

**WEST VIRGINIA
SECRETARY OF STATE**

KEN HECHLER

ADMINISTRATIVE LAW DIVISION

Form #5

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OFFICE OF 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: WV Code 18-2-5

RULE TYPE: PROCEDURAL INTERPRETIVE

EXEMPT LEGISLATIVE RULE
CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

AMENDMENT TO AN EXISTING RULE: YES , NO

IF YES, SERIES NUMBER OF RULE BEING AMENDED: 44E (Policy 2520.08)

TITLE OF RULE BEING AMENDED: Criteria of Excellence: Instructional Goals
And Objectives For Social Studies

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

TITLE OF RULE BEING ADOPTED: _____

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE
EFFECTIVE DATE OF THIS RULE IS February 19, 1991

Barbara L. Estep
January 7, 1991

FISCAL NOTE WORKSHEET

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

SUBJECT Criteria of Excellence: Instructional Goals and Objectives For Social Studies FUND _____

SOURCE OF REVENUE: GENERAL SPECIAL OTHER (SPECIFY) _____

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

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

SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 AND ITEM 3 GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

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

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

IMPACTS
FISCAL:

STATE STAFF: Office of General Education/Instructional Improvement Staff

DATE

AGENCY

AUTHORIZED REPRESENTATIVE

TITLE 126
PROCEDURAL RULE
WEST VIRGINIA BOARD OF EDUCATION
CHAPTER 18-2
Series 44B E
(Policy 2520.08)

TITLE: Criteria of Excellence: Instructional Goals And Objectives For Social Studies

Section 1 General

1.1 Scope - The State Board of Education recognizes that curricular programs in the public schools should be current, sequenced to build upon prior learning, and appropriate to the developmental needs of the learner.

- 1.2 Authority - West Virginia Code 18-2-5
- 1.3 Filing Date - January 7, 1991
- 1.4 Effective Date - February 19, 1991
- 1.5 Repeal of Former Rule - Procedural Rule 2422.01

Section 2 Instructional Goals

To operationalize the principles of excellence and equity, the Department of Education will develop and the State Board will approve instructional goals for each program of study prior to the adoption of textbooks. Instructional goals are comprehensive statements describing components crucial to the mastery of knowledge, skills, attitudes, and behaviors in individual programs of study.

Section 3 Instructional Objectives

The Department of Education will derive instructional objectives from approved goal statements. These instructional objectives will further define the knowledge, skills, attitudes, and behaviors so that learners may have the opportunity to develop in each program of study, thus providing both direction/uniformity to local school districts and the desired flexibility to use the instructional objectives appropriate to the specific needs of the district.

Section 4 Program Assurances

The Department of Education will consider instructional goals and objectives in the selection and adoption of textbooks and statewide student evaluation instruments.

Section 5 Professional Preparation Programs

Professional preparation programs and evaluation systems will be developed and implemented in a manner that (1) addresses the programs of study through approved instructional goals and recommended instructional objectives, and (2) the knowledge and skills required to successfully assist students in mastering those goals.

Section 6 Requirements for Local School Districts

The Board shall require local school districts, following adoption of the Program of Study: Instructional Goals, to: (1) review and revise county curriculum guides to include, but not be limited to, the state Program of Studies: Instructional Goals; (2) develop criteria from the newly adopted program for use in the selection of textbooks; and (3) provide direction to instructional staff to implement the adopted Program of Studies: Instructional Goals.

Section 7 Guidelines and Technical Assistance

Finally, the Department of Education will develop guidelines and provide technical assistance and leadership programs related to the implementation of this policy.

Instructional Goals: Social Studies Program of Study
Regulations 2520.08

Early Childhood Education
(Grades K-4)

The goal of the Social Studies Program of Study in Early Childhood Education is for students to prepare to assume and thoughtfully perform the rights and responsibilities of citizenship in a democratic society. The local school district shall therefore provide learners multiple opportunities to develop:

- A Child's Role in Self and Group Management. The learner will be introduced to and develop skills and concepts, leading from the egocentric behavior of a child to group responsibility and moving toward independence and self reliance. As a child learns to work in a group, he/she builds skills in self and group management and learns that rules are necessary to protect the rights of self and others;
- A Child's Study Skills. As a child seeks answers to his/her own questions and moves from simple classification and sequencing of objects to developing cause/effect relationships, interpreting data, and drawing conclusions, the learner is able to find answers to his/her questions;
- A Child's Place in Time. History is presented to the young child through stories, songs, folktales, poems, pictures, patriotic symbols, holidays, famous people, customs, and traditions. In studying people who made a difference in family, community, and nation, the child builds a sense of historical time sequence and of the values that guided those times;
- A Child's Place in Space. Three essential elements are included. The element of physical geography is introduced with simple models to teach location, cardinal directions, scale, and symbolic representation through the use of maps and globes. In investigating the human and natural forces that shape our environment, the child learns how people adjust to change and conditions. Finally, an age-appropriate vocabulary is established to allow the child to deal with both physical and cultural geography;
- A Child's Needs and Wants. The child moves from understanding individual needs and wants to understanding how a community's needs and wants are met. The learner understands that through job specialization, the people in a community provide desired goods and services. Because these services to a community have a cost, choices must then be made. The unlimited wants of people require choices in use of limited resources;
- A Child's Place in Society. As the child increasingly accepts the role of a responsible group member, he/she demonstrates a positive attitude toward personal and social change, as well as an acceptance of the diversity of cultures, ideas and opinions. His/her uniqueness as an individual encourages him/her to use socially acceptable methods of dissent.

Middle Childhood Education
(Grades 5-8)

The goal of the Social Studies Program of Study in Middle Childhood Education is to prepare students to assume and thoughtfully perform the rights and responsibilities of citizenship in a democratic society. The local school district shall therefore provide multiple opportunities to:

- Know and understand the history, geography, and physical environment of the United States, including analyses of regional differences and the relationships between human beings and their environment;
- Know and understand the multi-cultural diversity of the peoples of the United States, their inter-relationships, and their contributions to American life;
- Know and understand the geography and physical environment of North America, Africa, South America, Asia, the Middle East, Europe, Antarctica, and Australia, including analyses of regional differences, and the relationships between human beings and their environment;
- Know and understand selected cultures in Africa, Asia, Australia, Europe, Latin America, and the Middle East, their commonalities, differences, and contributions;
- Know and understand the establishment of West Virginia as a state, its geography, physical environment, and major political, economic, and social developments up to and including the contemporary period;
- Know and understand the United States' political and economic institutions including the Constitution, the federal forms of government, civil rights and liberties, the legislative process, elections, the role of a free press, the responsibilities of citizenship, the various stages of development of the economy and its interrelationship with government, the world of work, the roles of key actors in the economy including management, labor, banks, corporations, small business, foreign investors, and competitors;
- Use and understand maps, charts, time lines, graphs, and geographic terminology, and to use geographic skills and information recognizing geography's role in understanding human activity;
- Develop an understanding of causal relationships by examining historical events within a chronological perspective.

Adolescent Education
(Grades 9-12)

The goal of the Social Studies Program of Study in Adolescent Education is to prepare students to assume and thoughtfully perform the rights and responsibilities of citizenship in a democratic society. The local school district shall therefore provide learners multiple opportunities to:

- Develop an understanding of causal relationships by examining historical events within a chronological perspective.
- Gain knowledge of the distinctive characteristics of early/classical civilizations and understand their relevance and contributions to our world;
- Know and understand the origins, history, contributions and interrelationships of selected western and non-western cultures of the world, e.g.:
 - to know and describe continuing themes in the development of our world,
 - origins of world religions/philosophies, their ideas and influence,
 - wants and needs of individuals/nations and their impact on behavior, including reasons for and consequences of the development and use/refusal to use technology,
 - origins, attributes, affects, and deficiencies in political systems,
 - growing concern at home and abroad for human kind and the dignity of the individual,
 - to understand the role of music, art, and literature in the interaction of each of the major cultures, comparing and contrasting those elements in the world's major cultures/civilizations;
- Know and understand major developments in the history of the United States from the colonial period to the present through the study of--significant value systems, lives of men and women, historical events and cultural, economic, geographic, political and social factors;
- Understand the development of the Constitution, its importance, and the adaptability and applications of its principles in maintaining the political institutions that ensure the liberty and equality of United States citizens;
- Know and understand the vital economic and social issues of the contemporary United States, e.g., the national debt, trade deficit, issues of taxation, and social justice, interest groups, powerful individuals, fiscal and monetary policies;
- Know and understand significant global issues, e.g., conflict resolution, human rights, environmental crises, population, economic development, and international security;
- Develop and extend geographic skills and information, recognizing geography's role in understanding human activity;
- Develop, reinforce, and extend communication and reasoning skills in the social studies; and,
- Project future problems and concerns, identifying and evaluating alternative strategies for their resolution.

Regulations Adopted: December 14, 1990
6378n:
WVDE



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(Plus all the volunteer
help we can get)

STATE OF WEST VIRGINIA

SECRETARY OF STATE

- Building 1, Suite 157-K
1900 Kanawha Blvd., East
Charleston, WV 25305-0770

TO: Barbara Estep

AGENCY: Education

FROM: JUDY COOPER, DIRECTOR, ADMINISTRATIVE LAW DIVISION

DATE: July 6, 1992

THE ATTACHED RULE RECENTLY FILED BY YOUR AGENCY HAS BEEN ENTERED INTO OUR COMPUTER SYSTEM. PLEASE REVIEW, PROOF AND RETURN IT WITH ANY CORRECTIONS. IF THERE ARE NO CORRECTIONS, PLEASE SIGN THIS MEMO AND RETURN IT TO THIS OFFICE. YOU WILL BE SENT A FINAL VERSION OF THE RULE FOR YOUR RECORDS.

PLEASE RETURN EITHER THE CORRECTED RULE OR THIS FORM WITHIN TEN (10) WORKING DAYS OF THE DATE YOU RECEIVED THIS REQUEST. CALL IF YOU HAVE ANY QUESTIONS.

SERIES: 44E TITLE: 126 Education

* THE ATTACHED RULE HAS BEEN REVIEWED AND IS CORRECT.

SIGNED: _____

TITLE OF PERSON SIGNING: _____

DATE: _____

* THE ATTACHED RULE HAS BEEN REVIEWED AND NEEDS CORRECTING. THE CORRECTIONS HAVE BEEN MARKED.

SIGNED: Barbara Estep

TITLE OF PERSON SIGNING: Exec Sec. WV Bd. of Ed.

DATE: July 10, 1992

NOTE: IF YOU ARE NOT THE PERSON WHO HANDLES THIS RULE, PLEASE FORWARD TO THE CORRECT PERSON.