

**Report on Depth-of-Knowledge
Distribution and Appropriateness
of the West Virginia Social Studies
Content Standards and Objectives
(CSOs)**

Prepared for the State of West Virginia

By

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Report on Depth-of-Knowledge Distribution and Appropriateness in the West Virginia Social Studies Content Standards and Objectives (CSOs)

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Introduction

The purpose of this report is to describe an analysis of the depth-of-knowledge (DOK) levels of the K–12 West Virginia Social Studies Content Standards and Objectives (CSOs), the ways in which the CSOs might be improved, and how the state’s distribution of depth of knowledge levels across grades compares to that of two other states. This analysis addressed the degree to which the distribution of DOK levels represents appropriate and challenging content for each grade level, the extent to which the content expectations become more challenging from kindergarten to grade 12, and the degree to which the DOK distribution is appropriate for each grade and across grades. The Content Standards reviewed in this report include: Standard 1 (Citizenship), Standard 2 (Civics and Government), Standard 3 (Economics), Standard 4 (Geography) and Standard 5 (History). The WV Social Studies COSs do include a sixth standard, Reading. However, for purposes of this analysis, we did not review this standard in this report since it is analyzed elsewhere in the English Language Arts Report.

The first step in preparing the analysis was to assign an appropriate DOK level to each objective, K–12 (see Appendix A.). The DOK levels are those developed by Dr. Norman Webb, and assignment is based upon experience with 21 alignment studies in 15 states, territories, and countries using his procedure.

In order to allow for comparison of DOK distribution across grade levels and states, we developed an index number based on the average of DOK levels across a specified range of objectives. We began by assigning each objective its DOK number. After totaling these numbers at each grade level for the content domain we wanted to compare, for example social studies for each grade (K-12) or State A (see Section III) social studies levels compared to West Virginia levels, we divided by the number of objectives, which may vary from grade to grade or from state to state. The resulting index number allowed us to make comparisons of the average complexity level, or the growth in the average complexity, across grades.

To permit analysis of the West Virginia DOK distributions, we did six comparisons. We looked at distributions in citizenship, civics/government, economics, geography, and history individually, and, at social studies objectives in total. In the report, we discuss the results and offer some explanation and evaluation of the results.

Having completed this work, we evaluated the CSOs for ways in which they might be improved. There are three criteria we used in evaluating the effectiveness of social studies standards and objectives. These were developed after conducting a number of alignment studies in various states; drawing upon the problems encountered by raters in assigning DOK levels, or in assigning test items to objectives. We applied these tests to the West Virginia CSOs, providing analysis of each test. Finally, we compared the distribution of DOKs in West Virginia with that in two other states.

Section I. Analysis of DOK Levels in the West Virginia CSOs

Four depth-of-knowledge (DOK) levels were used to analyze the complexity of the social studies objectives in the West Virginia 21st Century Social Studies Content Standards and objectives. These four levels were developed to analyze the alignment between content standards and assessments and were designed to describe variation in complexity expected by the standards and required by assessment items. The lowest level describes recall or reproduction of information, facts, terms or concepts. Here a skill is considered a behavior or sequence of behaviors generally learned through practice and performed easily. The next level describes basic reasoning of skills and concepts; procedural understanding; and some conceptual understanding. A concept is a class of stimuli, such as objects, events, or persons that have common characteristics. Conceptual understanding generally refers to the integration and application of concepts and other ideas of a content area. Procedural understanding denotes knowledge about skills and sequence of steps, when and how these should be used appropriately, and their efficient and accurate applications. The third level requires more sophisticated application, reasoning and analysis. Assessment tasks and objectives at this level require students to reason, propose and evaluate problems; draw conclusions, make and defend arguments; and construct mental models translating among different representations, justifying from evidence, or summarizing a body of text. The fourth level involves extended reasoning that requires the integration and evaluation of knowledge from multiple sources and the ability to represent knowledge in a variety of ways. Extended reasoning usually requires work over a period of time, including gathering information, analyzing findings, preparing reports, and presenting findings. A more detailed description of the social studies depth-of-knowledge levels is given in Appendix A.

As the above description implies, the depth-of-knowledge levels indicate the content complexity of objectives. Complexity is not the same as difficulty. A relatively simple task may still be difficult for some students. Since we expect younger students to be ready for less complex tasks than older ones, it is reasonable to have a progression over the grades in the degree of content complexity expected of students. If that occurs, the average depth of knowledge required should increase over time. If it is relatively flat across the grades, we may logically conclude that the CSOs do not have an increase in sophistication over the grades.

A summary of the DOK levels assessed to the social studies objectives is given in Table 1 (grades K-12). Among the 714 objectives, the complexity expected by the objectives is fairly distributed and increases in sophistication across grades. At each

grade, with the exception of K, with objectives at only levels 1 and 2, there are objectives at each DOK levels 1, 2, and 3. Furthermore, twelve of the 14 grades have at least one objective with a DOK level 4. The expectations for grades K-2 were primarily judged to expect students to engage in recall or recognition (DOK level 1) and basics reasoning (DOK level 2). The percentage of objectives judged to be a DOK level 1 is generally between 31 to 42% for grades K-2, whereas in grades 3-12 only between 2 to 23% of the objectives were judged to be a DOK level 1. Throughout all grades, at least 25% of the objectives were at DOK level 2. The proportion of objectives assigned a DOK level 3 (application) generally increased by grade. This is most noticeable in grades 8-12, where 45% or more of the total objectives were assigned a DOK level 3. The concurrent decrease in proportion of objectives with a DOK level 1 and increase in the proportion of objectives with a DOK level 3 signifies a greater emphasis on skills and concepts in the lower grades with an increase in emphasis on reasoning and analysis in the middle and high school grades. In particular, an unusual number of objectives were assigned DOK Level 4 (extended reasoning), as in Grade 4, where out of the 51 objectives 16% (8) expected students to engage in complex analyzing and synthesizing. The assignment of DOK Level 4 is clearly a reflection of the WV Social Studies Content Standards and Objectives. In part, we also attribute this proportion to the nature of social studies content which, compared to other content areas, often asks students to develop life-long disposition such as, “build empathy and understanding for individuals and groups” (SS.O.1.5.4). Further, the nature of Social studies content also frequently expects students to investigate, explain and apply connections among common themes and concepts such as “evaluate and sequence and analyze the impact of contemporary social, economic and technological developments on people and culture in West Virginia and the United States (SS.O.8.5.7). Overall, considering only the depth-of-knowledge level, the distribution of complexity across the grades appears reasonable.

Table 1
Number and Percent of Objectives by Depth-of-Knowledge Level by Grade for West Virginia 2006 Social Studies Content Standards and Objectives

Grade	Number of Objectives	DOK Level	# of Objs by Level	% within std by Level
K	26	1	11	42
		2	15	58
WV	23	1	8	35
		2	7	31
		3	4	17
		4	4	17
1	29 & Reading	1	9	31
		2	15	52
		3	4	14
		4	1	3
2	29 & Reading	1	10	35
		2	13	44
		3	5	17
		4	1	3

Table 1 (continued)
Number and Percent of Objectives by DOK Levels

Grade	Number of Objectives	DOK Level	# of Objs by Level	% within std by Level
3	40 & Reading	1	9	23
		2	20	50
		3	10	25
		4	1	3
4	51 & Reading	1	5	10
		2	19	37
		3	19	47
		4	8	16
5	51 & Reading	1	13	25
		2	22	44
		3	13	25
		4	3	6
6	48 & Reading	1	6	13
		2	21	44
		3	17	35
		4	4	8
7	54 & Reading	1	8	15
		2	21	39
		3	20	37
		4	5	9
8	75 & Reading	1	14	19
		2	19	25
		3	34	45
		4	8	11
9	51 & Reading	1	3	6
		2	23	45
		3	25	49
10	80 & Reading	1	2	3
		2	30	38
		3	44	55
		4	3	4
11	68 & Reading	1	1	2
		2	23	34
		3	40	59
		4	4	5
12	140	1	8	6
		2	45	32
		3	77	55
		4	10	7

To provide another look at the DOK level by grade/course and standard, we computed the average DOK for each standard for each grade (Table 2). Again, many more factors need to be considered in judging the appropriateness of a set of objectives in addition to DOK levels. By considering the average DOK levels for each standard and grade it is possible to identify some trends and possible areas for further review.

Standard 1 (Citizenship)

The average DOK levels for the objectives under Standard 1 (Citizenship) reveal that students are primarily expected to perform basic reasoning of the citizenship objectives (Table 2). More specifically, the average DOK level for Standard 1 (Citizenship) objectives range from a low of 1.80 in grade K to a high of 2.88 in grade 11. However, within this progression across the grades exist several notable dips in the average DOK Level. Among the primary grade objectives (K-3), the average DOK level is lower for grade 3 (1.75) compared to the other grades and should be reviewed if this is intended. Similarly, grade 6 is also considerably lower than previous grades (2.29). The DOK averages plateau among the objectives for grades 8-12, suggesting that expectations within this standard are not necessarily more challenging and complex at the high school level.

Standard 2 (Civics and Government)

The K-12 average DOK distribution for Civics (Standard 2) expects students to primarily perform at DOK level 1 (recall and reproduction) and level 2 (basic reasoning). In addition, two grades (4 and 11) in Standard 2 expect students to begin analyzing issues and problems (DOK 3), unlike the previous standard (Citizenship), which did not incorporate objectives at this level. Overall, the expectations do become more sophisticated and complex over the course of time. However, there is not a steady increase in average DOK across the grades, rather the average fluctuates across the grades, particularly in grades 4, 5 and 6 (Table 2). Upon reviewing possible explanations for the inconsistency, the objectives for grade 4 were noticeably more complex, asking students to justify, defend, research and discuss, whereas the objectives in grades 5 and 6 expected students to list, identify and explain, skills categorized as recall, reproduction and basic reasoning (DOK level 1 and 2).

Table 2

Average Depth of Knowledge Level Across Objectives by Area of Social Studies for West Virginia Content Standards and Objectives

Grade	Number of objectives	Std 1 (Citizenship) Avg DOK (# of Obj)	Std 2 (Civics) Avg DOK (# of Obj)	Std 3 (Economics) Avg DOK (# of Obj)	Std 4 (Geography) Avg DOK (# of Obj)	Std 5 (History) Avg DOK (# of Obj)	Total Avg DOK
K	26	1.80 (5)	1.33 (3)	1.67 (6)	1.33 (6)	1.67(6)	1.58
WV	23	2.50 (4)	1.33 (3)	3.50 (2)	1.80 (10)	2.75 (13)	2.17
1	29	2.14 (7)	1.60 (5)	1.75 (4)	1.43 (7)	2.33 (6)	1.86
2	29	2.00 (5)	2.00 (4)	2.50 (6)	1.14 (7)	2.29 (7)	2.00
3	40	1.75 (8)	1.80 (5)	2.11 (9)	1.63 (8)	2.80 (10)	2.08
4	51	2.58 (7)	3.00 (4)	2.30 (10)	2.60 (10)	2.65 (20)	2.63
5	51	2.40 (5)	1.86 (7)	1.86 (7)	2.18 (11)	2.19 (21)	2.18
6	48	2.29 (7)	2.86 (7)	2.13 (8)	2.00 (10)	2.63 (16)	2.40
7	54	2.50 (6)	2.83 (6)	2.40 (10)	2.18 (22)	2.60 (10)	2.41
8	75	2.81 (16)	2.46 (13)	2.58 (12)	2.13 (16)	2.44 (18)	2.48

Table 2 (continued)
Average Depth-of-Knowledge Levels Across Grades

Grade	Number of objectives	Std 1 (Citizenship) Avg DOK (# of Obj)	Std 2 (Civics) Avg DOK (# of Obj)	Std 3 (Economics) Avg DOK (# of Obj)	Std 4 (Geography) Avg DOK (# of Obj)	Std 5 (History) Avg DOK (# of Obj)	Total Avg DOK
9	51	2.75 (4)	2.50 (6)	2.33 (6)	2.27 (11)	2.5 (24)	2.45
10	80	2.82 (11)	2.71 (14)	2.50 (10)	2.40 (15)	2.60 (30)	2.60
11	68	2.88 (8)	3.00 (9)	2.45 (11)	2.36 (11)	2.76 (29)	2.69
12	140	2.77 (13)	2.79 (35)	2.38 (52)	2.65 (40)	0 (0)	2.60

Highest DOK Average within an Individual Grade
Lowest DOK Average within an Individual Grade

Standard 3 (Economics)

The DOK distribution over K–12 grades for Standard 3 (Economics) mirrors the sophistication of expectations across the 12 grades and the West Virginia Elementary Standards and Objectives found in Standard 2 (Civics and Government), going from recall and reproduction (DOK level 1) to the higher end of basic reasoning (DOK level 2). The progression of expectations across the grades is not linear, with the average DOK level increasing and decreasing between grades. Similar to the previous standard (Civics/Government), the most intense dip occurs between grade 4 and 5 (Table 2).

Standard 4 (Geography)

Overall, the average DOK distribution for Standard 4 (Geography) indicates that students are expected to perform at DOK level 1 (recall and reproduction) and level 2 (basic reasoning). Looking across the grades, the average DOK level for the Geography objectives are slightly less complex compared to other standards during grades K-3 and 6-11 (Table 2).

Standard 5 (History)

The average DOK levels for the objectives under Standard 5 (History) reveal that students are primarily expected to perform at the higher end of DOK Level 2 (Table 2).

Five Social Studies Standards Combined

The general increase across grades in total average DOK levels for all five standards demonstrates an appropriate progression. The lowest DOK average is in grade K and the highest average in grade 11 with one spike in grade 4 (Table 2).

Looking at all standards across an individual grade, objectives for Standard 2 (Civics and Government) proved to be the highest DOK average in 5 of the 13 grades (Table 2). The DOK average for Standard 2 in grades 4 and 11 represents the highest

average among all of the 214 West Virginia Social Studies Content Standards and Objectives. Within all of the five grades, at least one objective for Standard 2 was assigned a DOK level 4, offering one possible explanation why this standard stands out as having higher DOK averages. Of further consideration, Civics (Standard 2) tends to have fewer objectives than the other standards. Juxtaposed to the high averages, Standard 2 also has the lowest DOK level averages among three grades (Table 2). DOK levels for Standard 1 (Citizenship) also were the highest averages for five out of 13 grades (Table 2).

Section II. Evaluation and Suggestions to Improve West Virginia CSOs

The primary purpose of this analysis was to provide feedback on the depth-of-knowledge levels and not to do a complete analysis of the quality of the standards. In the process of analyzing the objective DOK levels, some observations were made on the number of objectives, clarity, and redundancy of the social studies standards objective statements. This section discusses these observations and offers a few suggestions.

Number of Objectives

The number of objectives can be considered according to grade level (Table 2) or by standard as Table 3 illustrates. It is not uncommon for states to vary in the number of objectives. Previous alignment studies have shown that some states have as few as 20 objectives at a grade level while other states have as many as over 200 objectives. The problem with an insufficient number of objectives is of a different character. Either the objectives become overly complex, trying to cover too many disparate points, or they remain simple, but fail to give teachers, parents, and the public much real information about student expectations.

Assessing the number of objectives also proves important when trying to achieve an acceptable range of coverage on tests, at least half of the objectives within a standard should be addressed by at least one test item. If there are too many objectives, achieving this range is difficult. The practical limitations on test length are a factor here. Furthermore, the larger the number of objectives, the more difficult it is for raters to properly assign test items to an objective unless the objectives are particularly transparent. A large number of objectives can result in low rater reliability, weakening the credibility of the alignment.

The number of objectives in the West Virginia CSOs varies along several dimensions. To begin with, the total number of objectives for each grade increases as the grades progress (Table 2). This variance is appropriate, as one would expect students' ability to process more learning goals as they get older. Similarly, the number of objectives within one standard also varies by grade level (Table 2). Within Geography (Standard 4), grade 3 has eight objectives and grade 7 has 22 objectives. In particular, grade 12 has a much larger number of economics and geography objectives because at this grade level there are two sets of standards for these content areas. For purposes of

analysis, we combined these two sets of standards to fit with the other grades. Finally, in the case of the West Virginia Social Studies Content Standards and Objectives, the number of objectives also increases from standard to standard. Standard 1 (Citizenship) has an average of 7.58 objectives per grade whereas Standard 5 (History) has an average of 15.00 objectives per grade (Table 3). The higher number of History objectives is evident in grade 4, where there were 20 History objectives compared to four objectives for Civics (Standard 2).

Table 3
Average number of objectives for the West Virginia Social Studies Content Standards

Standard	Avg. # of Obj s Within Standard
1 (Citizenship)	7.58
2 (Civics/Government)	8.64
3 (Economics)	10.9
4 (Geography)	13.1
5 (History)	15.00

Clarity

Overall, the social studies standards objective statements are clear and cover appropriate content across the grades. However, we identified several reoccurring phrases and terms which present problems for assessing the DOK level for each of the objectives.

To begin with, a group of statements found in the objectives are worded more as what students should experience in instruction rather than what students should know after instruction. Verbs such as “develop,” “explore,” “discover,” and “investigate,” describe more a process rather than an outcome that students should attained. These are more developmental stages in the acquisition of social studies knowledge that are incorporated into the document. Some of these expectations should be included in a curriculum document rather than in a standards document that describes what students are to be held accountable for by the end of a specific grade. For example, “model the personal and civic responsibilities of good citizenship in the classroom” has more to do with what the student should do rather than what students will be able to do as a consequence of instruction and learning. It is not clear what “model” means and for what purpose they are modeling. Does this mean students are to model their own conceptions of what is good citizenship or are they to reproduce a specific version of good citizenship? Moreover, the objective does not state what students are expected to know through modeling. Are they expected to recognize different conceptualizations of citizenship or are they to identify similarities in notions of citizenship? Another illustrative example is the objective that asks students to participate in a project of volunteer service. While admirable to encourage students to volunteer, this objective as currently worded, does not state what the expectations for student learning are by participating in a volunteer project. Other verbs include “recognize”, as in recognize the need for authority figures or recognize that all people share the same basic needs.

In addition to the use of statements that emphasize the process of learning over the outcome expectations, several ambiguous terms were used throughout the standards, most notably the verbs “discuss” and “research”. These terms were problematic not only because they do not clearly state student expectations but also because they are used inconsistently, resulting in varying complexity. Inconsistent use of the terms can send mixed messages to practitioners about the sophistication of the expectation, presenting further implications for how the objective is taught and assessed within the classroom. For example, “research the past through stories of people, heroes, pictures, songs, holidays, customs, traditions and legends” resembles more closely “identify” or “recognize” because the objective does not mention the student is to analyze or connect themes by way of the research. Another objective states, “research the settlement of a community/region and construct a timeline representing the settlement of a community/region using primary sources” (Ss.O.3.5.2). In this instance, the word research suggests a more sophisticated expectation for the student. Therefore, it would be helpful if objectives using these terms clarified through more specific language what is the student expectation and/or use the term with the same degree of complexity throughout all objectives to avoid confusion. Additional ambiguous phrases and terms include “examine” (5.5.11, 6.5.2, 6.5.6, 6.5.10, and 6.5.13), “debate” (6.5.16 and 7.2.4) and “construct” (3.3.9, 3.4.8). If the meaning of these words were misinterpreted, then this could change some of the assigned DOK levels.

Redundancy among Objectives

We identified objectives that are similarly or identically phrased. Eliminating redundant objectives will facilitate more accurate alignment procedures by allowing raters to assign test items to the most representative objective rather than having to decide between several similarly worded objectives.

In the case of the West Virginia CSOs, there are several examples of redundancy within a standard. Given their identical phrasing, these examples appear to be transcription errors rather than objectives similar in wording. The following are redundant objectives we identified:

1. O.8.3.7 and O.8.3.8
2. O.9.1.1. and O. 9.1.2
3. O.10.3.1 and O.10.3.2

Grade 12 has two sets of standards that could potentially be combined to reduce the number of and redundancy within the objectives. With some minor revisions, the Economics and Personal Finance standards, while emphasizing different aspects of the economy, could be collapsed into one standard. Similarly, both of the Geography Standards for grade 12 could be combined into one standard, although one emphasizes the environment and the other focuses on geophysical and cultural geography. Moreover, both standards are identically numbered, making it difficult to identify between them.

Within the Standard 4 (Geography) that focuses on geopolitical processes and cultural geography, three objectives state similar expectations.

1. G.O.12.4.1: acquire geographic information and classify it using the six essential elements of geography
2. G.O.12.4.21: acquire and organize geographic information
3. G.O.12.4.22: organize and analyze geographic information to answer geographic questions

These objective statements could be re-worded to meet all of the expectations without being too cumbersome.

Summary for Section II

With the exception of several clarity issues and few instances of redundancy the West Virginia Social Studies CSOs represent a clear and rigorous set of expectations for students.

Section III. Comparison of the Distribution of West Virginia's DOK Levels Across Grades with that of Two Other States

The purpose of this section of the report is to compare the distribution of DOK levels across grades in West Virginia with that in two other states. States vary greatly in the structure of standards. It is difficult to do a direct state-by-state comparison mainly because of how states breakdown the expectations into specific objective statements. However, when considering the coverage of the full set of standards in social studies, state standards are very comparable.

The states were selected from those for which we have data appropriate for comparative purposes. Unlike English language arts and mathematics, data is limited for social studies because states are not required to test in this content area. We only had data for all grades from K–12 for one state. State A has DOK data from grades K through 12 (except for grade 9) and State B has data for grades 8, 10 and 11.

State A was selected for comparison, in part, because the standards were given a grade of A by the Fordham Foundation (Finn, Julia, and Petrilli. 2006 *The State of State Standards*, Thomas B. Fordham Foundation, August 2006, <http://www.edexcellence.net/doc/StateofStateStandards2006.pdf>). State B was chosen because of the availability of data. The average DOK levels of objectives by grade are given in Table 4 for West Virginia and two other states.

Table 4

Comparison of the Average Depth-of-Knowledge Level of the West Virginia Social Studies Content Standards and Objectives with those of Two Other States

Grade	Number of objectives	Total Avg DOK	Number of objectives	Total Avg DOK	Number of objectives	Total Avg DOK
	West Virginia		State A		State B	
K	26	1.58	15	1.20		
1	23	1.86	17	1.47		
2	29	2.00	13	1.93		
3	40	2.08	19	1.65		
4	51	2.63	32	1.75		
5	51	2.18	44	1.39		
6	48	2.40	49	1.61		
7	54	2.41	61	1.80		
8	75	2.48	60	1.93	28	3.03
9	51	2.45	n/a	n/a		
10	80	2.60	50	2.20	31	2.52
11	68	2.69	75	2.23	47	2.70
12	140	2.60	84	2.11		

The distribution of the DOK levels for both West Virginia and State A grows over the range of grades, dropping slightly between grades 4 and 5 (Table 4). Overall, the West Virginia objectives are more complex compared to State A. WV expects students to perform at the middle to higher end of basic reasoning (DOK 2). In contrast, State A largely expects students to recall and reproduce information (DOK 1). State A’s standards emphasize basic skills in grades K-8 with a small increase in complexity during high school. Upon granting State A content standards and objectives a grade “A”, the Fordham Foundation remarked that the State A Standards were well-written and make a clear commitment to content over skills. State A’s emphasis on recalling “content” over developing concepts and skills can be seen in the high number of objectives coded at a DOK level 1, most noticeably in grade 5 where 59% of the objectives were judged at a DOK level 1. The average DOK level remains fairly flat for West Virginia from grades 6 through 12, while State A fluctuates during those grades.

The distribution in West Virginia’s DOK levels with that of State B in grades 8, 10 and 11 is somewhat uneven (Table 3). State B has a higher complexity in grade 8 but a slightly lower average DOK level in grade 10. In grade 11, the two states are even. The trend in both states is toward an increasing level of complexity which requires sophisticated basic reasoning and minimal application.

Appendix A

Definition of Depth-of-Knowledge Levels Used to Assess the Social Studies Standards West Virginia

Level 1 (Recall and Reproduction). Level 1 asks students to recall facts, terms, concepts, trends, generalizations, and theories, or to recognize or identify specific information contained in graphics. This level generally requires students to identify, list, or define. The items at this level usually ask the student to recall who, what, when and where. Items that require students to “describe” and “explain” could be classified at Level 1 or 2, depending on what is to be described and explained. At Level 1, “describe or explain” would recall, recite, or reproduce information. Items that require students to recognize or identify specific information contained in maps, charts, tables, graphs or drawings are generally Level 1 items.

Level 2 (Basic Reasoning). Level 2 includes the engagement of some mental processing beyond recalling or reproducing a response. This level generally requires students to contrast or compare people, places, events and concepts; convert information from one form to another; classify or sort items into meaningful categories; describe or explain issues and problems, patterns, cause and effect, significance or impact, relationships, points of view or processes. At Level 2, “describe or explain” would require students to go beyond a description or explanation of recalled information to describe or explain a result or “how” or “why.”

Level 3 (Application). Level 3 requires reasoning, using evidence, and a higher level of thinking than the previous two levels. Students would go beyond knowing “how and why” to justifying the “how and why” through application and evidence. The cognitive demands at Level 3 are more complex and more abstract than Levels 1 or 2. Items at Level 3 include drawing conclusions; citing evidence; using concepts to explain “how and why;” using concepts to solve problems; analyzing similarities and differences in issues and problems; proposing and evaluating solutions to problems; recognizing and explaining misconceptions or making connections across time and place to explain a concept or big idea.

Level 4 (Extended Reasoning). Level 4 requires even more complex reasoning and the addition of planning, investigating, or developing that will most likely require an extended period of time. The extended time period is *not* a distinguishing factor if the required work is only repetitive and does *not* require applying significant conceptual understanding and higher-order thinking. At this level, the cognitive demands should be high and the work should be very complex. Students should be required to connect and relate ideas and concepts *within* the content area or *among* content areas in order to be at this highest level. The distinguishing factor for Level 4 would be evidence through a task or product that the cognitive demands have been met. A Level 4 performance will require students to analyze and synthesize information from multiple sources, examine and explain alternative perspectives across a variety of sources, and/or describe and illustrate how common themes and concepts are found across time and place. In some Level 4 performance, students will make predictions with evidence as support, develop a logical argument, or plan and develop solutions to problems.

Appendix B
Depth-of-Knowledge Level for Each
Objective and for Each Grade
Language Arts Standards
West Virginia

Table B-1

Depth-of-Knowledge Level for West Virginia Social Studies Content Standards and Objectives for Grades K-2

Kindergarten		Grade 1		Grade 2	
Standard 1:		Standard 1:		Standard 1:	
SS.S.K.1		SS.S.1.1		SS.S.2.1	
Objectives		Objectives		Objectives	
SS.O.K.1.1	1	SS.O.1.1	2	SS.O.2.1.1	3
SS.O.K.1.2	2	SS.O.1.2	2	SS.O.2.1.2	2
SS.O.K.1.3	2	SS.O.1.3	3	SS.O.2.1.3	1
SS.O.K.1.4	2	SS.O.1.4	2	SS.O.2.1.4	1
SS.O.K.1.5	2	SS.O.1.5	2	SS.O.2.1.5	3
		SS.O.1.6	2		
		SS.O.1.7	2		
Standard 2:		Standard 2:		Standard 2:	
SS.S.K.2		SS.S.1.2		SS.S.2.2	
Objectives		Objectives		Objectives	
SS.O.K.2.1	2	SS.O.1.2.1	2	SS.O.2.2.1	2
SS.O.K.2.2	1	SS.O.1.2.2	1	SS.O.2.2.2	2
SS.O.K.2.3	1	SS.O.1.2.3	1	SS.O.2.2.3	1
		SS.O.1.2.4	1	SS.O.2.2.4	3
		SS.O.1.2.5	3		
Standard 3:		Standard 3:		Standard 3	
SS.S.K.3		SS.S.1.3		SS.S.2.3	
Objectives		Objectives		Objectives	
SS.O.K.3.1	1	SS.O.1.3.1	3	SS.O.2.3.1	3
SS.O.K.3.2	2	SS.O.1.3.2	2	SS.O.2.3.2	4
SS.O.K.3.3	2	SS.O.1.3.3	1	SS.O.2.3.3	2
SS.O.K.3.4	2	SS.O.1.3.4	1	SS.O.2.3.4	2
SS.O.K.3.5	2			SS.O.2.3.5	2
SS.O.K.3.6	1			SS.O.2.3.6	2
Standard 4:		Standard 4:		Standard 4:	
SS.S.K.4		SS.S.1.4		SS.S.2.4	
Objectives		Objectives		Objectives	
SS.O.K.4.1	1	SS.O.1.4.1	2	SS.O.2.4.1	1
SS.O.K.4.2	1	SS.O.1.4.2	1	SS.O.2.4.2	1
SS.O.K.4.3	1	SS.O.1.4.3	1	SS.O.2.4.3	1
SS.O.K.4.4	2	SS.O.1.4.4	1	SS.O.2.4.4	1
SS.O.K.4.5	1	SS.O.1.4.5	1	SS.O.2.4.5	1
SS.O.K.4.6	2	SS.O.1.4.6	2	SS.O.2.4.6	2
		SS.O.1.4.7	2	SS.O.2.4.7	1

Table B-1 (continued)
Depth-of-Knowledge Level for West Virginia Social Studies Content Standards and Objectives for Grades K-2

Standard 5:							
SS.S.K.5							
Objectives							
SS.O.K.5.1	2		Standard 5:			Standard 5:	
SS.O.K.5.2	1		SS.S.1.5			SS.S.2.5	
SS.O.K.5.3	2		Objectives			Objectives	
SS.O.K.5.4	2		SS.O.1.5.1	1		SS.O.2.5.1	2
SS.O.K.5.5	2		SS.O.1.5.2	2/3		SS.O.2.5.2	2
SS.O.K.5.6	1		SS.O.1.5.3	2		SS.O.2.5.3	2
			SS.O.1.5.4	4		SS.O.2.5.4	2/3
			SS.O.1.5.5	2		SS.O.2.5.5	2
			SS.O.1.5.6	2		SS.O.2.5.6	2
						SS.O.2.5.7	3

Table B-2

Depth-of-Knowledge Level for West Virginia Social Studies Content Standards and Objectives for Grades 3-5

Grade 3		Grade 4		Grade 5	
Standard 1:		Standard 1:		Standard 1:	
SS.S.3.1		SS.S.4.1		SS.S.5.1	
Objectives		Objectives		Objectives	
SS.O.3.1.1	2	SS.O.4.1	3	SS.O.5.1	2
SS.O.3.1.2	2	SS.O.4.2	4	SS.O.5.2	2
SS.O.3.1.3	2	SS.O.4.3	3	SS.O.5.3	2
SS.O.3.1.4	2	SS.O.4.4	3	SS.O.5.4	3
SS.O.3.1.5	1	SS.O.4.5	1	SS.O.5.5	3
SS.O.3.1.6	2	SS.O.4.6	3		
SS.O.3.1.7	1	SS.O.4.7	1		
SS.O.3.1.8	2				
Standard 2:		Standard 2:		Standard 2:	
SS.S.3.2		SS.S.4.2		SS.S.5.2	
Objectives		Objectives		Objectives	
SS.O.3.2.1	3	SS.O.4.2.1	3	SS.O.5.2.1	3
SS.O.3.2.2	1	SS.O.4.2.2	3	SS.O.5.2.2	2
SS.O.3.2.3	1	SS.O.4.2.3	4	SS.O.5.2.3	1
SS.O.3.2.4	1	SS.O.4.2.4	2	SS.O.5.2.4	1
SS.O.3.2.5	3			SS.O.5.2.5	1
				SS.O.5.2.6	2
				SS.O.5.2.7	3
Standard 3:		Standard 3:		Standard 3	
SS.S.3.3		SS.S.4.3		SS.S.5.3	
Objectives		Objectives		Objectives	
SS.O.3.3.1	2	SS.O.4.3.1	2	SS.O.5.3.1	1
SS.O.3.3.2	2	SS.O.4.3.2	3	SS.O.5.3.2	2
SS.O.3.3.3	1	SS.O.4.3.3	3	SS.O.5.3.3	2
SS.O.3.3.4	2	SS.O.4.3.4	2	SS.O.5.3.4	1
SS.O.3.3.5	2	SS.O.4.3.5	2	SS.O.5.3.5	3
SS.O.3.3.6	3	SS.O.4.3.6	2	SS.O.5.3.6	1
SS.O.3.3.7	2	SS.O.4.3.7	2	SS.O.5.3.7	3
SS.O.3.3.8	2	SS.O.4.3.8	3		
SS.O.3.3.9	3	SS.O.4.3.9	2		
		SS.O.4.3.10	2		
Standard 4:		Standard 4:		Standard 4:	
SS.S.3.4		SS.S.4.4		SS.S.5.4	
Objectives		Objectives		Objectives	
SS.O.3.4.1	2	SS.O.4.4.1	1	SS.O.5.4.1	3
SS.O.3.4.2	1	SS.O.4.4.2	1	SS.O.5.4.2	2
SS.O.3.4.3	1	SS.O.4.4.3	4	SS.O.5.4.3	1

Table B-2 (continued)

Depth-of-Knowledge Level for West Virginia Social Studies Content Standards and Objectives for Grades 3-5

Grade 3		Grade 4		Grade 5	
SS.O.3.4.4	1	SS.O.4.4.4	4	SS.O.5.4.4	2
SS.O.3.4.5	2	SS.O.4.4.5	2	SS.O.5.4.5	1
SS.O.3.4.6	2	SS.O.4.4.6	3	SS.O.5.4.6	2
SS.O.3.4.7	2	SS.O.4.4.7	3	SS.O.5.4.7	2
SS.O.3.4.8	2	SS.O.4.4.8	4	SS.O.5.4.8	2
		SS.O.4.4.9	1	SS.O.5.4.9	2
		SS.O.4.4.10	3	SS.O.5.4.10	3
				SS.O.5.4.11	4
Standard 5:		Standard 5:		Standard 5:	
SS.S.3.5		SS.S.4.5		SS.S.5.5	
Objectives		Objectives		Objectives	
SS.O.3.5.1	3	SS.O.4.5.1	3	SS.O.5.5.1	3
SS.O.3.5.2	4	SS.O.4.5.2	3	SS.O.5.5.2	3
SS.O.3.5.3	2	SS.O.4.5.3	2	SS.O.5.5.3	3
SS.O.3.5.4	3	SS.O.4.5.4	2	SS.O.5.5.4	2
SS.O.3.5.5	3	SS.O.4.5.5	2	SS.O.5.5.5	2
SS.O.3.5.6	3	SS.O.4.5.6	3	SS.O.5.5.6	4
SS.O.3.5.7	2	SS.O.4.5.7	4	SS.O.5.5.7	4
SS.O.3.5.8	2	SS.O.4.5.8	2	SS.O.5.5.8	2
SS.O.3.5.9	3	SS.O.4.5.9	2	SS.O.5.5.9	3
SS.O.3.5.10	3	SS.O.4.5.10	4	SS.O.5.5.10	1
		SS.O.4.5.11	3	SS.O.5.5.11	2
		SS.O.4.5.12	2	SS.O.5.5.12	2
		SS.O.4.5.13	2	SS.O.5.5.13	1
		SS.O.4.5.14	2	SS.O.5.5.14	3
		SS.O.4.5.15	3	SS.O.5.5.15	1
		SS.O.4.5.16	3	SS.O.5.5.16	2
		SS.O.4.5.17	4	SS.O.5.5.17	2
		SS.O.4.5.18	3	SS.O.5.5.18	2
		SS.O.4.5.19	2	SS.O.5.5.19	1
		SS.O.4.5.20	2	SS.O.5.5.20	1
				SS.O.5.5.21	2

Table B-3

Depth-of-Knowledge Level for West Virginia Social Studies Content Standards and Objectives for Grades 6-8

Grade 6			Grade 7			Grade 8		
Standard 1:			Standard 1:			Standard 1:		
SS.S.6.1			SS.S.7.1			SS.S.8.1		
Objectives			Objectives			Objectives		
SS.O.6.1.1	1		SS.O.7.1.1	2		SS.0.8.1.1	3	
SS.O.6.1.2	3		SS.O.7.1.2	2		SS.0.8.1.2	3	
SS.O.6.1.3	2		SS.O.7.1.3	2		SS.0.8.1.3	2	
SS.O.6.1.4	2		SS.O.7.1.4	4		SS.0.8.1.4	3	
SS.O.6.1.5	3		SS.O.7.1.5	3		SS.0.8.1.5	3	
SS.O.6.1.6	3		SS.O.7.1.6	2		SS.0.8.1.6	3	
SS.O.6.1.7	2					SS.0.8.1.7	3	
						SS.0.8.1.8	3	
						SS.0.8.1.9	2	
						SS.0.8.1.10	3	
						SS.0.8.1.11	3	
						SS.0.8.1.12	3	
						SS.0.8.1.13	1	
						SS.0.8.1.14	3	
						SS.0.8.1.15	4	
						SS.0.8.1.16	3	
Standard 2:			Standard 2:			Standard 2:		
SS.S.6.2			SS.S.7.2			SS.S.8.2		
Objectives			Objectives			Objectives		
SS.O.6.2.1	3		SS.O.7.2.1	2		SS.0.8.2.1	3	
SS.O.6.2.2	3		SS.O.7.2.2	2		SS.0.8.2.2	1	
SS.O.6.2.3	4		SS.O.7.2.3	3		SS.0.8.2.3	2	
SS.O.6.2.4	3		SS.O.7.2.4	3		SS.0.8.2.4	2	
SS.O.6.2.5	2		SS.O.7.2.5	3		SS.0.8.2.5	3	
SS.O.6.2.6	2		SS.O.7.2.6	4		SS.0.8.2.6	2	
SS.O.6.2.7	3					SS.0.8.2.7	4	
						SS.0.8.2.8	1	
						SS.0.8.2.9	3	
						SS.0.8.2.10	2	
						SS.0.8.2.11	3	
						SS.0.8.2.12	2	
						SS.0.8.2.13	4	
Standard 3:			Standard 3:			Standard 3		
SS.S.6.3			SS.S.7.3			SS.S.8.3		
Objectives			Objectives			Objectives		
SS.O.6.3.1	3		SS.O.7.3.1	2		SS.O.8.3.1	3	
SS.O.6.3.2	2		SS.O.7.3.2	3		SS.O.8.3.2	3	

Table B-3 (continued)

Depth-of-Knowledge Level for West Virginia Social Studies Content Standards and Objectives for Grades 6-8

Grade 6		Grade 7		Grade 8	
SS.O.6.3.3	2	SS.O.7.3.3	2	SS.O.8.3.3	3
SS.O.6.3.4	1	SS.O.7.3.4	2	SS.O.8.3.4	2
SS.O.6.3.5	4	SS.O.7.3.5	2	SS.O.8.3.5	1
SS.O.6.3.6	2	SS.O.7.3.6	2	SS.O.8.3.6	3
SS.O.6.3.7	1	SS.O.7.3.7	3	SS.O.8.3.7	3
SS.O.6.3.8	2	SS.O.7.3.8	3	SS.O.8.3.8	3
		SS.O.7.3.9	3	SS.O.8.3.9	3
		SS.O.7.3.10	2	SS.O.8.3.10	3
				SS.O.8.3.11	1
				SS.O.8.3.12	3
Standard 4:		Standard 4:		Standard 4:	
SS.S.6.4		SS.S.7.4		SS.S.8.4	
Objectives		Objectives		Objectives	
SS.O.6.4.1	1	SS.O.7.4.1	1	SS.O.8.4.1	1
SS.O.6.4.2	1	SS.O.7.4.2	2	SS.O.8.4.2	1
SS.O.6.4.3	2	SS.O.7.4.3	1	SS.O.8.4.3	1
SS.O.6.4.4	3	SS.O.7.4.4	1	SS.O.8.4.4	1
SS.O.6.4.5	2	SS.O.7.4.5	1	SS.O.8.4.5	3
SS.O.6.4.6	3	SS.O.7.4.6	2	SS.O.8.4.6	1
SS.O.6.4.7	2	SS.O.7.4.7	3	SS.O.8.4.7	1
SS.O.6.4.8	2	SS.O.7.4.8	1	SS.O.8.4.8	2
SS.O.6.4.9	2	SS.O.7.4.9	3	SS.O.8.4.9	2
SS.O.6.4.10	2	SS.O.7.4.10	2	SS.O.8.4.10	4
		SS.O.7.4.11	1	SS.O.8.4.11	2
		SS.O.7.4.12	3	SS.O.8.4.12	3
		SS.O.7.4.13	3	SS.O.8.4.13	3
		SS.O.7.4.14	3	SS.O.8.4.14	4
		SS.O.7.4.15	3	SS.O.8.4.15	2
		SS.O.7.4.16	4	SS.O.8.4.16	3
		SS.O.7.4.17	3		
		SS.O.7.4.18	2		
		SS.O.7.4.19	3		
		SS.O.7.4.20	2		
		SS.O.7.4.21	1		
		SS.O.7.4.22	3		
Standard 5:		Standard 5:		Standard 5:	
SS.S.6.5		SS.S.7.5		SS.S.8.5	
Objectives		Objectives		Objectives	
SS.O.6.5.1	3	SS.O.7.5.1	3	SS.O.8.5.1	1
SS.O.6.5.2	2	SS.O.7.5.2	2	SS.O.8.5.2	2
SS.O.6.5.3	2	SS.O.7.5.3	2	SS.O.8.5.3	2

Table B-3 (continued)

Depth-of-Knowledge Level for West Virginia Social Studies Content Standards and Objectives for Grades 6-8

Grade 6		Grade 7		Grade 8	
SS.O.6.5.4	2	SS.O.7.5.4	1	SS.O.8.5.4	2
SS.O.6.5.5	3	SS.O.7.5.5	4	SS.O.8.5.5	1
SS.O.6.5.6	4	SS.O.7.5.6	2	SS.O.8.5.6	2
SS.O.6.5.7	2	SS.O.7.5.7	3	SS.O.8.5.7	4
SS.O.6.5.8	3	SS.O.7.5.8	2	SS.O.8.5.8	3
SS.O.6.5.9	2	SS.O.7.5.9	4	SS.O.8.5.9	3
SS.O.6.5.10	3	SS.O.7.5.10	3	SS.O.8.5.10	3
SS.O.6.5.11	4			SS.O.8.5.11	2
SS.O.6.5.12	2			SS.O.8.5.12	3
SS.O.6.5.13	3			SS.O.8.5.13	2
SS.O.6.5.14	1			SS.O.8.5.14	4
SS.O.6.5.15	3			SS.O.8.5.15	4
SS.O.6.5.16	3			SS.O.8.5.16	3
				SS.O.8.5.17	1
				SS.O.8.5.18	2

Table B-4

Depth-of-Knowledge Level for West Virginia Social Studies Content Standards and Objectives for Grades 9-11

Grade 9			Grade 10			Grade 11		
Standard 1:			Standard 1:			Standard 1:		
SS.S.9.1			SS.S.10.1			SS.S.11.1		
Objectives			Objectives			Objectives		
SS.O.9.1.1	2		SS.O.10.1.1	3		SS.O.11.1.1	2	
SS.O.9.1.2	3		SS.O.10.1.2	3		SS.O.11.1.2	3	
SS.O.9.1.3	3		SS.O.10.1.3	2		SS.O.11.1.3	3	
SS.O.9.1.4	3		SS.O.10.1.4	3		SS.O.11.1.4	4	
			SS.O.10.1.5	3		SS.O.11.1.5	3	
			SS.O.10.1.6	3		SS.O.11.1.6	2	
			SS.O.10.1.7	3		SS.O.11.1.7	3	
			SS.O.10.1.8	3		SS.O.11.1.8	3	
			SS.O.10.1.9	3				
			SS.O.10.1.10	2				
			SS.O.10.1.11	3				
Standard 2:			Standard 2:			Standard 2:		
SS.S.9.2			SS.S.10.2			SS.S.11.2		
Objectives			Objectives			Objectives		
SS.O.9.2.1	3		SS.O.10.2.1	2		SS.O.11.2.1	3	
SS.O.9.2.2	3		SS.O.10.2.2	2		SS.O.11.2.2	2	
SS.O.9.2.3	2		SS.O.10.2.3	3		SS.O.11.2.3	4	
SS.O.9.2.4	3		SS.O.10.2.4	2		SS.O.11.2.4	3	
SS.O.9.2.5	3		SS.O.10.2.5	3		SS.O.11.2.5	4	
SS.O.9.2.6	1		SS.O.10.2.6	3		SS.O.11.2.6	2	
			SS.O.10.2.7	3		SS.O.11.2.7	3	
			SS.O.10.2.8	3		SS.O.11.2.8	3	
			SS.O.10.2.9	2		SS.O.11.2.9	3	
			SS.O.10.2.10	3				
			SS.O.10.2.11	3				
			SS.O.10.2.12	3				
			SS.O.10.2.13	3				
			SS.O.10.2.14	3				
Standard 3:			Standard 3:			Standard 3		
SS.S.9.3			SS.S.10.3			SS.S.11.3		
Objectives			Objectives			Objectives		
SS.O.9.3.1	2		SS.O.10.3.1	2		SS.O.11.3.1	3	
SS.O.9.3.2	3		SS.O.10.3.2	2		SS.O.11.3.2	2	
SS.O.9.3.3	3		SS.O.10.3.3	2		SS.O.11.3.3	2	
SS.O.9.3.4	2		SS.O.10.3.4	3		SS.O.11.3.4	2	
SS.O.9.3.5	2		SS.O.10.3.5	2		SS.O.11.3.5	3	
SS.O.9.3.6	2		SS.O.10.3.6	3		SS.O.11.3.6	2	
			SS.O.10.3.7	3		SS.O.11.3.7	3	

Table B-4 (continued)

Depth-of-Knowledge Level for West Virginia Social Studies Content Standards and Objectives for Grades 9-11

Grade 9		Grade 10		Grade 11	
		SS.O.10.3.8	2	SS.O.11.3.8	3
		SS.O.10.3.9	3	SS.O.11.3.9	2
		SS.O.10.3.10	3	SS.O.11.3.10	3
				SS.O.11.3.11	2
Standard 4:		Standard 4:		Standard 4:	
SS.S.9.4		SS.S.10.4		SS.S.11.4	
Objectives		Objectives		Objectives	
SS.O.9.4.1	2	SS.O.10.4.1	1	SS.O.11.4.1	2
SS.O.9.4.2	1	SS.O.10.4.2	1	SS.O.11.4.2	1
SS.O.9.4.3	1	SS.O.10.4.3	2	SS.O.11.4.3	2
SS.O.9.4.4	2	SS.O.10.4.4	2	SS.O.11.4.4	2
SS.O.9.4.5	3	SS.O.10.4.5	3	SS.O.11.4.5	3
SS.O.9.4.6	2	SS.O.10.4.6	2	SS.O.11.4.6	3
SS.O.9.4.7	3	SS.O.10.4.7	3	SS.O.11.4.7	3
SS.O.9.4.8	3	SS.O.10.4.8	3	SS.O.11.4.8	3
SS.O.9.4.9	3	SS.O.10.4.9	3	SS.O.11.4.9	2
SS.O.9.4.10	2	SS.O.10.4.10	2	SS.O.11.4.10	3
SS.O.9.4.11	3	SS.O.10.4.11	3	SS.O.11.4.11	2
		SS.O.10.4.12	3		
		SS.O.10.4.13	2		
		SS.O.10.4.14	3		
		SS.O.10.4.15	3		
Standard 5:		Standard 5:		Standard 5:	
SS.S.9.5		SS.S.10.5		SS.S.11.5	
Objectives		Objectives		Objectives	
SS.O.9.5.1	3	SS.O.10.5.1	2	SS.O.11.5.1	3
SS.O.9.5.2	2	SS.O.10.5.2	3	SS.O.11.5.2	3
SS.O.9.5.3	2	SS.O.10.5.3	3	SS.O.11.5.3	3
SS.O.9.5.4	2	SS.O.10.5.4	3	SS.O.11.5.4	3
SS.O.9.5.5	3	SS.O.10.5.5	3	SS.O.11.5.5	3
SS.O.9.5.6	2	SS.O.10.5.6	2	SS.O.11.5.6	2
SS.O.9.5.7	2	SS.O.10.5.7	2	SS.O.11.5.7	3
SS.O.9.5.8	2	SS.O.10.5.8	3	SS.O.11.5.8	3
SS.O.9.5.9	3	SS.O.10.5.9	2	SS.O.11.5.9	3
SS.O.9.5.10	3	SS.O.10.5.10	2	SS.O.11.5.10	2
SS.O.9.5.11	2	SS.O.10.5.11	3	SS.O.11.5.11	3
SS.O.9.5.12	3	SS.O.10.5.12	2	SS.O.11.5.12	2
SS.O.9.5.13	2	SS.O.10.5.13	2	SS.O.11.5.13	2
SS.O.9.5.14	2	SS.O.10.5.14	2	SS.O.11.5.14	4
SS.O.9.5.15	3	SS.O.10.5.15	3	SS.O.11.5.15	3
SS.O.9.5.16	3	SS.O.10.5.16	4	SS.O.11.5.16	3

Table B-4 (continued)

Depth-of-Knowledge Level for West Virginia Social Studies Content Standards and Objectives for Grades 9-11

Grade 9		Grade 10		Grade 11	
SS.O.9.5.17	3	SS.O.10.5.17	2	SS.O.11.5.17	3
SS.O.9.5.18	3	SS.O.10.5.18	3	SS.O.11.5.18	3
SS.O.9.5.19	3	SS.O.10.5.19	2	SS.O.11.5.19	2
SS.O.9.5.20	2	SS.O.10.5.20	2	SS.O.11.5.20	2
SS.O.9.5.21	2	SS.O.10.5.21	4	SS.O.11.5.21	3
SS.O.9.5.22	3	SS.O.10.5.22	2	SS.O.11.5.22	3
SS.O.9.5.23	2	SS.O.10.5.23	2	SS.O.11.5.23	3
SS.O.9.5.24	3	SS.O.10.5.24	4	SS.O.11.5.24	3
		SS.O.10.5.25	2	SS.O.11.5.25	2
		SS.O.10.5.26	3	SS.O.11.5.26	3
		SS.O.10.5.27	3	SS.O.11.5.27	3
		SS.O.10.5.28	3	SS.O.11.5.28	3
		SS.O.10.5.29	3	SS.O.11.5.29	2
		SS.O.10.5.30	2		

Table B-5
Depth-of-Knowledge Level for West Virginia Social Studies Content Standards and Objectives for Grade 12

Grade 12	
Standard 1:	
SS.S.12.1	
Objectives	
SS.C.O.12.1	1
SS.C.O.12.2	3
SS.C.O.12.3	3
SS.C.O.12.4	3
SS.C.O.12.5	3
SS.C.O.12.6	2
SS.C.O.12.7	1
SS.C.O.12.8	3
SS.C.O.12.9	4
SS.C.O.12.10	4
SS.C.O.12.11	3
SS.C.O.12.12	3
SS.C.O.12.13	3
Standard 2	
SS.S.12.2	
Objectives	
SS.C.O.12.2.1	3
SS.C.O.12.2.2	2
SS.C.O.12.2.3	4
SS.C.O.12.2.4	3
SS.C.O.12.2.5	3
SS.C.O.12.2.6	3
SS.C.O.12.2.7	2
SS.C.O.12.2.8	3
SS.C.O.12.2.9	3
SS.C.O.12.2.10	3
SS.C.O.12.2.11	2
SS.C.O.12.2.12	2
SS.C.O.12.2.13	2
SS.C.O.12.2.14	3
SS.C.O.12.2.15	3
SS.C.O.12.2.16	2
SS.C.O.12.2.17	2
SS.C.O.12.2.18	4
SS.C.O.12.2.19	4
SS.C.O.12.2.20	3
SS.C.O.12.2.21	2
SS.C.O.12.2.22	3
SS.C.O.12.2.23	2

Table B-5
Depth-of-Knowledge Level for West Virginia Social Studies Content Standards and Objectives for Grade 12

SS.C.O.12.2.24	3
SS.C.O.12.2.25	3
SS.C.O.12.2.27	3
SS.C.O.12.2.28	3
SS.C.O.12.2.29	3
SS.C.O.12.2.30	1
SS.C.O.12.2.31	3
SS.C.O.12.2.32	3
SS.C.O.12.2.33	3
SS.C.O.12.2.34	4
SS.C.O.12.2.35	3
Standard 3	
SS.C.O.12.3	
Objectives	
SS.C.O.12.3.1	3
SS.C.O.12.3.2	3
SS.C.O.12.3.3	2
SS.C.O.12.3.4	2
SS.C.O.12.3.5	3
SS.C.O.12.3.6	2
SS.C.O.12.3.7	3
SS.C.O.12.3.8	2
SS.C.O.12.3.9	3
SS.C.O.12.3.10	3
SS.C.O.12.3.11	3
SS.C.O.12.3.12	1
SS.C.O.12.3.13	3
SS.C.O.12.3.14	2
SS.C.O.12.3.15	2
SS.C.O.12.3.16	4
SS.C.O.12.3.17	2
SS.C.O.12.3.18	3
Standard 3 (Economics)	
SS.E.S.3	
Objectives	
SS.E.O.12.3.1	2
SS.E.O.12.3.2	3
SS.E.O.12.3.3	2
SS.E.O.12.3.4	2
SS.E.O.12.3.5	2
SS.E.O.12.3.6	3

Table B-5

Depth-of-Knowledge Level for West Virginia Social Studies Content Standards and Objectives for Grade 12

SS.E.O.12.3.7	2
SS.E.O.12.3.8	2
SS.E.O.12.3.9	1
SS.E.O.12.3.10	3
SS.E.O.12.3.11	3
SS.E.O.12.3.12	3
SS.E.O.12.3.13	2
SS.E.O.12.3.14	2
SS.E.O.12.3.15	3
SS.E.O.12.3.16	2
SS.E.O.12.3.17	3
SS.E.O.12.3.18	3
SS.E.O.12.3.19	3
SS.E.O.12.3.20	3
SS.E.O.12.3.21	2
SS.E.O.12.3.22	2
SS.E.O.12.3.23	2
SS.E.O.12.3.24	2
SS.E.O.12.3.25	2
SS.E.O.12.3.26	2
SS.E.O.12.3.27	2
SS.E.O.12.3.28	3
SS.E.O.12.3.29	2
SS.E.O.12.3.30	2
SS.E.O.12.3.31	1
SS.E.O.12.3.32	2
SS.E.O.12.3.33	2
SS.E.O.12.3.34	3
Standard 4	
SS.S.12.4	
Objectives	
SS.G.O.12.4.1	3
SS.G.O.12.4.2	3
SS.G.O.12.4.3	3
SS.G.O.12.4.4	3
SS.G.O.12.4.5	4
SS.G.O.12.4.6	3
SS.G.O.12.4.7	3
SS.G.O.12.4.8	3
SS.G.O.12.4.9	3
SS.G.O.12.4.10	2
SS.G.O.12.4.11	2
SS.G.O.12.4.12	3

Table B-5 (continued)
Depth-of-Knowledge Level for West Virginia Social Studies Content Standards and Objectives for Grade 12

SS.G.O.12.4.13	3
SS.G.O.12.4.14	3
SS.G.O.12.4.15	2
SS.G.O.12.4.16	2
SS.G.O.12.4.17	2
SS.G.O.12.4.18	3
Standard 4 (Geography)	
SS.G.S.4	
Objectives	
SS.G.O.12.4.1	1
SS.G.O.12.4.2	2
SS.G.O.12.4.3	2
SS.G.O.12.4.4	2
SS.G.O.12.4.5	2
SS.G.O.12.4.6	3
SS.G.O.12.4.7	3
SS.G.O.12.4.8	3
SS.G.O.12.4.9	3
SS.G.O.12.4.10	3
SS.G.O.12.4.11	2
SS.G.O.12.4.12	2
SS.G.O.12.4.13	3
SS.G.O.12.4.14	3
SS.G.O.12.4.15	2
SS.G.O.12.4.16	3
SS.G.O.12.4.17	3
SS.G.O.12.4.18	3
SS.G.O.12.4.19	3
SS.G.O.12.4.20	3
SS.G.O.12.4.21	2
SS.G.O.12.4.22	3

Appendix C

Highlighted Copy of West Virginia 21st
Century Social Studies Content
Standards Noting Questionable Wording

West Virginia 2006 Social Studies Standards and Objectives

C-1

Grade K	Social Studies
Standard 1	Citizenship
SS.S.K.1	Students will characterize and model the civic dispositions of good citizenship (Civic Dispositions). model a respect of symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect for People, Events, and Symbols). develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions of data (Evaluation Skills). develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills). recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).
SS.O.K.1.1	demonstrate an understanding that a good citizen takes turns and shares, takes responsibility for doing daily chores, cares for personal belongings and shows respect for what belongs to others.
SS.O.K.1.2	identify and illustrate examples of honesty, courage, and patriotism.
SS.O.K.1.3	identify, discuss and demonstrate the need for rules and the consequences for breaking rules and how to resolve disagreements peacefully.
SS.O.K.1.4	<i>be given the opportunity to recite the Pledge of Allegiance, sing patriotic songs and celebrate national holidays</i> , and discuss their significance.
SS.O.K.1.5	give examples and explain why citizens voluntarily contribute their time and talents to the community.
Grade K	Social Studies
Standard: 2	Civics/Government
SS.S.K.2	Students will examine and analyze the purposes and basic principles of the United States government (Purposes of Government). outline and evaluate and analyze the origins and meanings of the principles, ideals, and core democratic

	<p>values expressed in the foundational documents of the United States (Ideals of United States Democracy).</p> <p>examine and distinguish the structure, function, and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics).</p> <p>analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).</p>
SS.O.K.2.1	explain why rules are important and participate in developing rules.
SS.O.K.2.2	give examples of authority figures in the home, school and community, and recognize their roles in our daily lives.
SS.O.K.2.3	identify traditional patriotic symbols such as state and national flags and be given the opportunity to participate in patriotic activities such as standing for the National Anthem.
Grade K	Social Studies
Standard: 3	Economics
SS.S.K.3	<p>Students will</p> <p>analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision making, voluntary exchange and trade-offs (Choices).</p> <p>research, critique and evaluate the roles of private and public institutions in the economy (Institutions).</p> <p>compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems).</p> <p>illustrate how the factors of production impact the United States economic systems (Factors of Production).</p> <p>analyze the elements of competition and how they impact the economy (Competition).</p> <p>examine and evaluate the interdependence of global economies (Global Economics).</p>
SS.O.K.3.1	give examples of occupations within the local community.
SS.O.K.3.2	<i>discuss the basic needs of people (shelter, food, and clothing).</i>
SS.O.K.3.3	differentiate between needs and wants as economic concepts.
SS.O.K.3.4	discuss and demonstrate the economic concept of the exchange of money for foods and services.
SS.O.K.3.5	discuss and demonstrate the economic concept of saving for the future.
SS.O.K.3.6	recognize that some goods and services are provided by the government (schools, parks, police and fire departments).
Grade K	Social Studies

Standard: 4	Geography
SS.S.G.4	Students will interpret and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places, and environments (The World in Spatial Terms). examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems). analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems). analyze the interaction of society with the environment (Environment and Society). point out geographic perspective and tools and assess techniques available for geographic study (Uses of Geography).
SS.O.K.4.1	locate bodies of water and land masses using a globe or a map.
SS.O.K.4.2	demonstrate knowledge of left/right, up/down, near/far and above/under using locations on a map or picture.
SS.O.K.4.3	identify community symbols (e.g., traffic signs, traffic lights, street and highway markers) and map symbols (e.g., legend references to land, water, roads and cities).
SS.O.K.4.4	compare and contrast the characteristics of the four seasons and describe the characteristics of each season.
SS.O.K.4.5	describe types of weather, the characteristics of each type, and what people wear in different types of weather.
SS.O.K.4.6	compare and contrast characteristics of life in the city (urban) and the country (rural).
Grade K	Social Studies
Standard: 5	History
SS.S.K.5	Students will organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology). use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application). examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States, and the world (Culture and Humanities). use historical knowledge to analyze local, state, national and global interdependence (Interpretation and

	Evaluation). examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).
SS.O.K.5.1	collect data and sequence time, places, people and events as they relate to the student's own life.
SS.O.K.5.2	recognize differences in other people, times and cultures.
SS.O.K.5.3	identify sources of information to answer questions.
SS.O.K.5.4	<i>research the past through stories of people, heroes, pictures, songs, holidays, customs, traditions and legends.</i>
SS.O.K.5.5	discuss the culture of Native Americans.
SS.O.K.5.6	identify characteristics of communities, families, and family life.
Grade WV	Social Studies
Standard: 1	Citizenship
SS.S.WV.1	Students will characterize and model the civic dispositions of good citizenship (Civic Dispositions). model a respect for symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect For People, Events, and Symbols). develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions or data (Evaluation Skills). develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills). recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).
SS.O.WV.1.1	explain various civic responsibilities, privileges and rights (e.g., the act of voting as a West Virginia citizen).
SS.O.WV.1.2	propose solutions and investigate opportunities for public volunteerism concerning a local problem.
SS.O.WV.1.3	<i>model the behavior that shows how students are citizens of their classroom, community, state, and nation.</i>
SS.O.WV.1.4	take and defend a position as to why fulfilling one's civic responsibility is important.
Grade WV	Social Studies

Standard: 2	Civics/Government
SS.S.WV.2	<p>Students will</p> <ul style="list-style-type: none"> • examine and analyze the purpose and basic principles of the United States government (Purposes of Government). • outline and evaluate and analyze the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy). • examine and distinguish the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics). • analyze how the world is organized politically and compare the role and relationship of the United States to other nations to world affairs (United States Government and World Affairs).
SS.O.WV.2.1	identify state symbols, the state capital, celebrations, holidays, famous West Virginians, and the title of the elected leader (the Governor) of the state government.
SS.O.WV.2.2	recognize and <i>be given the opportunity to recite the State Motto and sing the State Song.</i>
SS.O.WV.2.3	compare and contrast the roles and functions of the government (e.g., legislative, executive, judicial branches) at the local, county and state levels.
Grade WV	Social Studies
Standard: 3	Economics
SS.S.WV.3	<p>Students will</p> <ul style="list-style-type: none"> • analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision making, voluntary exchange and trade-offs (Choices). • research, critique and evaluate the roles of private and public institutions in the economy (Institutions). • compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). • illustrate how the factors of production impact the United States economic system (Factors of Production). • analyze the elements of competition and how they impact the economy (Competition). • examine and evaluate the interdependence of global economies (Global Economies).
SS.O.WV.3.1	<i>research</i> the natural resources and geographic features of West Virginia and <i>discuss their effect upon the economic development of the state.</i>

SS.O.WV.3.2	categorize the major occupations of people in the private and public sectors of West Virginia.
Grade WV	Social Studies
Standard: 4	Geography
SS.S.WV.4	<p>Students will</p> <ul style="list-style-type: none"> • interpret and choose maps, globes, and other geographic tools to categorize and organize information about personal directions, people, places, and environments (The World in Spatial Terms). • examine the physical and human characteristics of place and examine how the lives of people are rooted in places and regions (Places and Regions). • analyze the physical processes that shape the earth’s surface and create, sustain and modify the cultural and natural environment (Physical Systems). • analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems). • analyze the interaction of society with the environment (Environment and Society). • point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).
SS.O.WV.4.1	locate West Virginia and bordering states on a United States map.
SS.O.WV.4.2	determine the four physical geographic regions of West Virginia and the major communities contained within each region.
SS.O.WV.4.3	locate counties and county seats on a West Virginia map.
SS.O.WV.4.4	analyze the impact of West Virginia’s geography on transportation, settlement, jobs, clothing, food, shelter, services and interaction with others outside the state.
SS.O.WV.4.5	illustrate West Virginia’s climate and track the weather.
SS.O.WV.4.6	compare and contrast the characteristics of renewable and nonrenewable resources.
SS.O.WV.4.7	differentiate between the exact and relative locations of their state, town, county, and personal address.
SS.O.WV.4.8	<i>research</i> West Virginia’s population, products, resources, transportation, state parks, forests, and scenic/recreational resources <i>and draw conclusions from the information.</i>

SS.O.WV.4.9	use a grid system to locate natural and man-made items on a map.
SS.O.WV.4.10	recognize the eight tourist regions of West Virginia.
Grade WV	Social Studies
Standard: 5	History
SS.S.WV.5	<p>Students will</p> <ul style="list-style-type: none"> organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application. (Chronology). use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application). examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities). use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation). examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).
SS.O.WV.5.1	reconstruct the economic, social and political history of West Virginia.
SS.O.WV.5.2	research and describe the cultural life of West Virginia as reflected in folklore and heritage.
SS.O.WV.5.3	compare and contrast past and present lifestyles of West Virginians.
SS.O.WV.5.4	use reference sources to construct short reports that answer specific questions-about West Virginia.
Grade 1	Social Studies
Standard: 1	Citizenship
SS.S.1.1	<p>Students will</p> <ul style="list-style-type: none"> characterize and model the civic dispositions of good citizenship (Civic Dispositions). model a respect for symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect For People, Events, and Symbols). develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions or data (Evaluation Skills). develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public

	<p>policy (Participatory Skills).</p> <ul style="list-style-type: none"> recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).
SS.O.1.1.1	express opinions and accept opinions of others in solving problems and/or resolving conflicts.
SS.O.1.1.2	illustrate examples of honesty, caring and trustworthiness in the home and at school.
SS.O.1.1.3	participate in developing classroom rules and discussing the consequences of breaking rules.
SS.O.1.1.4	demonstrate respect and responsibility for self and others' materials and belongings.
SS.O.1.1.5	<i>Be given the opportunity to recite the Pledge of Allegiance, participate in patriotic singing and celebrate national holidays</i> and discuss their significance.
SS.O.1.1.6	discuss the importance of volunteerism and participate in school/community projects.
SS.O.1.1.7	demonstrate and give examples of appropriate behavior in dangerous situations (e.g., fire, poison, traffic, strangers and drugs).
Grade 1	Social Studies
Standard: 2	Civics/Government
SS.S.1.2	<p>Students will</p> <ul style="list-style-type: none"> examine and analyze the purposes and basic principles of the United States government (Purposes of Government). outline and evaluate and analyze the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy). examine and distinguish the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics). analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).
SS.O.1.2.1	describe, discuss and practice various group roles (e.g., group leader, recorder, reporter, collector) in the classroom.
SS.O.1.2.2	identify the three levels of government (local, state and federal).
SS.O.1.2.3	identify the President and Governor and other government leaders and describe their roles.
SS.O.1.2.4	<i>recognize the need for authority figures.</i>
SS.O.1.2.5	explain the difference between rules and laws, establish criteria for determining if a rule or law is fair and

	identify the consequences for breaking rules.
Grade 1	Social Studies
Standard: 3	Economics
SS.S.1.3	<p>Students will</p> <ul style="list-style-type: none"> analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision making, voluntary exchange and trade-offs (Choices). research, critique and evaluate the roles of private and public institutions in the economy (Institutions). compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). illustrate how the factors of production impact the United States economic system (Factors of Production). analyze the elements of competition and how they impact the economy (Competition). examine and evaluate the interdependence of global economies (Global Economies).
SS.O.1.3.1	choose from among needs and wants and predict the consequences of those choices.
SS.O.1.3.2	demonstrate the exchange of goods and services (using money or other goods and services).
SS.O.1.3.3	<i>recognize the characteristics of occupations in the community.</i>
SS.O.1.3.4	<i>recognize that all people share the same basic needs.</i>
Grade 1	Social Studies
Standard: 4	Geography
SS.S.1.4	<p>Students will</p> <ul style="list-style-type: none"> interpret, and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial Terms). examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems). analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems).

	<ul style="list-style-type: none"> analyze the interaction of society with the environment (Environment and Society). point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).
SS.O.1.4.1	construct a simple map of a familiar area (such as the school) incorporating cardinal directions and map symbols.
SS.O.1.4.2	locate the United States and West Virginia on a globe or world map.
SS.O.1.4.3	locate major geographic features (e.g., rivers, lakes, mountains, oceans) using a United States map.
SS.O.1.4.4	sequence the seasons of the year, days of the week and months.
SS.O.1.4.5	give examples of basic natural resources.
SS.O.1.4.6	<i>recognize and relate how climate/weather affects the way people live (e.g., food, clothing, shelter, recreation).</i>
SS.O.1.4.7	construct and interpret simple maps using cardinal directions, locations, a scale and symbols in a legend.
Grade 1	Social Studies
Standard: 5	History
SS.S.1.5	<p>Students will</p> <ul style="list-style-type: none"> organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology). use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Applications). examine, analyze, and synthesize historical knowledge or major events, individuals, cultures, and the humanities of West Virginia, the United States and the world (Culture and Humanities). use historical knowledge to analyze local, state, national, and global interdependence (Interpretation and Evaluation). examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).
SS.O.1.5.1	give examples of ways communities change over time (e.g., landscape, buildings, jobs, population).
SS.O.1.5.2	collect information to contrast family history through two generations (parents, grandparents) and make comparisons to present-day.
SS.O.1.5.3	identify characteristics of the past and contributions of heroic people using sources such as stories, folk tales, pictures, poems, songs, legends, holdings and customs.

SS.O.1.5.4	investigate cultural differences through celebrations, holidays and family traditions to build empathy and understanding for individuals and groups.
SS.O.1.5.5	compare and contrast different types of families (e.g., single parent, extended, multi-generational).
SS.O.1.5.6	participate in the collection and organization of historical data.
Grade 1	Social Studies
Standard: 6	Reading
SS.S.1.6	<p>Students will</p> <ul style="list-style-type: none"> • use the five reading components (phonemic awareness, phonics, background knowledge/vocabulary, high frequency word/fluency, comprehension and writing) in their acquisition of social studies knowledge, insuring a foundation of college readiness in this genre. • recognize main ideas and supporting details to locate basic facts (e.g., names, dates, events). • distinguish relationships among people, ideas, and events. • recognize cause-effect relationships in content passages. • outline sequences of events. • summarize events and ideas. infer main idea or purpose of content. • draw generalizations and conclusions about people, ideas, and events. • write and edit organized texts of various genres to insure that information is clearly understood. <p>Refer to policy 2520.1 for specific grade level reading and writing objectives.</p>
Grade 2	Social Studies
Standard: 1	Citizenship
SS.S.2.	<p>Students will</p> <ul style="list-style-type: none"> • characterize and model the civic dispositions of good citizenship (Civic Dispositions). • model a respect for symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect For People, Events, and Symbols). • develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions or data (Evaluation Skills). • develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills).

	<ul style="list-style-type: none"> recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).
SS.O.2.1.1	choose and participate in a project of volunteer service.
SS.O.2.1.2	examine examples of honesty, trustworthiness, compassion and empathy in daily life experiences.
SS.O.2.1.3	<i>model the personal responsibilities of good citizenship in the classroom (e.g., responsibility, self-control).</i>
SS.O.2.1.4	be give the opportunity to recite the Pledge of Allegiance and participate in national celebrations.
SS.O.2.1.5	<i>recognize</i> and practice components of conflict resolution within the school community.
Grade 2	Social Studies
Standard: 2	Civics/Government
SS.S.2.2	Students will <ul style="list-style-type: none"> examine and analyze the purposes and basic principles of the United States government (Purposes of Government). outline and evaluate and analyze the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy). examine and distinguish the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics). <ul style="list-style-type: none"> analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).
SS.O.2.2.1	discuss and explain why different levels of government (local, state, federal) are needed.
SS.O.2.2.2	compare and contrast rules and laws.
SS.O.2.2.3	<i>recognize the need for authority figures</i> and describe the characteristics of responsible leaders.
SS.O.2.2.4	assess the importance of laws/rules and justify how and why they can provide order and predictability.
Grade 2	Social Studies
Standard: 3	Economics
SS.S.2.3	Students will <ul style="list-style-type: none"> analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices). research, critique and evaluate the roles of private and public institutions in the economy

	<p>(Institutions).</p> <ul style="list-style-type: none"> • compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). • illustrate how the factors of production impact the United States economic system (Factors of Production). • analyze the elements of competition and how they impact the economy (Competition). <ul style="list-style-type: none"> • examine and evaluate the interdependence of global economies (Global Economies).
SS.O.2.3.1	make economic choices and predict the consequences of those choices.
SS.O.2.3.2	<i>research various occupations and how job opportunities in the community have changed.</i>
SS.O.2.3.3	examine bartering as an alternative method of securing goods/services and needs/wants and compare to present ways of acquiring goods and services.
SS.O.2.3.4	compare and contrast the needs of people in different cultures and show how they meet their needs in different ways.
SS.O.2.3.5	explain the role of banks in saving for the future purchase of goods and services.
SS.O.2.3.6	construct and interpret a variety of graph, charts, and tables.
Grade 2	Social Studies
Standard: 4	Geography
SS.S.2.4	<p>Students will</p> <ul style="list-style-type: none"> • interpret and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places, and environments (The World in Spatial Terms). • examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). • analyze physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems). • analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems). • analyze the interaction of society with the environment (Environment and Society). • point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).

SS.O.2.4.1	<i>recognize West Virginia by the shape and relative location. Used differently from 0.2.4.5</i>
SS.O.2.4.2	demonstrate knowledge of cardinal directions, a compass rose and map legends on a map.
SS.O.2.4.3	locate the United States and/or world regions on a map.
SS.O.2.4.4	<i>recognize major geographic features on a variety of maps and globes (e.g., rivers, lakes, oceans, islands, continents, mountains).</i>
SS.O.2.4.5	give examples of basic natural resources and how people use these resources.
SS.O.2.4.6	<i>recognize the processes that have caused the major communities in the county and state to change.</i>
SS.O.2.4.7	choose a map scale to construct class and school maps.
Grade 2	Social Studies
Standard: 5	History
SS.S.2.5	<p>Students will</p> <ul style="list-style-type: none"> organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology). use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application). examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities). use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation). examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).
SS.O.2.5.1	gather information and data using family artifacts, photos and interviews to compare different life styles and use this information to construct a timeline of family history through three generations.
SS.O.2.5.2	explore the history of the community and give examples of locally significant sites and people.
SS.O.2.5.3	compare and contrast the past contributions of heroic people using sources such as stories, folk tales, pictures, poems, songs, legends, holidays and customs.
SS.O.2.5.4	<i>discuss current events using various media (e.g., student newspaper, television, news broadcasts).</i>
SS.O.2.5.5	read children's books to compare and contrast the variety of traditions, languages, structures of families and community life in different cultures.
SS.O.2.5.6	examine the lives and cultures of Native Americans and early settlers through stories, legends, myths, and

	folklore.
SS.O.2.5.7	draw conclusions from various historic data collection methods (e.g., graphs, charts, timelines).
Grade 2	Social Studies
Standard: 6	Reading
SS.S.2.6	<p>Students will</p> <ul style="list-style-type: none"> • use the five reading components (phonemic awareness, phonics, background knowledge/vocabulary, high frequency word/fluency, comprehension, and writing) in their acquisition of social studies knowledge insuring a foundation of college readiness in this genre. • recognize main ideas and supporting details to locate basic facts (e.g., names, dates, events). • distinguish relationships among people, ideas, and events. • recognize cause-effect relationships in content passages. • outline sequences of events. • summarize events and ideas. infer main ideas or purpose of content. • draw generalizations and conclusions about people and events. • write and edit organized texts of various genres to insure that information is clearly understood. <p>Refer to policy 2520.1 for specific grade level reading and writing objectives.</p>
Grade 3	Social Studies
Standard: 1	Citizenship
SS.S.3.1	<p>Students will</p> <ul style="list-style-type: none"> • characterize and model the civic dispositions of good citizenship (Civic Dispositions). • model a respect for symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect For People, Events, and Symbols). • develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions or data (Evaluation Skills). • develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills). • recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).

SS.O.3.1.1	identify and practice principles of honesty, fairness and justice in experiences at home, school and in the community.
SS.O.3.1.2	describe and model the personal and civic responsibilities of good citizenship in the classroom, school and community.
SS.O.3.1.3	explain the significance of patriotic symbols, holidays, celebrations and famous people.
SS.O.3.1.4	recognize the importance of respect and protection of minorities.
SS.O.3.1.5	give examples of how people working together can accomplish goals that individuals working alone cannot.
SS.O.3.1.6	examine the impact that groups can make in a community.
SS.O.3.1.7	identify examples of concepts of the common good (what is best for the most people).
SS.O.3.1.8	choose a volunteer program and work independently and cooperatively to accomplish its goals.
Grade 3	Social Studies
Standard: 2	Civics/Government
SS.S.3.2	<p>Students will</p> <ul style="list-style-type: none"> • examine and analyze the purposes and basic principles of the United States government (Purposes of Government). • outline and evaluate and analyze the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy). • examine and distinguish the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics). • analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).

SS.O.3.2.1	evaluate the importance of government in the classroom, school, community and state.
SS.O.3.2.2	explain that citizens are united by commonly held principles and beliefs.
SS.O.3.2.3	identify the three levels (local, state, federal) of government and the responsibilities of each level.
SS.O.3.2.4	define major rule and give examples of that concept in a democracy.
SS.O.3.2.5	apply criteria in evaluating rules and laws (e.g., strengths and weaknesses, design and purpose, enforcement, bias).
Grade 3	Social Studies
Standard: 3	Economics
SS.S.3.3	<p>Students will</p> <ul style="list-style-type: none"> • analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision making, voluntary exchange and trade-offs (Choices). • research, critique and evaluate the roles of private and public institutions in the economy (Institutions). • compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). • illustrate how the factors of production impact the United States economic system (Factors of Production). • analyze the elements of competition and how they impact the economy (Competition). • examine and evaluate the interdependence of global economies (Global Economies).
SS.O.3.3.1	characterize the concept of scarcity by citing examples of limited supplies and scarce resources.
SS.O.3.3.2	explain why budgeting is an important life skill.
SS.O.3.3.3	illustrate the basic concept of supply and demand.
SS.O.3.3.4	compare and contrast various occupations and their economic impact.
SS.O.3.3.5	summarize how banks serve as intermediaries between savers and borrowers.
SS.O.3.3.6	analyze the relationship between government taxation and the provision of public services (e.g., policemen, firemen, teacher, libraries, public schools).
SS.O.3.3.7	illustrate the path of a product from the raw material to the final product (e.g., cotton to sweater, coal to electricity).
SS.O.3.3.8	correlate competition for products with increases in advertising.
SS.O.3.3.9	construct and interpret graphs, charts, maps and other data sources to illustrate the use of resources, the

	demand for products and the supply of goods and services.
Grade 3	Social Studies
Standard: 4	Geography
SS.S.3.4	<p>Students will</p> <ul style="list-style-type: none"> • interpret and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial Terms). • examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). • analyze the physical processes that shape the earth’s surface and create, sustain and modify the cultural and natural environment (Physical Systems). • analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems). • analyze the interaction of society with the environment (Environment and Society). • point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).
SS.O.3.4.1	construct and use the basic elements of maps and globes (e.g., title, legend, cardinal directions, scale, grid, parallels, meridians).
SS.O.3.4.2	locate north, south, east, west, borders, lines of longitude and latitude, equator, north and south poles and time zones using a map.
SS.O.3.4.3	recognize world geographic features (e.g., peninsulas, islands, continents, straits, mountains, rivers, deserts, oceans, seas, harbors, gulfs, forests, oases).
SS.O.3.4.4	name and locate states and capitals of the United States.
SS.O.3.4.5	compare and contrast climate, weather and location with regard to people’s clothing, food, shelter and jobs.
SS.O.3.4.6	relate how people affect and are affected by the various elements of the environment (e.g., water, soil, weather, climate, topography)
SS.O.3.4.7	describe how people in the community make their living from the environment and give examples of activities that individuals can do to keep the environment clean.
SS.O.3.4.8	construct and interpret data from various types of maps, globes, charts, graphs and timelines (e.g., population, products, climate).
Grade 3	Social Studies

Standard: 5	History
SS.S.3.5	<p>Students will</p> <ul style="list-style-type: none"> organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology). use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application). examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities). use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation). and examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).
SS.O.3.5.1	discuss the historical significance of major events, people and their contributions to the United States (e.g., Pilgrims, George Washington, American Revolution, Abe Lincoln, Civil War, Columbus, Native Americans, Rosa Parks, Martin Luther King, Jr.).
SS.O.3.5.2	<i>research the settlement of a community/region and construct a timeline representing the settlement of a community/region using primary sources (e.g. publications, maps, journals, letters, etc.)</i>
SS.O.3.5.3	compare and contrast present cultures to the cultures of people of other historical time periods (e.g., source of food, clothing, shelter, products used).
SS.O.3.5.4	make historical inferences by analyzing artifacts and pictures.
SS.O.3.5.5	<i>discuss</i> and draw conclusions about current events.
SS.O.3.5.6	<i>research the lives of famous Americans, customs and traditions using various forms of literature (e.g., presidents, inventors, explorers, civil rights leaders, artists, writers).</i>
SS.O.3.5.7	explain the importance of respect for diversity in the heritage, culture, ideas and opinions of others.
SS.O.3.5.8	compare and contrast different stories or accounts about past events, people, places or situations and identify how they contribute to our understanding of the past.
SS.O.3.5.9	<i>discuss</i> and sequentially organize a series of pictures that reflect historic change (e.g., transportation, technology, agriculture, events in history).
SS.O.3.5.10	organize information from various reference sources to prepare short reports and presentations.
Grade 3	Social Studies

Standard: 6	Reading
SS.S.3.6	<p>Students will</p> <ul style="list-style-type: none"> • use the five reading components (phonemic awareness, phonics, background knowledge/vocabulary, high frequency word/fluency, comprehension, and writing) in their acquisition of social studies knowledge, insuring a foundation of college readiness in this genre. • recognize main ideas and supporting details to locate basic facts (e.g. names, dates, events). • distinguish relationships among people, ideas, and events. • recognize cause-effect relationships in content passages. • outline sequences of events. • summarize events and ideas. infer main idea or purpose of content. • draw generalizations and conclusions about people, ideas and events. • write and edit organized texts of various genres to insure that information is clearly understood. <p>Refer to policy 2520.1 for specific grade level reading and writing objectives.</p>
Grade 4	Social Studies
Standard: 1	Citizenship
SS.S.4.	<p>Students will</p> <ul style="list-style-type: none"> • characterize and model the civic dispositions of good citizenship (Civic Dispositions). • model a respect for symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect For People, Events, and Symbols). • develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions or data (Evaluation Skills). • develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills). • recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).
SS.O.4.1.1	<i>research public and private agencies in the community that provide services and investigate opportunities for volunteerism.</i>
SS.O.4.1.2	choose a volunteer program, set goals, and work independently and cooperatively to accomplish goals.

SS.O.4.1.3	examine and <i>discuss the commonly held democratic values, principles and beliefs expressed in the Declaration of Independence and the significance of patriotic symbols, holidays, celebrations and famous people.</i>
SS.O.4.1.4	<i>research forms of diversity in early American society, and give examples of the strengths/contributions of each (e.g., indentured servants, slaves, colonists, plantation owners, Native Americans, merchants).</i>
SS.O.4.1.5	give examples of responsible leadership by individuals and groups.
SS.O.4.1.6	evaluate the responsibilities, privileges and rights of United States citizenship and the importance of civic life (e.g., voting, jury duty, obeying laws, freedom of speech, worship, paying taxes).
SS.O.4.1.7	demonstrate various ways in which groups of people in schools/communities can manage conflict peacefully.
Grade 4	Social Studies
Standard 2	Civics/Government
SS.S.4.2	Students will <ul style="list-style-type: none"> • examine and analyze the purposes and basic principles of the United States government (Purposes of Government). • outline and evaluate and analyze the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy). • examine and distinguish the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics). • analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).
SS.O.4.2.1	justify the rule of law and limited government and prove how they protect individual rights and the common good.
SS.O.4.2.2	defend the rights of individuals in the democratic process and the right of an individual or group (e.g., minorities, religious groups, women, children, elderly) to dissent responsibly
SS.O.4.2.3	<i>research historical conflicts concerning individual rights and discuss how those conflicts were resolved.</i>
SS.O.4.2.4	identify and discuss George Washington’s farewell address.
Grade 4	Social Studies
Standard: 3	Economics

SS.S.4.3	<p>Students will</p> <ul style="list-style-type: none"> analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision making, voluntary exchange and trade-offs (Choices). research, critique and evaluate the roles of private and public institutions in the economy (Institutions). compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). illustrate how the factors of production impact the United States economic system (Factors of Production). analyze the elements of competition and how they impact the economy (Competition). examine and evaluate the interdependence of global economies (Global Economies).
SS.O.4.3.1	explain the concept of trade-offs or choices/compromise (e.g., developing hypothetical budgets in simulated situations).
SS.O.4.3.2	analyze communications techniques that impact consumer choices (e.g., print/nonprint, advertisement, media)
SS.O.4.3.3	prioritize in order of importance the factors that shaped the economy of the early colonies in the Americas.
SS.O.4.3.4	differentiate between people as consumers and producers of goods.
SS.O.4.3.5	relate the concept of taxation to public services.
SS.O.4.3.6	<i>discuss</i> and summarize how slavery and indentured servitude influenced the early economy of the United States.
SS.O.4.3.7	anticipate how competition in the market place affects prices.
SS.O.4.3.8	construct and interpret a product chart for price comparison.
SS.O.4.3.9	construct and use charts, graphs, tables and grids to display data.
SS.O.4.3.10	identify the effects of the American Revolution on economic development and economic institutions.
Grade 4	Social Studies
Standard: 4	Geography
SS.S.4.4	<p>Students will</p> <ul style="list-style-type: none"> interpret, and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial Terms).

	<ul style="list-style-type: none"> • examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). • analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems). • analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems). • analyze the interaction of society with the environment (Environment and Society). • point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).
SS.O.4.4.1	locate North, South and Central American countries and their major bodies of water.
SS.O.4.4.2	describe the physical features of the Americas using geographic terms (e.g., mountains, rivers, grasslands, oases).
SS.O.4.4.3	analyze the effect of geographic factors in the development of transportation routes and settlement patterns in the Americas (e.g., Appalachian Mountains, St. Lawrence Seaway, Panama Canal).
SS.O.4.4.4	assess the physical barriers to transportation in the Americas and analyze how people adapted to the barriers (e.g., Appalachian and Rocky Mountains, Great Plains, Mississippi River).
SS.O.4.4.5	compare and contrast the physical, economic and political changes of America caused by geographic conditions and human intervention (e.g., bridges, canals, state boundaries, transportation).
SS.O.4.4.6	analyze and compare the effects of geographic factors upon people's jobs, food, clothing, shelter, services and interaction with the outside world.
SS.O.4.4.7	analyze the geographic factors affect population density (e.g., mountains, deserts, river valleys, ports/harbors).
SS.O.4.4.8	<i>research different climate types and report how they affected the geographical population.</i>
SS.O.4.4.9	locate the areas of the Native American nations before the arrival of the Europeans.
SS.O.4.4.10	plan and construct maps to demonstrate knowledge of map skills (e.g., symbols in a legend/key, lines of demarcation [Equator, Prime Meridian, latitude and longitude, time zones, borders, coast lines], scales, directions [cardinal and intermediate] and geographic barriers).
Grade 4	Social Studies
Standard: 5	History
SS.S.4.5	Students will

	<ul style="list-style-type: none"> organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology). use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application). examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities). use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation). examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).
SS.O.4.5.1	interpret and/or complete data presented in timeline format.
SS.O.4.5.2	chronologically organize selected episodes and the historical figures involved and evaluate their importance in the stories of Native Americans, explorers, settlers and colonists in North America.
SS.O.4.5.3	discuss the major leaders and events from America’s colonization through the Revolutionary War.
SS.O.4.5.4	<i>research and compare the influence of various factors of the founding of the original colonies (e.g., economic, geographic, political, religious).</i>
SS.O.4.5.5	identify areas and patterns of early American settlement and depict territorial expansion and population distribution in the United States through maps, charts, pictures and research projects.
SS.O.4.5.6	critique ways in which early explorers and settlers adapted to, used and changed the environment of the state or region they explored or settled.
SS.O.4.5.7	<i>research European explorers of the 15th and 16th centuries, and compare and contrast their reasons for exploration, the information gained from their journeys and what happened as a result of their travels in North America (e.g., Dias, daGama, Columbus, deSoto, Cabot, Hudson, Cartier, Champlain).</i>
SS.O.4.5.8	compare and contrast how and why family and community life differed in various regions of colonial North America (e.g., New England, Middle Colonies, Southern Colonies).
SS.O.4.5.9	compare the family lives of different groups and strata in colonial times including the roles and responsibilities of men, women, children and the elderly.
SS.O.4.5.10	<i>research how and why African Americans came to America and explain the motivation behind the development of slavery.</i>

SS.O.4.5.11	organize and categorize the factors that led to the colonists' break with Great Britain and research major events of the Revolutionary War (e.g., Stamp Act, Boston Tea Party, Bunker Hill, Yorktown)
SS.O.4.5.12	describe language, stories, music, folk tales, and artistic creations as expressions of culture that influenced the behaviors of people in colonial America.
SS.O.4.5.13	compare and contrast the cultures of the colonists and Native Americans and describe the changes that occurred when they came into contact with one another.
SS.O.4.5.14	explain the similarities and differences in backgrounds, motivations and occupational skills between people in the English settlements and those in the French and Spanish settlements.
SS.O.4.5.15	evaluate the choices made and roles undertaken in the American Revolution by different groups and what they hoped or feared from revolution.
SS.O.4.5.16	analyze various sources for reconstructing the past such as documents, letters, diaries, maps, photos and others.
SS.O.4.5.17	<i>research the reasons why Americans and those who led them (e.g., George Washington, Benjamin Franklin, Thomas Jefferson) chose war to win independence from England.</i>
SS.O.4.5.18	analyze and interpret information from pictures and news sources related to historical events and people.
SS.O.4.5.19	suggest appropriate reference sources to answer specific questions, collect information and prepare short reports.
SS.O.4.5.20	sequence major historical events in United States history on a timeline (e.g., discovery of America, Boston Tea Party, Revolutionary War).
Grade 4	Social Studies
Standard: 6	Reading
SS.S.4.6	<p>Students will</p> <ul style="list-style-type: none"> • use the five reading components (phonemic awareness, phonics, background knowledge/vocabulary, high frequency word/fluency, comprehension, and writing) in their acquisition of social studies knowledge, insuring a foundation of college readiness in this genre. • recognize main ideas and supporting details to locate basic facts (e.g. names, dates, events). • distinguish relationships among people, ideas, and events. • recognize cause-effect relationships in content passages. • outline sequences of events. • summarize events and ideas. infer main idea or purpose of content.

	<ul style="list-style-type: none"> • draw generalizations and conclusions about people, ideas and events. • write and edit organized texts of various genres to insure that information is clearly understood. <p>Refer to policy 2520.1 for specific grade level reading and writing objectives.</p>
Grade 5	Social Studies
Standard: 1	Citizenship
SS.S.5.1	<p>Students will</p> <ul style="list-style-type: none"> • characterize and model the civic dispositions of good citizenship (Civic Dispositions). • model a respect for symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect For People, Events, and Symbols). • develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions or data (Evaluation Skills). • develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills). • recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).
SS.O.5.1.1	describe how government and non-government groups and institutions work to meet the individual needs and promote the common good (e.g., Red Cross, FEMA, Bills, laws, foundations).
SS.O.5.1.2	explain the political process and describe its importance in decision-making.
SS.O.5.1.3	explain the consent of the governed as a source of government authority.
SS.O.5.1.4	evaluate the importance of citizens having and supporting common democratic values and principles expressed in the nation's core documents.
SS.O.5.1.5	categorize the responsibilities, duties, privileges and rights of American citizenship and analyze the differences.

Grade 5	Social Studies
Standard: 2	Civics/Government
SS.S.5.2	<p>Students will</p> <ul style="list-style-type: none"> • examine and analyze the purposes and basic principles of the United States government (Purposes of Government). • outline and evaluate and analyze the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy). • examine and distinguish the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics). <ul style="list-style-type: none"> • analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).
SS.O.5.2.1	judge whether local, state and national governments do or do not provide for the needs and wants of people, establish order and manage conflict.
SS.O.5.2.2	demonstrate knowledge of trial by jury by participating in mock proceedings.
SS.O.5.2.3	list and explain the weaknesses of the Articles of Confederation.
SS.O.5.2.4	list the individual rights and responsibilities in the Bill of Rights.
SS.O.5.2.5	identify the first three articles of the Constitution and outline the basic functions of the three branches of government.
SS.O.5.2.6	explain and illustrate how a bill becomes a law.
SS.O.5.2.7	analyze the importance of government in the classroom, school, community, state and nation.
Grade 5	Social Studies
Standard: 3	Economics
SS.S.5.3	<p>Students will</p> <ul style="list-style-type: none"> • analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision making, voluntary exchange and trade-offs (Choices). • research, critique and evaluate the roles of private and public institutions in the economy (Institutions). • compare and contrast various economic systems and analyze their impact on individual citizens

	<p>(Economic Systems).</p> <ul style="list-style-type: none"> • illustrate how the factors of production impact the United States economic system (Factors of Production). • analyze the elements of competition and how they impact the economy (Competition). • examine and evaluate the interdependence of global economies (Global Economies).
SS.O.5.3.1	identify the roles of consumers and suppliers in the United States economy.
SS.O.5.3.2	apply the concept of supply and demand to a specific United States situation.
SS.O.5.3.3	illustrate the economic impact of slavery upon the development of the United States.
SS.O.5.3.4	list geographic factors that can enhance or limit economic activities in various United States regions.
SS.O.5.3.5	analyze the impact of industrialization on the economy of the United States.
SS.O.5.3.6	explain the function of agriculture in the economic development of the United States.
SS.O.5.3.7	apply the concepts of sales, expenses and profits to a real life event (e.g., bake sales, sports events, concession stand, snack machines).
Grade 5	Social Studies
Standard: 4	Geography
SS.S.5.4	<p>Students will</p> <ul style="list-style-type: none"> • interpret, and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial Terms). • examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). • analyze the physical processes that shape the earth’s surface and create, sustain and modify the cultural and natural environment (Physical Systems). • analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems). • analyze the interaction of society with the environment (Environment and Society). • point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).
SS.O.5.4.1	interpret and draw conclusions from United States maps (e.g., special purpose maps, graphs, charts, tables, timelines).

SS.O.5.4.2	measure distances using a scale and apply the concept of cardinal and intermediate directions.
SS.O.5.4.3	use a map to locate a country by hemisphere and its proximity to the equator.
SS.O.5.4.4	locate, identify and contrast the major rivers, landforms, natural resources, climate regions, major soil regions and deserts of the United States.
SS.O.5.4.5	describe the development of the United States' urban areas.
SS.O.5.4.6	compare and contrast the various regions of the United States.
SS.O.5.4.7	locate each of the fifty United States and correlate them with their regions.
SS.O.5.4.8	correlate the conditions of the environment to cultural patterns in the United States.
SS.O.5.4.9	relate the United States' westward expansion to natural resources and physical geography.
SS.O.5.4.10	evaluate the importance of geography when analyzing historical events.
SS.O.5.4.11	<i>research how people have changed the environment of the United States.</i>
Grade 5	Social Studies
Standard: 5	History
SS.S.5.5	Students will <ul style="list-style-type: none"> • organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology). • use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application). • examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities). • use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation). • examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).
SS.O.5.5.1	analyze the events and the historic figures responsible for such documents as the United States Constitution, the Bill of Rights and the Emancipation Proclamation.
SS.O.5.5.2	create a timeline showing the arrival of major immigrant groups and describe their experiences and influence upon American society using primary source documents.
SS.O.5.5.3	describe the development of transportation in the United States and explain its impact on settlement, industry and residential patterns.

SS.O.5.5.4	explain why maintaining historical records and landmarks is important to the United States.
SS.O.5.5.5	interpret quotes of famous Americans from various periods of history.
SS.O.5.5.6	research important figures and their reactions to events and judge their significance to the history of our democracy (e.g., George Washington, Thomas Jefferson, Abraham Lincoln, Sojourner Truth, Susan B. Anthony, Eleanor Roosevelt and Martin Luther King, Jr.).
SS.O.5.5.7	evaluate the contributions of regional folk heroes and other popular figures and judge the significance of those contributions to the cultural history of the United States (e.g., frontiersmen such as Daniel Boone, cowboys, mountain men such as Jedediah Smith, American Indian Chiefs including Geronimo and outlaws such as Billy the Kid).
SS.O.5.5.8	explain how songs, symbols and slogans demonstrate freedom of expression and the role of protest in democracy (e.g., the abolition of slavery, women's suffrage, labor movements, the Civil Rights movement).
SS.O.5.5.9	assess the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.
SS.O.5.5.10	explain the issues faced by Washington when he became the first United States President.
SS.O.5.5.11	examine the social and technological changes that took place during the Industrial Revolution in the United States.
SS.O.5.5.12	give examples of reasons for westward expansion and explain how it affected the inhabitants of the American West (e.g., Native Americans).
SS.O.5.5.13	explain the effects of government policies on Native American nations and their land holdings.
SS.O.5.5.14	analyze the impact of slavery and the Abolitionist Movement upon the development of the United States.
SS.O.5.5.15	identify causes, major events and important people of the Civil War.
SS.O.5.5.16	explain how various reconstruction plans succeeded or failed.
SS.O.5.5.17	summarize the events that led to the United States becoming a world power.
SS.O.5.5.18	identify the opposing sides in World War I and explain why the United States entered the war.
SS.O.5.5.19	explain the effects of the Great Depression on the people of the United States.
SS.O.5.5.20	identify the causes and effects of World War II.
SS.O.5.5.21	<i>research significant leaders in the Civil Rights Movement (e.g., John Fitzgerald Kennedy, Martin Luther King, Jr., Rosa Parks, Lyndon Johnson, Susan B. Anthony).</i>

Grade 5	Social Studies
Standard: 6	Reading
SS.S.5.6	<p>Students will</p> <ul style="list-style-type: none"> • use the five reading components (phonemic awareness, phonics, background knowledge/vocabulary, high frequency word/fluency, comprehension, and writing) in their acquisition of social studies knowledge, insuring a foundation of college readiness in this genre. • recognize main ideas and supporting details to locate basic facts (e.g. names, dates, events). • distinguish relationships among people, ideas, and events. • recognize cause-effect relationships in content passages. • outline sequences of events. • summarize events and ideas. infer main idea or purpose of content. • draw generalizations and conclusions about people, ideas and events. • write and edit organized texts of various genres to insure that information is clearly understood. <p>Refer to policy 2520.1 for specific grade level reading and writing objectives.</p>
Grade 6	Social Studies
Standard: 1	Citizenship
SS.S.6.1	<p>Students will</p> <ul style="list-style-type: none"> • characterize and model the civic dispositions of good citizenship (Civic Dispositions). • model a respect for symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect For People, Events, and Symbols). • develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions or data (Evaluation Skills). • develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills). <ul style="list-style-type: none"> • recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).
SS.O.6.1.1	explain the ways in which nations interact with one another and try to resolve problems.
SS.O.6.1.2	evaluate, take and defend positions on the purposes that government should serve

SS.O.6.1.3	explain how nations benefit when they resolve conflicts peacefully.
SS.O.6.1.4	compare and contrast the role of American citizens with citizens of other countries.
SS.O.6.1.5	analyze and evaluate the influence of various forms of citizen action on public policy (e.g., petitions, lobbying, demonstrations, civil disobedience).
SS.O.6.1.6	evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making.
SS.O.6.1.7	compare and contrast responsibilities, privileges and rights of citizenship in the United States and citizens in selected nations and regions.
Grade 6	Social Studies
Standard: 2	Civics/Government
SS.S.6.2	Students will <ul style="list-style-type: none"> • examine and analyze the purposes and basic principles of the United States government (Purposes of Government). • outline and evaluate and analyze the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy). • examine and distinguish the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics). • analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).
SS.O.6.2.1	evaluate competing ideas about the purposes government should serve (e.g., promoting the common good, protecting individual rights, providing economic security).
SS.O.6.2.2	analyze and explain how various types of government meet the needs and wants of citizens, manage conflict and establish security.
SS.O.6.2.3	analyze the impact of strong leadership on historic world events.
SS.O.6.2.4	debate the purposes of political parties and special interest groups and their influence on the political process.
SS.O.6.2.5	identify, explain and give examples of the political divisions of nations.
SS.O.6.2.6	describe, provide examples and classify different forms of government as either limited (having established and respected restraints of their power) or unlimited (having no effective means of restraining their power)

	governments.
SS.O.6.2.7	compare and contrast governmental and nongovernmental international organizations and critique their functions.
Grade 6	Social Studies
Standard: 3	Economics
SS.S.6.3	Students will <ul style="list-style-type: none"> analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision making, voluntary exchange and trade-offs (Choices). research, critique and evaluate the roles of private and public institutions in the economy (Institutions). compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). illustrate how the factors of production impact the United States economic system (Factors of Production). analyze the elements of competition and how they impact the economy (Competition). <ul style="list-style-type: none"> examine and evaluate the interdependence of global economies (Global Economies).
SS.O.6.3.1	infer the economic reasons for immigration and migration worldwide throughout history.
SS.O.6.3.2	demonstrate an understanding that competition among sellers results in lower prices.
SS.O.6.3.3	compare and contrast the basic characteristics of communism, socialism and capitalism.
SS.O.6.3.4	explain and outline the steps in producing and marketing goods.
SS.O.6.3.5	assess the economic impact of technology on world regions throughout history (e.g., internet, telecommunications, printing press).
SS.O.6.3.6	explain how trade cartels affect the world economy (e.g., Organization of Petroleum Exporting Countries).
SS.O.6.3.7	trace the development of treaties and organizations related to trade.
SS.O.6.3.8	compare and contrast production and consumption of goods and services in different countries.
Grade 6	Social Studies
Standard: 4	Geography
SS.S.6.4	Students will <ul style="list-style-type: none"> interpret, and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial

	<p>Terms).</p> <ul style="list-style-type: none"> • examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). • analyze the physical processes that shape the earth’s surface and create, sustain and modify the cultural and natural environment (Physical Systems). • analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems). • analyze the interaction of society with the environment (Environment and Society). <ul style="list-style-type: none"> • point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).
SS.O.6.4.1	determine the time of various world locations using a world time zone map.
SS.O.6.4.2	use map tools (e.g., legends, keys, scales) to interpret information (e.g., climate, landforms, resources).
SS.O.6.4.3	explain changes in population due to shifts from agricultural to industrial/urban development.
SS.O.6.4.4	locate and identify the continents, major climates, major bodies of water, natural resources and landforms and analyze the relationship of people with their environment regarding population demographics, settlement and trade.
SS.O.6.4.5	locate the major waterways of North America, South America, Europe and the Middle East, and examine their impact on exploration, settlement and trade (e.g., discuss how the opening of the Erie Canal contributed to the rise of New York City).
SS.O.6.4.6	evaluate the effects of geography on transportation, culture, economic activities and population density/distribution.
SS.O.6.4.7	examine the changing nature of the earth’s surface (e.g., earthquakes, volcanoes, monsoons, floods).
SS.O.6.4.8	compare and contrast general characteristics of the population of selected regions with regard to economics, religion, language and movement.
SS.O.6.4.9	interpret information on a population growth graph and a population pyramid (e.g., discuss the age of the population, growth potential, life expectancy).
SS.O.6.4.10	examine and illustrate changes in the commercial form and function of urban areas in different regions as they moved from agricultural centers to trade centers to industrial centers.
Grade 6	Social Studies

Standard: 5	History
SS.S.6.5	Students will <ul style="list-style-type: none"> • organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology). • use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application). • examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities). • use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation). • examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).
SS.O.6.5.1	identify and evaluate contributions of past civilizations and examine reasons for their rise and fall.
SS.O.6.5.2	examine the basic tenets of major monotheistic religions and their impact on western civilizations.
SS.O.6.5.3	compare and contrast the contributions and characteristics of Arab/Islamic society and Judeo-Christian societies.
SS.O.6.5.4	determine the causes and consequences of the Protestant Reformation.
SS.O.6.5.5	analyze how Europeans benefited by expansion in the New World.
SS.O.6.5.6	examine the development of slavery and illustrate its impact on the political, economic and social systems throughout the world.
SS.O.6.5.7	describe agricultural products exchanged between the New and Old Worlds during the age of exploration.
SS.O.6.5.8	<i>research and describe major historical events in the development of transportation systems (e.g., water, rail, motor vehicles, aviation).</i>
SS.O.6.5.9	illustrate the influx of ethnic groups into North America using by interpreting timelines, charts and tables.
SS.O.6.5.10	examine the Industrial Revolution and explain the effects it had on the lives of people throughout the world.
SS.O.6.5.11	analyze and trace the development of democracy using a variety of credible sources.
SS.O.6.5.12	compare and contrast the worth of the individual in different societies over time.

SS.O.6.5.13	examine the causes and effects of the Great Depression and analyze the political responses of governments to this crisis (e.g., rise of Hitler, Fascism, militarism in Japan, New Deal in the United States).
SS.O.6.5.14	cite the global tensions that led to the outbreak of WW I and WW II.
SS.O.6.5.15	<i>point out the key figures, philosophies and events in the Civil Rights movements including minority rights and the rights of women (e.g., apartheid, Mandela, Martin Luther King Jr.,).</i>
SS.O.6.5.16	debate the impact of nuclear power and how it relates to the issue of atomic weapons.
Grade 6	Social Studies
Standard: 6	Reading
SS.S.6.6	<p>Students will</p> <ul style="list-style-type: none"> • use the five reading components (phonemic awareness, phonics, background knowledge/vocabulary, high frequency word/fluency, comprehension, and writing) in their acquisition of social studies knowledge, insuring a foundation of college readiness in this genre. • recognize main ideas and supporting details to locate basic facts (e.g. names, dates, events). • distinguish relationships among people, ideas, and events. • recognize cause-effect relationships in content passages. • outline sequences of events. • summarize events and ideas. infer main idea or purpose of content. • draw generalizations and conclusions about people, ideas and events. • write and edit organized texts of various genres to insure that information is clearly understood. <p>Refer to policy 2520.1 for specific grade level reading and writing objectives.</p>
Grade 7	Social Studies
Standard: 1	Citizenship
SS.S.1	<p>Students will</p> <ul style="list-style-type: none"> • characterize and model the civic dispositions of good citizenship (Civic Dispositions). • model a respect for symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect For People, Events, and Symbols). • develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions or data

	<p>(Evaluation Skills).</p> <ul style="list-style-type: none"> develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills). recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).
SS.O.7.1.1	compare and contrast individual rights of citizens in a variety of world regions
SS.O.7.1.2	<i>model the actions citizens take to influence public policy decisions.</i>
SS.O.7.1.3	compare and contrast nations' laws that may or may not provide order, predictability and security.
SS.O.7.1.4	research and organize information about an issue of public concern from multiple points of view.
SS.O.7.1.5	apply and practice selective forms of civic discussion and participation consistent with the ideas of citizens in a democratic republic.
SS.O.7.1.6	<i>recognize</i> and differentiate between power and authority.
Grade 7	Social Studies
Standard: 2	Civics
SS.S.2	<p>Students will</p> <ul style="list-style-type: none"> examine and analyze the purposes and basic principles of the United States government (Purposes of Government). outline and evaluate and analyze the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy). examine and distinguish the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics). analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).

SS.O.7.2.1	examine the different forms of government in various world regions.
SS.O.7.2.2	compare and contrast the lawmaking processes of world governments.
SS.O.7.2.3	analyze the different ways nations provide order and protect justice.
SS.O.7.2.4	debate the importance of limited government and the rule of law.
SS.O.7.2.5	evaluate various methods that nations use to interact with one another to resolve problems and conflicts.
SS.O.7.2.6	<i>recognize</i> and evaluate the influence of the United States on other nations and the influence of other nations on the American political process and society.
Grade 7	Social Studies
Standard: 3	Economics
SS.S.3	Students will <ul style="list-style-type: none"> ● analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision making, voluntary exchange and trade-offs (Choices). ● research, critique and evaluate the roles of private and public institutions in the economy (Institutions). ● compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). ● illustrate how the factors of production impact the United States economic system (Factors of Production). ● analyze the elements of competition and how they impact the economy (Competition). ● examine and evaluate the interdependence of global economies (Global Economies).
SS.O.7.3.1	examine how competition among buyers of a product results in higher prices of that product.
SS.O.7.3.2	analyze how geography influences the economy of a region.
SS.O.7.3.3	discuss and illustrate the relationship between supply, demand and the price of a product.
SS.O.7.3.4	compare and contrast various social services provided by world governments.
SS.O.7.3.5	classify and compare different types of economic systems.
SS.O.7.3.6	describe the impact of technology on agriculture and industry throughout the world.
SS.O.7.3.7	classify and evaluate the different types of world trade organizations (e.g., trade, military, health).
SS.O.7.3.8	assess the impact of natural and human events on industry worldwide (e.g., strikes, environmental disasters, war, terrorism).
SS.O.7.3.9	formulate an explanation as to how countries are economically interdependent.

SS.O.7.3.10	define basic economic terminology and apply it to economic development of world regions.
Grade 7	Social Studies
Standard: 4	Geography
SS.S.4	<p>Students will</p> <ul style="list-style-type: none"> ● interpret, and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial Terms). ● examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). ● analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems). ● analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems). ● analyze the interaction of society with the environment (Environment and Society). ● point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).
SS.O.7.4.1	use correct geographic terminology.
SS.O.7.4.2	draw conclusions about information presented on special purpose maps and be able to differentiate among map types.
SS.O.7.4.3	understand the use of directions (e.g., cardinal directions, subordinate directions, latitude and longitude).
SS.O.7.4.4	identify and locate the seven continents of the world and their associated oceans, seas, rivers and landforms.
SS.O.7.4.5	point out countries, cities and transportation networks on maps.
SS.O.7.4.6	describe and explain the advantages and disadvantages of different map projections and their uses (e.g., aerial photos, globes, charts, graphs, polar projection).
SS.O.7.4.7	evaluate the importance of mental maps (perceptions) and illustrate how they affect our judgments about people and places.
SS.O.7.4.8	locate and identify major world rivers, climate areas and rain forests.
SS.O.7.4.9	analyze the patterns of immigration and examine its effects on the distribution of cultural patterns in a region (e.g., disease, language, religion, customs, diversity).
SS.O.7.4.10	compare and contrast geographic regions (e.g., physical, cultural, perceptual, economic).
SS.O.7.4.11	give examples of geographic factors and cultural factors that block the movement of ideas and innovations.

SS.O.7.4.12	analyze the growth of tourism and its impact on regional environments and culture.
SS.O.7.4.13	analyze interconnections between regions (e.g., goods and services, music, language, religion).
SS.O.7.4.14	evaluate the impact of human processes on the world's physical environment (e.g., pollution, clear-cutting, strip mining).
SS.O.7.4.15	recognize the world's climatic regions and research the ways in which they influence lifestyle.
SS.O.7.4.16	analyze renewable and nonrenewable resources (e.g., hydroelectric power and fossil fuels), and interpret how technology affects the ways in which culture groups perceive and use their resources.
SS.O.7.4.17	analyze the technological improvements in transportation and communication that have helped create a global society.
SS.O.7.4.18	explain the common geographic factors associated with the development of world urban centers.
SS.O.7.4.19	examine cooperation and conflict over control of the world's resources.
SS.O.7.4.20	compare and contrast the characteristics of demographic structure through population pyramids (e.g., total size, birth rates, age, distribution, doubling time).
SS.O.7.4.21	explain culture in a geographic context (e.g., isolation, core area, movement).
SS.O.7.4.22	investigate and research new geographic frontiers such as the oceans, Antarctica and airspace.
Grade 7	Social Studies
Standard: 5	History
SS.S.5	<p>Students will</p> <ul style="list-style-type: none"> organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology). use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application). examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities). use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation). and examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).
SS.O.7.5.1	analyze the development of early civilizations (e.g., Mesopotamia, Egypt, Greece, China, India).
SS.O.7.5.2	draw world history conclusions from maps, globes, charts, posters, graphs and timelines.

SS.O.7.5.3	characterize conditions that have influenced or altered the movement of people throughout the world and time.
SS.O.7.5.4	examine and chart religious and secular celebrations observed around the world.
SS.O.7.5.5	research and explain the role of racial and ethnic minorities, women and children in the advancement of civil rights.
SS.O.7.5.6	compare and contrast the beliefs, religion and mythology of native cultures throughout the world.
SS.O.7.5.7	anticipate what occurs when people from different regions interact.
SS.O.7.5.8	interpret the effect of the environment on native cultures (e.g., Native Americans, Australian Aborigines, African Berbers).
SS.O.7.5.9	use a variety of credible sources to research, reconstruct and interpret the past.
SS.O.7.5.10	describe the role geo-politics played in historic events.
Grade 7	Social Studies
Standard: 6	Reading
SS.S.6	<p>Students will</p> <ul style="list-style-type: none"> • use the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency word/fluency, comprehension, and writing) in their acquisition of social studies knowledge, insuring a foundation of college readiness in this genre. • recognize main ideas and supporting details to locate basic facts (e.g. names, dates, events). • distinguish relationships among people, ideas, and events. • recognize cause-effect relationships in content passages. • outline sequences of events. • summarize events and ideas. infer main idea or purpose of content. • draw generalizations and conclusions about people, ideas and events. • write and edit organized texts of various genres to insure that information is clearly understood. <p>Refer to policy 2520.1 for specific grade level reading and writing objectives.</p>
Grade 8	Social Studies
Standard: 1	Citizenship
SS.S1	<p>Students will</p> <ul style="list-style-type: none"> • characterize and model the civic dispositions of good citizenship (Civic Dispositions). • model a respect for symbols, ideas and concepts of the United States and analyze the roles of

	<p>significant individuals (Respect For People, Events, and Symbols).</p> <ul style="list-style-type: none"> ● develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions or data (Evaluation Skills). ● develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills). ● recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).
SS.O.8.1.1	evaluate how citizens can participate in government at the local, state and national levels (e.g., voting, community service, letter writing).
SS.O.8.1.2	debate and practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic.
SS.O.8.1.3	argue the effectiveness of selected public policies and citizen behaviors.
SS.O.8.1.4	compare and contrast the relationship between policy statements and action plans used to address issues of public concern.
SS.O.8.1.5	analyze the political process and the opportunities for citizens to influence government.
SS.O.8.1.6	analyze, organize and recognize multiple points of view about selected public issues.
SS.O.8.1.7	explain and analyze various forms of citizen action that influence public policy (e.g., how groups can work with governmental agencies to impact the development of tourism).
SS.O.8.1.8	analyze the influence of diverse forms of public opinion on the development of public policy and decision making.
SS.O.8.1.9	examine the strategies designed to strengthen the common good, which include a range of options for citizen action.
SS.O.8.1.10	identify, analyze, evaluate and interpret sources and examples of the responsibilities, privileges and rights of citizens.
SS.O.8.1.11	examine the role of voting and relate its importance to the democratic process and <i>model the voting process by participating in a class/school election and/or a county/city/state/national mock election.</i>
SS.O.8.1.12	justify changes in the legal voting age and correlate voting as a responsibility and right of citizens.

SS.O.8.1.13	<i>model ways students can participate in the governance of their school and community.</i>
SS.O.8.1.14	outline and utilize a process to express opinion, resolve problems and/or seek assistance.
SS.O.8.1.15	examine and analyze a local community and propose ways in which tourism can be developed.
SS.O.8.1.16	develop a mock bill to promote tourism in West Virginia.
Grade 8	Social Studies
Standard: 2	Civics
SS.S.2	Students will <ul style="list-style-type: none"> ● examine and analyze the purposes and basic principles of the United States government (Purposes of Government). ● outline and evaluate and analyze the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy). ● examine and distinguish the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics). ● analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).
SS.O.8.2.1	analyze the division of powers and responsibilities of the executive, legislative and judicial branches of the United States and West Virginia state government.
SS.O.8.2.2	cite the elected officials at the national, state and local levels. their requirements. duties. and responsibilities (e.g., President, Governors, Senators, Representatives/Delegates, Members of Board of Public Works, County Commissioners, Mayor/City Council).
SS.O.8.2.3	examine the amendment process of the West Virginia Constitution.
SS.O.8.2.4	outline and illustrate the process of how a bill becomes law in West Virginia (e.g., a bill to promote tourism).
SS.O.8.2.5	analyze the functions and jurisdictions of the federal, state, local and special courts (e.g., United States Supreme Court, State Supreme Court, circuit courts, magistrate courts, family courts).
SS.O.8.2.6	examine various types of elections in West Virginia (e.g., primary/general, state/local, partisan/non-partisan).
SS.O.8.2.7	<i>research and describe how special interest groups influence government and the law-making process in West Virginia (e.g., West Virginia Education Association, United Mine Workers, Division of Tourism).</i>

SS.O.8.2.8	identify major sources and uses of revenue for state and local governments (e.g., property tax, income tax, fees and licenses, excise tax, levies).
SS.O.8.2.9	examine and analyze individual rights and privileges protected by the United States and West Virginia constitutions and laws.
SS.O.8.2.10	explain major principles of American constitutional government (e.g., federalism, separation of powers, the elastic clause, checks and balances, government by consent of the governed, individual rights) and compare to the West Virginia Constitution.
SS.O.8.2.11	analyze conditions under which constitutional government flourishes.
SS.O.8.2.12	compare and contrast rights and privileges of the individual citizen.
SS.O.8.2.13	critique laws passed in a legislative session and list their impact (e.g., tourism, economy, education, health).
Grade 8	Social Studies
Standard: 3	Economics
SS.S.3	<p>Students will</p> <ul style="list-style-type: none"> ● analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision making, voluntary exchange and trade-offs (Choices). ● research, critique and evaluate the roles of private and public institutions in the economy (Institutions). ● compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). ● illustrate how the factors of production impact the United States economic system (Factors of Production). ● analyze the elements of competition and how they impact the economy (Competition). ● examine and evaluate the interdependence of global economies (Global Economies).
SS.O.8.3.1	correlate West Virginia's economic conditions with possible affects on social conditions (e.g., employment, in/out migration).
SS.O.8.3.2	Analyze the effect of absentee ownership of West Virginia's renewable and nonrenewable resources on the state's economy.
SS.O.8.3.3	evaluate the benefits of trade to West Virginia's economy.
SS.O.8.3.4	examine economic reasons for the decline of some communities in West Virginia and the economic growth of others.

SS.O.8.3.5	outline the steps that led West Virginia to become a leader in the production of salt, coal and electricity.
SS.O.8.3.6	<i>research industries and products (e.g., tourism, coal, glass, recreation, agriculture) that are important to the economy of the four regions of West Virginia and how they relate to occupations.</i>
SS.O.8.3.7	analyze the effects of national and state governmental actions on West Virginia's economy.
SS.O.8.3.8	analyze the effects of national and state governmental actions on West Virginia's economy.
SS.O.8.3.9	anticipate the changes in West Virginia's economy and people due to industrial development and debate the issue of industrialization vs. preserving history.
SS.O.8.3.10	examine the effect of technological changes on West Virginia's economy (e.g., in employment, agriculture, tourism, education, industry).
SS.O.8.3.11	critique the labor/management strategies that have affected West Virginia's economy (e.g., strikes, boycotts, yellow-dog contracts, injunctions, lock outs).
SS.O.8.3.12	recognize major industries in West Virginia and identify representative jobs under each (e.g., manufacturing, mining, tourism, health care).
SS.O.8.3.13	assess the economic benefit of changing tourist attractions from seasonal to year round (e.g., Snowshoe).
Grade 8	Social Studies
Standard: 4	Geography
SS.S.4	<p>Students will</p> <ul style="list-style-type: none"> ● interpret and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial Terms). ● examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). ● analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems). ● analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems). ● analyze the interaction of society with the environment (Environment and Society). ● point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).
SS.O.8.4.1	show West Virginia's location in relationship to the Prime Meridian, Equator, Tropic of Cancer, Tropic of

	Capricorn, Arctic and Antarctic Circles.
SS.O.8.4.2	point out West Virginia's location by latitude and longitude including degrees, minutes and seconds.
SS.O.8.4.3	recognize West Virginia's man-made and natural borders.
SS.O.8.4.4	communicate the four major physical geographic regions, major rivers, landforms and points of interest in West Virginia.
SS.O.8.4.5	analyze and discuss West Virginia's geographic regions through reading descriptive literature.
SS.O.8.4.6	recognize the location of West Virginia in relationship to neighboring states and the eastern United States.
SS.O.8.4.7	point out the counties and major cities of West Virginia on a map.
SS.O.8.4.8	relate the reasons for the development of the West Virginia transportation system.
SS.O.8.4.9	distinguish climate, landforms and resources in West Virginia's regions using special purpose maps.
SS.O.8.4.10	illustrate how the cultural and economic isolation of different areas of the United States and West Virginia have been changed through technological advances (e.g., TV, radio, telephone, computers, highways).
SS.O.8.4.11	examine West Virginia's climate and its effect on people's lives.
SS.O.8.4.12	a map to explain the settlement, exploration and population patterns of West Virginia in relation to geographic features.
SS.O.8.4.13	critique the geographic factors that led to development of agriculture, coal, glass, chemical, metallurgical and tourism industries in West Virginia.
SS.O.8.4.14	<i>research various regional configurations found in West Virginia (e.g., geographic, tourist, health, education).</i>
SS.O.8.4.15	<i>recognize and discuss how the regional map of West Virginia would change based on a student's mental map of the state.</i>
SS.O.8.4.16	conclude how West Virginia's environment affects tourism.
Grade 8	Social Studies
Standard: 5	History
SS.S.5	Students will <ul style="list-style-type: none"> ● organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application. (Chronology). ● use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application). ● examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the

	<p>humanities in West Virginia, the United States and the world (Culture and Humanities).</p> <ul style="list-style-type: none"> • use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation). and • examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).
SS.O.8.5.1	cite reasons for exploration, routes and discoveries of major explorers on the western Virginia frontier.
SS.O.8.5.2	examine the sequence the events and incentives for Virginia's expansion west to the Ohio River.
SS.O.8.5.3	compare and contrast French and English explorers, settlers and settlements on the western frontier.
SS.O.8.5.4	examine the sequence the events that led to the formation of the state of West Virginia.
SS.O.8.5.5	point out characteristics of various Native American cultures in West Virginia from the pre-Columbian period to the arrival of Europeans.
SS.O.8.5.6	relate the types of transportation that facilitated the growth of West Virginia and western expansion.
SS.O.8.5.7	evaluate the sequence and analyze the impact of contemporary social, economic and technological developments on people and culture in West Virginia and the United States.
SS.O.8.5.8	analyze the evolution of the labor movement in West Virginia and the United States.
SS.O.8.5.9	critique the role of ethnic and racial minorities, women and children in West Virginia's history.
SS.O.8.5.10	examine reasons for and resulting consequences of conflicts and wars as they pertain to the formation of West Virginia as a state (e.g., French and Indian War, American Revolution, Civil War).
SS.O.8.5.11	interpret facts about West Virginia and other areas from various types of charts, graphs, maps, pictures, models, timelines and primary sources (e.g. letters, journals and publications).
SS.O.8.5.12	evaluate the cultural conflict between the Europeans and Native Americans as it relates to western Virginia.
SS.O.8.5.13	explain the effect of immigration on the culture of West Virginia from European settlement through the early twentieth century.
SS.O.8.5.14	<i>research men and women in West Virginia who have made significant contributions to our history in the public and/or private sectors (e.g., statehood movement, abolition movement, education, industry, literature, government).</i>
SS.O.8.5.15	critique the significance of historical experience and of geographical, social and economic factors that have helped to shape both West Virginian and American society
SS.O.8.5.16	assess the moral, ethical and legal tensions that led to the creation of the new state of West Virginia and how those tensions were resolved.

SS.O.8.5.17	point out and locate places of historical importance in West Virginia that can be visited by tourists.
SS.O.8.5.18	compile lists fairs and festivals in West Virginia that can be attributed to the influence of various cultural groups who have settled in the state.
Grade 8	Social Studies
Standard: 6	Reading
SS.S.6	<p>Students will</p> <ul style="list-style-type: none"> • use the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency word/fluency, comprehension, and writing) in their acquisition of social studies knowledge, insuring a foundation of college readiness in this genre. • recognize main ideas and supporting details to locate basic facts (e.g. names, dates, events). • distinguish relationships among people, ideas, and events. • recognize cause-effect relationships in content passages. • outline sequences of events. • summarize events and ideas. infer main idea or purpose of content. • draw generalizations and conclusions about people, ideas and events. • write and edit organized texts of various genres to insure that information is clearly understood. Refer to policy 2520.1 for specific grade level reading and writing objectives.
Grade 9	Social Studies
Standard: 1	Citizenship
SS.S.1	<p>Students will</p> <ul style="list-style-type: none"> • characterize and model the civic dispositions of good citizenship (Civic Dispositions). • model a respect for symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect For People, Events, and Symbols). • develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions or data (Evaluation Skills). • develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills). • recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic

	Life).
SS.O.9.1.1	describe the evolution of the roles and responsibilities of individuals and groups leading to the formation of nation states.
SS.O.9.1.2	describe the evolution of the roles and responsibilities of individuals and groups leading to the formation of nation states.
SS.O.9.1.3	assess the nature of civic responsibility in various cultures.
SS.O.9.1.4	analyze the causes of conflict and propose resolutions
SS.O.9.1.5	participate in a project of volunteer service.
Grade 9	Social Studies
Standard: 2	Civics
SS.S.2	Students will <ul style="list-style-type: none"> ● examine and analyze the purposes and basic principles of the United States government (Purposes of Government). ● outline and evaluate and analyze the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy). ● examine and distinguish the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics). ● analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).
SS.O.9.2.1	evaluate diverse ideas about the purposes of government.
SS.O.9.2.2	identify and analyze the contributions of the classical civilizations to the development of the United States Constitution.
SS.O.9.2.3	explain world historical events that affected the development of representative democracy in the United States and other countries.
SS.O.9.2.4	analyze how the United States has influenced other nations and how other nations have influenced the American political process and society.
SS.O.9.2.5	compare, contrast and evaluate alternative ways of organizing constitutional governments.
SS.O.9.2.6	identify significant political philosophers and their contributions.
Grade 9	Social Studies

Standard: 3	Economics
SS.S.3	<p>Students will</p> <ul style="list-style-type: none"> ● analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision making, voluntary exchange and trade-offs (Choices). ● research, critique and evaluate the roles of private and public institutions in the economy (Institutions). ● compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). ● illustrate how the factors of production impact the United States economic system (Factors of Production). ● analyze the elements of competition and how they impact the economy (Competition). ● examine and evaluate the interdependence of global economies (Global Economies).
SS.O.9.3.1	describe and illustrate the trade patterns of regions of the world across time.
SS.O.9.3.2	analyze how various societies developed economic systems.
SS.O.9.3.3	evaluate the role of exchange/trade systems as economic systems developed.
SS.O.9.3.4	compare and contrast fiscal policies of several world societies.
SS.O.9.3.5	identify the causal relationship of economic changes and their effects on the job market (e.g., supply and demand, technology, industrialization).
SS.O.9.3.6	describe and explain global economic interdependence and competition and their influence on national and international policies.
Grade 9	
Standard: 4	Geography
SS.S.4	<p>Students will</p> <ul style="list-style-type: none"> ● interpret, and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial Terms). ● examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). ● analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems). ● analyze and illustrate how the earth is shaped by the movement of people and their activities

	(Human Systems). <ul style="list-style-type: none"> ● analyze the interaction of society with the environment (Environment and Society). ● point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).
SS.O.9.4.1	interpret information using maps, graphs, charts and timelines.
SS.O.9.4.2	locate geographic features of the continents (e.g., plateaus, high points, low points, bodies of water major river valleys).
SS.O.9.4.3	identify world language patterns.
SS.O.9.4.4	examine the evolution of significant world trade routes.
SS.O.9.4.5	analyze the migration of people during each era of study.
SS.O.9.4.6	explain how the location of world resources influenced economic development and the global economy.
SS.O.9.4.7	evaluate the effect of geographic features, including climate, upon the environment.
SS.O.9.4.8	examine the development of major political boundaries of the world and relate these to the theme of geopolitics.
SS.O.9.4.9	analyze the physical and cultural patterns of settlement.
SS.O.9.4.10	explain geographic reasons for the development of major world cities and trends in urban population growth.
SS.O.9.4.11	<i>research major world rivers, climate areas and rain forests.</i>
Grade 9	Social Studies
Standard: 5	History

SS.S.5	<p>Students will</p> <ul style="list-style-type: none"> organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application. (Chronology). use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application). examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities). use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation). examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).
SS.O.9.5.1	examine the contributions of different historical periods through art and literature.
SS.O.9.5.2	trace the evolution of the changing status of women and children throughout the world in all historical periods addressed.
S.S.O.9.5.3	read and interpret historical charts, tables, graphs, narratives, primary source documents, political cartoons and timelines.
SS.O.9.5.4	explain the effects of significant political developments and trends in the world before 1900.
SS.O.9.5.5	evaluate the interaction of early humans with their environment.
SS.O.9.5.6	compare and contrast the causes for the rise and decline of ancient civilizations (e.g., the river civilizations, Greek, Roman, Indian and Chinese).
SS.O.9.5.7	explain the basic tenets of major world religions and philosophies, their places of origin and the status of those religions today.
SS.O.9.5.8	describe the location, unique contributions and characteristics of Arab/Islamic society.
SS.O.9.5.9	explain feudalism and its effects on the development of societies around the world.
SS.O.9.5.10	identify and evaluate the political and economic roles and the cultural contributions of religious institutions in medieval society.
SS.O.9.5.11	compare and contrast the acceptance of diversity in hierarchical societies.
SS.O.9.5.12	analyze and assess the concept of nation building (e.g., city states, Rome, rise of European nation

	states).
SS.O.9.5.13	relate the worth of the individual in society to the growth of the concept of the Renaissance man.
SS.O.9.5.14	describe how European needs/wants for foreign products contributed to the Age of Exploration.
SS.O.9.5.15	evaluate the effects of the Enlightenment in European society.
SS.O.9.5.16	analyze the cause of the Crusades and the effects on regions involved.
SS.O.9.5.17	analyze the historical developments of the Protestant Reformation including the effects of theology, politics and economics.
SS.O.9.5.18	describe and assess the Agricultural and Industrial revolutions.
SS.O.9.5.19	analyze and assess the impact of political revolutions on society (e.g., French, Italian, German, Latin American).
SS.O.9.5.20	compare and contrast the American and French revolutions and their aftermaths.
SS.O.9.5.21	explain reasons for and consequences of the breakdown of order among nation states.
SS.O.9.5.22	examine the legal documents and systems which influenced western civilization and rank them in order of importance.
SS.O.9.5.23	compare and contrast absolute and constitutional monarchies and identify representative leaders of each.
SS.O.9.5.24	assess the impact of colonization on both the mother countries and the colonies
Grade 9	Social Studies
Standard: 6	Reading
SS.S.6	<p>Students will</p> <ul style="list-style-type: none"> • use the five reading components (phonemic awareness, phonics, background knowledge/vocabulary, high frequency word/fluency, comprehension, and writing) in their acquisition of social studies knowledge, insuring a foundation of college readiness in this genre. • recognize main ideas and supporting details to locate basic facts (e.g. names, dates, events). • distinguish relationships among people, ideas, and events. • recognize cause-effect relationships in content passages. • outline sequences of events. • summarize events and ideas. infer main idea or purpose of content. • draw generalizations and conclusions about people, ideas and events.

	<ul style="list-style-type: none"> • write and edit organized texts of various genres to insure that information is clearly understood. Refer to Policy 2520.1 for specific grade level reading and writing objectives.
Grade 10	Social Studies
Standard: 1	Citizenship
	<p>Students will</p> <ul style="list-style-type: none"> • characterize and model the civic dispositions of good citizenship (Civic Dispositions). • model a respect for symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect For People, Events, and Symbols). • develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions or data (Evaluation Skills). • develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills). • recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).
SS.O.10.1.1	compare and contrast various citizens' responses to controversial government actions.
SS.O.10.1.2	appraise the importance of the fundamental democratic values and principles of the United States constitutional democracy upon individuals, communities and nations.
SS.O.10.1.3	debate decisions as to what the government should and should not do.
SS.O.10.1.4	explain how the interactions of citizens with one another monitor and influence the government.
SS.O.10.1.5	evaluate ways conflicts can be resolved in a cooperative, peaceful manner which respect individual rights and promote the common good.
SS.O.10.1.6	evaluate, take and defend positions on issues in which fundamental democratic values and principles are in conflict (e.g., liberty and equality, individual rights and the common good, majority rule, minority rights).
SS.O.10.1.7	summarize and evaluate the characteristics of United States citizenship.
SS.O.10.1.8	evaluate, take and defend positions on issues regarding the criteria used for naturalization.
SS.O.10.1.9	evaluate sources of information related to public policy issues.
SS.O.10.1.10	examine, select and participate in volunteer service.

SS.O.10.1.11	assess and evaluate responsibilities, privileges and rights of United States citizens.
Grade 10	Social Studies
Standard: 2	Civics
	<p>Students will</p> <ul style="list-style-type: none"> examine and analyze the purpose and basic principles of the United States government (Purposes of Government). outline and evaluate and analyze the origins and meanings of the principles, ideals, and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy). examine and distinguish the structure, function, and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics). analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).
SS.O.10.2.1	identify and describe the fundamental democratic principles and values in core American documents and identify the discrepancies between the expressed ideals and realities.
SS.O.10.2.2	identify fundamental American democratic principles using primary sources and significant political speeches and writings.
SS.O.10.2.3	explain the purpose of the United States government and analyze how its powers are acquired, used and justified.
SS.O.10.2.4	compare and contrast documents and philosophies that are the basis for representative democracy in the United States (e.g., Greek, Roman, John Locke, Magna Carta, English Bill of Rights).
SS.O.10.2.5	explain the purpose, organization and functions of the legislative, executive and judicial branches, and analyze the separation of powers, checks and balances.
SS.O.10.2.6	justify the steps required to amend the United States Constitution.
SS.O.10.2.7	analyze the presidential election process, the continued use of the Electoral College and the order of presidential succession.
SS.O.10.2.8	evaluate federalism and give examples of shared, delegated, reserved and implied powers.
SS.O.10.2.9	summarize the Constitution and the Amendments.
SS.O.10.2.10	analyze the fundamental ideas found in the nation's core documents and relate them to the subsequent

	periods in United States history.
SS.O.10.2.11	evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government.
SS.O.10.2.12	evaluate, take and defend positions about the functions of political leadership and the importance of public service in American democracy.
SS.O.10.2.13	evaluate and defend how the American Revolution and the establishment of the United States as a constitutional democracy influenced people in other nations and reshaped their image of America.
SS.O.10.2.14	assess the significance of George Washington’s farewell address.
Grade 10	Social Studies
Standard: 3	Economics
SS.S.3	<p>Students will</p> <ul style="list-style-type: none"> ● analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices). ● research, critique and evaluate the roles of private and public institutions in the economy (Institutions). ● compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). ● illustrate how the factors of production impact the United States economic system (Factors of Production). ● analyze the elements of competition and how they impact the economy (Competition). ● examine and evaluate the interdependence of global economies (Global Economies).
SS.O.10.3.1	determine the relationship between the law of supply/demand and production/consumption.
SS.O.10.3.2	determine the relationship between the law of supply/demand and production/consumption.
SS.O.10.3.3	construct the steps involved in the change of the United States economic system from mercantilism to free enterprise capitalism.
SS.O.10.3.4	differentiate between various types of taxes and relate them to taxation controversies in the United States during their era.
SS.O.10.3.5	critique the cause and effect relationship between the labor movement and industrialization in the United States.
SS.O.10.3.6	explain the concept of capitalism and compare the basic components to those of socialism and

	communism.
SS.O.10.3.7	identify and analyze the role of market factors in the settlement of the United States and the development of the free enterprise system.
SS.O.10.3.8	analyze the effects of foreign trade and tariff policies on the United States.
SS.O.10.3.9	<i>recognize and discuss the effects of the American Revolution on economic development and government institutions,</i>
SS.O.10.3.10	explain and defend the ideas, values, and practices that caused the Hamilton-Jeffersonian debate,
SS.O.10.3.11	evaluate the effects of the Hamilton-Jeffersonian debate on the formation and direction of the nation's economy.
Grade 10	
Standard: 4	Geography
SS.S.4	Students will <ul style="list-style-type: none"> ● interpret, and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial Terms). ● examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). ● analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems). ● analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems). ● analyze the interaction of society with the environment (Environment and Society). ● point out geographic perspective and tools and assess techniques available for geographic study (Uses of Geography).
SS.O.10.4.1	illustrate major meridians of longitude and parallels of latitude.
SS.O.10.4.2	locate states and capitals, landforms and major events in United States history.
SS.O.10.4.3	analyze the role of mental maps in the movement of people across the United States.
SS.O.10.4.4	use the most appropriate maps and graphics in an atlas to answer specific questions about geographic issues (e.g., topography, transportation routes).
SS.O.10.4.5	evaluate the effects of population growth on urbanization.

SS.O.10.4.6	interpret how people express attachment to places and regions (e.g., by reference to essays, novels, poems, short stories, feature films, traditional musical compositions such as “God Bless America” and “America the Beautiful”).
SS.O.10.4.7	evaluate the impact of health and cultural considerations on the quality of life over different historical time periods.
SS.O.10.4.8	Analyze the characteristics, traits, religions, traditions and contributions of Native Americans, African Americans, Hispanics and all immigrants such as Germans, Italians, and Irish to the new American culture.
SS.O.10.4.9	evaluate the geographic differences that contributed to economic development and regionalism prior to the Civil War.
SS.O.10.4.10	compare and contrast the major landforms, cities, rivers and climate areas of the United States to those throughout the world.
SS.O.10.4.11	analyze settlement, population patterns and the growth of service centers by interpreting maps, graphs and charts.
SS.O.10.4.12	analyze the impact of the environment, including the location of natural resources, on immigration and settlement patterns.
SS.O.10.4.13	compare and contrast the socioeconomic changes that occur in regions that experience population change.
SS.O.10.4.14	evaluate the human impact on the environment throughout the American experience.
SS.O.10.4.15	analyze the ways in which physical and human factors have influenced the evolution of significant historic events and movements.
Grade 10	Social Studies
Standard: 5	History
SS.S.5	<p>Students will</p> <ul style="list-style-type: none"> ● organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology). ● use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application). ● examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities).

	<ul style="list-style-type: none"> ● use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation). ● examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).
SS.O.10.5.1	relate life in America before the 17 th century to life today.
SS.O.10.5.2	analyze and explain the contacts that occurred between Native Americans and European settlers during the age of discovery.
SS.O.10.5.3	trace the roots and evaluate early explorations of America and describe and analyze the attraction of the New World to Europeans (religious, social, political, economic).
SS.O.10.5.4	Justify how the effects of European empire building led to the American Revolution
SS.O.10.5.5	prioritize the problems that existed between the British government and the American colonies and defend first the American viewpoint and then the British viewpoint (e.g., sovereignty of Parliament, taxation, trade restrictions).
SS.O.10.5.6	describe and analyze the content of the Declaration of Independence and the factors which led to its creation.
SS.O.10.5.7	analyze, explain and sequence major events and ideas of the Revolutionary War.
SS.O.10.5.8	analyze and evaluate the United States Constitution and the Bill of Rights and describe challenges faced by the new United States government.
SS.O.10.5.9	differentiate the parts of the Constitution that responded to the political, economic and social conditions that existed after the American Revolution.
SS.O.10.5.10	explain the major challenges faced by the framers of the Constitution, and describe the compromises reached at the Constitutional Convention.
SS.O.10.5.11	evaluate the effects of nationalism on the constitutional, political, economic and foreign policy issues faced by the United States in its formative years.
SS.O.10.5.12	identify and explain the impact of United States Supreme Court decisions (e.g., Marbury v. Madison, McCollough v. Maryland, Dred Scott, Plessy v. Ferguson).
SS.O.10.5.13	illustrate examples of the growth and change in the United States from 1801 to 1861.
SS.O.10.5.14	identify and explain the factors that led to exploration, settlement and expansion across the United States.

SS.O.10.5.15	assess the effects of United States policies on Native Americans.
SS.O.10.5.16	research the institution of slavery and its effect on the political, economic and social development of the United States.
SS.O.10.5.17	<i>compare and contrast the political, economic and social conditions in the United States before and after the Civil War.</i>
SS.O.10.5.18	analyze and sequence the causes and effects of the major events of the Civil War and reconstruction.
SS.O.10.5.19	outline the effects of technological change on the United States (e.g., agriculture, transportation, industry, labor, society).
SS.O.10.5.20	analyze and describe the goals and actions of reformers and reform movements (e.g., women's rights, minorities, temperance, prisons, hospitals, schools).
SS.O.10.5.21	debate the influence and impact of diverse cultures on United States society and their assimilation into American life.
SS.O.10.5.22	explain the development of representative democracy in the United States.
SS.O.10.5.23	explain major conflicts in terms of causes and consequences.
SS.O.10.5.24	research, analyze and interpret primary sources (e.g., artifacts, diaries, letters, photographs, art, documents, newspapers) and contemporary media (e.g., television, movies, computer information systems) to better understand events and life in the United States to 1900.
SS.O.10.5.25	construct various timelines of American history from pre-Columbian times to 1900 highlighting landmark dates, events, technological changes, major political and military events and major historical figures.
SS.O.10.5.26	develop skills in discussion, debate and persuasive writing by analyzing historical situations and events to 1900.
SS.O.10.5.27	analyze the positions of the political parties and their leaders on: economic development, territorial expansion, political participation, individual rights, states' rights, slavery and social reforms.
SS.O.10.5.28	evaluate the significance of the Lincoln-Douglas debates.

SS.O.10.5.29	critique the relationship between revivalism and reform in regards to the role of women, education, religion and institutions.
SS.O.10.5.30	examine the leaders, ideas and events behind the Monroe Doctrine, Manifest Destiny and other movements (i.e., revolutionary movements in the Caribbean and Latin America) and their effects on the United States.
Grade 10	Social Studies
Standard: 6	Reading
SS.S.6	<p>Students will</p> <ul style="list-style-type: none"> ● use the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency word/fluency, comprehension, and writing) in their acquisition of social studies knowledge, insuring a foundation of college readiness in this genre. ● recognize main ideas and supporting details to locate basic facts (e.g. names, dates, events). ● distinguish relationships among people, ideas, and events. ● recognize cause-effect relationships in content passages. ● outline sequences of events. ● summarize events and ideas. infer main idea or purpose of content. ● draw generalizations and conclusions about people, ideas and events. ● write and edit organized texts of various genres to insure that information is clearly understood. <p>Refer to policy 2520.1 for specific grade level reading and writing objectives.</p>
Grade 11	Social Studies
Standard: 1	Citizenship
SS.S.1	<p>Students will</p> <ul style="list-style-type: none"> ● characterize and model the civic dispositions of good citizenship (Civic Dispositions). ● model a respect for symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect For People, Events, and Symbols). ● develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions or data (Evaluation Skills). ● develop the participatory skills of interacting, monitoring and influencing that are essential for

	<p>informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills).</p> <ul style="list-style-type: none"> ● recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).
SS.O.11.1.1	<i>discuss ways citizens can work cooperatively to resolve personal, local, regional, and world conflicts peacefully.</i>
SS.O.11.1.2	analyze and evaluate the influence of citizen action on public policy and law making.
SS.O.11.1.3	analyze the changing nature of civic responsibility.
SS.O.11.1.4	develop positions and formulate actions on the problems of today and predict challenges of the future (e.g., terrorism, religious conflict, weapons of mass destruction, population growth).
SS.O.11.1.5	evaluate historical and contemporary political communication using such criteria as logical validity, factual accuracy and emotional appeal.
SS.O.11.1.6	participate in a project of volunteer service.
SS.O.11.1.7	<i>research and explain the importance of the personal and political responsibilities, privileges and rights of citizens.</i>
SS.O.11.1.8	explain the concept of civil disobedience, provide examples and evaluate its use.
Grade 11	Social Studies
Standard: 2	Civics
SS.S.2	<p>Students will</p> <ul style="list-style-type: none"> ● examine and analyze the purposes and basic principles of the United States government (Purposes of Government). ● outline and evaluate and analyze the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy). ● examine and distinguish the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics). ● analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).

SS.O.11.2.1	explain the reasons for amendments ratified since 1900 and analyze their effects on American society.
SS.O.11.2.2	explain the role of the president in the formation of national and foreign policy.
SS.O.11.2.3	critique the interaction of the three branches of the federal government in an increasingly complex society.
SS.O.11.2.4	analyze the election process and the role of political parties and special interest groups.
SS.O.11.2.5	evaluate the formation, role and impact of third parties in the United States.
SS.O.11.2.6	examine historical and current conflicts and crises and compare resolutions within the framework of constitutional and totalitarian systems of government.
SS.O.11.2.7	analyze judicial review and outline the procedure used to render decisions.
SS.O.11.2.8	analyze the changing nature of federalism and the growth of national government.
SS.O.11.2.9	critique the purposes and performance of international governmental and non-governmental organizations.
Grade 11	Social Studies
Standard: 3	Economics
SS.S.3	<p>Students will</p> <ul style="list-style-type: none"> ● analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices). ● research, critique and evaluate the roles of private and public institutions in the economy (Institutions). ● compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). ● illustrate how the factors of production impact the United States economic system (Factors of Production). ● analyze the elements of competition and how they impact the economy (Competition). ● examine and evaluate the interdependence of global economies (Global Economies).
SS.O.11.3.1	Evaluate the lifestyle changes brought on by industrialization, technology and transportation (e.g., debate industrialization vs. maintaining natural environment and the implications for tourism).
SS.O.11.3.2	compare/contrast the provision of services in developed and developing nations (e.g., health care, education, military).
SS.O.11.3.3	explain monetary policy and its effect on society.

SS.O.11.3.4	illustrate the business cycle and how different political systems formulate economic policy.
SS.O.11.3.5	analyze the causes and consequences of the United States' national debt and its effect on the world economic system.
SS.O.11.3.6	correlate Gross Domestic Product and per capita income calculations of the United States to the economies of different nations.
SS.O.11.3.7	analyze how basic economic systems deal with supply/demand, investment/capital, savings, and labor/labor unions.
SS.O.11.3.8	analyze and evaluate the economies of developing nations.
SS.O.11.3.9	explain the impact of technology and industrialization on the development of mass production and mass consumption.
SS.O.11.3.10	assess national and international economic interdependence.
SS.O.11.3.11	predict the outcomes of changes in all types of taxation (e.g., property, income, sales).
Grade 11	Social Studies
Standard: 4	Geography
SS.S.4	<p>Students will</p> <ul style="list-style-type: none"> ● interpret, and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial Terms). ● examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). ● analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems). ● analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems). ● analyze the interaction of society with the environment (Environment and Society). ● point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).
SS.O.11.4.1	interpret information using maps, graphs, charts, cartoons and timelines.
SS.O.11.4.2	locate the places significant to each period of study.
SS.O.11.4.3	transform primary data into maps, graphs and charts.

SS.O.11.4.4	correlate the importance of geographic factors with social, political, economic and technological change (e.g., point out how West Virginia's geography has influenced laws that impact business, including tourism, as well as the quality of life in the state).
SS.O.11.4.5	identify United States settlement patterns after 1900 and draw conclusions about causes and effects.
SS.O.11.4.6	analyze and assess the impact of human decision-making and technology on the environment.
SS.O.11.4.7	assess the impact of anticipated annual climate change (e.g., monsoon, flooding).
SS.O.11.4.8	assess the impact of unpredictable environmental changes (e.g., earthquakes, El Nino, drought, flooding).
SS.O.11.4.9	apply geographic factors/features in relationship to development of civilizations.
SS.O.11.4.10	relate the importance of geographic resources to international conflicts and cooperation since 1900 (e.g., discuss how United States dependence on Middle Eastern oil resulted in geo-political consequences).
SS.O.11.4.11	illustrate how physical and human geographic features influence the evolution of significant historic events and movements.
Grade 11	Social Studies
Standard: 5	History
SS.S.5	<p>Students will</p> <ul style="list-style-type: none"> ● organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application. (Chronology). ● use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application). ● examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities). ● use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation). ● examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).
SS.O.11.5.1	analyze and explain the response of leaders of the United States and the world to industrialization and urbanization.
SS.O.11.5.2	assess the impact of United States foreign policy on different world regions (e.g., Open Door Policy,

	Good Neighbor Policy, Lend-Lease).
SS.O.11.5.3	critique United States immigration policies and assess the contributions of immigrant groups and individuals.
SS.O.11.5.4	analyze and explain the political, social and economic importance of World War I.
SS.O.11.5.5	analyze and explain the effects of the Great Depression on worldwide economic conditions.
SS.O.11.5.6	summarize the major goals and analyze the impact of the New Deal.
SS.O.11.5.7	analyze and evaluate the major causes, events, personalities and effects of World War II.
SS.O.11.5.8	explain and assess the economic, social and political transformation of the United States since World War II.
SS.O.11.5.9	analyze and explain United States and world foreign policy since World War II.
SS.O.11.5.10	correlate the development and impact of the United States' labor movement on Federal legislation.
SS.O.11.5.11	illustrate and classify the world labor movement and its political, social and economic effects.
SS.O.11.5.12	examine concerns, issues and conflicts categorized as universal human rights (e.g., Holocaust, diversity, tolerance, genocide).
SS.O.11.5.13	compare and contrast worldwide de-colonization and independence movements in the twentieth century (e.g., Israel, India, Indo-China, third world countries).
SS.O.11.5.14	<i>Research, compare and contrast the progress of civil rights in the United States with civil rights in other regions of the world and conclude what the contributions were of significant civil rights leaders.</i>
SS.O.11.5.15	<i>research the origins and implications of the nuclear age and the Cold War.</i>
SS.O.11.5.16	illustrate the rise of Communism and describe its current status, including the breakup of the Soviet Union.
SS.O.11.5.17	identify and analyze the causes and consequences of regional conflicts (e.g., Middle East, Latin America, Africa, Europe).
SS.O.11.5.18	identify and analyze the effects of extremists and terrorists within and among nations, and predict their future effects.
SS.O.11.5.19	describe the effect of technology and its impact in creating a global community (e.g., computers, space exploration, medicine).
SS.O.11.5.20	explain how emerging nations influence world events.
SS.O.11.5.21	compare and evaluate the impact of stereotyping, conformity, acts of altruism and other behaviors on

	individuals and groups.
SS.O.11.5.22	explain how language, art, music and other cultural elements can facilitate global understanding.
SS.O.11.5.23	evaluate the role of technology in communications, transportation, information processing, weapons development and other areas as it contributes to or helps resolve conflicts.
SS.O.11.5.24	evaluate, take and defend positions on foreign policy issues in light of American national interests, values and principles.
SS.O.11.5.25	compare and contrast Fascism, Nazism and Communism.
SS.O.11.5.26	identify and analyze world conflicts, including causes and consequences (e.g., World War I, World War II, Korea, Vietnam, Gulf War, Operation Enduring Freedom/Afghanistan Military Crisis).
SS.O.11.5.27	analyze the goals and actions of reformers and reform movements (e.g., social, economic, political).
SS.O.11.5.28	develop skills in discussion, debate and persuasive writing by evaluating different assessments of the causes, costs and benefits of major events in the twentieth century.
SS.O.11.5.29	interpret facts about contemporary America from various charts, graphs, maps, pictures, models, timelines and other primary sources.
Grade 11	Social Studies
Standard: 6	Reading
SS.S.6	<p>Students will</p> <ul style="list-style-type: none"> • use the dimensions of reading (phonemic awareness, phonics, background knowledge/vocabulary, high frequency word/fluency, comprehension, and writing) in their acquisition of social studies knowledge, insuring a foundation of college readiness in this genre. • recognize main ideas and supporting details to locate basic facts (e.g. names, dates, events). • distinguish relationships among people, ideas, and events. • recognize cause-effect relationships in content passages. • outline sequences of events. • summarize events and ideas. infer main idea or purpose of content. • draw generalizations and conclusions about people, ideas and events. • write and edit organized texts of various genres to insure that information is clearly understood. <p>Refer to policy 2520.1 for specific grade level reading and writing objectives.</p>
Grade 12	Social Studies

Standard: 1	Citizenship
	<p>Students will</p> <ul style="list-style-type: none"> • recognize and evaluate civic dispositions or traits that are important to the preservation and improvement of American democracy (e.g. individual responsibility, civility, patriotism, respect for the rights of others and for the law, honesty, open mindedness, critical mindedness, compromise). (Social Responsibility and Respect) • characterize and model the dispositions of good citizenship that incorporate the rights, privileges, responsibilities and duties of a citizen. (Civic Dispositions) • develop civic judgments on past and current issues, support positions, and evaluate the validity of opposing viewpoints. (Critical Thinking) • demonstrate participatory skills characteristic of involved citizens; research and analyze public policy, monitor arguments and developments; and devise methods to influence public policy decisions. (Participatory and Collaborative Skills)
SS.C.O.12.1.1	use a rational decision-making process as an actively involved citizen
SS.C.O.12.1.2	analyze the roles of citizens in influencing and monitoring public policy at the local, state, and national levels.
SS.C.O.12.1.3	outline and evaluate the factors involved in the formulation of public policy at the local, state and national levels.
SS.C.O.12.1.4	actively influence and monitor public policy at the local, state, and national levels.
SS.C.O.12.1.5	examine and analyze the rights, privileges, responsibilities and duties of active civic participants.
SS.C.O.12.1.6	illustrate how political parties, campaigns, and elections provide opportunities for citizens to participate in the political process.
SS.C.O.12.1.7	explain that a primary purpose of American government is the protection of personal, political, and economic rights of citizens.
SS.C.O.12.1.8	examine the characteristics of citizens' rights, and debate the necessity of reasonable limitations.
SS.C.O.12.1.9	evaluate and participate in public policy decisions.
SS.C.O.12.1.10	demonstrate how to work with others to build coalitions, seek consensus, negotiate compromises and manage conflict.
SS.C.O.12.1.11	evaluate, take and defend a position involving a conflict between an individual freedom and the common good regarding specific current issues (homeland security, civil liberties, human rights, race,

	gender, etc.)
SS.C.O.12.1.12	evaluate, take and defend a position regarding the rights, privileges, responsibilities, and duties of American citizens when the conflicts arise.
SS.C.O.12.1.13	support the need for political leadership, public service, and a knowledgeable citizenry in American constitutional democracy.
Grade 12	Social Studies
Standard: 2	Civics
SS.S.2	<p>Students will</p> <ul style="list-style-type: none"> • examine and analyze the basic principles and purposes of the United States government; propose and evaluate alternatives (Purposes of Government). • research the historical origins analyze the meanings, and evaluate the necessity of the principles, ideals and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy). • compare and contrast the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics). <ul style="list-style-type: none"> • research and diagram world political organizations; debate the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).
SS.C.O.12.2.1	examine and analyze the people, philosophies, events, and documents that were contributing factors to the drafting of the Declaration of Independence.
SS.C.O.12.2.2	outline the characteristics of the political, religious, and economic climates that brought about the American Revolution.
SS.C.O.12.2.3	evaluate, take and defend the political, religious, or economic climate as the most powerful influence on a nation's decision to go to war.
SS.C.O.12.2.4	evaluate, take and defend a position which supports either the Renaissance, Reformation, Age of Enlightenment, or the classical eras of Greece and Rome as the most influential on the philosophies of the Founders as they created the U.S. government.
SS.C.O.12.2.5	examine and analyze the people, philosophies, events and documents that were contributing factors to the drafting of the Constitution of the United States.

SS.C.O.12.2.6	interpret and evaluate the Preamble of the Constitution of the United States and assess whether or not the objectives have been met.
SS.C.O.12.2.7	interpret and summarize each of the Seven Articles of the Constitution.
SS.C.O.12.2.8	evaluate, take and defend a position either on the Federalist or the Anti-Federalist papers and explain the ultimate resolutions and compromises that evolved from these. (Great Compromise, checks and balances, reserved powers.)
SS.C.O.12.2.9	analyze the Great Debate and evaluate its contribution to the Civil War.
SS.C.O.12.2.10	interpret the Amendments to the Constitution including the first ten (Bill of Rights) and apply each to the relevance of living in today's world.
SS.C.O.12.2.11	define the concept of freedom and explain, "for the common good."
SS.C.O.12.2.12	differentiate between the rights, privileges, responsibilities, and duties granted U.S. citizens under the Constitution of the United States and describe the role of citizens in a constitutional democracy.
SS.C.O.12.2.13	demonstrate an understanding of the purposes that constitutions serve, and the conditions that contribute to the establishment of the rule of law.
SS.C.O.12.2.14	explain and assess the development and evolution of documents that display the core democratic values of the United States government as impacted by the economic, social, and political climates during different time periods in American history.
SS.C.O.12.2.15	trace and examine the history of the Constitutional Amendments and laws grounded in those Amendments illustrating relevance to the students' own lives today and in the future.
SS.C.O.12.2.16	illustrate how limited government and rule of law protect individual rights under the Constitution.
SS.C.O.12.2.17	compare and contrast the roles and responsibilities of the local, state and national judicial systems.
SS.C.O.12.2.18	examine and compare Supreme Court cases and the Justices' interpretations of the Constitution, especially cases regarding the Bill of Rights. and apply knowledge to relevant situations occurring today.
SS.C.O.12.2.19	analyze the Bill of Rights (1 st Ten Amendments) and examine the conflicts that arise between individual freedom as opposed to the common good concerning economic and civic conditions in today's society. evaluate changes in these freedoms and summarize your conclusions.
SS.C.O.12.2.20	examine and defend the values, ideals and principles that are the foundation of U.S. constitutional government, and demonstrate evidence of their existence in contemporary governments worldwide.
SS.C.O.12.2.21	Differentiate between nations possessing a constitution and those with a constitutional government and

	correlate the Amendments of the U.S. Constitution as they evolved as evidence that the United States has a constitutional government.
SS.C.O.12.2.22	analyze how the Constitution defines and outlines a structure for the U.S. Federal System and how the Constitution provides checks and balances for a limited government.
SS.C.O.12.2.23	recognize the changes in responsibilities and powers of the three branches of federal government from the time of their inception through today and cite examples that illustrate the changes.
SS.C.O.12.2.24	examine the existing two-party system of the U.S. government and predict the impact of a 3 rd party on the political process.
SS.C.O.12.2.25	assess the influence of the media on public opinion and on the decisions of government officials.
SS.C.O.12.2.26	examine the impact of special interest groups on the shaping of public policy and relate similar influences to a current initiative.
SS.C.O.12.2.27	analyze the impact of freedom of speech and press in a democratic society and give examples of how these freedoms allow citizens to express their views, shape public policy and monitor government actions.
SS.C.O.12.2.28	assess the connections between campaign financing, the media and the electoral process. formulate a proposal for campaign reform and predict the outcome.
SS.C.O.12.2.29	identify the demographic factors that influence voter behavior and prepare a summary of your findings regarding citizen participation in the electoral process.
SS.C.O.12.2.30	identify “terrorist states” that house terrorist organizations and condone their activities. and recognize how policymakers worldwide are influenced by these states and their activities.
SS.C.O.12.2.31	examine environmental abuses worldwide and create solutions for the economic vs. environmental conflicts that prevail.
SS.C.O.12.2.32	identify and examine international treaties and other agreements concerning such issues as environmental protection, arms control, space exploration and trade. then formulate an opinion as to the agendas of those involved in each treaty. and formulate an opinion as to the agendas of those who refuse to participate in the treaties.
SS.C.O.12.2.33	analyze the interaction among nation states for problem solving and partnership building through both governmental and nongovernmental approaches.
SS.C.O.12.2.34	examine, debate and use intellectual and participatory skills essential for informed, effective, and responsible citizenship that enable individuals to learn and apply civic knowledge to work with others

	and clearly articulate ideas and interests to monitor and influence public policy, build coalitions, seek consensus, negotiate compromise, and manage conflict.
SS.C.O.12.2.35	develop civic dispositions (habits of the heart) that pervade all aspects of citizenship and personal traits of private and public character essential to the preservation and improvement of American constitutional democracy. Understand and explain that American constitutional democracy cannot accomplish its purposes unless its citizens actively participate in public policy and civic life.
Grade 12	Social Studies
Standard: 3	Personal Finance
	<p>Students will</p> <ul style="list-style-type: none"> • research applicable information (i.e. interest rates, costs, credit scores) and formulate plans to demonstrate informed decision-making as it is reflected in responsible financial decisions (as in major purchases, college funding, retirement planning, etc.).(Spending, Saving and Investing) • interpret the language and ideas of financial literacy (Vocabulary) • analyze the reasons people borrow money, compare the costs of credit versus cash, and summarize the effects of credit on personal finance and the global economy. (Credit) • explain financial risks and evaluate available consumer protection against financial loss. (Risk Management) • analyze how the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange, competition and trade-offs impact production and consumption worldwide. (Choices, Scarcity) • research, critique and evaluate the roles of private and public institutions in the economy (Financial Institutions) • examine and evaluate various economic systems and the interdependence of global economies. (Global Economic Systems)
SS.C.O.12.3.1	compile and prioritize lists of wants and needs and defend your decisions. analyze the opportunity costs when choosing between wants and needs.
SS.C.O.12.3.2	create a rubric to evaluate career choices as realistic factors influencing income and lifestyle
SS.C.O.12.3.3	differentiate between gross and net income and cite the factors affecting the difference
SS.C.O.12.3.4	<i>research the role of benefits packages, unions, and professional organizations.</i>
SS.C.O.12.3.5	calculate income and expenses and construct, analyze and monitor a personal budget.

SS.C.O.12.3.6	research the functions of banking services (checking, savings, ATM, check cards, debit cards, Certificates of Deposit, loans, investments, etc.) and point out positive and negative aspects.
SS.C.O.12.3.7	create a chart to compare interest rates on borrowed money and show the cost. choose the best option and defend your decision.
SS.C.O.12.3.8	explain the advantages and disadvantages of credit and discuss appropriate uses of credit.
SS.C.O.12.3.9	calculate and outline the hidden costs, and create a plan to reduce credit.
SS.C.O.12.3.10	critique the causes of bankruptcy and formulate alternative plans to avoid it.
SS.C.O.12.3.11	differentiate between saving and investing. construct a chart to identify investment options and formulate an investment plan to meet long and short term financial goals.
SS.C.O.12.3.12	explain identity theft, how to guard against it, and the consequences to the victim and to society.
SS.C.O.12.3.13	categorize types of insurance policies and analyze the costs and benefits
SS.C.O.12.3.14	identify, categorize and explain all types taxes, compare the different collection processes, and infer how taxation income and lifestyle both on a personal and global scale.
SS.C.O.12.3.15	compute personal income tax short form and complete simulated real estate and personal property tax forms
SS.C.O.12.3.16	differentiate between consumers and suppliers and research the rights, responsibilities and legal resources available to both.
SS.C.O.12.3.17	examine fraudulent practices. discuss and demonstrate informed consumer decision-making skills.
SS.C.O.12.3.18	evaluate an individual's need for investment, saving, spending, and insurance then design a long term plan to meet those needs throughout the life cycle.
Grade 12	Social Studies
Standard: 4	Geography
	<p>Students will</p> <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).

	<p>identify, explain and analyze how the earth is shaped by the movement of people and their activities (Human Systems).</p> <p>analyze the interaction of society with the environment (Environment and Society).</p> <p>explain geographic perspective and the tools and techniques available for geographic study (Uses of Geography).</p>
SS.G.O.12.4.1	<i>recognize the difference between political boundaries and cultural boundaries and analyze the problems caused by both.</i>
SS.G.O.12.4.2	debate the geopolitical implications of differing rates of women's suffrage on a global scale.
SS.G.O.12.4.3	map and analyze spatial data from public records and share results with the community.
SS.G.O.12.4.4	debate the negative and positive aspects of zoning and annexation. evaluate the proposed land uses in your community and anticipate the outcomes.
SS.G.O.12.4.5	conduct research using demographic data to recognize and evaluate a variety of global issues.
SS.G.O.12.4.6	evaluate and interpret the characteristics of migrants and the role of mental mapping in their destination decisions.
SS.G.O.12.4.7	examine the impact of sprawl (rural and urban) on society and the environment. (e.g., globalization of agriculture, energy dependency, water/soil, green houses emissions)
SS.G.O.12.4.8	analyze sustainable development in the lives of 21 st Century citizens.
SS.G.O.12.4.9	debate the roles of cultural diversity and assimilation in the More Developed Countries (MDC) versus those roles in Less Developed Countries (LDC)
SS.G.O.12.4.10	<i>recognize the difference between political states and nation-states.</i>
SS.G.O.12.4.11	compare the statistical measurements that differentiate LDCs from MDCs
SS.G.O.12.4.12	evaluate why development differs among countries and the causes and implications of these differences.
SS.G.O.12.4.13	evaluate the impacts of the movement of religion and language on the country of destination.
SS.G.O.12.4.14	evaluate the changing view of resource use on a local/global scale.
SS.G.O.12.4.15	point out the potential impacts of environmental change. (e.g. Changing areas of food production, shrinking human habitats, dense settlements)
SS.G.O.12.4.16	examine the role of special interest groups in defining ethical use of the environment and environmental protection.
SS.G.O.12.4.17	examine the reasons that may influence an industry's move from an MDC to an LDC. (e.g.,

	environmental regulations, government control, wages.)
SS.G.O.12.4.18	interpret and assess the indicators of a country's standard of living. (e.g., life expectancy, infant mortality rate, metal consumption, telephones, etc.)
Grade 12	Social Studies
Standard: 3	Economics
SS.E.S.3	<p>Students will</p> <ul style="list-style-type: none"> • analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices). • research, critique and evaluate the roles of private and public institutions in the economy (Institutions). • compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). • 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.E.O.12.3.1	explain and give examples showing how scarcity of goods and services forces people to make choices about needs and wants.
SS.E.O.12.3.2	analyze how the scarcity of natural, technological, capital, and human resources requires economic systems to make choices about the distribution of goods and services.
SS.E.O.12.3.3	explain the role supply and demand, prices, incentives and profits play in determining what is produced and distributed in a free enterprise system.
SS.E.O.12.3.4	explain and give examples of opportunity costs (trade-offs) and scarcity, and analyze how these concepts are the basis of other concepts in economics.
SS.E.O.12.3.5	compare and contrast examples of private and public goods and services.
SS.E.O.12.3.6	evaluate the costs and benefits of allocating goods and services through public and private means.
SS.E.O.12.3.7	describe and compare relationships among economic institutions (e.g., households, businesses, banks, government agencies and labor unions).
SS.E.O.12.3.8	explain how specialization and division of labor in economic systems increase productivity.

SS.E.O.12.3.9	describe the role of money and other forms of exchange in the economic process.
SS.E.O.12.3.10	compare and analyze how values and beliefs influence economic decisions in different economic systems.
SS.E.O.12.3.11	evaluate economic systems according to how laws, rules and procedures deal with demand, supply and prices.
SS.E.O.12.3.12	evaluate historical and current social developments and issues from an economic perspective.
SS.E.O.12.3.13	explain historical and current developments and issues in local, national and global contexts from an economic perspective.
SS.E.O.12.3.14	define inflation and explain its effects on economic systems.
SS.E.O.12.3.15	define and analyze the use of fiscal and monetary policy in the national economic system.
SS.E.O.12.3.16	explain the process of international trade from an economic perspective.
SS.E.O.12.3.17	analyze and evaluate growth and stability in different economic systems.
SS.E.O.12.3.18	analyze a public issue from an economic perspective and propose a socially desirable solution.
SS.E.O.12.3.19	evaluate the role of the factors of production in a market economy.
SS.E.O.12.3.20	compare, contrast and evaluate different types of economies (traditional, command, market, mixed).
SS.E.O.12.3.21	explain how and why people who start new businesses take risks to provide goods and services.
SS.E.O.12.3.22	identify, define and explain basic economic concepts (e.g., opportunity costs, scarcity, supply, demand, production, exchange, and consumption. labor, wages, and capital. inflation and deflation. market economy and command economy. public and private goods and services).
SS.E.O.12.3.23	describe and explain the role of money, banking, savings and budgeting in everyday life.
SS.E.O.12.3.24	distinguish between private goods and services (e.g., the family car or a local restaurant) and public goods and services (e.g., the interstate highway system or the United States Postal Service).
SS.E.O.12.3.25	compare and contrast how values and beliefs, such as economic freedom, economic efficiency, equity, full employment, price stability, security and growth influence decisions in different economic situations.
SS.E.O.12.3.26	explain the basic characteristics of international trade, including absolute and comparative advantage, barriers to trade, exchange rates, and balance of trade.
SS.E.O.12.3.27	describe and explain global economic interdependence and competition, using examples to illustrate their influence on national and international policies.
SS.E.O.12.3.28	evaluate long term and short term cost in relationship to long and short-term benefits.

SS.E.O.12.3.29	identify different economic goals and the tradeoffs that must be made between economic and social goals.
SS.E.O.12.3.30	describe the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment and price levels.
SS.E.O.12.3.31	explain the basic principles of the U.S. free enterprise system (e.g., opportunity costs, scarcity, profit motive, voluntary exchange, private property rights, and competition).
SS.E.O.12.3.32	explain the characteristics, advantages and disadvantages of sole proprietorships, partnerships and corporations.
SS.E.O.12.3.33	describe characteristics and give examples of pure competition, monopolistic competition and oligopolistic competition.
SS.E.O.12.3.34	analyze the factors involved in the process of acquiring consumer goods and services including credit, interest and insurance.
Grade 12	Social Studies
Standard: 4	Geography
SS.G.S.4	<p>Students will</p> <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.G.O.12.4.1	acquire geographic information and classify it using the six essential elements of geography: the world in spatial terms, places and regions, physical systems, human systems, environment and society,

	and uses of geography.
SS.G.O.12.4.2	use maps, charts and graphs to analyze the world, to account for consequences of human/environment interaction, and to depict the geographic implications of world events.
SS.G.O.12.4.3	explain components of the Earth's physical systems and the interrelationships between them, and describe the ways in which Earth's physical processes are dynamic and interactive.
SS.G.O.12.4.4	explain how physical and human processes shape places and regions.
SS.G.O.12.4.5	identify human and physical changes in places and regions, and explain the factors that contribute to those changes.
SS.G.O.12.4.6	analyze and explain the interdependence and linkages between places and regions.
SS.G.O.12.4.7	identify the world's physical and cultural regions, the criteria used to define them, the political and historical characteristics of the regions, and analyze the interdependence of regions in regard to trade, services, migration, and cultural values.
SS.G.O.12.4.8	analyze populations with regard to life expectancy, infant mortality rates, population pyramids, migration, birth rates and death rates.
SS.G.O.12.4.9	evaluate the impact of human migration on physical and human systems (e.g., demand for housing, schools, water supply, sewer systems, welfare systems, political systems and food production).
SS.G.O.12.4.10	analyze growth, decline, and development of cities over time.
SS.G.O.12.4.11	explain the impact of the global economic community from the standpoint of power, cooperation and conflict, and discuss the important of control of Earth's surface and resources.
SS.G.O.12.4.12	discuss global geographical situations (economic, social, and political) and their implications (e.g., global warming, endangered species, terrorism, air pollution, habitat destruction, floods, resource distribution).
SS.G.O.12.4.13	analyze the role of physical and human geographic factors on economic patterns.
SS.G.O.12.4.14	explain world patterns of resource distribution and sustainability of these resources.
SS.G.O.12.4.15	discuss societal impacts on the environment and the affects of environment on societies.
SS.G.O.12.4.16	analyze on-going convergence and divergence of regional cultures in a global society (e.g., getting stronger, maintaining, or getting weaker).
SS.G.O.12.4.17	analyze the influence of geographical features on the evolution of significant historic events and movements.
SS.G.O.12.4.18	analyze the impact of technology on environments and societies over time and space.

SS.G.O.12.4.19	analyze connections between physical geography and isolation from the world community, which result in culture and geo-political instability (e.g., Afghanistan, Philippines, Somalia and the former Yugoslavia).
SS.G.O.12.4.20	identify causes and draw conclusions about landless cultures (e.g., Kurds, Basques, Palestinians, Jews, Northern Irish) and their desires for an independent homeland.
SS.G.O.12.4.21	<i>acquire and organize geographic information</i> (e.g., by reading and writing, using the Internet, studying maps, graphs, timelines, spreadsheets, climographs and cartograms).
SS.G.O.12.4.22	organize and analyze geographic information to answer geographic questions.