and public institutions in the economy (Institutions). ● compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). ● illustrate how the factors of production impact the United States economic system (Factors of Production). ● analyze the elements of competition and how they impact the economy (Competition). 			

	<ul style="list-style-type: none"> examine and evaluate the interdependence of global economies (Global Economies). 			
Performance Descriptors (SS.PD.8.3)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Students performing at the Distinguished level 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 st century.	Students performing at the Above Mastery level 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.	Students performing at the Mastery level 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.	Students performing at the Partial Mastery level 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.	Students performing at the Novice level identify economic principles (e.g., choices, institutions, factors of production, competition, global economies). Students name the most important industries in WV.
SS.O.8.3.1	correlate West Virginia's economic conditions with possible affects on social conditions (e.g., employment, in/out migration).			
SS.O.8.3.2	Analyze the effect of absentee ownership of West Virginia's renewable and nonrenewable resources on the state's economy.			
SS.O.8.3.3	evaluate the benefits of trade to West Virginia's economy.			
SS.O.8.3.4	examine economic reasons for the decline of some communities in West Virginia and the economic growth of others.			
SS.O.8.3.5	outline the steps that led West Virginia to become a leader in the production of salt, coal and electricity.			
SS.O.8.3.6	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.8.3.7	analyze the effects of national and state governmental actions on West Virginia's economy.			
SS.O.8.3.8	analyze the effects of national and state governmental actions on West Virginia's economy.			
SS.O.8.3.9	anticipate the changes in West Virginia's economy and people due to industrial development and debate the issue of industrialization vs. preserving history.			
SS.O.8.3.10	examine the effect of technological changes on West Virginia's economy (e.g., in employment, agriculture, tourism, education, industry).			
SS.O.8.3.11	critique the labor/management strategies that have affected West Virginia's economy (e.g., strikes, boycotts, yellow-dog contracts, injunctions, lock outs).			
SS.O.8.3.12	recognize major industries in West Virginia and identify representative jobs under each (e.g., manufacturing, mining, tourism, health care).			
SS.O.8.3.13	assess the economic benefit of changing tourist attractions from seasonal to year round (e.g., Snowshoe).			
SS.S.4	Students will <ul style="list-style-type: none"> 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). examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems). analyze and illustrate 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). point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography). 			
Performance Descriptors (SS.PD.8.4)				
	Distinguished	Above Mastery	Mastery	Partial Mastery
Students evaluate the ways physical and cultural processes impact human environmental interaction in 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	Students classify the ways physical and cultural processes impact human environmental interaction in 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	Students recognize and explain the ways physical and cultural processes impact human environmental interaction in 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	Students identify the ways physical and cultural processes impact human environmental interaction in 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	Students list the ways physical and cultural processes impact human environmental interaction in West Virginia. Students use 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.

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.	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.	relationship to geographic features and technological advances over time.	technological advances over time.
SS.O.8.4.1	show West Virginia's location in relationship to the Prime Meridian, Equator, Tropic of Cancer, Tropic of Capricorn, Arctic and Antarctic Circles.		
SS.O.8.4.2	point out West Virginia's location by latitude and longitude including degrees, minutes and seconds.		
SS.O.8.4.3	recognize West Virginia's man-made and natural borders.		
SS.O.8.4.4	communicate the four major physical geographic regions, major rivers, landforms and points of interest in West Virginia.		
SS.O.8.4.5	analyze and discuss West Virginia's geographic regions through reading descriptive literature.		
SS.O.8.4.6	recognize the location of West Virginia in relationship to neighboring states and the eastern United States.		
SS.O.8.4.7	point out the counties and major cities of West Virginia on a map.		
SS.O.8.4.8	relate the reasons for the development of the West Virginia transportation system.		
SS.O.8.4.9	distinguish climate, landforms and resources in West Virginia's regions using special purpose maps.		
SS.O.8.4.10	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.8.4.11	examine West Virginia's climate and its effect on people's lives.		
SS.O.8.4.12	a map to explain the settlement, exploration and population patterns of West Virginia in relation to geographic features.		
SS.O.8.4.13	critique the geographic factors that led to development of agriculture, coal, glass, chemical, metallurgical and tourism industries in West Virginia.		
SS.O.8.4.14	research various regional configurations found in West Virginia (e.g., geographic, tourist, health, education).		
SS.O.8.4.15	recognize and discuss how the regional map of West Virginia would change based on a student's mental map of the state.		
SS.O.8.4.16	conclude how West Virginia's environment affects tourism.		

<p>SS.S.5</p>	<p>Students will</p> <ul style="list-style-type: none"> organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application. (Chronology). 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). 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). 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). 			
<p>Performance Descriptors (SS.PD.8.5)</p>				
<p>Distinguished</p>	<p>Above Mastery</p>	<p>Mastery</p>	<p>Partial Mastery</p>	<p>Novice</p>
<p>Students performing at the Distinguished level 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 government and the diversity of society and cultures within the state. Students evaluate important industry, labor, transportation and technology issues and predict the challenges</p>	<p>Students performing at the Above Mastery level 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 cultures within the state. Students evaluate important industry, labor, transportation and technology issues that challenge West Virginia today.</p>	<p>Students performing at the Mastery level 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>	<p>Students performing at the Partial Mastery level 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 Virginia.</p>	<p>Students performing at the Novice level 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>

facing West Virginia in the future.		
SS.O.8.5.1	cite reasons for exploration, routes and discoveries of major explorers on the western Virginia frontier.	
SS.O.8.5.2	examine the sequence the events and incentives for Virginia's expansion west to the Ohio River.	
SS.O.8.5.3	compare and contrast French and English explorers, settlers and settlements on the western frontier.	
SS.O.8.5.4	examine the sequence the events that led to the formation of the state of West Virginia.	
SS.O.8.5.5	point out characteristics of various Native American cultures in West Virginia from the pre-Columbian period to the arrival of Europeans.	
SS.O.8.5.6	relate the types of transportation that facilitated the growth of West Virginia and western expansion.	
SS.O.8.5.7	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.	
SS.O.8.5.8	analyze the evolution of the labor movement in West Virginia and the United States.	
SS.O.8.5.9	critique the role of ethnic and racial minorities, women and children in West Virginia's history.	
SS.O.8.5.10	examine reasons for and resulting consequences of conflicts and wars as they pertain to the formation of West Virginia as a state (e.g., French and Indian War, American Revolution, Civil War).	
SS.O.8.5.11	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).	
SS.O.8.5.12	evaluate the cultural conflict between the Europeans and Native Americans as it relates to western Virginia.	
SS.O.8.5.13	explain the effect of immigration on the culture of West Virginia from European settlement through the early twentieth century.	
SS.O.8.5.14	research men and women in West Virginia who have made significant contributions to our history in the public and/or private sectors (e.g., statehood movement, abolition movement, education, industry, literature, government).	
SS.O.8.5.15	critique the significance of historical experience and of geographical, social and economic factors that have helped to shape both West Virginian and American society	
SS.O.8.5.16	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.	
SS.O.8.5.17	point out and locate places of historical importance in West Virginia that can be visited by tourists.	
SS.O.8.5.18	compile lists fairs and festivals in West Virginia that can be attributed to the influence of various cultural groups who have settled in the state.	
SS.S.6	Students will	
	<ul style="list-style-type: none"> • 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. • recognize main ideas and supporting details to locate basic facts (e.g. names, dates, events). • distinguish relationships among people, ideas, and events. • recognize cause-effect relationships in content passages. • outline sequences of events. 	

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| | <ul style="list-style-type: none">• 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. <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. The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st 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.

Global Performance Descriptors (SS.PD.9)

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Ninth grade students performing at the Distinguished level compare the changing concepts of the role of the citizen across time. They compare how conflicts between nations have been resolved and assess how individuals reacted to them. They organize and lead various activities both in school and community. Students research and evaluate which classical civilizations, philosophers and historical events were instrumental to the development of the United States. They assess the influences of the United States on other nations. Students judge cause and effect relationships in economic changes and trace and explain specific</p>	<p>Ninth grade students performing at the Above Mastery level 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. Students 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. Students analyze causes and effects in economic change and compare and contrast the</p>	<p>Ninth grade students performing at the Mastery level evaluate the changing concepts of the role of the citizen. They analyze conflicts between nations and how individuals reacted to these conflicts. They participate in school and community activities. Students examine the impact of significant political philosophers, classical civilizations and other nations that influenced the political processes. They debate the differences in constitutional government and assess the influences of the United States on other nations. Students assess cause/effect relationships in economic change and critique the development of economic systems and trade patterns.</p>	<p>Ninth grade students performing at the Partial Mastery level 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. Students explain how classical civilizations and other European nations that influenced the development of the United States government. They explain fundamental characteristics of constitutional governments. Students explain the 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</p>	<p>Ninth grade students performing at the Novice level describe the changing role of citizens across time. They identify how citizens have reacted to conflicts between nations. They participate in school activities. Students identify classical civilizations and other nations that influenced the development of the United States government. They list examples of constitutional governments. Students 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. Students explain the</p>

<p>changes. They compare and contrast the creation and 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 at different times prior to 1900. Students compare and contrast various documents related to significant groups, individuals, places, documents, and events to validate historical impact. They conduct research and debate the impact of major regional, national, and international conflict/conflict/cooperation. Students read, interpret, and write about literature associated with the periods of study.</p>	<p>development of economic systems and trade patterns. They compare and contrast 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. Students critique the contributions of significant groups, individuals, places, documents, and events and evaluate their impact on other world events. They summarize key elements of 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.</p>	<p>They compare and contrast fiscal policies in several world societies and evaluate the effects of the evolution of global economic interdependence prior to 1900. Students use geographic tools to analyze spatial information and 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. Students 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 and they critique the causes and effects of conflict and cooperation at all levels of government.</p>	<p>global economic interdependence prior to 1900. Students assess the contributions of significant groups, individuals, places, documents, and events. They differentiate between different cultural, economic, and political systems. They trace the development of major regional, national, and international conflicts and give examples of cooperation.</p>	<p>contributions of significant groups, individuals, places, documents, and events. They characterize and provide illustrations of cultural, economic, and political systems. They identify causes and effects of major regional, national, and international conflicts/cooperation.</p>
<p>SS.S.1</p>	<p>Students will</p> <ul style="list-style-type: none"> characterize and model the civic dispositions of good citizenship (Civic Dispositions). 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). 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). develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and 			

	<p>responsible citizenship, including participation in civic life to shape public policy (Participatory Skills).</p> <ul style="list-style-type: none"> recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life). 				
Performance Descriptors (SS.PD.9.1)					
	Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Ninth grade students performing at the Distinguished level compare the changing concepts of the role of the citizen across time. They compare how conflicts between nations have been resolved and assess how individuals reacted to them. They organize and lead various activities both in school and community.	Ninth grade students performing at the Above Mastery level 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 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.	Ninth grade students performing at the Partial Mastery level 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 describe the changing role of citizens across time. They identify how citizens have reacted to conflicts between nations. They participate in school activities.	
SS.O.9.1.1 describe the evolution of the roles and responsibilities of individuals and groups leading to the formation of nation states.					
SS.O.9.1.2 describe the evolution of the roles and responsibilities of individuals and groups leading to the formation of nation states.					
SS.O.9.1.3 assess the nature of civic responsibility in various cultures.					
SS.O.9.1.4 analyze the causes of conflict and propose resolutions					
SS.O.9.1.5 participate in a project of volunteer service.					
SS.S.2					
Students will	<ul style="list-style-type: none"> examine and analyze the purposes and basic principles of the United States government (Purposes of Government). 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). 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). 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). 				
Performance Descriptors (SS.PD.9.2)					
	Distinguished	Above Mastery	Mastery	Partial Mastery	Novice

<p>Ninth grade students performing at the Distinguished level 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.</p>	<p>Ninth grade students performing at the Above Mastery level 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.</p>	<p>Ninth grade students performing at the Mastery level 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.</p>	<p>Ninth grade students performing at the Partial Mastery level explain how classical civilizations and other nations that influenced the development of the United States government. They explain fundamental characteristics of constitutional governments.</p>	<p>Ninth grade students performing at the Novice level identify classical civilizations and other nations that influenced the development of the United States government. They list examples of constitutional governments.</p>
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<p>SS.O.9.2.1</p>	<p>evaluate diverse ideas about the purposes of government.</p>			
<p>SS.O.9.2.2</p>	<p>identify and analyze the contributions of the classical civilizations to the development of the United States Constitution.</p>			
<p>SS.O.9.2.3</p>	<p>explain world historical events that affected the development of representative democracy in the United States and other countries.</p>			
<p>SS.O.9.2.4</p>	<p>analyze how the United States has influenced other nations and how other nations have influenced the American political process and society.</p>			
<p>SS.O.9.2.5</p>	<p>compare, contrast and evaluate alternative ways of organizing constitutional governments.</p>			
<p>SS.O.9.2.6</p>	<p>identify significant political philosophers and their contributions.</p>			
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<p>SS.S.3</p>	<p>Students will</p> <ul style="list-style-type: none"> • analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision making, voluntary exchange and trade-offs (Choices). • research, critique and evaluate the roles of private and public institutions in the economy (Institutions). • compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). • illustrate how the factors of production impact the United States economy system (Factors of Production). • analyze the elements of competition and how they impact the economy (Competition). • examine and evaluate the interdependence of global economies (Global Economies). 			
<p>Performance Descriptors (SS.PD.9.3)</p>				
<p>Distinguished</p> <p>Ninth grade students performing at the Distinguished level judge cause and effect relationships in economic</p>	<p>Above Mastery</p> <p>Ninth grade students performing at the Above Mastery level analyze causes and effects in economic change and</p>	<p>Mastery</p> <p>Ninth grade students performing at the Mastery level assess cause/effect relationships in economic change and critique the</p>	<p>Partial Mastery</p> <p>Ninth grade students performing at the Partial Mastery level explain effects in economic change and describe the</p>	<p>Novice</p> <p>Ninth grade students performing at the Novice level identify what caused economic change and list the types of economic</p>

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 the evolution of global economic interdependence at different times prior to 1900.	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.	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.	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.	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.
SS.O.9.3.1	describe and illustrate the trade patterns of regions of the world across time.			
SS.O.9.3.2	analyze how various societies developed economic systems.			
SS.O.9.3.3	evaluate the role of exchange/trade systems as economic systems developed.			
SS.O.9.3.4	compare and contrast fiscal policies of several world societies.			
SS.O.9.3.5	identify the causal relationship of economic changes and their effects on the job market (e.g., supply and demand, technology, industrialization).			
SS.O.9.3.6	describe and explain global economic interdependence and competition and their influence on national and international policies.			
SS.S.4	Students will <ul style="list-style-type: none"> 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). examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems). analyze and illustrate 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). point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography). 			
Performance Descriptors (SS.PD.9.4)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Ninth grade students performing at the	Ninth grade students performing at the Above	Ninth grade students performing at the Mastery	Ninth grade students performing at the Partial	Ninth grade students performing at the Novice

<p>Distinguished level 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 infer/recommend future developments.</p>	<p>Mastery level 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.</p>	<p>level 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.</p>	<p>Mastery level 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.</p>	<p>level 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</p>
<p>SS.O.9.4.1 interpret information using maps, graphs, charts and timelines. SS.O.9.4.2 locate geographic features of the continents (e.g., plateaus, high points, low points, bodies of water major river valleys). SS.O.9.4.3 identify world language patterns. SS.O.9.4.4 examine the evolution of significant world trade routes. SS.O.9.4.5 analyze the migration of people during each era of study. SS.O.9.4.6 explain how the location of world resources influenced economic development and the global economy. SS.O.9.4.7 evaluate the effect of geographic features, including climate, upon the environment SS.O.9.4.8 examine the development of major political boundaries of the world and relate these to the theme of geo-politics. SS.O.9.4.9 analyze the physical and cultural patterns of settlement. SS.O.9.4.10 explain geographic reasons for the development of major world cities and trends in urban population growth. or world rivers, climate areas and rain forests.</p>				
<p>SS.S.5 Students will</p> <ul style="list-style-type: none"> • organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application. (Chronology). • 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). • 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). • use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation). • examine political institutions and theories that have developed and changed over time; and research and cite reasons 				

for development and change (Political Institutions).

Performance Descriptors (SS.PD.9.5)		for development and change (Political Institutions).		
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Ninth grade students performing at the Distinguished level compare and contrast various documents related to significant groups, individuals, places, documents, and events to validate historical impact. They conduct research to measure the 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.	Ninth grade students performing at the Above Mastery level critique the contributions of significant groups, individuals, places, documents, and events and evaluate their impact on other world events. They summarize key elements of 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.	Ninth grade students performing at the Mastery level 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 critique the causes and effects of major regional, national and international conflicts/ cooperation.	Ninth grade students performing at the Partial Mastery level explain the contributions of significant groups, individuals, places, documents, and events. They differentiate between different cultural, economic, and political systems. They trace the development of major regional, national, and international conflicts and give examples of cooperation.	Ninth grade students performing at the Novice level students explain the contributions of significant groups, individuals, places, documents, and events. They characterize and provide illustrations of cultural, economic, and political systems. They identify causes and effects of major regional, national, and international conflicts/cooperation.
contributions of different historical periods through art and literature.				
SS.O.9.5.2	trace the evolution of the changing status of women and children throughout the world in all historical periods addressed.			
	interpret historical charts, tables, graphs, narratives, primary source documents, political cartoons and timelines.			
SS.O.9.5.4	explain the effects of significant political developments and trends in the world before 1900.			
SS.O.9.5.5	evaluate the interaction of early humans with their environment.			
SS.O.9.5.6	compare and contrast the causes for the rise and decline of ancient civilizations (e.g., the river civilizations, Greek, Roman, Indian and Chinese).			
SS.O.9.5.7	explain the basic tenets of major world religions and philosophies, their places of origin and the status of those religions today.			
SS.O.9.5.8	describe the location, unique contributions and characteristics of Arab/Islamic society.			
SS.O.9.5.9	explain feudalism and its effects on the development of societies around the world.			
SS.O.9.5.10	evaluate the political and economic roles and the cultural contributions of religious institutions in medieval society.			

	contrast the acceptance of diversity in hierarchical societies.
SS.O.9.5.12	analyze and assess the concept of nation building (e.g., city states, Rome, rise of European nation states).
	birth of the individual in society to the growth of the concept of the Renaissance man.
SS.O.9.5.14	describe how European needs/wants for foreign products contributed to the Age of Exploration.
SS.O.9.5.15	evaluate the effects of the Enlightenment in European society.
SS.O.9.5.16	analyze the cause of the Crusades and the effects on regions involved.
SS.O.9.5.17	analyze the historical developments of the Protestant Reformation including the effects of theology, politics and economics.
SS.O.9.5.18	describe and assess the Agricultural and Industrial revolutions.
SS.O.9.5.19	analyze and assess the impact of political revolutions on society (e.g., French, Italian, German, Latin American).
SS.O.9.5.20	compare and contrast the American and French revolutions and their aftermaths.
SS.O.9.5.21	explain reasons for and consequences of the breakdown of order among nation states.
SS.O.9.5.22	examine the legal documents and systems which influenced western civilization and rank them in order of importance.
SS.O.9.5.23	compare and contrast absolute and constitutional monarchies and identify representative leaders of each.
SS.O.9.5.24	assess the impact of colonization on both the mother countries and the colonies
SS.S.6	<p>Students will</p> <ul style="list-style-type: none"> • 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. • recognize main ideas and supporting details to locate basic facts (e.g. names, dates, events). • distinguish relationships among people, ideas, and events. • 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. <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 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st 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.

Global Performance Descriptors (SS.PD.10)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Tenth grade students performing at the Distinguished level 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 current conflicts between citizens and government and discuss possible resolutions. Students 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.	Tenth grade students performing at the Above Mastery level 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 conflicts between citizens and government and how they were resolved. They assume leadership roles in school and community activities. Students analyze the documents and philosophies that influenced the founding fathers in shaping United States democracy. They compare the ideal of American	Tenth grade students performing at the Mastery level 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 and judge how citizens can monitor and influence the United States government. They research 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 and they participate in school and community activities. Students summarize the documents and philosophies that are the basis for United States	Tenth grade students performing at the Partial Mastery level 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 different opinions. They participate in community activities. Students explain documents that are the basis for United States democracy. They explain key Articles and Amendments of the Constitution. They explain the election process and how the Electoral College works. Students discuss the development of the United	Tenth grade students performing at the Novice level 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. Students identify the development of the United States economic system. They state the basic parts of fiscal policy. They define the various economic systems. Students recognize the significance of key people, places, groups, documents and events. They describe the creation of the federal government and identify the key components of its operation. They summarize

<p>Students 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. They validate the bases of 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>democracy to the reality of American democracy. They identify governments of the past that have influenced the United States political development. Students 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. Students critique the contributions or significance of key people, places, groups, documents and events and propose connections to 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.</p>	<p>democracy and 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. Students explain the development of the United States economic system and analyze the creation and operation of fiscal policy. They explain the various economic systems. Students use geographic tools to interpret spatial information and assess the effects of geographic features on settlement, movement, natural resources and industrialism. They explain the contributions of various groups to the development of United States cultural traditions. Students analyze key people, places, groups, documents, and events and judge their impacts on historical interpretation. They explain the 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</p>	<p>States economic system. They explain the creation and operation of fiscal policy. They describe the various economic systems. Students identify and summarize the accomplishments and significance of key people, places, groups, documents and events. They describe 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>examples of expansion, sectionalism, conflict, and international involvement.</p>
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		expansion, sectionalism, conflict, and international involvement.		
<p>Students will</p> <ul style="list-style-type: none"> • characterize and model the civic dispositions of good citizenship (Civic Dispositions). • 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). • 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). • 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). • recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life). 				
<p>Performance Descriptors (SS.PD.10.1)</p>				
<p>Distinguished</p> <p>Tenth grade students performing at the Distinguished level 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 current conflicts between citizens and government and discuss possible resolutions. They organize and lead various activities both in school and community.</p>	<p>Above Mastery</p> <p>Tenth grade students performing at the Above Mastery level 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 conflicts between citizens and government and how they were resolved. They assume leadership roles in school and community activities.</p>	<p>Mastery</p> <p>Tenth grade students performing at the Mastery level 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 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.</p>	<p>Partial Mastery</p> <p>Tenth grade students performing at the Partial Mastery level 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 different opinions. They participate in community activities.</p>	<p>Novice</p> <p>Tenth grade students performing at the Novice level 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.</p>
<p>SS.O.10.1.1 compare and contrast various citizens' responses to controversial government actions.</p>				

SS.O.10.1.2	appraise the importance of the fundamental democratic values and principles of the United States constitutional democracy upon individuals, communities and nations.
SS.O.10.1.3	debate decisions as to what the government should and should not do.
SS.O.10.1.4	explain how the interactions of citizens with one another monitor and influence the government.
SS.O.10.1.5	evaluate ways conflicts can be resolved in a cooperative, peaceful manner which respect individual rights and promote the common good.
SS.O.10.1.6	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.10.1.7	summarize and evaluate the characteristics of United States citizenship.
SS.O.10.1.8	evaluate, take and defend positions on issues regarding the criteria used for naturalization.
SS.O.10.1.9	evaluate sources of information related to public policy issues.
SS.O.10.1.10	examine, select and participate in volunteer service.
SS.O.10.1.11	assess and evaluate responsibilities, privileges and rights of United States citizens.

Students will

examine and analyze the purpose and basic principles of the United States government (Purposes of Government).
 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).
 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).
 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).

Performance Descriptors (SS.PD.10.2)	
Distinguished	Above Mastery
Tenth grade students performing at the Distinguished level 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 of between governments of	Tenth grade students performing at the Above Mastery level 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
	Mastery
	Tenth grade students performing at the Mastery level 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
	Partial Mastery
	Tenth grade students performing at the Partial Mastery level 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.
	Novice
	Tenth grade students performing at the Novice level 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.

the past, to the challenges the United States faced in its founding.	political development.	democratic republic.	
SS.O.10.2.1	identify and describe the fundamental democratic principles and values in core American documents and identify the discrepancies between the expressed ideals and realities.		
SS.O.10.2.2	identify fundamental American democratic principles using primary sources and significant political speeches and writings.		
SS.O.10.2.3	explain the purpose of the United States government and analyze how its powers are acquired, used and justified.		
SS.O.10.2.4	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.10.2.5	explain the purpose, organization and functions of the legislative, executive and judicial branches, and analyze the separation of powers, checks and balances.		
SS.O.10.2.6	justify the steps required to amend the United States Constitution.		
SS.O.10.2.7	analyze the presidential election process, the continued use of the Electoral College and the order of presidential succession.		
SS.O.10.2.8	evaluate federalism and give examples of shared, delegated, reserved and implied powers.		
SS.O.10.2.9	summarize the Constitution and the Amendments.		
SS.O.10.2.10	analyze the fundamental ideas found in the nation's core documents and relate them to the subsequent periods in United States history.		
SS.O.10.2.11	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.10.2.12	evaluate, take and defend positions about the functions of political leadership and the importance of public service in American democracy.		
SS.O.10.2.13	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.10.2.14	assess the significance of George Washington's farewell address.		
SS.S.3	Students will		
	<ul style="list-style-type: none"> • analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices). • research, critique and evaluate the roles of private and public institutions in the economy (Institutions). • compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). • illustrate how the factors of production impact the United States economic system (Factors of Production). • analyze the elements of competition and how they impact the economy (Competition). • examine and evaluate the interdependence of global economies (Global Economies). 		
Performance Descriptors (SS.PD.10.3)			
Distinguished		Above Mastery	
Tenth grade students performing at the	Tenth grade students performing at the Above	Mastery Tenth grade students performing at the Mastery	Partial Mastery Tenth grade students performing at the Partial
			Novice Tenth grade students performing at the Novice

<p>Distinguished level 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.</p>	<p>Mastery level 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.</p>	<p>level explain the development of the United States economic system. They analyze the creation and operation of fiscal policy. They explain the various economic systems.</p>	<p>Mastery level discuss the development of the United States economic system. They explain the creation and operation of fiscal policy. They describe the various economic systems.</p>	<p>level identify the development of the United States economic system. They state the basic parts of fiscal policy. They define the various economic systems.</p>
<p>SS.O.10.3.1 determine the relationship between the law of supply/demand and production/consumption. SS.O.10.3.2 determine the relationship between the law of supply/demand and production/consumption. SS.O.10.3.3 construct the steps involved in the change of the United States economic system from mercantilism to free enterprise capitalism. SS.O.10.3.4 differentiate between various types of taxes and relate them to taxation controversies in the United States during their era. SS.O.10.3.5 critique the cause and effect relationship between the labor movement and industrialization in the United States. SS.O.10.3.6 explain the concept of capitalism and compare the basic components to those of socialism and communism. SS.O.10.3.7 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.10.3.8 analyze the effects of foreign trade and tariff policies on the United States. SS.O.10.3.9 recognize and discuss the effects of the American Revolution on economic development and government institutions. SS.O.10.3.10 explain and defend the ideas, values, and practices that caused the Hamilton-Jeffersonian debate. SS.O.10.3.11 evaluate the effects of the Hamilton-Jeffersonian debate on the formation and direction of the nation's economy.</p>				
<p>SS.S.4</p>	<p>Students will</p> <ul style="list-style-type: none"> • 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). • examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). • analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems). • analyze and illustrate 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). • point out geographic perspective and tools and assess techniques available for geographic study (Uses of Geography). 			

Performance Descriptors (SS.PD.10.4)

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Tenth grade students performing at the Novice level 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.	Tenth grade students performing at the Partial Mastery level 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.	Tenth grade students performing at the Mastery level 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.	Tenth grade students performing at the Above Mastery level 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.	Tenth grade students performing at the Distinguished level 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.
SS.O.10.4.1	illustrate major meridians of longitude and parallels of latitude.			
SS.O.10.4.2	locate states and capitals, landforms and major events in United States history.			
SS.O.10.4.3	analyze the role of mental maps in the movement of people across the United States.			
SS.O.10.4.4	use the most appropriate maps and graphics in an atlas to answer specific questions about geographic issues (e.g., topography, transportation routes).			
SS.O.10.4.5	evaluate the effects of population growth on urbanization.			
SS.O.10.4.6	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.10.4.7	evaluate the impact of health and cultural considerations on the quality of life over different historical time periods.			
SS.O.10.4.8	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.10.4.9	evaluate the geographic differences that contributed to economic development and regionalism prior to the Civil War.			
SS.O.10.4.10	compare and contrast the major landforms, cities, rivers and climate areas of the United States to those throughout the world.			
SS.O.10.4.11	analyze settlement, population patterns and the growth of service centers by interpreting maps, graphs and charts.			
SS.O.10.4.12	analyze the impact of the environment, including the location of natural resources, on immigration and settlement patterns.			
SS.O.10.4.13	compare and contrast the socioeconomic changes that occur in regions that experience population change.			
SS.O.10.4.14	evaluate the human impact on the environment throughout the American experience.			
SS.O.10.4.15	analyze the ways in which physical and human factors have influenced the evolution of significant historic events and movements.			

<p>SS.S.5</p>	<p>Students will</p> <ul style="list-style-type: none"> organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology). 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). 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). use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation). examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions). 			
<p>Performance Descriptors (SS.PD.10.5)</p>				
<p>Distinguished</p> <p>Tenth grade students performing at the Distinguished level evaluate and debate the historical impact of key people, places, groups, documents, and events. They validate the bases of 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>Above Mastery</p> <p>Tenth grade students performing at the Above Mastery level will critique the contributions or significance of key people, places, groups, documents and events and propose connections to 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, international involvement and investigate other courses of action. They read and discuss literature associated with the periods of study.</p>	<p>Mastery</p> <p>Tenth grade students performing at the Mastery level analyze key people, places, groups, documents, and events and judge their impacts on historical interpretation. Students explain the 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>Partial Mastery</p> <p>Tenth grade students performing at the Partial Mastery level identify and summarize the accomplishments or significance of key people, places, groups, documents and events. They describe 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>Novice</p> <p>Tenth grade students performing at the Novice level recognize the significance of key people, places, groups, documents and events. They describe the creation of the federal government and identify the key components of its operation. They summarize examples of expansion, sectionalism, conflict, and international involvement.</p>
<p>SS.O.10.5.1</p>	<p>relate life in America before the 17th century to life today.</p>			
<p>SS.O.10.5.2</p>	<p>analyze and explain the contacts that occurred between Native Americans and European settlers during the age of discovery.</p>			

SS.O.10.5.3	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).
SS.O.10.5.4	Justify how the effects of European empire building led to the American Revolution
SS.O.10.5.5	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).
SS.O.10.5.6	describe and analyze the content of the Declaration of Independence and the factors which led to its creation.
SS.O.10.5.7	analyze, explain and sequence major events and ideas of the Revolutionary War.
SS.O.10.5.8	analyze and evaluate the United States Constitution and the Bill of Rights and describe challenges faced by the new United States government.
SS.O.10.5.9	differentiate the parts of the Constitution that responded to the political, economic and social conditions that existed after the American Revolution.
SS.O.10.5.10	explain the major challenges faced by the framers of the Constitution, and describe the compromises reached at the Constitutional Convention.
SS.O.10.5.11	evaluate the effects of nationalism on the constitutional, political, economic and foreign policy issues faced by the United States in its formative years.
SS.O.10.5.12	identify and explain the impact of United States Supreme Court decisions (e.g., Marbury v. Madison, McCollough v. Maryland, Dred Scott, Plessy v. Ferguson).
SS.O.10.5.13	illustrate examples of the growth and change in the United States from 1801 to 1861.
SS.O.10.5.14	identify and explain the factors that led to exploration, settlement and expansion across the United States.
SS.O.10.5.15	assess the effects of United States policies on Native Americans.
SS.O.10.5.16	research the institution of slavery and its effect on the political, economic and social development of the United States.
SS.O.10.5.17	compare and contrast the political, economic and social conditions in the United States before and after the Civil War.
SS.O.10.5.18	analyze and sequence the causes and effects of the major events of the Civil War and reconstruction.
SS.O.10.5.19	outline the effects of technological change on the United States (e.g., agriculture, transportation, industry, labor, society).
SS.O.10.5.20	analyze and describe the goals and actions of reformers and reform movements (e.g., women's rights, minorities, temperance, prisons, hospitals, schools).
SS.O.10.5.21	debate the influence and impact of diverse cultures on United States society and their assimilation into American life.
SS.O.10.5.22	explain the development of representative democracy in the United States.
SS.O.10.5.23	explain major conflicts in terms of causes and consequences.
SS.O.10.5.24	research, analyze and interpret primary sources (e.g., artifacts, diaries, letters, photographs, art, documents, newspapers) and contemporary media (e.g., television, movies, computer information systems) to better understand events and life in the United States to 1900.
SS.O.10.5.25	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.
SS.O.10.5.26	develop skills in discussion, debate and persuasive writing by analyzing historical situations and events to 1900.
SS.O.10.5.27	analyze the positions of the political parties and their leaders on: economic development, territorial expansion, political participation, individual rights, states' rights, slavery and social reforms.
SS.O.10.5.28	evaluate the significance of the Lincoln-Douglas debates.

SS.O.10.5.29	critique the relationship between revivalism and reform in regards to the role of women, education, religion and institutions.
SS.O.10.5.30	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 their effects on the United States.
SS.S.6	<p>Students will</p> <ul style="list-style-type: none"> • 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. • recognize main ideas and supporting details to locate basic facts (e.g. names, dates, events). • distinguish relationships among people, ideas, and events. • 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. <p>Refer to policy 2520.1 for specific grade level reading and writing objectives.</p>

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, spread sheets, charts, graphs, text and other data from a variety of credible sources to synthesize historical information, predict events and anticipate outcomes. Students recognize the economic interdependency 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 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st 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.

Global Performance Descriptors (SS.PD.11)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Eleventh grade students performing at the Distinguished level analyze the changing nature of civic responsibility. They compare actions and reactions of citizens to historical and contemporary situations. They debate arguments on significant issues like terrorism, religious conflict and weapons of mass destruction. Students critique changes to the Constitution and predicts future changes. They predict how the global environment in the 21 st Century will impact the three branches of government, at all levels. They formulate ways for	Eleventh grade students performing at the Above Mastery level 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 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. Students research changes in the Constitution and evaluate	Eleventh grade students performing at the Mastery level analyze responsible citizen behavior, incorporating rights, responsibilities and privileges in addressing personal, regional, national and international problems. They research citizen actions and reactions to historical and contemporary situations and they compare and contrast arguments on significant issues. They participate in school and community activities. Students judge the roles of the three branches of government in national and international changes. They analyze the workings of political parties in various	Eleventh grade students performing at the Partial Mastery level 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 historical and contemporary situations. They identify arguments on significant community activities. They explain changes in the United States Constitution. They explain major changes in the three branches of government. They explain how the party system works both in the United States	Eleventh grade students performing at the Novice level 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 activities. They identify changes in the United States Constitution. They identify the major responsibilities of the three branches of government. They list the major political parties of the United States and major world nations. Students list parts of the United States economic system. They list differences between the

<p>government to meet the needs of an ever-changing society. Students evaluate the evolution and operation of the United States economic system. They judge the function of fiscal and monetary policy, evaluating their effects on the private, public and global sectors. Students 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 and write about literature associated with the periods of study.</p>	<p>their impact. They judge the impact of political parties in various forms of government. They compare and contrast the United States economic system with other nations and discuss differences with a specific system. They assess fiscal and monetary policy and evaluate their effects on the private, public and global sectors. Students 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 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.</p>	<p>forms of government. Students explain the operation of the United States economic system and they compare and contrast it with those of 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. Students 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 relation to nation building and in conflict and cooperation. Students critique the impact of key people, places, groups, documents, movements, and events of the 20th 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.</p>	<p>and other nations. Students 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. Students use geographic tools to examine and discuss 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. Students trace the development of the significance of key people, places, groups, documents, movements, and events of the 20th 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.</p>	<p>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. Students use geographic tools to explain 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. Students identify and explain the significance of key people, places, groups, documents, movements, and events of the 20th 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.</p>
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SS.S.1	<p>Students will</p> <ul style="list-style-type: none"> characterize and model the civic dispositions of good citizenship (Civic Dispositions). 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). 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). 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). recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life). 				
Performance Descriptors (SS.PD.11.1)					
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice	
<p>Eleventh grade students performing at the Distinguished level analyze the changing nature of civic responsibility. They compare actions and reactions of citizens to historical and contemporary situations. They debate arguments on significant 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.</p>	<p>Eleventh grade students performing at the Above Mastery level 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 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.</p>	<p>Eleventh grade students performing at the Mastery level 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 historical and contemporary situations. They compare and contrast arguments on significant issues. They participate in school and community activities.</p>	<p>Eleventh grade students performing at the Partial Mastery level 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 historical and contemporary situations. They identify arguments on significant issues. They participate in community activities.</p>	<p>Eleventh grade students performing at the Novice level 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 activities.</p>	
SS.O.11.1.1					
discuss ways citizens can work cooperatively to resolve personal, local, regional, and world conflicts peacefully.					
SS.O.11.1.2					
analyze and evaluate the influence of citizen action on public policy and law making.					
SS.O.11.1.3					
analyze the changing nature of civic responsibility.					
SS.O.11.1.4					
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.11.1.5	evaluate historical and contemporary political communication using such criteria as logical validity, factual accuracy and emotional appeal.
SS.O.11.1.6	participate in a project of volunteer service.
SS.O.11.1.7	research and explain the importance of the personal and political responsibilities, privileges and rights of citizens.
SS.O.11.1.8	explain the concept of civil disobedience, provide examples and evaluate its use.
SS.S.2	Students will <ul style="list-style-type: none"> • examine and analyze the purposes and basic principles of the United States government (Purposes of Government). • 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). • 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). • 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).
Performance Descriptors (SS.PD.11.2)	
Distinguished	Above Mastery
Eleventh grade students performing at the Distinguished level critique changes to the Constitution and predict future changes. They predict how the global environment in the 21st 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.	Eleventh grade students performing at the Above Mastery level research changes in the Constitution and evaluate 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.
	Mastery
	Eleventh grade students performing at the Mastery level judge changes in the Constitution. They examine the roles of 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.
	Partial Mastery
	Eleventh grade students performing at the Partial Mastery level explain changes in the Constitution. They explain major changes in the three branches of government. They explain how the party system works both in the United States and other nations.
	Novice
	Eleventh grade students performing at the Novice level identify changes in the Constitution. They identify the major responsibilities of the three branches of government. They list the major political parties of the United States and major world nations.
SS.O.11.2.1	explain the reasons for amendments ratified since 1900 and analyze their effects on American society.
SS.O.11.2.2	explain the role of the president in the formation of national and foreign policy.
SS.O.11.2.3	critique the interaction of the three branches of the federal government in an increasingly complex society.

SS.O.11.2.4	analyze the election process and the role of political parties and special interest groups.
SS.O.11.2.5	evaluate the formation, role and impact of third parties in the United States.
SS.O.11.2.6	examine historical and current conflicts and crises and compare resolutions within the framework of constitutional and totalitarian systems of government.
SS.O.11.2.7	analyze judicial review and outline the procedure used to render decisions.
SS.O.11.2.8	analyze the changing nature of federalism and the growth of national government.
SS.O.11.2.9	critique the purposes and performance of international governmental and non-governmental organizations.
SS.S.3	Students will <ul style="list-style-type: none"> analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices). research, critique and evaluate the roles of private and public institutions in the economy (Institutions). compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). illustrate how the factors of production impact the United States economy system (Factors of Production). analyze the elements of competition and how they impact the economy (Competition). examine and evaluate the interdependence of global economies (Global Economies).
Performance Descriptors (SS.PD.11.3)	
Distinguished	Above Mastery
Eleventh grade students performing at the Distinguished level 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 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.
	Mastery
Eleventh grade students performing at the Mastery level 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 Mastery level explain 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.
	Partial Mastery
Eleventh grade students performing at the Partial Mastery level 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 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.
	Novice
SS.O.11.3.1	Evaluate the lifestyle changes brought on by industrialization, technology and transportation (e.g., debate industrialization vs. maintaining natural environment and the implications for tourism).
SS.O.11.3.2	compare/contrast the provision of services in developed and developing nations (e.g., health care, education, military).
SS.O.11.3.3	explain monetary policy and its effect on society.

SS.O.11.3.4	illustrate the business cycle and how different political systems formulate economic policy.
SS.O.11.3.5	analyze the causes and consequences of the United States' national debt and its effect on the world economic system.
SS.O.11.3.6	correlate Gross Domestic Product and per capita income calculations of the United States to the economies of different nations.
SS.O.11.3.7	analyze how basic economic systems deal with supply/demand, investment/capital, savings, and labor/labor unions.
SS.O.11.3.8	analyze and evaluate the economies of developing nations.
SS.O.11.3.9	explain the impact of technology and industrialization on the development of mass production and mass consumption.
SS.O.11.3.10	assess national and international economic interdependence.
SS.O.11.3.11	predict the outcomes of changes in all types of taxation (e.g., property, income, sales).

SS.S.4	Students will <ul style="list-style-type: none"> 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). examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems). analyze and illustrate 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). point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).
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Performance Descriptors (SS.PD.11.4)		Distinguishing	Above Mastery	Mastery	Partial Mastery	Novice
Eleventh grade students performing at the Distinguished level 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	Eleventh grade students performing at the Above Mastery level 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.	Eleventh grade students performing at the Mastery level 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.	Eleventh grade students performing at the Partial Mastery level 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.	Eleventh grade students performing at the Novice level 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		

outcomes in conflict and cooperation.			
SS.O.11.4.1	interpret information using maps, graphs, charts, cartoons and timelines.		
SS.O.11.4.2	locate the places significant to each period of study.		
SS.O.11.4.3	transform primary data into maps, graphs and charts.		
SS.O.11.4.4	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.11.4.5	identify United States settlement patterns after 1900 and draw conclusions about causes and effects.		
SS.O.11.4.6	analyze and assess the impact of human decision-making and technology on the environment.		
SS.O.11.4.7	assess the impact of anticipated annual climate change (e.g., monsoon, flooding).		
SS.O.11.4.8	assess the impact of unpredictable environmental changes (e.g., earthquakes, El Nino, drought, flooding).		
SS.O.11.4.9	apply geographic factors/features in relationship to development of civilizations.		
SS.O.11.4.10	relate the importance of geographic 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.11.4.11	illustrate how physical and human geographic features influence the evolution of significant historic events and movements.		
SS.S.5	Students will <ul style="list-style-type: none"> organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application. (Chronology). 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). 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). use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation). examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions). 		
Performance Descriptors (SS.PD.11.5)			
Distinguished	Above Mastery	Mastery	Partial Mastery
Eleventh grade students performing at the Distinguished level use primary source documents to defend/refute assumptions about key people, places, groups, documents, movements, and events. They evaluate	Eleventh grade students performing at the Above Mastery level generate theories about and develop methods to assess the impact of key people, places, groups, documents, movements, and events. They compare and contrast	Eleventh grade students performing at the Mastery level critique the impact of key people, places, groups, documents, movements, and events of the 20 th century. They analyze cultures, economic systems, political systems, and	Eleventh grade students performing at the Partial Mastery level trace the development of the significance of key people, places, groups, documents, movements, and events of the 20 th century. They characterize cultures,
			Eleventh grade students performing at the Novice level identify and explain the significance of key people, places, groups, documents, movements, and events of the 20 th century. They describe cultures, economic systems, political systems

<p>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, and write about literature associated with the periods of study.</p>	<p>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.</p>	<p>advances in technology, communication and transportation. They examine regional, national, and international events and policies, and assess their impact on global affairs.</p>	<p>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.</p>	<p>and advances in technology, communication and transportation. They give examples of regional, national, and international events and policies that effect global affairs.</p>
SS.O.11.5.1	analyze and explain the response of leaders of the United States and the world to industrialization and urbanization.			
SS.O.11.5.2	assess the impact of United States foreign policy on different world regions (e.g., Open Door Policy, Good Neighbor Policy, Lend-Lease).			
SS.O.11.5.3	critique United States immigration policies and assess the contributions of immigrant groups and individuals.			
SS.O.11.5.4	analyze and explain the political, social and economic importance of World War I.			
SS.O.11.5.5	analyze and explain the effects of the Great Depression on worldwide economic conditions.			
SS.O.11.5.6	summarize the major goals and analyze the impact of the New Deal.			
SS.O.11.5.7	analyze and evaluate the major causes, events, personalities and effects of World War II.			
SS.O.11.5.8	explain and assess the economic, social and political transformation of the United States since World War II.			
SS.O.11.5.9	analyze and explain United States and world foreign policy since World War II.			
SS.O.11.5.10	correlate the development and impact of the United States' labor movement on Federal legislation.			
SS.O.11.5.11	illustrate and classify the world labor movement and its political, social and economic effects.			
SS.O.11.5.12	examine concerns, issues and conflicts categorized as universal human rights (e.g., Holocaust, diversity, tolerance, genocide).			
SS.O.11.5.13	compare and contrast worldwide de-colonization and independence movements in the twentieth century (e.g., Israel, India, Indonesia, third world countries).			
SS.O.11.5.14	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.11.5.15	research the origins and implications of the nuclear age and the Cold War.			
SS.O.11.5.16	illustrate the rise of Communism and describe its current status, including the breakup of the Soviet Union.			
SS.O.11.5.17	identify and analyze the causes and consequences of regional conflicts (e.g., Middle East, Latin America, Africa, Europe).			
SS.O.11.5.18	identify and analyze the effects of extremists and terrorists within and among nations, and predict their future effects.			

SS.O.11.5.19	describe the effect of technology and its impact in creating a global community (e.g., computers, space exploration, medicine).
SS.O.11.5.20	explain how emerging nations influence world events.
SS.O.11.5.21	compare and evaluate the impact of stereotyping, conformity, acts of altruism and other behaviors on individuals and groups.
SS.O.11.5.22	explain how language, art, music and other cultural elements can facilitate global understanding.
SS.O.11.5.23	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.11.5.24	evaluate, take and defend positions on foreign policy issues in light of American national interests, values and principles.
SS.O.11.5.25	compare and contrast Fascism, Nazism and Communism.
SS.O.11.5.26	identify and analyze world conflicts, including causes and consequences (e.g., World War I, World War II, Korea, Vietnam, Gulf War, Operation Enduring Freedom/Afghanistan Military Crisis).
SS.O.11.5.27	analyze the goals and actions of reformers and reform movements (e.g., social, economic, political).
SS.O.11.5.28	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.
<u>SS.O.11.5.29</u>	interpret facts about contemporary America from various charts, graphs, maps, pictures, models, timelines and other primary sources.
SS.S.6	<p>Students will</p> <ul style="list-style-type: none"> • 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. • recognize main ideas and supporting details to locate basic facts (e.g. names, dates, events). • distinguish relationships among people, ideas, and events. • 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. <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 21st 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 21st Century is the capstone social studies course combining civics, economics and geography to prepare students as 21st Century citizens. Students engage 21st 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 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st 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.

Global Performance Descriptors (SS.PD.12)				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Twelfth grade students performing at the Distinguished level justify the primary purpose of American constitutional government. They assess the personal, political and economic roles of involved citizens in American democracy and create a profile of a 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	Twelfth grade students performing at the Above Mastery level 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 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, prepare an example of how responsible citizens interact, monitor and influence public policy. They organize and lead various activities both in the school and	Twelfth grade students performing at the Mastery level 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 contrast these roles with responsible civic life. They evaluate a position on a potential conflict between individual freedom and the common good. They judge how responsible citizens interact, monitor and influence public policy and they participate in school and community activities. Students interpret the role of citizens in politics and	Twelfth grade students performing at the Partial Mastery level 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 interact, monitor and influence public policy. They participate in community activities. They 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,	Twelfth grade students performing at the Novice level 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 participate in school activities. They 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. Students list

<p>them and develop and implement plans of action. Students 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 on these decisions. They research the Constitution, explain how the Supreme Court's interpretations have created the phrase "living document", and analyze the role Justices of the Supreme Court play in setting future policies. Students 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 research and evaluate consumer rights and duties as applied in different consumer functions. They</p>	<p>community. 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. Students critique economic variables that will impact their post-graduate career. They judge basic economic concepts with applications to personal financial literacy. They examine and 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.</p>	<p>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 and they judge governmental positions on global issues. They critique contributing factors of the foundation documents and they interpret the U. S. Constitution's influence on other countries' documents. They debate the Supreme Court interpretations of the Constitution. Students research economic variables that will impact their post-secondary career. They critique key economic concepts on personal financial planning and global economics. They examine the rights and responsibilities of an informed consumer citizen. Students examine the impact of human environment interactions at the local, state, national and global levels. They analyze connections between culture and environment. They analyze statistical data for nations and explain how</p>	<p>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. Students discuss economic variables that will affect their post-graduate career. They describe various economic concepts as they operate in personal financial literacy. They explain the rights and responsibilities of an informed consumer. They discuss various banking, credit, spending and investment practices. Students 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.</p>	<p>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 informed consumer. They describe various banking, credit, spending and investment practices. Students 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.</p>
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<p>evaluate and critique various banking, credit, spending and investment practices with specific applications to the individuals, businesses, the United States and other nations.</p>		<p>they impact the development of the nation.</p>	
<p>Students will</p>			
<ul style="list-style-type: none"> • 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). (Social Responsibility and Respect) • characterize and model the dispositions of good citizenship that incorporate the rights, privileges, responsibilities and duties of a citizen. (Civic Dispositions) • develop civic judgments on past and current issues, support positions, and evaluate the validity of opposing viewpoints. (Critical Thinking) • 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) 			
<p>Performance Descriptors (SS.PD.12.1)</p>			
<p>Distinguished Twelfth grade students performing at the Distinguished level justify the primary purpose of American constitutional government. They assess the personal, political and economic roles of involved citizens in American democracy and create a profile of a 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</p>	<p>Above Mastery Twelfth grade students performing at the Above Mastery level 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 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 prepare an example of how</p>	<p>Mastery Twelfth grade students performing at the Mastery level 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 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</p>	<p>Partial Mastery Twelfth grade students performing at the Partial Mastery level 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 interact, monitor and influence public policy. They participate in community activities.</p>
			<p>Novice Twelfth grade students performing at the Novice level 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 participate in school activities.</p>

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.	responsible citizens interact, monitor and influence public policy. They organize and lead various activities both in the school and community.	citizens interact, monitor and influence public policy. They participate in school and community activities.	
SS.C.O.12.1.1	use a rational decision-making process as an actively involved citizen		
SS.C.O.12.1.2	analyze the roles of citizens in influencing and monitoring public policy at the local, state, and national levels.		
SS.C.O.12.1.3	outline and evaluate the factors involved in the formulation of public policy at the local, state and national levels.		
SS.C.O.12.1.4	actively influence and monitor public policy at the local, state, and national levels.		
SS.C.O.12.1.5	examine and analyze the rights, privileges, responsibilities and duties of active civic participants.		
SS.C.O.12.1.6	illustrate how political parties, campaigns, and elections provide opportunities for citizens to participate in the political process.		
SS.C.O.12.1.7	explain that a primary purpose of American government is the protection of personal, political, and economic rights of citizens.		
SS.C.O.12.1.8	examine the characteristics of citizens' rights, and debate the necessity of reasonable limitations.		
SS.C.O.12.1.9	evaluate and participate in public policy decisions.		
SS.C.O.12.1.10	demonstrate how to work with others to build coalitions, seek consensus, negotiate compromises and manage conflict		
SS.C.O.12.1.11	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.12.1.12	evaluate, take and defend a position regarding the rights, privileges, responsibilities, and duties of American citizens when the conflicts arise.		
SS.C.O.12.1.13	support the need for political leadership, public service, and a knowledgeable citizenry in American constitutional democracy.		
SS.S.2	Students will <ul style="list-style-type: none"> examine and analyze the basic principles and purposes of the United States government; propose and evaluate alternatives (Purposes of Government). 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). 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). 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). 		
Performance Descriptors (SS.PD.12.2)			
Distinguished	Above Mastery	Mastery	Novice
Twelfth grade students performing at the Distinguished level	Twelfth grade students performing at the Above Mastery level evaluate the	Twelfth grade students performing at the Mastery level interpret the role of	Twelfth grade students performing at the Novice level identify the role of the

<p>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 on these decisions. They research the Constitution, explain how the Supreme Court's interpretations have created the phrase "living document", and analyze the role Justices of the Supreme Court play in setting future policies.</p>	<p>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>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>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>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>SS.C.O.12.2.1 examine and analyze the people, philosophies, events, and documents that were contributing factors to the drafting of the Declaration of Independence.</p>				
<p>SS.C.O.12.2.2 outline the characteristics of the political, religious, and economic climates that brought about the American Revolution.</p>				
<p>SS.C.O.12.2.3 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>SS.C.O.12.2.4 evaluate, take and defend a position which supports either the Renaissance, Reformation, Age of Enlightenment, or the classical eras of Greece and Rome as the most influential on the philosophies of the Founders as they created the U.S. government.</p>				
<p>SS.C.O.12.2.5 examine and analyze the people, philosophies, events and documents that were contributing factors to the drafting of the Constitution of the United States.</p>				
<p>SS.C.O.12.2.6 interpret and evaluate the Preamble of the Constitution of the United States and assess whether or not the objectives have been met.</p>				
<p>SS.C.O.12.2.7 interpret and summarize each of the Seven Articles of the Constitution.</p>				
<p>SS.C.O.12.2.8 evaluate, take and defend a position either on the Federalist or the Anti-Federalist papers and explain the ultimate resolutions and</p>				

	compromises that evolved from these. (Great Compromise, checks and balances, reserved powers.)
SS.C.O.12.2.9	analyze the Great Debate and evaluate its contribution to the Civil War.
SS.C.O.12.2.10	interpret the Amendments to the Constitution including the first ten (Bill of Rights) and apply each to the relevance of living in today's world.
SS.C.O.12.2.11	define the concept of freedom and explain, "for the common good."
SS.C.O.12.2.12	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.12.2.13	demonstrate an understanding of the purposes that constitutions serve, and the conditions that contribute to the establishment of the rule of law.
SS.C.O.12.2.14	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.12.2.15	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.12.2.16	illustrate how limited government and rule of law protect individual rights under the Constitution.
SS.C.O.12.2.17	compare and contrast the roles and responsibilities of the local, state and national judicial systems.
SS.C.O.12.2.18	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.12.2.19	analyze the Bill of Rights (1 st 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.12.2.20	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.12.2.21	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.12.2.22	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.12.2.23	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.12.2.24	examine the existing two-party system of the U.S. government and predict the impact of a 3 rd party on the political process.
SS.C.O.12.2.25	assess the influence of the media on public opinion and on the decisions of government officials.
SS.C.O.12.2.26	examine the impact of special interest groups on the shaping of public policy and relate similar influences to a current initiative.
SS.C.O.12.2.27	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.12.2.28	assess the connections between campaign financing, the media and the electoral process. formulate a proposal for campaign reform and predict the outcome.
SS.C.O.12.2.29	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.12.2.30	identify "terrorist states" that house terrorist organizations and condone their activities. and recognize how policymakers worldwide are influenced by these states and their activities.

SS.C.O.12.2.31	examine environmental abuses worldwide and create solutions for the economic vs. environmental conflicts that prevail.
SS.C.O.12.2.32	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.12.2.33	analyze the interaction among nation states for problem solving and partnership building through both governmental and nongovernmental approaches.
SS.C.O.12.2.34	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.12.2.35	develop 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. Understand and explain that American constitutional democracy cannot accomplish its purposes unless its citizens actively participate in public policy and civic life.

Students will

- 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)
- interpret the language and ideas of financial literacy (Vocabulary)
- 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
- explain financial risks and evaluate available consumer protection against financial loss. (Risk Management)
- 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)
- research, critique and evaluate the roles of private and public institutions in the economy (Financial Institutions)
- examine and evaluate various economic systems and the interdependence of global economies. (Global Economic Systems)

Performance Descriptors (SS.PD.12.3)

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Twelfth grade students performing at the Distinguished level 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 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 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 responsibilities of	Twelfth grade students performing at the Partial Mastery level discuss economic variables that will affect their post-graduate career. They describe various economic concepts as they operate in personal financial literacy. They explain the rights and	Twelfth grade students performing at the Novice level 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.	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.
SS.C.O.12.3.1 compile and prioritize lists of wants and needs and defend your decisions. analyze the opportunity costs when choosing between wants and needs.				
SS.C.O.12.3.2 create a rubric to evaluate career choices as realistic factors influencing income and lifestyle				
SS.C.O.12.3.3 differentiate between gross and net income and cite the factors affecting the difference				
SS.C.O.12.3.4 research the role of benefits packages, unions, and professional organizations.				
SS.C.O.12.3.5 calculate income and expenses and construct, analyze and monitor a personal budget.				
SS.C.O.12.3.6 research the functions of banking services (checking, savings, ATM, check cards, debit cards, Certificates of Deposit, loans, investments, etc.) and point out positive and negative aspects.				
SS.C.O.12.3.7 create a chart to compare interest rates on borrowed money and show the cost. choose the best option and defend your decision.				
SS.C.O.12.3.8 explain the advantages and disadvantages of credit and discuss appropriate uses of credit.				
SS.C.O.12.3.9 calculate and outline the hidden costs, and create a plan to reduce credit.				
SS.C.O.12.3.10 critique the causes of bankruptcy and formulate alternative plans to avoid it.				
SS.C.O.12.3.11 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.12.3.12 explain identity theft, how to guard against it, and the consequences to the victim and to society.				
SS.C.O.12.3.13 categorize types of insurance policies and analyze the costs and benefits				
SS.C.O.12.3.14 identify, categorize and explain all types taxes, compare the different collection processes, and infer how taxation income and lifestyle both on a personal and global scale.				
SS.C.O.12.3.15 compute personal income tax short form and complete simulated real estate and personal property tax forms				
SS.C.O.12.3.16 differentiate between consumers and suppliers and research the rights, responsibilities and legal resources available to both.				
SS.C.O.12.3.17 examine fraudulent practices. discuss and demonstrate informed consumer decision-making skills.				
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.				

	<p>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).</p>			
Performance Descriptors (SS.PD.12.4)				
<p>Distinguished Twelfth grade students performing at the Distinguished level 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.</p>	<p>Above Mastery Twelfth grade students performing at the Above Mastery level 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.</p>	<p>Mastery Twelfth grade students performing at the Mastery level 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.</p>	<p>Partial Mastery Twelfth grade students performing at the Partial Mastery level 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.</p>	<p>Novice Twelfth grade students performing at the Novice level 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.</p>
SS.G.O.12.4.1	recognize the difference between political boundaries and cultural boundaries and analyze the problems caused by both.			
SS.G.O.12.4.2	debate the geopolitical implications of differing rates of women's suffrage on a global scale.			
SS.G.O.12.4.3	map and analyze spatial data from public records and share results with the community.			
SS.G.O.12.4.4	debate the negative and positive aspects of zoning and annexation. evaluate the proposed land uses in your community and anticipate the outcomes.			
SS.G.O.12.4.5	conduct research using demographic data to recognize and evaluate a variety of global issues.			
SS.G.O.12.4.6	evaluate and interpret the characteristics of migrants and the role of mental mapping in their destination decisions.			

SS.G.O.12.4.7	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)
SS.G.O.12.4.8	analyze sustainable development in the lives of 21 st Century citizens.
SS.G.O.12.4.9	debate the roles of cultural diversity and assimilation in the More Developed Countries (MDC) versus those roles in Less Developed Countries (LDC)
SS.G.O.12.4.10	recognize the difference between political states and nation-states.
SS.G.O.12.4.11	compare the statistical measurements that differentiate LDCs from MDCs
SS.G.O.12.4.12	evaluate why development differs among countries and the causes and implications of these differences.
SS.G.O.12.4.13	evaluate the impacts of the movement of religion and language on the country of destination.
SS.G.O.12.4.14	evaluate the changing view of resource use on a local/global scale.
SS.G.O.12.4.15	point out the potential impacts of environmental change. (e.g. Changing areas of food production, shrinking human habitats, dense settlements)
SS.G.O.12.4.16	examine the role of special interest groups in defining ethical use of the environment and environmental protection.
SS.G.O.12.4.17	examine the reasons that may influence an industry's move from an MDC to an LDC. (e.g., environmental regulations, government control, wages.)
SS.G.O.12.4.18	interpret and assess the indicators of a country's standard of living. (e.g., life expectancy, infant mortality rate, metal consumption, telephones, etc.)

ECONOMICS

Understanding economics is essential for all students to enable them to reason logically about key economic issues that affect their lives as workers, consumers, and citizens. A better understanding of economics enables students to understand the forces that affect them every day and helps them identify and evaluate the consequences of personal decisions. As resources become scarce, as the economic environment changes, and as the economic impact of decisions becomes more immediate, students must course will 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 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st 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.

SS.E.O.12.3.3	<p>Students will</p> <ul style="list-style-type: none"> • analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices). • research, critique and evaluate the roles of private and public institutions in the economy (Institutions). • compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). • describe and demonstrate how the factors of production apply to the United States economic system (Factors of Production). • analyze the elements of competition and how they impact the economy (Competition). • examine and evaluate the interdependence of global economies (Global Economies).
SS.E.O.12.3.1	explain and give examples showing how scarcity of goods and services forces people to make choices about needs and wants.
SS.E.O.12.3.2	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.12.3.3	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.12.3.4	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.12.3.5	compare and contrast examples of private and public goods and services.
SS.E.O.12.3.6	evaluate the costs and benefits of allocating goods and services through public and private means.
SS.E.O.12.3.7	describe and compare relationships among economic institutions (e.g., households, businesses, banks, government agencies and labor unions).
SS.E.O.12.3.8	explain how specialization and division of labor in economic systems increase productivity.
SS.E.O.12.3.9	describe the role of money and other forms of exchange in the economic process.

SS.E.O.12.3.10	compare and analyze how values and beliefs influence economic decisions in different economic systems.
SS.E.O.12.3.11	evaluate economic systems according to how laws, rules and procedures deal with demand, supply and prices.
SS.E.O.12.3.12	evaluate historical and current social developments and issues from an economic perspective.
SS.E.O.12.3.13	explain historical and current developments and issues in local, national and global contexts from an economic perspective.
SS.E.O.12.3.14	define inflation and explain its effects on economic systems.
SS.E.O.12.3.15	define and analyze the use of fiscal and monetary policy in the national economic system.
SS.E.O.12.3.16	explain the process of international trade from an economic perspective.
SS.E.O.12.3.17	analyze and evaluate growth and stability in different economic systems.
SS.E.O.12.3.18	analyze a public issue from an economic perspective and propose a socially desirable solution.
SS.E.O.12.3.19	evaluate the role of the factors of production in a market economy.
SS.E.O.12.3.20	compare, contrast and evaluate different types of economies (traditional, command, market, mixed).
SS.E.O.12.3.21	explain how and why people who start new businesses take risks to provide goods and services.
SS.E.O.12.3.22	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.12.3.23	describe and explain the role of money, banking, savings and budgeting in everyday life.
SS.E.O.12.3.24	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.12.3.25	compare and contrast how values and beliefs, such as economic freedom, economic efficiency, equity, full employment, price stability, security and growth influence economic decisions in different economic situations.
SS.E.O.12.3.26	explain the basic characteristics of international trade, including absolute and comparative advantage, barriers to trade, exchange rates, and balance of trade.
SS.E.O.12.3.27	describe and explain global economic interdependence and competition, using examples to illustrate their influence on national and international policies.
SS.E.O.12.3.28	evaluate long term and short term cost in relationship to long and short-term benefits.
SS.E.O.12.3.29	identify different economic goals and the tradeoffs that must be made between economic and social goals.
SS.E.O.12.3.30	describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment and price levels.
SS.E.O.12.3.31	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.12.3.32	explain the characteristics, advantages and disadvantages of sole proprietorships, partnerships and corporations.
SS.E.O.12.3.33	describe characteristics and give examples of pure competition, monopolistic competition and oligopolistic competition.
SS.E.O.12.3.34	analyze the factors involved in the process of acquiring consumer goods and services including credit, interest and insurance.

GEOGRAPHY

The power and beauty of geography allows all students to see, understand, and appreciate the web of relationships between people, places, and environments. Geography provides knowledge of Earth's physical and human systems and of the interdependency of living things and physical environments. This geography course is based on the six essential elements 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.

SS.G.S.4	Students will
	<ul style="list-style-type: none"> • 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).
SS.G.O.12.4.1	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.12.4.2	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.12.4.3	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.12.4.4	explain how physical and human processes shape places and regions.
SS.G.O.12.4.5	identify human and physical changes in places and regions, and explain the factors that contribute to those changes.
SS.G.O.12.4.6	analyze and explain the interdependence and linkages between places and regions.
SS.G.O.12.4.7	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.12.4.8	analyze populations with regard to life expectancy, infant mortality rates, population pyramids, migration, birth rates and death rates.
SS.G.O.12.4.9	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.12.4.10	analyze growth, decline, and development of cities over time.
SS.G.O.12.4.11	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.12.4.12	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.12.4.13	analyze the role of physical and human geographic factors on economic patterns.
SS.G.O.12.4.14	explain world patterns of resource distribution and sustainability of these resources.
SS.G.O.12.4.15	discuss societal impacts on the environment and the affects of environment on societies.
SS.G.O.12.4.16	analyze on-going convergence and divergence of regional cultures in a global society (e.g., getting stronger, maintaining, or getting weaker).
SS.G.O.12.4.17	analyze the influence of geographical features on the evolution of significant historic events and movements.
SS.G.O.12.4.18	analyze the impact of technology on environments and societies over time and space.
SS.G.O.12.4.19	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.12.4.20	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.12.4.21	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.12.4.22	organize and analyze geographic information to answer geographic questions.

FISCAL NOTE WORKSHEET

(Submit 4 Copies)

HD NO _____ DRAFT NO _____ BILL NO _____ RESOLUTION NO _____

SUBJECT: State Board Policy 2520.4: Social Studies Content Standard and Objectives for West Virginia 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\$

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

No additional current or future cost is expected due to the revision of the content standards and objectives.

DATE

AGENCY

AUTHORIZED REPRESENTATIVE

5/15/06

West Virginia Department of Education

Glen L. Raine

126CSR44D

POLICY 2520.4: 21st Century Social Studies Content Standards and Objectives for West Virginia Schools

COMMENT PERIOD ENDS: September 2, 2006

COMMENT RESPONSE FORM

The following form is provided to assist those who choose to comment on Policy 2520.4: 21st Century Social Studies Content Standards and Objectives for West Virginia Schools. Additional sheets may be attached, if necessary.

Name : _____ Organization: _____

Title: _____

Street Address: _____

City: _____ State: _____ Zip: _____

Please check the box below that best describes your role.

- | | | |
|---|--|--|
| <input type="checkbox"/> School System Superintendent | <input type="checkbox"/> School System Staff | <input type="checkbox"/> Parent/Family |
| <input type="checkbox"/> Principal | <input type="checkbox"/> Teacher | <input type="checkbox"/> Business/Industry |
| <input type="checkbox"/> Professional Support Staff | <input type="checkbox"/> Service Personnel | <input type="checkbox"/> Community Member |

COMMENTS/SUGGESTIONS

§126-44D-1. General.

§126-44D-2. Purpose.

126CSR44D

§126-44D-3. Incorporation by Reference

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

Please direct all comments to:

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