



**WEST VIRGINIA
SECRETARY OF STATE**

NATALIE E. TENNANT

ADMINISTRATIVE LAW DIVISION

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OFFICE OF
WEST VIRGINIA SECRETARY OF STATE

**FORM 5 -- NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE OR
A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW**

AGENCY

Education

TITLE NUMBER

126

RULE TYPE

AMENDMENT TO EXISTING RULE

CITE AUTHORITY

Legislative Exempt

Yes

W. Va. Code §§29A-3B-

SERIES NUMBER OF RULE BEING AMENDED

**~~044D~~seq.; W. Va. Board
of Education v.**

RULE IS LEGISLATIVE EXEMPT

Hechler, 180 W. Va.

Yes

451; 376 S.E.2d 839

(1988)

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)**

**THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE, THE
EFFECTIVE DATE OF THIS RULE IS**

Sunday, July 01, 2012

BY CHOOSING 'YES', I ATTEST THAT THE PREVIOUS STATEMENTS ARE TRUE AND CORRECT.

Yes

**Charles K Heinlein -- By my signature, I certify that I am the person authorized to file legislative rules, in
accordance with West Virginia Code §29A-3-11 and §39A-3-2.**



Title-Series: 126-044D



Rule Id: 8486



Document 23480

**TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION**

**SERIES 44D
NEXT GENERATION CONTENT STANDARDS AND OBJECTIVES FOR SOCIAL STUDIES IN
WEST VIRGINIA SCHOOLS (2520.4)**

§126-44D-1. General.

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

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

1.3. Filing Date. – March 16, 2012.

1.4. Effective Date. -- July 1, 2012.

1.5. Repeal of former rule. This legislative rule repeals and replaces the W. Va. 126CSR44D 21st Century Social Studies K-12 Content Standards and Objectives for West Virginia (2520.4) filed August 14, 2009 and effective September 14, 2009.

§126-44D-2. Purpose.

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

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

3.1. A copy of the Next Generation Content Standards and Objectives for Social Studies in 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 Instruction.

§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.

Introduction

The Next Generation Content Standards and Objectives for Social Studies in West Virginia Schools were revised by a committee of educators from across the state. The overarching goal was to build a rigorous, relevant, challenging and developmentally appropriate social studies curriculum that prepares students for college and career readiness. The West Virginia educators played a key role in shaping the content standards to align with national standards, rigorous national assessments, research and best practice in the field of social studies education. The contribution of these professionals was critical in creating a policy that is meaningful to classroom teachers and appears in a format that can easily be used and understood.

Policy 2520.4 is organized around the three major components of a standards-based curriculum: learning standards, instructional objectives and performance descriptors. The learning standards are the *broad descriptions* of what *all* students must know and be able to do at the conclusion of the instructional sequence. The accompanying grade-level objectives are specific descriptors of knowledge, skills and attitudes that when mastered will enable the student to attain the standard. The instructional objectives guide instructional *planning* and provide a basis for determining appropriate *instructional strategies resources and assessments*. The performance descriptors provide the basis for *assessing* overall student competence of grade level standards. The performance descriptors define the five levels ranging from novice to distinguished. With the ultimate goal of “learning for all,” these descriptors allow the teachers, students and parents to judge the *level* of student proficiency in each Next Generation learning standard.

In combination, the use of learning standards, instructional objectives and performance descriptors become a comprehensive guide for delivering a rigorous and relevant social studies curriculum to all West Virginia students. These elements, when used to guide the instructional process and when delivered with the creativity and instructional expertise of West Virginia teachers, will become a powerful resource for preparing students for success in post graduate studies and the workplace.

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. Line breaks within the narrative format indicate clusters of concepts and skills. West Virginia has designed five performance levels: distinguished, above mastery, mastery, partial mastery and novice. Performance Descriptors serve two functions. Instructionally, they give teachers more information about the level of knowledge and skills students need to acquire. Performance levels and descriptors are also used to categorize and explain student performance on statewide assessment instruments.

Distinguished: A student at this level has demonstrated exemplary performance. The work shows a distinctive and sophisticated application of knowledge and skills that go beyond course or grade level applications.

Above Mastery: A student at this level has demonstrated effective 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 adequate 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 demonstrated limited 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 demonstrated minimal fundamental knowledge and skills needed to meet the standard. Performance at this level is fragmented and/or incomplete and needs considerable development.

Numbering of Clusters (History only)

The numbering of clusters is composed of five parts, each part separated by a period:

- the content area code is SS for Social Studies,
- the grade level,
- the standard,
- the cluster and
- the objective number.

Illustration: SS.3.H.CL1.2 refers to the third grade history Cluster number one objective two.

The Social Studies History Clusters are designed to be the anchors of the content around the big ideas in history at each programmatic level, but are not to be taught in isolation. Social Studies, by its very nature, is integrative. The important social issues require insights from across all disciplines of Social Studies.

Numbering of Objectives (Civics, Economics, Geography and Literacy)

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

- the content area code (SS for Social Studies),
- the grade level,
- the letter of the content standard addressed,
- the objective number.

Illustration: SS.6.G.03 refers to a social studies sixth grade objective that addresses Geography Standard in social studies, the third objective listed under that standard.

Numbering of Performance Descriptors

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

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

Illustration: SS.PD.9.C refers to social studies performance descriptors for ninth grade, Civics standard.

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 it's UEN will be a prefix that indicates the year and month that a particular version of Policy 2520.4 is approved by the State Board of Education.

The prefix for the UENs for each content area in Policy 2520.4 is noted at the top of each page containing standards, objectives and performance descriptors. As sections of 2520.4 are revised, UENs will be changed to reflect the new approval date.

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

Abbreviations

Content Areas

SS Social Studies

Standard Areas

C Civics
E Economics and/or Personal Finance
G Geography
H History
L Literacy

High School Courses

Social Studies

SS Social Studies
EE Economics Elective
GE Geography Elective

Other Abbreviations

CL Cluster
O Objective
PD Performance Descriptors
S Standard (Content Standard)
WV West Virginia History (Elementary)

SOCIAL STUDIES – POLICY 2520.4

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

A multitude of references was considered to support the development of the Social Studies curriculum including the National Standards for History, the National Standards for Social Studies, the National Voluntary Standards for Economics, the National Standards for Civics, the National Geographic Standards for Life, and Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, in addition to the guidelines of NAEP, ACT, SAT and various accredited assessment consultants. The foundation of West Virginia's Content Standards and Objectives in Social Studies is to identify what students should know and to guide them in the development of their skills and dispositions. With this philosophy as a guide, members of the Social Studies Curriculum Revision Committee developed six content principles for all West Virginia students. Those students who can problem solve, analyze, synthesize, communicate, collaborate and adapt will be successful.

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

The Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects were adopted by the West Virginia Board of Education in May 2010. West Virginia educators found the standards to be research and evidenced-based, aligned with college and work expectations, rigorous, and internationally benchmarked. The Literacy Standard and Objectives for History/Social Studies are required and crucial for the delivery of social studies instruction. Achievement in reading, writing and reasoning in social studies will accelerate students' progress in all subjects. The Literacy Standards are meant to complement the specific content demands of social studies, not replace them.

The Social Studies Content Standards and Objectives establish the foundation of the core disciplines: civics, economics, geography, history and literacy. The History Objectives have been placed into clusters to act as anchor standards for the other disciplines. Each discipline offers a distinct strategy for developing global awareness. Although each content standard provides a very unique perspective of the world, they should not be taught in isolation. Social Studies, by its very nature, is integrative. The important social issues require insights from across the disciplines. Civics, economics, geography, literacy 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.

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

Social Studies Content Standards K-12

Civics Standard

Civics addresses both citizenship and political systems. Citizenship education prepares students to be informed, active and effective citizens who accept their responsibilities, understand their privileges and rights and participate actively in society and government. To be successful participants in society, students must understand how to build social capital (a network of social relationships) that encourages reciprocity and trust, two characteristics of civic virtue and good citizenship. Students must be able to research issues, form reasoned opinions, support their positions and engage in the political process. Students exercise tolerance and empathy, respect the rights of others, and share a concern for the common good while acting responsibly with the interests of the larger community in mind. Students must learn and practice intellectual and participatory skills essential for an involved citizenry. To develop these skills, the curriculum must extend beyond the school to include experiences in the workplace and service in the community. While studying political systems, students develop global awareness and study the foundations of various world governments and the strategies they employ to achieve their goals. With respect to the United States, students learn the underlying principles of representative democracy, the constitutional separation of powers and the rule of law. The students learn the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States. Students recognize the need for authority, government and the rights and responsibilities of citizens.

Economics Standard

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

Geography Standard

Geography encompasses physical and human systems and the interactions between them on local and global scales. People interact with the natural world in culturally distinct ways to produce unique places, which change over time. New technologies and perspectives of geography provide students with an understanding of the world, and the ability to evaluate information in spatial terms. The geography standard stresses the world in which we live and the role of the U.S. in the global community. Students use geographic perspectives and technology to interpret culture, environment and the connection between them. Students collaborate with one another and work individually using geographic skills and tools to ask geographic questions based on the five themes of geography (location, place, human-environmental interaction, movement and regions). They acquire the necessary information, organize and analyze the information and respond to those geographic questions. Students examine the varying ways in which people interact with their environments and appreciate the diversity and similarities of cultures and places created by those interactions.

Literacy Standard

The Literacy Standards for History/Social Studies lay out a vision of what it means to be literate in social studies. The skills and understanding students are expected to demonstrate in both reading and writing have a wide applicability outside the classroom or workplace. Reading requires an appreciation of the norms and conventions of social studies, such as the kinds of evidence used in history; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow

detailed descriptions of events and concepts in social studies. In writing students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. Students who meet these standards demonstrate the reasoning and use of evidence that is essential to both private and responsible citizenship in a democratic society.

History Standard

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 organize events through chronologies and evaluate cause-and-effect relationships among them. Students analyze how individuals, groups and nations have shaped cultural heritages. They gather historical data, examine, analyze and interpret this data, and present their results in a clear, critical manner. Students study origins and evolutions of culture hearths, settlements, civilizations, states, nations, nation-states, governments and economic developments. Through history, students understand the identity and origins of their families, communities, state and nation. Through history, students recognize the influence of world events on the development of the United States and they evaluate the influence of the United States on the world. Understanding the past helps students prepare for today and the events of the future.

Social Studies - Kindergarten

Kindergarten Social Studies is an introduction to broad topics connected to the lives of young children. Students will explore the sphere of their experiences within their local community and begin an identification of their place in West Virginia. They will begin developing a view of themselves as collaborative, responsible citizens in the democratic society to which they belong. Through the active investigation of their community, students will develop an understanding of how people interact with their physical environment and each other to meet their basic needs. As this sense of location matures students will explore the past through collaboration and research. The West Virginia Next Generation Standards include the Next Generation Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Grade K	Social Studies				
Standard	Civics				
Performance Descriptors SS.PD.K.C					
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice	
Kindergarten students at distinguished level in civics: explain the importance of citizenship and patriotism; apply classroom rules to other situations and develop tolerance for others and their ideas; and compare and contrast roles of leaders.	Kindergarten students at above mastery level in civics: demonstrate citizenship and patriotism in a variety of settings; model behavior in accordance with the classroom rules they have developed and demonstrate tolerance for others and their ideas; and categorize the roles of leaders in their daily lives.	Kindergarten students at mastery level in civics: describe citizenship and patriotism in the classroom and home; explain the importance of rules and participate in developing rules while showing tolerance for others and their ideas; and give examples of leaders and their roles in their daily lives.	Kindergarten students at partial mastery level in civics: recognize citizenship and patriotism in everyday life; explain the importance of classroom rules and understand tolerance for others and their ideas; and give examples of leaders.	Kindergarten students at novice level in civics: identify citizenship and patriotism in the classroom; name classroom rules and describe tolerance for others and their ideas; and identify leaders.	
Objectives	Students will				
SS.K.C.1	develop an understanding of citizenship and patriotism through a variety of experiences (e.g., appropriate behavior, sharing, taking turns, volunteering, being honest and demonstrating responsibility for materials and personal belongings).				
SS.K.C.2	participate in a role play to resolve disputes, demonstrate tolerance and acceptance of others and their ideas.				
SS.K.C.3	investigate the need for rules in their environment, create a set of classroom rules and explore the consequences for not following the rules.				
SS.K.C.4	investigate the leadership roles within their families, classrooms and schools and demonstrate their understanding through activities				

such as role play and classroom jobs.

Grade K		Social Studies		
Standard		Economics		
Performance Descriptors SS.PD.K.E				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Kindergarten students at distinguished level in economics: give examples of the occupations in the school and local community and determine some of their duties; compare and contrast the methods of exchanging goods and services; and categorize the basic needs of people and differentiate between needs and wants.	Kindergarten students at above mastery level in economics: give examples of the occupations in the school and local community and list some of their duties; explain the concept of exchanging goods and services; and prioritize the basic needs of people and differentiate between needs and wants.	Kindergarten students at mastery level in economics: give examples of the occupations in the school and local community and recognize some of their duties; demonstrate the concept of the exchange of goods and services; and discuss the basic needs of people and differentiate between wants and needs.	Kindergarten students at partial mastery level in economics: discuss various occupations in the school and local community; discuss the concept of exchanging goods and services; and discuss the basic needs and wants of people.	Kindergarten students at novice level in economics: identify various occupations in the school and local community; understand the concept of exchanging goods and services; and recognize that people have basic needs and wants.
Objectives	Students will			
SS.K.E.1	investigate occupations within the school and local community.			
SS.K.E.2	discover the basic needs of people (e.g., shelter, food, clothing, etc.) and give examples of each.			
SS.K.E.3	investigate the exchange of goods and services (e.g., money, bartering, trading, etc.).			
SS.K.E.4	distinguish between wants and needs.			

Grade K		Social Studies		
Standard		Geography		
Performance Descriptors SS.PD.K.G				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Kindergarten students at distinguished level in geography: produce a detailed map that includes a key;	Kindergarten students at above mastery level in geography: create a map and add details;	Kindergarten students at mastery level in geography: construct a simple map;	Kindergarten students at partial mastery level in geography: recognize the characteristics of a map;	Kindergarten students at novice level in geography: recognize a familiar area depicted on a map;

compare locations of bodies of water and land masses to students' current location, demonstrating knowledge of direction;	use given locations of bodies of water and land masses to find relationships to other bodies of water and land masses found on globes and maps;	locate bodies of water and land masses on a globe and map and compare their relative locations;	describe the differences between bodies of water and land masses;	identify bodies of water and land masses;
compile a list of the types of weather likely to occur for each season; and	give an example of a type of weather that occurs in each season and explain why it is likely to occur; and	compare and contrast the characteristics of the seasons and describe the characteristics of different types of weather; and	match the characteristics of a season or type of weather with its name; and	list the seasons and identify rain and snow; and
create a symbol and explain its significance.	interpret symbols and their significance in daily life.	describe symbols and the need for them in the school and community.	identify and locate symbols in the school and community.	name symbols in the school and community.

Objectives	Students will
SS.K.G.1	construct a simple map of a familiar area (e.g., classroom, school, home, etc.).
SS.K.G.2	identify the difference between bodies of water and land masses on maps and globes, demonstrating directions (e.g., left/right, up/down, near/far and above/under) using global information systems.
SS.K.G.3	compare and contrast the ways humans adapt based on seasons and weather.
SS.K.G.4	explore similarities and differences of life in the city (urban) and the country (rural).
SS.K.G.5	investigate the need for symbols in daily life (e.g., exit, stop sign, bathroom signs, school zone, stop light, etc.).

Grade K	Social Studies			
Standard	History			
Performance Descriptors SS.PD.K.H				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Kindergarten students at distinguished level in history: with adult help compare and contrast elements of communities and families and interpret data as it relates to the students' lives;	Kindergarten students at above mastery level in history: with adult help classify elements of families and schools and analyze data from the students' lives;	Kindergarten students at mastery level in history: with adult help describe elements of families and schools by collecting and examining data that relates to the students' lives;	Kindergarten students at partial mastery level in history: with adult help discuss the elements of families and schools and examine data that relates to the students' lives;	Kindergarten students at novice level in history: with adult help identify the elements of families and schools and recognize data that relates to the students' lives;

reconstruct the past through literature, art, customs and songs; and	relate the past through literature, art, customs and songs; and	research the past through literature, art, customs and songs, and explain differences in other people, times and cultures; and	describe differences in other people, times and cultures; and describe the past through literature, art, customs and songs; and	discuss differences in other people, times and cultures; and discover the past through literature, art, customs and songs; and
collaborate with peers and adults to compare and contrast personal histories.	collaborate with peers and adults to develop a visual representation of personal history.	collaborate with peers and adults to organize their personal history.	collaborate with adults to examine personal history with artifacts.	collaborate with adults to relate personal history.

Cluster 1	Demonstrate an understanding of interactions between individuals, families and schools.
Objectives	Students will
SS.K.H.CL1.1	illustrate personal history (e.g., first and last name, birthday, age, guardian's name, and other personal data).
SS.K.H.CL1.2	explore the history of the school and give examples of significant sites and people (e.g., principals, secretaries, teachers, custodians, etc.).
SS.K.H.CL1.3	investigate the past and explore the differences in other people, time and cultures through stories of people, heroes, pictures, songs, holidays, customs, traditions or legends.
SS.K.H.CL1.4	explore time, places, people and events in relationship to student's own life (e.g., family trees, pictures, stories, etc.).

Grade K	Social Studies			
	West Virginia History			
Performance Descriptors SS.PD.K.WV				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Kindergarten students at distinguished level in West Virginia History: choose important state symbols, holidays, celebrations, people and summarize their roles; and summarize past and present lifestyles of West Virginians and relate the culture to folklore and heritage.	Kindergarten students at above mastery level in West Virginia History: analyze the importance of state symbols, holidays, celebrations, people and climate; and discriminate between past and present lifestyles, giving reasons for their differences.	Kindergarten students at mastery level in West Virginia History: identify and describe important state symbols, holidays, celebrations, people and climate; and compare and contrast past and present lifestyles of West Virginians.	Kindergarten students at partial mastery level in West Virginia History: discuss important holidays, local celebrations and people of West Virginia; and describe lifestyles and cultural life of West Virginians.	Kindergarten students at novice level in West Virginia History: name important holidays and local celebrations of West Virginia; and give examples of past and present lifestyles of West Virginians.
Objectives	Students will			
SS.K.WV.1	investigate state symbols, celebrations, holidays and prominent West Virginians.			

SS.K.WV.2	identify the shape of West Virginia.
SS.K.WV.3	track the weather to illustrate West Virginia's climate.
SS.K.WV.4	recognize their personal community name.
SS.K.WV.5	compare and contrast past and present lifestyles of West Virginians.

Social Studies – Grade 1

First Grade Social Studies will allow students opportunity to further explore their growing definition of citizenship. Identifying and applying the concept of civic responsibility to a real-world problem will afford students the opportunity to practice collaboration, tolerance and patriotism. Simulations of the exchange of goods and services will develop an understanding of the occupations and basic resources of their community. Furthering the identification of their place in the world, students will explore maps, globes and physical models of West Virginia and the nation. Utilizing authentic sources, they will examine the evolution of families and communities over time. The West Virginia Next Generation Standards include the Next Generation Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Grade 1	Social Studies				
Standard	Civics				
Performance Descriptors SS.PD.1.C					
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice	
First grade students at distinguished level in civics: summarize the differences between civic responsibilities, privileges, rights, patriotism and the significance of a variety of patriotic symbols of the United States; research a local problem and develop a plan to implement a solution; and defend reasons for being a good citizen and the effect it has on society.	First grade students at above mastery level in civics: explain the importance of civic responsibilities, privileges, rights, patriotism and the significance of patriotic symbols of the United States; research local problems, choose one and propose a solution; and assess characteristics of good citizenship.	First grade students at mastery level in civics: give examples of and classify civic responsibilities, privileges, rights, patriotism and patriotic symbols of the United States; propose solutions to a local problem and volunteer to help; and model behavior that demonstrates traits of good citizenship.	First grade students at partial mastery level in civics: give examples of civic responsibilities, privileges, rights, patriotism and patriotic symbols of the United States; identify a local problem; and discuss behavior that demonstrates good citizenship.	First grade students at novice level in civics: identify examples of civic responsibility, patriotism and patriotic symbols of the United States; give an example of volunteering locally; and define good citizenship.	
Objectives	Students will				
SS.1.C.1	model patriotism, cooperation, tolerance and respect for others within school and community.				
SS.1.C.2	create scenarios and role play reflecting the use of rules and laws, their consequences and their value within school and community.				
SS.1.C.3	investigate the symbols, icons and traditions of the United States that provide a sense of community across time (e.g., Labor Day, Veterans Day, Memorial Day, Pledge of Allegiance, patriotic songs, landmarks, art and literature that demonstrates community traditions, etc.).				

SS.1.C.4	apply the process of how leaders are selected and analyze how they influence decisions made in the school and community.
SS.1.C.5	collaborate to identify a community need, propose a variety of solutions and investigate how individuals could participate to solve the problem.

Grade 1	Social Studies			
Standard	Economics			
Performance Descriptors SS.PD.1.E				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>First grade students at distinguished level in economics:</p> <p>compare major occupations of people in West Virginia and evaluate their importance to the state;</p> <p>describe a consequence of a poor financial choice; and</p> <p>devise a plan explaining how individuals and earn, spend and save money.</p>	<p>First grade students at above mastery level in economics:</p> <p>compare major occupations of people within the community to occupations throughout West Virginia;</p> <p>prioritize needs and wants and possible consequences of economic choices; and</p> <p>compare and contrast how individuals and families earn, spend and save money.</p>	<p>First grade students at mastery level in economics:</p> <p>categorize the major occupations of people in the community;</p> <p>explain the difference between needs and wants and list possible consequences of economic choices; and</p> <p>explain how individuals and families earn, spend and save money.</p>	<p>First grade students at partial mastery level in economics:</p> <p>give examples of occupations of people in the community;</p> <p>give examples of needs and wants and illustrate the understanding of consequences; and</p> <p>explain how individuals and families earn and spend money.</p>	<p>First grade students at novice level in economics:</p> <p>identify occupations of people in the community;</p> <p>explain the meaning of needs and wants; and</p> <p>explain how individuals spend money.</p>
Objectives	Students will			
SS.1.E.1	compare and contrast occupations within the community.			
SS.1.E.2	distinguish between personal needs and wants and the consequences of personal choices.			
SS.1.E.3	demonstrate the exchange of goods and services.			
SS.1.E.4	explain how individuals and families earn, spend and save money.			

Grade 1	Social Studies			
Standard	Geography			
Performance Descriptors SS.PD.1.G				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
First grade students at distinguished level in	First grade students at above mastery level in	First grade students at mastery level in geography:	First grade students at partial mastery level in	First grade students at novice level in geography:

<p>geography:</p> <p>locate surrounding states of West Virginia and surrounding countries of the United States and compare two or more examples of each major geographic feature of the United States utilizing appropriate global information systems;</p> <p>compare life and climate in West Virginia to life and climate in another country;</p> <p>construct a simple map;</p> <p>compare seasons in different areas of the United States; and</p> <p>compare and contrast uses of different natural resources.</p>	<p>geography:</p> <p>locate states that border West Virginia and illustrate examples of major geographic features on the United States map utilizing appropriate global information systems;</p> <p>compare life and climate in West Virginia to life and climate in another state;</p> <p>interpret a simple map;</p> <p>relate months to seasons; and</p> <p>classify examples of natural resources according to their use.</p>	<p>locate the United States, West Virginia and major geographic features on a map utilizing appropriate global information systems;</p> <p>describe the impact of climate and location on how people live;</p> <p>read simple maps using cardinal directions, location, landforms and symbols in a legend;</p> <p>sequence days, months and seasons; and</p> <p>describe natural resources and their uses.</p>	<p>geography:</p> <p>identify mountains as a major geographic feature of West Virginia;</p> <p>describe how climate impacts how people live;</p> <p>identify geographic features on a map;</p> <p>list the days of the week; and</p> <p>list two or three natural resources.</p>	<p>identify West Virginia as a place where they live;</p> <p>describe how location impacts how people live;</p> <p>demonstrate or show cardinal directions on a map;</p> <p>list and relate the characteristics of each season; and</p> <p>name at least one natural resource.</p>
Objectives	Students will			
SS.1.G.1	reflect an understanding of cardinal directions, map symbols in a legend, geographic landforms (e.g., mountains, lakes, rivers), and location by interpreting simple maps.			
SS.1.G.2	describe how climate and location affect the way people live, work and play.			
SS.1.G.3	give examples of natural resources and their uses.			
SS.1.G.4	sequence the seasons of the year, months and days of the week.			
SS.1.G.5	utilize appropriate global information systems including maps, globes and geographic technology.			
SS.1.G.6	<p>locate and identify the following using a globe and world map:</p> <ul style="list-style-type: none"> • West Virginia • United States • geographic features (e.g., mountains, bodies of water, etc.) 			

Grade 1	Social Studies			
Standard	History			
Performance Descriptors SS.PD.1.H				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>First grade students at distinguished level in history:</p> <p>analyze and dramatize an individual, family or community historical event to make comparisons to present-day living;</p> <p>contrast cultural differences and contributions of families utilizing various media; and</p> <p>collect, organize and sequence personal, family and community data utilizing a timeline.</p>	<p>First grade students at above mastery level in history:</p> <p>evaluate individual, family and community historical data to make comparisons to present-day living;</p> <p>contrast cultural differences of families; and</p> <p>collect, organize and sequence personal and family data utilizing a timeline.</p>	<p>First grade students at mastery level in history:</p> <p>collect, organize and examine individual, family and community historical data to make comparisons to present-day living;</p> <p>identify cultural contributions of families as portrayed through various sources; and</p> <p>collect, organize and sequence personal data utilizing a timeline.</p>	<p>First grade students at partial mastery level in history:</p> <p>collect, organize and examine individual and family historical data to make comparisons to present-day living;</p> <p>demonstrate understanding of culture; and</p> <p>from a list, organize and sequence personal data utilizing a timeline.</p>	<p>First grade students at novice level in history:</p> <p>collect, organize and examine individual historical data to make comparisons to present-day living;</p> <p>describe contributions of families; and</p> <p>from a list, chart personal data utilizing a timeline.</p>
Cluster 1	Demonstrate an understanding of interactions between individuals, families and communities over time by.			
Objectives	Students will			
SS.1.H.CL1.1	utilize primary source documents and oral accounts to investigate ways communities change throughout history.			
SS.1.H.CL1.2	examine cultural contributions of families through the use of literature, primary source documents and oral accounts.			
SS.1.H.CL1.3	explore the history of the community and give examples of locally significant sites and people.			
SS.1.H.CL1.4	illustrate personal history by creating a timeline.			

Grade 1	Social Studies			
	West Virginia History			
Performance Descriptors SS.PD.1.WV				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
First grade students at distinguished level in West Virginia History:	First grade students at above mastery level in West Virginia History:	First grade students at mastery level in West Virginia History:	First grade students at partial mastery level in West Virginia History:	First grade students at novice level in West Virginia History:

decide how the state song and motto could be revised to reflect present day West Virginia;	paraphrase the state motto and song;	recite the state motto and sing the state song;	recognize the state motto;	sing the state song;
identify the contributions of occupations of West Virginians to the nation;	classify common occupations of people in West Virginia;	investigate and describe the common occupations of people in West Virginia;	provide examples of common occupations of people in West Virginia;	name common occupations within the local community;
create a map of West Virginia and identify its bordering states; and	locate county and hometown on a West Virginia map; and	locate West Virginia on a United States map; and	identify the shape of the United States; and	identify West Virginia by shape; and
create a product and explain how it reflects the culture of West Virginia.	connect West Virginia occupations that create the toys, games and art forms reflecting West Virginia culture.	explain how games, toys and various art forms reflect West Virginia culture.	describe the cultural life of West Virginians.	distinguish between past and present culture of West Virginians.
Objectives	Students will			
SS.1.WV.1	recognize and recite the state motto and sing the state song.			
SS.1.WV.2	investigate the common occupations of people in West Virginia.			
SS.1.WV.3	locate West Virginia on a United States map.			
SS.1.WV.4	locate student's hometown and county on a West Virginia map.			
SS.1.WV.5	describe the cultural life of West Virginia as reflected in games, toys and various art forms.			

Social Studies – Grade 2

Second Grade Social Studies will begin applying the foundational concepts of citizenship and community to the broader view of our nation. Through rich opportunities for engagement, students will begin to think deeply about the citizen's role in American government and society. They will be asked to investigate, examine and draw conclusions regarding exchange and choice in the economy. Students will become more independent in using global information systems and applying them to real-world situations relating to West Virginia and the United States. Documents, oral accounts and various forms of literature will be used to create timelines and projects illustrating the contributions of individuals and groups, both past and present, to our society. The West Virginia Next Generation Standards include the Next Generation Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Grade 2	Social Studies			
Standard	Civics			
Performance Descriptors SS.PD.2.C				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Second grade students at distinguished level in civics:</p> <p>evaluate existing rules and laws and predict the changes that would take place without them;</p> <p>compare and contrast the three levels of government (local, state and national);</p> <p>research effective leaders within the state and nation;</p> <p>critique the role of a good patriotic citizen and create a volunteer project in which to serve;</p> <p>research diversity in a</p>	<p>Second grade students at above mastery level in civics:</p> <p>analyze and illustrate examples of rules and laws and determine their consequences and impact on fairness;</p> <p>describe the roles of the three levels of government (local, state and national);</p> <p>choose a leader and evaluate their effectiveness;</p> <p>practice good citizenship and patriotism, and choose a volunteer project in which to participate;</p> <p>draw conclusions about</p>	<p>Second grade student at mastery level in civics:</p> <p>compare and contrast rules and laws and assess their fairness;</p> <p>illustrate the three levels of government (local, state and national);</p> <p>discuss the characteristics of effective leadership;</p> <p>model good citizenship, patriotism and participate in a volunteer project;</p> <p>create a product that</p>	<p>Second grade students at partial mastery level in civics:</p> <p>name rules and laws and recognize their fairness;</p> <p>list and give examples of the three levels of government (local, state and national);</p> <p>list the characteristics of leadership;</p> <p>describe good citizenship and patriotism and list volunteer projects;</p> <p>state examples of diversity</p>	<p>Second grade students at novice level in civics:</p> <p>name rules and laws;</p> <p>recognize the three levels of government (local, state and national);</p> <p>identify leaders within the school and community environment;</p> <p>give examples of good citizenship and patriotism;</p> <p>identify examples of</p>

variety of cultures and compare to America; and create a symbol or icon that could be utilized in national celebrations and paraphrase the Pledge of Allegiance.	diversity in American culture; and compare and contrast the importance of national celebrations, symbols, icons and traditions and analyze the Pledge of Allegiance.	reflects diversity in American culture; and give examples of symbols, icons, and traditions of the United States, recite correctly the Pledge of Allegiance, and participate in national celebrations.	in American culture; and participate in national celebrations and recognize associated symbols, icons, and traditions in the United States and recognize the Pledge of Allegiance.	diversity in American culture; and name symbols, icons and traditions in the United States and recognize the Pledge of Allegiance.
Objectives	Students will			
SS.2.C.1	participate in volunteer service projects and examine patriotism and the traits of compassion, empathy and trustworthiness that are found in effective citizens in the community, state and nation.			
SS.2.C.2	analyze examples of the fairness of rules and laws and evaluate their consequences.			
SS.2.C.3	illustrate the levels of government (local, state and national) and actively discuss the characteristics of effective leadership.			
SS.2.C.4	create a product (e.g., play, multimedia and poster) to demonstrate an understanding of the diversity in American culture.			
SS.2.C.5	give examples of symbols, icons and traditions of the United States, recite the Pledge of Allegiance, and participate in national celebrations (e.g., Martin Luther King Day, Presidents Day and Flag Day).			

Grade 2	Social Studies			
Standard	Economics			
Performance Descriptors SS.PD.2.E				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Second grade students at distinguished level in economics: compare and contrast various occupations and career opportunities and how they have changed within the state and nation; evaluate needs and wants of people, reflect on these consequences of the choices and compare and contrast exchange systems; and evaluate the role of banks in	Second grade students at above mastery level in economics: illustrate various occupations and career opportunities and how they have changed within the state and nation; prioritize needs, wants and the consequences of these choices and model the exchange of goods and services; and analyze the role of banks in	Second grade students at mastery level in economics: research various occupations and career opportunities and how they have changed within the state and nation; categorize needs, wants and the consequences of these choices by utilizing a system of exchange of goods and services; and examine the role of banks in	Second grade students at partial mastery level in economics: identify various occupations and career opportunities and how they have changed within the state and nation; explain needs and wants and the exchange of goods and services; and discuss the role of banks in	Second grade students at novice level in economics: identify various occupations and career opportunities; identify needs and wants; and identify the role of banks in

saving for the future and develop an effective savings plan.	saving for the future and compare and contrast various savings charts to show savings over time.	saving for the future and create a savings chart.	saving for the future using a graph.	saving for the future.
Objectives	Students will			
SS.2.E.1	investigate various occupations and career opportunities and how they have changed within the state and nation.			
SS.2.E.2	consider and categorize needs and wants in a graph, chart or table to evaluate consequences of one choice over another.			
SS.2.E.3	design a system that reflects the understanding of the exchange of goods and services (e.g., trading cards and classroom store).			
SS.2.E.4	explain the role of banks in saving for future purchases and create a graph reflecting savings over time.			

Grade 2	Social Studies			
Standard	Geography			
Performance Descriptors SS.PD.2.G				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Second grade students at distinguished level in geography:</p> <p>construct a model that shows major geographic features, continents, oceans and specific locations utilizing appropriate global information systems;</p> <p>research how climate, location and physical surroundings will cause changes in the community, state and nation;</p> <p>create a presentation including a map explaining the use of a compass rose, a map legend and cardinal directions; and</p> <p>communicate in a product how people use natural resources.</p>	<p>Second grade students at above mastery level in geography:</p> <p>locate continents, oceans, major geographic features and specific locations utilizing appropriate global information systems;</p> <p>predict how climate, location and physical surroundings will change the community and state;</p> <p>utilize a compass rose, a map legend and cardinal directions found within various global information systems; and</p> <p>illustrate how people use natural resources.</p>	<p>Second grade students at mastery level in geography:</p> <p>identify continents, oceans, major geographic features and specific locations utilizing appropriate global information systems;</p> <p>summarize how climate, location and physical surroundings have caused changes in the community and state over time;</p> <p>utilize a compass rose, a map legend and cardinal directions to find specific locations; and</p> <p>classify examples of natural resources and how people use them.</p>	<p>Second grade students at partial mastery level in geography:</p> <p>locate major geographic features within the United States using maps and globes;</p> <p>conclude how climate, location and physical surroundings are related;</p> <p>locate the compass rose, map legend and cardinal directions on a map; and</p> <p>give examples of how people use natural resources.</p>	<p>Second grade students at novice level in geography:</p> <p>identify major geographic features within the United States using maps and globes;</p> <p>describe climate, location and physical surroundings;</p> <p>recognize a compass rose and a map legend; and</p> <p>identify examples of natural resources.</p>

Objectives	Students will
SS.2.G.1	utilize a legend, compass rose and cardinal directions to identify locations (e.g., Charleston, West Virginia, New York, District of Columbia, etc.) and geographic features (e.g., Great Lakes, Rocky Mountains, Mississippi River, etc.) in the United States.
SS.2.G.2	identify the continents and oceans on a map and globe.
SS.2.G.3	summarize how climate, location and physical surroundings have caused changes in the community and state over time.
SS.2.G.4	classify examples of natural resources and how people use them.
SS.2.G.5	utilize appropriate global information systems including maps, globes and geographic technology to examine, gather data and analyze for a variety of real-world situations.

Grade 2	Social Studies			
Standard	History			
Performance Descriptors SS.PD.2.H				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Second grade students at distinguished level in history: analyze changes depicted on timelines to make connections to family and community changes; and create a personal action plan demonstrating ways in which the student hopes to influence the development of their community in the future.	Second grade students at above mastery level in history: compare and contrast timelines that document family and community change; and compare and contrast the influence of different people, events and cultures on the development of communities in the United States.	Second grade students at mastery level in history: create timelines that document family and community change; and describe the influence of people, events and cultures on the development of communities in the United States.	Second grade students at partial mastery level in history: explain timelines that relate self to family; and identify the influence of people and events on a community.	Second grade students at novice level in history: utilize timelines that relate to self and family; and identify the influence of people on a community.
Cluster 1	Demonstrate an understanding of interactions between individuals, families and communities within the United States.			
Objectives	Students will			
SS.2.H.CL1.1	create timelines using documents and oral accounts to investigate ways communities and generations of families change.			
SS.2.H.CL1.2	identify cultural contributions and differences made by people from the various regions in the United States using literature, documents and oral accounts.			
SS.2.H.CL1.3	explore the impact historical figures have had upon our society.			

Grade 2	Social Studies			
	West Virginia History			
Performance Descriptors SS.PD.2.WV				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice

<p>Second grade students at distinguished level in West Virginia History: examine the relationship between important state symbols, celebrations, holidays and famous West Virginians;</p> <p>compare and contrast West Virginia's natural resources and geographic features to the surrounding states;</p> <p>discuss the purpose of the county seat and the state capital;</p> <p>interview community members to find information about past lifestyles and compare to present lifestyles.</p>	<p>Second grade students at above mastery level in West Virginia History:</p> <p>choose important state symbols, celebrations, holidays, famous West Virginians, the governor of our state and describe the significance of each;</p> <p>illustrate West Virginia's natural resources and geographic features on a map;</p> <p>locate surrounding counties and their county seats on a map;</p> <p>examine reasons for differences between past and present lifestyles.</p>	<p>Second grade students at mastery level in West Virginia History:</p> <p>identify important state symbols, celebrations, holidays, famous West Virginians and the governor of our state;</p> <p>locate West Virginia's natural resources and geographic features on a map;</p> <p>locate county seat, the state capital city and bordering states on a map;</p> <p>compare and contrast past and present lifestyles of West Virginians and examine the cultural life through storytelling and various art forms.</p>	<p>Second grade students at partial mastery level in West Virginia History:</p> <p>recognize important state symbols, celebrations, holidays and famous West Virginians;</p> <p>give examples of West Virginia's natural resources and geographic features;</p> <p>name the county seat, recognize the state capital city and locate bordering states on a map;</p> <p>discriminate between past and present lifestyles of West Virginians.</p>	<p>Second grade students at novice level in West Virginia History:</p> <p>recognize important state symbols and famous West Virginians;</p> <p>identify West Virginia's natural resources;</p> <p>locate West Virginia and bordering states on a map;</p> <p>identify past and present lifestyles of West Virginians.</p>
Objectives	Students will			
SS.2.WV.1	identify state symbols, celebrations, holidays, famous West Virginians and the governor of the West Virginia state government.			
SS.2.WV.2	locate and give examples of the natural resources and geographic features of West Virginia on a map.			
SS.2.WV.3	locate county seats, the state's capital city, and bordering states on a map.			
SS.2.WV.4	examine the cultural life of West Virginians through storytelling and various art forms (e.g., songs, instruments, artwork, photographs, etc.).			
SS.2.WV.5	compare and contrast past and present lifestyles of West Virginians.			

Social Studies – Grade 3

Third Grade Social Studies presents a study of the broader community and introduces the state, nation and world. There is an emphasis on geography, mapping skills and interpreting charts and graphs. Students explain changes due to technology, human interaction with the environment and the movement of people in context of Native American settlement and world exploration. Students practice citizenship and democratic values in the community and study the necessity of government and various levels of government in both West Virginia and the nation. Students will conduct research, formulate responses and present their findings on these topics. The basic economic concepts of scarcity, supply and demand, marketing and budgeting within the context of the community will be introduced. The West Virginia Next Generation Standards include the Next Generation Content Standards and Objectives and 21st Century learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Grade 3		Social Studies		
Standard		Civics		
Performance Descriptors SS.PD.3.C				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Third grade students at distinguished level in civics:</p> <p>create presentation explaining democratic values and beliefs, and propose principles of good citizenship and respect for diversity in the real world;</p> <p>identify and evaluate basic contemporary forms of government and how they operate;</p> <p>distinguish customs of other cultures found in the American way of life and determine regional variations;</p> <p>document how resolutions of historical conflicts impact life today;</p>	<p>Third grade students at above mastery level in civics:</p> <p>research examples of and explain democratic values and beliefs; evaluate principles of good citizenship and respect for diversity;</p> <p>evaluate basic forms of government and determine their impact on society;</p> <p>trace customs of other cultures and explain their integration into the American way of life;</p> <p>examine historical conflicts and their resolution's impact on society;</p>	<p>Third grade students at mastery level in civics:</p> <p>provide examples of and explain democratic values and beliefs; practice principles of good citizenship and respect for diversity;</p> <p>compare and contrast basic forms of government and their impact on society;</p> <p>examine customs of one's own society and determine the cultural origin;</p> <p>describe historical conflicts and discuss their resolutions;</p>	<p>Third grade students at partial mastery level in civics:</p> <p>discuss examples of democratic values, beliefs, principles of good citizenship and respect for diversity;</p> <p>define basic forms of government and their impact on society;</p> <p>determine customs from other cultures that have become part of student's way of life;</p> <p>describe examples of historical conflicts;</p>	<p>Third grade students at novice level civics:</p> <p>identify examples of democratic values and beliefs;</p> <p>list basic forms of government and their impact on society;</p> <p>identify customs from other cultures;</p> <p>identify historical conflicts;</p>

create a new symbol, song or holiday based on research, and defend how it embodies the rights and responsibilities of citizens today; and	research the origin and the significance of patriotic symbols, songs and holidays; and	examine how the rights and responsibilities of citizens are reflected in patriotic symbols, songs and holidays; and	explain the meaning of patriotic symbols and songs, and the reasons we celebrate patriotic holidays; and	identify patriotic symbols, songs and holidays, and define rights and responsibilities of citizens; and
create and participate in a community service project and assess its impact on the lives of individuals and community.	participate in a community service project and evaluate its impact on the lives of individuals and community.	participate in a community service project and determine how working together can improve lives and communities.	participate in a community service project and identify how groups working together can make a difference in a community.	participate in a community service project.
Objectives	Students will			
SS.3.C.1	identify and explain the following commonly-held American democratic values, principles and beliefs: <ul style="list-style-type: none"> • diversity • rule of law • family values • community service • justice • liberty 			
SS.3.C.2	determine the need for government and compare and contrast the following forms: tribal, monarchy, and democracy.			
SS.3.C.3	investigate significant cultural contributions of various groups creating our multicultural society.			
SS.3.C.4	examine historical conflicts and their resolutions (e.g., conflict between Native Americans and Explorers, Boston Tea Party and Civil Rights Movement).			
SS.3.C.5	examine how rights and responsibilities of citizens are reflected in patriotic symbols, songs and holidays of the United States (e.g., the meaning of our flag's colors, the Pledge of Allegiance and the meaning of the words, the National Anthem, Veteran's Day and Memorial Day).			
SS.3.C.6	participate in a local service project and discover the importance of working together and how participation leads to improvement in the lives of individuals, as well as communities.			

Grade 3	Social Studies			
Standard	Economics			
Performance Descriptors SS.PD.3.E				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Third grade students at distinguished level in economics:	Third grade students at above mastery level in economics:	Third grade students at mastery level in economics:	Third grade students at partial mastery level in economics:	Third grade students at novice level in economics:

use banking services in a mock budget simulation;	incorporate banking services in the creation of a mock budget;	explain banking services and create a mock budget;	describe banking services and read a budget;	name banking services;
determine results of scarcity and supply and demand on present economy;	determine causes of scarcity of resources and its effects on supply and demand;	illustrate understanding of goods and services, supply and demand and scarcity of resources through the creation and interpretation of graphs;	describe goods and services, and read graphs depicting supply and demand and scarcity of resources;	describe goods and services, the concept of supply and demand and scarcity of resources;
create a model of the path from raw material to finished product;	summarize the steps in which a raw material becomes a finished product;	sequence the path of raw material to a finished product;	give an example of a raw material and its finished product;	identify raw materials and finished products;
analyze how natural resources influence the present economy of a region; and	create graphic resources that connect regional occupations and natural resources; and	relate occupations of given regions based on the natural resources using graphic resources; and	discuss the influence of natural resources on the major occupations of an area; and	state that different occupations are found in different regions based on natural resources; and
determine a pricing strategy and create an advertisement that would increase demand for a sample product.	analyze increases in advertising and other strategies that increase product demand.	compare pricing strategies and advertising with product demand.	explain that pricing and increases in advertising affect product demand.	identify examples of advertising and increased product demand.

Objectives	Students will
SS.3.E.1	study bank services including checking accounts, savings accounts and borrowing and create a mock budget.
SS.3.E.2	construct and interpret graphs that illustrate the basic concept of the exchange of goods and services as related to supply and demand and the impact of scarcity of resources.
SS.3.E.3	sequence the path of a product from the raw material to the final product.
SS.3.E.4	use charts, maps and other data sources to correlate occupations with the economy and the available resources of a region (e.g., West Virginia has coal mining; Pennsylvania has steel mills; etc.).
SS.3.E.5	correlate competition for products with increases in advertising and changes in pricing.

Grade 3	Social Studies			
Standard	Geography			
Performance Descriptors SS.PD.3.G				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Third grade students at distinguished level in	Third grade students at above mastery level in	Third grade students at mastery level in geography:	Third grade students at below mastery level in	Third grade students at novice level in geography:

<p>geography:</p> <p>construct and use borders, latitude and longitude lines, map scales, equator, poles, Prime Meridian, Tropic of Cancer, Tropic of Capricorn, cardinal directions, intermediate directions, continents, oceans and time zones of specific locations to locate places on a map;</p> <p>evaluate how world geographic features influence people's lives and analyze how changes in the environment will affect people's lifestyles;</p> <p>examine regions of the United States and compare and contrast plant and animal life, landforms, climate and human interactions with the environment;</p> <p>compare and contrast various routes taken by major explorers; and</p> <p>create a legend that shows features on various types of maps and global information systems.</p>	<p>geography:</p> <p>use borders, latitude and longitude lines, map scales, equator, poles, Prime Meridian, Tropic of Cancer, Tropic of Capricorn, cardinal directions, intermediate directions, continents, oceans and time zones of specific locations to locate places on a map;</p> <p>locate world geographic features and draw conclusions about the effect of the environment on people's lifestyles;</p> <p>categorize regions of the United States in regard to plant and animal life, landforms, climate and human interactions with the environment;</p> <p>explain the motives behind the given explorers' exploration; and</p> <p>interpret a legend to show features on various types of maps and global information systems.</p>	<p>label borders, latitude and longitude lines, map scale, equator, poles, Prime Meridian, Tropic of Cancer, Tropic of Capricorn, cardinal directions, intermediate directions, continents, oceans and time zones of North America on a map;</p> <p>locate world geographic features;</p> <p>compare regions of the United States in regard to plant and animal life, landforms, climate and human interactions with the environment;</p> <p>identify and chart the journey of major explorers on a world map; and</p> <p>use a legend to identify features on various types of maps and global information systems.</p>	<p>geography:</p> <p>locate borders, latitude and longitude lines, map scale, equator, poles, cardinal directions, North and South America, oceans and time zones of North America on a map;</p> <p>identify world geographic features;</p> <p>locate regions of the United States and list plant and animal life and landforms of each;</p> <p>locate countries of origin of major explorers on a world map; and</p> <p>locate features on various types of maps and global information systems.</p>	<p>find map scale, equator, poles, cardinal directions, oceans and North America on a map;</p> <p>match pictures of world geographic features and definitions;</p> <p>identify regions of the United States;</p> <p>identify world explorers; and</p> <p>discuss features on various types of maps and global information systems.</p>
Objectives	Students will			
SS.3.G.1	use global information systems to compare and contrast various types of maps (e.g., climate, resource, physical, political, road, etc.).			
SS.3.G.2	distinguish between a continent, country, state and capital.			
SS.3.G.3	label maps to demonstrate knowledge of map skills (e.g., label cardinal directions, intermediate directions, borders, continents,			

	oceans, equator, Tropic of Cancer, Tropic of Capricorn, North Pole, South Pole and Prime Meridian).
SS.3.G.4	using a grid system, locate specific points on a map and explain the use of lines of latitude and longitude.
SS.3.G.5	explain the reason time zones were developed, identify the four time zones of North America and calculate the variance in time from one zone to another.
SS.3.G.6	use a map scale to determine the distance between two given points.
SS.3.G.7	recognize, define and illustrate world geographic features (e.g., peninsulas, islands, mountains, canyons, plateaus, mesas, harbors, gulfs, rivers, deserts, forests, valleys and plains).
SS.3.G.8	compare and contrast regions of the United States in regard to plant and animal life, landforms, climate and human interactions with the environment.
SS.3.G.9	create a legend to identify the path of major explorers and chart those journeys on a world map (e.g., Marco Polo, Christopher Columbus, John Cabot, Hernando Cortes and Sir Walter Raleigh).
SS.3.G.10	obtain information from appropriate types of maps, globes, charts, graphs and timelines in a research project (e.g., political, physical and historical).

Grade 3	Social Studies			
Standard	History			
Performance Descriptors SS.PD.3.H				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Third grade students at distinguished level in history:</p> <p>formulate and explain the connection between Native American settlements and its impact on present cultures; and</p> <p>analyze the relative importance of European exploration and its continued impact on the world today.</p>	<p>Third grade students at above mastery level in history:</p> <p>explain the reasons for the settlement patterns of Native American populations and how they adapted their cultures to the geographical features; and</p> <p>compare and contrast the European explorers, their reasons for exploration, the result of their presence on peoples in English, French, Spanish and Native American cultures, and the effect of their exploration on the rest of the world.</p>	<p>Third grade students at mastery level in history:</p> <p>use artifacts and historical pictures to compare and contrast the cultures of various Native American groups based on their geographic locations; and</p> <p>determine the cause and effect of European exploration based on their motives, the information gained and the impact on Native Americans and the world.</p>	<p>Third grade students at partial mastery level in history:</p> <p>describe the settlement patterns of Native Americans and the connection between the cultures of various Native American regional groups and geographic locations; and</p> <p>list the European explorers, their motives and the results of their explorations chronologically.</p>	<p>Third grade students at novice level in history:</p> <p>identify the locations of the various Native American regional groups; and</p> <p>discuss European explorers and motives for exploration.</p>

Cluster 1	Examine the settlement of North America by Native Americans.
Objectives	Students will
SS.3.H.CL1.1	illustrate the spread of the Native American population into the various regions of North America.
SS.3.H.CL1.2	determine settlement patterns based on natural resources.
SS.3.H.CL1.3	explain how Native American groups adapted to geographic factors of a given region.
SS.3.H.CL1.4	compare and contrast the cultures of the different Native American groups (e.g., source of food, clothing, shelter and products used).
SS.3.H.CL1.5	make historical inferences by analyzing artifacts and illustrations.
SS.3.H.CL1.6	analyze the Native American interactions with others (e.g., other Native American groups, explorers and settlers).
Cluster 2	Determine the causes and effects of European exploration.
Objectives	Students will
SS.3.H.CL2.1	chronologically organize major explorers and determine the reasons for their journeys (e.g., Marco Polo, Amerigo Vespucci, Christopher Columbus, John Cabot, Hernando Cortes, Balboa, Ponce de Leon, Sir Walter Raleigh, etc.).
SS.3.H.CL2.2	investigate the motives for exploration by the various European nations (e.g., England, Spain, France, Portugal, etc.).
SS.3.H.CL2.3	determine the information the explorers gained from their journeys.
SS.3.H.CL2.4	explain how the explorers travels impacted the Native Americans and the world.

Grade 3	Social Studies			
	West Virginia History			
Performance Descriptors SS.PD.3.WV				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Third grade students at distinguished level in West Virginia History:</p> <p>using a grid system, create a map of West Virginia that identifies and illustrates the relationships between West Virginia counties, the location of their county seats, bordering states and selected items;</p> <p>break down the major communities and natural resources found in each of the four geographical regions in West Virginia; and</p>	<p>Third grade students at above mastery level in West Virginia History:</p> <p>label counties, county seats and bordering states on a blank map of West Virginia;</p> <p>compare and contrast the four physical geographic regions of West Virginia; and</p>	<p>Third grade students at mastery level in West Virginia History:</p> <p>use a grid system to locate West Virginia counties and county seats, bordering states and selected items;</p> <p>identify the four physical geographic regions and the major communities within each region and describe the natural resource location and physical</p>	<p>Third grade students at partial mastery level in West Virginia History:</p> <p>point out counties and county seats on a labeled map of West Virginia;</p> <p>locate the four physical geographic regions of West Virginia and identify natural resources found in each; and</p>	<p>Third grade students at novice level in West Virginia History:</p> <p>identify the five states that border West Virginia on a blank map of the United States;</p> <p>name natural resources found in West Virginia; and</p>

create a brochure of the most popular tourist region of West Virginia.	compare and contrast the popularity of the tourist regions of West Virginia.	geography of each region; and investigate points of interest in the tourist regions of West Virginia.	identify the tourist regions of West Virginia.	view the tourist regions of West Virginia on a map.
Objectives	Students will			
SS.3.WV.1	locate counties, county seats and bordering states on a West Virginia map.			
SS.3.WV.2	use a grid system to locate natural and man-made items on a map.			
SS.3.WV.3	identify the four physical geographic regions of West Virginia, the major communities and the natural resources found within each region.			
SS.3.WV.4	investigate the nine tourist regions of West Virginia.			

Social Studies – Grade 4

Fourth Grade Social Studies is an introduction to the growth of the United States from colonization through the American Revolution to Westward Expansion prior to 1854. Students will analyze the assimilation of various colonial groups, development of improved technology, major historical figures and events. The physical features of the United States and West Virginia and the impact of the settlers on the environment will be investigated. Students will be introduced to democratic beliefs expressed in founding documents, good citizenship and individual rights. Students are expected to investigate the three branches of government and participate in a school or community project. Fourth graders will be introduced to economic concepts and factors that impact consumer choices. Students will understand the need for taxes to pay for public services. They will investigate jobs needed in the future based on the concept of supply and demand. The West Virginia Next Generation Standards include the Next Generation Content Standards and Objectives and 21st Century learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Grade 4		Social Studies		
Standard		Civics		
Performance Descriptors SS.PD.4.C				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Fourth grade students at distinguished level in civics:</p> <p>prioritize democratic beliefs as expressed in the founding documents and give examples of good citizenship;</p> <p>interpret the functions of the three branches of government and how they affect rights of citizens;</p> <p>create a law and defend how it would protect individual rights; and</p> <p>evaluate a school or community service project.</p>	<p>Fourth grade students at above mastery level in civics:</p> <p>compare and contrast democratic beliefs as expressed in the founding documents and give examples of good citizenship;</p> <p>categorize the responsibilities of the three branches of government and relate them to the rights of citizens;</p> <p>propose modifications to existing laws to protect individual rights; and</p> <p>plan a school or community service project.</p>	<p>Fourth grade students at mastery level in civics:</p> <p>explain democratic beliefs as expressed in the founding documents and give examples of good citizenship;</p> <p>explain the three branches of government and identify the rights of citizens;</p> <p>justify the rule of law in a democracy and prove how it protects individual rights; and</p> <p>participate in a school or community service project.</p>	<p>Fourth grade students at partial mastery level in civics:</p> <p>discuss democratic beliefs as expressed in the founding documents and give examples of good citizenship;</p> <p>list and give examples of the three branches of government and the rights and responsibilities of citizens;</p> <p>discuss the rule of law in a democracy and prove how it protects individual rights; and</p> <p>identify a school or community service project.</p>	<p>Fourth grade students at novice level in civics:</p> <p>Identify democratic beliefs as expressed in the founding documents and give examples of good citizenship;</p> <p>identify the three branches of government, and the rights and responsibilities of citizens;</p> <p>identify a law that protects individual rights; and</p> <p>identify a school service project.</p>

Objectives	Students will
SS.4.C.1	identify, explain and critique commonly held American democratic values, principles and beliefs (e.g., diversity, family values, community service, justice, liberty, etc.) through established documents (e.g., Declaration of Independence, Constitution, Bill of Rights, etc.).
SS.4.C.2	compare and contrast the powers of each branch of government and identify the responsibilities and rights of United States citizens.
SS.4.C.3	explore the concepts of rule of law to create a visual or oral presentation of how these concepts protect individual rights and the common good.
SS.4.C.4	demonstrate patriotism by creating and implementing school/community service projects (e.g., litter cleanup, fundraisers for community groups, participation in community holiday parades, celebrations, services, etc.).

Grade 4	Social Studies			
Standard	Economics			
Performance Descriptors SS.PD.4.E				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Fourth grade students at distinguished level in economics: interpret economic concepts and factors and their impact on consumer choices; debate the need of taxation to fund public services; predict jobs needed in the future according to supply and demand; and debate and evaluate the economic factors, including slavery and indentured servitude, that shaped the American colonies before the Revolutionary War.	Fourth grade students at above mastery level in economics: analyze key economic concepts and factors and explain how they impact consumer choices; demonstrate the need of taxation to fund public services; analyze documents to identify jobs needed because of supply and demand; and analyze how the economic factors, including slavery and indentured servitude, shaped the American colonies before the Revolutionary War.	Fourth grade students at mastery level in economics: explain and give examples of key economic concepts and analyze factors that impact consumer choices; relate the need of taxation to fund public services; compile lists to show what jobs are needed because of supply and demand; and prioritize the economic factors, including slavery and indentured servitude, that shaped the American colonies before the Revolutionary War.	Fourth grade students at partial mastery level in economics: list examples of key economic concepts that impact consumer choices; give examples of taxes that fund and pay for public services; give examples of jobs needed because of supply and demand; and give examples of the economic factors, including slavery and indentured servitude, that shaped the American colonies before the Revolutionary War.	Fourth grade students at novice level in economics: find examples of key economic concepts that impact consumer choices; state that taxes pay for public services; identify jobs needed because of supply and demand; and recall the economic factors that shaped the American colonies, including slavery and indentured servitude.
Objectives	Students will			
SS.4.E.1	investigate and recognize people as consumers and as producers of goods, and the effects of competition and supply-demand on			

	prices through projects (e.g., developing budgets or products in simulated situations, etc.).
SS.4.E.2	analyze communication techniques that impact consumer choices (e.g., print/non-print, advertisement, media, etc.) while distinguishing the relationship of taxation and public services.
SS.4.E.3	determine jobs that are needed according to supply and demand on a national level.
SS.4.E.4	examine and research how slavery and indentured servitude influenced the early economy of the United States by constructing graphics (e.g., charts, graphs, tables and grids, etc.) displaying the effect of having slaves and indentured servants.

Grade 4	Social Studies			
Standard	Geography			
Performance Descriptors SS.PD.4.G				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Fourth grade students at distinguished level in geography:</p> <p>construct relief maps including a legend, illustrating the location of major physical features of the United States;</p> <p>compare and contrast modern and historical geographic factors;</p> <p>predict effects of geographic factors on future events; and</p> <p>predict how geographic conditions and human interventions will impact the future of American citizens.</p>	<p>Fourth grade students at above mastery level in geography:</p> <p>design maps with legends to illustrate the location of major physical features of the United States;</p> <p>contrast various historical adaptations to geographic factors;</p> <p>design maps to make connections between the historical and modern day effects of geographic factors on historical events; and</p> <p>evaluate how geographic conditions and human interventions have impacted current changes in America.</p>	<p>Fourth grade students at mastery level in geography:</p> <p>use reference sources and technology to create examples of maps depicting major physical features of the United States;</p> <p>explain how geographic factors influenced transportation routes, population and interactions;</p> <p>plan and construct maps to show the effect of geographic factors on historical events; and</p> <p>compare and contrast how geographic conditions and human interventions have affected the environment, the economy and politics.</p>	<p>Fourth grade students at partial mastery level in geography:</p> <p>use maps to locate the describe major physical features of the United States;</p> <p>discuss how settlers adapted to geographic factors;</p> <p>use maps to identify the geographic factors that would affect physical, economic, political and transportation changes; and</p> <p>explain how geographic conditions have impacted various changes in America.</p>	<p>Fourth grade students at novice level in geography:</p> <p>locate features of the United States on maps;</p> <p>name geographic factors that affected settlement patterns;</p> <p>identify a geographic factor that would affect physical, economic, political and transportation changes; and</p> <p>identify changes in geographic conditions through human and natural interventions.</p>
Objectives	Students will			
SS.4.G.1	describe and locate examples of the major physical features of the United States (e.g., bodies of water, mountains, rivers, grasslands, oases, etc.) using references and technology (e.g., atlas, globe, Global Information System, etc.).			

SS.4.G.2	document the effects of and explain how people adapted to geographic factors (e.g., climate, mountains, bodies of water, etc.) on the following: <ul style="list-style-type: none"> • transportation routes • settlement patterns and population density • culture (e.g., jobs, food, clothing, shelter, religion, government, etc.) • interactions with others (local and national).
SS.4.G.3	compare and contrast the physical, economic and political changes to America caused by geographic conditions and human intervention (e.g., bridges, canals, state boundaries, transportation, etc.).
SS.4.G.4	plan and construct maps to demonstrate the effect of geographic conditions on historical events (e.g., colonization, industry, agriculture, major engagements in the Revolutionary War, Westward Expansion, etc.).

Grade 4	Social Studies			
Standard	History			
Performance Descriptors SS.PD.4.H				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Fourth grade students at distinguished level in history:</p> <p>identify influencing factors upon the founding of the original colonies that are present in current conflicts around the world;</p> <p>debate independence and formation of the new government from the perspective of a key historical participant;</p> <p>investigate, create and present to an audience a project outlining one event in detail by tracing its origins through formation of a nation and establishment of</p>	<p>Fourth grade students at above mastery level in history:</p> <p>compare and contrast various influencing factors upon the founding of the original colonies;</p> <p>research contributions of Native Americans, Africans, women and early historical figures involved in conflict between the American colonies and England that led to the Revolutionary War;</p> <p>evaluate the relationship of contributing events, historical figures and challenges which trace the beginnings of America as a nation and the</p>	<p>Fourth grade students at mastery level in history:</p> <p>organize and explain various influencing factors upon the founding of the original colonies;</p> <p>chart contributions of Native Americans, Africans, women and early historical figures involved before, during and after the Revolutionary War;</p> <p>create a timeline to show events, contributions of historical figures and challenges leading to the beginnings of America as a nation and the</p>	<p>Fourth grade students at partial mastery level in history:</p> <p>identify various influencing factors upon the founding of the original colonies;</p> <p>list events leading to the conflict between the American colonies and England that led to the Revolutionary War;</p> <p>associate historical figures with the events that led to the beginnings of America as a nation; and</p>	<p>Fourth grade students at novice level in history:</p> <p>recall various influencing factors upon the founding of the original colonies;</p> <p>describe conflicts between American colonies and England;</p> <p>identify events which trace the beginnings of America as a nation; and</p>

the new government; and debate from the perspective of participating groups (e.g., Native Americans, African Americans, women, Spanish, etc.) the events involved in Westward Expansion and the impact on modern America.	establishment of the new government; and create a product depicting the events and historical figures involved in Westward Expansion.	establishment of the new government; and describe the cause and effect relationship between the economic, political and cultural factors, people, events and transportation innovations on Westward Expansion.	list the events and historical figures involved in Westward Expansion.	tell about historical figures involved in Westward Expansion.
Cluster 1	Demonstrate an understanding of the various influencing factors upon the founding of the original colonies (e.g., economic, political, cultural, etc.).			
Objectives	Students will			
SS.4.H.CL1.1	analyze the southern, middle and northern colonies (e.g., origins, early government, resources, religious and cultural diversity, etc.).			
SS.4.H.CL1.2	compare and contrast community life, family roles and social classes in colonial America (e.g., indentured servants, slaves, colonists, etc.).			
SS.4.H.CL1.3	compare and contrast backgrounds, motivations and occupational skills between English, French and Spanish settlers (e.g., economics, culture, trade, new agricultural products, etc.).			
Cluster 2	Demonstrate an understanding of the conflict between the American colonies and England that led to the Revolutionary War.			
Objectives	Students will			
SS.4.H.CL2.1	explain the political and economic factors leading to the American Revolution (e.g., the French and Indian War; British colonial policies, and American colonists' early resistance, etc.).			
SS.4.H.CL2.2	explain the major ideas reflected in the Declaration of Independence.			
SS.4.H.CL2.3	summarize the roles of the principal American, British and European leaders involved in the conflict (e.g., King George III, Ben Franklin, George Washington, Thomas Jefferson, John Adams, Thomas Paine, Patrick Henry, and Marquis de Lafayette, etc.).			
SS.4.H.CL2.4	explain the contributions of the Native Americans, French and the Dutch during the Revolutionary War, and list the contributions of women and African Americans during and after the American Revolution.			
Cluster 3	Trace the beginnings of America as a nation and the establishment of the new government.			
Objectives	Students will			
SS.4.H.CL3.1	compare and contrast the various forms of government in effect from 1774-1854 (e.g., Continental Congress, Articles of Confederation, U.S. Constitution, Bill of Rights, etc.).			
SS.4.H.CL3.2	research the contributions of early American historic figures (e.g., George Washington, John Adams, Abigail Adams, Thomas Jefferson, Alexander Hamilton, Andrew Jackson, James Madison, Dolly Madison, etc.).			
SS.4.H.CL3.3	explain the political, social and economic challenges faced by the new nation (e.g., development of political parties, expansion of slavery, taxation, etc.).			
Cluster 4	Demonstrate an understanding of the causes and effects of Westward Expansion.			
Objectives	Students will			
SS.4.H.CL4.1	investigate the economic, political and cultural factors involved in the Westward Expansion (e.g., Land Ordinance of 1785, Northwest			

	Ordinance of 1787, Indian Removal Act, Trail of Tears, Manifest Destiny, resources, trade, etc.).
SS.4.H.CL4.2	analyze the people and events that facilitated Westward Expansion (e.g., Daniel Boone, Louisiana Purchase, Lewis and Clark, Northwest Territory, Alamo, Gold Rush, etc.).
SS.4.H.CL4.3	trace transportation innovations and explain their impact on Westward Expansion (e.g., bridges, canals, steamboats, railroads, steam engines, clipper ships, flat boats, roads, dams, locks, ports, harbors, etc.).

Grade 4	Social Studies			
	West Virginia History			
Performance Descriptors SS.PD.4.WV				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Fourth grade students at distinguished level in West Virginia History: evaluate the effects of geography on West Virginians; devise a plan to create a business using the past and present trends; and utilize technology to create a media presentation on West Virginia life.	Fourth grade students at above mastery level in West Virginia History: compare how geography affects various facets of life in West Virginia; predict future changes in West Virginia's population, products, resources and transportation based on historical evidence; and develop visual and oral presentations regarding West Virginia.	Fourth grade students at mastery level in West Virginia History: analyze the effects of geography on various facets of life in West Virginia; compare and contrast West Virginia facts (e.g., population, products, resources, transportation); and develop an article promoting West Virginia for inclusion in a brochure or magazine generated by students.	Fourth grade students at partial mastery level in West Virginia History: give examples of the impact of geography on West Virginia life; list West Virginia facts related to population, products, resources and transportation; and read information to answer questions regarding West Virginia.	Fourth grade students at novice level in West Virginia History: will identify geographic features found in West Virginia; read various charts, maps, graphs of West Virginia facts; and share information about West Virginia.
Objectives	Students will			
SS.4.WV.1	analyze the impact of West Virginia's geography on transportation, settlement, jobs, clothing, food, shelter, services and interaction with others outside the state.			
SS.4.WV.2	compare and contrast West Virginia's population, products, resources and transportation from the 18th century through modern day.			
SS.4.WV.3	pose, research and answer student-generated questions relating to West Virginia (e.g., primary source documents, magazines, online resources, etc.).			

Social Studies – Grade 5

Fifth Grade Social Studies is a basic overview of the United States from the Civil War to the emergence of it becoming a superpower. Students recognize and evaluate the significance of major events of each historical period. Students examine primary source documents relating to events and policies of the late 19th and early 20th centuries. They continue to learn the role of citizenship and social responsibility in the community, state and world. Students examine the transformation from rural to urban and from agriculture to industry focusing on the economic impact of these moves. Students learn how government decisions impact the economy. The West Virginia Next Generation Standards include the Next Generation Content Standards and Objectives and 21st Century learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives

Grade 5		Social Studies		
Standard		Civics		
Performance Descriptors SS.PD.5.C				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Fifth grade students at distinguished level in civics:</p> <p>evaluate how government does or does not provide for the needs and wants of the people;</p> <p>role play a function of each level of government and demonstrate how it is applied through citizen actions;</p> <p>create a community service project that demonstrates the rights, responsibilities, duties and privileges of a citizen;</p> <p>propose a civil rights amendment and support its usefulness by comparing it</p>	<p>Fifth grade students at above mastery level in civics:</p> <p>validate how and when the government does or does not provide for the needs and wants of the people;</p> <p>role play a function of each level of government and explain how it affects citizens;</p> <p>participate in a community project that illustrates the rights, responsibilities, duties and privileges of a citizen;</p> <p>examine the amendment process and evaluate the usefulness of the</p>	<p>Fifth grade students at mastery level in civics:</p> <p>research how and when the government provides for the needs and wants of the people;</p> <p>role play a function of each level of government;</p> <p>compare and contrast the rights, responsibilities, duties and privileges of a citizen;</p> <p>summarize how the Thirteenth, Fourteenth and Fifteenth Amendments</p>	<p>Fifth grade students at partial mastery level in civics:</p> <p>give examples of how government provides for the needs and wants of the people;</p> <p>role play a function of two levels of government;</p> <p>list the rights, responsibilities, duties and privileges of a citizen;</p> <p>describe how amendments are made and identify the Thirteenth, Fourteenth and</p>	<p>Fifth grade students at novice level in civics:</p> <p>identify how government meets the wants and needs of people;</p> <p>role play a function of one level of government;</p> <p>define the rights, responsibilities, duties and privileges of a citizen;</p> <p>identify the amendment process and list the civil rights amendments; and</p>

to the Thirteenth, Fourteenth and Fifteenth Amendments; and create a law or an amendment that could solve a conflict in today's world, design the judicial process to implement it and demonstrate through a mock proceeding.	Thirteenth, Fourteenth and Fifteenth Amendments; and evaluate and assess through debate the amendment process, how a bill becomes a law and the various roles in a mock trial.	changed the lives of minorities; and outline interpret, and apply the process by which amendments are made, simulate a law being made and assume a role in a mock trial.	Fifteenth Amendments; and explain how laws and amendments are made and explain the roles in a mock trial.	identify a bill ready to become a law, a proposed amendment and a role in a mock trial.
Objectives	Students will			
SS.5.C.1	illustrate the rights, responsibilities, duties and privileges of a patriotic citizen within authentic situations (e.g., election, food drive, jury duty, etc.) and defend these actions as examples or non-examples of good citizenship.			
SS.5.C.2	assume a role (e.g., judge, juror, prosecutor, etc.) in a mock proceeding (John Brown, Dred Scott, etc.) to acquire the understanding of the trial by jury process and justify its effectiveness in solving conflicts in society both past and present.			
SS.5.C.3	research how government and non-government groups and institutions work to meet the individual needs for the common good. (e.g., Red Cross, Freedman's Bureau, Hull House, etc.).			
SS.5.C.4	compare the functions of each level of the government (local, state, and national) and apply that knowledge to a function set aside for citizens of the United States (e.g., Town Hall Meeting, Project Citizen, debate, etc.).			
SS.5.C.5	simulate the process of making a law at the state and national level.			
SS.5.C.6	outline the process in which amendments are made; interpret their meaning, and apply it to their daily life, lives of others and lives of people throughout history.			
SS.5.C.7	summarize the provisions of the Thirteenth, Fourteenth and Fifteenth Amendments to the Constitution, including how the amendments protected the rights of African Americans and sought to enhance their political, social and economic opportunities.			

Grade 5	Social Studies			
Standard	Economics			
Performance Descriptors SS.PD.5.E				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Fifth grade students at distinguished level in economics: plan an event that incorporates the roles of consumers and producers and implements the concept of supply and demand;	Fifth grade students at above mastery level in economics: compare and contrast the roles of consumers and producers and supply and demand;	Fifth grade students at mastery level in economics: evaluate the roles of consumers and producers, and explain the concept of supply and demand;	Fifth grade students at partial mastery level in economics: identify and explain who are consumers and producers in a society and describe the concept of supply and demand;	Fifth grade students at novice level in economics: identify consumers and producers in a society;

justify the reasons for migration and immigration in the United States through a type of media;	defend the reasons for migration and immigration and relate it to the present;	critique the economic reasons for immigration and migration in the United States;	explain the economic reasons for migration and immigration during specific times in American history;	match economic reasons for migration and immigration to specific times in American history;
construct a map of the geographic regions in the world and formulate the impact on global economic activities;	research the resources found in the geographic regions of the United States and the world and summarize its impact on global economic activities;	assess the resources of the geographic regions in the United States and the world;	describe the geographic regions in the United States and the world;	identify the geographic regions found in the world;
adapt a role of agriculture to impact an industry and communicate its effectiveness;	compare and contrast the role of agriculture to that of industrialization in the economic development of the United States;	evaluate the role of agriculture and the impact of industrialization on economic development of the United States;	explain the role agriculture and industrialization had on the economic development of the United States;	describe the role of agriculture on the economic development of the United States;
create a model to represent the difference between the industrial North and the agricultural South prior to the Civil War; and	debate whether the industrial North or the agricultural South had a bigger impact prior to the Civil War; and	compare the industrial North to the agricultural South prior to the Civil War; and	give examples of the industries of the North to the agricultural products of the South prior to the Civil War; and	identify the industries of the North and the agricultural products of the South prior to the Civil War; and
develop a solution to the social and economic problems that Westward Expansion and Reconstruction had on the United States prior to the Civil War.	compare and contrast the social and economic problems brought on by Westward Expansion and Reconstruction.	explain the social and economic effects of Reconstruction and Westward Expansion on different populations.	describe the economic problems brought on by Reconstruction and Westward Expansion.	identify the social and economic effects of Reconstruction and Westward Expansion.
Objectives	Students will			
SS.5.E.1	investigate the roles of consumers and producers in the United States and apply the information to a real life event (e.g., bake sale, sporting events, booth at a fair, snack machines, etc.) using the concepts of: <ul style="list-style-type: none"> • sales (e.g., advertising and competition) • expenses • profits • supply and demand 			
SS.5.E.2	explain the concept of supply and demand to specific historic and current economic situations in the United States (e.g., slavery, oil, gas, Industrial Revolution, etc.).			

SS.5.E.3	critique the economic reasons for immigration and migration throughout the United States during specific times in history and relate the information to the present (e.g., Great Migration, Ellis Island, etc.).
SS.5.E.4	assess the resources (e.g., oil, land, gas, etc.) of the geographic regions (e.g., Midwest, Middle East, etc.) of the United States and the world and explain their impact on global economic activities.
SS.5.E.5	evaluate the role of agriculture and the impact of industrialization on the economic development of the United States.
SS.5.E.6	compare the industrial North and the agricultural South prior to the Civil War, the geographic characteristics and boundaries of each region and the basic way of life in each region.
SS.5.E.7	explain the economic problems that forced former slaves to continue to live in servitude even after slavery was officially abolished by the Thirteenth Amendment.
SS.5.E.8	compare the economic and social effects of Reconstruction on different populations, including the move from farms to factories and the change from the plantation system to sharecropping.
SS.5.E.9	explain the social and economic effects of Westward Expansion on Native Americans, including changes in federal policies, armed conflicts, opposing views concerning land ownership and Native American displacement.

Grade 5		Social Studies		
Standard		Geography		
Performance Descriptors SS.PD.5.G				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Fifth grade students at distinguished level in geography:</p> <p>create and present a virtual westward trip incorporating contributions of immigrants using latitude and longitude, map scale, location and various geographic tools that encompasses the regions, rivers, landforms, natural resources and deserts that travelers encountered while expanding settlements in the West.</p>	<p>Fifth grade students at above mastery level in geography:</p> <p>apply distance measurements to help evaluate data collected regarding the physical environment and landscape;</p> <p>classify the states, regions, rivers, landforms, natural resources and deserts of the United States;</p> <p>assess and debate the contributions of immigrants in the United States during the early 20th century; and</p>	<p>Fifth grade students at mastery level in geography:</p> <p>measure distances in latitude and longitude, use a map scale and direction to describe location;</p> <p>locate, identify and compare the regions, major rivers, landforms, natural resources and deserts of the United States and correctly locate the fifty states;</p> <p>summarize the significance and contributions of immigrants in the United States during the early 20th</p>	<p>Fifth grade students at partial mastery level in geography:</p> <p>identify and use latitude and longitude lines, relative and absolute locations and map scale;</p> <p>identify and locate the regions, major rivers, landforms, natural resources, deserts and the fifty states of the United States;</p> <p>compare and contrast the contributions of immigrants in the United States during the 20th century;</p>	<p>Fifth grade students at novice level in geography:</p> <p>identify latitude and longitude lines and relative and absolute locations;</p> <p>identify the regions, major rivers, landforms, natural resources, deserts and the fifty states of the United States;</p> <p>identify the contributions of immigrants in the United States during the 20th century;</p>

	examine information from maps, globes, models and various geographic tools.	century; explain how the natural terrain influenced westward travel and settlement; and identify and interpret the information and purpose of maps, globes, models, charts, graphs and various geographic tools.	describe how the natural terrain affected westward travel and settlement; and identify the uses of geographic tools and models used by geographers.	label the natural terrain that affected westward travel and settlement; and list the various types of maps, globes and geographic tools used by geographers.
Objectives	Students will			
SS.5.G.1	explain how aspects of the terrain (e.g., the principal mountain ranges, rivers, vegetation and climate of the region, etc.) affected westward travel and settlement.			
SS.5.G.2	summarize the significance of large-scale immigration and the contributions of immigrants to America in the early 1900s, (e.g., the countries from which they came, the opportunities and resistance they faced when they arrived and the cultural and economic contributions they made to this nation, etc.).			
SS.5.G.3	illustrate the effects of settlement on the environment of the West, (e.g., changes in the physical and human systems, etc.).			
SS.5.G.4	measure distances in latitude and longitude using a scale on a variety of maps and globes, and transfer the concept of cardinal and intermediate directions to describe the relative location of countries by hemisphere and proximity to the equator.			
SS.5.G.5	locate, identify and compare the major rivers, landforms, natural resources, climate regions, major soil regions and deserts of the United States.			
SS.5.G.6	compare and contrast the various regions of the United States; locate each of the fifty United States and correlate them with their regions.			
SS.5.G.7	identify the characteristics and purposes of maps, globes, GIS and other geographic tools.			
SS.5.G.8	read and interpret information from photographs, maps, globes, graphs, models and computer programs.			
SS.5.G.9	display information on maps, globes, geographic models and in graphs, diagrams and charts (e.g., designing map keys and legends, etc.).			

Grade 5	Social Studies			
Standard	History			
Performance Descriptors SS.PD.5.H				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Fifth grade students at distinguished level in history:	Fifth grade students at above mastery level in history:	Fifth grade students at mastery level in history:	Fifth grade students at partial mastery level in history:	Fifth grade students at novice level in history:
evaluate the regional and sectional conflicts that led to	classify the regional differences between the	compare and contrast the industrial North to the	identify the development of industry in the northern	give examples of industries in the northern states and

<p>the Civil War and its resolution;</p> <p>evaluate the economic, political and social outcomes of Reconstruction on the United States;</p> <p>defend a position based upon the various groups present in the West and the influence of the railroad;</p> <p>analyze the key events and political leaders surrounding the developments of the United States becoming a global power; and</p> <p>assess the continuing development and influence of the Industrial Revolution in the United States.</p>	<p>North and the South before, during and after the Civil War;</p> <p>differentiate between the economic, political and social attitudes of the North and South during Reconstruction ;</p> <p>evaluate the development of railroads and the conflicts among various groups of people living and working in the West</p> <p>separate the important domestic and foreign developments that led the United States to a global power; and</p> <p>compare and contrast how the Industrial Revolution impacted immigration and urbanization.</p>	<p>agricultural South before, during and after the Civil War;</p> <p>examine the economic, political and social developments during Reconstruction;</p> <p>analyze how transportation affected various peoples living in the West;</p> <p>compare and contrast the major domestic and foreign developments that contributed to the United States' becoming a world power; and</p> <p>explain the people and factors that led to industrialization of the United States in the late 19th century.</p>	<p>states and agriculture in the southern states;</p> <p>summarize the outcome of the major developments during Reconstruction;</p> <p>explain how advancements in transportation impacted western expansion;</p> <p>describe the domestic and foreign developments that led to the United States becoming a world power; and</p> <p>describe how new inventions, thoughts and ideas led to the Industrial Revolution.</p>	<p>agricultural products of the south;</p> <p>recognize the major elements of Reconstruction;</p> <p>identify the major causes of Westward Expansion;</p> <p>name the domestic developments that contributed to the United States becoming a world power; and</p> <p>identify the people in the late 19th century that contributed to the Industrial Revolution.</p>
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Cluster 1	Demonstrate an understanding of the industrial North and the agricultural South before, during and after the Civil War.
Objectives	Students will
SS.5.H.CL1.1	research the roles and accomplishments of the leaders of the reform movements before and during the Civil War (e.g., abolition movement, Underground Railroad and other social reforms, etc.).
SS.5.H.CL1.2	explain how specific events and issues led to the Civil War (e.g., sectionalism fueled by issues of slavery in the territories, states' rights, election of 1860 and secession).
SS.5.H.CL1.3	summarize key battles, strategies and turning points of the Civil War (e.g., Fort Sumter, Antietam, Gettysburg, other regional battles and the surrender at Appomattox).
SS.5.H.CL1.4	compare the roles and accomplishments of historic figures of the Civil War (e.g., Abraham Lincoln, Emancipation Proclamation, Gettysburg Address, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Clara Barton and Frederick Douglass, etc.).
SS.5.H.CL1.5	explain the impact of the Civil War's physical destruction on the nation and the people (e.g., soldiers, women, African Americans, and the civilian population, etc.).

Cluster 2	Examine the economic, political and social developments during Reconstruction.
Objectives	Students will
SS.5.H.CL2.1	explain the effects of Abraham Lincoln's assassination and the goals of Reconstruction.
SS.5.H.CL2.2	characterize the effects of Reconstruction on African Americans (e.g., rights and restrictions, Thirteenth, Fourteenth, Fifteenth Amendments, rise of discriminatory laws and groups (Klu Klux Klan), motivations to relocate, and the actions of the Freedmen's Bureau, etc.).
Cluster 3	Demonstrate an understanding of the advances in transportation and its effect on Western Expansion.
Objectives	Students will
SS.5.H.CL3.1	illustrate how railroads affected development of the West (e.g., ease of travel, influence on trade and impact on environment, etc.)
SS.5.H.CL3.2	compare and contrast conflicts between various groups in the West (e.g., miners, ranchers, cowboys, Native Americans, Mexican Americans and European and Asian immigrants, etc.).
Cluster 4	Demonstrate an understanding of major domestic and foreign developments that contributed to the United States becoming a world power.
Objectives	Students will
SS.5.H.CL4.1	summarize key events and political leaders surrounding the Spanish-American War and the annexation of new territory.
SS.5.H.CL4.2	explain the role played by the United States involvement in Latin America and the building of the Panama Canal.
SS.5.H.CL4.3	describe how the need for new markets led to the buildup of the Navy and the need for naval bases in the Pacific.
Cluster 5	Analyze the people and the factors that led to Industrialization in the late 19th century United States.
Objective	Students will
SS.5.H.CL5.1	examine how the Industrial Revolution was furthered by new inventions and technologies (e.g., light bulb, telegraph, automobile, assembly line, etc.).
SS.5.H.CL5.2	identify prominent inventors and scientists of the period and summarize their inventions or discoveries (e.g., Thomas Edison, Alexander Graham Bell, the Wright Brothers, Henry Ford and Albert Einstein, etc.).
SS.5.H.CL5.3	explain the causes and effects of immigration and urbanization on the American economy during the Industrial Revolution (e.g., role of immigrants, the growth of cities, the shift to industrialization, the rise of big business and reform movements, etc.).

Grade 5	Social Studies			
	West Virginia History			
Performance Descriptors SS.PD.5.WV				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Fifth grade students at distinguished level in West Virginia History: summarize changes in the economic, social and political history of West Virginia;	Fifth grade students at above mastery level in West Virginia History: explain important events in economic, social and political history of West Virginia;	Fifth grade students at mastery level in West Virginia History: reconstruct the economic, social and political history of West Virginia;	Fifth grade students at partial mastery level in West Virginia History: give examples of economic, social and political history of West Virginia;	Fifth grade students at novice level in West Virginia History: identify examples of economic, social and political history of West Virginia;

compare roles and functions of the state government to the roles and function of the national government, and discuss civic responsibility and how they relate to each other; and by creating a timeline, justify the significance of the events and tensions that led to the formation of West Virginia.	evaluate the importance of civic responsibility and of roles or functions of local and county government compared to those of the state level of government; and using a timeline, analyze the importance of the events and tensions that led to the formation of West Virginia.	compare and contrast roles and functions of the government at the local, county and state levels and explain why fulfilling one's civic responsibility is important; and sequence events and describe the tensions that led to the formation of West Virginia.	state a role or function of government at the local, county and state level and list the civic responsibilities of each West Virginian; and list events and tensions that led to the formation of West Virginia.	define local, county and state government and civic responsibility; and identify events that led to the formation of West Virginia.
Objectives	Students will			
SS.5.WV.1	reconstruct the economic, social and political history of West Virginia through the use of primary source documents.			
SS.5.WV.2	compare and contrast the roles and functions of the government (e.g., legislative, executive and judicial branches) at the local, county and state levels.			
SS.5.WV.3	take and defend a position as to why fulfilling one's civic responsibility is important (e.g., debate, round-table discussion, etc.).			
SS.5.WV.4	sequence the events that led to the formation of the state of West Virginia (e.g., timeline).			
SS.5.WV.5	identify and explain the significance of historical experiences and of geographical, social and economic factors that have helped to shape both West Virginia's and America's society.			
SS.5.WV.6	analyze the moral, ethical and legal tensions that led to the creation of the new state of West Virginia and how those tensions were resolved.			

Social Studies – Grade 6

Sixth Grade Social Studies expands the role of citizenship and patriotism. Students learn about the roles and functions governments play on world events and organizations that help resolve conflicts. Students will use both current and historical maps to explain the effects that major events have on political boundaries around the world. Students will learn how the economy is affected by trade and trade organizations, technology, and renewable and nonrenewable resources as well as world conflicts. The causes and responses to world conflicts from World War I to present day will be evaluated. The West Virginia Next Generation Standards include the Next Generation Content Standards and Objectives and 21st Century learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Grade 6		Social Studies		
Standard		Civics		
Performance Descriptors SS.PD.6.C				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Sixth grade students at distinguished level in civics:</p> <p>identify a state bill that became law and explain hurdles it had to overcome;</p> <p>analyze different forms of government to make comparisons and draw conclusions about the influence on historic events;</p> <p>use credible sources to investigate the structure of the U.S. Congress and the Constitutional requirements of its members to develop a logical argument for the structure and requirements;</p> <p>design a classroom or</p>	<p>Sixth grade students at above mastery level in civics:</p> <p>investigate and model how a bill becomes a law in a classroom simulation;</p> <p>compare and contrast different forms of government and analyze their influence on historic events;</p> <p>construct a chart identifying the key figures in the U.S. government, the structure of the U.S. Congress and the Constitutional requirements of its members;</p>	<p>Sixth grade students at mastery level in civics:</p> <p>describe the process of how a bill becomes a law by following a state bill;</p> <p>examine differences in forms of government and their influence on historic events;</p> <p>compare and contrast the key figures of the U.S. government, the structure of the U.S. Congress and the Constitutional requirements of its members;</p>	<p>Sixth grade students at partial mastery in civics:</p> <p>list the steps of how a bill becomes a law;</p> <p>categorize differences in forms of government and their influence on historic events;</p> <p>identify the key figures in the U.S. government, the structure of the U.S. Congress and the Constitutional requirements of its members;</p>	<p>Sixth grade students at novice level in civics:</p> <p>state the importance of the legislative process;</p> <p>identify different forms of government and their influence on historic events;</p> <p>recite the structure of the three branches of the U.S. government, Congress and key figures in U.S. government;</p>

school project that models an act of patriotism; and	investigate the reason(s) for various acts of patriotism and civil discourse in U.S. history ; and	describe acts of patriotism and civil discourse in U.S. history; and	collect and display examples of patriotism and civil discourse in U.S. history; and	recognize examples of patriotism and civil discourse in U.S. history; and
research a global organization and evaluate its handling of a global concern.	create a chart detailing global organizations and the issues they address.	explain how global organizations provide aid and support.	give examples of global organizations and how they address global concerns.	identify how global organizations address global concerns.
Objectives	Students will			
SS.6.C.1	apply the process of how a bill becomes a law to follow a current legislative bill.			
SS.6.C.2	compare and contrast different forms of government worldwide and their influence on historic world events: <ul style="list-style-type: none"> • The Great Depression • World War I • World War II • 9/11 			
SS.6.C.3	identify the structure of the United States Congress and the Constitutional requirements of congressional membership.			
SS.6.C.4	identify current key figures in United States government: <ul style="list-style-type: none"> • President • Vice President • Speaker of the House • Secretary of State • Current members of Congress from West Virginia 			
SS.6.C.5	examine and analyze various acts of patriotism and civil discourse in response to events throughout United States history (e.g., support of American military during wartime, Vietnam protests, Civil Rights, respect for the flag and response of Americans to 9/11).			
SS.6.C.6	research and organize information about an issue of global concern from multiple points of view (e.g., ecology, natural resources, global warming and human rights).			
SS.6.C.7	identify global relief and development organizations and examine how they provide global aid and support (e.g., Red Cross, UNICEF, Doctors without Borders, Engineers without Borders and World Health Organization).			

Grade 6	Social Studies			
Standard	Economics			
Performance Descriptors SS.PD.6.E				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Sixth grade students at distinguished level in economics:	Sixth grade students at above mastery level in economics:	Sixth grade students at mastery level in economics:	Sixth grade students at partial mastery level in economics:	Sixth grade students at novice level in economics:
use data to create a comparative chart, and	create a comparative chart of the basic characteristics	compare and contrast the basic characteristics of	explain the basic characteristics of	identify the basic characteristics of

analyze the characteristics of communism, socialism and capitalism;	of communism, socialism and capitalism;	communism, socialism and capitalism in various countries;	communism, socialism and capitalism;	communism, socialism and capitalism;
research and construct an economic plan to restore the economy following a real life disaster;	research the impact of a real life disaster and analyze the economic impact using a chart, graph or table;	explain how renewable and nonrenewable resources and the effect on the economy;	list the factors that can affect renewable and nonrenewable resources;	identify the difference between a renewable and nonrenewable resource;
develop a logical argument defending a treaty or trade organization's effectiveness in business worldwide; and	define NAFTA and explain how trade cartels affect the world economy; and	list the members of NAFTA and its purpose; and	identify the purpose of a treaty or trade organization; and	define the terms treaty and trade; and
predict the future impact of technology, production, marketing and consumption of goods and services in selected nations as development changes.	compare and contrast the importance of the impact of technology, production, marketing and consumption of goods and services in selected nations.	analyze the impact of technology, production, marketing and consumption of goods and services in selected nations.	recognize and define the impact of technology, production, marketing and consumption of goods and services in selected nations.	identify the impact of technology on a world region.
Objectives	Students will			
SS.6.E.1	compare and contrast the basic characteristics of communism, socialism and capitalism.			
SS.6.E.2	identify examples of renewable and non-renewable resources and analyze the factors that affect these resources on the individual, local and national economies (e.g., hurricanes, floods, etc.).			
SS.6.E.3	define NAFTA and summarize its effects on the United States economy.			
SS.6.E.4	compare and contrast government economic policy beginning with the Reagan era through present day (e.g., Reaganomics, the role of GDP in the economy, etc.).			
SS.6.E.5	classify and evaluate the different types of world trade organizations (e.g., trade, military and health).			
SS.6.E.6	assess the economic impact of technology on world regions throughout history.			

Grade 6	Social Studies			
Standard	Geography			
Performance Descriptors SS.PD.6.G				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Sixth grade students at distinguished level in geography:	Sixth grade students at above mastery level in geography:	Sixth grade students at mastery level in geography:	Sixth grade students at partial mastery level in geography:	Sixth grade students at novice level in geography:
use credible sources to	compare U.S. geographic	explain how geographic	select geographic features	identify geographic features

research and identify a location that would provide safety during a conflict;	features to other countries to formulate logical reasons for U.S. safety in conflicts;	features have influenced safety of the U.S. in conflicts;	that influenced the safety of the U.S. in conflicts;	on a map;
select a country, analyze its boundary changes and explain their causes;	investigate historical maps and primary source documents to make inferences about boundary changes;	explain how various conflicts caused the boundary changes on historical maps;	identify boundary changes on historical maps;	locate specific countries on historical maps; and
perform calculations to identify current time in a variety of places on a world time zone map; and	explain how to calculate time in specific places based on their location on a world time zone map; and	locate specific places on a world time zone map and identify their current time; and	recognize that different areas of the world have different times; and	identify time zones on a map; and
prioritize the major world waterways and their effect on world trade and transportation.	explain how the location of major world waterways has affected transportation and trade throughout history.	locate major world waterways and examine their impact on transportation and trade.	examine major waterways of the world.	identify major waterways in the world.
Objectives	Students will			
SS.6.G.1	identify geographic features that have influenced the safety of the United States and isolate it from conflicts abroad.			
SS.6.G.2	compare and contrast historical maps and identify the changes in political boundaries as a result of conflicts.			
SS.6.G.3	examine population data from the U.S. Census Bureau and infer the reasons for changes and differences in various areas (e.g., difference between rural and urban areas).			
SS.6.G.4	determine the time of specific world locations using a world time zone map.			
SS.6.G.5	locate the major waterways of North America, South America, Europe and the Middle East and examine their impact on transportation and trade (e.g., discuss how the opening of the Erie Canal contributed to the rise of cities in New York).			

Grade 6	Social Studies			
Standard	History			
Performance Descriptors SS.PD.6.H				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Sixth grade students at distinguished level in history:	Sixth grade students at above mastery level in history:	Sixth grade students at mastery level in history:	Sixth grade students at partial mastery level in history:	Sixth grade students at novice level in history:
research and use data to critique the causes, key events and outcomes of World War I and World War	evaluate the causes, key events and outcomes of World War I and relate them to World War II identifying	compare and contrast causes, key events and outcomes of World War I with those of World War II;	state the causes, key events and outcomes of World War I;	Identify the causes, key events and outcomes of World War I and World War II;

<p>II to create a presentation;</p> <p>create an economic and social model in response to the Great Depression;</p> <p>evaluate the role of nuclear weapons during the Cold War and in the world today;</p> <p>research a leader or event in the struggle for Civil Rights and create a media presentation; and</p> <p>debate the pros and cons of the U.S. involvement in Middle Eastern conflicts.</p>	<p>similarities and differences;</p> <p>analyze and critique the causes and effects of the Great Depression and the social, political and economic consequences of the Depression worldwide;</p> <p>trace the development and end of the Cold War by citing specific examples;</p> <p>choose a specific minority and research its struggle to gain rights, citing specific examples; and</p> <p>evaluate how the Middle East has been prominent in recent world conflicts.</p>	<p>explain the social, economic and political responses to the Great Depression;</p> <p>examine the leaders of the Cold War and summarize events;</p> <p>identify key figures in the struggle for minority rights and cite their actions; and</p> <p>analyze the role of natural resources in the Middle Eastern conflicts and identify key figures involved.</p>	<p>identify the causes and effects of the Great Depression;</p> <p>explain how the Cold War divided the world;</p> <p>identify acts that violate minority rights; and</p> <p>identify resources from the Middle East and their connection to conflicts.</p>	<p>identify how the Great Depression affected political, social and economic conditions worldwide;</p> <p>identify events and countries involved in the Cold War;</p> <p>name minority groups that have experienced discrimination; and</p> <p>identify conflicts involving the Middle East.</p>
Cluster 1	Demonstrate an understanding of the causes, key events and outcomes of World War I.			
Objectives	Students will			
SS.6.H.CL1.1	explain the key events that led to the outbreak of World War I, including the rise of nationalism, imperialism and militarism.			
SS.6.H.CL1.2	chart the sequence of events that led to the United States' entry into World War I.			
SS.6.H.CL1.3	analyze the role of propaganda in influencing the United States to enter World War I.			
SS.6.H.CL1.4	explain the outcomes and effects of World War I including the conditions and failures of the League of Nations and the Treaty of Versailles.			
Cluster 2	Explain the global causes and effects of the Great Depression.			
Objectives	Students will			
SS.6.H.CL2.1	identify the economic conditions around the world that existed following World War I.			
SS.6.H.CL2.2	examine and categorize causes of the Great Depression worldwide.			
SS.6.H.CL2.3	analyze the political response to the economic and social conditions of the Great Depression in the United States and Germany.			
Cluster 3	Demonstrate an understanding of the causes, key events and outcomes of World War II.			
Objectives	Students will			
SS.6.H.CL3.1	summarize the rise of totalitarian governments in Germany, Italy, Japan and the Soviet Union.			
SS.6.H.CL3.2	examine the political and economic transformation of Western and Eastern Europe after World War II, identifying the significance of the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization (NATO), the United Nations, the Warsaw Pact and the			

	European Economic Community.
SS.6.H.CL3.3	analyze the role of appeasement and isolationism as an attempt to avoid war.
SS.6.H.CL3.4	analyze the role of strong leadership during the war and critique their responses to the conflict.
SS.6.H.CL3.5	investigate the role of the United States in World War II.
SS.6.H.CL3.6	cite evidence of the deprivation of human rights violations during times of war.
SS.6.H.CL3.7	illustrate the US civilian response to the war on the home-front (e.g., "Rosie the Riveters," victory gardens, rationing, etc.).
Cluster 4	Demonstrate an understanding of global developments following World War II including the impact of the Cold War on the world.
Objectives	Students will
SS.6.H.CL4.1	cite evidence of the United States' and Soviet Union's dominance as superpowers following World War II.
SS.6.H.CL4.2	outline the US policy of containment and the social effects of this policy.
SS.6.H.CL4.3	summarize the events of the Cold War (e.g., Korean conflict, Vietnam, Cuban Missile Crisis and Space Race).
SS.6.H.CL4.4	describe the Soviet Union's domination of Eastern Europe, the rise of the Communist party in China and the building of the Berlin Wall.
SS.6.H.CL4.5	analyze the role of strong leadership in ending the Cold War.
SS.6.H.CL4.6	debate the pros and cons of the impact of nuclear power and analyze how it might relate to the issue of atomic weapons.
Cluster 5	Identify the key figures, events and philosophies of the US Civil Rights Movement.
Objectives	Students will
SS.6.H.CL5.1	trace the development of Civil Rights for minority groups in the United States (e.g., women and African Americans).
SS.6.H.CL5.2	identify key figures and key events in movements for civil rights.
Cluster 6	Demonstrate an understanding of the causes and effects of the world conflicts in the late 20th and early 21st centuries.
Objectives	Students will
SS.6.H.CL6.1	analyze the role of natural resources in Middle Eastern conflicts.
SS.6.H.CL6.2	describe the role geo-politics played in historic events.
SS.6.H.CL6.3	identify the key figures in Middle Eastern conflicts and investigate the US reaction to these events (e.g., Saddam Hussein, Osama bin Laden, terrorism, 9/11, wars in Iraq and Afghanistan).

Grade 6-8	Social Studies			
Standard	Literacy			
Performance Descriptors SS.PD.6-8.L				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Sixth through eighth grade students at distinguished level in literacy: cite textual evidence; summarize how key events or ideas develop; analyze events determining whether	Sixth through eighth grade students at above mastery level in literacy: cite textual evidence ; provide an accurate summary; analyze key steps in a process related to	Sixth through eighth grade students at mastery level in literacy: determine central ideas and cite textual evidence; provide an accurate summary; identify key steps	Sixth through eighth grade students at partial mastery level in literacy: determine central ideas and cite textual evidence; provide an objective summary; identify key steps	Sixth through eighth grade students at novice level in literacy: determine central ideas; provide a summary; identify steps in a process related to history/social studies;

<p>earlier events caused later ones;</p> <p>determine the meaning of domain-specific vocabulary; compare the point of view of two or more authors;</p> <p>integrate information, assess whether the reasoning and evidence support the author's claims;</p> <p>read and comprehend history/social studies texts above the grades 6-8 text complexity band independently and proficiently;</p> <p>compose arguments and informative/explanatory texts; manage the complexity of the topic appropriate to the discipline and context as well as the expertise of the audience;</p> <p>use technology to develop, strengthen, publish and present clear and coherent writing focusing on what is most significant, linking to other information and displaying information;</p>	<p>history/social studies;</p> <p>determine the meaning of domain-specific vocabulary specific; analyze author's point of view or purpose;</p> <p>integrate visual information; analyze the reasoning and evidence that support the author's claims;</p> <p>read and comprehend history/social studies texts above the grades 6-8 text complexity band with scaffolding as needed;</p> <p>compose arguments and informative/explanatory texts; use precise language and domain-specific vocabulary while attending to the norms and conventions of the discipline;</p> <p>use technology to develop, strengthen, publish and present clear and coherent writing focusing on what is most significant;</p> <p>conduct short and sustained</p>	<p>in a process related to history/social studies;</p> <p>determine the meaning of domain-specific vocabulary; identify an author's point of view or purpose;</p> <p>integrate visual information; distinguish among fact, opinion and reasoned judgment; analyze the relationship between primary and secondary sources;</p> <p>read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently;</p> <p>compose arguments and informative/explanatory texts; use precise language and domain-specific vocabulary;</p> <p>with some guidance and support, use technology to develop, strengthen, publish and present clear and coherent writing;</p>	<p>in a process related to history/social studies;</p> <p>determine the meaning of domain-specific vocabulary; identify an author's purpose;</p> <p>integrate visual information; distinguish among fact, opinion and reasoned judgment; describe primary and secondary sources;</p> <p>read and comprehend history/social studies texts in the grades 6-8 text complexity band with minimal scaffolding at the high end of the range;</p> <p>compose arguments and informative/explanatory texts; use precise language and academic vocabulary;</p> <p>with guidance and support, use technology to develop, publish and present clear writing;</p>	<p>identify domain-specific vocabulary; identify an author's purpose;</p> <p>integrate visual information; distinguish among fact, opinion and reasoned judgment; define primary and secondary sources;</p> <p>read and comprehend history/social studies texts in the grades 6-8 text complexity band with scaffolding as needed at the high end of the range;</p> <p>compose arguments and informative/explanatory texts; use precise language;</p> <p>with guidance and support, use technology to develop, publish and present writing;</p>
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conduct short and sustained research projects synthesizing multiple useful sources and integrate information selectively; avoid plagiarism; and write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks, purposes and audiences.	research projects synthesizing multiple relevant, credible and accurate sources; avoid plagiarism; and write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks, purposes and audiences.	conduct short research projects drawing on several relevant, credible and accurate sources; avoid plagiarism; and write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks, purposes and audiences.	conduct short research projects drawing on credible and accurate sources; avoid plagiarism; and write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks, purposes and audiences.	conduct short research projects drawing on credible sources; avoid plagiarism; and write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks, purposes and audiences.
Objectives	Students will			
Reading				
	Key Ideas and Details			
SS.6-8.L.1	cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.			
SS.6-8.L.2	determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.			
SS.6-8.L.3	identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).			
	Craft and Structure			
SS.6-8.L.4	determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.			
SS.6-8.L.5	describe how a text presents information (e.g., sequentially, comparatively and causally).			
SS.6-8.L.6	identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).			
	Integration of Knowledge and Ideas			
SS.6-8.L.7	integrate visual information (e.g., in charts, graphs, photographs, videos or maps) with other information in print and digital texts			
SS.6-8.L.8	distinguish among fact, opinion and reasoned judgment in a text.			
SS.6-8.L.9	analyze the relationship between a primary and secondary source on the same topic.			
	Range of Reading and Level of Text Complexity			
SS.6-8.L.10	read and comprehend history/social studies texts at or above grade level text complexity band independently and proficiently.			
Writing				
	Text Types and Purposes			
SS.6-8.L.11	write arguments focused on discipline-specific content. <ul style="list-style-type: none"> introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims and organize the reasons and evidence logically. 			

	<ul style="list-style-type: none"> • support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. • use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. • establish and maintain a formal style. • provide a concluding statement or section that follows from and supports the argument presented.
SS.6-8.L.12	<p>write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments or technical processes.</p> <ul style="list-style-type: none"> • introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts and tables) and multimedia when useful to aiding comprehension. • develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. • use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • use precise language and domain-specific vocabulary to inform about or explain the topic. • establish and maintain a formal style and objective tone. • provide a concluding statement or section that follows from and supports the information or explanation presented.
	Production and Distribution of Writing
SS.6-8.L.13	produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
SS.6-8.L.14	with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
SS.6-8.L.15	use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
	Research to Build and Present Knowledge
SS.6-8.L.16	conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
SS.6-8.L.17	gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
SS.6-8.L.18	draw evidence from informational texts to support analysis, reflection and research.
	Range of Writing
SS.6-8.L.19	write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Social Studies – Grade 7

Seventh Grade Social Studies focuses on the impact of the human/ environment interaction in the ancient civilizations, the rise of the European nations, and the Age of Imperialism. Students will learn about geographic regions through geography skills development. Economic knowledge will build to include the growth of mercantilism and the rise of the middle class. Students will classify and compare various forms of government and the relationship of nationalism and patriotism to those governments. The West Virginia Next Generation Standards include the Next Generation Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools, and content standards.

Grade 7		Social Studies				
Standard		Civics				
Performance Descriptors SS.PD.7.C						
Distinguished		Above Mastery		Mastery	Partial Mastery	Novice
Seventh grade students at distinguished level in civics:		Seventh grade students at above mastery level in civics:		Seventh grade students at mastery level in civics:	Seventh grade students at partial mastery level in civics:	Seventh grade students at novice level in civics:
evaluate the effects of each form of government on individual citizens through the Age of Imperialism;		sequence the development of each form of government through the Age of Imperialism;		classify the various forms of government through the Age of Imperialism;	define the various forms of government through the Age of Imperialism;	list the various forms of government through the Age of Imperialism;
analyze the effects of human and natural events on patriotism and nationalism; and		recognize the connection of nationalism and patriotism to various forms of government through the Age of Imperialism; and		examine examples of patriotism and nationalism in relation to various forms of governments through the Age of Imperialism; and	distinguish the differences between patriotism and nationalism; and	identify patriotism and nationalism; and
create a model society with roles, responsibilities and rights of the citizens and defend those roles.		evaluate the effects of the rights and responsibilities on individuals in different social classes over time in various civilizations.		distinguish between rights and responsibilities of the members of social class systems in various civilizations.	describe the role of individuals in social class systems.	identify social class systems in various civilizations.
Objectives		Students will				
SS.7.C.1		classify and compare various forms of government through the Age of Imperialism (e.g., democracy, republic, absolute monarchy, constitutional monarchy, oligarchy, dictatorship, theocracy and parliamentary system).				
SS.7.C.2		recognize and examine patriotism and nationalism.				
SS.7.C.3		compare and contrast the roles, rights and responsibilities of free men, women, children, slaves and foreigners across time in various civilizations. (e.g., ancient civilizations, medieval times, and nation states).				

Grade 7	Social Studies			
Standard	Economics			
Performance Descriptors SS.PD.7.E				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Seventh grade students at distinguished level:</p> <p>analyze the impact of economic systems on individual citizens;</p> <p>research goods and services in relation to developed and developing nations;</p> <p>research and organize information to create a presentation about the effects of exploration and settlement on the native peoples;</p> <p>analyze how the development of traditional economies and the middle class affected society;</p> <p>conduct research to create a graphic organizer synthesizing how natural and human events affect nations globally; and</p> <p>investigate and evaluate the impact of natural resource distribution on the</p>	<p>Seventh grade students at above mastery level in economics:</p> <p>compare and contrast economic systems;</p> <p>create a chart of goods and services in the U.S.;</p> <p>investigate the effects of exploration and settlement of new lands on various countries;</p> <p>sequence how traditional economies affected the development of mercantilism and the middle class;</p> <p>evaluate how human and natural events affect the economy of a region; and</p> <p>illustrate how natural resource distribution affects the development of nations.</p>	<p>Seventh grade students at mastery level in economics:</p> <p>give examples of the impact of economic concepts on individual citizens;</p> <p>compare and contrast goods and services;</p> <p>describe the incentives of various countries to explore and settle new lands;</p> <p>summarize how traditional economies led to the development of mercantilism and the middle class;</p> <p>explain how natural and human events affect the local economy; and</p> <p>explain the impact of natural resources on the economy of a nation.</p>	<p>Seventh grade students at partial mastery level in economics:</p> <p>define economic terms;</p> <p>identify jobs involved in goods or services;</p> <p>list the reasons that various countries explored and settled new lands;</p> <p>compare and contrast the differences between traditional economies and mercantilism;</p> <p>explain the difference between a human and natural event; and</p> <p>identify natural resources found in a given economy.</p>	<p>Seventh grade students at novice level:</p> <p>identify economic terms;</p> <p>define goods and services;</p> <p>name three nations that explored and settled new lands;</p> <p>define traditional economies, mercantilism and the middle class;</p> <p>identify natural and/or human events from given scenarios; and</p> <p>define natural resource.</p>

interrelationship between nations.				
Objectives	Students will			
SS.7.E.1	summarize and give examples of basic economic terms (e.g., barter, supply, demand, trade, interdependence, currency and scarcity).			
SS.7.E.2	differentiate between goods and services.			
SS.7.E.3	compare the incentives of various countries to explore and settle new lands.			
SS.7.E.4	trace how the emergence of traditional economies led to the development of mercantilism and the rise of the middle class.			
SS.7.E.5	examine and draw conclusions about how the effects of natural and human events influence an economy (e.g., environmental disasters, diseases and war).			
SS.7.E.6	research and investigate how natural resources impact the economy.			

Grade 7	Social Studies			
Standard	Geography			
Performance Descriptors SS.PD.7.G				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Seventh grade students at distinguished level in geography: create a variety of maps to illustrate given information using correct geographic terminology; research the cultures of the world in select geographic regions and summarize how the physical and human processes interact to shape their environments; and utilizing a given scenario, predict how people interact with the environment in regard to settlement, transportation and trade.	Seventh grade students at above mastery level in geography: interpret and draw conclusions using a variety of maps; compare world geographic regions and explain the connections between cultural development and physical/human processes that shape their environments; and evaluate and give examples of how the positive and negative relationship of people with their environment is affected by settlement, transportation and trade.	Seventh grade students at mastery level in geography: locate and draw conclusions about information on a variety of maps; describe the geographic regions and cultures of the world and the physical and human processes that shape their environments; and analyze how the relationship of people with their environment is affected by physical geography and the changing nature of the earth's surface in terms of settlement, transportation	Seventh grade students at partial mastery level in geography: define correct geographic terminology; identify the geographic regions and cultures of the world and define the physical and human processes that shape their environments; and describe the human/ environmental interaction through physical geography regarding settlement, transportation and trade.	Seventh grade students at novice level in geography: identify correct geographic terminology on a variety of maps; locate the geographic regions and cultures of the world and identify the physical processes that shape their environments; and identify the human/environmental interaction regarding settlement, transportation and trade.

		and trade.		
Objectives	Students will			
SS.7.G.1	use correct geographic terminology (e.g., absolute and relative location, latitude, longitude, equator, prime meridian, time zones and physical features of the earth) to draw conclusions about information on a variety of maps, graphs and charts.			
SS.7.G.2	identify, locate, and draw conclusions about information on a variety of maps (e.g., seven continents, bodies of water, countries, cities, climate regions, transportation routes and natural resources).			
SS.7.G.3	analyze the impact of cultural diffusion on a variety of regions.			
SS.7.G.4	examine and summarize the effects of human/environmental interaction.			
SS.7.G.5	evaluate the effects of physical geography and the changing nature of the earth's surface on transportation, culture, economic activities and urban areas.			
SS.7.G.6	compare and contrast the geographic factors that contributed to the rise of early civilizations and native cultures (e.g., Mesopotamia, Egypt, Greece and Rome).			

Grade 7	Social Studies			
Standard	History			
Performance Descriptors SS.PD.7.H				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Seventh grade students at distinguished level in history: analyze the impact of major world religions on major world events; research and use data to discover and summarize the contributions of selected civilizations and explain the positive and negative effects of the contributions on other cultures; develop a project connecting significant people, places, documents, ideas and events and showing how the effects carried through the Middle	Seventh grade students at above mastery level in history: compare the similarities and differences in the major principles and philosophies of the major world religions; determine the contributions of selected civilizations and evaluate the importance of their influence on other cultures; compare and contrast the effects of significant people, places, documents, ideas and events on European civilization in the Middle Ages, Renaissance and	Seventh grade students at mastery level in history: explain major principles and key philosophies of the major world religions; categorize the contributions of selected civilizations and describe how those contributions influenced other cultures; explain how significant people, places, documents, ideas and events affected European civilization in the Middle Ages, Renaissance and Reformation; and	Seventh grade students at partial mastery level in history: identify the principles of the major world religions; describe the contributions of selected civilizations and connect them with the cultures they influenced; describe the significance of people, places, documents, ideas and events in the Middle Ages, Renaissance and Reformation; and	Seventh grade students at novice level in history: list the major world religions and their founders; identify the contributions of selected civilizations and recall their influence on other cultures; identify significant people, places, documents, ideas and events in the Middle Ages, Renaissance and Reformation; and

Ages, Renaissance and Reformation; and debate the positive and negative effects of imperialism and triangular trade while defending specific viewpoints.	Reformation; and analyze the lasting effects of imperialism and triangular trade.	examine the connection between imperialism and the triangular trade.	recognize the reasons for imperialism in Asia, Africa, the Americas and Oceania.	identify the colonies in Asia, Africa, the Americas and Oceania.
Cluster 1	Demonstrate an understanding of the ancient civilizations.			
Objectives	Students will			
SS.7.H.CL1.1	identify the leaders and distinguish the basic principles and philosophies of the major religions as they emerged and expanded; (e.g., Judaism, Christianity, Islam, Buddhism, Hinduism, Confucianism and Taoism).			
SS.7.H.CL1.2	identify the contributions and influences of ancient civilizations and categorize the factors that led to their fall (e.g., philosophy, architecture, civics, literature, the arts, science and mathematics). <ul style="list-style-type: none"> • Mesopotamia • Egypt • Greece • Rome • India • China • Ancient civilizations of North and South America. 			
Cluster 2	Demonstrate an understanding of the Middle Ages.			
Objectives	Students will			
SS.7.H.CL2.1	analyze the rise of the European nation states and monarchies (e.g., feudalism, peasants, serfs, manorial system and centralized power).			
SS.7.H.CL2.2	trace the course of the Crusades and the introduction of Asian and African ideas to Europe.			
SS.7.H.CL2.3	discuss the preservation of the ancient Greek and Roman learning and traditions, architecture and government.			
Cluster 3	Demonstrate an understanding of the impact the Renaissance and Reformation had on the world.			
Objectives	Students will			
SS.7.H.CL3.1	summarize the origins and contributions of the Italian Renaissance and its spread throughout Europe (e.g., art, architecture, literature and music).			
SS.7.H.CL3.2	identify key figures, causes and events of the Reformation and the Counter Reformation.			
Cluster 4	Demonstrate an understanding of imperialism throughout the world.			
Objectives	Students will			
SS.7.H.CL4.1	summarize the establishment of colonies in Africa, Asia, the Americas and Oceania.			
SS.7.H.CL4.2	examine the development of triangular trade and illustrate its impact on the world.			

Grade 6-8	Social Studies
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Standard	Literacy			
Performance Descriptors SS.PD.6-8.L				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Sixth through eighth grade students at distinguished level in literacy:</p> <p>cite textual evidence; summarize how key events or ideas develop; analyze events determining whether earlier events caused later ones;</p> <p>determine the meaning of domain-specific vocabulary; compare the point of view of two or more authors;</p> <p>integrate information, assess whether the reasoning and evidence support the author's claims;</p> <p>read and comprehend history/social studies texts above the grades 6-8 text complexity band independently and proficiently;</p> <p>compose arguments and informative/explanatory texts; manage the complexity of the topic appropriate to the discipline and context as well as the</p>	<p>Sixth through eighth grade students at above mastery level in literacy:</p> <p>cite textual evidence ; provide an accurate summary; analyze key steps in a process related to history/social studies;</p> <p>determine the meaning of domain-specific vocabulary specific; analyze author's point of view or purpose;</p> <p>integrate visual information; analyze the reasoning and evidence that support the author's claims;</p> <p>read and comprehend history/social studies texts above the grades 6-8 text complexity band with scaffolding as needed;</p> <p>compose arguments and informative/explanatory texts; use precise language and domain-specific vocabulary while attending to the norms and conventions of the</p>	<p>Sixth through eighth grade students at mastery level in literacy:</p> <p>determine central ideas and cite textual evidence; provide an accurate summary; identify key steps in a process related to history/social studies;</p> <p>determine the meaning of domain-specific vocabulary; identify an author's point of view or purpose;</p> <p>integrate visual information; distinguish among fact, opinion and reasoned judgment; analyze the relationship between primary and secondary sources;</p> <p>read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently;</p> <p>compose arguments and informative/explanatory texts; use precise language and domain-specific vocabulary;</p>	<p>Sixth through eighth grade students at partial mastery level in literacy:</p> <p>determine central ideas and cite textual evidence; provide an objective summary; identify key steps in a process related to history/social studies;</p> <p>determine the meaning of domain-specific vocabulary; identify an author's purpose;</p> <p>integrate visual information; distinguish among fact, opinion and reasoned judgment; describe primary and secondary sources;</p> <p>read and comprehend history/social studies texts in the grades 6-8 text complexity band with minimal scaffolding at the high end of the range;</p> <p>compose arguments and informative/explanatory texts; use precise language and academic vocabulary;</p>	<p>Sixth through eighth grade students at novice level in literacy:</p> <p>determine central ideas; provide a summary; identify steps in a process related to history/social studies;</p> <p>identify domain-specific vocabulary; identify an author's purpose;</p> <p>integrate visual information; distinguish among fact, opinion and reasoned judgment; define primary and secondary sources;</p> <p>read and comprehend history/social studies texts in the grades 6-8 text complexity band with scaffolding as needed at the high end of the range;</p> <p>compose arguments and informative/explanatory texts; use precise language;</p>

<p>expertise of the audience;</p> <p>use technology to develop, strengthen, publish and present clear and coherent writing focusing on what is most significant, linking to other information and displaying information;</p> <p>conduct short and sustained research projects synthesizing multiple useful sources and integrate information selectively; avoid plagiarism; and</p> <p>write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks, purposes and audiences.</p>	<p>discipline;</p> <p>use technology to develop, strengthen, publish and present clear and coherent writing focusing on what is most significant;</p> <p>conduct short and sustained research projects synthesizing multiple relevant, credible and accurate sources; avoid plagiarism; and</p> <p>write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks, purposes and audiences.</p>	<p>with some guidance and support, use technology to develop, strengthen, publish and present clear and coherent writing;</p> <p>conduct short research projects drawing on several relevant, credible and accurate sources; avoid plagiarism; and</p> <p>write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks, purposes and audiences.</p>	<p>with guidance and support, use technology to develop, publish and present clear writing;</p> <p>conduct short research projects drawing on credible and accurate sources; avoid plagiarism; and</p> <p>write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks, purposes and audiences.</p>	<p>with guidance and support, use technology to develop, publish and present writing;</p> <p>conduct short research projects drawing on credible sources; avoid plagiarism; and</p> <p>write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks, purposes and audiences.</p>
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Objectives	Students will
Reading	
	Key Ideas and Details
SS.6-8.L.1	cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
SS.6-8.L.2	determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
SS.6-8.L.3	identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
	Craft and Structure
SS.6-8.L.4	determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
SS.6-8.L.5	describe how a text presents information (e.g., sequentially, comparatively and causally).
SS.6-8.L.6	identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

	Integration of Knowledge and Ideas
SS.6-8.L.7	integrate visual information (e.g., in charts, graphs, photographs, videos or maps) with other information in print and digital texts
SS.6-8.L.8	distinguish among fact, opinion and reasoned judgment in a text.
SS.6-8.L.9	analyze the relationship between a primary and secondary source on the same topic.
	Range of Reading and Level of Text Complexity
SS.6-8.L.10	read and comprehend history/social studies texts at or above grade level text complexity band independently and proficiently.
Writing	
	Text Types and Purposes
SS.6-8.L.11	<p>write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims and organize the reasons and evidence logically. support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. establish and maintain a formal style. provide a concluding statement or section that follows from and supports the argument presented.
SS.6-8.L.12	<p>write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts and tables), and multimedia when useful to aiding comprehension. develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. use precise language and domain-specific vocabulary to inform about or explain the topic. establish and maintain a formal style and objective tone. provide a concluding statement or section that follows from and supports the information or explanation presented.
	Production and Distribution of Writing
SS.6-8.L.13	produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
SS.6-8.L.14	with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
SS.6-8.L.15	use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
	Research to Build and Present Knowledge
SS.6-8.L.16	conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
SS.6-8.L.17	gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy

	of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
SS.6-8.L.18	draw evidence from informational texts to support analysis, reflection and research.
	Range of Writing
SS.6-8.L.19	write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Social Studies – Grade 8: West Virginia Studies

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

Grade 8	Social Studies			
Standard	Civics			
Performance Descriptors SS.PD.8.C				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Eighth grade students at distinguished level in civics:</p> <p>investigate displays of patriotism and provide examples of how active citizens take part in the democratic process;</p> <p>evaluate the division of powers among the three branches of government and critique the requirements for elected officials;</p> <p>create a media presentation that explains the process of amending the West Virginia Constitution and for a bill</p>	<p>Eighth grade students at above mastery level in civics:</p> <p>evaluate the rights and responsibilities of active citizens in local, state and national government and relate them to patriotism;</p> <p>explain how checks and balances limit the powers of each branch of government at the state and national level, citing the roles of elected officials at each level;</p> <p>simulate the process for amending the West Virginia Constitution and for a bill becoming a law through</p>	<p>Eighth grade students at mastery level in civics:</p> <p>demonstrate patriotism and evaluate how citizens participate in local, state and national government by analyzing their rights and responsibilities;</p> <p>differentiate between the powers of each branch of government, state and national, cite the elected officials at each level and the requirements and responsibilities of their office;</p> <p>explain the process for amending the West Virginia Constitution and for a bill becoming a law, assuming</p>	<p>Eighth grade students at partial mastery level in civics:</p> <p>give examples of patriotism and the rights of citizens;</p> <p>list the three branches of government at the state and national level and identify the powers of each;</p> <p>list the steps for a bill to become a law and participate in a mock legislature; and</p>	<p>Eighth grade students at novice level in civics:</p> <p>identify examples of patriotism and name a right of a citizen;</p> <p>name the three branches of government at the state and national levels;</p> <p>sequence the steps for a bill to become a law; and</p>

becoming a law; and	participation in a mock legislature and evaluate the experience; and	the role of a legislator in a simulation; and		
debate the need for the various levels of government and courts, citing services that are duplicated by each; explain why participation in the election process is a right and a responsibility of citizenship.	evaluate the functions of local, county, state and national governments, federal, state, local and special courts and the need for various types of elections.	analyze the function of local, county, state and national governments, federal, state, local and special courts and identify various types of elections.	describe the function of each level of government and explain why elections are important.	identify the four levels of government and give an example of an election.
Objectives	Students will			
SS.8.C.1	demonstrate patriotism through the planning, participation and observance of important anniversaries and remembrances (e.g., Pearl Harbor, Veterans' Day, Constitution Day and Patriots Day).			
SS.8.C.2	evaluate how citizens can influence and participate in government at the local, state and national levels and assume the role of an active citizen participating in the democratic process (e.g., lobbying, voting, community service, letter writing and school elections).			
SS.8.C.3	identify, analyze and evaluate the responsibilities, privileges and rights as citizens of the state of West Virginia found in the state and national constitutions.			
SS.8.C.4	differentiate between the division of powers and responsibilities for each of the executive, legislative and judicial branches of the United States and West Virginia governments and describe the system of checks and balances.			
SS.8.C.5	cite the elected officials at the national, state and local levels, the constitutional requirements for election and responsibilities of each office.			
SS.8.C.6	explain the amendment process of the West Virginia Constitution, give examples of amendments and explain their purpose.			
SS.8.C.7	predict the outcome of selected proposed bills in a current legislative session and assume the role of a lawmaker in a mock legislature to pass a bill into law.			
SS.8.C.8	explain the process of how a bill becomes a law in West Virginia.			
SS.8.C.9	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 and family courts).			
SS.8.C.10	identify and explain the various types of elections in West Virginia (e.g., primary/general, state/local and partisan/non-partisan).			
SS.8.C.11	compare and contrast the relationship and function of local, county, state and national government.			

Grade 8	Social Studies			
Standard	Economics			
Performance Descriptors SS.PD.8.E				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice

<p>Eighth grade students at distinguished level in economics:</p> <p>investigate and draw conclusions about new/different ways to improve West Virginia's economic status;</p> <p>design an economic project for West Virginia and explain the positive and negative effects on its citizens;</p> <p>propose ways to stimulate economic growth in West Virginia;</p> <p>research and critique efforts to improve the economies of the four regions of West Virginia; and</p> <p>research current and future technological/industrial advancements and their possible effects on West Virginia.</p>	<p>Eighth grade students at above mastery level in economics:</p> <p>investigate how given scenarios will affect West Virginia's economy and the economy of other states and countries;</p> <p>assess how economic patterns have affected West Virginia citizens over time;</p> <p>discuss ways to alter the impact of current economic conditions to provide opportunities for economic growth in West Virginia;</p> <p>assess the effects of the changing national economy on the economies of the four regions of West Virginia; and</p> <p>draw conclusions about the effects of continued technological/industrial advancements in West Virginia.</p>	<p>Eighth grade students at mastery level in economics:</p> <p>compare and contrast West Virginia's role in the global economy to the economic role of other states;</p> <p>compare and contrast West Virginia's economic conditions to those of other states;</p> <p>analyze the impact of past and current economic conditions on economic growth of West Virginia;</p> <p>investigate the effects of changes in the economies of the four regions of West Virginia; and</p> <p>compare and contrast the effects of technological/industrial advancements in West Virginia to their effects in other states.</p>	<p>Eighth grade students at partial mastery level in economics:</p> <p>discuss West Virginia's role in the global economy as it relates to natural resources and national and international business and trade;</p> <p>determine the causes and effects of West Virginia's economic conditions on its citizens;</p> <p>identify the impact of current economic conditions on economic growth of West Virginia;</p> <p>compare and contrast the economies of the four regions of West Virginia; and</p> <p>make observations about the effects of technological/industrial advancements on the economy, environment and demographic profile of West Virginia.</p>	<p>Eighth grade students at novice level in economics:</p> <p>recognize West Virginia's role in the global economy as it relates to natural resources and national and international business and trade;</p> <p>identify the effects of West Virginia's economic conditions on its citizens;</p> <p>recognize the impact of absentee ownership and labor organizations on the economic growth of West Virginia;</p> <p>name industries, products and major sources of revenue that are vital to the economy of the four regions of West Virginia; and</p> <p>recall the effects of technological/industrial advancements on the economy, environment and demographic profile of West Virginia.</p>
Objectives	Students will			
SS.8.E.1	evaluate West Virginia's role in the global economy as it relates to natural resources and national/ international business and trade.			
SS.8.E.2	correlate West Virginia economic conditions with the effects on its citizens (e.g., employment, population, migration and health).			
SS.8.E.3	analyze the impact of absentee ownership, renewable and nonrenewable natural resources, labor unionization and the development			

	of infrastructure on the economic growth of West Virginia (e.g., railroad, major highways, internet and cellular service).
SS.8.E.4	research and cite industries and products that are vital to the economy of the four regions of West Virginia both past and present and categorize the related occupations (e.g., tourism, coal, glass, timber, chemical, oil, natural gas, agriculture service industries and gaming).
SS.8.E.5	identify major sources of revenue and their use by state and local governments in West Virginia (e.g., property tax, income tax, licenses, excise tax, severance tax, levies/bonds, gaming and lottery).
SS.8.E.6	compare and contrast the effects of technological/industrial advances as they relate to economy vs. environment and their effects on the demographic profile of West Virginia (e.g., entrepreneurial businesses, agriculture, tourism, education, interstate commuters, mining and natural gas).

Grade 8		Social Studies		
Standard		Geography		
Performance Descriptors SS.PD.8.G				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Eighth grade students at distinguished level in geography:</p> <p>select maps and critique the reasons for the development of the major cities in their respective locations;</p> <p>analyze information from climate, landforms, natural resources and population density in West Virginia's geographical regions using special purpose maps and evaluate and connect the impact on people's lives and</p>	<p>Eighth grade students at above mastery level in geography:</p> <p>construct selected maps and develop logical arguments for the reasons for the development of the major cities in their respective locations;</p> <p>interpret information from climate, landforms, natural resources and population density in West Virginia's geographical regions using special purpose maps and assess the impact on people's lives and</p>	<p>Eighth grade students at mastery level in geography:</p> <p>label the four major physical geographic regions, major rivers, landforms, natural/manmade borders, points of interest, counties and bordering states on selected maps and correlate the reasons for the development of the major cities in their respective locations;</p> <p>investigate climate, landforms, natural resources and population density in West Virginia's geographical regions using special purpose maps and evaluate the impact on people's lives and</p>	<p>Eighth grade students at partial mastery level in geography:</p> <p>match the four major physical geographic regions, major rivers, landforms, natural/manmade borders, points of interest, counties and bordering states on selected maps and state the reasons for the development of the major cities in their respective locations;</p> <p>label climate, landforms, natural resources and population density in West Virginia's geographical regions using special purpose maps and recall the impact on people's lives and settlement patterns and</p>	<p>Eighth grade students at novice level in geography:</p> <p>recognize the four major physical geographic regions, major rivers, landforms, natural/manmade borders, points of interest, counties and bordering states on selected maps;</p> <p>identify climate, landforms, natural resources and population density in West Virginia's geographical regions using special purpose maps;</p>

<p>settlement patterns and prove how the cultural isolation of West Virginia has been affected through technological advances;</p> <p>analyze the geographic factors that led to development of agriculture, coal, glass, chemical, metallurgic and tourism industries in West Virginia;</p> <p>connect facts about West Virginia from various types of charts, graphs, maps, pictures and models;</p> <p>assess and distinguish exact and relative locations to explain West Virginia's position on a variety of maps and globes by using correct geographic vocabulary and graphic displays; and</p> <p>compare and contrast the nine distinct tourist regions in the state of West Virginia and analyze which geographic factors influence each region.</p>	<p>settlement patterns and compare and contrast how the cultural isolation of West Virginia has been affected through technological advances;</p> <p>draw conclusions from the geographic factors that led to development of agriculture, coal, glass, chemical, metallurgic and tourism industries in West Virginia;</p> <p>formulate facts about West Virginia from various types of charts, graphs, maps, pictures and models;</p> <p>distinguish exact location and relative location to explain West Virginia's position on a variety of maps and globes by using correct geographic vocabulary and graphic displays; and</p> <p>categorize the nine distinct tourist regions in the state of West Virginia and analyze which geographic factors influence each region.</p>	<p>settlement patterns and summarize how the cultural isolation of West Virginia has been affected through technological advances;</p> <p>classify the geographic factors that led to development of agriculture, coal, glass, chemical, metallurgic and tourism industries in West Virginia;</p> <p>interpret facts about West Virginia from various types of charts, graphs, maps, pictures and models;</p> <p>provide exact location and relative location to explain West Virginia's position on a variety of maps and globes by using correct geographic vocabulary and graphic displays; and</p> <p>identify the nine distinct tourist regions in the state of West Virginia and analyze which geographic factors influence each region.</p>	<p>relate how the cultural isolation of West Virginia has been affected through technological advances;</p> <p>list the geographic factors that led to development of agriculture, coal, glass, chemical, metallurgic and tourism industries in West Virginia;</p> <p>draw facts about West Virginia from various types of charts, graphs, maps, pictures and models;</p> <p>illustrate exact location and relative location to explain West Virginia's position on a variety of maps and globes by using correct geographic vocabulary and graphic displays; and</p> <p>match the nine distinct tourist regions in the state of West Virginia and recall which geographic factors influence each region.</p>	<p>arrange the geographic factors that led to development of agriculture, coal, glass, chemical, metallurgic and tourism industries in West Virginia;</p> <p>state facts about West Virginia from various types of charts, graphs, maps, pictures and models;</p> <p>recognize exact location and relative location to explain West Virginia's position on a variety of maps and globes; and</p> <p>label the nine distinct tourist regions in the state of West Virginia.</p>
Objectives	Students will			
SS.8.G.1	label the four major physical geographic regions, major rivers, landforms, natural/manmade borders, points of interest and bordering states on selected maps.			
SS.8.G.2	identify the 55 counties and major cities of West Virginia on a map and explain the reason for the development of the major cities in their respective locations.			

SS.8.G.3	investigate climate, landforms, natural resources and population density in West Virginia's geographical regions using special purpose maps and evaluate the impact of people's lives and settlement patterns using Geographical Information Systems, topographical maps, climate and census maps.
SS.8.G.4	illustrate how technological advances have affected the cultural isolation of West Virginia (e.g., worldwide web, satellite communications, electronic devices and social media).
SS.8.G.5	analyze the geographic factors that led to development of agricultural, coal, glass, chemical, metallurgic and tourism industries in West Virginia (e.g., floods and coal mining disasters).
SS.8.G.6	interpret facts about West Virginia from various types of charts, graphs, maps, pictures and models.
SS.8.G.7	provide exact and relative location to explain West Virginia's position on a variety of maps and globes by using correct geographic vocabulary and graphic displays (e.g., neighboring states, Tropic of Capricorn, time zones and Equator).
SS.8.G.8	identify the nine distinct tourist regions in the state of West Virginia and analyze which geographic factors influence each region.

Grade 8	Social Studies			
Standard	History			
Performance Descriptors SS.PD.8.H				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Eighth Grade students at distinguished level in history: use primary sources to analyze the different influences that shaped eastern and western Virginia before the Civil War; research and critique the roles of specific western Virginians during the American Revolution; critique the military	Eighth Grade students at above mastery level in history: use primary sources to draw conclusions about various influences that shaped western Virginia from the French and Indian War to the Civil War; explain the causes and effects involved with the economic and political tensions between western and eastern Virginia; use primary sources to	Eighth Grade students at mastery level in history: explain the effects of European exploration on the various Native American cultures in western Virginia; compare and contrast the various roles of western Virginians during the American Revolution, compare and contrast the military strategies of the North and South and describe the effects of significant contributions of West Virginia men and women; identify the types of	Eighth Grade students at partial mastery level in history: summarize the history of European exploration in western Virginia; categorize constitutional events and the economic and political tensions between western and eastern Virginia during the American Revolution; identify the effect of key	Eighth Grade students at novice level in history: identify the role of western Virginia in the French and Indian War; identify key conflicts of the American Revolution in the areas of western Virginia; describe the tensions that

<p>strategies of the North and South and show their effects on West Virginia;</p> <p>analyze and critique the effects the labor movement, immigration, transportation and industrialization had on the growth of West Virginia from the late nineteenth century to the present;</p> <p>use primary sources to research, analyze and synthesize the major political, social and economic events in West Virginia during the early 20th century;</p> <p>critique the economic and political strategies of West Virginia government and industry, and suggest alternate strategies and their predicted effects on the state; and</p> <p>design and create a project for a new fair or festival that relates to West Virginia history.</p>	<p>document the development of the tensions that led to the creation of West Virginia;</p> <p>use primary sources to provide evidence of the effects the labor movement, immigration, transportation and industrialization had on the growth of West Virginia from the late nineteenth century to the present;</p> <p>draw conclusions regarding the political, social and economic situation in West Virginia following World War I;</p> <p>identify and compare labor strategies that have affected the WV economy and draw conclusions regarding the economic, social and political impact of 20th century events on the state; and</p> <p>assess the economic and social importance of major fairs and festivals to West Virginia.</p>	<p>transportation that facilitated the growth of West Virginia and compare and contrast the West Virginia Constitutions;</p> <p>summarize the evolution of the labor movement, and the political, social and economic situation in West Virginia following World War I;</p> <p>summarize the economic and industrial growth of West Virginia during World War I: evaluate and analyze the impact of social, economic and technological developments on the culture of West Virginia;</p> <p>analyze the economic, social and political impact of the late 20th century and 21st century events on West Virginia; and</p> <p>explain the importance of major fairs and festivals to West Virginia.</p>	<p>events leading to western Virginia's separation from Virginia,</p> <p>summarize the changes that occurred in agriculture and industry during the late nineteenth century West Virginia;</p> <p>summarize the progressive reform movement and the political, social and economic situation in West Virginia following World War I;</p> <p>explain the economic and industrial growth of West Virginia during World War II and the economic, social, and political impact of 20th century events on the state; and</p> <p>recall names of major fairs and festivals in West Virginia and correlate their locations to a map.</p>	<p>led to the creation of West Virginia and identify men and women of West Virginia who made significant contributions during the Civil War;</p> <p>identify and classify the types of transportation that facilitated the growth of West Virginia;</p> <p>identify the effects of the Great Depression and the New Deal Programs on West Virginia;</p> <p>identify labor strategies that have affected the economy of West Virginia; and</p> <p>recognize names of major fairs and festivals in West Virginia.</p>
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Cluster 1	Demonstrate an understanding of the settlement of Western Virginia and the United States by Native Americans and Europeans.
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Objectives	Students will
SS.8.H.CL1.1	differentiate between the cultures and daily life of the Native Americans.
SS.8.H.CL1.2	summarize the history of European exploration and settlement in western Virginia from the first endeavor of John Lederer through the settlement period including Morgan Morgan and other important explorers and settlers.
SS.8.H.CL1.3	explain the role of western Virginia in the French and Indian War.
Cluster 2	Demonstrate an understanding of the American Revolution from the beginning of the new American nation and including Western Virginia's part in the development of that nation.
Objectives	Students will
SS.8.H.CL2.1	compare and contrast the perspectives and roles of different western Virginians during the American Revolution including those of political leaders, soldiers, patriots, Tories/Loyalists, women and Native Americans.
SS.8.H.CL2.2	identify the key conflicts, battles and people of the American Revolution in western Virginia and their effects on the area (e.g., Battle of Point Pleasant, Siege of Fort Henry, Attacks at Fort Randolph and Fort Donnally).
SS.8.H.CL2.3	summarize events related to the adoption of Virginia's constitutional conventions, the role of western Virginia and its leaders in the Continental Congress, and the ratification of the United States Constitution.
SS.8.H.CL2.4	explain the economic and political tensions between the people of western and eastern Virginia including the economic struggles of both groups following the American Revolution and their disagreement over representation.
Cluster 3	Demonstrate an understanding of the American Civil War including its causes, effects and the major events that led to West Virginia statehood.
Objectives	Students will
SS.8.H.CL3.1	explain the effect of key events leading to Western Virginia's separation from Virginia after secession (e.g., First and Second Wheeling Conventions and John Brown's Raid).
SS.8.H.CL3.2	describe the moral, ethical and legal tensions that led to the creation of the new state of West Virginia and how these tensions were resolved (e.g., Virginia vs. West Virginia 1871).
SS.8.H.CL3.3	compare and contrast the military strategies of the North and South with regard to specific events and geographic locations in West Virginia (e.g., the Battle of Philippi, Rich Mountain, Droop Mountain, Battle of Scary Creek and Battle of Carnifex Ferry).
SS.8.H.CL3.4	identify significant contributions of men and women of West Virginia during the Civil War and identify the roles of ethnic and racial minorities.
Cluster 4	Demonstrate an understanding of major social, political and economic developments that took place in West Virginia during the second half of the nineteenth century.
Objectives	Students will
SS.8.H.CL4.1	identify the types of transportation that facilitated the growth of West Virginia.
SS.8.H.CL4.2	compare and contrast the West Virginia Constitutions of 1862 and 1872.
SS.8.H.CL4.3	summarize the changes that occurred in West Virginia agriculture and industry during the late nineteenth century, including changes in family life in various regions and the growth of industry.
SS.8.H.CL4.4	explain the significance of increased immigration into the United States in the late nineteenth century to West Virginia, including cultural and economic contributions of immigrants, opportunities and struggles experienced by immigrants, increased racial hostility and the effect of racial and ethnic diversity on national identity.
Cluster 5	Demonstrate an understanding of West Virginia's development during the early twentieth century.
Objectives	Students will

SS.8.H.CL5.1	analyze the evolution of the labor movement in West Virginia.
SS.8.H.CL5.2	summarize the progressive reform movement in West Virginia (e.g., child labor laws, Prohibition, improvements to roads, hospitals, libraries, tax reforms, changes to local government systems and the roles of significant individuals and groups).
SS.8.H.CL5.3	summarize the political, social and economic situation in West Virginia following World War I, including progress in suffrage for women, improvements in daily life in urban/rural areas, Roaring 20's and developments in industry.
SS.8.H.CL5.4	explain the effects of the Great Depression and the lasting impact of New Deal programs on West Virginia, including the Homestead Projects.
Cluster 6	Demonstrate an understanding of West Virginia's development during the mid-twentieth century.
Objectives	Students will
SS.8.H.CL6.1	summarize the significant aspects of the economic and industrial growth experienced by West Virginia during World War II (e.g., chemical industry, steel industry and coal industry).
SS.8.H.CL6.2	evaluate the sequence and analyze the impact of contemporary social, economic and technological developments on people and culture in West Virginia.
SS.8.H.CL6.3	identify the labor/management strategies that have affected West Virginia's economy (e.g., strikes, boycotts, yellow-dog contracts, injunctions and lock-outs).
SS.8.H.CL6.4	explain the economic, social, and political impact of twentieth century events on West Virginia (e.g., school integration, Civil Rights Movement, Cold War and Vietnam).
Cluster 7	Demonstrate an understanding of West Virginia in the modern era.
Objectives	Students will
SS.8.H.CL7.1	compile lists of fairs and festivals in West Virginia that can be attributed to the influence of various cultural groups who have settled in the state, explaining the heritage of the fair or festival and its significance to the preservation of West Virginia history.
SS.8.H.CL7.2	analyze the economic, social and political impact of the late twentieth century and twenty-first century events on West Virginia (e.g., terrorism, Gulf War, Iraq War and War in Afghanistan).

Grade 6-8	Social Studies			
Standard	Literacy			
Performance Descriptors SS.PD.6-8.L				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Sixth through eighth grade students at distinguished level in literacy: cite textual evidence; summarize how key events or ideas develop; analyze events determining whether earlier events caused later ones;	Sixth through eighth grade students at above mastery level in literacy: cite textual evidence ; provide an accurate summary; analyze key steps in a process related to history/social studies;	Sixth through eighth grade students at mastery level in literacy: determine central ideas and cite textual evidence; provide an accurate summary; identify key steps in a process related to history/social studies;	Sixth through eighth grade students at partial mastery level in literacy: determine central ideas and cite textual evidence; provide an objective summary; identify key steps in a process related to history/social studies;	Sixth through eighth grade students at novice level in literacy: determine central ideas; provide a summary; identify steps in a process related to history/social studies;

<p>determine the meaning of domain-specific vocabulary; compare the point of view of two or more authors;</p> <p>integrate information, assess whether the reasoning and evidence support the author's claims;</p> <p>read and comprehend history/social studies texts above the grades 6-8 text complexity band independently and proficiently;</p> <p>compose arguments and informative/explanatory texts; manage the complexity of the topic appropriate to the discipline and context as well as the expertise of the audience;</p> <p>use technology to develop, strengthen, publish and present clear and coherent writing focusing on what is most significant, linking to other information and displaying information;</p> <p>conduct short and sustained research projects</p>	<p>determine the meaning of domain-specific vocabulary specific; analyze author's point of view or purpose;</p> <p>integrate visual information; analyze the reasoning and evidence that support the author's claims;</p> <p>read and comprehend history/social studies texts above the grades 6-8 text complexity band with scaffolding as needed;</p> <p>compose arguments and informative/explanatory texts; use precise language and domain-specific vocabulary while attending to the norms and conventions of the discipline;</p> <p>use technology to develop, strengthen, publish and present clear and coherent writing focusing on what is most significant;</p> <p>conduct short and sustained research projects synthesizing multiple</p>	<p>determine the meaning of domain-specific vocabulary; identify an author's point of view or purpose;</p> <p>integrate visual information; distinguish among fact, opinion and reasoned judgment; analyze the relationship between primary and secondary sources;</p> <p>read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently;</p> <p>compose arguments and informative/explanatory texts; use precise language and domain-specific vocabulary;</p> <p>with some guidance and support, use technology to develop, strengthen, publish and present clear and coherent writing;</p> <p>conduct short research projects drawing on several</p>	<p>determine the meaning of domain-specific vocabulary; identify an author's purpose;</p> <p>integrate visual information; distinguish among fact, opinion and reasoned judgment; describe primary and secondary sources;</p> <p>read and comprehend history/social studies texts in the grades 6-8 text complexity band with minimal scaffolding at the high end of the range;</p> <p>compose arguments and informative/explanatory texts; use precise language and academic vocabulary;</p> <p>with guidance and support, use technology to develop, publish and present clear writing;</p> <p>conduct short research projects drawing on credible</p>	<p>identify domain-specific vocabulary; identify an author's purpose;</p> <p>integrate visual information; distinguish among fact, opinion and reasoned judgment; define primary and secondary sources;</p> <p>read and comprehend history/social studies texts in the grades 6-8 text complexity band with scaffolding as needed at the high end of the range;</p> <p>compose arguments and informative/explanatory texts; use precise language;</p> <p>with guidance and support, use technology to develop, publish and present writing;</p> <p>conduct short research projects drawing on credible</p>
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synthesizing multiple useful sources and integrate information selectively; avoid plagiarism; and write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks, purposes and audiences.	relevant, credible and accurate sources; avoid plagiarism; and write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks, purposes and audiences.	relevant, credible and accurate sources; avoid plagiarism; and write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks, purposes and audiences.	and accurate sources; avoid plagiarism; and write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks, purposes and audiences.	sources; avoid plagiarism; and write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks, purposes and audiences.
Objectives	Students will			
Reading				
	Key Ideas and Details			
SS.6-8.L.1	cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.			
SS.6-8.L.2	determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.			
SS.6-8.L.3	identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).			
	Craft and Structure			
SS.6-8.L.4	determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.			
SS.6-8.L.5	describe how a text presents information (e.g., sequentially, comparatively and causally).			
SS.6-8.L.6	identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).			
	Integration of Knowledge and Ideas			
SS.6-8.L.7	integrate visual information (e.g., in charts, graphs, photographs, videos or maps) with other information in print and digital texts			
SS.6-8.L.8	distinguish among fact, opinion and reasoned judgment in a text.			
SS.6-8.L.9	analyze the relationship between a primary and secondary source on the same topic.			
	Range of Reading and Level of Text Complexity			
SS.6-8.L.10	read and comprehend history/social studies texts at or above grade level text complexity band independently and proficiently.			
Writing				
	Text Types and Purposes			
SS.6-8.L.11	write arguments focused on discipline-specific content. <ul style="list-style-type: none"> introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims and organize the reasons and evidence logically. support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. 			

	<ul style="list-style-type: none"> • use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. • establish and maintain a formal style. • provide a concluding statement or section that follows from and supports the argument presented.
SS.6-8.L.12	<p>write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments or technical processes.</p> <ul style="list-style-type: none"> • introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts and tables) and multimedia when useful to aiding comprehension. • develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. • use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • use precise language and domain-specific vocabulary to inform about or explain the topic. • establish and maintain a formal style and objective tone. • provide a concluding statement or section that follows from and supports the information or explanation presented.
	Production and Distribution of Writing
SS.6-8.L.13	produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
SS.6-8.L.14	with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
SS.6-8.L.15	use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
	Research to Build and Present Knowledge
SS.6-8.L.16	conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
SS.6-8.L.17	gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
SS.6-8.L.18	draw evidence from informational texts to support analysis, reflection and research.
	Range of Writing
SS.6-8.L.19	write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Social Studies – Grade 9: World Studies

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

Grade 9		Social Studies			
Standard		Civics			
Performance Descriptors SS.PD.9.C					
Distinguished		Above Mastery	Mastery	Partial Mastery	Novice
Ninth grade students at distinguished level in civics: describe citizens of various societies, past and present, demonstrating and analyzing roles, rights and responsibilities of all; evaluate various ways of organizing government and the purpose of government; and evaluate and rank world aid organizations and create a plan that demonstrates the importance of global volunteerism.		Ninth grade students at above mastery level in civics: describe citizens of various societies, past and present, demonstrating and prioritizing the roles, rights and responsibilities of all; analyze and summarize various ways of organizing government and the purpose of; and analyze contributions of world aid organizations to global volunteerism.	Ninth grade students at mastery level in civics: describe citizens demonstrating the roles, rights and responsibilities of all; explain various ways of organizing government and the purpose of government; and examine and categorize world aid organizations and the importance of global volunteerism.	Ninth grade students at partial mastery level in civics: describe citizens explaining roles, rights and responsibilities of all; examine various ways of organizing government and the purpose of government; and describe world aid organizations and the importance of global volunteerism.	Ninth grade students at novice level in civics: define citizens and give examples of roles, rights and responsibilities of all; identify ways of organizing government and list the purpose of government; and name world aid organizations and define volunteerism.
Objectives		Students will			
SS.9.C.1		describe the roles of citizens and their responsibilities (e.g., prehistoric societies, river civilizations, classical civilizations, feudal systems, developing nation states and neo-feudal systems).			
SS.9.C.2		analyze and connect the status, roles and responsibilities of free men, women, children, slaves and foreigners across time in various civilizations.			

SS.9.C.3	research and categorize multiple current and historical world aid organizations and assess the importance of global volunteerism as a 21 st century citizen (e.g., Amnesty International, Doctors Without Borders, Human Rights Campaign, International Red Cross, Invisible Children, Peace Corps, etc.).
SS.9.C.4	analyze and evaluate various ways of organizing systems of government in order to illustrate the continuity and change in the role of government over time (e.g., Hammurabi's Code, the Twelve Tables of Rome, Justinian Code, Magna Carta, English Bill of Rights, Articles of Confederation and the United States Constitution).
SS.9.C.5	examine conflicts and resolutions between groups throughout history and use past outcomes to hypothesize the outcomes of modern conflicts.
SS.9.C.6	compare and contrast political ideologies in order to analyze the evolving role of government in world affairs prior to the year 1900 (e.g., democracies, republics, dictatorships, various types of monarchies, oligarchies, theocracies and parliamentary systems).
SS.9.C.7	explain how individuals and organizations use nonviolent protests, boycotts, riots and other measures as tools in the struggle for civil rights and freedom.

Grade 9		Social Studies		
Standard		Economics		
Performance Descriptors SS.PD.9.E				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Ninth grade students at distinguished level in economics:</p> <p>evaluate scarcity, opportunity cost and the relationship of resource allocation and their effect on decision-making;</p> <p>judge cause/effect relationship in economic change and trace and explain the connections between specific changes; and</p> <p>research and evaluate the consequences of the evolution of global economic interdependence prior to 1900 and debate the</p>	<p>Ninth grade students at above mastery level in economics:</p> <p>explain the interconnectedness of scarcity, opportunity cost and resource allocation;</p> <p>evaluate cause/effect relationships in economic change and relate to the development of economic systems and trade patterns; and</p> <p>evaluate the influences and effects of the evolution of global economic interdependence prior to 1900.</p>	<p>Ninth grade students at mastery level in economics:</p> <p>define scarcity demonstrating the role of opportunity costs and discussing resource allocation;</p> <p>identify cause/effect relationships in economic change and evaluate the development of economic systems and trade patterns; and</p> <p>summarize the effects of the evolution of global economic interdependence prior to 1900.</p>	<p>Ninth grade students at partial mastery level in economics:</p> <p>define scarcity and opportunity costs and resource allocation;</p> <p>explain effects of economic change and describe the development of economic systems and trade patterns; and</p> <p>explain the development of global economic interdependence prior to 1900.</p>	<p>Ninth grade students at novice level in economics:</p> <p>identify examples of scarcity, opportunity costs, and resource allocation;</p> <p>identify causes of economic change and list the types of economic systems; and</p> <p>list the effects of the changes in global economic interdependence prior to 1900.</p>

outcomes.				
Objectives	Students will			
SS.9.E.1	define scarcity and demonstrate the role of opportunity costs in decision making.			
SS.9.E.2	examine and illustrate the trade patterns (e.g., resource allocation, mercantilism and other economic systems) of regions of the world across time and explain their significance to the evolution of global economics.			
SS.9.E.3	analyze the importance of family, labor specialization and regional commerce in the development of global trade systems.			
SS.9.E.4	identify types of exchange systems (e.g., barter, money) and the role forms of currency play in acquiring goods and services.			
SS.9.E.5	examine the costs of government policies in relation to the rise and fall of civilizations (e.g., Roman Empire, the Crusades and Imperialism).			

Grade 9	Social Studies			
Standard	Geography			
Performance Descriptors SS.PD.9.G				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Ninth grade students at distinguished level in geography: use advanced geographic tools to locate and interpret information to solve geographic questions; and hypothesize how change in world resources would affect economic development.	Ninth grade students at above mastery level in geography: evaluate geographic tools and determine the best choice of tools to locate and interpret information; and debate the positive and negative impact of world resources on economic development.	Ninth grade students at mastery level in geography: analyze geographic features and interpret information using geographic tools; and explain the connection between world resources and economic development.	Ninth grade students at partial mastery level in geography: locate geographic features and interpret information using geographic tools; and give examples of the connection between world resources and economic development; and	Ninth grade students at novice level in geography: identify geographic features and use geographic tools; and recognize the connection between world resources and economic development.
Objectives	Students will			
SS.9.G.1	use different types of maps and geographic tools to analyze features on Earth to investigate and solve geographic questions.			
SS.9.G.2	explain how altering the environment has brought prosperity to some places and created environmental dilemmas for others.			
SS.9.G.3	apply geography skills to help investigate issues and justify possible resolutions involving people, places and environments.			
SS.9.G.4	explain how migration of people and movement of goods and ideas can enrich cultures, but also create tensions.			
SS.9.G.5	explain how the uneven distribution of resources in the world can lead to conflict, competition or cooperation among nations, regions, and cultural groups.			
SS.9.G.6	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.9.G.7	use latitude, longitude, Prime Meridian and the Equator to describe locations.			

Grade 9	Social Studies
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Standard	History			
Performance Descriptors SS.PD.9.H				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Ninth grade students performing at distinguished level in history:</p> <p>evaluate the emergence and advancement of civilization, culture, and the interaction of man and the environment making judgments on the developments in civilizations;</p> <p>debate the progress and contributions of ancient and classical civilizations;</p> <p>summarize major world religions and philosophies to determine their influence in the world throughout time;</p> <p>assess and judge the influence on societies in the Middle Ages in social, political and economic issues;</p> <p>critique and debate the changes brought about by the Renaissance, Reformation, Exploration and the Enlightenment;</p>	<p>Ninth grade students performing at above mastery level in history:</p> <p>analyze the emergence of civilization, culture and the interaction of man and the environment charting the development of civilizations;</p> <p>compare and contrast the ancient and classical civilizations and the progress of those civilizations;</p> <p>explain and differentiate between the major world religions and philosophies;</p> <p>compare and contrast the influence of societies of the Middle Ages and their influence on social, political and economic issues;</p> <p>assess the changes brought about by the Renaissance, Reformation, Exploration and the Enlightenment;</p>	<p>Ninth grade students performing at mastery level in history:</p> <p>explain emergence of civilization, culture and the interaction of man and the environment citing examples;</p> <p>analyze the ancient and classical civilizations and the progress of those civilizations;</p> <p>examine and differentiate between the major world religions and philosophies;</p> <p>explain the societies of the Middle Ages and give examples of their influence on social, political and economic issues;</p> <p>illustrate the changes brought about by the Renaissance, Reformation, Exploration and the Enlightenment;</p>	<p>Ninth grade students performing at partial mastery level in history:</p> <p>describe the emergence of civilization, culture and the interaction of man and the environment;</p> <p>differentiate between ancient and classical civilizations;</p> <p>define major world religions and philosophies citing beliefs;</p> <p>identify societies of the Middle ages and give an example of influence;</p> <p>identify ideas and changes brought about by the Renaissance, Reformation, Exploration and the Enlightenment;</p>	<p>Ninth grade students performing at novice level in history:</p> <p>identify characteristics of civilizations, culture and the interaction of man and the environment;</p> <p>give examples of the ancient and classical civilizations;</p> <p>identify major world religions and philosophies;</p> <p>list the societies of the Middle Ages;</p> <p>identify ideas of the Renaissance, Reformation, Exploration, and the Enlightenment;</p>

interpret the influence of the revolutions in the sixteenth through nineteenth centuries and hypothesize the role of political, social and economic revolutions in the world today; and compare and contrast various documents related to significant groups, individuals, places, documents and events to validate historical impact.	analyze and explain the concept of change over time in relation to the revolutions in the sixteenth through nineteenth centuries; and critique the contributions of significant groups, individuals, places, documents and events and evaluate their impact on other world events.	outline and explain the concept of change over time in relation to the revolutions in the sixteenth through nineteenth centuries; and analyze the contributions of significant groups, individuals, places, documents and events from ancient times until 1900.	describe the revolutions in the sixteenth through the nineteenth centuries; and explain the contributions of significant groups, individuals, places, documents and events from ancient times until 1900.	recognize a revolution; and identify significant groups, individuals, places, documents and events from ancient times until 1900.
Cluster 1	Demonstrate an understanding of prehistory, the concept of change over time and the emergence of civilization.			
Objectives	Students will			
SS.9.H.CL1.1	analyze the interaction of early humans with their environment and evaluate their decisions (e.g., hunting, migration, shelter, food and clothing.)			
SS.9.H.CL1.2	detail and predict the causes and effects of the Agricultural Revolution.			
Cluster 2	Demonstrate an understanding of ancient river civilizations and the ways in which early civilizations evolve.			
Objectives	Students will			
SS.9.H.CL2.1	compare and contrast the causes and effects of the rise and decline of ancient river valley civilizations.			
SS.9.H.CL2.2	investigate and detail the various components of culture and civilization including customs, norms, values, traditions, political systems, economic systems, religious beliefs and philosophies in ancient river civilizations.			
Cluster 3	Demonstrate an understanding of classical civilizations and the influence of those civilizations across time and space.			
Objectives	Students will			
SS.9.H.CL3.1	compare and contrast the causes and effects of the rise and decline of classical civilizations.			
SS.9.H.CL3.2	analyze the impact of the religion on classical civilizations, including rise and growth of Christianity, Hinduism and the effects of its beliefs and practices on daily life, changes that occurred as a result of Buddhist teachings, and the influence of a variety of religions (e.g., Judaism and Zoroastrianism) on culture and politics.			
SS.9.H.CL3.3	examine and explain the impact and lasting effects of classical philosophy (e.g., Socrates, Plato, Aristotle, Confucianism, Daoism and Legalism) including effects at the point of origin as well as effects on the world throughout history.			
Cluster 4	Demonstrate an understanding of Middle Age societies and the influence of those societies on the history of the world in areas of social, political and economic change.			
Objectives	Students will			
SS.9.H.CL4.1	investigate and explain the influence of the Byzantine Empire, including the role the Empire played in preserving Hellenistic (Greek) learning.			
SS.9.H.CL4.2	outline the origins and expansion of Islam, and the changing role of women in the modern world.			

SS.9.H.CL4.3	summarize the functions of feudalism and manorialism in Europe, China and Japan (including the creation of nation-states) as feudal institutions helped monarchies to centralize power.
SS.9.H.CL4.4	identify and evaluate the individual, political, religious and economic roles in medieval society.
SS.9.H.CL4.5	analyze the social, political and economic upheaval and recovery that occurred in Europe during the Middle Ages, including the plague and the subsequent population decline, the predominance of religion and the impact of the crusades.
SS.9.H.CL4.6	summarize the economic, geographic and social influences of African, trans-Saharan trade including education and the growth of cities.
SS.9.H.CL4.7	examine and assess the effects of warfare on society during the middle ages.
Cluster 5	Demonstrate an understanding of the changes in society because of the Renaissance, Reformation, Age of Exploration and the Enlightenment.
Objectives	Students will
SS.9.H.CL5.1	compare the impacts of the Renaissance on life in Europe (e.g., Humanism, art, literature, music and architecture).
SS.9.H.CL5.2	analyze the religious reformations and their effects on theology, politics and economics.
SS.9.H.CL5.3	summarize the origins and contributions of the scientific revolution.
SS.9.H.CL5.4	explain how European needs/wants for foreign products contributed to the Age of Exploration.
SS.9.H.CL5.5	explain the ways that Enlightenment ideas spread through Europe and their effect on society (e.g., John Locke, Voltaire, Jean-Jacques Rousseau and Baron de Montesquieu.)
Cluster 6	Demonstrate an understanding of the global political environment of the sixteenth through the nineteenth centuries.
Objectives	Students will
SS.9.H.CL6.1	explain the long-term effects of political changes because of the emergence of strong monarchical governments.
SS.9.H.CL6.2	describe the Agricultural and Industrial Revolutions and determine their impact on the evolution of society.
SS.9.H.CL6.3	analyze the causes and effects of political revolutions and determine their impact on the formation of governments and on the citizens of a society (e.g., French, Italian, German, Latin America, etc.).
SS.9.H.CL6.4	illustrate the significant political, commercial and cultural changes that took place in China.
SS.9.H.CL6.5	compare the political actions of European, Asian and African nations in the era of imperial expansion.
SS.9.H.CL6.6	assess the impact of colonization on both the mother countries and their colonies.
SS.9.H.CL6.7	explain the causes and effects of political, social and economic transformation in Europe in the nineteenth century, including the significance of nationalism, the impact of industrialization for different countries and the effects of democratization.

Grade 9-10	Social Studies			
Standard	Literacy			
Performance Descriptors SS.PD.9-10.L				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Ninth and tenth grade students at distinguished level in literacy:	Ninth and tenth grade students at above mastery level in literacy:	Ninth and tenth grade students at mastery level in literacy:	Ninth and tenth grade students at partial mastery level in literacy:	Ninth and tenth grade students at novice level in literacy:
cite textual evidence; summarize the	cite textual evidence; summarize the connections;	cite textual evidence; summarize how key events	cite textual evidence -; provide an accurate	determine central ideas and cite textual evidence;

<p>relationships; evaluate explanations acknowledging where the text leaves matters uncertain;</p> <p>determine how the meaning of a key term is refined over the course of a text; evaluate differing points of view;</p> <p>evaluate multiple sources presented in diverse formats and media; evaluate author's premises, claims and evidence; integrate information, noting discrepancies among sources;</p> <p>read and comprehend history/social studies texts above the grades 9-10 text complexity band independently and proficiently;</p> <p>compose arguments and informative/explanatory texts; develop the topic with significant details to create a unified whole;</p> <p>use technology to develop, strengthen, publish and present clear and coherent writing and update in</p>	<p>evaluate explanations of events determining which explanation best accords with textual evidence;</p> <p>determine how an author uses a key term over the course of a text; analyze differing points of view;</p> <p>evaluate how information is presented; assess author's premises, claims and evidence; integrate information into a coherent understanding;</p> <p>read and comprehend history/social studies texts above the grades 9-10 text complexity band with scaffolding as needed;</p> <p>compose arguments and informative/explanatory texts; manage the complexity of the topic conveying a knowledgeable stance;</p> <p>use technology to develop, strengthen, publish and present clear and coherent writing in response to</p>	<p>or ideas develop; analyze events determining whether earlier events caused later ones;</p> <p>determine the meaning of domain-specific vocabulary; compare the point of view of two or more authors;</p> <p>integrate information, assess whether the reasoning and evidence support the author's claims;</p> <p>read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently;</p> <p>compose arguments and informative/explanatory texts; manage the complexity of the topic appropriate to the discipline and context as well as the expertise of the audience;</p> <p>use technology to develop, strengthen, publish and present clear and coherent writing focusing on what is</p>	<p>summary; analyze key steps in a process related to history/social studies;</p> <p>determine the meaning of domain-specific vocabulary specific; analyze author's point of view or purpose;</p> <p>integrate visual information; analyze the reasoning and evidence that support the author's claims;</p> <p>read and comprehend history/social studies texts in the grades 9-10 text complexity band with minimal scaffolding at the high end of the range;</p> <p>compose arguments and informative/explanatory texts; use precise language and domain-specific vocabulary while attending to the norms and conventions of the discipline;</p> <p>use technology to develop, strengthen, publish and present clear and coherent writing focusing on what is most significant;</p>	<p>provide an accurate summary; identify key steps in a process related to history/social studies;</p> <p>determine the meaning of domain-specific vocabulary; identify an author's point of view or purpose;</p> <p>integrate visual information; distinguish among fact, opinion and reasoned judgment; analyze the relationship between primary and secondary sources;</p> <p>read and comprehend history/social studies texts in the grades 9-10 text complexity band with scaffolding as needed at the high end of the range;</p> <p>compose arguments and informative/explanatory texts; use precise language and domain-specific vocabulary;</p> <p>with some guidance and support, use technology to develop, strengthen, publish and present clear</p>
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response to ongoing feedback, including new arguments or information;	ongoing feedback;	most significant, linking to other information and displaying information;		and coherent writing;
conduct short and sustained research projects synthesizing multiple sources; assess the strengths and limitations of each source; avoid plagiarism and overreliance on any one source; and	conduct short and sustained research projects synthesizing multiple sources; assess the strengths of each source; avoid plagiarism; and	conduct short and sustained research projects synthesizing multiple useful sources and integrate information selectively; avoid plagiarism; and	conduct short and sustained research projects synthesizing multiple relevant, credible and accurate sources; avoid plagiarism; and	conduct short research projects drawing on several relevant, credible and accurate sources; avoid plagiarism; and
write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks, purposes and audiences.	write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks, purposes and audiences.	write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks, purposes and audiences.	write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks, purposes and audiences.	write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks, purposes and audiences.
Objectives	Students will			
Reading				
	Key Ideas and Details			
SS.9-10.L.1	cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.			
SS.9-10.L.2	determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.			
SS.9-10.L.3	analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.			
	Craft and Structure			
SS.9-10.L.4	determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social or economic aspects of history/social studies.			
SS.9-10.L.5	analyze how a text uses structure to emphasize key points or advance an explanation or analysis.			
SS.9-10.L.6	compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.			
	Integration of Knowledge and Ideas			
SS.9-10.L.7	integrate quantitative or technical analysis (e.g., charts and research data) with qualitative analysis in print or digital text.			
SS.9-10.L.8	assess the extent to which the reasoning and evidence in a text support the author's claims.			
SS.9-10.L.9	compare and contrast treatments of the same topic in several primary and secondary sources.			
	Range of Reading and Level of Text Complexity			
SS.9-10.L.10	read and comprehend history/social studies texts at or above grade level text complexity band independently and proficiently.			

Writing	
	Text Types and Purposes
SS.9-10.L.11	<p>write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons and evidence. develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. use words, phrases and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence and between claim(s) and counterclaims. establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. provide a concluding statement or section that follows from or supports the argument presented.
SS.9-10.L.12	<p>write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g. figures, tables) and multimedia when useful to aiding comprehension. develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. use varied transitions and sentence structures to link the major sections of the text, create cohesion and clarify the relationships among ideas and concepts. use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
	Production and Distribution of Writing
SS.9-10.L.13	produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
SS.9-10.L.14	develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SS.9-10.L.15	use technology, including the Internet, to produce, publish and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
	Research to Build and Present Knowledge
SS.9-10.L.16	conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem and narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
SS.9-10.L.17	gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question and integrate information into the text selectively to maintain the flow

	of ideas, avoiding plagiarism and following a standard format for citation.
SS.9-10.L.18	draw evidence from informational texts to support analysis, reflection and research.
	Range of Writing
SS.9-10.L.19	write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Social Studies – Grade 10: United States Studies

Tenth Grade United States Studies examines the evolution of the Constitution as a living document and the role of participatory democracy in the development of a rapidly changing technological society. This study of the United States is an examination of the formative years from the colonization of what would be the United States to its transformation as a dominant political and economic influence in the world at the beginning of the twentieth century. Special emphasis is placed on how the challenges of settling expansive and diverse physical environments were met by a culturally diverse population. The West Virginia Next Generation Standards include the Next Generation Content Standards and Objectives and 21st Century learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Grade 10	Social Studies			
Standard	Civics			
Performance Descriptors SS.PD.10.C				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Tenth grade students performing at distinguished level in civics:</p> <p>debate the influences that have changed the roles of citizens;</p> <p>create a public opinion poll on a current issue, analyze results and share results;</p> <p>research a variety of governments and debate their purposes;</p> <p>evaluate fundamental democratic values and principles of a constitutional democracy;</p> <p>research conflicts between nations and develop</p>	<p>Tenth grade students performing at above mastery level in civics:</p> <p>compare the changing roles of citizens and assess the impact of the changes on civic involvement;</p> <p>critique the effectiveness public opinion and policy issues;</p> <p>defend the purposes of government and summarize the events that led to representative democracy;</p> <p>defend fundamental democratic values and principles of a constitutional democracy;</p> <p>evaluate conflicts between nations and debate</p>	<p>Tenth grade students performing at mastery level in civics:</p> <p>describe the changing roles of citizens and assess levels of civic involvement;</p> <p>compare various public policies (current and historical) ;</p> <p>evaluate the purposes and contributions of government and explain the events that led to constitutional democracy;</p> <p>compare fundamental democratic values and principles of a constitutional democracy;</p> <p>analyze conflicts between nations and propose</p>	<p>Tenth grade students performing at partial mastery level in civics:</p> <p>identify the roles of citizens and explain civic involvement;</p> <p>list public policy from the historical era which has affected governmental decisions;</p> <p>explain the purposes and contributions of government and constitutional democracy;</p> <p>review fundamental democratic values and principles of a constitutional democracy;</p> <p>describe conflicts between nations;</p>	<p>Tenth grade students performing at novice level in civics:</p> <p>name the roles of citizens and recognize civic involvement;</p> <p>identify characteristics of public opinion polls;</p> <p>identify the purposes of government and influences that contributed to the development of constitutional democracy;</p> <p>identify fundamental democratic values and principles of a constitutional democracy;</p> <p>name conflicts between nations;</p>

creative resolutions for peace;	resolutions;	resolutions;		
working with others, role play the various societal roles that support a democracy, such as mock trials and elections, voter registration, political conventions, campaigns, etc.; and	analyze characteristics of an informed and active citizen through jury duty, paying taxes, public forums (local, state, and/or federal), voting and conscription; and	evaluate the roles of citizens in a democracy reflected in active participation in government; and	examine a variety of roles citizens exhibit in a democracy; and	define the duties of citizens, that are necessary to preserve US Democracy; and
create a volunteer project that will meet the needs of the community or school.	assume leadership roles in a volunteer project.	explain why you chose to participate in a volunteer project.	choose to participate in a volunteer project.	participate in a volunteer project.
Objectives	Students will			
SS.10.C.1	compare various citizens' responses to controversial government policies and actions by monitoring and debating government decisions and create a cooperative and peaceful solution to controversial government policies and actions.			
SS.10.C.2	analyze multiple media sources and -their influence on public opinion and policy issues.			
SS.10.C.3	evaluate then defend the importance of the fundamental democratic values and principles of United States constitutional democracy. Consider conflicts between individuals, communities and nations, liberty and equality, individual rights and the common good, majority rule and minority rights, and the rule of law vs. ethics (e.g., civil disobedience).			
SS.10.C.4	define the duties of citizens that are necessary to preserve US democracy (e.g., become informed and active in a democracy-through jury duty, paying taxes, public forums (local, state, and/or federal), voting and conscription).			
SS.10.C.5	identify the issues regarding the evolution of United States citizenship and evaluate responsibilities and rights of United States citizens (e.g., landownership, race, gender and age).			
SS.10.C.6	examine, select and participate in a volunteer service or project.			

Grade 10	Social Studies			
Standard	Economics			
Performance Descriptors SS.PD.10.E				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Tenth grade students at distinguished level in economics:	Tenth grade students at above mastery level in economics:	Tenth grade students at mastery level in economics:	Tenth grade students at partial mastery level in economics:	Tenth grade students at novice level in economics:
evaluate trade policies and the effect on the economic development of previous	analyze the justification of European countries' use of mercantilistic policies and	identify conflicts between colonies, mother country, regions and business	examine the development of agriculture, manufacturing, and products from	trace U. S. economic policies on colonial trade, conflict with England and

<p>colonial empires around the world;</p> <p>judge cause/effect relationships in economic change and trace and explain the connections between specific changes throughout U.S. history with emphasis on the Colonial period, Revolutionary war, Westward Expansion, Civil War, late 19th and early 20th Centuries;</p> <p>compare two current conflicting economic policies with Federalists' and Anti-Federalists' policies and evaluate effectiveness of each;</p> <p>evaluate trade-offs when reviewing U.S. economic policy through types of taxes, taxation controversies, the effects of foreign trade and tariff policies during each era of history;</p> <p>evaluate factors that influenced the development and/or decline of labor movements, industrialization or urbanization and their current effects;</p>	<p>how these affected the economic development in the colonies;</p> <p>evaluate cause/effect relationships of economic progress and relate to the development of economic systems, trade and settlement patterns;</p> <p>demonstrate how Federalists' and Anti-Federalists' policies affected the direction of U.S. economic policy;</p> <p>analyze causes and effects when reviewing past governmental actions through types of taxes, taxation controversies, the effects of foreign trade and tariff policies during each era of history;</p> <p>critique the cause and effect relationship between the labor movement, industrialization and urbanization in the United States;</p>	<p>interests that eventually lead to the free enterprise system;</p> <p>identify cause/effect relationships in economic change and evaluate the development of economic systems and trade patterns;</p> <p>compare the development of economic theory based on Federalists' and Anti-Federalists' viewpoints;</p> <p>compare the economic policy in the United States during each era (e.g., Colonial period, Revolutionary War, Westward Expansion, Civil War, late 19th /early 20th Centuries);</p> <p>determine reasons for the rise of labor unions as a result of industrialization and urbanization in the United States;</p>	<p>mercantilism to free trade;</p> <p>explain effects of economic change in U.S. history and describe the development of economic systems and trade patterns;</p> <p>contrast the Federalists' and Anti-Federalists' views on banking, legislation and policy for the United States;</p> <p>compare taxes, economic controversies and foreign and domestic trade during each era of U.S. history;</p> <p>describe factors that led to the labor movement, industrialization and urbanization in the United States;</p>	<p>development of regional interests in North America.;</p> <p>identify what caused economic change and list the types of economic systems during each era of American history;</p> <p>identify the fundamental differences on the economy by Federalists and Anti-Federalists;</p> <p>describe taxes, economic controversies and foreign and domestic trade during each era of U.S. history;</p> <p>examine origins of the labor movement, industrialization and urbanization in the United States;</p>
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defend an economic system and recommend it for the U.S. during different historical eras; and	differentiate between economic systems (capitalism, communism and socialism); and	analyze and compare capitalism with other economic systems; and	chart the various elements of capitalism and comparative economic systems; and	identify the basic components of capitalism and various economic systems; and
research and summarize the consequences of the evolution of global economic interdependence prior to 1912 and debate outcomes.	evaluate the influences and effects of the evolution of global economic interdependence prior to 1912.	evaluate the effects of the evolution of global economic interdependence prior to 1912.	explain the development of global economic interdependence prior to 1912.	list the effects of the changes in global economic interdependence prior to 1912.
Objectives	Students will demonstrate understanding by:			
SS.10.E.1	analyze the effects of the mercantilism and triangular trade on the emergence of colonial economies (e.g., goals of mercantilism, the mother country's interests vs. colonial interests, regional economies, agricultural vs. manufacturing, colonial products and raw material and transition from mercantilism to free enterprise capitalism).			
SS.10.E.2	trace economic development throughout U.S. history (e.g., Colonial period, Revolutionary War, Westward Expansion, Civil War and late 19 th /early 20 th Centuries) and identify the role of market factors in the settlement of the United States and the development of the free enterprise system.			
SS.10.E.3	explain the ideas, values and practices in the Federalist-Anti-Federalist debate, Bank of the U.S. issue, and evaluate their effects on the formation and direction of the nation's economy.			
SS.10.E.4	differentiate economic policy in the United States during each era (e.g., Colonial period, Revolutionary, Westward Expansion, Civil War and late 19 th /early 20 th Centuries) through types of taxes, taxation controversies, the effects of foreign trade and tariff policies.			
SS.10.E.5	critique the cause and effect relationship between the labor movement, industrialization and urbanization in the United States.			
SS.10.E.6	explain the concept of capitalism and compare the basic components of other economic systems.			

Grade 10	Social Studies			
Standard	Geography			
Performance Descriptors SS.PD.10.G				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Tenth grade students at distinguished level in geography:	Tenth grade students at above mastery level in geography:	Tenth grade students at mastery level in geography:	Tenth grade students at partial mastery level in geography:	Tenth grade students at novice level in geography:
create geographic tools to locate and interpret geographic information;	evaluate geographic tools and determine the best choice of tools to locate and interpret information;	locate geographic features and interpret information using geographic tools;	locate geographic features and identify information using geographic tools;	locate geographic features and recognize information using geographic tools;
create written essays, poems, short stories, scripts	analyze motives for creating essays, novels, poems,	compare essays, novels, poems, short stories,	summarize the content of literature that is associated	identify references in literature that demonstrate

<p>or songs that express attachment to places or regions in the U.S.;</p> <p>evaluate the geographic differences and regionalism throughout U.S. history (colonial era, Civil War, etc.);</p> <p>demonstrate cultural awareness by actively celebrating the cultural contributions of minority groups;</p> <p>hypothesize a future change in the connection between world resources and economic development; and</p> <p>explain how physical geography and cultural settlement patterns influence historic events and movements, and predict future changes.</p>	<p>short stories, feature films and songs that express people's attachment to places and regions;</p> <p>analyze why geographic differences and regionalism occurred during different eras of U.S. history;</p> <p>analyze the characteristics and cultural contributions of all immigrants to the new nation;</p> <p>debate the positive and negative impact between world resources and economic development; and</p> <p>evaluate the importance of physical geography in the development of cultural settlement patterns and its effect on historic events and movements.</p>	<p>feature films and songs that demonstrate how people express attachment to places and regions;</p> <p>describe the geographic and regional differences during various eras of U.S. History (colonial era, Civil War, etc.);</p> <p>explain the importance of the cultural contributions of all immigrants;</p> <p>explain the connection between world resources and economic development; and</p> <p>connect cultural settlement patterns with physical geography identifying significant historic events and movements.</p>	<p>with a particular place or region;</p> <p>trace the development of geographic differences and regionalism throughout U.S. history (colonial era, Civil War, etc.);</p> <p>compare the cultural contributions of all immigrants;</p> <p>give examples of the connection between world resources and economic development; and</p> <p>trace cultural settlement patterns and explain the physical geography.</p>	<p>how people express attachment to places and regions;</p> <p>recognize reasons why geographic and regional differences occur in the U.S.;</p> <p>name the cultural contributions of all immigrants;</p> <p>recognize the connection between world resources and economic development; and</p> <p>identify cultural settlement patterns and the impact of physical geography.</p>
Objectives	Students will demonstrate understanding by:			
SS.10.G.1	apply correct vocabulary and geographic tools to determine and illustrate geographic concepts (e.g., major meridians of longitude and parallels of latitude, physical features landforms, bodies of water, climatic regions, states and their capitals and relative and exact location).			
SS.10.G.2	determine the most appropriate maps and graphics in an atlas to analyze geographic issues regarding the growth and development of the United States (e.g., topography, movement of people, transportation routes, settlement patterns, growth of population and cities, etc.).			
SS.10.G.3	interpret how people express attachment to places and regions (e.g., by reference to essays, novels, poems, short stories, feature films and songs)			
SS.10.G.4	evaluate the impact of health and cultural considerations on the quality of life over different historical time periods (e.g., Colonial America, westward movement, late 19 th and early 20 th centuries and impact of epidemics).			
SS.10.G.5	analyze the characteristics of cultural contributions of Native Americans, African Americans, Hispanics and all immigrants (e.g.,			

	Germans, Italians, Irish, etc.) to the new nation.
SS.10.G.6	evaluate the geographic differences and regionalism throughout U. S. history (e.g., colonial era, Civil War, etc.).
SS.10.G.7	analyze the impact of the environment, including the location of natural resources, on immigration and settlement patterns throughout U. S. history.
SS.10.G.8	analyze the ways in which physical and cultural geography have influenced significant historic events and movements.

Grade 10	Social Studies			
Standard	History			
Performance Descriptors SS.PD.10.H				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Tenth grade students at distinguished level in history:</p> <p>prioritize the religious, economic, social and political motives and results of European colonization in the North America and create models for demonstrating how they have impacted United States history;</p> <p>create products that reflect the association between the Enlightenment and the founding documents and use examples from them to show their relationship to solving the early challenges and events of the new nation;</p> <p>evaluate and prioritize in order of importance the various foreign and domestic impacts and political, economic, social</p>	<p>Tenth grade students at above mastery level in history:</p> <p>differentiate through group interaction, the various levels of importance of the religious, economic, social and political motives and results of European colonization in the North America;</p> <p>conceptualize the impact of the Enlightenment on the creation of the founding documents of the United States and on events in the early years of United States history through investigating and concluding these ideas from primary source analysis;</p> <p>critique the importance of the foreign and domestic impacts and political, economic, social, geographic and religious</p>	<p>Tenth grade students at mastery level in history:</p> <p>analyze through the use of maps, charts and graphic organizers the religious, economic, social and political motives and results of European colonization in the North America;</p> <p>interpret through an investigation the relationship between the creation of the United States and the ideas of the Enlightenment, the founding documents, and the events and challenges faced by the new nation;</p> <p>categorize the various foreign and domestic impacts and political, economic, social and religious challenges of</p>	<p>Tenth grade students at partial mastery level in history:</p> <p>explain the religious, economic, social and political motives and results of European colonization in North America;</p> <p>examine the creation of the United States as an independent nation of ideas from the Enlightenment, founding documents and key events during the formative years of the nation;</p> <p>summarize the various foreign and domestic impacts and political, economic, social and religious challenges of</p>	<p>Tenth grade students performing at novice level in history:</p> <p>identify the major religious, economic, social and political motives for European colonization in North America;</p> <p>recognize and discuss the impact of the Enlightenment, the founding documents, and key events on early United States history;</p> <p>identify the various foreign and domestic impacts and political, economic, social and religious challenges of Westward Expansion by the</p>

<p>and religious challenges of Westward Expansion by the United States and their long term impact on U.S. History;</p> <p>prioritize the relationships of the causes and effects of the Civil War and Reconstruction in regard to geographical, political and economics perspectives and their association to a larger picture of conflict and resolution in United States history;</p> <p>evaluate the long and short term impact of key concepts and events that are reflected in the changes in the economic structure, society, politics and geography of the United States in the late 19th Century and into the 20th Century; and</p> <p>critique the long and short term impacts of the United States' global role in the early 20th Century from a technological, political, social and economic aspect.</p>	<p>challenges of Westward Expansion by the United States;</p> <p>analyze the complex relationships between the social, geographic, political and economic causes, events and results of the Civil War and Reconstruction to short and long term impacts of these events;</p> <p>connect key concepts and events that are reflected in the changes in the economic structure, society, politics and geography of the United States to their impact in the late 19th Century and into the 20th Century; and</p> <p>assess and explain the global role of the United States in the early 20th Century from a technological, political, social and economic perspective.</p>	<p>Westward Expansion by the United States;</p> <p>categorize the relationships between the social, geographic, political and economic causes, events and results of the Civil War and Reconstruction with charts, graphs, timelines and other graphic organizers;</p> <p>investigate key concepts and events that are reflected in the changes in the economic structure, society, politics and geography and their impact on the United States in the late 19th Century; and</p> <p>summarize the global role of the United States in the early 20th Century from a technological, political, social, and economic perspective.</p>	<p>Westward Expansion by the United States;</p> <p>describe the social, geographic, political and economic causes, events and results of the Civil War through Reconstruction;</p> <p>arrange key events chronologically that reflect changes in the economic structure, society, politics and geography of the United States in the late 19th Century; and</p> <p>describe the role of the United States in the early 20th Century from a global standpoint in regard to technology, politics, society and economics.</p>	<p>United States;</p> <p>list the social, geographic, political and economic causes, events and results of the Civil War through Reconstruction;</p> <p>label key events that reflect changes in the economic structure, society, politics and geography of the United States in the late 19th Century; and</p> <p>identify the technological, political, social and economic changes that led to a change in the United States' role globally.</p>
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Cluster 1	Demonstrate an understanding of the European settlement of North America.
Objectives	Students will
SS.10.H.CL1.1	trace the emergence of England as a global colonial power beginning in 1588.
SS.10.H.CL1.2	compare the progress of Jamestown and Plymouth colonies.
SS.10.H.CL1.3	identify and examine European colonial rivalries (e.g., conflicting land claims, empire building, etc.).
SS.10.H.CL1.4	summarize the distinct characteristics of each colonial region in the settlement and development of America, including religious,

	social, political and economic differences.
Cluster 2	Demonstrate an understanding of the establishment of the United States as a new nation.
Objectives	Students will
SS.10.H.CL2.1	explain the impact of the Declaration of Independence and the American Revolution on the American colonies and the world.
SS.10.H.CL2.2	explain the strengths and weaknesses of government under the Articles of Confederation.
SS.10.H.CL2.3	summarize events leading to the creation of the U. S. Constitution (e.g., country's economic crisis, Shay's Rebellion and purpose outlined in the Preamble).
SS.10.H.CL2.4	explain fundamental principles and purposes of the United States Constitution and the Bill of Rights (e.g., through the Magna Carta, the English Bill of Rights, colonial charters and the political philosophies of the Enlightenment).
SS.10.H.CL2.5	trace the emergence of American two party political system (Federalists-Anti-Federalists, election of 1800, etc).
SS.10.H.CL2.6	compare and contrast the position of the political parties and leaders on a variety of issues (e.g., economic development, territorial expansion, political participation, individual rights, states' rights, slavery and social reforms).
SS.10.H.CL2.7	analyze the impact of United States Supreme Court decisions (e.g., Marbury v. Madison, McCulloch v. Maryland, Dred Scott v. Stanford and Plessy v. Ferguson).
Cluster 3	Demonstrate an understanding of westward movement and the resulting regional conflicts that took place in America in the nineteenth century.
Objectives	Students will
SS.10.H.CL3.1	explain the impact and challenges of westward movement, (e.g., people's motivations for moving west, railroad construction and the displacement of Native Americans).
SS.10.H.CL3.2	trace land acquisitions and significance of these as the U. S. expanded.
SS.10.H.CL3.3	summarize United States' relations with foreign powers (e.g., Louisiana Purchase, Monroe Doctrine, Manifest Destiny and the Mexican War).
SS.10.H.CL3.4	compare economic development in different regions of the country during the early nineteenth century (e.g., agricultural South, industrial and financial North and the development of new resources in the West).
SS.10.H.CL3.5	examine and evaluate the reform period prior to the U.S. Civil War (e.g., abolition, women's suffrage, religious principals, etc.).
Cluster 4	Demonstrate an understanding of the causes and the course of the Civil War and Reconstruction in America.
Objective	Students will
SS.10.H.CL4.1	analyze the social, political and cultural characteristics of the North, the South and the West before and after the Civil War (e.g., the lives of African Americans, social reform, Patriotism, Nationalism, labor force, etc.).
SS.10.H.CL4.2	explain how the political events and issues that divided the nation led to civil war (e.g., compromises reached to maintain the balance of free and slave states, successes and failures of the abolitionist movement, conflicting views on states' rights and federal authority, emergence of the Republican Party and election of 1860).
SS.10.H.CL4.3	examine and identify the cause and effect of the formation of the Confederate States of America.
SS.10.H.CL4.4	outline the course and outcome of the Civil War (e.g., the role of African American military units, the impact of the Emancipation Proclamation, and social, political and economic impact on the South following the Civil War).
SS.10.H.CL4.5	evaluate effects of Reconstruction on the nation (e.g., the roles of the Civil War Amendments, Radical Republicans, etc.).
SS.10.H.CL4.6	summarize the progress and impact made by various groups in society (including African-Americans, women, immigrants, etc.) during Reconstruction.
SS.10.H.CL4.7	trace societal changes in the United States brought about by the end of Reconstruction (the Freedmen's Bureau, educational reform,

	political opportunity, new trends in legislation, Jim Crow laws and the rise of anti–African American factions).
Cluster 5	Demonstrate an understanding of changes that took place at the end of the 19th Century in the United States.
Objectives	Students will
SS.10.H.CL5.1	analyze the developments in business and industry including the emergence of new industries and the rise of corporations through monopolies and mergers.
SS.10.H.CL5.2	examine the effects of technological change on the United States (e.g., agriculture, transportation, industry, labor and society).
SS.10.H.CL5.3	investigate the various periods and movements at the end of the nineteenth century. (e.g., the Gilded Age, the Populist movement, the Progressive Era, labor movement, continuation of the women’s suffrage movement, etc.).
SS.10.H.CL5.4	examine and identify the goals and accomplishments of reformers and reform movements (e.g., women’s rights, minorities, temperance, prisons, hospitals, schools, etc.) .
SS.10.H.CL5.5	explain the transformation of America from an agrarian to an industrial economy, including the effects of mechanized farming and the expansion of international markets.
SS.10.H.CL5.6	assess the impact of urbanization and immigration on social, economic and political aspects of society in the United States in the late nineteenth century. (e.g., labor, agriculture, ethnic neighborhoods, African Americans, immigrants, women and children).
Cluster 6	Demonstrate an understanding of global developments that influenced the United States’ emergence as a world power in the early twentieth century.
Objectives	Students will
SS.10.H.CL6.1	evaluate the impact of United States foreign policy on global affairs (e.g., Open Door Policy, Good Neighbor Policy, Lend-Lease, and presidential programs of Taft, Roosevelt, and Wilson , such as Big Stick Diplomacy, Dollar Diplomacy and Moral Diplomacy).
SS.10.H.CL6.2	analyze the development of American expansionism, including the shift from isolationism to intervention and the economic and political reasons for imperialism.
SS.10.H.CL6.3	investigate and explain the impact of the Spanish-American War on the United States as a world power, including locations of expansion and the changing image of the United States by the global community.
SS.10.H.CL6.4	investigate the impact of technological advances and innovation in the early twentieth century both in the United States and the world (e.g., telephone, automobiles, flight, transportation, weapons and medical advances).
SS.10.H.CL6.5	analyze and explain how political, social and economic factors influenced American involvement in World War I (e.g., treaties, alliances and nationalism).

Grade 9-10	Social Studies			
Standard	Literacy			
Performance Descriptors SS.PD.9-10.L				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Ninth and tenth grade students at distinguished level in literacy: cite textual evidence; summarize the relationships; evaluate	Ninth and tenth grade students at above mastery level in literacy: cite textual evidence; summarize the connections; evaluate explanations of	Ninth and tenth grade students at mastery level in literacy: cite textual evidence; summarize how key events or ideas develop; analyze	Ninth and tenth grade students at partial mastery level in literacy: cite textual evidence ; provide an accurate summary; analyze key	Ninth and tenth grade students at novice level in literacy: determine central ideas and cite textual evidence; provide an accurate

<p>explanations acknowledging where the text leaves matters uncertain;</p> <p>determine how the meaning of a key term is refined over the course of a text; evaluate differing points of view;</p> <p>evaluate multiple sources presented in diverse formats and media; evaluate author's premises, claims and evidence; integrate information, noting discrepancies among sources;</p> <p>read and comprehend history/social studies texts above the grades 9-10 text complexity band independently and proficiently;</p> <p>compose arguments and informative/explanatory texts; develop the topic with significant details to create a unified whole;</p> <p>use technology to develop, strengthen, publish and present clear and coherent writing and update in response to ongoing</p>	<p>events determining which explanation best accords with textual evidence;</p> <p>determine how an author uses a key term over the course of a text; analyze differing points of view;</p> <p>evaluate how information is presented; assess author's premises, claims and evidence; integrate information into a coherent understanding;</p> <p>read and comprehend history/social studies texts above the grades 9-10 text complexity band with scaffolding as needed;</p> <p>compose arguments and informative/explanatory texts; manage the complexity of the topic conveying a knowledgeable stance;</p> <p>use technology to develop, strengthen, publish and present clear and coherent writing in response to ongoing feedback;</p>	<p>events determining whether earlier events caused later ones;</p> <p>determine the meaning of domain-specific vocabulary; compare the point of view of two or more authors;</p> <p>integrate information, assess whether the reasoning and evidence support the author's claims;</p> <p>read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently;</p> <p>compose arguments and informative/explanatory texts; manage the complexity of the topic appropriate to the discipline and context as well as the expertise of the audience;</p> <p>use technology to develop, strengthen, publish and present clear and coherent writing focusing on what is most significant, linking to</p>	<p>steps in a process related to history/social studies;</p> <p>determine the meaning of domain-specific vocabulary specific; analyze author's point of view or purpose;</p> <p>integrate visual information; analyze the reasoning and evidence that support the author's claims;</p> <p>read and comprehend history/social studies texts in the grades 9-10 text complexity band with minimal scaffolding at the high end of the range;</p> <p>compose arguments and informative/explanatory texts; use precise language and domain-specific vocabulary while attending to the norms and conventions of the discipline;</p> <p>use technology to develop, strengthen, publish and present clear and coherent writing focusing on what is most significant;</p>	<p>summary; identify key steps in a process related to history/social studies;</p> <p>determine the meaning of domain-specific vocabulary; identify an author's point of view or purpose;</p> <p>integrate visual information; distinguish among fact, opinion and reasoned judgment; analyze the relationship between primary and secondary sources;</p> <p>read and comprehend history/social studies texts in the grades 9-10 text complexity band with scaffolding as needed at the high end of the range;</p> <p>compose arguments and informative/explanatory texts; use precise language and domain-specific vocabulary;</p> <p>with some guidance and support, use technology to develop, strengthen, publish and present clear and coherent writing;</p>
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feedback, including new arguments or information; conduct short and sustained research projects synthesizing multiple sources; assess the strengths and limitations of each source; avoid plagiarism and overreliance on any one source; and write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks, purposes and audiences.	conduct short and sustained research projects synthesizing multiple sources; assess the strengths of each source; avoid plagiarism; and write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks, purposes and audiences.	other information and displaying information; conduct short and sustained research projects synthesizing multiple useful sources and integrate information selectively; avoid plagiarism; and write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks, purposes and audiences.	conduct short and sustained research projects synthesizing multiple relevant, credible and accurate sources; avoid plagiarism; and write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks, purposes and audiences.	conduct short research projects drawing on several relevant, credible and accurate sources; avoid plagiarism; and write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks, purposes and audiences.
Objectives	Students will			
Reading				
	Key Ideas and Details			
SS.9-10.L.1	cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.			
SS.9-10.L.2	determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.			
SS.9-10.L.3	analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.			
	Craft and Structure			
SS.9-10.L.4	determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social or economic aspects of history/social studies.			
SS.9-10.L.5	analyze how a text uses structure to emphasize key points or advance an explanation or analysis.			
SS.9-10.L.6	compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.			
	Integration of Knowledge and Ideas			
SS.9-10.L.7	integrate quantitative or technical analysis (e.g., charts and research data) with qualitative analysis in print or digital text.			
SS.9-10.L.8	assess the extent to which the reasoning and evidence in a text support the author's claims.			
SS.9-10.L.9	compare and contrast treatments of the same topic in several primary and secondary sources.			
	Range of Reading and Level of Text Complexity			
SS.9-10.L.10	read and comprehend history/social studies texts at or above grade level text complexity band independently and proficiently.			
Writing				

	Text Types and Purposes
SS.9-10.L.11	<p>write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons and evidence. develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. use words, phrases and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence; and between claim(s) and counterclaims. establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. provide a concluding statement or section that follows from or supports the argument presented.
SS.9-10.L.12	<p>write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments or technical processes.</p> <ul style="list-style-type: none"> introduce a topic and organize ideas, concepts and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g. figures, tables) and multimedia when useful to aiding comprehension. develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. use varied transitions and sentence structures to link the major sections of the text, create cohesion and clarify the relationships among ideas and concepts. use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
	Production and Distribution of Writing
SS.9-10.L.13	produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
SS.9-10.L.14	develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SS.9-10.L.15	use technology, including the Internet, to produce, publish and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
	Research to Build and Present Knowledge
SS.9-10.L.16	conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; and narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
SS.9-10.L.17	gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

SS.9-10.L.18	draw evidence from informational texts to support analysis, reflection and research.
	Range of Writing
SS.9-10.L.19	write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Social Studies – Grade 11: Contemporary Studies

Eleventh Grade Contemporary Studies examines the interactions between the United States and the world since 1914 to present day. Teachers will engage students in critical thinking and problem-solving skills as students learn and work with factual historical content, geography, civics, economics and other social studies concepts. Maps, spreadsheets, charts, photographs, the arts, music, graphs, primary source documents, textbooks and data from a variety of credible electronic and non-electronic sources will be used to synthesize, analyze, interpret and predict outcomes. Careful analysis of the interactions of the United States and other nation states will help students recognize the interdependencies of the United States and other countries as the concept of globalization is explored and evaluated. Teachers will provide a venue for students to examine factors that influence changing political and economic relationships and foreign policies between the United States and its world neighbors. The impact of world events on the individual citizen and the reciprocal impact of an individual citizen's actions, in the democratic process, on world events will be emphasized. The West Virginia Next Generation Standards include the Next Generation Content Standards and Objectives and 21st Century learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Grade 11	Social Studies			
Standard	Civics			
Performance Descriptors SS.PD.11.C				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Eleventh grade students at distinguished level in civics:</p> <p>evaluate citizens' responses to governmental decisions and their impact on public policy; justify the resolutions to U.S. and world conflicts;</p> <p>cite major U.S. court cases, evaluate their relationship to fundamental democratic principles and defend or refute their outcomes according to effect on history;</p> <p>investigate duties of citizens and predict how the duties</p>	<p>Eleventh grade students at above mastery level in civics:</p> <p>analyze citizens' responses to governmental decisions, evaluating their appropriateness; analyze how U.S. and world conflicts resolved;</p> <p>investigate major U.S. court cases, evaluate their relationship to fundamental democratic principles and rank them according to effect on history;</p> <p>develop an argument for or against the duties of citizens</p>	<p>Eleventh grade students at mastery level in civics:</p> <p>compare and contrast citizens' responses to governmental decisions; analyze U.S. and world conflicts and evaluate their resolutions;</p> <p>evaluate major U.S. court cases and their relationship to fundamental democratic principles;</p> <p>justify the duties of citizens and evaluate the</p>	<p>Eleventh grade students at partial mastery level in civics:</p> <p>describe a citizen's response to a governmental decision; identify U.S. and world conflicts and propose resolutions;</p> <p>describe how major U.S. court cases are based on fundamental democratic principles;</p> <p>name the duties of citizens and list the fundamental</p>	<p>Eleventh grade students at novice level in civics:</p> <p>identify a citizen's response to a governmental decision; identify U.S. and world conflicts;</p> <p>identify important court cases that were essential to fundamental democratic principles;</p> <p>recognize the duties of citizens and identify the</p>

might need to change as fundamental democratic values and principles change;	and relate the duties to fundamental democratic values and principles;	importance of fundamental democratic values and principles;	democratic values and principles;	importance of fundamental democratic values and principles;
analyze global challenges of the post 9/11 world, analyze current solutions, and predict problems for the future; and	evaluate global challenges of the post 9/11 world and analyze proposed solutions for the future; and	examine global challenges of the post 9/11 world and predict problems of the future; and	name global challenges of the post 9/11 world and identify problems of the future; and	recognize global challenges of the post 9/11 world; and
create a volunteer service project that serves the community or school.	evaluate volunteer service projects and justify the choice.	participate in a volunteer service project.	name volunteer service projects in the community.	identify volunteer service projects in the community.
Objectives	Students will			
SS.11.C.1	compare and contrast various citizens' responses to controversial government actions and debate decisions.			
SS.11.C.2	analyze and apply ways U.S. and world conflicts can be resolved in a cooperative and peaceful manner.			
SS.11.C.3	evaluate court cases essential to fundamental democratic principles and values (e.g., amendments since 1920, Brown v. BOE Topeka, Miranda v. Arizona, Roe v. Wade and the P.A.T.R.I.O.T. Act).			
SS.11.C.4	<p>evaluate, then defend the importance of the fundamental democratic values and principles of United States constitutional democracy in a global context including conflicts between individuals, communities and nations.</p> <ul style="list-style-type: none"> • liberty and equality • individual rights and the common good • majority rule and minority rights • Rule of Law and ethics (e.g., civil disobedience) • patriotism 			
SS.11.C.5	<p>justify the duties of citizens that are necessary to preserve global democracy.</p> <ul style="list-style-type: none"> • public forums (local, national, and/or global) • analysis of voting apathy and resulting consequences • personal freedoms throughout the world • role of international government and non-government organizations (e.g., League of Nations and U.N.) 			
SS.11.C.6	examine the global challenges of the post 9/11 world and predict problems of the future (e.g., terrorism, weapons of mass destruction, demographic shifts, famine, natural disasters, climate change and religious, cultural and ideological conflicts).			
SS.11.C.7	select and participate in a volunteer service or project with a community or Veteran's organization (e.g., American Legion, Veteran's of Foreign Wars, Women Veterans of America, Ronald McDonald House, Special Olympics, 4-H, etc.).			

Grade 11	Social Studies
Standard	Economics
Performance Descriptors SS.PD.11.E	

Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Eleventh grade students at distinguished level in economics:</p> <p>prioritize the effects that various wars, executive initiatives and legislation have had on the U.S. economy, and explain the rationale for the ranking;</p> <p>analyze the turmoil in the U.S. economy during various historic periods and evaluate the impact on today's economy;</p> <p>evaluate the lack of regulations on banking and securities in the 1920s and 1990s and how it caused economic turmoil; predict future economic problems;</p> <p>compare and contrast various economic systems and their roles in world conflicts and deduce the strengths and weaknesses of each;</p> <p>evaluate developed countries and developing countries and explain how the standard of living of their citizens is affected by the economic system; analyze how the U.S. national debt affects world economic</p>	<p>Eleventh grade students at above mastery level in economics:</p> <p>research and evaluate the U.S. economy, including the effects of various wars, executive initiatives and legislation;</p> <p>explain how supply and demand and laissez faire affected the U.S. economy during the 1920s and 1930s;</p> <p>analyze how lack of regulations on banking and securities in the 1920s and 1990s caused economic turmoil and affected consumerism in the U.S. economy;</p> <p>analyze and evaluate various economic systems and their roles in world conflicts;</p> <p>examine developed countries and developing countries and evaluate the standard of living of their citizens; provide specific examples of how the U.S. national debt affects world</p>	<p>Eleventh grade students at mastery level in economics:</p> <p>analyze the U.S. economy, including the effects of various wars, executive initiatives and legislation;</p> <p>examine U.S. economic philosophy during the 1920s and 1930s and relate it to the concept of supply and demand;</p> <p>compare and contrast the lack of regulations on banking and securities in the 1920s and 1990s and discuss the role of consumerism in the U.S. economy;</p> <p>critique various economic systems and their roles in world conflicts;</p> <p>identify developed countries and developing countries and determine the standard of living of their citizens; explain how the U.S. national debt affects world economic systems.</p>	<p>Eleventh grade students at below mastery level in economics:</p> <p>identify how wars, executive initiatives and legislation have affected the U.S. economy;</p> <p>explain the concept of supply and demand;</p> <p>explain the role of advertising on consumerism in the U.S. economy;</p> <p>name various economic systems;</p> <p>classify countries into developed and developing and identify cause of the U.S. national debt</p>	<p>Eleventh grade students at novice level in economics:</p> <p>recognize how wars, executive initiatives and legislation have affected the U.S. economy;</p> <p>identify the concept of supply and demand;</p> <p>examine how advertising and consumerism affect the U.S. economy;</p> <p>recognize various economic systems;</p> <p>recognize developed countries and developing countries and identify the national debt of the U.S.</p>

systems and propose future developments.	economic systems.			
Objectives	Students will			
SS.11.E.1	analyze the industrial organization of the American economy and connect the effects upon the outcome of World War I and subsequent wars (e.g., loans, Lend/Lease Act, Marshall Plan and nuclear arms race).			
SS.11.E.2	assess how various executive initiatives and legislative acts influence the United States economy (e.g., Fourteen Points, New Deal, Domino Theory, Great Society, Space Race and Strategic Defense Initiative).			
SS.11.E.3	define laissez faire and Keynesian economics and relate how their cause/effect impacts upon US economic philosophy during the 1920's and 1930's.			
SS.11.E.4	apply the concept of supply and demand in various historic events as a cause of economic turmoil (e.g., Prohibition, O.P.E.C, etc.).			
SS.11.E.5	compare and contrast the economic policies and lack of regulations of banking and securities of the 1920's and 1990's (e.g., investors buying stocks on margin, speculation, overproduction, consumerism, installment credit, planned obsolescence, housing market crash and repeal of Glass Steagall).			
SS.11.E.6	cite evidence of the economic and cultural impact of advertising and the growth of consumerism (e.g., differentiate between wants and needs).			
SS.11.E.7	critique the competing ideologies of various economic systems (e.g., Capitalism, Socialism and Communism) and resulting world conflicts.			
SS.11.E.8	analyze the causes and consequences of the United States' national debt and the effect upon world economic systems.			
SS.11.E.9	identify various developed countries (MDC) and developing countries (LDC), evaluate their GDP to determine standard of living of their citizens (e.g., health care, education, military, industrial and agricultural capabilities).			

Grade 11	Social Studies			
Standard	Geography			
Performance Descriptors SS.PD.11.G				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Eleventh grade students at distinguished level in geography: analyze the impact redrawn international boundaries have on the United States foreign policy; analyze world population growth and movement based upon planetary resources; and	Eleventh grade students at above mastery level in geography: hypothesize possible motivations that might explain where new boundaries were drawn; draw conclusions about current United States immigration policies and population growth's affect	Eleventh grade students at mastery level in geography: draw conclusions about the causes of changing international boundaries before and after wars since 1914; assess population growth, both natural and immigration; and	Eleventh grade students at partial mastery level in geography: compare changes in various regional maps before/after major wars since 1914; categorize various segments of population growth; and	Eleventh grade students at novice level in geography: recognize various disputed international and physical boundaries; define terminology necessary for study of population growth; and

evaluate foreign policy decisions concerning scarcity of natural resources and environmental concerns.	on resources; and assess the importance of human environmental concerns in global interaction, conflicts and cooperation.	compare and contrast the decisions and policies related to human environmental interactions.	name significant decisions and policies relating to natural resources and human environmental interactions.	identify the significant decisions and policies relating to natural resources and human environmental interactions.
Objectives	Students will			
SS.11.G.1	analyze and evaluate the changing boundaries of world maps as a result of wars (e.g., Europe World War I, World War II, Cold War Era and Middle East conflicts).			
SS.11.G.2	identify and locate the countries that enjoy topographical protection from invasion as opposed to countries that rely on political boundaries.			
SS.11.G.3	use census data to analyze the demographics of population growth leading to the exhaustion of resources and cultural conflict (e.g., water, agricultural land, energy and food supplies).			
SS.11.G.4	connect how natural resources of various world regions impact foreign and economic policy decisions (e.g., Middle Eastern oil supplies and United States coal deposits, etc.).			
SS.11.G.5	hypothesize how human and environmental interactions (e.g., terrorist attacks, pollution, global warming and overpopulation) pose a threat to mankind and the environment.			

Grade 11	Social Studies			
Standard	History			
Performance Descriptors SS.PD.11.H				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Eleventh grade students at distinguished level in history: evaluate the events associated with outcomes of World War I to the rise of America as a world power; evaluate social, economic and political changes resulting from the events of the Roaring '20s and explain their impact on life in the U.S. today;	Eleventh grade students at above mastery level in history: analyze the events and resulting outcomes of World War I and relate them to the rise of America as a world power; analyze the events that defined the Roaring '20's and assess their impact on life in the U.S. today;	Eleventh grade students at mastery level in history: draw conclusions about the various events associated with World War I and their effect on the U.S. as a world power; critique significant events that defined the Roaring '20's and their effect on culture, economics and politics;	Eleventh grade students at partial mastery level in history: explain the causes and effects of the events associated with World War I; categorize the significant events of the Roaring '20's;	Eleventh grade students at novice level in history: illustrate the events associated with World War I; identify the significant events of the Roaring '20's;

analyze the economic, social and political effects of the Great Depression upon the U.S. and the world today;	assess the impact of the economic, social and political effects of the Great Depression upon the U.S. culture;	examine the economic, social and political effects of the Great Depression upon the U.S.;	classify the effects of the Great Depression upon the U.S. as cultural, economic or political;	recall the effects of the Great Depression upon the U.S.;
analyze events and ideas pertaining to historical totalitarian aggression, human rights struggles and expanding democracy and formulate predictions about the future;	compare events and ideas connected to historical totalitarian aggression, the fight for human rights and spread of democracy and relate them to life in the U.S. today;	cite evidence of significant events and ideas connected with historical totalitarian aggression, the fight for human rights and the spread of democracy;	summarize ideas connected to historical totalitarian aggression, the fight for human rights and the spread of democracy;	define totalitarian aggression, human rights and democracy;
connect the social and political impact of competing influence of communism and democracy upon third world countries;	investigate events and ideas connected to the conflict between communism and democracy and their implications on life today;	assess events and ideas to determine the vested interests of either U.S. democracy or Soviet Union communism;	summarize events and ideas that demonstrate ideological differences between the U.S. and Soviet Union;	identify the ideological differences between the U.S. and Soviet Union;
synthesize future struggles and progression of the fight for civil rights around the world;	compare and contrast the struggles and progression of the fight for civil rights in the U.S. and around the world;	summarize the struggles and progression of the fight for civil rights by various groups in the U.S.;	make observations about the struggles and progression of the fight for civil rights in the U.S.;	give examples of the struggles of the fight for civil rights in the U.S.;
critique the effectiveness of democracy in dealing with modern and future controversial social conflicts around the world;	assess effectiveness of the activists in the social conflicts of the second half of the 20th century in the U.S. and around the world;	compare various strategies of activists in social conflicts of the second half of the 20th century in the U.S.;	relate the cultural and political divide in the U.S. as a result of social conflicts in the second half of the 20th century;	recognize the key social conflicts of the second half of the 20th century in the U.S.;
analyze future threats to the global economy and the possible role of U.S. Foreign Policy; and	debate the effectiveness of U.S. Foreign Policy resolving global economic issues since 1990; and	draw conclusions about the effectiveness of U.S. Foreign Policy dealing with global economic issues since 1990; and	identify U.S. Foreign Policy as a response to global economic issues since 1990; and	list the significant events of global economic issues since 1990; and
analyze the involvement of	evaluate the involvement of	critique the involvement of	recognize the causes and	identify the policies of the

public opinion in the U.S. to the shaping of the post 9/11 world and the effect of the internet on organizing people throughout the world.	the U.S. in shaping the post 9/11 world, including the war on terrorism.	the U.S. in the post 9/11 world, including the war on terrorism.	effects of the involvement of the U.S. in shaping the post 9/11 world.	U.S. that helped to shape the post 9/11 world.
Cluster 1	Demonstrate an understanding of the events that illustrate the United States' emergence as a world power beginning in 1914.			
Objectives	Students will			
SS.11.H.CL1.1	analyze United States isolationism, neutrality and entanglement in world affairs.			
SS.11.H.CL1.2	list and explain underlying causes, major players and the effects of World War I.			
SS.11.H.CL1.3	explain the connection between the advancement of military technology and the massive casualties in World War I.			
SS.11.H.CL1.4	compare and contrast idealism and realism by analyzing the Treaty of Versailles, Wilson's Fourteen Points and the subsequent failure of the League of Nations.			
SS.11.H.CL1.5	make connections between relief efforts and interventions of the 1918 pandemic to modern global health concerns.			
Cluster 2	Demonstrate an understanding of society in the Roaring 20's by examining the changing cultural, economic, political philosophies and the ensuing consequences.			
Objectives	Students will			
SS.11.H.CL2.1	outline activities and irregularities of both Wall Street and United States banking practices followed by attempted reform legislation.			
SS.11.H.CL2.2	analyze the impact of the emerging independence of women (e.g., suffrage, double standard, flappers and employment opportunities) and immigration issues had on society.			
SS.11.H.CL2.3	research the social issues that led to the passage of the 18 th Amendment, establishment of Prohibition, and discuss the factors that led to its repeal by the 21 st Amendment (e.g. organized crime, Great Depression and changing social values).			
SS.11.H.CL2.4	investigate literary, musical and artistic movements (e.g., Harlem Renaissance, jazz and the Lost Generation).			
Cluster 3	Demonstrate an understanding of the immediate and lasting economic, social and political effects caused by the Great Depression in the United States and throughout the world.			
Objectives	Students will			
SS.11.H.CL3.1	assess the prolonged effects of the stock market crash upon the social and economic activities in the U.S. and the world.			
SS.11.H.CL3.2	investigate the expansion of government with New Deal legislation and resulting deficit spending.			
SS.11.H.CL3.3	explain how the world economic crisis enabled the growth of totalitarian governments (e.g., Fascism and Nazism).			
SS.11.H.CL3.4	critique the role of sports, movies, radio and other forms of entertainment in the development of a new culture in America.			
Cluster 4	Demonstrate an understanding of the events surrounding World War II.			
Objectives	Students will			
SS.11.H.CL4.1	explore how appeasement efforts, such as the Munich Agreement (1938) failed to prevent war.			
SS.11.H.CL4.2	examine and evaluate the suffering and human cost of the propaganda and genocide of the Nazi Holocaust.			
SS.11.H.CL4.3	assess the ambitions of the Japanese in their decision to attack Pearl Harbor and its influence on the outcome of WWII.			
SS.11.H.CL4.4	examine and identify the penalties of war faced by the Japanese in the United States and their homeland.			
SS.11.H.CL4.5	identify the contributions from the home front during the war (e.g. Rosie the Riveter and "Rosies", victory gardens, war bond sales, wartime propaganda and opportunities for minorities).			

SS.11.H.CL4.6	investigate and cite evidence about the significance of the events of the European and Pacific Theaters of the war.
SS.11.H.CL4.7	hypothesize America's reasons for rebuilding war torn countries and trace the rationale and origins of cooperation that led to the creation of the United Nations.
Cluster 5	Demonstrate an understanding of the competing ideologies of communism and democracy and the conflict between the United States and Soviet Union superpowers in post WWII era through early 1990's.
Objectives	Students will
SS.11.H.CL5.1	assess the destructive capability of atomic and hydrogen weaponry.
SS.11.H.CL5.2	trace the expansion of Soviet and Chinese communism through satellite nations.
SS.11.H.CL5.3	explore the motivation and legacy of the Truman Doctrine and containment policy through different presidential administrations.
SS.11.H.CL5.4	outline and discuss major confrontations between the United States and Soviets and explain the fears of American society related to communism and the Race to Space.
SS.11.H.CL5.5	analyze and explain the political, social and economic causes and consequences of American involvement in the Korean Conflict and Vietnam.
SS.11.H.CL5.6	connect the United States governmental policies of the 1980s to the economic collapse of the Soviet Union.
Cluster 6	Demonstrate an understanding of the origins, struggle and progression of racial minorities seeking social, economic and political equality in the United States.
Objectives	Students will
SS.11.H.CL6.1	examine and identify the foundations of the Civil Rights Movement through the documents (e.g., Declaration of Independence, U.S. Constitution, etc.) and Supreme Court decisions (e.g., Plessy v. Ferguson and Brown v. BOE Topeka).
SS.11.H.CL6.2	investigate and cite examples of intolerance, prejudice, persecution, discrimination and segregation (e.g., Black Codes and Jim Crow laws).
SS.11.H.CL6.3	debate the role of activists for and against the Civil Rights Movement (e.g., KKK, Black Panthers, Dr. Martin Luther King, Jr., SCLC, Student Non-violent Coordinating Committee, AIM, Chicano Movement and UFWOC).
SS.11.H.CL6.4	design a timeline of the Civil Rights Movement in the United States that includes key people, places and events.
Cluster 7	Demonstrate an understanding of the social conflicts that challenged traditional values in the second half of the twentieth century.
Objectives	Students will
SS.11.H.CL7.1	investigate and identify the effects of Americans migrating to the suburbs after World War II.
SS.11.H.CL7.2	examine and identify changes brought by media sources upon American cultural, economic and political behavior. (e.g., television, Rock 'n' Roll, protest songs, etc.).
SS.11.H.CL7.3	summarize the various counterculture movements and their effect on American society.
SS.11.H.CL7.4	connect events to continued questions of trust in federal government (e.g., Watergate, Iran Contra and Pentagon Papers).
Cluster 8	Demonstrate an understanding of United States foreign policy and global economic issues since 1990.
Objectives	Students will
SS.11.H.CL8.1	evaluate American foreign policy concerning abuses of human rights.
SS.11.H.CL8.2	critique the domestic and military policies of the 1990's.
SS.11.H.CL8.3	determine the motivation for adopting NAFTA(North American Free Trade Agreement) and GATT(General Agreement on Tariffs and Trade) then assess the effects on the American and world economies.

SS.11.H.CL8.4	evaluate the causes and effects of acts of terrorism before and after 9/11.
Cluster 9	Demonstrate an understanding of America's continued role in shaping the complex global community since September 11, 2001.
Objectives	Students will
SS.11.H.CL9.1	assess American foreign policies that many have encouraged Islamic extremists' attack on the western world.
SS.11.H.CL9.2	outline provisions of the P.A.T.R.I.O.T. Act (Providing Appropriate Tools Required (to) Intercept (and) Obstruct Terrorism <i>Act of 2001</i>) and assess the necessity of such infringements on American civil rights.
SS.11.H.CL9.3	critique the effectiveness of the wars in Iraq and Afghanistan upon the war against terror.
SS.11.H.CL9.4	analyze both the positive and negative aspects of the Internet and social networking in revolutionizing thinking and organizing people throughout the world (e.g., Tea Party, Arab Spring, Occupy Wall Street, Wi-Fi, Google and Facebook).

Grade 11-12	Social Studies			
Standard	Literacy			
Performance Descriptors SS.PD.11-12.L				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Eleventh and twelfth grade students at distinguished level in literacy:</p> <p>cite textual evidence; evaluate the relationships; evaluate explanations interpreting why the text leaves matters uncertain;</p> <p>determine why the meaning of a key term is refined over the course of a text; critically evaluate differing points of view;</p> <p>critically evaluate multiple sources presented in diverse formats and media; critically evaluate author's premises, claims and evidence; integrate information, noting why</p>	<p>Eleventh and twelfth grade students at above mastery level in literacy:</p> <p>cite textual evidence; analyze the relationships; evaluate explanations interpreting the effect of leaving matters uncertain;</p> <p>determine why the meaning of a key term is refined over the course of a text; evaluate differing points of view;</p> <p>critically evaluate multiple sources presented in diverse formats and media; critically evaluate author's premises, claims and evidence; integrate information, noting</p>	<p>Eleventh and twelfth grade students at mastery level in literacy:</p> <p>cite textual evidence; summarize the relationships; evaluate explanations acknowledging where the text leaves matters uncertain;</p> <p>determine how the meaning of a key term is refined over the course of a text; evaluate differing points of view;</p> <p>evaluate multiple sources presented in diverse formats and media; evaluate author's premises, claims and evidence; integrate information, noting discrepancies among</p>	<p>Eleventh and twelfth grade students at partial mastery level in literacy:</p> <p>cite textual evidence; summarize the connections; evaluate explanations of events determining which explanation best accords with textual evidence;</p> <p>determine how an author uses a key term over the course of a text; analyze differing points of view;</p> <p>evaluate how information is presented; assess author's premises, claims and evidence; integrate information into a coherent understanding;</p>	<p>Eleventh and twelfth grade students at novice level in literacy:</p> <p>cite textual evidence; summarize how key events or ideas develop; analyze events determining whether earlier events caused later ones;</p> <p>determine the meaning of domain-specific vocabulary; compare the point of view of two or more authors;</p> <p>integrate information; assess whether the reasoning and evidence support the author's claims;</p>

<p>there are discrepancies among sources;</p> <p>read and comprehend history/social studies texts above the grades 11-CCR text complexity band independently and proficiently;</p> <p>compose arguments and informative/explanatory texts that thoroughly evaluate the topic;</p> <p>use technology to develop, strengthen, publish and present clear and coherent writing in response to ongoing feedback, evaluating new arguments or information;</p> <p>conduct short and sustained research projects synthesizing multiple sources; critically evaluate the strengths and limitations of each source; avoid plagiarism and overreliance on any one source; and</p> <p>write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks,</p>	<p>discrepancies among sources;</p> <p>read and comprehend history/social studies texts above the grades 11-CCR text complexity band with scaffolding as needed;</p> <p>compose arguments and informative/explanatory texts that thoroughly analyze the topic;</p> <p>use technology to develop, strengthen, publish and present clear and coherent writing in response to ongoing feedback, analyzing new arguments or information;</p> <p>conduct short and sustained research projects synthesizing multiple sources; evaluate the strengths and limitations of each source; avoid plagiarism and overreliance on any one source; and</p> <p>write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks,</p>	<p>sources;</p> <p>read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently;</p> <p>compose arguments and informative/explanatory texts; develop the topic with significant details to create a unified whole;</p> <p>use technology to develop, strengthen, publish and present clear and coherent writing and update in response to ongoing feedback, including new arguments or information;</p> <p>conduct short and sustained research projects synthesizing multiple sources; assess the strengths and limitations of each source; avoid plagiarism and overreliance on any one source; and</p> <p>write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks,</p>	<p>read and comprehend history/social studies texts in the grades 11-CCR text complexity band with minimal scaffolding at the high end of the range;</p> <p>compose arguments and informative/explanatory texts; manage the complexity of the topic conveying a knowledgeable stance;</p> <p>use technology to develop, strengthen, publish and present clear and coherent writing in response to ongoing feedback;</p> <p>conduct short and sustained research projects synthesizing multiple sources; assess the strengths of each source; avoid plagiarism; and</p> <p>write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks,</p>	<p>read and comprehend history/social studies texts in the grades 11-CCR text complexity band with scaffolding as needed at the high end of the range;</p> <p>compose arguments and informative/explanatory texts; manage the complexity of the topic appropriate to the discipline and context as well as the expertise of the audience;</p> <p>use technology to develop, strengthen, publish and present clear and coherent writing focusing on what is most significant, linking to other information and displaying information;</p> <p>conduct short and sustained research projects synthesizing multiple useful sources and integrate information selectively; avoid plagiarism; and</p> <p>write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks,</p>
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purposes and audiences.	purposes and audiences.	purposes and audiences.	purposes and audiences.	purposes and audiences.
Objectives	Students will			
Reading				
	Key Ideas and Details			
SS.11-12.L.1	cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.			
SS.11-12.L.2	determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.			
SS.11-12.L.3	evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.			
	Craft and Structure			
SS.11-12.L.4	determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).			
SS.11-12.L.5	analyze in detail how a complex primary source is structured, including how key sentences, paragraphs and larger portions of the text contribute to the whole.			
SS.11-12.L.6	evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning and evidence.			
	Integration of Knowledge and Ideas			
SS.11-12.L.7	integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.			
SS.11-12.L.8	evaluate an author's premises, claims and evidence by corroborating or challenging them with other information.			
SS.11-12.L.9	integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.			
	Range of Reading and Level of Text Complexity			
SS.11-12.L.10	read and comprehend history/social studies texts at or above grade level text complexity band independently and proficiently.			
Writing				
	Text Types and Purposes			
SS.11-12.L.11	<p>write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons and evidence. develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values and possible biases. use words, phrases and clauses, as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. provide a concluding statement or section that follows from or supports the argument presented. 			

SS.11-12.L.12	<p>write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> • introduce a topic and organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and tables), and multimedia when useful to aid comprehension. • develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. • use varied transitions and sentence structures to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts. • use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. • provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
	Production and Distribution of Writing
SS.11-12.L.13	produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
SS.11-12.L.14	develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SS.11-12.L.15	use technology, including the Internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
	Research to Build and Present Knowledge
SS.11-12.L.16	conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
SS.11-12.L.17	gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
SS.11-12.L.18	draw evidence from informational texts to support analysis, reflection and research.
	Range of Writing
SS.11-12.L.19	write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Social Studies – Grade 12: Civics for the Next Generation

Civics is designed as a culminating history class that fosters informed citizens essential to the perpetuation of the American Republic. Students learn and utilize knowledge and skills for responsible, participatory citizenship based on a firm understanding of the principles and practices of our government coupled with civil rights and responsibilities, sound financial literacy and global awareness. Students investigate what has happened, explore what is happening and predict what will happen with the social, political and economic problems that beset America and the world using the skills and resources of the past centuries and the present. Students continue to develop their critical thinking and problem-solving skills collaboratively and independently to become informed citizens and consumers who practice economically sound decision-making, are geographically aware of physical and human landscapes of the world, and protect, preserve and defend their system of government. New and refined knowledge gained in Civics for the Next Generation is communicated and shared throughout the community as students engage in community service and service-learning that makes classrooms span continents and serve as the heart of the community. The Next generation Content Standards and Objectives in West Virginia include the following components: Next Generation Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Grade 12	Social Studies			
Standard	Civics			
Performance Descriptors SS.PD.12.C				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Twelfth grade students at distinguished level in civics: justify the protection of personal, political and economic rights of citizens as the purpose of American constitutional government; critique the different roles of citizens in politics and government and debate the extent to which citizens actively participate; summarize the different levels and forms of government and	Twelfth grade students at above mastery level in civics: assess the protection of personal, political and economic rights of citizens as the purpose of American constitutional government; analyze the different roles of citizens in politics and government; differentiate between the different levels and forms of government and debate	Twelfth grade students at mastery level in civics: explain the protection of personal, political and economic rights of citizens as the purpose of American constitutional government; interpret the different roles of citizens in politics and government; outline the different levels and forms of government and evaluate how political,	Twelfth grade students at partial mastery level in civics: identify ways that American constitutional government protects personal, political and economic rights of citizens; explain the different roles of citizens in politics and government; describe the different levels and forms of government and discuss how political,	Twelfth grade students at novice level in civics: define basic terms of American constitutional government involved in protecting personal, political and economic rights of citizens; identify the different roles of citizens in politics and government; list the different levels and forms of government and recall that political, religious

<p>demonstrate that political, religious and economic climates influence decision-making;</p> <p>judge the impact of the media, special interest groups and political parties on current political issues and debate the extent of their influence and propose changes to public policy;</p> <p>summarize the influence of the United States on global issues and make recommendations for future positions;</p> <p>summarize the foundational documents and interpret their influence on the Constitution;</p> <p>debate the Supreme Court interpretations of the Constitution; and</p> <p>initiate ways to work with others to reach consensus, compromise and manage conflict to establish solutions for current, real-world issues.</p>	<p>how political, religious and economic climates influence decision-making;</p> <p>determine the impact of the media, special interest groups and political parties on current political issues and public policy;</p> <p>evaluate the influence of the United States on global issues and defend or propose changes in its position;</p> <p>evaluate the factors which influenced the foundational documents;</p> <p>assess the Supreme Court interpretations of the Constitution and evaluate their opinions; and</p> <p>assess the reasons to work with others to seek consensus, compromise and manage conflict to determine solutions to current, real-world issues.</p>	<p>religious and economic climates influence decision-making;</p> <p>research and analyze the impact of the media, special interest groups and political parties on political issues and public policy;</p> <p>examine the influence of the United States on global issues;</p> <p>explain the factors which influenced the foundational documents;</p> <p>summarize the Supreme Court interpretations of the Constitution; and</p> <p>work with others to seek consensus, compromise and manage conflict.</p>	<p>religious and economic climates influence decision-making;</p> <p>investigate the impact of the media, special interest groups and political parties on political issues and public policy;</p> <p>identify the areas of influence the United States has on global issues;</p> <p>examine factors which influenced the foundational documents;</p> <p>discuss why and how the Supreme Court interprets the Constitution; and</p> <p>give examples of how people reach consensus, compromise and manage conflict.</p>	<p>and economic climates influence decision-making;</p> <p>describe the impact of the media, special interest groups and political parties on political issues and public policy;</p> <p>recognize that the United States influences global issues;</p> <p>name factors which influenced the foundational documents;</p> <p>understand that the Supreme Court interprets the Constitution; and</p> <p>recognize that people reach consensus, compromise and manage conflict.</p>
Objectives	Students will			
SS.12.C.1	strive to become vigilant, informed citizens who actively participate in the preservation and improvement of American government through community service and service-learning (examples include individual service projects, patriotic events, mock trials, group initiatives, community volunteerism).			

SS.12.C.2	explore social contracts, the establishment of rule of law, and evaluate how limited government and rule of law protect individual rights.
SS.12.C.3	demonstrate that the purpose of American government is the protection of personal, political and economic rights of citizens as evidenced by the Declaration of Independence, the Constitution, Constitutional Amendments and the ideas of those involved in the establishment of American government.
SS.12.C.4	consider factors that subvert liberty which include lack of education, voter apathy, disenfranchisement, civil inequalities, economic issues, loss of public trust and misuse of government power to collaborate, compromise and reach a consensus that informed citizens can use to defend and perpetuate the American Republic.
SS.12.C.5	examine and analyze the contributing factors of the drafting of the Declaration of Independence and the U.S. Constitution: <ul style="list-style-type: none"> • leaders and philosophers (e.g., John Locke, James Madison, Thomas Jefferson and John Adams) • events (e.g., Glorious Revolution, Reformation and Enlightenment) • documents (e.g., English Bill of Rights, Petition of Right and Magna Carta) • classical periods (e.g., eras of Greece and Rome) • principles (e.g., popular sovereignty, federalism, limited government, separation of powers, checks and balances, civil liberties and rule of law)
SS.12.C.6	examine the compromises of the Constitutional Convention and how those decisions were characterized in the Federalist and the Anti-Federalist papers.
SS.12.C.7	evaluate the processes within the United States Constitution that make it a living document with democratic principles that are modified and expanded to meet the changing needs of society.
SS.12.C.8	investigate the system of government created by the Preamble, Seven Articles, and the Bill of Rights and other Amendments of the United States Constitution to evaluate how the framework for American society is provided.
SS.12.C.9	analyze how the Constitution defines federalism and outlines a structure for the United States government.
SS.12.C.10	analyze the protection of liberties in the Bill of Rights and their expansion through judicial review and gradual incorporation of those rights by the Fourteenth Amendment.
SS.12.C.11	analyze how the freedoms of speech and press in a democratic society enable citizens to develop informed opinions, express their views, shape public policy and monitor government actions.
SS.12.C.12	determine how conflicts between the rights of citizens and society's need for order can be resolved while preserving both liberty and safety.
SS.12.C.13	examine the committee process to evaluate how a bill becomes law on the national and state levels and track a bill through the legislative process.
SS.12.C.14	develop an awareness of the purpose and scope of governmental agencies while exploring the interchange between legislative bodies, interest groups and the bureaucracy in American government
SS.12.C.15	determine the roles, powers and obligations of the President of the United States and synthesize how various presidents have expanded the role of the presidency, both in America and the world.
SS.12.C.16	compare and contrast the original and appellate jurisdiction of local, state and national judicial systems to show how America's court system addresses criminal and civil cases.
SS.12.C.17	apply the concepts of legal precedent through past and present landmark Supreme Court cases, interpretations of the Constitution by the Supreme Court and the impact of these decisions on American society.
SS.12.C.18	develop an understanding of the American legal system through examining existing ordinances, statutes and Federal Acts, exploring

	the differences between criminal and civil law and determining legal obligations and liabilities of American citizenship.
SS.12.C.19	critique the evolution of the two-party system in the United States, evaluate how society and political parties have changed over time and analyze how political parties function today.
SS.12.C.20	<p>assess the influence of the media on public opinion and on the decisions of elected officials and the bureaucracy:</p> <ul style="list-style-type: none"> • bias in reporting and editorials • push pull polls and selective reporting of citizen opinions • advertisement and campaign ads • reporting of news out of context
SS.12.C.21	investigate the impact that special interest groups have on shaping public policy at local, state and national levels.
SS.12.C.22	assess how factors such as campaign finance, participation of the electorate and demographic factors influence the outcome of elections.
SS.12.C.23	examine how decisions and policies of state and local government impact the lives of citizens such as local issues and problems, structure of local government (e.g., differences in incorporation, providing public services and mayoral styles), zoning and annexation, land use and urban sprawl and ordinances and jurisdiction.
SS.12.C.24	explore cooperation, competition and conflict among nations through interactions such as the United Nations, international treaties, terrorism and other exchanges to evaluate potential solutions to global issues.
SS.12.C.25	compare and contrast the values, ideals and principles that are the foundation of a democratic republic and the role citizens play in a constitutional democracy to the theories and practices of non-democratic governments (e.g. socialism found in communism and nationalism found in fascism).

Grade 12	Social Studies			
Standard	Economics/Personal Finance			
Performance Descriptors SS.PD.12.E				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Twelfth grade students at distinguished level in personal finance:</p> <p>distinguish how career choice influences personal economic future;</p> <p>research and debate basic economic concepts as applied to personal financial literacy;</p> <p>research and evaluate rights and responsibilities of</p>	<p>Twelfth grade students at above mastery level in personal finance:</p> <p>critique how career choice influences personal economic future;</p> <p>judge the basic economic concepts as applied to personal financial literacy;</p> <p>assess the rights and responsibilities of informed</p>	<p>Twelfth grade students at mastery level in personal finance:</p> <p>evaluate how career choice influences personal economic future;</p> <p>apply basic economic concepts to personal financial literacy;</p> <p>examine the rights and responsibilities of informed</p>	<p>Twelfth grade students at partial mastery level in personal finance:</p> <p>discuss how career choice influences personal economic future;</p> <p>identify and discuss basic economic concepts in personal financial literacy;</p> <p>describe the rights and responsibilities of informed</p>	<p>Twelfth grade students at novice level in personal finance:</p> <p>list ways career choice influences personal economic future;</p> <p>name and define basic economic concepts as part of personal financial literacy;</p> <p>list the rights and responsibilities of informed</p>

informed consumers and producers necessary for real-world scenarios; and evaluate various banking, credit, investment and spending activities to encourage sound financial decisions.	consumers and producers in real-world scenarios; and summarize various banking, credit, investment and spending activities to debate sound financial decisions.	consumers and producers; and research various banking, credit, investment and spending activities to evaluate sound financial decisions.	producers and consumers; and discuss various banking, credit, investment and spending activities to describe sound financial decisions.	producers and consumers; and name various banking, credit, investment and spending activities to discuss sound financial decisions.
Objectives	Students will			
SS.12.E.1	examine the opportunity costs in ever-present scarcity for individuals, businesses and societies to understand how to make choices when facing unlimited wants with limited resources.			
SS.12.E.2	debate an effective allocation of the factors of production that encourages healthy economic growth and sustainability while curbs environmental abuses in the global community.			
SS.12.E.3	explain how supply and demand affects prices, profits and availability of goods and services.			
SS.12.E.4	debate the role of government in a free-market economy.			
SS.12.E.5	describe how households, businesses and government interact in a free-market economy.			
SS.12.E.6	identify economic influences that impact business climate on the local, regional and global level.			
SS.12.E.7	track the evolution of currency throughout history to facilitate the exchange of goods and services.			
SS.12.E.8	<p>evaluate income, lifestyle, education and employment decisions to make successful career choices:</p> <ul style="list-style-type: none"> • differentiate between gross and net income (e.g., taxes, insurance and pension plans). • explore how benefits packages, unions and professional organizations impact lifestyle. • evaluate the impact of education on lifelong earning potential. • examine the expectations and benefits of potential careers. 			
SS.12.E.9	<p>simulate managing the income and expenses of a household:</p> <ul style="list-style-type: none"> • determine what makes up the cost of living and how it varies in different locations. • saving for emergency situations and long-term goals. • utilizing traditional and online banking services as well as examining fees, services and hidden costs of checking, savings, debit cards, Certificates of Deposit, etc.. • construct, analyze and monitor personal budgets. • examine the causes of bankruptcy and how to avoid them. • complete Federal and State income tax forms and examine other state and local taxes. 			
SS.12.E.10	examine the advantages and disadvantages of different types of consumer debt to make sound financial decisions (e.g., home loans, credit card debt, automobile loans, pay-day loans and rent-to-own).			
SS.12.E.11	develop the knowledge and practices of a savvy consumer who knows consumer rights and responsibilities, can identify and avoid fraudulent practices and guard against identify theft.			
SS.12.E.12	<p>assess and develop financial habits that promote economic security, stability and growth:</p> <ul style="list-style-type: none"> • investments (e.g., stocks, mutual funds, certificates of deposits and commodity trading) and • insurance (e.g., life insurance, health insurance, automobile insurance, home and renters insurance and retirement plans). 			

Grade 12	Social Studies			
Standard	Geography			
Performance Descriptors SS.PD.12.G				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Twelfth grade students at distinguished level in geography:</p> <p>predict stages of development and create sustainable development scenarios that balances healthy economic growth with environmental protection;</p> <p>anticipate changes in demographic data on a variety of local and global issues; and</p> <p>evaluate different types GIS systems to determine the most effective technology for various purposes.</p>	<p>Twelfth grade students at above mastery level in geography:</p> <p>summarize and compare stages of development and analyze sustainable development that balances healthy economic growth with environmental protection;</p> <p>summarize and debate demographic data on a variety of local and global issues; and</p> <p>examine different types GIS systems to determine the most effective technology for various purposes.</p>	<p>Twelfth grade students at mastery level in geography:</p> <p>evaluate stages of development and analyze sustainable development that balances healthy economic growth with environmental protection;</p> <p>research, debate and evaluate demographic data on a variety of local and global issues; and</p> <p>research different types GIS systems to determine the most effective technology for various purposes.</p>	<p>Twelfth grade students at partial mastery level in geography:</p> <p>explain stages of development and describe sustainable development that balances healthy economic growth with environmental protection;</p> <p>explain and illustrate demographic data on a variety of local and global issues; and</p> <p>explain the different uses for GIS systems.</p>	<p>Twelfth grade students at novice level in geography:</p> <p>name stages of development and identify sustainable development that balances healthy economic growth with environmental protection;</p> <p>identify and discuss demographic data on a variety of local and global issue; and</p> <p>list the different types of GIS systems.</p>
Objectives	Students will			
SS.12.G.1	<p>use census data and public records to identify patterns of change and continuity to understand the impact of the following on society:</p> <ul style="list-style-type: none"> • zoning • migration • ethnicity • income • gender differences • age differences • education • voting behavior • family structure 			
SS.12.G.2	<p>conduct research using demographic data to interpret, debate and evaluate the geopolitical implications of a variety of global issues:</p> <ul style="list-style-type: none"> • the environment and environmental protection 			

	<ul style="list-style-type: none"> political and cultural boundaries women's rights cultural diversity and assimilation religion standard of living
SS.12.G.3	analyze the role of sustainable development in the lives of 21 st Century citizens (e.g. renewable energy, recycling, reusing, land use policy, ocean management and energy policy) to balance healthy economic growth with environmental protection.
SS.12.G.4	analyze the consequences of human and environmental interaction using global information systems.
SS.12.G.5	explore various routes of personal travel and topography using global information systems.
SS.12.G.6	<p>compare and contrast the factors of development for developed and developing countries, including the causes and implications of the following:</p> <ul style="list-style-type: none"> population (including migration, immigration, birth rate and life expectancy) natural resources and environmental protection income, industry, trade and Gross Domestic Product climate and geographic conditions cultural and social factors political management, legal system and stability educational opportunities standard of living

Grade 11-12		Social Studies		
Standard		Literacy		
Performance Descriptors SS.PD.11-12.L				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
<p>Eleventh and twelfth grade students at distinguished level in literacy:</p> <p>cite textual evidence; evaluate the relationships; evaluate explanations interpreting why the text leaves matters uncertain;</p> <p>determine why the meaning of a key term is refined over the course of a text; critically evaluate differing</p>	<p>Eleventh and twelfth grade students at above mastery level in literacy:</p> <p>cite textual evidence; analyze the relationships; evaluate explanations interpreting the effect of leaving matters uncertain;</p> <p>determine why the meaning of a key term is refined over the course of a text; evaluate differing points of</p>	<p>Eleventh and twelfth grade students at mastery level in literacy:</p> <p>cite textual evidence; summarize the relationships; evaluate explanations acknowledging where the text leaves matters uncertain;</p> <p>determine how the meaning of a key term is refined over the course of a text; evaluate differing points of</p>	<p>Eleventh and twelfth grade students at partial mastery level in literacy:</p> <p>cite textual evidence; summarize the connections; evaluate explanations of events determining which explanation best accords with textual evidence;</p> <p>determine how an author uses a key term over the course of a text; analyze differing points of view;</p>	<p>Eleventh and twelfth grade students at novice level in literacy:</p> <p>cite textual evidence; summarize how key events or ideas develop; analyze events determining whether earlier events caused later ones;</p> <p>determine the meaning of domain-specific vocabulary; compare the point of view of two or more authors;</p>

<p>points of view;</p> <p>critically evaluate multiple sources presented in diverse formats and media; critically evaluate author's premises, claims and evidence; integrate information, noting why there are discrepancies among sources;</p> <p>read and comprehend history/social studies texts above the grades 11-CCR text complexity band independently and proficiently;</p> <p>compose arguments and informative/explanatory texts that thoroughly evaluate the topic;</p> <p>use technology to develop, strengthen, publish and present clear and coherent writing in response to ongoing feedback, evaluating new arguments or information;</p> <p>conduct short and sustained research projects synthesizing multiple sources; critically evaluate the strengths and limitations</p>	<p>view;</p> <p>critically evaluate multiple sources presented in diverse formats and media; critically evaluate author's premises, claims and evidence; integrate information, noting discrepancies among sources;</p> <p>read and comprehend history/social studies texts above the grades 11-CCR text complexity band with scaffolding as needed;</p> <p>compose arguments and informative/explanatory texts that thoroughly analyze the topic;</p> <p>use technology to develop, strengthen, publish and present clear and coherent writing in response to ongoing feedback, analyzing new arguments or information;</p> <p>conduct short and sustained research projects synthesizing multiple sources; evaluate the strengths and limitations of</p>	<p>view;</p> <p>evaluate multiple sources presented in diverse formats and media; evaluate author's premises, claims and evidence; integrate information, noting discrepancies among sources;</p> <p>read and comprehend history/social studies texts in the grades 11-CCR text complexity band independently and proficiently;</p> <p>compose arguments and informative/explanatory texts; develop the topic with significant details to create a unified whole;</p> <p>use technology to develop, strengthen, publish and present clear and coherent writing and update in response to ongoing feedback, including new arguments or information;</p> <p>conduct short and sustained research projects synthesizing multiple sources; assess the strengths and limitations of</p>	<p>evaluate how information is presented; assess author's premises, claims and evidence; integrate information into a coherent understanding;</p> <p>read and comprehend history/social studies texts in the grades 11-CCR text complexity band with minimal scaffolding at the high end of the range;</p> <p>compose arguments and informative/explanatory texts; manage the complexity of the topic conveying a knowledgeable stance;</p> <p>use technology to develop, strengthen, publish and present clear and coherent writing in response to ongoing feedback;</p> <p>conduct short and sustained research projects synthesizing multiple sources; assess the strengths of each source;</p>	<p>integrate information; assess whether the reasoning and evidence support the author's claims;</p> <p>read and comprehend history/social studies texts in the grades 11-CCR text complexity band with scaffolding as needed at the high end of the range;</p> <p>compose arguments and informative/explanatory texts; manage the complexity of the topic appropriate to the discipline and context as well as the expertise of the audience;</p> <p>use technology to develop, strengthen, publish and present clear and coherent writing focusing on what is most significant, linking to other information and displaying information;</p> <p>conduct short and sustained research projects synthesizing multiple useful sources and integrate information selectively;</p>
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of each source; avoid plagiarism and overreliance on any one source; and write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks, purposes and audiences.	each source; avoid plagiarism and overreliance on any one source; and write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks, purposes and audiences.	each source; avoid plagiarism and overreliance on any one source; and write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks, purposes and audiences.	avoid plagiarism; and write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks, purposes and audiences.	avoid plagiarism; and write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks, purposes and audiences.
Objectives	Students will			
Reading				
	Key Ideas and Details			
SS.11-12.L.1	cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.			
SS.11-12.L.2	determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.			
SS.11-12.L.3	evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.			
	Craft and Structure			
SS.11-12.L.4	determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).			
SS.11-12.L.5	analyze in detail how a complex primary source is structured, including how key sentences, paragraphs and larger portions of the text contribute to the whole.			
SS.11-12.L.6	evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning and evidence.			
	Integration of Knowledge and Ideas			
SS.11-12.L.7	integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.			
SS.11-12.L.8	evaluate an author's premises, claims and evidence by corroborating or challenging them with other information.			
SS.11-12.L.9	integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.			
	Range of Reading and Level of Text Complexity			
SS.11-12.L.10	read and comprehend history/social studies texts at or above grade level text complexity band independently and proficiently.			
Writing				
	Text Types and Purposes			
SS.11-12.L.11	write arguments focused on <i>discipline-specific content</i> . <ul style="list-style-type: none"> introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons and evidence. 			

	<ul style="list-style-type: none"> develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values and possible biases. use words, phrases and clauses, as well as varied syntax to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. provide a concluding statement or section that follows from or supports the argument presented.
SS.11-12.L.12	<p>write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <ul style="list-style-type: none"> introduce a topic and organize complex ideas, concepts and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures and tables), and multimedia when useful to aid comprehension. develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. use varied transitions and sentence structures to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts. use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
	Production and Distribution of Writing
SS.11-12.L.13	produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
SS.11-12.L.14	develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
SS.11-12.L.15	use technology, including the Internet, to produce, publish and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
	Research to Build and Present Knowledge
SS.11-12.L.16	conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
SS.11-12.L.17	gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
SS.11-12.L.18	draw evidence from informational texts to support analysis, reflection and research.
	Range of Writing

SS.11-12.L.19	write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.
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ECONOMICS (ELECTIVE ONLY)

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 - make sense of the array of economic concepts, facts, events, observations and issues in everyday life and the ability to make effective decisions about economic issues. The Next generation Content Standards and Objectives in West Virginia include the following components: Next Generation Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Grade 12	Social Studies
Standard	Economics Elective
SS.S.EE	Students will <ul style="list-style-type: none"> • analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices). • research, critique and evaluate the roles of private and public institutions in the economy (Institutions). • compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). • describe and demonstrate how the factors of production apply to the United States economic system (Factors of Production). • analyze the elements of competition and how they impact the economy (Competition). • examine and evaluate the interdependence of global economies (Global Economies).
Objectives	Students will
SS.EE.1	explain and give examples showing how scarcity of goods and services forces people to make choices about needs and wants.
SS.EE.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.EE.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.EE.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.EE.5	compare and contrast examples of private and public goods and services.
SS.EE.6	evaluate the costs and benefits of allocating goods and services through public and private means.
SS.EE.7	describe and compare relationships among economic institutions (e.g., households, businesses, banks, government agencies and labor unions).
SS.EE.8	explain how specialization and division of labor in economic systems increase productivity.
SS.EE.9	describe the role of money and other forms of exchange in the economic process.
SS.EE.10	compare and analyze how values and beliefs influence economic decisions in different economic systems.
SS.EE.11	evaluate economic systems according to how laws, rules and procedures deal with demand, supply and prices.
SS.EE.12	evaluate historical and current social developments and issues from an economic perspective.
SS.EE.13	explain historical and current developments and issues in local, national and global contexts from an economic perspective.

SS.EE.14	define inflation and explain its effects on economic systems.
SS.EE.15	define and analyze the use of fiscal and monetary policy in the national economic system.
SS.EE.16	explain the process of international trade from an economic perspective.
SS.EE.17	analyze and evaluate growth and stability in different economic systems.
SS.EE.18	analyze a public issue from an economic perspective and propose a socially desirable solution.
SS.EE.19	evaluate the role of the factors of production in a market economy.
SS.EE.20	compare, contrast and evaluate different types of economies (traditional, command, market, mixed).
SS.EE.21	explain how and why people who start new businesses take risks to provide goods and services.
SS.EE.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.EE.23	describe and explain the role of money, banking, savings and budgeting in everyday life.
SS.EE.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.EE.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.EE.26	explain the basic characteristics of international trade, including absolute and comparative advantage, barriers to trade, exchange rates, and balance of trade.
SS.EE.27	describe and explain global economic interdependence and competition, using examples to illustrate their influence on national and international policies.
SS.EE.28	evaluate long term and short term cost in relationship to long and short-term benefits.
SS.EE.29	identify different economic goals and the tradeoffs that must be made between economic and social goals.
SS.EE.30	describe the aims of government fiscal policies (taxation, borrowing and spending) and their influence on production, employment and price levels.
SS.EE.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.EE.32	explain the characteristics, advantages and disadvantages of sole proprietorships, partnerships and corporations.
SS.EE.33	describe characteristics and give examples of pure competition, monopolistic competition and oligopolistic competition.
SS.EE.34	analyze the factors involved in the process of acquiring consumer goods and services including credit, interest and insurance.

GEOGRAPHY (ELECTIVE ONLY)

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 and five themes of geography stressing 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. The Next generation Content Standards and Objectives in West Virginia include the following components: Next Generation Content Standards and Objectives and 21st Century Learning Skills and Technology Tools. All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

Grade 12	Social Studies
Standard	Geography Elective
SS.S.GE	Students will <ul style="list-style-type: none"> • interpret, use and construct maps, globes and other geographic tools to locate and derive information about personal directions, people, places and environments (The World in Spatial Terms). • describe the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). • describe and explain the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems). • identify, explain and analyze how the earth is shaped by the movement of people and their activities (Human Systems). • analyze the interaction of society with the environment (Environment and Society). • explain geographic perspective and the tools and techniques available for geographic study (Uses of Geography).
Objectives	Students will
SS.GE.1	analyze the world and account for consequences of human/environment interactions depicting the geographic implications of world events. (e.g. catastrophic environmental and climatic events, wars and conflicts, ethnic cleansing and genocide).
SS.GE.2	explain components of the Earth's physical systems and its interrelationships. (e.g. landforms, bodies of water, atmosphere and geologic factors)
SS.GE.3	identify factors that contribute to human and physical changes in places and regions.
SS.GE.4	identify and define the world's physical and cultural regions, including political and historical characteristics and their interdependence in regard to trade, services, migration and cultural values.
SS.GE.5	analyze populations with regard to life expectancy, infant mortality rates, population pyramids, migration, birth and death rates.
SS.GE.6	evaluate the impact of migration on physical and human systems (e.g., demand for housing, schools, water supply, sewer systems, welfare systems, political systems and food production).
SS.GE.7	analyze growth, decline, and development of cities over time.
SS.GE.8	compare and contrast the impact of competition for limited resources on an interdependent global economy (e.g. distribution, sustainability, conflict and resolution).
SS.GE.9	examine global social and political factors and their implications (e.g., climate change, endangered species, terrorism, air pollution,

	habitat destruction, floods and universal human rights).
SS.GE.10	analyze ethnicity, nationalism and religion on regional cultures in a global society (e.g. major world religions, various ethnic groups and rigidity of societal norms).
SS.GE.11	analyze the influence of geographical features on the evolution of significant historic events and movements.
SS.GE.12	analyze the impact of or lack of technology on environments and societies over time.
SS.GE.13	analyze connections between physical geography and isolation from the world community, which result in cultural and political instability (e.g., Afghanistan, rural areas throughout the world, drought stricken areas of Africa, North Korea, China and Iran).
SS.GE.14	identify causes and draw conclusions about landless cultures (e.g., Kurds, Basques, Palestinians).
SS.GE.15	compare and contrast standards of living in poverty-stricken areas with advanced societies (e.g. basic needs, education, economic opportunities and technological advances).
SS.GE.16	use various global information systems to gain insight into people and their place in the world.