

WEST VIRGINIA
SECRETARY OF STATE

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ADMINISTRATIVE LAW DIVISION

Form #5

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2005 DEC 19 P 3:32

OFFICE WEST VIRGINIA
SECRETARY OF STATE

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

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

CITE AUTHORITY: W. Va. Constitution, Article XII, §2, W. Va. Code §§18-2-5, 18-2-7c and 18-9A-22

RULE TYPE: PROCEDURAL _____ INTERPRETIVE _____

EXEMPT LEGISLATIVE RULE X
CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW
W. Va. Code §§29A-3B-1, et seq.; W. Va. Board of Education
v. Hechler, 180 W.Va. 451; 376 S.E.2d 839 (1988).

AMENDMENT TO AN EXISTING RULE: YES X NO _____

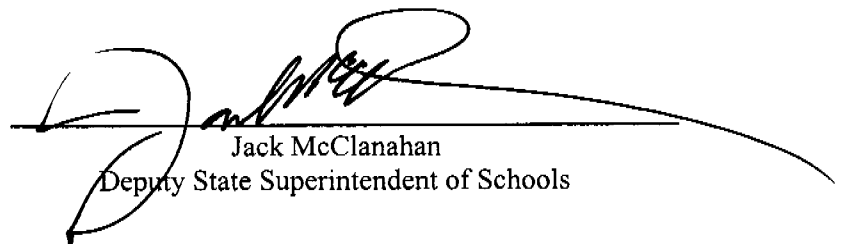
IF YES, SERIES NUMBER OF RULE BEING AMENDED: 44D

TITLE OF RULE BEING AMENDED: Social Studies Content Standards and
Objectives for West Virginia Schools (2520.4)

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: _____

TITLE OF RULE BEING PROPOSED: _____

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE
EFFECTIVE DATE OF THIS RULE IS January 18, 2006.


Jack McClanahan
Deputy State Superintendent of Schools

EXECUTIVE SUMMARY WEST VIRGINIA DEPARTMENT OF EDUCATION

Presentation at the December 2005 Meeting of the West Virginia Board of Education

Policy Number and Title: Policy 2520.4: *Social Studies Content Standards and Objectives for West Virginia Schools*

Background:

- Policy 2520.4 defines the Social Studies Content Standards and Objectives as required by Policy 2510 and establishes a standardized format for such.
- The original effective date of Policy 2520.4 was July 2003
- The purpose of this Board item is to place on comment Policy 2520.4 to incorporate the personal finance requirements of House Bill 2837.

ARTICLE 2. STATE BOARD OF EDUCATION. § 18-2-7c. Program in personal finance. H B 2837

- (a) "The Legislature find and declares that persons with an understanding of personal finance are better prepared to manage their money and that providing a personal finance program in secondary schools in West Virginia will prepare students to handle their finances."
- (b) "To provide students a basic understanding of personal finance, the State Board shall develop a program of instruction on personal finance which may be integrated into the curriculum of an appropriate existing course or courses for students in secondary schools."

Major Revisions:

- Revisions in Policy 2520.4, Social Studies CSOs, specific to Civics/Government in accordance with West Virginia House Bill 2837.
- Policy 2520.4, Social Studies Content Standards and Objectives specific to *Civics/Government* has been revised to include three Standards: Standard 1: Civics/Government; Standard 2: Citizenship and Standard 3: Personal Finance.
- Revisions have been made in the Standards, Objectives and Performance Descriptors for *Civics/Government*.
- Personal Finance Standards, Objectives and Performance Descriptors have been added to the curriculum to comply with House Bill 2837, passed on April 7, 2005 and signed by the Governor on April 20, 2005.
- House Bill 2837 requires the State Board of Education to develop a program of instruction on personal finance, which may be integrated into

Executive Summary
Policy 2520.4
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the curriculum of an appropriate existing course for students in secondary schools.

Impact:

- Social Studies Content Standards and Objectives of the high school *Civics/Government* curriculum promote student education in civics, government, citizenship, and personal finance.
- Students will be financially literate.
- Students will develop appropriate civic dispositions.
- Students will develop civic participatory skills and habits.

Comment Summary:

- A Total of nine (9) comments were received.
- Three (3) comments were Accepted (A) and Positive (+)
- Four (4) comments were Not Accepted (N/A) and Negative (-)
- A Rationale was submitted for each comment.
- Two (2) comments were incorrectly received on the Policy 2520.4 Comment Log, but were intended for the Policy 2520.17 Comment Log. No Responses (N) were submitted and these comments were referred to Debbie Harki, Originator for Policy 2520.17 for comment.

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2005 DEC 19 P 3: 32

TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

OFFICE WEST VIRGINIA
SECRETARY OF STATE

SERIES 44D

**Social Studies Content Standards and Objectives for
West Virginia Schools (2520.4)**

§126-44D-1. General.

1.1. Scope. W. Va. 126CSR42. West Virginia Board of Education Policy 2510, Assuring the Quality of Education: Regulations for Education Programs (hereinafter 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 Policy 2510.

1.2. Authority. W. Va. Constitution, Article XII, §2, W. Va. Code §§18-2-5, 18-2-7c and 18-9A-22.

1.3. Filing Date. December 19, 2005

1.4. Effective Date. January 18, 2006

1.5. Repeal of former rule. – This legislative rule amends W. Va. §126CSR44D “Social Studies Content Standards and Objectives for West Virginia Schools (2520.4)” filed January 20, 2004 and effective February 19, 2004.

§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. The West Virginia Board of Education is committed to establishing high academic standards and providing high quality social studies programs for every student. The addition of elective courses in civics/government, economics, and geography will guide West Virginia schools to educate competent and responsible students who possess a reasoned commitment to the fundamental principles that are essential to the preservation and improvement of our state and nation. Living in an increasingly dynamic world reinforces the need for quality educational programs in civics/government, economics, and geography that prepare students to become informed, effective, and responsible citizens.

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

3.1. A copy of the revisions to the 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.

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. Five performance levels have been proposed for West Virginia: distinguished, above mastery, mastery, partial mastery and novice. A general description of each of these categories is listed below:

- **Distinguished:** A student at this level has demonstrated exceptional and exemplary performance. The work shows a distinctive and sophisticated application of knowledge and skills that go beyond course or grade level expectations.
- **Above Mastery:** A student at this level has demonstrated competent and proficient performance and exceeds the standard. The work shows a thorough and effective application of knowledge and skills.
- **Mastery:** A student at this level has demonstrated fundamental knowledge and skills that meet the standard. The work is accurate, complete and fulfills all requirements. The work shows solid academic performance at the course or grade level.
- **Partial Mastery:** A student at this level has partially demonstrated fundamental knowledge and skills toward meeting the standard. The work shows basic but inconsistent application of knowledge and skills characterized by errors and/or omissions. Performance needs further development.
- **Novice:** A student at this level has not demonstrated the fundamental knowledge and skills needed to meet the standard. Performance at this level is fragmented and/or incomplete and needs considerable development.

Performance Descriptors serve two functions. Instructionally, they give teachers more information about the level of knowledge and skills they are building in their students. Performance levels and descriptors are also used to categorize and explain student performance on statewide assessment instruments.

NOTE: The content standards and objectives for Technical and Adult Education do not include performance descriptors.

Numbering of Standards

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

- The content area code is SS for Social Studies;
- The letter S, for Standard; and
- The standard number.

Illustrations: SS.S.1 refers to Social Studies content standard #1.

Numbering of Objectives

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

- The content area code or course code;
- The grade level (An exception is elementary West Virginia Studies, which uses WV instead of grade level);

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- The number of the content standard addressed; and
- The objective number.

Illustrations: SS.6.2.3 refers to a Social Studies sixth grade objective that addresses standard #2 in Social Studies, and that is the third objective listed under that standard.

Numbering of Performance Descriptors

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

- The content area or course code;
- The letters PD, for Performance Descriptors;
- The grade level (See exception 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 2520.1 is noted at the top of each page containing standards, objectives and performance descriptors. As sections of 2520.1 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 performance descriptors for fifth grade Social Studies Standard #2 will be "200302.SS.PD.5.2".

Abbreviations

Content Areas

SS Social Studies
WV West Virginia History

High School Courses

SS Social Studies

Other Abbreviations

PD Performance Descriptors
S Standard (Content Standard)

SOCIAL STUDIES – POLICY 2520.4

Social Studies, as a field of study, embody the essence of mankind and interconnect the past, present and future. It investigates where people live and how they participate as citizens. It manifests how they change, prosper and live in an increasingly culturally diverse, interconnected world. Social Studies, an academic area within the K-12 curriculum, is responsible for enabling students to understand the political, geographical, economic and social world and become responsible and respectable citizens.

The West Virginia Content Standards and Objectives have been written in an effort to bring order to the vast, rich and powerful substance of Social Studies. With this philosophy as a guide, members of the Social Studies Curriculum Refinement Committee developed five content standards for all West Virginia students. Identifying what students should know and be able to do is the foundation of West Virginia's Content Standards and Objectives in Social Studies. As Abigail Adams wrote, "Learning is not attained by chance; it must be sought for with order and attended with diligence." Each content standard is a statement of a core learning expectation for all students.

West Virginia's vision for education includes the integration of technology throughout the curriculum so that all West Virginia students have the opportunity to develop technology skills that support learning. Successful learning environments provide opportunities for students to weave educational technology with relevant curricular content. West Virginia teachers are responsible for integrating technology appropriately in the students' learning environment.

The Social Studies Content Standards and Objectives establish the foundation of the core disciplines: citizenship, civics/government, economics, geography and history. Each discipline offers a distinct strategy for examining the world and providing students with specific intellectual and conceptual tools and skills for analyzing causes and consequences. The organization of separate content standards for each discipline suggests their unique contribution to an understanding of the world; it does not imply they 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.

Citizenship

Citizenship education will prepare students to become informed, active citizens who accept their responsibilities, understand their privileges and rights and participate actively in society and government as effective citizens. Students must be able to research issues, form reasoned opinions, support their positions and engage in the political process. The students will learn respect for the rights of others, a concern for the common good and a commitment to basic democratic principles.

Civics/Government

Civics directly addresses citizenship education in the context of political systems. Students study the assumptions upon which governments are founded and the strategies governments 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 will learn the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States. Students will understand the need for authority, government and the exercise of rights and responsibilities. Students must learn and practice intellectual and participation skills essential for an involved citizenry. In order to develop these skills, the curriculum must extend beyond the school to include experiences in the workplace and service in the community.

Economics

Economics analyzes the production, allocation, distribution and use of resources. Students examine the inherent relationship between costs and benefits and the values associated with them. 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 will investigate economic principles and their application to historical situations. Then learners will work cooperatively and individually to analyze how basic economic principles affect their daily lives by examining real problems and situations. The economic principles should include an understanding of scarcity and choice, productivity, markets and prices, supply and demand, competition, role of government, international trade factors and consumer decisions.

Geography

Geography organizes life situations in terms of where they occur. People interact with the natural world in culturally distinct ways to produce unique places, and those places change over time. The methods and perspectives of geography give students a spatial understanding of the world, and the ability to evaluate information in spatial terms. Students will examine the varying ways that peoples interact with their environments and appreciate the diversity of the places those interactions create.

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. Through the study of history, students learn about states, nations, locations, settlements, formations, governments, economic developments and cultural history.

Plato informed our study of Social Studies when he wrote these 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 twenty-first century, the United States remains an international leader and role model for democracy. Social Studies education is the heart and soul that provides students with the knowledge necessary to understand the strength and challenges of our country and the skills to make it even greater one day.

Social Studies Content Standards K-12

Standard 1: Citizenship (SS.S.1)

Students will:

- describe, demonstrate and employ the civic dispositions of good citizenship (Civic Dispositions);
- develop a respect for symbols, ideas and concepts of the United States and describe 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);
- demonstrate and employ 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); and
- explain and practice the responsibilities, privileges and rights of United States citizens (Civic Life).

Standard 2: Civics/Government (SS.S.2)

Students will:

- identify, examine and analyze the purposes and basic principles of the United States government (Purposes of Government);
- explain, 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);
- identify, examine and explain the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics); and
- analyze how the world is organized politically and describe the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).

Standard 3: Economics (SS.S.3)

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);
- 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); and
- examine and evaluate the interdependence of global economies (Global Economies).

Standard 4: Geography (SS.S.4)

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); and
- explain geographic perspective and the tools and techniques available for geographic study (Uses of Geography).

Standard 5: History (SS.S.5)

Students will:

- examine, analyze and explain historical relationships using chronology to sequence and organize events and people in history (Chronology);
- use the processes and resources of historical inquiry to gather, examine, 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 (Political Institutions).

Kindergarten Social Studies Content Standards and Objectives

Social Studies in kindergarten 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 begins the formal introduction of how to be a good citizen of the United States. Children will learn the roles of good citizens regarding responsibilities, privileges and rights. Teachers will 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. West Virginia teachers are responsible for analyzing the benefits of technology for learning and for integrating technology appropriately in the students' learning environment. See the related grade-level Technology Standards and Objectives.

Standard 1: Citizenship (SS.S.1)

Students will:

- describe, demonstrate and employ the civic dispositions of good citizenship (Civic Dispositions);
- develop a respect for symbols, ideas and concepts of the United States and describe 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);
- demonstrate and employ 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); and
- explain and practice the responsibilities, privileges and rights of United States citizens (Civic Life).

Citizenship Objectives

Students will:

- SS.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.K.1.2 identify examples of honesty, courage and patriotism.
- SS.K.1.3 identify the need for rules and the consequences for breaking rules and how to resolve disagreements peacefully.
- SS.K.1.4 be given the opportunity to recite the Pledge of Allegiance, sing patriotic songs and celebrate national holidays.
- SS.K.1.5 give examples and explain why citizens voluntarily contribute their time and talents to the community.

Performance Descriptors (SS.PD.K.1)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in citizenship. The student analyzes acts of good citizenship (taking turns, sharing and being responsible for self and others). The student analyzes and cites examples of honesty, courage, patriotism and volunteerism.

■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in citizenship. The student explains acts of good citizenship (taking turns, sharing and being responsible for self and others). The student explains acts of honesty, courage, and patriotism, rules and volunteerism.

■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in citizenship. The

student describes acts of good citizenship (taking turns, sharing, and being responsible for self and others). The student describes acts of honesty, courage, patriotism and volunteerism.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in citizenship. Performance needs further development. The student identifies acts of good citizenship (taking turns, sharing and being responsible for self). The student identifies acts of honesty, courage, patriotism and volunteerism.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in citizenship. Performance needs considerable development. The student recognizes acts of good citizenship (taking turns, sharing and being responsible for self). The student can name an act of honesty, courage, patriotism or volunteerism.

Standard 2: Civics/Government (SS.S.2)

Students will:

- identify, examine and analyze the purposes and basic principles of the United States government (Purposes of Government);
- explain, 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);
- identify, examine and explain the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics); and
- analyze how the world is organized politically and describe the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).

Civics/Government Objectives

Students will:

SS.K.2.1 explain why rules are important and participate in developing rules.

SS.K.2.2 give examples of authority figures in the home, school and community.

SS.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.

Performance Descriptors (SS.PD.K.2)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in civics/government. The student participates in developing and justifying classroom rules and their importance. The student compares the roles of authority figures in the home, school and community and illustrates various patriotic symbols.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in civics/government. The student participates in developing classroom rules and explaining their importance. The student compares authority figures in the home, school and community and describes various patriotic symbols.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in civics/government. The student participates in developing classroom rules and discussing their importance. The student identifies authority figures in the home and school and identifies major patriotic symbols.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in civics/government. Performance needs further development. The student practices classroom rules and recognizes their importance. The

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student recognizes authority figures in the home and school and recognizes some of the major patriotic symbols.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in civics/government. Performance needs considerable development. The student names classroom rules, an authority figure in the home and school and a major patriotic symbol.

Standard 3: Economics (SS.S.3)

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);
- 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); and
- examine and evaluate the interdependence of global economies (Global Economies).

Economics Objectives

Students will:

- SS.K.3.1 identify occupations within the local community.
- SS.K.3.2 identify the basic needs of people (shelter, food and clothing).
- SS.K.3.3 identify the economic concept of the difference between needs and wants.
- SS.K.3.4 identify the economic concept of the exchange of money for goods and services.
- SS.K.3.5 identify the economic concept of saving for the future.
- SS.K.3.6 recognize that some goods and services are provided by the government (schools, parks, police and fire departments).

Performance Descriptors (SS.PD.K.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in economics. The student examines and describes basic needs and the importance of saving for the future. The student classifies government services and occupations within a community.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in economics. The student explains basic needs and the importance of saving for the future. The student describes government services and occupations within a community.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in economics. The student identifies basic needs and describes the importance of saving for the future. The student identifies some government services and occupations within a community.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in economics. Performance needs further development. The student recognizes basic needs and explains the importance of saving. The student recognizes some occupations within a community.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in economics. Performance needs considerable development. The student names some basic needs and lists some occupations within a community.

Standard 4: Geography (SS.S.4)

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); and
- explain geographic perspective and the tools and techniques available for geographic study (Uses of Geography).

Geography Objectives

Students will:

- SS.K.4.1 identify land masses versus bodies of water using a globe or a map.
- SS.K.4.2 demonstrate knowledge of left/right, up/down, near/far and above/under using locations on a map or picture.
- SS.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.K.4.4 name the four seasons and describe the characteristics of each season.
- SS.K.4.5 name types of weather, describe the characteristics of each type, and describe what people wear in different types of weather.
- SS.K.4.6 compare and contrast characteristics of life in the city (urban) and country (rural).

Performance Descriptors (SS.PD.K.4)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in geography. The student constructs a simple map representing land and water. The student demonstrates and explains a variety of directional terms. The student compares and contrasts seasons in relation to weather and appropriate clothing associated with each. The student compares and contrasts city and country life. The student interprets community symbols.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in geography. The student differentiates between land and water represented on a globe or map. The student uses directional terms to describe a position on a map. The student compares seasons in regard to the weather and appropriate clothing associated with each. The student compares city and country life. The student illustrates familiar community symbols.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in geography. The student locates land and water on a globe or map. The student locates positions on a map using directional terms. The student describes seasons in regard to the weather and appropriate clothing associated with each. The student describes city and country life. The student describes various community symbols.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in geography. Performance needs further development. The student distinguishes between land and water on a simple map. The student finds locations on a simple map following directions. The student names the seasons and corresponding weather. The student lists characteristics of city and country life. The student identifies familiar community symbols.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in geography. Performance needs considerable development. The student locates areas of land and water on a simple map. The student names the seasons. The student names one characteristic of city and of country life. The student identifies one familiar community symbol.

Standard 5: History (SS.S.5)

Students will:

- examine, analyze and explain historical relationships using chronology to sequence and organize events and people in history (Chronology);
- use the processes and resources of historical inquiry to gather, examine, 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 (Political Institutions).

History Objectives

Students will:

- SS.K.5.1 collect data and sequence time, places, people and events as they relate to the student's own life.
- SS.K.5.2 recognize differences in other people, times and cultures.
- SS.K.5.3 begin to identify sources of information to answer questions.
- SS.K.5.4 explore the past through stories of people, heroes, pictures, songs, holidays, customs, traditions and legends.
- SS.K.5.5 investigate the culture of Native Americans.
- SS.K.5.6 identify characteristics of communities, families and family life.

Performance Descriptors (SS.PD.K.5)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in history. The student compares and contrasts him/herself and his/her family to people in other communities and cultures, past and present. The student organizes and applies information gathered to answer questions.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in history. The student compares him/herself and his/her family to people in other communities and cultures, past and present. The student utilizes sources of information to answer questions.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in history. The student describes and illustrates him/herself, his/her family and his/her community. The student describes characteristics of various cultures, past and present. The student identifies sources of information that can be used to answer questions.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in history. Performance needs further development. The student identifies characteristics of his/her family and community. The student identifies characteristics of various cultures, past and present. The student recognizes sources of information that can be used to answer questions.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in history. Performance needs considerable development. The student participates in gathering information regarding his/her family and community and characteristics of various cultures, past and present. The student participates in activities in gathering information to answer questions.

First Grade Social Studies Content Standards and Objectives

Social Studies in grade one explores the role of the citizen in the schools, family and community. Students will 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 will be introduced to geographic features and 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. West Virginia teachers are responsible for analyzing the benefits of technology for learning and for integrating technology appropriately in the students' learning environment. See the related grade-level Technology Standards and Objectives.

Standard 1: Citizenship (SS.S.1)

Students will:

- describe, demonstrate and employ the civic dispositions of good citizenship (Civic Dispositions);
- develop a respect for symbols, ideas and concepts of the United States and describe 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);
- demonstrate and employ 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); and
- explain and practice the responsibilities, privileges and rights of United States citizens (Civic Life).

Citizenship Objectives

Students will:

- SS.1.1.1 express opinions and accept opinions of others in solving problems and/or resolving conflicts.
- SS.1.1.2 recognize examples of honesty, caring and trustworthiness in the home and at school.
- SS.1.1.3 participate in developing classroom rules and identifying consequences of breaking rules.
- SS.1.1.4 demonstrate respect and responsibility for self and others' materials and belongings.
- SS.1.1.5 be given the opportunity to recite the Pledge of Allegiance, participate in patriotic singing and celebrate national holidays.
- SS.1.1.6 explain volunteerism and participate in school/community projects.
- SS.1.1.7 demonstrate and give examples of appropriate behavior in dangerous situations (e.g., fire, poison, traffic, strangers and drugs).

Performance Descriptors (SS.PD.1.1)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in citizenship. The student analyzes situations and suggests appropriate behavior for following rules and guidelines in various settings. The student explains honesty, caring and trustworthiness. The student analyzes and demonstrates examples of appropriate behavior in dangerous situations.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in citizenship. The student describes situations and appropriate behavior for following rules and guidelines in various settings. The student identifies and explains honesty, caring and trustworthiness. The student describes appropriate behavior in dangerous situations.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in citizenship. The student identifies rules and guidelines for interacting with individuals and groups in a variety of situations. The student identifies examples of honesty, caring and trustworthiness. The student gives examples of appropriate behavior in dangerous situations.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in citizenship. Performance needs further development. The student recognizes rules and guidelines and appropriate behavior for interacting with individuals in a variety of situations. The student recognizes examples of honesty, caring and trustworthiness. The student identifies appropriate behavior in dangerous situations.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in citizenship. Performance needs considerable development. The student helps develop guidelines for appropriate behavior for interacting with individuals in a variety of situations. The student gives an example of honesty, caring and trustworthiness. The student tells what to do in a dangerous situation.

Standard 2: Civics/Government (SS.S.2)

Students will:

- identify, examine and analyze the purposes and basic principles of the United States government (Purposes of government);
- explain, 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);
- identify, examine and explain the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics); and
- analyze how the world is organized politically and describe the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).

Civics/Government Objectives

Students will:

- SS.1.2.1 identify and practice various group roles (e.g., group leader, recorder, reporter, collector) in the classroom.
- SS.1.2.2 explain why different forms of governments are necessary.
- SS.1.2.3 describe the roles of government leaders and identify the president and governor.
- SS.1.2.4 recognize the need for authority figures.
- SS.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.

Performance Descriptors (SS.PD.1.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in civics/government. The student analyzes the roles of leaders and the need for authority figures in the home, school, community and government. The student evaluates similarities and differences between rules and laws and the consequences for breaking them.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in civics/government. The student explains the roles of leaders and the need for authority figures in the home, school, community and government. The student explains the similarities and differences between rules and laws and the consequences associated with each.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in civics/government. The student identifies authority figures in the home, school and community and describes their roles and importance. The student distinguishes the differences between rules and laws and describes the consequences associated for breaking them.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in civics/government. Performance needs further development. The student identifies leaders and authority figures in the home and school. The student identifies rules and consequences for breaking them.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in civics/government. Performance needs considerable development. The student names a home or school rule. The student recognizes an authority figure at home or school.

Standard 3: Economics (SS.S.3)

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);
- 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); and
- examine and evaluate the interdependence of global economies (Global Economies).

Economics Objectives

Students will:

- SS.1.3.1 choose from among needs and wants and predict the consequences of those choices.
- SS.1.3.2 demonstrate the exchange of goods and services (using money or other goods and services).
- SS.1.3.3 compare and contrast occupations in the community.
- SS.1.3.4 recognize that all people share the same basic needs.

Performance Descriptors (SS.PD.1.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in economics. The student draws conclusions about economic choices between basic needs and wants. The student analyzes various occupations within a community.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in economics. The student explains economic choices between basic needs and wants. The student explains various occupations within a community.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in economics. The student defines basic needs and wants. The student identifies occupations within a community.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in economics. Performance needs further development. The student gives examples of basic needs and wants. The student lists some occupations within a community.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in economics. Performance needs considerable development. Given a list, the student selects basic needs and wants. The student names some occupations within a community.

Standard 4: Geography (SS.S.4)

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, analyze and explain how the earth is shaped by the movement of people and their activities (Human Systems);
- analyze the interaction of the environment and society (Environment and Society); and
- explain geographic perspective and the tools and techniques available for geographic study (Uses of Geography).

Geography Objectives

Students will:

- SS.1.4.1 construct a simple map of a familiar area (such as the school) incorporating cardinal directions and map symbols.
- SS.1.4.2 locate the United States and West Virginia on a globe or world map.
- SS.1.4.3 identify major geographic features (e.g., rivers, lakes, mountains, oceans) using a United States map.
- SS.1.4.4 sequence the seasons of the year, days of the week and months.
- SS.1.4.5 identify basic natural resources.
- SS.1.4.6 describe how climate/weather affects the way people live (e.g., food, clothing, shelter, recreation).
- SS.1.4.7 construct and interpret simple maps using cardinal directions, location, a scale and symbols in a legend.

Performance Descriptors (SS.PD.1.4)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in geography. The student constructs, interprets and evaluates simple maps. The student locates the United States, West Virginia and at least two other states on a map or globe. The student analyzes how climate and weather affect people's lives. The student compares and classifies months according to seasons. The student explains the value of basic natural resources. The student illustrates major geographical features on maps and globes.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in geography. The student constructs and interprets simple maps. The student locates the United States, West Virginia and one neighbor state on a map or globe. The student sequences months and days and explains how climate and weather affect people's lives. The student describes basic natural resources and locates major geographical features on a map.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in geography. The student constructs simple maps. The student locates the United States and West Virginia on a map or globe. The student sequences the days of the week and months of the year and describes how climate affects people's lives. The student identifies basic natural resources and describes major geographical features.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in geography. Performance needs further development. The student participates in constructing simple maps. The student locates the United States on a map or globe. The student names two ways climate can affect people's lives. The student sequences the days of the week and names the months of the year. The student identifies two basic natural resources and identifies two or more geographical features.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in geography. Performance needs considerable development. The student participates in using simple maps. The student locates water and land on a simple map. The student identifies one way climate affects people's lives. The student names the days of the week. The student names one basic natural resource and names one major geographical feature.

Standard 5: History (SS.S.5)

Students will:

- examine, analyze and explain historical relationships using chronology to sequence and organize events and people in history (Chronology);
- use the processes and resources of historical inquiry to gather, examine, 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 (Political Institutions).

History Objectives

Students will:

- SS.1.5.1 identify ways communities change over time (e.g., landscape, buildings, jobs, population).
- SS.1.5.2 investigate and contrast family history through two generations (parents, grandparents) and make comparisons to present-day living using sources such as timelines, interviews, pictures and graphs.
- SS.1.5.3 identify characteristics of the past and contributions of heroic people using sources such as stories, folk tales, pictures, poems, songs, legends, holidays and customs.
- SS.1.5.4 build a sense of empathy for others by investigating cultural differences through celebrations, holidays and family traditions.
- SS.1.5.5 identify different types of families (e.g., single parent, extended, multi-generational).
- SS.1.5.6 participate in the collection and organization of historical data.

Performance Descriptors (SS.PD.1.5)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in history. The student analyzes the significant changes in communities over time. The student traces and analyzes his/her family history. The student evaluates the similarities and differences of various cultures and the contributions of heroic people, past and present.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in history. The student compares and contrasts the changes in communities over time. The student traces and illustrates his/her family history. The student examines the similarities and differences of various cultures and the contributions of heroic people, past and present.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in history. The student describes changes in communities over time. The student traces and describes his/her family history. The student describes various cultures and the contributions of heroic people, past and present.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in history. Performance needs further development. The student identifies changes in communities over time and traces his/her family history. The student identifies various cultures and the contributions of heroic people, past and present.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in history. Performance needs considerable development. The student participates in gathering information about changes in communities over time. The student traces his/her family history. The student recognizes various cultures and the contributions of heroic people, past and present.

Second Grade Social Studies Content Standards and Objectives

Second grade Social Studies expands the roles of citizenship. Students will learn the functions of government, local folklore, symbols and traditions. The roles and responsibilities of each child as a citizen in a democratic community and nation will be emphasized. They will explore volunteer and service activities, conservation and environmental preservation. The use of conflict resolution will be reinforced. Students will continue to learn about geographic places and regions and participate in map activities. Students will learn the economic concepts of needs/wants, bartering and saving/spending. The objectives for elementary West Virginia Social Studies may be integrated throughout the K-4 curriculum. West Virginia teachers are responsible for analyzing the benefits of technology for learning and for integrating technology appropriately in the students' learning environment. See the related grade-level Technology Standards and Objectives.

Standard 1: Citizenship (SS.S.1)

Students will:

- describe, demonstrate and employ the civic dispositions of good citizenship (Civic Dispositions);
- develop a respect for symbols, ideas and concepts of the United States and describe 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);

- demonstrate and employ 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); and
- explain and practice the responsibilities, privileges and rights of United States citizens (Civic Life).

Citizenship Objectives

Students will:

- SS.2.1.1 choose and participate in a project of volunteer service.
- SS.2.1.2 identify and examine examples of honesty, trustworthiness, compassion and empathy in daily life experiences.
- SS.2.1.3 model the personal responsibilities of good citizenship in the classroom (e.g., responsibility, self-control).
- SS.2.1.4 be given the opportunity to recite the Pledge of Allegiance and participate in national celebrations.
- SS.2.1.5 identify and practice components of conflict resolution within the school community.

Performance Descriptors (SS.PD.2.1)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in citizenship. The student explains and demonstrates appropriate behavior of a citizen when involved in group activities, volunteer projects and conflict resolution. The student explains the importance and effects of volunteer projects and participates in conflict resolution. The student explains compassion and empathy in daily life experiences.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in citizenship. The student describes and uses appropriate behavior of a citizen when involved in group activities, volunteer projects and conflict resolution. The student describes the importance of volunteer projects and conflict resolutions. The student describes compassion and empathy.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in citizenship. The student identifies and uses appropriate behaviors of a citizen in group activities, volunteer projects and conflict resolution. The student identifies examples of compassion and empathy.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in citizenship. Performance needs further development. The student identifies appropriate behaviors of citizenship in group activities, class and group projects and conflict resolution. The student names examples of compassion and empathy.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in citizenship. Performance needs considerable development. The student names an example of appropriate behavior of a citizen in group activities and volunteer, class and group projects. The student recognizes an example of compassion and empathy.

Standard 2: Civics/Government (SS.S.2)

Students will:

- identify, examine and analyze the purposes and basic principles of the United States government (Purposes of Government);
- explain, 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);

- identify, examine and explain the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics); and
- analyze how the world is organized politically and describe the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).

Civics/Government Objectives

Students will:

SS.2.2.1 identify the three levels of government (local, state, federal).

SS.2.2.2 compare and contrast rules and laws.

SS.2.2.3 recognize the need for authority figures and identify the characteristics of responsible leaders.

SS.2.2.4 explain how and why laws/rules can provide order and predictability.

Performance Descriptors (SS.PD. 2.2)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in civics/government. The student compares the three levels of government and evaluates the characteristics of a responsible leader. The student justifies the need for authority figures in the home, school, community and government.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in civics/government. The student explains the three levels of government and the characteristics of a responsible leader. The student discusses the need for authority figures in the home, school, community and government.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in civics/government. The student describes the three levels of government and the characteristics of a responsible leader. The student describes the need for authority figures in the home, school, community and government.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in civics/government. Performance needs further development. The student identifies the three levels of government and a characteristic of a responsible leader. The student identifies an authority figure at home, school and in the community.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in civics/government. Performance needs considerable development. The student names one of the levels of government. The student names an authority figure at home or school.

Standard 3: Economics (SS.S.3)

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);
- 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); and
- examine and evaluate the interdependence of global economies (Global Economies).

Economics Objectives

Students will:

- SS.2.3.1 make economic choices and predict the consequences of those choices.
- SS.2.3.2 explore various occupations and how job opportunities in the community have changed.
- SS.2.3.3 explain bartering as an alternative method of securing goods/services and needs/wants, and compare to present ways of acquiring goods and services.
- SS.2.3.4 identify how people in different cultures have the same needs, but meet their needs in different ways.
- SS.2.3.5 explain the role of banks in saving for the future purchase of goods and services.
- SS.2.3.6 construct, read and interpret a variety of graphs, charts and tables.

Performance Descriptors (SS.PD.2.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in economics. The student analyzes economic choices and predicts future consequences by drawing conclusions from past and present decisions. The student examines economic choices of people from different cultures. The student analyzes bartering and banking. The student analyzes occupational changes in a community.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in economics. The student explains economic choices, how they differ in various cultures and predicts their consequences. The student compares bartering and banking. The student investigates occupational changes within a community.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in economics. The student examines economic choices and how they differ in various cultures and predicts their consequences. The student describes bartering and banking. The student describes occupational changes within a community.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in economics. Performance needs further development. The student recognizes economic choices and how they differ in various cultures. The student identifies the roles of a bank. The student recognizes occupations within a community.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in economics. Performance needs considerable development. The student names an economic choice and tells how it may differ in a different culture. The student identifies one role of a bank. The student names an occupation.

Standard 4: Geography (SS.S.4)

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); and

- explain geographic perspective and the tools and techniques available for geographic study (Uses of Geography).

Geography Objectives

Students will:

- SS.2.4.1 recognize West Virginia by shape and relative location.
- SS.2.4.2 demonstrate knowledge of cardinal directions, a compass rose and map legends on a map.
- SS.2.4.3 identify the United States and/or world regions on a map.
- SS.2.4.4 examine a variety of maps and globes to identify and describe major geographic features (e.g., rivers, lakes, oceans, islands, continents, mountains).
- SS.2.4.5 identify basic natural resources and how people use these resources.
- SS.2.4.6 locate major communities in the county and state and explain the processes that have caused them to change.
- SS.2.4.7 use a map scale to construct class and school maps.

Performance Descriptors (SS.PD.2.4)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in geography. The student constructs class, school and home maps, incorporating map legends and a compass rose. The student constructs a variety of maps. The student compares World Regions. The student identifies causes of change in his/her own community over time.

■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in geography. The student constructs class and school maps. The student demonstrates knowledge and use of map legends and the compass rose. The student compares a variety of maps. The student locates World Regions on a map or globe. The student describes changes in his/her own community over time.

■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in geography. The student recognizes West Virginia and the United States by shape and relative location. The student identifies World Regions. The student constructs a class map. The student describes a map legend and a compass rose. The student recognizes the differences between various maps. The student locates major communities in West Virginia and the United States on a map.

■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in geography. Performance needs further development. The student identifies one World Region. The student constructs class and school maps. The student identifies a map legend and a compass rose. The student uses a variety of maps. The student locates his/her own community on a map.

■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in geography. Performance needs considerable development. The student participates in constructing simple maps. The student participates in using a variety of maps. The student locates West Virginia and the United States on a map or globe.

Standard 5: History (SS.S.5)

Students will:

- examine, analyze and explain historical relationships using chronology to sequence and organize events and people in history (Chronology);
- use the processes and resources of historical inquiry to gather, examine, 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 (Political Institutions).

History Objectives

Students will:

- SS.2.5.1 gather information and data using family artifacts, photos and interviews in order to compare different life styles and use this information to construct a timeline of family history through three generations.
- SS.2.5.2 explore the history of the community by identifying locally significant sites and people.
- SS.2.5.3 explore, compare and contrast the past contributions of heroic people using sources such as stories, folk tales, pictures, poems, songs, legends, holidays and customs.
- SS.2.5.4 investigate current events using various media (e.g., student newspaper, television, news broadcasts).
- SS.2.5.5 read children's books about different cultures and compare the variety of traditions, languages, structures of families and community life.
- SS.2.5.6 examine the lives and cultures of Native Americans and early settlers through stories, legends, myths and folklore.
- SS.2.5.7 use and draw conclusions from various historic data collection methods (e.g., graphs, charts, timelines).

Performance Descriptors (SS.PD.2.5)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in history. The student evaluates the similarities and differences of the lifestyles of various cultures, both past and present. The student investigates the impact of people, significant sites and events on the lives of his/her family and others in the community.

■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in history. The student compares and contrasts the lifestyles of various cultures, both past and present. The student examines the impact of people, significant sites and events in the history of his/her family and community.

■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in history. The student explores the lifestyles of various cultures, both past and present. The student describes people, significant sites and events in the history of his/her family and community.

■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in history. Performance needs further development. The student identifies various cultures, both past and present. The student identifies people, significant sites and events in the history of his/her family and community.

■ Novice

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in history. Performance needs considerable development. The student participates in gathering information/data regarding various cultures. The student recognizes people, significant sites and events in the history of his/her family.

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 will explain community changes due to technology, human interaction with the

environment and the movement of people. Students will 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. West Virginia teachers are responsible for analyzing the benefits of technology for learning and for integrating technology appropriately in the students' learning environment. See the related grade-level Technology Standards and Objectives.

Standard 1: Citizenship (SS.S.1)

Students will:

- describe, demonstrate and employ the civic dispositions of good citizenship (Civic Dispositions);
- develop a respect for symbols, ideas and concepts of the United States and describe 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);
- demonstrate and employ 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); and
- explain and practice the responsibilities, privileges and rights of United States citizens (Civic Life).

Citizenship Objectives

Students will:

- SS.3.1.1 identify and practice principles of honesty, fairness and justice in experiences at home, school and in the community.
- SS.3.1.2 identify and model the personal and civic responsibilities of good citizenship in the classroom, school and community.
- SS.3.1.3 explain the significance of patriotic symbols, holidays, celebrations and famous people.
- SS.3.1.4 explain the importance of respect and protection of minorities.
- SS.3.1.5 give examples of how people working together can accomplish goals that individuals working alone cannot.
- SS.3.1.6 explain and cite examples of how groups can make a difference in the community.
- SS.3.1.7 introduce the concept of the common good (what is best for the most people).

Performance Descriptors (SS.PD.3.1)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in citizenship. The student evaluates the responsibilities of citizenship such as honesty, justice, patriotism, and respect at school, at home, in the community and in the state. The student explains how these responsibilities promote the common good. The student predicts situations where students will use these responsibilities.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in citizenship. The student clarifies and demonstrates the responsibilities of citizenship such as honesty, justice, patriotism, and respect at school, at home, in the community and in the state. The student discusses how these responsibilities promote the common good. The student explains situations where students will use these responsibilities.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in citizenship. The student explains and shows the responsibilities of citizenship such as honesty, justice, patriotism, and respect at school, at home, in the community and in the state. The student recognizes how these responsibilities promote the common good. The student describes situations where students will use these responsibilities.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in citizenship. Performance needs further development. The student identifies and describes the responsibilities of citizenship such as honesty, justice, patriotism, and respect at school, at home, in the community and in the state. The student identifies situations where students will use these responsibilities.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in citizenship. Performance needs considerable development. The student recognizes, recalls, and labels the responsibilities of citizenship such as honesty, justice, patriotism, and respect at school, at home, in the community and in the state. The student lists situations where students will use these responsibilities.

Standard 2: Civics/Government (SS.S.2)

Students will:

- identify, examine and analyze the purposes and basic principles of the United States government (Purposes of Government);
- explain, 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);
- identify, examine and explain the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics); and
- analyze how the world is organized politically and describe the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).

Civics/Government Objectives

Students will:

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

Performance Descriptors (SS.PD.3.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in civics/government. The student evaluates government to determine its importance in the classroom, school, community and state. The student justifies school rules. The student summarizes majority rule as it relates to democracy.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in civics/government. The student analyzes government and its importance in the classroom, school, community and state. The student explains school rules. The student examines majority rule as it relates to a democracy.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in civics/government. The student explains government and its importance in the classroom, school, community and state. The student examines school rules. The student discusses majority rule as it relates to a democracy.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in civics/government. Performance needs further development. The student defines government and explains its importance in the classroom, school and community. The student lists school rules. The student recognizes majority rule as it relates to a democracy.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in civics/government. Performance needs considerable development. The student describes government and recalls its importance in the classroom and school. The student identifies school rules. The student recognizes examples of majority rule.

Standard 3: Economics (SS.S.3)

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);
- 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); and
- examine and evaluate the interdependence of global economies (Global Economies).

Economics Objectives

Students will:

- SS.3.3.1 explain the concept of scarcity by citing examples of limited supplies and scarce resources.
- SS.3.3.2 explain why budgeting is a critical skill.
- SS.3.3.3 explain basic concept of supply and demand.
- SS.3.3.4 examine various occupations and their economic impact.
- SS.3.3.5 summarize how banks serve as intermediaries between savers and borrowers.
- SS.3.3.6 explain the relationship between government taxation and the provision of public services (e.g., policemen, firemen, teacher, libraries, public schools).
- SS.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.3.3.8 show how competition for products increases with advertising.
- SS.3.3.9 create and use graphs, charts, maps and other data sources to illustrate the use of resources, the demand for products and the supply of goods and services.

Performance Descriptors (SS.PD.3.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in economics. The student analyzes how scarcity, supply, demand, savings, taxation, steps in production, consumption, public services, and advertising affect personal budgeting and occupational choices.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in economics. The student concludes how scarcity, supply, demand, savings, taxation, steps in production, consumption, public services, and advertising affect personal budgeting and occupational.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in economics. The student explains how scarcity, supply, demand, savings, taxation, steps in production,

consumption, public services, and advertising affect personal budgeting and occupational choices.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in economics. Performance needs further development. The student defines scarcity, supply, demand, savings, taxation, steps in production, consumption, public services, and advertising as they affect personal budgeting and occupational choices.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in economics. Performance needs considerable development. The student labels scarcity, supply, demand, savings, taxation, steps in production, consumption, public services, and advertising as they affect personal budgeting and occupational choices.

Standard 4: Geography (SS.S.4)

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); and
- explain geographic perspective and the tools and techniques available for geographic study (Uses of Geography).

Geography Objectives

Students will:

- SS.3.4.1 describe and use the basic elements of maps and globes (e.g., title, legend, cardinal directions, scale, grid, parallels, meridians).
- SS.3.4.2 identify north, south, east, west, borders, lines of longitude and latitude, equator, north and south poles and time zones using a map.
- SS.3.4.3 identify world geographic features (e.g., peninsulas, islands, continents, straits, mountains, rivers, deserts, oceans, seas, harbors, gulfs, forests, oases).
- SS.3.4.4 name and locate states and capitals of the United States.
- SS.3.4.5 compare and contrast climate, weather and location with regard to people's clothing, food, shelter and jobs.
- SS.3.4.6 describe the various elements of the environment (e.g., water, soil, weather, climate, topography), and explain how people affect them and are affected by them.
- SS.3.4.7 describe how people in the community make their living from the environment and identify activities that individuals can do to keep the environment clean.
- SS.3.4.8 construct, read and interpret data from various types of maps, globes, charts, graphs and timelines (e.g., population, products, climate).

Performance Descriptors (SS.PD.3.4)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in geography. The student identifies and examines the elements of maps and globes, defines geographic vocabulary and uses a variety of maps and globes to locate major world geographic features. The student analyzes the interaction between people and the environment with regard to climate, weather, soil, water and topography. The student names and labels the states and capitals.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in geography. The student identifies and explains the elements of maps and globes, defines geographic vocabulary, uses a variety of maps and globes to locate major world geographic features and examines the interaction between people and the environment with regard to climate, weather, soil and water. The student names the states and capitals.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in geography. The student identifies the basic elements of maps and globes, defines geographic vocabulary, uses a variety of maps and globes to locate major world geographic features and describes the interaction between people and the environment with regard to weather, soil and water. The student matches states with capitals.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in geography. Performance needs further development. The student identifies the basic elements of maps and globes, defines simple geographic vocabulary, uses simple maps and globes to locate major world geographic features and describes the interaction between people and the environment with regard to weather and water. The student matches most states with capitals.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in geography. Performance needs considerable development. The student recalls the basic elements of maps and globes, defines simple geographic vocabulary, uses simple maps and globes to locate major world geographic features and describes the interaction between people and the environment with regard to weather. The student matches some states with capitals.

Standard 5: History (SS.S.5)

Students will:

- examine, analyze and explain historical relationships using chronology to sequence and organize events and people in history (Chronology);
- use the processes and resources of historical inquiry to gather, examine, 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 (Political Institutions).

History Objectives

Students will:

- SS.3.5.1 explain the historical significance of major events, people and their contributions to the United States (e.g., Pilgrims, George Washington, American Revolution, Abe Lincoln, Civil War, Columbus, Native Americans, Rosa Parks, Martin Luther King, Jr.).
- SS.3.5.2 construct a timeline representing the settlement of a community/region.
- SS.3.5.3 compare and contrast present cultures to the cultures of people of other historical time periods (e.g., source of food, clothing, shelter, products used).
- SS.3.5.4 make historical inferences by analyzing artifacts and pictures.
- SS.3.5.5 discuss and draw conclusions about current events.
- SS.3.5.6 explore famous Americans, customs and traditions using various forms of literature (e.g., presidents, inventors, explorers, civil rights leaders, artists, writers).
- SS.3.5.7 explain the importance of respect for diversity in the heritage, culture, ideas and opinions of others.

- SS.3.5.8 compare and contrast different stories or accounts about past events, people, places or situations, and identify how they contribute to our understanding of the past.
- SS.3.5.9 sequence and discuss a series of pictures that reflect historic change (e.g., transportation, technology, agriculture, events in history).
- SS.3.5.10 organize information from various reference sources to prepare short reports and presentations.

Performance Descriptors (SS.PD.3.5)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in history. The student evaluates the significance of key individuals and major historical events in early American history. Using folklore and literature, the student draws conclusions about past and present cultures. The student describes his/her local community and extends the concept of community to the state, the nation, and the world.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in history. The student organizes key individuals and major historical events in early American history. Using folklore and literature, The student summarizes past and present cultures. The student describes his/her local community and extends the concept of community to the state and the nation.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in history. The student identifies key individuals and major historical events in early American history. Using folklore and literature, the student compares and contrasts past and present cultures. The student describes his/her local community and extends the concept of community to the state.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in history. Performance needs further development. The student identifies key individuals and major historical events in early American history. Using folklore and literature, the student lists characteristics of cultures past and present. The student describes a local community.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in history. Performance needs considerable development. The student labels key individuals and major historical events in early American history. Using folklore and literature, the student recalls characteristics of cultures past and present. The student identifies a local community.

Fourth Grade Social Studies Content Standards and Objectives

Fourth Grade: United States to the End of the American Revolution

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. West Virginia teachers are responsible for analyzing the benefits of technology for learning and for integrating technology appropriately in the students' learning environment. See the related grade-level Technology Standards and Objectives.

Standard 1: Citizenship (SS.S.1)

Students will:

- describe, demonstrate and employ the civic dispositions of good citizenship (Civic Dispositions);
- develop a respect for symbols, ideas and concepts of the United States and describe 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);
- demonstrate and employ 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); and
- explain and practice the responsibilities, privileges and rights of United States citizens (Civic Life).

Citizenship Objectives

Students will:

- SS.4.1.1 identify public agencies in the community that provide services and investigate opportunities for volunteerism.
- SS.4.1.2 work independently and cooperatively to accomplish goals.
- SS.4.1.3 identify commonly held democratic values, principles and beliefs expressed in the Declaration of Independence and the significance of patriotic symbols, holidays, celebrations and famous people.
- SS.4.1.4 describe forms of diversity in early American society, giving examples of the strengths/contributions of each (e.g., indentured servants, slaves, colonists, plantation owners, Native Americans, merchants).
- SS.4.1.5 describe the qualities of responsible leadership by individuals and in groups.
- SS.4.1.6 explain 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.4.1.7 describe ways in which groups of people in schools/communities can manage conflict peacefully.

Performance Descriptors (SS.PD.4.1)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in citizenship. The student explains the basic democratic values, principles and beliefs expressed in the Declaration of Independence. The student analyzes the qualities of leadership and the rights and responsibilities of citizens and locates examples from history and current events. The student analyzes the significance of United States patriotic symbols, holidays and celebrations. The student explains diversity and locates examples in early American society and discusses the status of diversity in society today. The student generates strategies for use in conflict resolution.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in citizenship. The student identifies basic democratic values, principles and beliefs in the Declaration of Independence. The student explains the qualities of leadership and the rights and responsibilities of citizens and locates examples from history and current events. The student analyzes the significance of United States patriotic symbols, holidays and celebrations. The student locates examples of diversity in early American society and today. The student explains strategies for use in conflict resolution.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in citizenship. The student recognizes basic democratic values, principles and beliefs in the Declaration of Independence. The student identifies the qualities of leadership and the rights and responsibilities of citizens both in history and today. The student explains the significance of United States patriotic symbols, holidays and celebrations. The student defines diversity and finds examples in early American society and today. The student lists strategies for use in conflict resolution.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in citizenship. Performance needs further development. The student identifies the Declaration of Independence as one of the major documents of the founding fathers. The student identifies historical and current leaders and their main qualities. The student describes rights and responsibilities of American citizens. The student names patriotic symbols, holidays and celebrations. The student recognizes examples of diversity in early American society and today. The student names several strategies for use in conflict resolution.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in citizenship. Performance needs considerable development. When heard orally, the student identifies the basic principles and beliefs in the Declaration of Independence. The student names leaders in early American society and today. The student recognizes rights and responsibilities of citizens. The student categorizes patriotic symbols, holidays and celebrations. The student points out examples of diversity in American society. The student defines conflict resolution.

Standard 2: Civics/Government (SS.S.2)

Students will:

- identify, examine and analyze the purposes and basic principles of the United States government (Purposes of Government);
- explain, 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);
- identify, examine and explain the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics); and
- analyze how the world is organized politically and describe the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).

Civics/Government Objectives

Students will:

- SS.4.2.1 explain how the rule of law and limited government protect individual rights and the common good.
- SS.4.2.2 explain 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.4.2.3 identify historical conflicts concerning individual rights and how those conflicts were resolved.

Performance Descriptors (SS.PD.4.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in civics/government. The student explains the American governments as one limited and bound to the rule of law to protect the common good. The student analyzes rights of individuals and minority groups and locates situations where the government has protected these rights. The student analyzes conflicts over individual rights and defends or rejects with explanation the resolution of those conflicts.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in civics/government. The student explains limited government and rule of law and how the American government protects both individual rights and the common good. The student describes rights of individual and minority groups and how government protects these rights. The student explains solutions to conflicts over individual rights.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in civics/government. The student defines limited government, rule of law and the common good. The student names rights of individuals and minority groups. The student compares how conflicts over individual rights were resolved.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in civics/government. Performance needs further development. The student names limited government, rule of law and the common good as characteristics of the American government. The student names some rights of individuals and minority groups and explains how the government protects these rights and resolves disputes over these rights.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in civics/government. Performance needs considerable development. The student gives examples of limited government, rule of law and common good. The student recognizes rights of individuals and minority groups. The student names examples of conflicts of citizens and groups.

Standard 3: Economics (SS.S.3)

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);
- 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); and
- examine and evaluate the interdependence of global economies (Global Economies).

Economics Objectives

Students will:

- SS.4.3.1 explain the concept of trade-offs or choices/compromise (e.g., developing hypothetical budgets in simulated situations).
- SS.4.3.2 analyze communications techniques that impact consumer choices (e.g., print/nonprint, advertisement, media)
- SS.4.3.3 analyze the factors that shaped the economy of the early colonies in the Americas.
- SS.4.3.4 give examples of people as consumers and producers of goods.
- SS.4.3.5 explain the concept of taxation and its relationship to public services.
- SS.4.3.6 describe how slavery and indentured servitude influenced the early economy of the United States.
- SS.4.3.7 predict how competition in the market place affects prices.
- SS.4.3.8 analyze a product chart for price comparison.
- SS.4.3.9 construct and use charts, graphs, tables and grids to display data.

Performance Descriptors (SS.PD.4.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in economics. The student analyzes the factors of production, scarcity, land use, consumer and producer choices and explains their impact on taxation, slavery, indentured servitude and natural resources in the economic development of the American colonies. The student analyzes how occupational choices are affected by resource use.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in economics. The student identifies the factors of production, scarcity, land use, consumer and producer choices and explains their impact on taxation, slavery, indentured servitude and natural resources in the economic development of the American colonies. The student determines how occupational choices are affected by resource use.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in economics. The student defines the factors of production, scarcity, land use, consumer and producer choices and explains their impact on taxation, slavery, indentured servitude and natural resources in the economic development of the American colonies. The student shows how occupational choices are affected by resource use.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in economics. Performance needs further development. The student lists the factors of production, scarcity and land use and describes their impact on taxation and natural resources in the economic development of the American colonies. The student describes how occupational choices are affected by resource use.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in economics. Performance needs considerable development. The student lists some of the factors of production and scarcity and states their impact on taxation in the economic development of the American colonies. The student recognizes how occupational choices are affected by resource use.

Standard 4: Geography (SS.S.4)

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); and
- explain geographic perspective and the tools and techniques available for geographic study (Uses of Geography).

Geography Objectives

Students will:

- SS.4.4.1 identify and locate North, South and Central American countries and their major bodies of water.
- SS.4.4.2 use geographic terms to describe the physical features of the Americas (e.g., mountains, rivers, grasslands, oases).

- SS.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.4.4.4 identify physical barriers to transportation in the Americas and how people adapted to the barriers (e.g., Appalachian and Rocky Mountains, Great Plains, Mississippi River).
- SS.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.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.4.4.7 identify geographic factors that affect population density (e.g., mountains, deserts, river valleys, ports/harbors).
- SS.4.4.8 describe different climate types and how they affected the geographical population.
- SS.4.4.9 locate the areas of the Native American nations before the arrival of the Europeans.
- SS.4.4.10 utilize map skills to locate places and to construct maps (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).

Performance Descriptors (SS.PD.4.4)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in geography. The student independently identifies and locates the countries of the Americas and states of the United States on blank maps. The student uses grade level terminology in drawing conclusions about the interaction of people and the environment of the United States in regard to physical features, natural resources, climate, transportation, migration and settlement. The student compares, contrasts, and analyzes regions of the United States.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in geography. The student identifies and locates the countries of the Americas and states of the United States on blank maps. The student uses grade level terminology to describe the interaction of people and the environment of the United States in regard to physical features, natural resources, climate, transportation, migration and settlement. The student compares and contrasts regions of the United States.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in geography. The student locates the countries of the Americas and states of the United States on blank maps and defines simple geographic terms. The student recognizes the interaction of people and the environment of the United States in regard to physical features, natural resources, climate, transportation, migration and settlement. The student names selected regions of the United States.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in geography. Performance needs further development. The student labels the countries of the Americas and states of the United States on blank maps and selects simple geographic terms. The student illustrates the interaction of people and the environment of the United States in regard to physical features, natural resources, climate, transportation, migration and settlement. The student locates selected regions of the United States.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in geography. Performance needs considerable development. The student locates the countries of the Americas and states of the United States on blank maps and matches simple geographic terms. The student discusses the interaction of people and the environment of the United States in regard to physical

features, natural resources, climate, transportation, migration and settlement. The student labels selected regions of the United States.

Standard 5: History (SS.S.5)

Students will:

- examine, analyze and explain historical relationships using chronology to sequence and organize events and people in history (Chronology);
- use the processes and resources of historical inquiry to gather, examine, 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 (Political Institutions).

History Objectives

Students will:

- SS.4.5.1 interpret and/or complete data presented in timeline format.
- SS.4.5.2 order chronologically selected historical figures and episodes, and explain their importance in the stories of Native Americans, explorers, settlers and colonists in North America.
- SS.4.5.3 identify major leaders and events from America's colonization through the Revolutionary War.
- SS.4.5.4 identify the influence of various factors on the founding of the original colonies (e.g., economic, geographic, political, religious).
- SS.4.5.5 identify areas and patterns of early American settlement and depict territorial expansion and population distribution in the United States through maps, charts, pictures and research projects.
- SS.4.5.6 explore ways in which early explorers and settlers adapted to, used and changed the environment of the state or region they explored or settled.
- SS.4.5.7 identify and describe European explorers of the 15th and 16th centuries, their reasons for exploring, the information gained from their journeys and what happened as a result of their travels (e.g., Dias, daGama, Columbus, deSoto, Cabot, Hudson, Cartier, Champlain).
- SS.4.5.8 explore how and why family and community life differed in various regions of colonial North America (e.g., New England, middle colonies, southern colonies).
- SS.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.4.5.10 explain how African Americans came to America and how slavery developed.
- SS.4.5.11 describe 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.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.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.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.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.4.5.16 analyze various sources for reconstructing the past such as documents, letters, diaries, maps, photos and others.
- SS.4.5.17 explain why Americans and those who led them (e.g., George Washington, Benjamin Franklin, Thomas Jefferson) went to war to win independence from England.
- SS.4.5.18 analyze and interpret information from pictures and news sources related to historical events and people.
- SS.4.5.19 suggest appropriate reference sources to answer specific questions, collect information and prepare short reports.
- SS.4.5.20 sequence major historical events in United States history on a timeline (e.g., discovery of America, Boston Tea Party, Revolutionary War).

Performance Descriptors (SS.PD.4.5)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in history. The student connects early exploration and colonization of North America and the spread of cultural, religious, and political ideology. The student analyzes the significant events and differing beliefs leading to the Revolutionary War. The student uses primary and secondary sources to draw conclusions about colonial life.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in history. The student summarizes the early exploration and colonization of North America and the spread of cultural, religious, and political ideology. The student assesses the significant events and differing beliefs leading to the Revolutionary War. The student uses primary and secondary sources to make generalizations about colonial life.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in history. The student explains the early exploration and colonization of North America and the spread of cultural, religious, and political ideology. The student identifies significant events leading to the Revolutionary War. The student uses primary and secondary sources to learn colonial life.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in history. Performance needs further development. The student traces and describes the early exploration and colonization of North America and the spread of cultural, religious, and political ideology. The student identifies significant events leading to the Revolutionary War. The student uses primary sources to learn about colonial life.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in history. Performance needs considerable development. The student lists and describes the early exploration and colonization of North America and the spread of cultural, religious, and political ideology. The student lists significant events leading to the Revolutionary War. The student recognizes primary sources as a means to learn about colonial life.

Elementary West Virginia Studies Content Standards and Objectives

The objectives for West Virginia Studies explore historic, geographic, economic and civic concepts. These objectives shall be taught as a kindergarten–fourth grade integrated unit or as a separate fourth grade unit. The relationship among geographic factors, settlement patterns, and economic development of West Virginia will be explored in this course. The cultural heritage of the various groups who settled West Virginia will be researched through classroom activities. The course content will reflect West Virginia’s unique characteristics as well as its relationship to the nation. Teachers are encouraged to introduce students to geographic places and regions. West Virginia teachers are responsible for analyzing the benefits of technology for learning and for integrating technology appropriately in the students’ learning environment. See the related grade-level Technology Standards and Objectives.

Standard 1: Citizenship (SS.S.1)

Students will:

- describe, demonstrate and employ the civic dispositions of good citizenship (Civic Dispositions);
- develop a respect for symbols, ideas and concepts of the United States and describe 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);
- demonstrate and employ 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); and
- explain and practice the responsibilities, privileges and rights of United States citizens (Civic Life).

Citizenship Objectives

Students will:

- SS.WV.1.1 explain various civic responsibilities, privileges and rights (e.g., the act of voting as a West Virginia citizen).
- SS.WV.1.2 propose solutions and investigate opportunities for public volunteerism concerning a local problem.
- SS.WV.1.3 explain that students are citizens of their classroom, community, state and nation.
- SS.WV.1.4 take and defend a position as to why fulfilling one's civic responsibility is important.

Standard 2: Civics/Government (SS.S.2)

Students will:

- identify, examine and analyze the purposes and basic principles of the United States government (Purposes of Government);
- explain, 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);
- identify, examine and explain the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics); and
- analyze how the world is organized politically and describe the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).

Civics/Government Objectives

Students will:

- SS.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.WV.2.2 recognize and be given the opportunity to recite the State Motto and sing the State Song.
- SS.WV.2.3 identify the roles and functions of the government (e.g., legislative, executive, judicial branches) at the local, county and state levels.

Standard 3: Economics (SS.S.3)

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);
- 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); and
- examine and evaluate the interdependence of global economies (Global Economies).

Economics Objectives

Students will:

- SS.WV.3.1 identify the effect of natural resources and geographic features upon the economic development of West Virginia.
- SS.WV.3.2 identify the major occupations of people in the private and public sectors of West Virginia.

Standard 4: Geography (SS.S.4)

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); and
- explain geographic perspective and the tools and techniques available for geographic study (Uses of Geography).

Geography Objectives

Students will:

- SS.WV.4.1 identify West Virginia on a United States map, and identify bordering states.
- SS.WV.4.2 identify and describe the four geographic regions of West Virginia and the major communities contained within each region.
- SS.WV.4.3 locate their county and county seat on a West Virginia map.
- SS.WV.4.4 analyze the impact of West Virginia's geography on transportation, settlement, jobs, clothing, food, shelter, services and interaction with the outside world.
- SS.WV.4.5 describe West Virginia's climate and weather.
- SS.WV.4.6 recognize the difference between renewable and nonrenewable resources.
- SS.WV.4.7 identify their state, town, county and address.
- SS.WV.4.8 explore West Virginia's population, products, resources, transportation, state parks, forests, and scenic/recreational resources.
- SS.WV.4.9 find an absolute West Virginia location (e.g., using a grid system) and a relative location (e.g., direction and reference to neighboring states, rivers, mountain ranges).

Standard 5: History (SS.S.5)

Students will:

- examine, analyze and explain historical relationships using chronology to sequence and organize events and people in history (Chronology);
- use the processes and resources of historical inquiry to gather, examine, 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 (Political Institutions).

History Objectives

Students will:

- SS.WV.5.1 explain and trace the economic, social and political history of West Virginia.
- SS.WV.5.2 describe the cultural life of West Virginia as reflected in folklore and heritage.
- SS.WV.5.3 compare and contrast past and present lifestyles of West Virginians.
- SS.WV.5.4 use reference sources to answer specific questions, collect information and prepare short reports about West Virginia.

Fifth Grade Social Studies Content Standards and Objectives

Fifth Grade: United States from the American Revolution

The fifth grade Social Studies program is a basic overview of the United States from its emergence as a new nation. Students will understand the significance of major events of each historical era. Students will examine documents relating to the establishment of the nation and the new government. They will continue to examine the role of citizenship in the school and community. Students will examine the movement in the nation from rural to urban and from agriculture to industry focusing on the economic impact of these moves. Students will learn how government decisions impact the economy. West Virginia teachers are responsible for analyzing the benefits of technology for learning and for integrating technology appropriately in the students' learning environment. See the related grade-level Technology Standards and Objectives.

Standard 1: Citizenship (SS.S.1)

Students will:

- describe, demonstrate and employ the civic dispositions of good citizenship (Civic Dispositions);
- develop a respect for symbols, ideas and concepts of the United States and describe 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);
- demonstrate and employ 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); and
- explain and practice the responsibilities, privileges and rights of United States citizens (Civic Life).

Citizenship Objectives

Students will:

- SS.5.1.1 describe how groups and institutions work to meet the individual needs and promote the common good (e.g., Red Cross, laws).
- SS.5.1.2 explain the political process and describe its importance in decision-making.
- SS.5.1.3 explain the consent of the governed as the source of authority of government.
- SS.5.1.4 explain the importance of citizens' having and supporting common democratic values and principles expressed in the nation's core documents.
- SS.5.1.5 identify and analyze differences between individual responsibilities, privileges and rights of American citizenship.

Performance Descriptors (SS.PD.5.1)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in citizenship. The student justifies and defends the roles of an American citizen in relation to responsibilities, rights, involvement in political processes and decision-making. The student examines the source of governmental power and analyzes the belief in common values and principles as defined by our core documents.

■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in citizenship. The student examines, clarifies and identifies the roles of an American citizen in relation to responsibilities, rights, involvement in political processes and decision-making. The student explains the source of governmental power and the belief in common values and principles as defined by our core documents.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in citizenship. The student identifies, lists and explains the roles of an American citizen in relation to responsibilities, rights, involvement in political processes and decision-making. The student describes the source of governmental power and the belief in common values and principles as defined by our core documents.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in citizenship. Performance needs further development. The student recognizes the roles of an American citizen in relation to responsibilities, rights, involvement in political processes, and decision-making. The student identifies the source of governmental power and the belief in common values and principles as defined by our core documents.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in citizenship. Performance needs considerable development. The student states the roles of an American citizen in relation to responsibilities, rights, involvement in political processes and decision-making. The student identifies powers of government and the core documents.

Standard 2: Civics/Government (SS.S.2)

Students will:

- identify, examine and analyze the purposes and basic principles of the United States government (Purposes of Government);
- explain, 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);
- identify, examine and explain the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics); and
- analyze how the world is organized politically and describe the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).

Civics/Government Objectives

Students will:

- SS.5.2.1 give examples of how government does or does not provide for the needs and wants of people, establish order and manage conflict.
- SS.5.2.2 participate in exercises that demonstrate knowledge of trial by jury.
- SS.5.2.3 list and explain the weaknesses of the Articles of Confederation.
- SS.5.2.4 list the individual rights and responsibilities in the Bill of Rights.
- SS.5.2.5 identify the first three articles of the Constitution and outline the basic functions of the three branches of government.
- SS.5.2.6 explain and illustrate how a bill becomes a law.
- SS.5.2.7 analyze the importance of government in the classroom, school, community, state and nation.

Performance Descriptors (SS.PD.5.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in civics/government. The student compares and contrasts how government does or does not provide for the needs and wants of the people (e.g., the failure of the Articles of Confederation and the development of the Constitution and the Bill of Rights). The student analyzes the steps taken for a bill to become law and explains that laws evolve to meet the needs and wants of the people.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in civics/government. The student illustrates how government does or does not provide for the needs and wants of the

people (e.g., the failure of the Articles of Confederation and the development of the Constitution and the Bill of Rights). The student explains the steps taken for a bill to become law and recognizes that laws evolve to meet the needs and wants of the people.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in civics/government. The student discusses and describes how government does or does not provide for the needs and wants of the people (e.g., the failure of the Articles of Confederation and the development of the Constitution and the Bill of Rights). The student identifies the steps taken for a bill to become law and recognizes that laws evolve to meet the needs and wants of the people.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in civics/government. Performance needs further development. The student sites examples of how government does and does not provide for the needs and wants of people (e.g., the failure of the Articles of Confederation and the development of the Constitution and the Bill of Rights). The student lists the steps taken for a bill to become law and recognizes that laws evolve to meet the needs and wants of the people.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in civics/government. Performance needs considerable development. The student states how government does or does not provide for the needs and wants of the people (e.g., the failure of the Articles of Confederation and the development of the Constitution and the Bill of Rights). The student labels the steps taken for a bill to become law and recognizes that laws change to meet the needs and wants of the people.

Standard 3: Economics (SS.S.3)

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);
- 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); and
- examine and evaluate the interdependence of global economies (Global Economies).

Economics Objectives

Students will:

- SS.5.3.1 identify the roles of consumers and suppliers in the United States economy.
- SS.5.3.2 apply the concept of supply and demand to a specific United States situation.
- SS.5.3.3 explain the economic impact of slavery upon the development of the United States.
- SS.5.3.4 list geographic factors that can enhance or limit economic activities in various United States regions.
- SS.5.3.5 describe the impact of industrialization on the economy of the United States.
- SS.5.3.6 explain the function of agriculture in the economic development of the United States.
- SS.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).

Performance Descriptors (SS.PD.5.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in economics. The student analyzes the roles of economic factors, slavery, agriculture, industrialization, supply and demand, and competition in the long-term, economic problems of the nineteenth and twentieth

centuries and assesses their solutions. The student researches the changes in consumer habits from the emergence of a new nation to the present.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in economics. The student explains the role of economic factors, agriculture, slavery, industrialization, supply and demand and competition in the development of the United States economy and individual consumer habits from the emergence of a new nation to the present.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in economics. The student describes the role of economic factors, agriculture, slavery, industrialization, supply and demand and competition in the development of the United States economy and individual consumer habits from the emergence of a new nation to the present.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in economics. Performance needs further development. The student identifies examples of economic factors, agriculture, slavery, industrialization, supply and demand and competition which have influenced United States economy and individual consumer habits from the emergence of a new nation to the present.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in economics. Performance needs considerable development. The student selects examples of economic factors, agriculture, slavery, industrialization, supply and demand and competition which have influenced United States economy and individual consumer habits from the emergence of a new nation to the present.

Standard 4: Geography (SS.S.4)

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); and
- explain geographic perspective and the tools and techniques available for geographic study (Uses of Geography).

Geography Objectives

Students will:

- SS.5.4.1 read, interpret and draw conclusions from United States maps (e.g., special purpose maps, graphs, charts, tables, timelines).
- SS.5.4.2 measure distances using a scale and apply the concept of cardinal and intermediate directions.
- SS.5.4.3 use a map to locate a country by hemisphere and its proximity to the equator.
- SS.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.5.4.5 describe the development of the United States' urban areas.
- SS.5.4.6 discuss and define the various regions of the United States.
- SS.5.4.7 identify and locate each of the fifty United States within their regions.
- SS.5.4.8 explain the relationship of the environment to cultures in the United States.
- SS.5.4.9 relate the United States' westward expansion to natural resources and physical geography.
- SS.5.4.10 use geography to describe historical events.

SS.5.4.11 describe how people have changed the environment of the United States.

Performance Descriptors (SS.PD.5.4)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in geography. The student uses, constructs and draws conclusions from United States maps and other resources, and researches various regions of the United States from the perception of early explorers to current times. The student explains the physical processes responsible for the major rivers, mountains, soils and deserts of the United States, analyzes and evaluates how human activity and environment shaped the United States, and uses and applies geographic perspective and tools to discuss the evolution of cultures in the United States.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in geography. The student acquires and applies information from United States maps and other resources. The student compares the various regions of the United States from the early explorers' perception to current times. The student explains the physical processes responsible for the major rivers, mountains, soils and deserts of the United States and analyzes how human activities and the environment shaped the United States. The student uses and applies geographic tools to show the evolution of cultures in the United States.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in geography. The student selects and applies information from United States maps and other resources. The student discusses the various regions of the United States from the early explorers' perception to current times. The student explains the physical processes responsible for the major rivers, mountains, soils and deserts of the United States and illustrates how human activities and the environment shaped the United States. The student uses geographic tools to explain the evolution of cultures in the United States.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in geography. Performance needs further development. The student relates information from United States maps and resources and identifies the various regions of the United States from the perceptions of the early explorers to the current times. The student explains the physical processes responsible for the major rivers, mountains, soils and deserts of the United States and identifies the human activities and environmental factors that shaped the United States. The student uses simple geographic tools to explain evolution of cultures in the United States.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in geography. Performance needs considerable development. The student identifies and labels information from United States maps and resources and labels the various regions of the United States from the perceptions of the early explorers to the current times. The student recognizes the physical processes responsible for the major rivers, mountains, soils and deserts of the United States, and identifies the human activities and environmental factors that shaped the United States. The student uses simple geographic tools.

Standard 5: History (SS.S.5)

Students will:

- examine, analyze and explain historical relationships using chronology to sequence and organize events and people in history (Chronology);
- use the processes and resources of historical inquiry to gather, examine, 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 (Political Institutions).

History Objectives

Students will:

- SS.5.5.1 describe and 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.5.5.2 create a timeline showing the arrival of major immigrant groups and describe their experiences and their influence upon American society.
- SS.5.5.3 describe the development of transportation in the United States and explain its impact on settlement, industry and residential patterns.
- SS.5.5.4 explain why maintaining historical records and landmarks is important to the United States.
- SS.5.5.5 interpret quotes of famous Americans from various periods of history.
- SS.5.5.6 explain how important figures reacted to their times and why they were significant 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.5.5.7 describe how regional folk heroes and other popular figures have contributed 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.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.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.5.5.10 describe issues faced by Washington when he became the first United States President.
- SS.5.5.11 identify and explain social and technological changes that took place during the Industrial Revolution in the United States.
- SS.5.5.12 list the reasons for westward expansion and explain how it affected the inhabitants of the American West (e.g., Native Americans).
- SS.5.5.13 explain the effects of government policies on Native American nations and their land holdings.
- SS.5.5.14 analyze the impact of slavery and the Abolitionist Movement upon the development of the United States.
- SS.5.5.15 identify causes, major events and important people of the Civil War.
- SS.5.5.16 explain how various reconstruction plans succeeded or failed.
- SS.5.5.17 identify events that led to the United States becoming a world power.
- SS.5.5.18 identify the opposing sides in World War I and explain why the United States entered the war.
- SS.5.5.19 describe the effects of the Great Depression on the people of the United States.
- SS.5.5.20 identify the causes and effects of World War II.
- SS.5.5.21 identify significant leaders in the Civil Rights Movement (e.g., John Fitzgerald Kennedy, Martin Luther King, Jr., Rosa Parks, Lyndon Johnson, Susan B. Anthony).

Performance Descriptors (SS.PD.5.5)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in history. The student evaluates the significance of people, places, documents, ideas, and events in their correct historical period and context from the Post-Revolutionary Era to the present. The student determines events that led to the ascent of the United States to a world power and analyzes the role of the United States in significant nineteenth and twentieth century events.

■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in history. The student analyzes the significance of people, places, documents, ideas and events in their correct historical period and context from the Post-Revolutionary Era to the present. The student

identifies events that led to the ascent of the United States to a world power and summarizes the role of the United States in significant nineteenth and twentieth century events.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in history. The student explains the significance of people, places, documents, ideas and events in their correct historical period and context from the Post-Revolutionary Era to the present. The student selects events that led to the ascent of the United States to a world power and explains the role of the United States in significant nineteenth and twentieth century events.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in history. Performance needs further development. The student identifies the significance of people, places, documents, ideas, and events in their correct historical period and context from the Post-Revolutionary Era to the present. The student recognizes events that led to the ascent of the United States to a world power and discusses the role of the United States in significant nineteenth and twentieth century events.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in history. Performance needs considerable development. The student arranges 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. The student labels events that led to the ascent of the United States to a world power and recognizes the role of the United States in significant nineteenth and twentieth century events.

Sixth Grade Social Studies Content Standards and Objectives

Sixth Grade: Selected World Regions

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 development, characteristics of places, connections between regions and their impact on modern cultures. Students learn how governments are developed and about the roles of citizens in various emerging state/nation. Emphasis will be placed on how environment, technology and resources have helped to determine economic relations and conflicts between these regions. Various economic systems will be introduced. West Virginia teachers are responsible for analyzing the benefits of technology for learning and for integrating technology appropriately in the students' learning environment. See the related grade-level Technology Standards and Objectives.

Standard 1: Citizenship (SS.S.1)

Students will:

- describe, demonstrate and employ the civic dispositions of good citizenship (Civic Dispositions);
- develop a respect for symbols, ideas and concepts of the United States and describe 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);
- demonstrate and employ 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); and
- explain and practice the responsibilities, privileges and rights of United States citizens (Civic Life).

Citizenship Objectives

Students will:

- SS.6.1.1 describe ways in which nations interact with one another and try to resolve problems.
- SS.6.1.2 evaluate, take and defend positions on the purposes that government should serve (e.g., debates, essays).
- SS.6.1.3 explain how nations benefit when they resolve conflicts peacefully.
- SS.6.1.4 compare and contrast the role of American citizens with citizens of other countries.
- SS.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.6.1.6 evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making.
- SS.6.1.7 compare and contrast responsibilities, privileges and rights of citizenship in the United States and citizenship in selected nations and regions.

Performance Descriptors (SS.PD.6.1)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in citizenship. The student predicts how the roles of American citizens and citizens in other nations may change in the future and assesses the influence of those citizens' actions on public policy. The student judges and defends the benefits of resolving international conflicts peacefully and evaluates the purposes of government.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in citizenship. The student analyzes the roles of American citizens and the citizens of other nations in the development of public policy. The student evaluates the benefits of peaceful international conflict resolution.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in citizenship. The student compares and contrasts the roles of American citizens to citizens in other nations and explains the influence of those citizens' actions on public policy. The student describes the benefits of resolving international conflicts peacefully.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in citizenship. Performance needs further development. The student identifies the roles of citizens in world regions and identifies some of the influences of those citizens' actions on public policy. The student states benefits of resolving international conflicts peacefully.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in citizenship. Performance needs considerable development. The student recognizes the benefits of resolving conflicts peacefully. The student names positions and purposes of government.

Standard 2: Civics/Government (SS.S.2)

Students will:

- identify, examine and analyze the purposes and basic principles of the United States government (Purposes of Government);
- explain, 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);
- identify, examine and explain the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics); and

- analyze how the world is organized politically and describe the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).

Civics/Government Objectives

Students will:

- SS.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.6.2.2 analyze and explain how various types of government meet the needs and wants of citizens, manage conflict and establish security.
- SS.6.2.3 explain the impact of strong leadership on historic world events.
- SS.6.2.4 explain the purpose of political parties and special interest groups and their influence on the political process.
- SS.6.2.5 identify the political divisions of nations.
- SS.6.2.6 identify and give examples of different forms of government and classify them as governments that have established and respected restraints of their power (limited) or governments that have no effective means of restraining their power (unlimited).
- SS.6.2.7 distinguish between governmental and nongovernmental international organizations and describe their functions.

Performance Descriptors (SS.PD.6.2)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in civics/government. The student analyzes various world governments and how they give power to leaders. The student evaluates the actions of world leadership and the consequences of their actions. The student determines the functions of governmental and non-governmental organizations.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in civics/government. The student explains different forms of government and the powers given to leaders. The student identifies world leaders and their actions which have had an impact on world events. The student discriminates between governmental and non-governmental organizations.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in civics/government. The student explains the impact of strong leadership on historic world events. The student describes different world governments and their leaders who have had an impact on world events. The student lists governmental and non-governmental organizations.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in civics/government. Performance needs further development. The student identifies different world governments and their leaders. The student identifies governmental and non-governmental organizations.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in civics/government. Performance needs considerable development. The student matches world governments with their major leaders. The student separates governmental and non-governmental organizations.

Standard 3: Economics (SS.S.3)

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);

- 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); and
- examine and evaluate the interdependence of global economies (Global Economies).

Economics Objectives

Students will:

- SS.6.3.1 explain the economic reasons for immigration and migration worldwide throughout history.
- SS.6.3.2 demonstrate an understanding that competition among sellers results in lower prices.
- SS.6.3.3 compare the basic characteristics of communism, socialism and capitalism.
- SS.6.3.4 explain and outline the steps in producing and marketing goods.
- SS.6.3.5 assess the economic impact of technology on world regions throughout history (e.g., internet, printing press).
- SS.6.3.6 explain how trade cartels affect the world economy (e.g., Organization of Petroleum Exporting Countries).
- SS.6.3.7 trace the development of treaties and organizations related to trade.
- SS.6.3.8 compare production and consumption of goods and services in different countries.

Performance Descriptors (SS.PD.6.3)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in economics. The student predicts the present and future impact of technology, trade cartels and treaties on the production, marketing and consumption of goods and services in selected nations.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in economics. The student evaluates the impact of technology, trade cartels and treaties on the production, marketing and consumption of goods and services in selected nations.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in economics. The student explains the impact of technology, trade cartels and treaties on the production, marketing and consumption of goods and services in selected nations.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in economics. Performance needs further development. The student identifies jobs and some types of technology used in production, marketing and consumption of goods and services. The student recognizes trade cartels and treaties related to selected nations.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in economics. Performance needs considerable development. The student lists jobs in the production of goods and services. The student recognizes the role of the consumer.

Standard 4: Geography (SS.S.4)

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); and
- explain geographic perspective and the tools and techniques available for geographic study (Uses of Geography).

Geography Objectives

Students will:

- SS.6.4.1 determine the time of various world locations using a world time zone map.
- SS.6.4.2 use map tools (e.g., legends, keys, scales) to interpret information (e.g., climate, landforms, resources).
- SS.6.4.3 identify changes in population due to shifts from agricultural to industrial/urban development.
- SS.6.4.4 locate and identify the continents, major climates, major bodies of water and natural resources (e.g., knowledge of landforms such as peninsulas, mountain ranges, plateaus, river valleys, lakes), and compare and analyze the relationship of people and the environment with regard to population, settlement and trade.
- SS.6.4.5 locate the major waterways of North America, South America, Europe and the Middle East, and explain 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.6.4.6 draw conclusions about the effects of geography on transportation, culture, economic activities, population density and distribution.
- SS.6.4.7 explain the changing nature of the earth's surface (e.g., earthquakes, volcanoes, monsoons, floods).
- SS.6.4.8 compare and contrast general characteristics of the population of selected regions with regard to economics, religion, language and movement.
- SS.6.4.9 explain information on a population growth graph and a population pyramid (e.g., discuss the age of the population, growth potential, life expectancy).
- SS.6.4.10 examine 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.

Performance Descriptors (SS.PD. 6.4)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in geography. The student analyzes the physical and human processes that shape the earth's surface and predicts future changes. The student constructs complex time zone maps and population pyramids to derive information about places in the world. The student uses maps to predict the future effects of geography on population density, distribution and movement. The student draws conclusions about the selected regions of the world with respect to migration patterns with regard to economics, religion and language.

■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in geography. The student explains and assesses the physical and human processes that shape the earth's surface. The student constructs selected maps and population pyramids to summarize information about their place in the world. The student uses maps to evaluate the effects of geography on population density, distribution and movement. The student compares and contrasts selected regions of the world with respect to migration patterns with regard to economics, religion and language.

■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in geography. The student identifies and describes the physical and human processes that shape the earth's surface. The student uses maps, globes and population pyramids to explain their place in the world and the effects of geography on population density, distribution and movement. The student describes selected regions of the world with regard to economics, religion and language.

■ Partial Mastery

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in geography. Performance needs further development. The student identifies the physical and human processes that shape the earth's

surface. The student uses grade level geographic tools to recognize their place in the world. The student uses simple maps to describe the effects of geography on population. The student identifies the movement of economics, religion and language between selected regions of the world.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in geography. Performance needs considerable development. The student names the physical and human processes that shape the earth's surface. The student uses maps to recognize their place in the world. The student recognizes a few regional religions and languages.

Standard 5: History (SS.S.5)

Students will:

- examine, analyze and explain historical relationships using chronology to sequence and organize events and people in history (Chronology);
- use the processes and resources of historical inquiry to gather, examine, 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 (Political Institutions).

History Objectives

Students will:

- SS.6.5.1 identify and evaluate contributions of past civilizations and cite reasons for their rise and fall.
- SS.6.5.2 explain the basic tenets of major monotheistic religions and their impact on western civilizations.
- SS.6.5.3 identify the contributions and characteristics of Arab/Islamic society and Judeo-Christian societies.
- SS.6.5.4 identify the causes and consequences of the Protestant Reformation.
- SS.6.5.5 identify how Europeans benefited by expansion in the New World.
- SS.6.5.6 explain and describe the development of slavery and its impact on the political, economic and social systems throughout the world..
- SS.6.5.7 identify agricultural products exchanged between the New and Old Worlds during the age of exploration.
- SS.6.5.8 identify major historical events in the development of transportation systems (e.g., water, rail, motor vehicles, aviation).
- SS.6.5.9 explain the influx of ethnic groups into North America using timelines, charts and tables.
- SS.6.5.10 explain the Industrial Revolution and the effects it had on the lives of people throughout the world.
- SS.6.5.11 analyze and trace the development of democracy.
- SS.6.5.12 compare and contrast the worth of the individual in different societies over time.
- SS.6.5.13 explain the causes and effects of the Great Depression and the political responses of governments to this crisis (e.g., rise of Hitler, Fascism, militarism in Japan, New Deal in the United States).
- SS.6.5.14 identify global tensions that led to the outbreak of WW I and WW II.
- SS.6.5.15 identify key figures, philosophies and events in the Civil Rights movements including minority rights and the rights of women (e.g., apartheid, Mandela).
- SS.6.5.16 explain the impact of nuclear power and how it relates to the issue of atomic weapons.

Performance Descriptors (SS.PD.6.5)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in history. The student evaluates the significance of people, places, documents, ideas and events in their correct historical period and context. The student examines the contributions of the civilizations of North

America, South America, Europe and the Middle East and assesses how those contributions advanced that culture and influenced other cultures. The student analyzes the institution of slavery and how it was abolished. The student critiques the Reformation, Age of Exploration and the Industrial Revolution and their impact on the individual, economic development and global competition. The student analyzes global warfare – causes and effects – and the challenges to the growth of democracy.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in history. The student analyzes the significance of people, places, documents, ideas, and events in their correct historical period and context. The student explains the contributions of the civilizations of North America, South America, Europe and the Middle East and describes how those contributions advanced that culture and influenced other cultures. The student explains the institution of slavery and how it was abolished. The student explains the Reformation, the Age of Exploration and the Industrial Revolution and the impact on the individual, economic development and global competition. The student explains global warfare – causes and effects – and the challenges to the growth of democracy.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in history. The student explains the significance of people, places, documents, ideas and events in their correct historical period and context. The student identifies the contributions of the civilizations of North America, South America, Europe and the Middle East and describes how those contributions advanced that culture and influenced other cultures. The student describes the institution of slavery and how it was abolished. The student identifies the Reformation, Age of Exploration and the Industrial Revolution and the results of each one. The student defines global warfare and cites examples with the major causes and results.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in history. Performance needs further development. The student identifies the significance of key people, places, documents and events in their correct historical period. The student identifies major contributions of the civilizations of North America, South America, Europe and the Middle East. The student describes slavery and how it was abolished in the United States. The student identifies the major result of the Reformation, the major effects of the Age of Exploration and the significant advancements of the Industrial Revolution. The student describes examples of global warfare in the twentieth century.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in history. Performance needs considerable development. The student matches key people, places, documents and events to the correct historical period. The student lists some contributions of the civilizations of North America, South America and the Middle East. The student defines slavery and explains how it was abolished in the United States. The student identifies the explorers who came to the United States and lists significant inventions that furthered industrialization. The student names examples of global warfare in the twentieth century.

Seventh Grade Social Studies Content Standards and Objectives

Seventh Grade: World Geography

The seventh grade is a study of 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 maps, graphs, charts and other technologies in achieving an understanding of a geographical perspective. Students will formulate concepts directly related to those ideals that foster citizenship. West Virginia teachers are responsible for analyzing the benefits of technology for learning and for integrating technology appropriately in the students' learning environment. See the related grade-level Technology Standards and Objectives.

Standard 1: Citizenship (SS.S.1)

Students will:

- describe, demonstrate and employ the civic dispositions of good citizenship (Civic Dispositions);
- develop a respect for symbols, ideas and concepts of the United States and describe 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);
- demonstrate and employ 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); and
- explain and practice the responsibilities, privileges and rights of United States citizens (Civic Life).

Citizenship Objectives

Students will:

- SS.7.1.1 compare and contrast individual rights of citizens in a variety of world regions.
- SS.7.1.2 explain actions citizens take to influence public policy decisions.
- SS.7.1.3 compare and contrast nations' laws that may or may not provide order, predictability and security.
- SS.7.1.4 locate, access and organize information about an issue of public concern from multiple points of view.
- SS.7.1.5 identify and practice selective forms of civic discussion and participation consistent with the ideas of citizens in a democratic republic.
- SS.7.1.6 recognize and explain the difference between power and authority.

Performance Descriptors (SS.PD.7.1)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in citizenship. The student evaluates the rights of citizens from various world regions and determines how they relate to those of United States citizens. The student evaluates the influence that the American democratic system has had on other nations and the influence those nations have had on American politics and society. The student evaluates the difference between power and authority.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in citizenship. The student assesses the rights of citizens from various world regions and determines how they relate to those of United States citizens. The student compares the influence that the American democratic system has had on other nations with the influence those nations have had on American politics and society. The student compares and contrasts power and authority. The student explains the rights of citizens.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in citizenship. The student describes the rights of citizens from various world regions comparing and contrasting them to those of United States citizens. The student explains and analyzes the influence that the American democratic system has had on other nations and the influence those nations have had on American politics and society. The student explains the difference between power and authority.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in citizenship. Performance needs further development. The student identifies the rights of citizens from various world regions and compares them to those of United States citizens. The student identifies some of the influences that the American democratic system has had on other nations and the influence those nations have had on American politics and society. The student recognizes the differences between power and authority.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in citizenship. Performance needs considerable development. The student identifies issues of public concern in the United States and other world areas. The student matches citizen action with public policy. The student recognizes the difference between power and authority.

Standard 2: Civics/Government (SS.S.2)

Students will:

- identify, examine and analyze the purposes and basic principles of the United States government (Purposes of Government);
- explain, 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);
- identify, examine and explain the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics); and
- analyze how the world is organized politically and describe the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).

Civics/Government Objectives

Students will:

- SS.7.2.1 identify and explain the different forms of government in various world regions.
- SS.7.2.2 compare and contrast the lawmaking processes of world governments.
- SS.7.2.3 analyze the different ways nations provide order and protect justice.
- SS.7.2.4 debate the importance of limited government and the rule of law.
- SS.7.2.5 differentiate various methods that nations use to interact with one another to resolve problems and conflicts.
- SS.7.2.6 recognize the influence of the United States on other nations and the influence of other nations on the American political process and society.

Performance Descriptors (SS.PD.7.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in civics/government. The student analyzes different forms, processes and purposes of governments and their effectiveness. The student hypothetically applies methods of resolution to international conflict.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in civics/government. The student compares and contrasts different forms, processes and purposes of governments. The student assesses methods of international conflict resolution.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in civics/government. The student describes and explains forms, processes and purposes of world governments. The student describes the ways nations interact with one another to resolve problems.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in civics/government. Performance needs further development. The student identifies different forms of government and their purposes. The student lists ways nations interact with one another to solve problems.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in civics/government. Performance needs considerable development. The student identifies different forms of government. The student identifies a conflict between two countries.

Standard 3: Economics (SS.S.3)

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);
- 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); and
- examine and evaluate the interdependence of global economies (Global Economies).

Economics Objectives

Students will:

- SS.7.3.1 demonstrate an understanding of how competition among buyers of a product results in higher prices of that product.
- SS.7.3.2 analyze how geography influences the economy of a region.
- SS.7.3.3 describe the relationship between supply, demand and the price of a product.
- SS.7.3.4 compare and contrast various social services provided by world governments.
- SS.7.3.5 identify and compare different types of economic systems.
- SS.7.3.6 describe the impact of technology on agriculture and industry throughout the world.
- SS.7.3.7 identify and classify the different types of world trade organizations (e.g., trade, military, health).
- SS.7.3.8 identify the impact of natural and human events and their global effects on industry (e.g., strikes, environmental disasters, war, terrorism).
- SS.7.3.9 explain how countries are economically interdependent.
- SS.7.3.10 define basic economic terminology and apply it to economic development of world regions.

Performance Descriptors (SS.PD.7.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in economics. The student applies economic principles (e.g., choices, institutions, factors of production, competition, and economic systems) to evaluate how the interdependence of global economies influences price determination, government services, technological changes in agriculture and industrial development, resource use and trade policy.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in economics. The student compares and contrasts economic systems and interprets their impact on price determination, government services, technological changes in agricultural and industrial development, resource use and trade.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in economics. The student compares economic systems and explains their interdependence in terms of opportunity

cost and competition and their impact on price determination, government services, technological changes in agricultural and industrial development and resource use.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in economics. Performance needs further development. The student describes the characteristics of economic systems and presents examples of opportunity costs, price determination, government services, agricultural and industrial technology and resource use.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in economics. Performance needs considerable development. The student recognizes different economic systems. The student matches examples of opportunity costs, government services and resource use.

Standard 4: Geography (SS.S.4)

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); and
- explain geographic perspective and the tools and techniques available for geographic study (Uses of Geography).

Geography Objectives

Students will:

- SS.7.4.1 use correct geographic terminology.
- SS.7.4.2 draw conclusions about information presented on special purpose maps and be able to differentiate among map types.
- SS.7.4.3 understand the use of directions (e.g., cardinal directions, subordinate directions, latitude and longitude).
- SS.7.4.4 identify and locate the seven continents of the world and their associated oceans, seas, rivers and landforms.
- SS.7.4.5 identify countries, cities and transportation networks on maps.
- SS.7.4.6 identify and explain the advantages and disadvantages of different map projections and their uses (e.g., aerial photos, globes, charts, graphs, polar projection).
- SS.7.4.7 identify how mental maps (perceptions) affect our judgments about people and places.
- SS.7.4.8 locate and identify major world rivers, climate areas and rain forests.
- SS.7.4.9 identify and describe the patterns of immigration and effects on the distribution of cultural patterns in a region (e.g., disease, language, religion, customs, diversity).
- SS.7.4.10 compare and contrast geographic regions (e.g., physical, cultural, perceptual, economic).
- SS.7.4.11 identify geographic factors and cultural factors that block the movement of ideas and innovations.
- SS.7.4.12 analyze the growth of tourism and its impact on regional environments and culture.
- SS.7.4.13 analyze interconnections between regions (e.g., goods and services, music, language, religion).
- SS.7.4.14 identify how human processes impact the world's physical environment (e.g., pollution, clear-cutting, strip mining).
- SS.7.4.15 identify the world's climatic regions and the ways in which they influence lifestyle.
- SS.7.4.16 analyze renewable and nonrenewable resources (e.g., hydroelectric power and fossil fuels), and explain how technology affects the ways in which culture groups perceive and use their resources.

- SS.7.4.17 analyze the technological improvements in transportation and communication that have helped create a global society.
- SS.7.4.18 explain the common geographic factors associated with the development of world urban centers.
- SS.7.4.19 explain cooperation and conflict over control of the world's resources.
- SS.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.7.4.21 define culture in a geographic context (e.g., isolation, core area, movement).
- SS.7.4.22 investigate and describe new geographic frontiers such as the oceans, Antarctica and airspace.

Performance Descriptors (SS.PD.7.4)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in geography. The student uses precise geographic terminology in the construction and/or use of geographic tools to evaluate spatial data. The student makes predictions about future connections between regions of the world and how these connections will create new geographic boundaries. The student analyzes how physical and human interaction will shape the environment of the future.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in geography. The student uses precise geographic terminology in the construction and/or use of geographic tools to draw conclusions about spatial data. The student compares and contrasts geographic regions of the world and explains the connections between them. The student draws conclusions about how physical and human processes interact to shape the environment. The student describes the importance of new geographic frontiers.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in geography. The student uses appropriate geographic terminology in the construction and/or use of geographic tools to analyze spatial data. The student describes geographic regions of the world and the connections between them. The student explains how the physical and human processes interact to shape the environment. The student explains new geographic frontiers.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in geography. Performance needs further development. The student uses geographic terminology and/or geographic tools to collect information from spatial data. The student lists geographic regions of the world and describes the physical processes that shape the environment. The student recognizes new geographic frontiers.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in geography. Performance needs considerable development. The student names a few geographic terms and uses a few special purpose maps. The student can locate some regions of the world.

Standard 5: History (SS.S.5)

Students will:

- examine, analyze and explain historical relationships using chronology to sequence and organize events and people in history (Chronology);
- use the processes and resources of historical inquiry to gather, examine, 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 (Political Institutions).

History Objectives

Students will:

- SS.7.5.1 describe the development of early civilizations (e.g., Mesopotamia, Egypt, Greece, China, India).
- SS.7.5.2 draw world history conclusions from maps, globes, charts, posters, graphs and timelines.
- SS.7.5.3 identify conditions that have influenced or altered the movement of people throughout the world and time.
- SS.7.5.4 identify religious and secular celebrations observed around the world.
- SS.7.5.5 explain the role of racial and ethnic minorities, women and children in the advancement of civil rights.
- SS.7.5.6 compare and contrast the beliefs, religion and mythology of native cultures throughout the world.
- SS.7.5.7 explain what occurs when people from different regions interact.
- SS.7.5.8 draw conclusions about the effect of the environment on native cultures (e.g., Native Americans, Australian Aborigines, African Berbers).
- SS.7.5.9 use a variety of credible sources to construct and interpret the past.
- SS.7.5.10 describe the role geo-politics played in historic events.

Performance Descriptors (SS.PD.7.5)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in history. The student evaluates the significance of people, places, documents, ideas, and events in their correct period and context. The student analyzes the impact of migration on religions, governments, societies, cultures and draws conclusions about cultural assimilation. The student analyzes the extension of cultural assimilation and the effect on geo-politics of the twentieth century.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in history. The student explains the significance of people, places, documents, ideas and events in their correct period and context. The student explains the impact of migration on religions, government, societies and cultures and gives examples of cultural assimilation and the long lasting effects on political situations in the twentieth century.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in history. The student identifies significant people, places, documents, ideas and events in the correct period. The student traces and describes the effects of migration on religions, governments, societies and cultures past and present.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in history. Performance needs further development. The student identifies key people, places, documents and events in the correct historical period. The student describes migration and gives examples of the spread of religious, political and cultural beliefs.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in history. Performance needs considerable development. The student associates key people, places and events in the correct historical period. The student identifies major migration and how they spread religious, political and cultural beliefs.

Eighth Grade Social Studies Content Standards and Objectives

Eighth Grade: West Virginia Studies

The eighth grade program of study consists of a comprehensive course on West Virginia, from the Pre-Columbian period to present day. Special emphasis is placed on the interdependence of geographic, cultural, political, environmental and economic factors involved in the history of the state. Citizenship and how the citizen influences public policies will be emphasized. West Virginia teachers are responsible for analyzing the benefits of technology for learning and for integrating technology appropriately in the students' learning environment. See the related grade-level Technology Standards and Objectives.

Standard 1: Citizenship (SS.S.1)

Students will:

- describe, demonstrate and employ the civic dispositions of good citizenship (Civic Dispositions);
- develop a respect for symbols, ideas and concepts of the United States and describe 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);
- demonstrate and employ 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); and
- explain and practice the responsibilities, privileges and rights of United States citizens (Civic Life).

Citizenship Objectives

Students will:

- SS.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.8.1.2 identify and practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
- SS.8.1.3 analyze the effectiveness of selected public policies and citizen behaviors.
- SS.8.1.4 explain the relationship between policy statements and action plans used to address issues of public concern.
- SS.8.1.5 explain the political process and the opportunities for citizens to influence government.
- SS.8.1.6 locate, access, analyze, organize and apply information about selected public issues, recognizing and explaining multiple points of view.
- SS.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.8.1.8 analyze the influence of diverse forms of public opinion on the development of public policy and decision making.
- SS.8.1.9 examine the strategies designed to strengthen the common good, which consider a range of options for citizen action.
- SS.8.1.10 identify, analyze, evaluate and interpret sources and examples of the responsibilities, privileges and rights of citizens.
- SS.8.1.11 explain the role and importance of voting in the democratic process and practice the voting process by participating in a class/school/state mock election.
- SS.8.1.12 identify voting as a responsibility and right of citizens, and identify the legal voting age.
- SS.8.1.13 identify ways students can participate in the governance of their school and community.
- SS.8.1.14 develop and utilize a process to express opinion, resolve problems and/or seek assistance.
- SS.8.1.15 examine and analyze a local community and propose ways in which tourism can be developed.
- SS.8.1.16 develop a mock bill to promote tourism in West Virginia.

Performance Descriptors (SS.PD.8.1)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in citizenship. The student evaluates and predicts how citizen actions and civic participation influence public policy, action plans and public opinion reflecting the common good and the core democratic values of American democracy. The student evaluates citizen participation at the local, state and national level.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in citizenship. The student classifies citizen actions at the local, state, and national level. The student analyzes the effect of public opinion on the development of public policy and action plans reflecting the common good and the core democratic values of American democracy. The student analyzes citizen participation at the local, state and national level.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in citizenship. The student describes citizen actions and participation that influence public policy, action plans and public opinion reflecting the common good and the core democratic values of American democracy. The student describes citizen participation at the local, state and national level.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in citizenship. Performance needs further development. The student identifies citizen actions and participation that influence public policy, action plans, and public opinion reflecting the common good and the core democratic values of American democracy. The student identifies citizen participation at the local, state and national levels.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in citizenship. Performance needs considerable development. The student matches policy statements with citizen actions and lists ways citizens can participate at the local, state and national levels.

Standard 2: Civics/Government (SS.S.2)

Students will:

- identify, examine and analyze the purposes and basic principles of the United States government (Purposes of Government);
- explain, 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);
- identify, examine and explain the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics); and
- analyze how the world is organized politically and describe the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).

Civics/Government Objectives:

Students will:

- SS.8.2.1 analyze the division of powers and responsibilities of the executive, legislative and judicial branches of United States and West Virginia state government.
- SS.8.2.2 identify 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.8.2.3 examine the amendment process of the West Virginia Constitution.
- SS.8.2.4 explain and chart the process of how a bill becomes law in West Virginia (e.g., a bill to promote tourism).

- SS.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.8.2.6 identify various types of elections in West Virginia (e.g., primary/general, state/local, partisan/non-partisan).
- SS.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.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.8.2.9 identify and analyze individual rights and privileges protected by the United States and West Virginia constitutions and laws.
- SS.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.8.2.11 analyze conditions under which constitutional government flourishes.
- SS.8.2.12 compare and contrast rights and privileges of the individual citizen.
- SS.8.2.13 examine laws passed in a legislative session and list their impact (e.g., tourism, economy, education, health).

Performance Descriptors (SS.PD.8.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in civics/government. The student analyzes the structure and function of the governments of West Virginia and the United States. The student analyzes the purpose of taxation to determine its importance to the function of government. The student compares and contrasts the contributions of individuals and groups who have influenced the law-making process.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in civics/government. The student compares and contrasts the structure and function of the governments of West Virginia and the United States. The student describes the purpose of taxation to determine its importance to the function of government. The student describes the contributions of individuals and groups who have influenced the law-making process.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in civics/government. The student identifies the structure and function of the West Virginia and United States government. The student defines taxation and its importance to the government. The student lists individuals and their contributions to the law-making process

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in civics/government. Performance needs further development. The student differentiates between the organization of West Virginia and the United States governments. The student defines taxation and gives examples of how government uses tax revenue. The student names significant individuals and how they helped the law-making process.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in civics/government. Performance needs considerable development. The student names major branches of West Virginia government and the United States government. The student gives examples of taxation and how the government uses tax revenue. The student matches significant individuals to their contributions to the law-making process.

Standard 3: Economics (SS.S.3)

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);
- 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); and
- examine and evaluate the interdependence of global economies (Global Economies).

Economics Objectives

Students will:

- SS.8.3.1 describe how West Virginia's economic condition affects social conditions (e.g., employment, in/out migration).
- SS.8.3.2 define and explain the importance of West Virginia's renewable and non-renewable resources and how absentee ownership of these resources impacts the state's economy.
- SS.8.3.3 explain the benefits of trade to West Virginia's economy.
- SS.8.3.4 examine economic reasons for the decline of some communities in West Virginia and the economic growth of others.
- SS.8.3.5 determine the factors that caused West Virginia to become a leader in the production of salt, coal and electricity.
- SS.8.3.6 identify 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.8.3.7 describe and analyze the effects of national and state governmental actions on West Virginia's economy.
- SS.8.3.8 describe and analyze the importance of banking in West Virginia's economy (e.g., savings, interest, loans).
- SS.8.3.9 analyze and predict the changes in West Virginia's economy and people due to industrial development and debate the issue of industrialization vs. preserving history.
- SS.8.3.10 examine the effect of technological changes on West Virginia's economy (e.g., in employment, agriculture, tourism, education, industry).
- SS.8.3.11 identify the labor/management strategies that have affected West Virginia's economy (e.g., strikes, boycotts, yellow-dog contracts, injunctions, lock outs).
- SS.8.3.12 list some of the major industries in West Virginia and identify representative jobs under each (e.g., manufacturing, mining, tourism, health care).
- SS.8.3.13 describe the economic benefit of changing tourist attractions from seasonal to year round (e.g., Snowshoe).

Performance Descriptors (SS.PD. 8.3)■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in economics. The student applies economic principles (e.g., choices, institutions, factors of production, competition and global economies) to design an economic development plan for West Virginia that provides for the future development of infrastructure, industry, agriculture and human services. The student evaluates how the resource use and industrial development of occupational choices in West Virginia affect changes in labor/management.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in economics. The student explains economic principles (e.g., choices, institutions, factors of production, competition, global economies) and participates in designing an economic development plan for

West Virginia that provides for the future development of infrastructure, industry, agriculture and human services. The student explains how the resource use and industrial development of occupational choices in West Virginia affect changes in labor/management.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in economics. The student uses economic principles (e.g., choices, institutions, factors of production, competition, global economies) to suggest changes for future development of industry, agriculture and human services. The student describes how resource use and industrial development affect occupational choices and labor/management relations.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in economics. Performance needs further development. The student determines the effects of economic principles (e.g., choices, factors of production, competition) on employment.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in economics. Performance needs considerable development. The student gives examples of economic principles (e.g., choices, factors of production, competition) and relates them to employment opportunities.

Standard 4: Geography (SS.S.4)

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); and
- explain geographic perspective and the tools and techniques available for geographic study (Uses of Geography).

Geography Objectives:

Students will:

- SS.8.4.1 describe West Virginia's location in relationship to the Prime Meridian, Equator, Tropic of Cancer, Tropic of Capricorn, Arctic and Antarctic Circles.
- SS.8.4.2 identify West Virginia's location by latitude and longitude including degrees, minutes and seconds.
- SS.8.4.3 identify West Virginia's man-made and natural borders.
- SS.8.4.4 identify the four major geographic regions, major rivers, landforms and points of interest in West Virginia.
- SS.8.4.5 identify, analyze and discuss West Virginia's geographic regions through reading descriptive literature.
- SS.8.4.6 identify the location of West Virginia in relationship to neighboring states and the eastern United States.
- SS.8.4.7 identify the counties and major cities of West Virginia on a map.
- SS.8.4.8 cite reasons for the development of the West Virginia transportation system.
- SS.8.4.9 draw conclusions about climate, landforms and resources in West Virginia's regions using special purpose maps.
- SS.8.4.10 explain 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.8.4.11 describe West Virginia's climate and its effect on people's lives.

- SS.8.4.12 use a map to explain the settlement, exploration and population patterns of West Virginia in relation to geographic features.
- SS.8.4.13 identify the geographic factors that led to development of agriculture, coal, glass, chemical, metallurgical and tourism industries in West Virginia.
- SS.8.4.14 define region and list various regional configurations found in West Virginia (e.g., geographic, tourist, health, education).
- SS.8.4.15 identify the eight tourist regions of West Virginia.
- SS.8.4.16 explain how West Virginia's environment affects tourism.

Performance Descriptors (SS.PD.8.4)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in geography. The student evaluates ways that physical and cultural processes impact human environmental interaction in West Virginia. The student uses spatial information to draw conclusions about infrastructure and industry in West Virginia. The student predicts future population patterns of West Virginia in relation to geographic features and technological advances.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in geography. The student classifies the physical and cultural forces that impact the environment of West Virginia. The student uses a variety of resources including maps and fiction and non-fiction literature to analyze the importance of spatial information about infrastructure and industry in West Virginia. The student compares and contrasts exploration, settlement and population patterns of West Virginia's geographic regions in relation to geographic features and technological advances over time.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in geography. The student identifies the ways physical and cultural processes impact human environmental interaction in West Virginia. The student uses resources such as maps and literature to describe spatial information about infrastructure and industry in West Virginia. The student recognizes the exploration and settlement patterns of West Virginia in relation to geographic features and technological advances over time.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in geography. Performance needs further development. The student identifies the ways physical and cultural processes impact human environmental interaction in West Virginia. The student uses resources such as maps and literature to describe spatial information about infrastructure and industry in West Virginia. The student recognizes the exploration and settlement patterns of West Virginia in relation to geographic features and technological advances over time.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in geography. Performance needs considerable development. The student recognizes the environmental impact of people's actions on the state. The student labels political and physical features on a map of West Virginia, the United States and the world. The student recognizes exploration and settlement of West Virginia in relation to geographic features in the state.

Standard 5: History (SS.S.5)

Students will:

- examine, analyze and explain historical relationships using chronology to sequence and organize events and people in history (Chronology);
- use the processes and resources of historical inquiry to gather, examine, 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 (Political Institutions).

History Objectives:

Students will:

- SS.8.5.1 list reasons for exploration, routes and discoveries of major explorers on the western Virginia frontier.
- SS.8.5.2 sequence the events and incentives for Virginia's expansion west to the Ohio River.
- SS.8.5.3 compare and contrast French and English explorers, settlers and settlements on the western frontier.
- SS.8.5.4 sequence the events that led to the formation of the state of West Virginia.
- SS.8.5.5 identify characteristics of various Native American cultures in West Virginia from the pre-Columbian period to the arrival of Europeans.
- SS.8.5.6 identify the types of transportation that facilitated the growth of West Virginia and western expansion.
- SS.8.5.7 sequence and analyze the impact of contemporary social, economic and technological developments on people and culture in West Virginia and the United States.
- SS.8.5.8 describe and analyze the evolution of the labor movement in West Virginia and the United States.
- SS.8.5.9 identify the role of ethnic and racial minorities, women and children in West Virginia's history.
- SS.8.5.10 explain 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.8.5.11 draw conclusions about West Virginia and other areas from various types of charts, graphs, maps, pictures, models and timelines.
- SS.8.5.12 describe the cultural conflict between the Europeans and Native Americans as it relates to western Virginia.
- SS.8.5.13 explain the effect of immigration on the culture of West Virginia from European settlement through the early twentieth century.
- SS.8.5.14 identify 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.8.5.15 identify and explain the significance of historical experience and of geographical, social and economic factors that have helped to shape both West Virginian and American society.
- SS.8.5.16 describe 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.8.5.17 identify and locate places of historical importance in West Virginia that can be visited by tourists.
- SS.8.5.18 list fairs and festivals in West Virginia that can be attributed to the influence of various cultural groups who have settled in the state.

Performance Descriptors (SS.PD.8.5)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in history. The student evaluates and demonstrates a comprehensive understanding of the significance of people, places, documents, ideas, and events in their correct period and context of West Virginia history and their impact on future events. The student explains how the conflicts and differences within the state led to regionalism. The student analyzes how the economy, government, society, and diverse cultures influenced the formation and growth of the state. The student examines significant industry, labor, transportation and technology issues and proposes solutions to current problems in these areas. The student identifies music, literature and art that define the unique character of the state.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in history. The student explains the significance of people, places, documents, ideas and events in their correct period and context of West Virginia history. The student explains differences within the state and how these differences led to regionalism. The student explains the influence of economic development, the government and the diversity of society and cultures on the formation and growth of the state. The student researches industry, labor, transportation and technology to determine the origin of current situations and problems. The student identifies significant contributions in music, literature and art important to West Virginia.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in history. The student identifies significant people, places, documents, ideas and events in the correct period and context of West Virginia history. The student identifies differences within the state and how regions of the state are different. The student explains economic development, the government, and the diversity of society and cultures within the state. The student examines significant industry, labor, transportation and technology issues and describes the challenges facing West Virginia today. The student identifies significant contributions in music, literature and art by West Virginia artists.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in history. Performance needs further development. The student identifies key people, places, documents and events in the correct historical period of West Virginia history. The student names regions of the state and describes how they are different. The student names developments in industry, labor, transportation, and technology and how they have influenced the formation and growth of the state. The student names major music, literature and art of West Virginia.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in history. Performance needs considerable development. The student associates key people, places and events with the correct period of West Virginia history. The student identifies major regions of the state and significant industries of the region. The student traces the development of transportation, technology and labor and their significance to the formation and growth of the state. The student names major music, literature and art of West Virginia.

Ninth Grade Social Studies Content Standards and Objectives

Ninth Grade: United States Studies to 1900

This program of study follows 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 widely-differing environments were met by a diverse population. West Virginia teachers are responsible for analyzing the benefits of technology for learning and for integrating technology appropriately in the students' learning environment. See the related grade-level Technology Standards and Objectives.

Standard 1: Citizenship (SS.S.1)

Students will:

- describe, demonstrate and employ the civic dispositions of good citizenship (Civic Dispositions);
- develop a respect for symbols, ideas and concepts of the United States and describe 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);
- demonstrate and employ 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); and
- explain and practice the responsibilities, privileges and rights of United States citizens (Civic Life).

Citizenship Objectives

Students will:

- SS.9.1.1 compare and contrast various citizens' responses to controversial government actions.
- SS.9.1.2 explain the importance of the fundamental democratic values and principles of United States constitutional democracy upon individuals, communities and nations.
- SS.9.1.3 make informed decisions as to what government should and should not do.
- SS.9.1.4 explain how the interactions of citizens with one another monitor and influence the government.
- SS.9.1.5 evaluate ways conflicts can be resolved in a cooperative, peaceful manner that respects individual rights and promotes the common good.
- SS.9.1.6 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.9.1.7 define United States citizenship and evaluate the characteristics of citizenship.
- SS.9.1.8 evaluate, take and defend positions on issues regarding the criteria used for naturalization.
- SS.9.1.9 evaluate sources of information related to public policy issues.
- SS.9.1.10 examine projects of volunteer service.
- SS.9.1.11 assess and evaluate responsibilities, privileges and rights of United State citizens.

Performance Descriptors (SS.PD.9.1)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in citizenship. The student understands and cites evidence of civic life and demonstrates responsible citizenship in school and community. The student evaluates the role of government in promoting the common good, balancing liberty and equality, and protecting the rights of the individual, of groups and of minorities. The student analyzes historical and current conflicts, student and personal conflicts and suggests more effective means of resolution. The student analyzes citizen actions to influence and monitor government. The student keeps abreast of current public policy issues and cites historical evidence to support an informed opinion.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in citizenship. The student demonstrates responsible citizenship in school and community. The student explains government actions in promoting the common good and protecting individual rights. The student assesses and evaluates the effectiveness of the reasons why and the means by which citizens monitor and influence the United States government. The student explains historical and current conflicts, student and personal conflicts and the resolution process in various situations. The student explains debates and differences over individual rights and recalls methods of resolving the historical debates and offer substantiated solutions to current debates.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in citizenship. The student practices responsible citizenship. The student compares and contrasts government actions with regard to protecting individual rights and promoting the common good. The student explains how citizens can monitor and influence the United States government. The student explains issues and roles of citizens that have been controversial and how the government dealt with them. The student explains current issues on which citizens have different opinions and defends his/her own position.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in citizenship. Performance needs further development. The student practices responsible citizenship. The student identifies major government actions in promoting the common good and protecting rights of individuals. The student recalls examples of how citizens have monitored and influenced the United States government and suggests ways for citizens to do the same today. The student locates information on current issues.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in citizenship. Performance needs considerable development. The student practices responsible citizenship. The student names actions of government to resolve conflicts, protect individual rights and promote the good of all citizens. The student identifies current issues on which citizens have divided opinions. The student locates information on the identified current issues.

Standard 2: Civics/Government (SS.S.2)

Students will:

- identify, examine and analyze the purposes and basic principles of the United States government (Purposes of Government);
- explain, 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);
- identify, examine and explain the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics); and
- analyze how the world is organized politically and describe the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).

Civics/Government Objectives

Students will:

- SS.9.2.1 identify and describe the fundamental democratic principles and values in core American documents and identify the discrepancies between the expressed ideals and realities.
- SS.9.2.2 identify fundamental American democratic principles using primary sources and significant political speeches and writings.
- SS.9.2.3 explain the purpose of the United States government and analyze how its powers are acquired, used and justified.
- SS.9.2.4 summarize 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.9.2.5 explain the purpose, organization and functions of the legislative, executive and judicial branches, and analyze the separation of powers, checks and balances.
- SS.9.2.6 explain the steps required to amend the United States Constitution.
- SS.9.2.7 analyze the presidential election process, the continued use of the Electoral College and the order of presidential succession.
- SS.9.2.8 explain federalism and give examples of shared, delegated, reserved and implied powers.
- SS.9.2.9 summarize the Constitution and the Amendments.
- SS.9.2.10 analyze the fundamental ideas found in the nation's core documents and relate them to the subsequent periods in United States history.

- SS.9.2.11 evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.
- SS.9.2.12 evaluate, take and defend positions about the functions of political leadership and the importance of public service in American democracy.

Performance Descriptors (SS.PD.9.2)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in civics/government. The student analyzes primary documents and reads excerpts from philosophies and ancient scholars who influenced the founding fathers, making connections between the idea and the implementation in our democracy. The student compares and contrasts major types of political systems in relation to federalism. The student cites examples of leadership across the political spectrum.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in civics/government. The student analyzes both documents and philosophies that are the basis for United States democracy. The student relates the fundamental ideas in the nation's core documents to subsequent periods of United States history. The student accounts for citizen influence (both historical and current examples) on public policy.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in civics/government. The student summarizes the documents and philosophies that are the basis for United States democracy. The student gives examples of fundamental ideas from core national documents. The student explains methods used by citizens to influence public policy.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in civics/government. Performance needs further development. The student recalls the documents and philosophies that are the basis for United States democracy. The student identifies the fundamental ideas in the nation's core documents. The student lists methods citizens use to influence public policy.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in civics/government. Performance needs considerable development. The student names major parts of the Constitution, cites the functions of each branch and names current examples of the rights included in the Bill of Rights. The student identifies the levels of government and major responsibilities of each level and how each level of government affects the individual.

Standard 3: Economics (SS.S.3)

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);
- 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); and
- examine and evaluate the interdependence of global economies (Global Economies).

Economics Objectives

Students will:

- SS.9.3.1 determine the relationship between the law of supply/demand and production/consumption.
- SS.9.3.2 examine the role of the United States government in banking, finance and monetary systems.

- SS.9.3.3 describe how the United States economic system changed from mercantilism to free enterprise capitalism.
- SS.9.3.4 differentiate between various types of taxes and relate them to taxation controversies in the United States during their era.
- SS.9.3.5 describe the cause and effect relationship between the labor movement and industrialization in the United States.
- SS.9.3.6 explain the concept of capitalism and compare the basic components to those of socialism and communism.
- SS.9.3.7 identify and analyze the role of market factors in the settlement of the United States and the development of the free enterprise system.
- SS.9.3.8 analyze the effects of foreign trade and tariff policies on the United States.

Performance Descriptors (SS.PD.9.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in economics. The student distinguishes between monetary and fiscal policies and explains industrialization, the labor movement (including migration and immigration) and commerce patterns. The student uses primary sources and historical data to evaluate the impact of each on the creation and evolution of the United States economic system to 1900.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in economics. The student analyzes how the development of the banking system, taxation policies, industrialization, the labor movement and trade policies affected the creation/evolution of the United States economic system. The student explains immigration and migration patterns to 1900.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in economics. The student describes the development of mercantilism, the banking system, industrialization, the labor movement and taxation and trade policies in the creation and evolution of the United States economic system. The student identifies immigration and migration patterns to 1900.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in economics. Performance needs further development. The student compares and contrasts mercantilism and free enterprise/capitalism. The student identifies the requirements for industrialization and explains how taxation and trade policies affect the economy. The student traces immigration and migration patterns to 1900.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in economics. Performance needs considerable development. The student identifies mercantilism, free enterprise and requirements for industrialization. The student recognizes taxes and tariffs and matches them to an effect or end result. The student defines immigration and migration and give examples of each.

Standard 4: Geography (SS.S.4)

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); and

- explain geographic perspective and the tools and techniques available for geographic study (Uses of Geography).

Geography Objectives

Students will:

- SS.9.4.1 locate major meridians of longitude and parallels of latitude.
- SS.9.4.2 locate states and capitals, landforms and major events in United States history.
- SS.9.4.3 analyze the role of mental maps in the movement of people across the United States.
- SS.9.4.4 use the most appropriate maps and graphics in an atlas to answer specific questions about geographic issues (e.g., topography, transportation routes).
- SS.9.4.5 evaluate the effects of population growth on urbanization.
- SS.9.4.6 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.9.4.7 explain the impact of health and cultural considerations on the quality of life over different historical time periods.
- SS.9.4.8 analyze the relationship of Native American cultures to their physical environment.
- SS.9.4.9 describe geographic differences that contributed to economic development and regionalism prior to the Civil War.
- SS.9.4.10 identify and describe major landforms, cities, rivers and climate areas of the United States and compare to those throughout the world.
- SS.9.4.11 explain settlement, population patterns and the growth of service centers from reading and interpreting maps, graphs and charts.
- SS.9.4.12 analyze the impact of the environment, including the location of natural resources, on immigration and settlement patterns.
- SS.9.4.13 describe the socioeconomic changes that occur in regions that experience population change.
- SS.9.4.14 analyze and explain the human impact on the environment throughout the American experience.
- SS.9.4.15 analyze the ways in which physical and human features have influenced the evolution of significant historic events and movements.

Performance Descriptors (SS.PD.9.4)

■ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in geography. The student evaluates the interrelationship of physical and human geography and their impact on historical events and social movements. The student analyzes human and physical characteristics of place and their relationship to the development of culture. The student applies the geographic perspective through the construction and use of tools and techniques.

■ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in geography. The student breaks down the physical and human characteristics of geography and analyzes their impact on historical events and social movements. The student explains the relationship of place and the development of culture. The student uses geographic tools and techniques.

■ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in geography. The student distinguishes between the physical and human characteristics of geography and explains the impact on historical events and social movements. The student identifies geographic tools and techniques and, with direction, applies them to specific content and situations.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in geography. Performance needs further development. The student identifies physical and human characteristics of geography. The student identifies major effects of geography on historical events and social movements. With prompting and direction, the student uses geographic tools and techniques.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in geography. Performance needs considerable development. The student separates physical characteristics from human characteristics of geography. The student identifies major events of history that were influenced by geographic factors. With direct supervision, the student uses geographic tools and techniques.

Standard 5: History (SS.S.5)

Students will:

- examine, analyze and explain historical relationships using chronology to sequence and organize events and people in history (Chronology);
- use the processes and resources of historical inquiry to gather, examine, 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 (Political Institutions).

History Objectives:

Students will:

- SS.9.5.1 describe life in America before the 17th century.
- SS.9.5.2 analyze and explain the contacts that occurred between Native Americans and European settlers during the age of discovery.
- SS.9.5.3 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.9.5.4 explain and sequence the effects of European empire building, and explain how it led to the American Revolution.
- SS.9.5.5 identify and explain problems between the British government and the American colonies (e.g., sovereignty of Parliament, taxation, trade restrictions).
- SS.9.5.6 describe and analyze the content of the Declaration of Independence and the factors which led to its creation.
- SS.9.5.7 analyze, explain and sequence major events and ideas of the Revolutionary War.
- SS.9.5.8 analyze and evaluate the United States Constitution and the Bill of Rights and describe challenges faced by the new United States government.
- SS.9.5.9 identify the Constitution as a response to the political, economic and social conditions that existed after the American Revolution.
- SS.9.5.10 explain the major challenges faced by the framers of the Constitution, and describe the compromises reached at the Constitutional Convention.
- SS.9.5.11 evaluate the effects of nationalism on the constitutional, political, economic and foreign policy issues faced by the United States in its formative years.
- SS.9.5.12 identify and explain the impact of United States Supreme Court decisions (e.g., Marbury v. Madison, McCullough v. Maryland, Dred Scott, Plessy v. Ferguson).
- SS.9.5.13 describe and explain the growth and change in the United States from 1801 to 1861.
- SS.9.5.14 identify and explain the factors that led to exploration, settlement and expansion across the United States.
- SS.9.5.15 assess the effects of United States policies on Native Americans.
- SS.9.5.16 describe the institution of slavery and its effect on the political, economic and social development of the United States.

- SS.9.5.17 compare and contrast the political, economic and social conditions in the United States before and after the Civil War.
- SS.9.5.18 analyze and sequence the causes and effects of the major events of the Civil War and reconstruction.
- SS.9.5.19 describe the effects of technological change on the United States (e.g., agriculture, transportation, industry, labor, society).
- SS.9.5.20 analyze and describe the goals and actions of reformers and reform movements (e.g., women's rights, minorities, temperance, prisons, hospitals, schools).
- SS.9.5.21 describe the influence and impact of diverse cultures on United States society and their assimilation into American life.
- SS.9.5.22 explain the development of representative democracy in the United States.
- SS.9.5.23 explain major conflicts in terms of causes and consequences.
- SS.9.5.24 identify, 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.9.5.25 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.9.5.26 develop skills in discussion, debate and persuasive writing by analyzing historical situations and events to 1900.

Performance Descriptors (SS.PD.9.5)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in history. The student evaluates and demonstrates a comprehensive understanding of the significance of key people, places, documents, ideas and events in their correct historical period and context, and their impact on future events. The student critiques the effects of expansion, conflict and emerging technologies in creating a new nation. The student demonstrates knowledge of the framework and workings of the federal government and analyzes changes in actions of government with historical perspective. The student develops well-reasoned arguments regarding critical issues.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in history. The student analyzes the significance of people, places, documents, ideas and events in their correct historical period and context and their impact on future events. The student determines the effects of expansion, conflict and emerging technologies in creating a new nation. The student analyzes the Constitution as a "living document" and evaluates changes in government actions with historical perspective. The student develops supported arguments regarding critical themes and issues.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in history. The student explains key people, places, documents and events and identifies their impact on future events. The student explains causes and effects of expansion, conflict and emerging technologies in creating a new nation. The student explains the development of the federal government and analyzes governmental actions.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in history. Performance needs further development. The student identifies people, places, documents, and events in their correct historical period. The student traces the origins of major events to their historical roots. The student identifies causes and effects of expansion, conflicts and major changes/advances in technology. The student recognizes major changes in the responsibilities and actions of the federal government.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in history. Performance needs considerable development. The student identifies significant people, places, events and core documents of our democracy. The student names major conflicts and significant inventions in technology. The student identifies the branches of government and the changing responsibilities of government.

Tenth Grade Social Studies Content Standards and Objectives

Tenth Grade: World Studies to 1900

This study of the world emphasizes the historic, economic, geographic, political, and social structure of various 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. Geography/map skills and critical thinking skills are emphasized. West Virginia teachers are responsible for analyzing the benefits of technology for learning and for integrating technology appropriately in the students' learning environment. See the related grade-level Technology Standards and Objectives.

Standard 1: Citizenship (SS.S.1)

Students will:

- describe, demonstrate and employ the civic dispositions of good citizenship (Civic Dispositions);
- develop a respect for symbols, ideas and concepts of the United States and describe 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);
- demonstrate and employ 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); and
- explain and practice the responsibilities, privileges and rights of United States citizens (Civic Life).

Citizenship Objectives

Students will:

- SS.10.1.1 describe the evolution of the roles and responsibilities of individuals and groups leading to the formation of nation states.
- SS.10.1.2 analyze the reasons for and the consequences of the breakdown of order among nations and the impact on the lives of individuals.
- SS.10.1.3 analyze the nature of civic responsibility in various cultures.
- SS.10.1.4 analyze the causes of conflict and propose resolutions.
- SS.10.1.5 participate in a project of volunteer service.

Performance Descriptors (SS.PD.10.1)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in citizenship. The student evaluates roles of citizens and non-citizens in world civilizations and compares them to the changing nature of United States citizenship to 1900. Using historical and cultural perspective, the student critiques the breakdown of governments and conflicts among nations and the resultant effects on individuals. The student practices responsible citizenship in school and community.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in citizenship. The student compares roles of citizens and non-citizens in world civilizations and analyzes the changing roles of United States citizens to 1900. The student analyzes the failure of governments to maintain order and conflicts among nations and their impact on individuals. The student practices responsible citizenship in school and community.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in citizenship. The student explains the roles of citizens in other nations and the changing roles of United States citizens to 1900. The student explains conflicts between nations and how individuals reacted to these conflicts. The student explains the expected roles of citizens in the United States and practices citizenship in school and community.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in citizenship. Performance needs further development. The student explains the role of citizenship in various nations before 1900. Students explain major conflicts between nations and how they were resolved. The student explains the expected roles of citizens in the United States and practices responsible citizenship in school and community.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in citizenship. Performance needs considerable development. The student identifies roles of citizens in various nations before 1900. The student explains major conflicts among nations. The student explains the expected roles of citizens in the United States and practices responsible citizenship in school and community.

Standard 2: Civics/Government (SS.S.2)

Students will:

- identify, examine and analyze the purposes and basic principles of the United States government (Purposes of Government);
- explain, 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);
- identify, examine and explain the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics); and
- analyze how the world is organized politically and describe the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).

Civics/Government Objectives

Students will:

- SS.10.2.1 evaluate diverse ideas about the purposes of government.
- SS.10.2.2 identify and analyze the contributions of the classical civilizations to the development of the United States Constitution.
- SS.10.2.3 explain world historical events that affected the development of representative democracy in the United States and other countries.
- SS.10.2.4 analyze how the United States has influenced other nations and how other nations have influenced the American political process and society.
- SS.10.2.5 compare, contrast and evaluate alternative ways of organizing constitutional governments.
- SS.10.2.6 identify significant political philosophers and their contributions.

Performance Descriptors (SS.PD.10.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in civics/government. The student evaluates the impact and influence of classical civilizations on the development of the United States government and political processes. The student compares and contrasts various types of constitutional governments and the influence of the United States on other nations.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in civics/government. The student analyzes the influence of classical civilizations and various nations on the United States government and the political process. The student compares constitutional governments and analyzes the influence of the United States on other nations.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in civics/government. The student identifies examples of how classical civilizations and other nations have influenced the political process and government. The student cites differences in constitutional governments and influences of the United States on other nations.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in civics/government. Performance needs further development. The student names significant contributions of classical civilizations and other nations to the development of the United States government. The student names fundamental characteristics of constitutional governments.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in civics/government. Performance needs considerable development. The student cites examples of influence from classical civilizations and other nations on the development of the United States government. The student names examples of constitutional governments and explains features of the United States constitutional government.

Standard 3: Economics (SS.S.3)

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);
- 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); and
- examine and evaluate the interdependence of global economies (Global Economies).

Economics Objectives

Students will:

- SS.10.3.1 define and illustrate the trade patterns of regions of the world across time.
- SS.10.3.2 describe and analyze how various societies developed economic systems.
- SS.10.3.3 analyze the role of exchange/trade systems as economic systems developed.
- SS.10.3.4 compare and contrast fiscal policies of several world societies.
- SS.10.3.5 identify the causal relationship of economic changes and their effects on the job market (e.g., supply and demand, technology, industrialization).
- SS.10.3.6 describe and explain global economic interdependence and competition and their influence on national and international policies.

Performance Descriptors (SS.PD.10.3)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in economics. The student analyzes global economic interdependence, applying economic concepts. The student analyzes economic choices in a community.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in economics. The student analyzes cause/effect relationships in economic change and compares and contrasts economic systems. The student analyzes the role of exchange and trade systems. The student describes global economic interdependence.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in economics. The student identifies cause/effect in economic change, describes the development of economic systems and trade patterns, and compares and contrasts fiscal policies in several world societies. The student describes global economic interdependence.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in economics. Performance needs further development. The student defines economic change and gives examples. The student identifies economic systems and trade patterns in major world societies. The student cites examples of global economic interdependence.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in economics. Performance needs considerable development. The student recognizes economic changes. The student identifies major economic systems and trade patterns in major world societies. The student defines global economic interdependence.

Standard 4: Geography (SS.S.4)

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); and
- explain geographic perspective and the tools and techniques available for geographic study (Uses of Geography).

Geography Objectives

Students will:

- SS.10.4.1 read and interpret information using maps, graphs and charts.
- SS.10.4.2 identify and label geographic features of the continents (e.g., plateaus, high points, low points, bodies of water major river valleys).
- SS.10.4.3 identify world language patterns.
- SS.10.4.4 describe the evolution of significant world trade routes.
- SS.10.4.5 describe and analyze the migration of people during this era.
- SS.10.4.6 identify world resources and explain how the location of resources influenced economic development and the global economy.
- SS.10.4.7 identify the effect of geographic features, including climate, upon the environment.

- SS.10.4.8 explain the development of major political boundaries of the world and relate these to the theme of geo-politics.
- SS.10.4.9 identify and analyze the physical and cultural patterns of settlement.
- SS.10.4.10 identify and explain geographic reasons for the development of major world cities and trends in urban population growth.
- SS.10.4.11 locate and identify major world rivers, climate areas and rain forests.

Performance Descriptors (SS.PD.10.4)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in geography. The student interprets, constructs and uses geographic tools to analyze and classify spatial information to further their understanding of geographic perspective. The student interprets the physical and human factors that determine a region.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in geography. The student interprets and uses geographic tools to analyze and classify spatial information to further their understanding of geographic perspective. The student explains and analyzes physical and human factors responsible for the characteristics of regions.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in geography. The student uses geographic tools to explain spatial information. The student identifies physical and human factors responsible for the characteristics of regions.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in geography. Performance needs further development. The student uses geographic tools to locate places and landforms. The student identifies both physical and human characteristics of various regions.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in geography. Performance needs considerable development. The student uses maps and globes to locate well-known places and major landforms. The student identifies characteristics of geographic regions, separating the characteristics into human and physical categories.

Standard 5: History (SS.S.5)

Students will:

- examine, analyze and explain historical relationships using chronology to sequence and organize events and people in history (Chronology);
- use the processes and resources of historical inquiry to gather, examine, 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 (Political Institutions).

History Objectives

Students will:

- SS.10.5.1 examine the contributions of different historical periods through art and literature.
- SS.10.5.2 describe the changes in the status of women and children throughout different historical periods.
- SS.10.5.3 read and interpret historical charts, tables, graphs, narratives, primary source documents, political cartoons and timelines.

- SS.10.5.4 identify and explain the effects of significant political developments and trends in the world before 1900.
- SS.10.5.5 identify and evaluate the interaction of early humans with their environment.
- SS.10.5.6 explain the causes for the rise and decline of ancient civilizations (e.g., the river civilizations, Greek, Roman, Indian and Chinese).
- SS.10.5.7 explain the basic tenets of major world religions and philosophies, their places of origin and the status of those religions today.
- SS.10.5.8 describe the location, unique contributions and characteristics of Arab/Islamic society.
- SS.10.5.9 explain feudalism and its effects on the development of societies around the world.
- SS.10.5.10 identify and evaluate the political and economic roles and the cultural contributions of religious institutions in medieval society.
- SS.10.5.11 compare and contrast the acceptance of diversity in hierarchical societies.
- SS.10.5.12 analyze and assess the concept of nation building (e.g., city states, Rome, rise of European nation states).
- SS.10.5.13 relate the worth of the individual in society to the growth of the concept of the Renaissance man.
- SS.10.5.14 describe how European needs/wants for foreign products contributed to the Age of Exploration.
- SS.10.5.15 describe the role of the Enlightenment in European society.
- SS.10.5.16 analyze the cause of the Crusades and the effects on regions involved.
- SS.10.5.17 analyze the historical developments of the Protestant Reformation including the effects of theology, politics and economics.
- SS.10.5.18 identify and assess the Agricultural and Industrial revolutions.
- SS.10.5.19 analyze and assess the impact of political revolutions on society (e.g., French, Italian, German, Latin American).
- SS.10.5.20 compare and contrast the American and French revolutions and their aftermaths.
- SS.10.5.21 explain reasons for and consequences of the breakdown of order among nation states.
- SS.10.5.22 identify legal documents/systems which influenced western civilization.
- SS.10.5.23 compare and contrast absolute and constitutional monarchies and identify representative leaders of each.
- SS.10.5.24 identify and assess foreign colonization.

Performance Descriptors (SS.PD.10.5)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in history. The student examines, evaluates and demonstrates a comprehensive understanding of the significance of people, places, documents, ideas and events in their correct historical period and context and their impact on future events. The student analyzes cultures, economies and political systems and assesses their impact on regional, national and international relations that led to conflict and/or cooperation and change.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in history. The student analyzes and demonstrates an understanding of the significance of people, places, documents, ideas and events in their correct historical period and context and how they may impact future events. The student explains cultures, economies and political systems and determines their impact on regional, national and international relations that led to conflict and/or cooperation and change.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in history. The student identifies key people, places, documents and events in their correct historical period. The student describes characteristics of cultures, economies and political systems. The student identifies the reasons for and explains major regional, national and international conflicts and/or cooperation and change.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in history. Performance needs further development. The student identifies key people, places and events within a historical period. The student explains major regional, national and international conflicts and/or cooperation and change.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in history. Performance needs considerable development. The student associates key people, places and events with a historical period. The student identifies defining characteristics of major world cultures, economies and political systems. The student names major regional, national and international conflicts and/or cooperation.

Eleventh Grade Social Studies Content Standards

Eleventh Grade: Twentieth / Twenty-First Centuries Studies

The focus of this course is to identify and study the interaction of geographic, political, economic and historical factors. Such factors provide students a framework to examine and appreciate the changing nature of societies and the increasing interdependency of the United States and the world. Students will contrast and evaluate past and present world concerns and hypothesize about problems and solutions for the future. Students will realize the importance of well-informed citizens in a diverse society and their place in the democratic process. Global economic independence and its impact on the individual person will be emphasized. West Virginia teachers are responsible for analyzing the benefits of technology for learning and for integrating technology appropriately in the students' learning environment. See the related grade-level Technology Standards and Objectives.

Standard 1: Citizenship (SS.S.1)

Students will:

- describe, demonstrate and employ the civic dispositions of good citizenship (Civic Dispositions);
- develop a respect for symbols, ideas and concepts of the United States and describe 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);
- demonstrate and employ 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); and
- explain and practice the responsibilities, privileges and rights of United States citizens (Civic Life).

Citizenship Objectives:

Students will:

- SS.11.1.1 discuss ways citizens can work cooperatively to resolve personal, local, regional, and world conflicts peacefully.
- SS.11.1.2 analyze and evaluate the influence of citizen action on public policy and law making.
- SS.11.1.3 analyze the changing nature of civic responsibility.
- SS.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.11.1.5 evaluate historical and contemporary political communication using such criteria as logical validity, factual accuracy and emotional appeal.
- SS.11.1.6 participate in a project of volunteer service.
- SS.11.1.7 identify and explain the importance of the personal and political responsibilities, privileges and rights of citizens.
- SS.11.1.8 explain the concept of civil disobedience, provide examples and evaluate its use.

Performance Descriptors: (SS.PD.11.1)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in citizenship. The student analyzes the changing nature of civic responsibility in personal, regional, national and international problems. The student explains political philosophies and connects actions with a belief, goal or association. The student analyzes and evaluates the actions and reactions of citizens to historical and contemporary problems. The student formulates arguments and makes predictions based on collected data. The student participates in civic responsibility beyond the school.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in citizenship. The student identifies and explains basic political philosophies and analyzes actions and reactions of citizens to determine the basic belief, goal or association. The student identifies personal, regional, national and international problems in terms of political activity based on philosophy. The student defends his/her position on controversial issues. The student participates in school and community activities beyond the school.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in citizenship. The student explains responsible citizen behavior, including rights, responsibilities, and privileges in addressing personal, regional, national and international problems. The student traces actions and reactions of citizens to historical and contemporary situations to a belief, goal or association. The student summarizes pro and con arguments on significant issues. The student participates in school and community activities.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in citizenship. Performance needs further development. The student identifies actions of citizens to personal, regional, national and world problems. The student compares actions and reactions of citizens from different parts of the world to historical and contemporary problems. The student distinguishes between pro and con sides of arguments on significant issues. The student participates in school activities.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in citizenship. Performance needs considerable development. The student identifies rights, responsibilities and privileges of citizens from different areas of the world. The student compares how citizens in other areas of the world act and react to how citizens in the United States act and react to historical and contemporary situations. The student participates in school activities.

Standard 2: Civics/Government (SS.S.2)

Students will:

- identify, examine and analyze the purposes and basic principles of the United States government (Purposes of Government);
- explain, 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);
- identify, examine and explain the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics); and
- analyze how the world is organized politically and describe the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).

Civics/Government Objectives

Students will:

- SS.11.2.1 explain the reasons for amendments ratified since 1900 and analyze their effects on American society.
- SS.11.2.2 explain the role of the president in the formation of national and foreign policy.
- SS.11.2.3 critique the interaction of the three branches of the federal government in an increasingly complex society.
- SS.11.2.4 analyze the election process and the role of political parties and special interest groups.
- SS.11.2.5 evaluate the formation, role and impact of third parties in the United States.
- SS.11.2.6 examine historical and current conflicts and crises and compare resolutions within the framework of constitutional and totalitarian systems of government.
- SS.11.2.7 analyze judicial review and the procedure used to render decisions.
- SS.11.2.8 analyze the changing nature of federalism and the growth of national government.
- SS.11.2.9 critique the purposes and performance of international governmental and non-governmental organizations.

Performance Descriptors (SS.PD.11.2)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in civics/government. The student analyzes the Constitution as a "living document" and critiques the actions of the three branches of government. The student analyzes these actions as based on the original intent of the framers or natural evolution of the American society. The student analyzes the role of political parties in democratic and totalitarian systems.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in civics/government. The student explains the Constitution as a "living document" and names examples of actions of the three branches of government that have made significant changes in United States. The student compares the roles of political parties in democratic and totalitarian systems.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in civics/government. The student names examples of significant changes in the Constitution and the Bill of Rights and explains major roles of the three branches of government in making changes in United States. The student describes political parties and how they work in democratic and totalitarian systems.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in civics/government. Performance needs further development. The student identifies major changes in the powers of the federal government and significant changes in the Bill of Rights. The student compares major political parties in major nations of the world.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in civics/government. Performance needs considerable development. The student identifies the major responsibilities of the federal government. The student cites examples of major changes in government activities and citizen rights/responsibilities. The student identifies major political parties in the United States and major world nations.

Standard 3: Economics (SS.S.3)

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);

- 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); and
- examine and evaluate the interdependence of global economies (Global Economies).

Economics Objectives

Students will:

- SS.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.11.3.2 compare/contrast the provision of services in developed and developing nations (e.g., health care, education, military).
- SS.11.3.3 explain monetary policy and its effect on society.
- SS.11.3.4 explain the business cycle and how different political systems formulate policy.
- SS.11.3.5 analyze the causes and consequences of the United States' national debt and its effect on the world economic system.
- SS.11.3.6 apply Gross Domestic Product and per capita income calculations to compare the economies of different nations.
- SS.11.3.7 analyze how basic economic systems deal with supply/demand, investment/capital, savings, and labor/labor unions.
- SS.11.3.8 analyze and evaluate the economies of developing nations.
- SS.11.3.9 explain the impact of technology and industrialization on the development of mass production and mass consumption.
- SS.11.3.10 assess national and international economic interdependence.
- SS.11.3.11 predict the outcomes of changes in all types of taxation (e.g., property, income, sales).

Performance Descriptors (SS.PD.11.3)

■ **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in economics. The student evaluates the impact of industrialization and technology on economic development. The student draws conclusions regarding the affects of fiscal policies on private sector growth within the different economic systems throughout the world.

■ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in economics. The student analyzes the impact of industrialization and technology on economic development and explains the effects of fiscal policies and private sector development within different economic systems throughout the world.

■ **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in economics. The student explains the effects of industrialization and technology. The student explains fiscal policies and private sector development. The student describes the impact of different economic systems on lifestyles.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in economics. Performance needs further development. The student describes advancements in technology and the impact on industrialization. The student defines fiscal policies and private sector development. The student describes lifestyles in different economic systems.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in economics. Performance needs considerable development. The student defines industrialization and lists advancements in technology. The student distinguishes between lifestyles in different economic systems.

Standard 4: Geography (SS.S.4)

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); and
- explain geographic perspective and the tools and techniques available for geographic study (Uses of Geography).

Geography Objectives:

Students will:

- SS.11.4.1 read and interpret maps, graphs, charts, cartoons and timelines.
- SS.11.4.2 identify and locate the places significant to each period of study.
- SS.11.4.3 transform primary data into maps, graphs and charts.
- SS.11.4.4 relate and interpret the importance of geographic factors to social, political, economic and technological change (e.g., describe how West Virginia's geography has influenced laws that impact business, including tourism, as well as the quality of life in the state).
- SS.11.4.5 identify United States settlement patterns after 1900 and draw conclusions about causes and effects.
- SS.11.4.6 analyze and assess the impact of human decision-making and technology on the environment.
- SS.11.4.7 interpret and assess the impact of predictable annual climate change (e.g., monsoon, flooding).
- SS.11.4.8 interpret and assess the impact of unpredictable environmental changes (e.g., earthquakes, El Nino, drought, flooding).
- SS.11.4.9 apply geographic factors/features in relationship to development of civilizations.
- SS.11.4.10 relate and interpret 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.11.4.11 predict how physical and human geographic features influence the evolution of significant historic events and movements.

Performance Descriptors (SS.PD.11.4)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in geography. The student uses geographic perspectives, skills, and content knowledge to analyze international relationships since 1900 with regard to cultural and environmental change.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in geography. The student explains geographic data to understand human-environment relationships with regard to resources and historic events since 1900. The student draws conclusions about the impact of technology in connecting the United States to other places in the global community.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in geography. The student uses geographic data to understand human-environment relationships since 1900. The student explains the impact of technology in connecting the United States to other parts of the world.

■ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in geography. Performance needs further development. The student uses basic geographic tools to describe the environment and human activities that affect the environment. The student identifies advances in technology that make world communication more effective.

■ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in geography. Performance needs considerable development. The student uses basic geographic tools to identify geographic environments and human activities that affect the environment. The student identifies advances in technology that improved communication.

Standard 5: History (SS.S.5)

Students will:

- examine, analyze and explain historical relationships using chronology to sequence and organize events and people in history (Chronology);
- use the processes and resources of historical inquiry to gather, examine, 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 (Political Institutions).

History Objectives

Students will:

- SS.11.5.1 analyze and explain the response of the United States and the world to industrialization and urbanization.
- SS.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.11.5.3 critique United States immigration policies and assess the contributions of immigrant groups and individuals.
- SS.11.5.4 analyze and explain the political, social and economic importance of World War I.
- SS.11.5.5 analyze and explain the effects of the Great Depression on worldwide economic conditions.
- SS.11.5.6 identify the major goals and analyze the impact of the New Deal.
- SS.11.5.7 analyze and evaluate the major causes, events, personalities and effects of World War II.
- SS.11.5.8 explain and assess the economic, social and political transformation of the United States since World War II.
- SS.11.5.9 analyze and explain United States and world foreign policy since World War II.
- SS.11.5.10 describe the development and impact of the United States' labor movement.
- SS.11.5.11 trace and analyze the world labor movement and its political, social and economic effects.
- SS.11.5.12 investigate concerns, issues and conflicts related to universal human rights (e.g., Holocaust, diversity, tolerance, genocide).
- SS.11.5.13 compare and contrast worldwide de-colonization and independence movements in the twentieth century (e.g., Israel, India, Indo-China, third world countries).
- SS.11.5.14 sequence and assess the development of civil rights in the United States and the world and describe the contributions of significant civil rights leaders.
- SS.11.5.15 research the origins and implications of the nuclear age and the Cold War.
- SS.11.5.16 explain the rise of Communism and describe its current status, including the breakup of the Soviet Union.
- SS.11.5.17 identify and analyze the causes and consequences of regional conflicts (e.g., Middle East, Latin America, Africa, Europe).
- SS.11.5.18 identify and analyze the effects of extremists and terrorists within and among nations, and predict their future effects.
- SS.11.5.19 describe the effect of technology and its impact in creating a global community (e.g., computers, space exploration, medicine).

- SS.11.5.20 explain how emerging nations influence world events.
- SS.11.5.21 compare and evaluate the impact of stereotyping, conformity, acts of altruism and other behaviors on individuals and groups.
- SS.11.5.22 explain how language, art, music and other cultural elements can facilitate global understanding.
- SS.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.11.5.24 evaluate, take and defend positions on foreign policy issues in light of American national interests, values and principles.
- SS.11.5.25 compare and contrast Fascism, Nazism and Communism.
- SS.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.11.5.27 analyze the goals and actions of reformers and reform movements (e.g., social, economic, political).
- SS.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.

Performance Descriptors (SS.PD.11.5)

- **Distinguished**

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in history. The student evaluates the significance of people, places, ideas, documents, events and movements in the correct historical period and context and their impact on future events. The student explains cultural patterns, economic and political systems and advances in technology, communication and transportation and the levels of development in various world areas. The student explains regional, national and international relations and critiques their impact on world interdependence.

- **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in history. The student analyzes the significance of people, places, ideas, documents, events and movements in the correct historical period and context to determine an effect on future events. The student explains cultural patterns, economic and political systems, advances in technology, communication, and transportation and compares the development of each in various world areas. The student explains regional, national and international relations and their impact on world interdependence.

- **Mastery**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in history. The student explains the significance of people, places, documents, events and movements in the correct historical period and context. The student describes cultures, economies and political systems and advances in technology, communication and transportation. The student identifies regional, national and international events that have an impact on world interdependence.

- **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in history. Performance needs further development. The student identifies key people, places, events, documents and movements in the correct historical period. The student names defining characteristics of major world cultures, economies and political systems. The student names significant advances in technology, communication and transportation. The student describes significant examples of international conflict and cooperation.

- **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in history. Performance needs considerable development. The student places key people, places, events and movements in the correct historical period. The student names major economies and political systems and significant advances in technology, communication and transportation. The student identifies significant examples of international conflict and cooperation.

Civics/Government

Responsible participatory citizenship, an understanding of the workings of our government and sound financial literacy are essential to the preservation and improvement of American constitutional democracy. Students rely on knowledge attained and skills developed in their previous courses of United States and World Studies as a foundation for the Civics/Government course. In this course, students develop the knowledge, skills and dispositions to engage in civic life, financial literacy, politics and government and analyze the personal, political and economic roles of responsible citizens in American democracy. Students explain and give examples of the traits of public character of informed, effective and responsible citizens and demonstrate through explanation and example how responsible citizens interact, monitor and influence public policy.

Standard 1: Citizenship (SS.S.1)

Students will:

- Demonstrate 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).
- Interpret the disposition of good citizenship, as it is perceived in the rights, privileges, responsibilities and duties of a citizen.
- Develop civic judgments, support positions, and evaluate the validity of all viewpoints.
- Demonstrate participatory skills as involved citizens through public policy research and analysis; then proceed to monitor and influence public policy decisions.

Citizenship Objectives:

Students will:

- SS.12.1.1 Use a rational decision-making process as an actively involved citizen
- SS.12.1.2 Explain the roles of citizens in influencing and monitoring public policy at the local, state, and national levels.
- SS.12.1.3 Explain the factors involved in the formulation of public policy at the local, state and national levels.
- SS.12.1.4 Actively influence and monitor public policy at the local, state, and national levels.
- SS.12.1.5 Describe and analyze the rights, privileges, responsibilities and duties of active civic participants.
- SS.12.1.6 Explain how political parties, campaigns, and elections provide opportunities for citizens to participate in the political process.
- SS.12.1.7 Explain that a primary purpose of American government is the protection of personal, political, and economic rights of citizens.
- SS.12.1.8 Examine the characteristics of citizens' rights, and explain why reasonable limitations are sometimes necessary.
- SS.12.1.9 Evaluate and participate in public policy decisions.
- SS.12.1.10 Demonstrate how to work with others to build coalitions, seek consensus, negotiate compromises and manage conflict.
- SS.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.12.1.12 Evaluate, take and defend a position regarding the rights, privileges, responsibilities, and duties of American citizens when the conflicts arise.
- SS.12.1.13 Support the need for political leadership, public service, and a knowledgeable citizenry in American constitutional democracy.

Citizenship Performance Descriptors: (SS.PD.12.1)

▪ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in citizenship. The student supports the primary purpose of the American constitutional government. The student applies the personal, political and economic roles of involved citizens in American democracy to design a profile of responsible civic life. The student predicts a possible conflict between individual freedom and the

common good then evaluates, takes and defends a position on the conflict. The student rewrites a public policy, predicts and supports the outcome.

▪ **Above Mastery**

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in citizenship. The student assesses the primary purpose of the American constitutional government. The student supports the idea that personal, political and economic roles of involved citizens in American democracy are factors of responsible civic life. The student analyzes an existing conflict between individual freedom and the common good then evaluates a position on the conflict. The student assesses a public policy and prepares an example of how responsible citizens interact, monitor and influence public policy.

▪ **Master**

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in citizenship. The student explains the primary purpose of the American constitutional government. The student summarizes the personal, political and economic roles of involved citizens in American democracy and associates these roles with responsible civic life. The student selects a potential conflict between individual freedom and the common good then evaluates a position taken on the conflict. The student identifies and explains public policy. The student explains how responsible citizens interact, monitor and influence public policy.

▪ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and /or omissions in citizenship. Performance needs further development. The student explains the primary purpose of the American constitutional government. The student describes personal, political and economic roles of citizens in American democracy. The student explains how responsible citizens interact, monitor and influence public policy.

▪ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in citizenship. Performance needs considerable development. The student identifies the primary purpose of the American constitutional government. The student lists traits of responsible citizens. The student names issues that are potential conflicts between personal freedom and the common good.

Standard 2: Civics (SS.S.2)

Students will:

- Identify, examine and analyze the purposes and basic principles of the United States government (Purposes of Government);
- Explain, 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);
- Identify, examine and explain 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 describe the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).

Civics Objectives

Students will:

- SS.12.2.1 Identify and analyze the people, philosophies, events, and documents that were contributing factors to the drafting of the Declaration of Independence.
- SS.12.2.2 Explain the political, religious, and economic climates that brought about the American Revolution;
- SS.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.

- SS.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.
- SS.12.2.5 Identify and analyze the people, philosophies, events and documents that were contributing factors to the drafting of the Constitution of the United States.
- SS.12.2.6 Interpret and evaluate the Preamble to the Constitution of the United States.
- SS.12.2.7 Interpret and summarize each of the Seven Articles of the Constitution.
- SS.12.2.8 Evaluate, take and defend a position either on the Federalist or the Anti-Federalist papers and explain the ultimate resolutions and compromises that evolved from these. (Great Compromise, checks and balances, reserved powers.)
- SS.12.2.9 Analyze the Great Debate and evaluate its contribution to the Civil War.
- SS.12.2.10 Identify and 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.12.2.11 Define the concept of freedom and explain, "for the common good."
- SS.12.2.12 Identify and explain 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.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.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.12.2.15 Trace and examine the history of the Constitutional Amendments and laws grounded in those Amendments showing relevance to the students' own lives today and in the future.
- SS.12.2.16 Explain how limited government and rule of law protect individual rights under the Constitution.
- SS.12.2.17 Create a visual that compares the roles and responsibilities of the local, state and national judicial systems.
- SS.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.12.2.19 Defend the Bill of Rights (1st Ten Amendments) and demonstrate 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.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.12.2.21 Differentiate between nations possessing a constitution and those with a constitutional government; and apply the Amendments of the U.S. Constitution as they evolved as evidence that the United States has a constitutional government.
- SS.12.2.22 Explain 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.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 highlight the changes.
- SS.12.2.24 Examine the existing two-party system of the U.S. government and predict the impact of a 3rd party on the political process.
- SS.12.2.25 Assess the influence of the media on public opinion and on the decisions of government officials.
- SS.12.2.26 Examine the impact of special interest groups on the shaping of public policy and apply to a current initiative.
- SS.12.2.27 Explain 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.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.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.12.2.30 Identify terrorist states and the activities they condone and show how policymakers worldwide are influenced by these states and their activities.
- SS.12.2.31 Examine environmental abuse worldwide and create solutions for the economics vs. environmental conflicts that prevail.
- SS.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.12.2.33 Analyze and explain the interaction among nation states for problem solving and partnership building through both governmental and nongovernmental approaches.
- SS.12.2.34 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.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.

Civics Performance Descriptors (SS PD.12.2)

▪ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in civics/government. The student analyzes and supports the actions of the three branches of government. The student evaluates the role of citizens in politics and government. The student explains and analyzes totalitarian, democratic and other systems of government and compares the roles of political parties among all systems. The student assesses the people, philosophies, values, principles, events and documents that were contributing factors to the drafting of the Foundation Documents. The student explains and supports the influence of our Constitution on constitutions of other nations. The student tests the Constitution as a "living document" and supports the Supreme Court interpretations of the Constitutional Amendments. The student judges the effect of checks and balances within the three branches of government. The student compares the roles of the national, state and local governments. The student summarizes the political organization of the world and the place of the United States within that organization.

▪ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in civics. The student evaluates the role of citizens in politics and government. The student selects totalitarian, democratic and other systems of government and then compares the roles of political parties among all systems. The student analyzes the people, philosophies, values, principles, events and documents that were contributing factors to the drafting of the Foundation Documents. The student measures the influence of our Constitution on the constitutions of other nations. The student analyzes the Constitution as a "living document" and explains the Supreme Court interpretations of the Constitutional Amendments. The student connects the effect of checks and balances within the three branches of government. The student compares the roles of the national, state and local governments. The student explains the political organization of the world and the place of the United States within that organization.

▪ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in civics/government. The student evaluates the role of citizens in politics and government. The student applies an understanding of totalitarian and democratic governments by comparing the roles of political parties in both systems. The student examines the people, values, principles, philosophies, events and documents that were contributing

factors to the drafting of the Foundation Documents. Constitutional Government and recognizes the influence of our Constitution on constitutions of other nations. The student interprets the Constitution as a living document and illustrates the Supreme Court interpretations of the Constitutional Amendments. The student analyzes the effect of checks and balances within the three branches of government. The student compares the roles of the national, state and local governments. The student explains the political organization of the world and the place of the United States within that organization.

▪ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in civics. Performance needs further development. The student identifies the U.S. Constitution as a "living document" and explains the reason for a constitution. The student names Supreme Court cases that challenged Constitutional Amendments. The student describes the role of citizens in politics and government. The student differentiates between totalitarian and democratic systems of government and compares the roles of political parties within each system. The student examines the people, philosophies, events and documents that were contributing factors to the drafting of the Foundation Documents. The student lists examples of the checks and balances within the three branches of government. The student compares the roles of the national, state and local governments. The student describes the place of the United States within the world organization.

▪ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in civics. Performance needs considerable development. The student lists the Foundation Documents of the American government. The student defines the American political system. The student names nations with democratic and totalitarian government systems. The student describes the three branches of government. The student labels the roles of citizens in politics and government.

Standard 3: Personal Finance (SS.S.3)

Students will:

- Identify, explain and demonstrate informed decision-making as it is reflected in responsible financial decisions.
- Explain and demonstrate an understanding of financial literacy
- Explain and demonstrate well-informed buying decisions
- Identify and analyze the reasons people borrow money, evaluate credit ratings and summarize the effects of credit on personal finance and the global economy.
- Students will explain financial risks and evaluate available consumer protection against financial loss.

Personal Finance Objectives

Students will:

- SS.12.3.1 classify wants and needs.
- SS.12.3.2 recognize the opportunity costs of choosing wants over needs.
- SS.12.3.3 classify career choices as realistic factors influencing income and lifestyle
- SS.12.3.4 differentiate between gross and net income and identify the factors affecting the difference
- SS.12.3.5 recognize the role of benefits packages, unions, and professional organizations.
- SS.12.3.6 list and calculate income and expenses and construct, analyze and monitor a personal budget.
- SS.12.3.7 identify and explain banking services (checking, savings, ATM, check cards, debit cards, Certificates of Deposit, loans, investments, etc.)
- SS.12.3.8 compare interest rates on borrowed money and understand the time value of that money.
- SS.12.3.9 explain the advantages and disadvantages of credit and discuss appropriate uses of credit.
- SS.12.3.10 calculate credit costs and discuss the hidden costs and methods of reducing credit.
- SS.12.3.11 identify the causes of bankruptcy and formulate a plan to avoid it.

- SS.12.3.12 differentiate between saving and investing
- SS.12.3.13 identify investment options and recognize the best options to meet long and short term financial goals.
- SS.12.3.14 explain identity theft, how to guard against it, and the consequences to the victim and to society.
- SS.12.3.15 categorize types of insurance policies and analyze the costs and benefits of each and discuss the risks in choosing insurance.
- SS.12.3.16 identify, categorize and explain all types taxes, explain the collection processes, and understand that taxation is a factor influencing income and lifestyle both on a personal and a global scale.
- SS.12.3.17 compute personal income tax short form and complete simulated real estate and personal property tax forms
- SS.12.3.18 monitor local, state and federal tax distribution
- SS.12.3.19 differentiate between consumers and suppliers and explain the rights, responsibilities and legal resources available to both.
- SS.12.3.20 identify fraudulent practices; discuss and demonstrate informed consumer decision-making skills.
- SS.12.3.21 explain an individual's investment, saving, spending, and insurance needs and explain the changes in those needs throughout the life cycle.

Personal Finance Performance Descriptors (SS.PD.3)

▪ Distinguished

The student demonstrates exceptional and exemplary performance with distinctive and sophisticated application of knowledge and skills that exceeds the standard in personal finance. The student identifies and analyzes how earning income and lifestyle are affected by education, job availability, supply and demand and geographic location. The student ranks the importance of inflation rates and interest rates on a personal budget and measures the impact on earning power, saving, spending and investing. The student classifies types of unearned income and tests their importance on personal financial planning. The student classifies various tax systems and tests the impact on personal financial planning and global economics. The student assesses the impact of sociological, economic, and technological changes on future jobs. The student develops, influences and monitors a spending/saving/investment plan. The student analyzes uses of credit and summarizes the risks and responsibilities associated with using credit. The student evaluates credit ratings and credit reports and supports the importance of both to consumers. The student develops an insurance plan and compares changes in risk with insurance needs throughout the life cycle.

▪ Above Mastery

The student demonstrates competent and proficient performance and shows a thorough and effective application of knowledge and skills that exceeds the standard in personal finance. The student analyzes occupations of interest, including entrepreneurial opportunities. The student ranks sources of unearned income. The student verifies that saving and investing influence both personal and global economic growth. The student judges tax systems and assesses the impact of taxes and tax incentives on personal financial planning and global economics. The student supports the rights and responsibilities of consumers and suppliers. The student evaluates services provided by financial institutions. The student analyzes the uses of credit and measures the risks and responsibilities associated with using credit. The student combines the components listed on a credit report and recommends how that information be used. The student analyzes the consequences of risk and selects a variety of insurance plans to protect changing needs during various stages of life.

▪ Mastery

The student demonstrates fundamental course or grade level knowledge and skills by showing consistent and accurate academic performance that meets the standard in personal finance. The student classifies occupations of interest, including entrepreneurial opportunities. The student examines sources of unearned income and classifies their significance regarding long-term and short-term financial goals. The student describes the influence of saving and investing on

personal and global economic growth. The student compares tax systems and illustrates the impact of taxes on personal financial planning and global economics. The student describes the rights and responsibilities of consumers and suppliers. The student evaluates services provided by financial institutions. The student analyzes uses of credit, and determines the risks and costs of using credit. The student explains the components listed on a credit report and demonstrates how that information is used. The student connects adjusted insurance plans to changes in risk during various stages of life.

▪ **Partial Mastery**

The student demonstrates basic but inconsistent performance of fundamental knowledge and skills characterized by errors and/or omissions in personal finance. Performance needs further development. The student describes occupations of interest, including entrepreneurial opportunities. The student differentiates between sources of unearned income. The student associates saving and investing with personal economic growth. The student interprets the rights and responsibilities of consumers and suppliers. The student discusses the services provided by financial institutions. The student describes credit, credit costs, and the risks and responsibilities associated with using credit. The student identifies the components listed on a credit report and describes how that information is used. The student examines insurance plans and estimates personal insurance needs.

▪ **Novice**

The student demonstrates substantial need for the development of fundamental knowledge and skills, characterized by fragmented and incomplete performance in personal finance. Performance needs considerable development. The student recalls occupations of interest, and defines entrepreneurship. The student identifies earned income. The student differentiates between spending and saving. The student lists some rights and responsibilities of consumers and suppliers. The student discusses some services provided by banking institutions. The student names some uses for credit. The student identifies insurance.

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.

Standard 3: Economics (SS.S.3)

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);
- 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); and
- examine and evaluate the interdependence of global economies (Global Economies).

Economics Objectives

Students will:

- SS.12.3.1 explain and give examples showing how scarcity of goods and services forces people to make choices about needs and wants.
- SS.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.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.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.12.3.5 compare and contrast examples of private and public goods and services.
- SS.12.3.6 evaluate the costs and benefits of allocating goods and services through public and private means.
- SS.12.3.7 describe and compare relationships among economic institutions (e.g., households, businesses, banks, government agencies and labor unions).
- SS.12.3.8 explain how specialization and division of labor in economic systems increase productivity.
- SS.12.3.9 describe the role of money and other forms of exchange in the economic process.
- SS.12.3.10 compare and analyze how values and beliefs influence economic decisions in different economic systems.
- SS.12.3.11 evaluate economic systems according to how laws, rules and procedures deal with demand, supply and prices.
- SS.12.3.12 evaluate historical and current social developments and issues from an economic perspective.
- SS.12.3.13 explain historical and current developments and issues in local, national and global contexts from an economic perspective.
- SS.12.3.14 define inflation and explain its effects on economic systems.
- SS.12.3.15 define and analyze the use of fiscal and monetary policy in the national economic system.
- SS.12.3.16 explain the process of international trade from an economic perspective.

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- SS.12.3.17 analyze and evaluate growth and stability in different economic systems.
- SS.12.3.18 analyze a public issue from an economic perspective and propose a socially desirable solution.
- SS.12.3.19 evaluate the role of the factors of production in a market economy.
- SS.12.3.20 compare, contrast and evaluate different types of economies (traditional, command, market, mixed).
- SS.12.3.21 explain how and why people who start new businesses take risks to provide goods and services.
- SS.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.12.3.23 describe and explain the role of money, banking, savings and budgeting in everyday life.
- SS.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.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 decisions in different economic situations.
- SS.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.12.3.27 describe and explain global economic interdependence and competition, using examples to illustrate their influence on national and international policies.
- SS.12.3.28 evaluate long term and short term cost in relationship to long and short-term benefits.
- SS.12.3.29 identify different economic goals and the tradeoffs that must be made between economic and social goals.
- SS.12.3.30 describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment and price levels.
- SS.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.12.3.32 explain the characteristics, advantages and disadvantages of sole proprietorships, partnerships and corporations.
- SS.12.3.33 describe characteristics and give examples of pure competition, monopolistic competition and oligopolistic competition.
- SS.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.

Standard 4: Geography (SS.S.4)

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); and
- explain geographic perspective and the tools and techniques available for geographic study (Uses of Geography).

Geography Objectives

Students will:

- SS.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.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.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.12.4.4 explain how physical and human processes shape places and regions.
- SS.12.4.5 identify human and physical changes in places and regions, and explain the factors that contribute to those changes.
- SS.12.4.6 analyze and explain the interdependence and linkages between places and regions.
- SS.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.12.4.8 analyze populations with regard to life expectancy, infant mortality rates, population pyramids, migration, birth rates and death rates.
- SS.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.12.4.10 analyze growth, decline, and development of cities over time.
- SS.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.

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- SS.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.12.4.13 analyze the role of physical and human geographic factors on economic patterns.
- SS.12.4.14 explain world patterns of resource distribution and sustainability of these resources.
- SS.12.4.15 discuss societal impacts on the environment and the affects of environment on societies.
- SS.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.12.4.17 analyze the influence of geographical features on the evolution of significant historic events and movements.
- SS.12.4.18 analyze the impact of technology on environments and societies over time and space.
- SS.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.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.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.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 Policy 2520.4 FUND _____

SOURCE OF REVENUE: GENERAL FUND SPECIAL OTHER (SPECIFY) _____

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

INCOME ESTIMATE BASEDON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

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

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2. ESTIMATED TOTAL REVENUES	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONGRANGE EFFECT):

There will be no cost to schools, counties, or the state regarding changes in the Content Standards and Objectives for Social Studies in West Virginia Schools specific to the Civics/Government course because the purpose of this action is to improve the content of the Civics/Government course.

DATE

AGENCY

AUTHORIZED REPRESENTATIVE

9-22-05

West Virginia Department of Education

Steven Paine

**Policy 2520.4: Content Standard and Objectives for Social Studies
COMMENT LOG**

ACTION TYPE
N: No Response - Negative
N/A: Not Accepted + Positive
A: Accepted 0 Neutral

DATE	INDIVIDUAL ORGANIZATION	COMMENTS	ACTION/TYPE	RATIONALE
§126-44D-1 General				
10-14	Benna Hindle Lead County Media Specialist bhindle@kcs.kana.k12.wv.us Kanawha County Schools Ruthlawn Elementary Rt 8 Box 428 South Charleston WV 25309	As a media specialist, I'm thrilled that the State Board is working toward establishing standards for media centers. I hope this will give us the push we need to begin the process of establishing well-funded, well-staffed media centers in all schools state wide. I very much appreciate the time and effort of those who have worked on this.	N	Referred to Debbie Harki for Comment on Policy 2520.17
10-14	Carla Lynch School Library Media Specialist crtlv@charter.net Chesapeake Elementary School 103 Phillips Street Beckley WV 25801	I commute every day from Beckley, WV, to Chesapeake, WV, in Kanawha County because only a few counties in WV employ school library-media specialists in elementary school as teachers. Most counties either use service personnel or parent volunteers for their library staff.	N	Referred to Debbie Harki for Comment on Policy 2520.17

Policy 2520.4: Content Standard and Objectives for Social Studies

COMMENT LOG

ACTION
 N: No Response
 N/A: Not Accepted
 A: Accepted

TYPE
 - Negative
 + Positive
 0 Neutral

		I have just one question. How in the world is the WVDE going to require service personnel & parent volunteers to teach the CSO's. Looks like to me you are going to have to join the rest of the nation and employ real bona fide media specialists who are fully certified to deliver library instruction in elementary schools. It's about time!		
10-26	Dave Pugh Social Studies Teacher DPUGH51203@aol.com Jefferson High School 216 Maddex SQ DR Shepherdstown wv 25443	Excellent idea considering that the voting age is 18.	A +	This is one reason for making this course a senior requirement and for adding the Personal Finance Standard.
11-10	James L. Dennis Social Studies Department Chair Parkersburg South High School 1210 Thirteenth Street Parkersburg WV 26101	126-44D-1. General. The more objectives required in a course the less adequately those objectives will be covered. To cover all thirty-five objectives alone will be a daunting task. The scope of	N/A -	1. Objectives taught thoroughly in previous years should not require in-depth review. The Civics course should build vertically on previous knowledge and spiral into higher achievement and critical thinking skills for our students. 2. A broad scope of objectives is required to give

**Policy 2520.4: Content Standard and Objectives for Social Studies
COMMENT LOG**

ACTION
N: No Response
N/A: Not Accepted
A: Accepted

TYPE
- Negative
+ Positive
0 Neutral

	<p>objectives could be overwhelming. Students will be learning subjects that range from ancient political philosophy to current U.S. policy in regards to terrorism. Even though it says students will rely on previous knowledge attained, much of that information will have to be reviewed in depth since it was acquired in the ninth and tenth grades. Again, these objectives alone are enough to fill an entire course; once the objectives are added for citizenship and personal finance, it becomes a formula for failure. If not failure, at least little in-depth teaching of the subject matter. Personal finance should be taught in a basic math, business or human service class. The personal finance objectives involve many mathematical calculations which would be</p>	
		<p>teachers clear direction, particularly new teachers who have never taught this subject before.</p> <p>3. A broad scope of objectives is required for assessment purposes. Too few objectives make it difficult to build a reliable assessment tool. Students cannot be assessed on what they are not taught.</p> <p>4. There are no longer basic math classes required in high school. The personal finance component does not fit the objectives for Algebra, Geometry, Trigonometry, or Calculus.</p> <p>5. The National Standards for Civic Education cites economic literacy as a component of responsible citizenship and civic rights. Part V (What are the Roles of the Citizen in American Democracy); Section B (What are the Rights of Citizens); Standard 3 (Economic Rights): “Students should be able to evaluate, take, and defend positions on issues regarding economic rights.” Standard 4 (Relationships among personal, political, and economic rights): “Students should be able to evaluate, take, and defend positions on the relationships among personal, political, and economic rights.”</p>

**Policy 2520.4: Content Standard and Objectives for Social Studies
COMMENT LOG**

ACTION
 N: No Response
 N/A: Not Accepted
 A: Accepted

TYPE
 - Negative
 + Positive
 0 Neutral

<p>best suited for a math class. Math can use many objectives, such as tax forms, checks and credit ratings to teach principles of math. Also, many of the course objectives for business and human services classes already implement the new personal finance objectives. Also, the personal finance objectives definitely do not relate to the civics/government objectives. If will be teaching two totally separate classes. In all the other social studies classes, the objectives are at least interrelated and build on each other. Civics/Government seems to be a "catch-all" class for items that someone wants taught, but are not sure what to do with them. Our students need Civics/Government and Personal Finance; let's not let one of them be lost in the</p>	<p>Examples from these two Civics Standards include, but are not limited to the right to: use money; donate money; acquire, use, transfer, and dispose of property; choose one's work; change employment; join labor unions and professional associations; evaluate issues that involve minimum wage, consumer product safety, taxation, checks and balances, etc. Also Part V (What are the Roles of the Citizen in American Democracy); Section C (What are the Responsibilities of Citizens?); Standard 1: (Personal Responsibilities): Students should be able to evaluate, take, and defend positions on issues regarding the personal responsibilities of citizens in American constitutional democracy. Also Part V, Section C, Standard 2 (Civic Responsibilities): "Students should be able to evaluate, take, and defend positions on issues regarding civic responsibilities of citizens in American constitutional democracy." Examples from these two Civics Standards include, but are not limited to: Paying taxes. registering to vote. supporting one's</p>
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**Policy 2520.4: Content Standard and Objectives for Social Studies
COMMENT LOG**

ACTION
N: No Response **TYPE**
N/A: Not Accepted - Negative
A: Accepted + Positive
 0 Neutral

		administering of the other. §126-44D. Civics/Government Content Standards and Objectives		family and caring for, nurturing, and educating one's children, accepting responsibility for the consequences of one's actions, taking care of one's self, etc.
§126-44D Civics/Government Content Standards and Objectives				
10-21	Elizabeth Kantor-Bright Counselor ebright@access.k12.wv.us Braxton County High School 200 Jerry Burton Dr Sutton WV 26601	I writing to support the addition of Standard 3: Personal Finance(SS.S.3) to be included in the required Civics/Government course. I have just completed a survey of our 2004 Special Education graduates. Of those surveyed, 73% stated that they and/or their parent needed more skill training in the area of money management/person finance. As a counselor, I have addressed this with seniors and am amazed at the lack of financial literacy. This, of course, translates into problems once they exit high school.	A +	This is one reason for making this course a senior requirement and for adding the Personal Finance Standard.

**Policy 2520.4: Content Standard and Objectives for Social Studies
COMMENT LOG**

ACTION
N: No Response
N/A: Not Accepted
A: Accepted

TYPE
- Negative
+ Positive
0 Neutral

		Thank you for being proactive and including this important Standard in our curriculum.		
10-25	Karin Gateless bluedolphin_20@yahoo.com BCHS teacher 200 Jerry Burton Dr Sutton WV	Personal finance is definitely needed in the schools. Please keep this part.	A +	This is one reason for making this course a senior requirement and for adding the Personal Finance Standard.
10-26	Dave Pugh Social Studies Teacher DPUGH51203@aol.com Jefferson High School 216 Maddex SQ DR Shepherdstown wv 25443	Bad idea to have watered it down with consumer economics--better to have just 1 semester of American Government/Civics--I have taught it for 20 years so I am sure that you know more about teaching than I do--1 semester is all that is necessary, after all we have had no semesters for 30 years--in addition it will be much more cost effective for school systems--It may be possible to have kids embrace government in 1 semester but they will dislike it with a year	N/A -	1. Addressing the comment concerning the Personal Finance Standard: The National Standards for Civic Education cites economic literacy as a component of responsible citizenship and civic rights. Part V (What are the Roles of the Citizen in American Democracy); Section B (What are the Rights of Citizens); Standard 3 (Economic Rights): "Students should be able to evaluate, take, and defend positions on issues regarding economic rights." Standard 4 (Relationships among personal, political, and economic rights): "Students should be able to evaluate, take, and defend positions on the relationships among personal, political, and economic rights." Examples from these two Civics Standards

**Policy 2520.4: Content Standard and Objectives for Social Studies
COMMENT LOG**

ACTION
N: No Response
N/A: Not Accepted
A: Accepted

TYPE
- Negative
+ Positive
0 Neutral

<p>one's children, accepting responsibility for the consequences of one's actions, taking care of one's self, etc.</p> <p>2. Addressing the comment concerning the length of the course term: There are 3 Standards in the Civics/Government course – Citizenship, Civics/Government, and Personal Finance. Included within the 3 Standards are 69 Objectives, the average number covered in full year social studies course.</p>			
<p>1. Addressing the comment concerning health and child nutrition: Policy 2520.5 Health Education Standards address nutrition and health.</p> <p>2. Addressing the comment concerning Personal Finance: The National Standards for Civic Education cites economic literacy as a component of responsible citizenship and civic rights. Part V (What are the Roles of the Citizen in American Democracy); Section B (What are the Rights of Citizens); Standard 3 (Economic Rights): "Students should be able to evaluate, take, and defend positions on issues regarding economic rights." Standard 4 (Relationships among personal,</p>	<p align="center">N/A -</p>	<p>Good Day: I am writing to express my concern over the implementation of the new CSO's for 12th grade Civics. I have been teaching in WV for over 30 years. I have written and developed new curriculum for our state. I am very active in my professional organizations. I have tried for many years to seek support of a graduation requirement for a class called Life Connections. Life</p>	<p>Deborah Chapman, CFCS Family and Consumer Sciences Teacher dachapma@aol.com 32 Fairfax Drive Huntington wv 25705</p> <p>11-02</p>

**Policy 2520.4: Content Standard and Objectives for Social Studies
COMMENT LOG**

ACTION	TYPE
<p>N: No Response N/A: Not Accepted A: Accepted</p>	<p>- Negative + Positive 0 Neutral</p>
<p>Connections teaches students consumer, parenting, food and nutrition, housing, relationships skills, and many other important adult roles. I read in the paper every day about child and spouse abuse problems and wonder why our state does not require a class in how to deal with these problems. I read in the paper every day about the nutritional needs of our children and adults and wonder why our state does not require a class in how to deal with these problems. I read about the number of people that can not handle money or even know about how to manage credit. I keep wondering after all these years why can someone not realize that the one class that has it all is Life Connections. I have taught this class. The CSO's have been written and</p>	<p>political, and economic rights): "Students should be able to evaluate, take, and defend positions on the relationships among personal, political, and economic rights."</p> <p>Examples from these two Civics Standards include, but are not limited to the right to: Use money; donate money; acquire, use, transfer, and dispose of property; choose one's work; change employment; join labor unions and professional associations; evaluate issues that involve minimum wage, consumer product safety, taxation, checks and balances, etc.</p> <p>Also Part V (What are the Roles of the Citizen in American Democracy); Section C (What are the Responsibilities of Citizens?); Standard 1: (Personal Responsibilities): Students should be able to evaluate, take, and defend positions on issues regarding the personal responsibilities of citizens in American constitutional democracy.</p> <p>Also Part V, Section C, Standard 2 (Civic Responsibilities): "Students should be able to evaluate, take, and defend positions on issues regarding civic responsibilities of citizens in</p>

**Policy 2520.4: Content Standard and Objectives for Social Studies
COMMENT LOG**

ACTION
 N: No Response
 N/A: Not Accepted
 A: Accepted

TYPE
 - Negative
 + Positive
 0 Neutral

<p>approved. The teachers are already trained. The curriculum is there and ready to go. Before approving consumer education to be taught in Civics class, stop and look at the curriculum we have to offer. It may surprise you.</p>	<p>American constitutional democracy.”</p> <p>Examples from these two Civics Standards include, but are not limited to: Paying taxes, registering to vote, supporting one’s family and caring for, nurturing, and educating one’s children, accepting responsibility for the consequences of one’s actions, taking care of one’s self, etc.</p>		
<p>1. Addressing the comment concerning the Personal Finance Standard: The National Standards for Civic Education cites economic literacy as a component of responsible citizenship and civic rights. Part V (What are the Roles of the Citizen in American Democracy); Section B (What are the Rights of Citizens); Standard 3 (Economic Rights): “Students should be able to evaluate, take, and defend positions on issues regarding economic rights.” Standard 4 (Relationships among personal, political, and economic rights): “Students should be able to evaluate, take, and defend positions on the relationships among personal.</p>	<p>N/A -</p>	<p>I object to the inclusion of Standard 3 in Civic/Government Personal Finances SS.S.3 and Objectives 12.3.1-21 on pages 97 & 98. These are a duplication of standards and objectives already adopted by the WVDE in the Consumer Economics course (WVEIS Code 0911) and Life Connections (WVEIS Code 0901) in the Family &</p>	<p>Jane M. Laraba President elect WVACTE-FCS Div. 300 S. Pike St Beckley WV 25801</p>

**Policy 2520.4: Content Standard and Objectives for Social Studies
COMMENT LOG**

ACTION
 N: No Response
 N/A: Not Accepted
 A: Accepted

TYPE
 - Negative
 + Positive
 0 Neutral

<p>Consumer Science Departments. You have staff in place and that received extensive training and already have the teaching experience for this subject matter. To move these objectives to Social Studies is unnecessary. Include Consumer Economics and Life Connections in high school curriculums and making them requirements for graduation is a better use of teaching staff and resources. Besides, the Standards and Objectives for Social Studies is already expanded to its limits. Look at your local media and see the problems in today's society. Because so many things are no longer "taught in the home", the role of Family & Consumer Sciences is more important than ever. We no longer concentrate on the</p>	<p>political, and economic rights."</p> <p>Examples from these two Civics Standards include, but are not limited to the right to: Use money; donate money; acquire, use, transfer, and dispose of property; choose one's work; change employment; join labor unions and professional associations; evaluate issues that involve minimum wage, consumer product safety, taxation, checks and balances, etc.</p> <p>Also Part V (What are the Roles of the Citizen in American Democracy); Section C (What are the Responsibilities of Citizens?); Standard 1: (Personal Responsibilities): Students should be able to evaluate, take, and defend positions on issues regarding the personal responsibilities of citizens in American constitutional democracy.</p> <p>Also Part V, Section C, Standard 2 (Civic Responsibilities): "Students should be able to evaluate, take, and defend positions on issues regarding civic responsibilities of citizens in American constitutional democracy."</p> <p>Examples from these two Civics Standards</p>	
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**Policy 2520.4: Content Standard and Objectives for Social Studies
COMMENT LOG**

ACTION
 N: No Response
 N/A: Not Accepted
 A: Accepted

TYPE
 - Negative
 + Positive
 0 Neutral

<p>"homemaker" but on All family members, skills, relationships, communities and careers. Today's homes are more complicated than ever. It is time for the WVDE to look at its resources in those "home ec rooms" and start to use us to our full potential. We teach the "Effective Electives". No student of ours ever asks, "When will I ever use this in my life?"</p>	<p>include, but are not limited to: Paying taxes, registering to vote, supporting one's family and caring for, nurturing, and educating one's children, accepting responsibility for the consequences of one's actions, taking care of one's self, etc.</p> <p>2. Addressing the comment concerning the addition of Consumer Economics as a requirement: It is not necessary to add a new requirement to cover personal finance when it is evident that the National Standards for Civics include these standards and objectives, and Civics/Government is a required course. Including Consumer Economics as a requirement will decrease the available electives for all students.</p>
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Regina Scotchie

From: Nobody [nobody@wvde.state.wv.us]
Sent: Friday, October 14, 2005 10:45 AM
To: fibanez@wvde.state.wv.us; escotchi@access.k12.wv.us
Subject: Comment Received for Policy 2520.4 (2005-10-14 10:45:19)

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Comment Received for Policy 2520.4

Name: Benna Hindle
Organization: Kanawha County Schools
Email: bhindle@kcs.kana.k12.wv.us
Title: Lead County Media Specialist
Address1: Ruthlawn Elementary
Address2: Rt 8 Box 428
City/State/Zip: South Charleston, WV 25309
Role: Professional Support
Posted: 2005-10-14 10:45:19
Posted from IP: 168.216.44.35

Comments for section 126-44D-1 General

As a media specialist, I'm thrilled that the State Board is working toward establishing standards for media centers. I hope this will give us the push we need to begin the process of establishing well-funded, well-staffed media centers in all schools state wide. I very much appreciate the time and effort of those who have worked on this.

Comments for section 126-44D Civics/Government Content Standards and Objectives

From: Nobody [nobody@wvde.state.wv.us]
Sent: Friday, October 14, 2005 12:45 PM
To: fibanez@wvde.state.wv.us; escotchi@access.k12.wv.us
Subject: Comment Received for Policy 2520.4 (2005-10-14 12:44:34)

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Comment Received for Policy 2520.4

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Name: Carla Lynch
Organization: Chesapeake Elementary School
Email: crttdv@charter.net
Title: School Library Media Specialist
Address1: 103 Phillips Street
Address2:
City/State/Zip: Beckley, WV 25801
Role: School System Staff
Posted: 2005-10-14 12:44:34
Posted from IP: 168.216.37.231

Comments for section 126-44D-1 General

I commute every day from Beckley, WV, to Chesapeake, WV, in Kanawha County because only a few counties in WV employ school library-media specialists in elementary school as teachers. Most counties either use service personnel or parent volunteers for their library staff.

I have just one question. How in the world is the WVDE going to require service personnel & parent volunteers to teach the CSO's. Looks like to me you are going to have to join the rest of the nation and employ real bona fide media specialists who are fully certified to deliver library instruction in elementary schools. It's about time!

Comments for section 126-44D Civics/Government Content Standards and Objectives

From: Nobody [nobody@wvde.state.wv.us]
Sent: Friday, October 21, 2005 12:12 PM
To: fibanez@wvde.state.wv.us; escotchi@access.k12.wv.us
Subject: Comment Received for Policy 2520.4 (2005-10-21 12:12:10)

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Comment Received for Policy 2520.4

Name: Elizabeth Kantor-Bright
Organization: Braxton County High School
Email: ebright@access.k12.wv.us
Title: Counselor
Address1: 200 Jerry Burton Dr
Address2:
City/State/Zip: Sutton, WV 26601
Role: Professional Support
Posted: 2005-10-21 12:12:10
Posted from IP: 168.216.186.216

Comments for section 126-44D-1 General

Comments for section 126-44D Civics/Government Content Standards and Objectives

I writing to suppoprt the addition of Standard 3: Personal Finance(SS.S.3) to be included in the required Civics/Government course. I have just completed a survey of our 2004 Special Education graduates. Of those surveyed, 73% stated that they and/or their parent needed more skill training in the area of money management/person finance.

As a counselor, I have addressed this with seniors and am amazed at the lack of financial literacy. This, of course, translates into problems once they exit high school.

Thank you for being pro-active and including this important Standard in our curriculum.

From: Nobody [nobody@wvde.state.wv.us]
Sent: Thursday, November 10, 2005 3:56 PM
To: fibanez@wvde.state.wv.us; escotchi@access.k12.wv.us
Subject: Comment Received for Policy 2520.4 (2005-11-10 15:55:35)

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Comment Received for Policy 2520.4

Name: James L. Dennis
Organization: Parkersburg South High School
Email:
Title: Social Studies Department Chair
Address1: 1210 Thirteenth Street
Address2:
City/State/Zip: Parkersburg, WV 26101
Role: Teacher
Posted: 2005-11-10 15:55:35
Posted from IP: 129.71.215.161

Comments for section 126-44D-1 General

'126-44D-1. General. The more objectives required in a course the less adequately those objectives will be covered. To cover all thirty-five objectives alone will be a daunting task. The scope of objectives could be overwhelming. Students will be learning subjects that range from ancient political philosophy to current U.S. policy in regards to terrorism. Even though it says students will rely on previous knowledge attained, much of that information will have to be reviewed in depth since it was acquired in the ninth and tenth grades. Again, these objectives alone are enough to fill an entire course; once the objectives are added for citizenship and personal finance, it becomes a formula for failure. If not failure, at least little in-depth teaching of the subject matter. Personal finance should be taught in a basic math, business or human service class. The personal finance objectives involve many mathematical calculations which would be best suited for a math class. Math!

c!
an use many objectives, such as tax forms, checks and credit ratings to teach principles of math. Also, many of the course objectives for business and human services classes already implement the new personal finance objectives. Also, the personal finance objectives definitely do not relate to the civics/government objectives. If will be teaching two totally separate classes. In all the other social studies classes, the objectives are at least interrelated and build on each other. Civics/Government seems to be a "catch-all" class for items that someone wants taught, but are not sure what to do with them. Our students need Civics/Government and Personal Finance; let's not let one of them be lost in the administering of the other.

'126-44D. Civics/Government Content Standards and Objectives

Comments for section 126-44D Civics/Government Content Standards and Objectives

From: Nobody [nobody@wvde.state.wv.us]
Sent: Monday, November 14, 2005 4:15 PM
To: fibanez@wvde.state.wv.us; escotchi@access.k12.wv.us
Subject: Comment Received for Policy 2520.4 (2005-11-14 16:15:08)

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Comment Received for Policy 2520.4

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Name: Jane M. Laraba
Organization: WVACTE-FCS Div.
Email:
Title: President elect
Address1: 300 S. Pike St
Address2:
City/State/Zip: Beckley, WV 25801
Role: School System Staff
Posted: 2005-11-14 16:15:08
Posted from IP: 129.71.215.161

Comments for section 126-44D-1 General

Comments for section 126-44D Civics/Government Content Standards and Objectives

I object to the inclusion of Standard 3 in Civic/Government Personal Finances SS.S.3 and Objectives 12.3.1-21 on pages 97 & 98. These are a duplication of standards and objectives already adopted by the WVDE in the Consumer Economics course (WVEIS Code 0911) and Life Connections (WVEIS Code))0901) in the Family & Consumer Science Departments. You have staff in place and that received extensive training and already have the teaching experience for this subject matter. To move these objectives to Social Studies is unnecessary. Include Consumer Economics and Life Connections in high school curriculums and making them requirements for graduation is a better use of teaching staff and resources. Besides, the Standards and Objectives for Social Studies is already expanded to its limits. Look at your local media and see the problems in today's society. Because so many things are no longer "taught in the home", the role of Family & Consumer Sciences is more important than ever. We no longer concentrate on the "homemaker" but on All family members, skills, relationships, communities and careers. Today's homes are more complicated than ever. It is time for the WVDE to look at its resources in those "home ec rooms" and start to use us to our full potential. We teach the "Effective Electives". No student of ours ever asks, "When will I ever use this in my life?"