

**Policy 2520.4, West Virginia College- and Career-Readiness Standards for Social Studies
Executive Summary**

- 7.11 is now 7.10- rephrased to reflect new 5 themes of geography standard.
- Deleted- SS.7.7- this was added to SS.7.20-therefore, the numbering changes with a new SS.7.7.
- Deleted- SS.7.19 -Moved to 9th grade.
- New geography standards added: SS.7.16-7.20
- 9th grade World Studies
 - Introductory paragraph rephrased.
 - Deleted SS.W.16 and SS.W.17- therefore, the numbering changes with a new SS.W.16.
- 11th grade Contemporary Studies
 - Removed CS.14- this is a new 7th grade geography standard. This resulted in a numbering change.
 - Removed CS.17- New 7th grade geography standard.
- Geography
 - Removed examples- SS.G.7, SS.G.12, SS.G.15, SS.G.19, SS.G.20.
- Psychology
 - SS. P.7- 1st bullet- added 'including the brain.'
 - SS.P.15- Added: Methods and issues in life span development: Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development. Added bullets: 1. Explain issues of continuity/discontinuity and stability/change. 2. Distinguish methods used to study development. 3. Describe the role of sensitive and critical periods in development.
 - SS.P.16- Added: Methods and issues in life span development: Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development. Added -Explain issues of continuity/discontinuity and stability.
- Civics
 - Added the following:
 - SS.C.23- 1st amendment
 - SS.C.24-4th, 5th, 6th, 8th amendments
 - SS.C.25-14th amendment
 - Removed C.26. This resulted in a numbering change.
 - Personal Finance changes- Personal finance will become a stand-alone course with the 2024-25 freshman cohort.

Impact: These revisions will improve clarity regarding the social studies content students need to master in kindergarten through twelfth grade to become college- and career-ready critical thinkers and problem solvers. Revisions also provide the opportunity for students to work both independently and collaboratively as they engage in informed inquiry in social studies.

Action:

- Release for 45-day public comment.
- Approve by WVBE with effective date of July 1, 2025.

Response to Comments: Comments received during the comment period resulted in multiple changes to the policy (see Attachment I-1). Multiple minor edits were made for clarity.

**Policy 2520.4, West Virginia College- and Career-Readiness Standards for Social Studies
Executive Summary**

Comments were received from the following groups.

- 21 Teachers
- 3 Administrators (including principals and county staff)
- 7 Higher Educators
Parents/Grandparents
- 17 Others

**Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
List of Stakeholders**

West Virginia Department of Education

External Stakeholders

- Wendy Adams, Teacher, McDowell County Schools
- Brian Allman, Teacher, Upshur County Schools
- Adena Barnette-Miller, Teacher, Jackson County Schools
- Luke Bendick, Professor, Glenville State University
- Jackie Beverlin, Chief Instructional Leader, Mineral County Schools
- Tonji Bowen, Chief Instructional Leader, Wayne County Schools
- Stephanie Bragg, Teacher, Mercer County
- Nancy Brogan, Teacher, Clay County Schools
- Kelly Bryant, Chief Instructional Leader, Logan County Schools
- Robin Chancey, Teacher, Jackson County Schools
- Cecily Coon, Teacher, Fayette County Schools
- Melissa Cordle, Teacher, McDowell County Schools
- Joseph Cottrell, Teacher, Calhoun County Schools
- Christy Dean, Teacher, Upshur County Schools
- Corena Dolan, Teacher, Roane County Schools
- Stephanie Duffy-Zimmer, Chief Instructional Leader, Brooke County Schools
- Wendy Edwards, Teacher, Logan County Schools
- Joshua Gary, Teacher, Marshall County Schools
- Debra Gates, Teacher, Morgan County Schools
- Kristi Gibbs, Teacher, Wayne County Schools
- Elizabeth Golden, Chief Instructional Leader, Morgan County Schools
- Kirsten Hanshaw, Teacher, Clay County Schools
- Corey Hatfield, Teacher, Mingo County Schools
- Vickie Hensley, Teacher, Kanawha County Schools
- Chelsea Hessler, Teacher, Morgan County Schools
- Tamber Hodges, Chief Instructional Leader, Raleigh County Schools
- Christy Horne, Chief Instructional Leader, Harrison County Schools
- Dancey Howes, Teacher, Webster County Schools
- Rebecca Huber, Principal, Morgan County Schools
- Matt Kelly, Teacher, Monongalia County Schools
- Kyle Kent, Teacher, Fayette County Schools
- Karen Klamut, Chief Instructional Leader, Marshall County Schools
- Pamela Knight, Chief Instructional Leader, Harrison County Schools
- Bretta Kuhn, Teacher, Boone County Schools
- Myriah Miller, Teacher, Mineral County Schools
- Greg Mills, Teacher, Monroe County Schools
- Kara Mitchell, Chief Instructional Leader, Wyoming County Schools
- Janessa Noel, Teacher, Putnam County Schools
- Beth Otto, Teacher, Berkeley County Schools
- David Parsons, Teacher, Marshall County Schools
- Shanah Perrone, Teacher, Brooke County Schools
- Daric Piraino, Teacher, Mineral County Schools

Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
List of Stakeholders

- Anthony Ponton, Chief Instructional Leader, Berkeley County Schools
- John Quesenberry, Teacher, Raleigh County Schools
- Hannah Reger, Teacher, WVSDT
- Joey Riffe, Teacher, Mercer County Schools
- Leisa Sammons, Chief Instructional Leader, Mingo County Schools
- Lindsay Shade, Teacher, Berkeley County Schools
- George Sumner, Chief Instructional Leader, Fayette County Schools
- Stacey Swartzmiller, Teacher, Hancock County Schools
- Sherman Taylor, Teacher, Pocahontas County Schools
- Melissa Teeters, Chief Instructional Leader, Logan County Schools
- Nicole Tetrick, Teacher, Berkeley County Schools
- Robert Thompson, Teacher, Wayne County Schools
- Becky Vanderham, Teacher, Hancock County Schools
- Amanda Vaughn, Teacher, Cabell County Schools
- Kari Vicars, Principal, Raleigh County Schools
- Cherri West, Chief Instructional Leader, Gilmer County Schools
- Cynthia White, Teacher, WVSDT
- Scott White, Teacher, Cabell County Schools
- Jimmy Willis, Delegate, WV House of Delegates
- Valerie Wolford, Teacher, Mason County Schools
- Jocelyn Woods, Teacher, WVSDT
- Richard Zukowski, Teacher, Taylor County Schools

Internal Stakeholders

- Jonah Adkins, Director, School Safety
- Tanya Baldwin, Coordinator, PK-12 Academic Support
- Gloria Burdette, Coordinator, Student Enrichment
- Susie Garrison, Coordinator, PK-12 Academic Support
- Erika Klose, Director, PK-12 Academic Support
- Derek Lambert, Manager, PK-12 Academic Support
- Dustin Lambert, Coordinator, Student Enrichment
- Keisha Thompson, Coordinator, PK-12 Academic Support
- Sarah Wamsley, Coordinator, CTE
- Joey Wiseman, Director, Student Enrichment

126CSR44D

**TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION**

**SERIES 44D
WEST VIRGINIA COLLEGE- AND CAREER-READINESS STANDARDS FOR SOCIAL STUDIES (2520.4)**

§126-44D-1. General.

1.1. Scope. -- W. Va. 126CSR42, Policy 2510, Assuring the Quality of Education: Regulations for Education Programs (Policy 2510), provides a definition of a delivery system, and an assessment and accountability system for, a thorough and efficient education for West Virginia public school students. Policy 2520.4 defines the content standards for Social Studies as required by Policy 2510.

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

1.3. Filing Date. -- .

1.4. Effective Date. -- July 1, 2025.

1.5. Repeal of Former Rule. -- This legislative rule amends W. Va. 126CSR44D, Policy 2520.4. West Virginia College- and Career-Readiness Standards for Social Studies, filed June 9, 2016, and effective July 11, 2016.

§126-44D-2. Purpose.

2.1. This policy defines the content standards for the programs of study required by Policy 2510 in Social Studies.

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

3.1. A copy of the West Virginia College- and Career-Readiness Standards for Social Studies is attached and incorporated by reference into this policy. Copies may be obtained from the Office of the Secretary of State and from the West Virginia Department of Education.

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

4.1. The West Virginia Board of Education has the responsibility of establishing high quality education standards for all education programs (W. Va. Code §18-9A-22). The content standards provide a focus for teachers to teach and students to learn those skills and competencies essential for future success in the workplace and further education. The document includes content standards that reflect a rigorous and challenging curriculum for Social Studies.

§126-44D-5. Severability.

5.1. If any provision of this rule or the application thereof to any person or circumstance is held invalid, such invalidity shall not affect other provisions or applications of this rule.

Introduction

West Virginia's College- and Career-Readiness Standards have been developed with the goal of preparing students for a wide range of high-quality, post-secondary opportunities. Specifically, college- and career-readiness refers to the knowledge, skills, and dispositions needed to be successful in higher education and/or training that lead to gainful employment. The West Virginia College- and Career-Readiness Standards establish a set of knowledge and skills that all individuals need to transition into higher education or the workplace, as both realms share many expectations. All students throughout their educational experience should develop a full understanding of the career opportunities available, the education necessary to be successful in their chosen pathway, and a plan to attain their goals.

West Virginia's College- and Career-Readiness Standards for Social Studies promote proficiency in civics, economics, geography, and history. Students will develop problem solving and critical thinking skills independently and collaboratively as they engage in informed inquiry in social studies. College- and career-readiness is supported in social studies as students acquire and further develop their abilities to be critical consumers of what they read or hear and informed sources when they write or speak.

The overarching goal was to build a rigorous, relevant, challenging and developmentally appropriate set of social studies standards that prepare students for college- and career-readiness. West Virginia educators played a key role in shaping the content standards to align with the best practices in the field of social studies education. The contributions of these professionals were critical in creating a policy that is meaningful to classroom teachers and appears in a format that can easily be used and understood.

Explanation of Terms

Standards are the expectations for what students should know, understand, and be able to do; standards represent educational goals.

Numbering of Standards

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

- the content area code (e.g., SS for Social Studies),
- the grade level or high school content area, and
- the standard.

Illustration: SS.3.1 refers to Social Studies, grade 3, standard 1. SS.W.20 refers to high school World Studies standard 20.

Abbreviations:

W – World Studies

US – United States Studies

USC – United States Studies – Comprehensive

CS – Contemporary Studies

C – Civics

E – Economics

G – Geography

S – Sociology

P – Psychology

The following four areas of social studies form all the courses in grades K-8 and the majority of the high school courses that are not content specific (e.g., geography and economics).

Civics

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

Economics

Economics analyzes the production, allocation, distribution, and use of resources. The economic principles include an understanding of scarcity and choice, productivity, markets and prices, supply and demand,

competition, role of government, international trade factors, and consumer decisions in a global economy. Understanding economic principles, whole economies, and the interactions between different types of economies helps students comprehend the exchange of information, capital, and products across the globe. Learners investigate economic principles and their application to historical situations. Learners will work cooperatively and individually to analyze how basic economic principles affect their daily lives. Students become financially responsible by examining the consequences of and practicing personal financial decision-making.

Geography

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

History

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

College- and Career-Readiness Indicators for Social Studies

The grades K-12 standards on the following pages define what students should know, understand, and be able to do by the end of each grade. They correspond to the College- and Career-Readiness Indicators for Social Studies by grade band (K-2, 3-5, 6-8, and 9-12). The College- and Career-Readiness Indicators and grade-specific standards are necessary complements - the former providing broad standards, the latter providing additional specificity - that together define the skills and understandings that all students must demonstrate.

Integration of Literacy in Social Studies

Literacy strategies and skills are applied as students acquire information and communicate their learning and understanding of social studies. Integration of literacy in social studies is critical for student success. It is essential that literacy strategy and skill instruction be purposefully and appropriately planned and embedded within social studies instruction.

Social Studies Indicators Kindergarten – Grade 2

All West Virginia teachers are responsible for classroom instruction that integrates content standards, foundational skills, literacy, learning skills and technology tools. Students in kindergarten through grade two will advance through a developmentally-appropriate progression of standards. The following chart represents the components of social studies that will be developed in grades K-2.

K-2 Social Studies Indicators	
<ul style="list-style-type: none"> • Develop questions through investigations. • Apply disciplinary concepts and tools. • Evaluate sources and use evidence. • Communicate conclusions and take informed action. 	
Civics	Economics
<ul style="list-style-type: none"> • Describe the roles and responsibilities of people in authority. • Explain what roles people play in a community. • Explain the need for rules in various settings inside and outside of school. • Describe democratic principles such as equality, fairness, and respect. • Explain how people can work together to make decisions. • Describe how people try to improve their communities. 	<ul style="list-style-type: none"> • Describe the goods and services that people in the local community produce and those that are produced in other communities. • Explain how people earn income. • Describe the roles banks play. • Explain why people save money. • Describe examples of goods and services. • Describe why people in one place trade goods and services with people in other places.
Geography	History
<ul style="list-style-type: none"> • Construct maps, graphs, and other representations of familiar places. • Use maps, graphs, photographs, and other representations to describe places. • Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places. • Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region. • Describe the connections between the physical environment of a place and the economic activities found there. 	<ul style="list-style-type: none"> • Create a chronological sequence of multiple events. • Generate questions about individuals and groups who have shaped a significant historical change. • Compare the past to the present. • Explain how historical sources can be used to study the past. • Generate questions about a historic event or development.

Kindergarten Standards

Kindergarten Social Studies is an introduction to broad topics connected to the lives of young children. Students will explore the sphere of their experiences within their local community and begin an identification of their place in West Virginia. They will begin developing a view of themselves as collaborative, responsible citizens in the democratic society to which they belong. Through the active investigation of their community, students will develop an understanding of how people interact with their physical environment and each other to meet their basic needs. As this sense of location matures,

126CSR44D

students will explore the past through collaboration and research.

Civics	
SS.K.1	Develop an understanding of citizenship and patriotism through a variety of experiences (e.g., appropriate behavior, sharing, taking turns, volunteering, being honest, and demonstrating responsibility for materials and personal belongings).
SS.K.2	Participate in role play to resolve disputes, and demonstrate tolerance and acceptance of others and their ideas.
SS.K.3	Investigate the need for rules in their environment, create a set of classroom rules, and explore the consequences for not following the rules.
SS.K.4	Investigate the leadership roles within their families, classrooms, and schools, and demonstrate their understanding through activities such as role play and classroom jobs.

Economics	
SS.K.5	Investigate occupations within the school and local community.
SS.K.6	Discover the basic needs of people (e.g., shelter, food, clothing, etc.) and give examples of each.
SS.K.7	Investigate the exchange of goods and services (e.g., money, bartering, trading, etc.).
SS.K.8	Distinguish between wants and needs.

Geography	
SS.K.9	Construct a simple map of a familiar area (e.g., classroom, school, home, etc.).
SS.K.10	Identify the difference between bodies of water and land masses on maps and globes, and demonstrate directions (e.g., left/right, up/down, near/far, and above/under).
SS.K.11	Compare and contrast the ways humans adapt based on seasons and weather.
SS.K.12	Explore similarities and differences of life in the city (urban) and the country (rural).
SS.K.13	Investigate the need for symbols in daily life (e.g., exit, stop sign, bathroom signs, school zone, stop light, etc.).

History	
SS.K.14	Illustrate personal history (e.g., first and last name, birthday, age, guardian's name, etc.).
SS.K.15	Explore the history of the school and give examples of significant school sites and people (e.g., principals, secretaries, teachers, custodians, etc.).
SS.K.16	Investigate the past and explore the differences in other people, times, and cultures through stories of people, heroes, pictures, songs, holidays, customs, traditions, or legends.
SS.K.17	Explore time, places, people, and events in relationship to the student's own life (e.g., pictures, stories, etc.).

WV History	
SS.K.18	Explore state symbols, celebrations, holidays, and prominent West Virginians.
SS.K.19	Identify the shape of West Virginia.
SS.K.20	Track the weather to illustrate West Virginia's climate.
SS.K.21	Recognize local communities.
SS.K.22	Explore past and present lifestyles of West Virginians.

First Grade Standards

First Grade Social Studies will allow students the opportunity to further explore their growing definition of citizenship. Identifying and applying the concept of civic responsibility to a real-world problem will afford students the opportunity to practice collaboration, tolerance, and patriotism. Simulations of the exchange of goods and services will develop an understanding of the occupations and basic resources of their community. Furthering the identification of their place in the world, students will explore maps, globes and physical models of West Virginia and the nation. Utilizing authentic sources, they will examine the evolution of families and communities over time.

Civics	
SS.1.1	Model patriotism, cooperation, tolerance, and respect for others within the school and community.
SS.1.2	Create scenarios and role play reflecting the use of rules and laws, their consequences, and their value within the school and community.
SS.1.3	Investigate the symbols, icons, and traditions of the United States that provide a sense of community (e.g., Labor Day, Veterans Day, Memorial Day, Pledge of Allegiance, patriotic songs, landmarks, art, and literature that demonstrate community traditions, etc.).
SS.1.4	Explore the process of how leaders are selected and how they influence decisions made in the school and community.
SS.1.5	Collaborate to identify a community need, propose a variety of solutions, and investigate how individuals could participate to solve the problem.

Economics	
SS.1.6	Compare and contrast occupations within the community.
SS.1.7	Distinguish between personal needs and wants and the consequences of personal choices.
SS.1.8	Demonstrate the exchange of goods and services.
SS.1.9	Explain how individuals and families earn, spend, and save money.

Geography	
SS.1.10	Reflect an understanding of cardinal directions, map symbols in a legend, geographic landforms (e.g., mountains, lakes, rivers), and location by interpreting simple maps.
SS.1.11	Describe how climate and location affect the way people live, work, and play.
SS.1.12	Explore natural resources and give examples of their uses.
SS.1.13	Sequence the seasons of the year, months, and days of the week.
SS.1.14	Utilize appropriate maps, globes, and geographic information systems.
SS.1.15	Locate and identify the following on a map: <ul style="list-style-type: none"> • West Virginia. • United States. • Geographic features (e.g., mountains, bodies of water, etc.).

History	
SS.1.16	Investigate ways communities change throughout history using primary source documents and oral accounts.
SS.1.17	Examine cultural contributions of families through the use of literature, primary source documents, and oral accounts.

126CSR44D

SS.1.18	Explore the history of the community and give examples of locally significant sites and people.
SS.1.19	Illustrate a personal history through a chronological sequence of events.

WV History	
SS.1.20	Recognize and recite the state motto.
SS.1.21	Investigate the common occupations of people in West Virginia.
SS.1.22	Locate student's hometown and county on a West Virginia map.
SS.1.23	Describe the cultural life of West Virginia as reflected in games, toys, and various art forms.

Second Grade Standards

Second Grade Social Studies will begin applying the foundational concepts of citizenship and community to the broader view of our nation. Through rich opportunities for engagement, students will begin to think deeply about the citizen's role in American government and society. They will be asked to investigate, examine, and draw conclusions regarding exchange and choice in the economy. Students will become more independent in using geographic information systems and applying them to real-world situations relating to West Virginia and the United States. Documents, oral accounts, and various forms of literature will be used to create timelines and projects illustrating the contributions of individuals and groups, both past and present, to our society.

Civics	
SS.2.1	Analyze examples of the fairness of rules and laws and evaluate their consequences.
SS.2.2	Illustrate the levels of government (local, state, and national) and actively discuss the responsibilities of each level and the characteristics of effective leadership.
SS.2.3	Create a product (e.g., play, multimedia, or poster) to demonstrate an understanding of the diversity in American culture.
SS.2.4	Give examples of symbols, icons, and traditions of the United States, recite the Pledge of Allegiance, and participate in national patriotic celebrations (e.g., July 4 th , Constitution Day, Martin Luther King Day, Presidents Day, and Flag Day) and community service projects.

Economics	
SS.2.5	Investigate various occupations and career opportunities and how they have changed within the state and nation.
SS.2.6	Consider and categorize needs and wants in a graph, chart, or table to evaluate consequences of one choice over another.
SS.2.7	Design a system that reflects the understanding of the exchange of goods and services (e.g., trading cards and classroom store).
SS.2.8	Explain the role of banks in saving for future purchases and create a graph reflecting savings over time.

Geography	
SS.2.9	Utilize a legend, compass rose, and cardinal directions to identify locations and geographic features in the United States.
SS.2.10	Identify the continents and oceans on a map and globe.
SS.2.11	Analyze how climate, location, and/or physical surroundings have caused changes in the

126CSR44D

	community and state over time.
SS.2.12	Classify examples of natural resources and how people use them.
SS.2.13	Identify the characteristics and purposes of maps, globes, geographic information systems, and other geographic tools.

History	
SS.2.14	Demonstrate an understanding of interactions among individuals, families, and communities by creating a timeline using documents and oral accounts to investigate ways communities and generations of families change.
SS.2.15	Identify cultural contributions and differences made by people from the various regions in the United States using literature, documents, and oral accounts.
SS.2.16	Explore the impact historic figures have had upon our society.

WV History	
SS.2.17	Investigate state symbols, celebrations, holidays, famous West Virginians, and identify the governor of West Virginia.
SS.2.18	Locate and show examples of the natural resources and geographic features of West Virginia on a map.
SS.2.19	Locate the student's home county, surrounding counties, the state capital, and states that border West Virginia on a map.
SS.2.20	Examine the cultural life of West Virginians through storytelling and various art forms (e.g., songs, instruments, artwork, photographs, etc.).
SS.2.21	Compare and contrast past and present lifestyles of West Virginians.

Social Studies Indicators Grades 3 – 5

All West Virginia teachers are responsible for classroom instruction that integrates content standards, foundational skills, literacy, learning skills, and technology tools. Students in grades three through five will advance through a developmentally-appropriate progression of standards. The following chart represents the components of social studies that will be developed in grades 3-5.

3-5 Social Studies Indicators	
<ul style="list-style-type: none"> • Develop questions through investigations. • Apply disciplinary concepts and tools. • Evaluate sources and use evidence. • Communicate conclusions and take informed action. 	
Civics	Economics
<ul style="list-style-type: none"> • Distinguish the responsibilities and powers of government officials at various levels and branches of government and in different times and places. • Examine the origins and purposes of rules, laws, and key United States constitutional provisions. • Explain the origins, functions, and structure of different systems of government, including those created by the United States and state constitutions. • Describe ways in which people benefit from working together, including government, workplaces, voluntary organizations, and families. • Identify core civic virtues and democratic principles that guide government, society, and communities. • Explain how rules and laws change society and how people change rules and laws. 	<ul style="list-style-type: none"> • Compare the benefits and costs of individual choice. • Describe the role of financial institutions in an economy. • Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services. • Explain how profits influence sellers in markets. • Describe ways people can increase productivity by using improved capital goods and improving their human capital. • Explain how trade leads to increasing economic interdependence among nations. • Explain the effects of increasing economic interdependence on different groups within participating nations.
Geography	History
<ul style="list-style-type: none"> • Construct maps, graphs, and other representations of both familiar and unfamiliar places. • Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics. • Explain how culture influences the way people modify and adapt to their environments. • Describe how environmental and cultural characteristics influence population distribution in specific places or regions. 	<ul style="list-style-type: none"> • Create and use a chronological sequence of related events to compare developments that happened at the same time. • Compare life in a specific historical time period to life today. • Explain why individuals and groups during the same historical period differed in their perspectives. • Use information about historical sources, including the creator, date, place or origin, intended audience, and purpose, to judge the extent to which the sources are useful for studying a particular topic.

<ul style="list-style-type: none"> • Explain how environmental and cultural characteristics affect the distribution and movement of people, goods, and ideas. • Explain why environmental characteristics vary among different world regions. 	<ul style="list-style-type: none"> • Explain probable causes and effects of events and developments. • Use evidence to develop a claim about the past.
---	--

Third Grade Standards

Third Grade Social Studies presents a study of the broader community and introduces the state, nation and world. There is an emphasis on geography, mapping skills, and interpreting charts and graphs. Students explain changes due to technology, human interaction with the environment and the movement of people in the context of Native American settlement and world exploration. Students practice citizenship and democratic values in the community and study the necessity of government, as well as the various levels of government in both West Virginia and the nation. Students will conduct research, formulate responses and present their findings on these topics. The basic economic concepts of scarcity, supply and demand, marketing, and budgeting within the context of the community will be introduced.

Civics	
SS.3.1	Identify and explain the following commonly-held American democratic values, principles, and beliefs: <ul style="list-style-type: none"> • Diversity. • Rule of law. • Family values. • Community service. • Justice. • Liberty.
SS.3.2	Determine the need for government and compare and contrast the following forms: tribal, monarchy, constitutional republic, and democracy.
SS.3.3	Investigate significant cultural contributions of various groups creating the United States of America's multicultural society.
SS.3.4	Examine historical conflicts and their resolutions during the pre-colonial time period.
SS.3.5	Examine how rights and responsibilities of citizens are reflected in patriotic symbols, songs, and holidays of the United States (e.g., the meaning of our flag's colors, the Pledge of Allegiance and the meaning of the words, the National Anthem, Veterans Day, and Memorial Day).
SS.3.6	Participate in a local service project to discover the importance of working together and how participation leads to improvement in the lives of individuals, as well as communities.

Economics	
SS.3.7	Study bank services including checking accounts, savings accounts, and borrowing, and create a mock budget.
SS.3.8	Construct and interpret graphs that illustrate the basic concept of the exchange of goods and services as related to supply and demand and show the impact of scarcity of resources.
SS.3.9	Sequence the path of a product from the raw material to the final product.
SS.3.10	Use charts, maps, and other data sources to correlate occupations with the economy and the available resources of a region (e.g., West Virginia has coal mining; Pennsylvania

126CSR44D

	has steel mills; etc.).
SS.3.11	Explore SMART529, West Virginia’s Education Savings Solution program and other college saving plans.

Geography	
SS.3.12	Use geographic information systems to compare and contrast various types of maps (e.g., climate, resource, physical, political, road, etc.).
SS.3.13	Distinguish between a continent, country, state, and capital.
SS.3.14	Label maps to demonstrate knowledge of map skills (e.g., label cardinal directions, intermediate directions, borders, continents, oceans, Equator, Tropic of Cancer, Tropic of Capricorn, North Pole, South Pole, and Prime Meridian).
SS.3.15	Explain the reason time zones were developed, identify the time zones of North America, and calculate the variance in time from one zone to another.
SS.3.16	Use a map scale to determine the distance between two given points.
SS.3.17	Recognize, define, and illustrate world geographic features (e.g., peninsulas, islands, mountains, canyons, plateaus, mesas, harbors, gulfs, rivers, deserts, forests, valleys, and plains).
SS.3.18	Compare and contrast regions of the United States in regard to plant and animal life, landforms, climate, and human interactions with the environment.
SS.3.19	Create a legend to identify the path of major explorers and chart those journeys on a world map (e.g., Marco Polo, Christopher Columbus, John Cabot, Hernando Cortes, and Sir Walter Raleigh).

History	
SS.3.20	<p>Examine the settlement of North America by Native Americans.</p> <ul style="list-style-type: none"> • Illustrate the spread of the Native American population into the various regions of North America. • Determine settlement patterns based on natural resources. • Explain how Native American groups adapted to geographic factors of a given region. • Compare and contrast the cultures of the different Native American groups (e.g., source of food, clothing, shelter, and products used). • Make historical inferences by analyzing artifacts and illustrations. • Analyze the Native American interactions with others (e.g., other Native American groups, explorers, and settlers).
SS.3.21	<p>Determine the causes and effects of European exploration.</p> <ul style="list-style-type: none"> • Chronologically organize major explorers and determine the reasons for their journeys (e.g., Marco Polo, Amerigo Vespucci, Christopher Columbus, John Cabot, Hernando Cortes, Balboa, Ponce de Leon, Sir Walter Raleigh, etc.). • Investigate the motives for exploration by the various European nations (e.g., England, Spain, France, Portugal, etc.). • Determine the information the explorers gained from their journeys. • Explain the impact of the explorers’ travels on Native Americans and the world.

WV History	
SS.3.22	Identify the four physical geographic regions of West Virginia, the major communities, and the natural resources found within each region.

SS.3.23	Investigate the nine tourist regions of West Virginia and identify the counties in each region.
---------	---

Fourth Grade Standards

Fourth Grade Social Studies is an introduction to the growth of the United States from colonization through the American Revolution to Westward Expansion prior to 1854. Students will analyze the assimilation of various colonial groups, development of improved technology, and major historical figures and events. The physical features of the United States and West Virginia and the impact of the settlers on the environment will be investigated. Students will be introduced to democratic beliefs expressed in founding documents, good citizenship, and individual rights. Students are expected to investigate the three branches of government and participate in a school or community project. Fourth graders will be introduced to economic concepts and factors that impact consumer choices. They will investigate jobs needed in the future based on the concept of supply and demand.

Civics	
SS.4.1	Identify, explain, and critique commonly held American democratic values, principles, and beliefs (e.g., diversity, family values, community service, justice, liberty, etc.) through established documents (e.g., <i>Declaration of Independence</i> , <i>U.S. Constitution</i> , <i>Bill of Rights</i> , etc.).
SS.4.2	Compare and contrast the powers of each branch of government and identify the responsibilities and rights of United States citizens.
SS.4.3	Explore the concepts of rule of law to create a visual or oral presentation of how these concepts protect individual rights and the common good.
SS.4.4	Demonstrate patriotism by creating and implementing school/community service projects (e.g., litter cleanup, fundraisers for community groups, participation in community holiday parades, celebrations, services, etc.).

Economics	
SS.4.5	Investigate and recognize people as consumers and producers of goods, as well as the effects of competition and supply-demand on prices through projects (e.g., developing budgets or products in simulated situations, etc.).
SS.4.6	Determine jobs that are needed according to supply and demand on a national level.
SS.4.7	Research and examine how slavery and indentured servitude influenced the early economy of the United States by constructing graphics (e.g., charts, graphs, tables, and grids, etc.) displaying the effect of having slaves and indentured servants.

Geography	
SS.4.8	Describe and locate examples of the major physical features of the United States (e.g., bodies of water, mountains, rivers, grasslands, oases, etc.) using references and technology (e.g., atlas, globe, geographic information system, etc.).
SS.4.9	Document the effects of and explain how people adapted to factors (e.g., climate, mountains, bodies of water, etc.) on the following: <ul style="list-style-type: none"> • Transportation routes. • Settlement patterns and population density. • Culture (e.g., jobs, food, clothing, shelter, religion, government, etc.). • Interactions with others (local and national).
SS.4.10	Compare and contrast the physical, economic, and political changes to America caused

126CSR44D

	by geographic conditions and human intervention (e.g., bridges, canals, state boundaries, transportation, etc.).
SS.4.11	Plan and construct maps to demonstrate the effect of geographic conditions on historical processes, practices, and events (e.g., colonization, industry, agriculture, major engagements in the Revolutionary War, Westward Expansion, etc.).

History	
SS.4.12	<p>Demonstrate an understanding of the various factors that influenced the founding of the original colonies (e.g., economic, political, cultural, etc.).</p> <ul style="list-style-type: none"> Analyze the southern, middle, and northern colonies (e.g., origins, early government, resources, religious freedom, and cultural diversity, etc.). Compare and contrast community life, family roles, and social classes in colonial America (e.g., indentured servants, slaves, colonists, etc.). Compare and contrast backgrounds, motivations, and occupational skills among English, French, and Spanish settlers (e.g., economics, culture, trade, new agricultural products, etc.).
SS.4.13	<p>Demonstrate an understanding of the conflict between the American colonies and England that led to the Revolutionary War.</p> <ul style="list-style-type: none"> Explain the political and economic factors leading to the American Revolution (e.g., the French and Indian War, British colonial policies, and American colonists' early resistance, etc.). Explain the major ideas reflected in the <i>Declaration of Independence</i>. Summarize the roles of the principal American, British, and European leaders involved in the conflict (e.g., King George III, Benjamin Franklin, George Washington, Thomas Jefferson, John Adams, Thomas Paine, Patrick Henry, and Marquis de Lafayette, etc.). Explain the contributions of Native Americans, the French, and Dutch during the Revolutionary War, and list the contributions of women and African Americans during and after the American Revolution.
SS.4.14	<p>Trace the beginnings of America as a nation and the establishment of the new government.</p> <ul style="list-style-type: none"> Compare and contrast the various forms of government in effect from 1774-1854 (e.g., Continental Congress, <i>Articles of Confederation (1777)</i>, <i>U.S. Constitution</i>, <i>Bill of Rights</i>, etc.). Analyze the accomplishments and challenges faced by the founders during the Constitutional Convention. Research the contributions of early American historic figures (e.g., George Washington, John Adams, Abigail Adams, Thomas Jefferson, Alexander Hamilton, James Madison, Dolly Madison, etc.). Explain the political, social, and economic challenges faced by the new nation (e.g., development of political parties, expansion of slavery, taxation, etc.).
SS.4.15	<p>Demonstrate an understanding of the causes and effects of Westward Expansion.</p> <ul style="list-style-type: none"> Investigate the economic, political, and cultural factors involved in Westward Expansion (e.g., Land Ordinance of 1785, Northwest Ordinance of 1787, Indian Removal Act, Trail of Tears, Manifest Destiny, resources, trade, etc.). Analyze the people and events that facilitated Westward Expansion (e.g., Daniel Boone, Louisiana Purchase, Lewis and Clark, Northwest Territory, Alamo, Gold

126CSR44D

	<p>Rush, etc.).</p> <ul style="list-style-type: none"> Trace transportation innovations and explain their impact on Westward Expansion (e.g., bridges, canals, steamboats, railroads, steam engines, clipper ships, flat boats, roads, dams, locks, ports, harbors, etc.).
--	---

WV History	
SS.4.16	Locate all county seats on a West Virginia map.
SS.4.17	Analyze the impact of West Virginia’s geography on transportation, settlement, jobs, clothing, food, shelter, services, and interaction with others outside the state.
SS.4.18	Compare and contrast West Virginia’s population, products, resources, and transportation from the 18th century through modern day.
SS.4.19	Pose, research, and answer student-generated questions relating to West Virginia using print and digital.

Fifth Grade Standards

Fifth Grade Social Studies is a basic overview of the United States from the Civil War to its emergence as a superpower. Students recognize and evaluate the significance of major events of each historical period. Students examine primary source documents relating to events and policies of the late 19th and early 20th centuries. They continue to learn the role of citizenship and social responsibility in the community, state, nation, and world. Students examine the transformation from rural to urban and from agricultural to industrial, focusing on the economic impact of these moves. Students learn how government decisions impact the economy.

Civics	
SS.5.1	Illustrate the rights, responsibilities, duties, and privileges of a patriotic citizen using authentic situations (e.g., election, food drive, jury duty, etc.) and defend these actions as examples or non-examples of good citizenship.
SS.5.2	Assume a role (e.g., judge, juror, prosecutor, etc.) in a mock proceeding to acquire understanding of the trial-by-jury process and justify its effectiveness in solving conflicts in society both past and present.
SS.5.3	Simulate the process of making a law at the state and national level.
SS.5.4	Outline the process in which amendments are made, interpret their meanings and how they apply to the student’s daily life, lives of others, and lives of people throughout history.
SS.5.5	Compare the functions of each level of the government (local, state, and national).
SS.5.6	Summarize the provisions of the Thirteenth, Fourteenth, and Fifteenth Amendments to the <i>U.S. Constitution</i> , including how the amendments protected the rights of African Americans and sought to enhance their political, social, and economic opportunities.

Economics	
SS.5.7	Explain the concept of supply and demand in specific historic and current economic situations in the United States (e.g., slavery, oil, gas, Industrial Revolution, etc.).
SS.5.8	Critique the economic reasons for immigration and migration throughout the United States during specific times in history and relate the information to the present (e.g., Great Migration, Ellis Island, etc.).
SS.5.9	Investigate the resources (e.g., oil, land, gas, etc.) of the geographic regions of the United States and the world (e.g., Midwest, Middle East, etc.) and explain their impact

126CSR44D

	on global economic activities.
SS.5.10	Compare the industrial North and the agricultural South prior to the Civil War, the geographic characteristics and boundaries of each region, and the basic way of life in each region.
SS.5.11	Explain the economic problems that forced former slaves to continue to live in servitude even after slavery was officially abolished by the Thirteenth Amendment.
SS.5.12	Compare the economic and social effects of Reconstruction on different populations, including the move from farms to factories and the change from the plantation system to sharecropping.
SS.5.13	Explain the social and economic effects of Westward Expansion on Native Americans, including changes in federal policies, armed conflicts, opposing views concerning land ownership, and Native American displacement.

Geography	
SS.5.14	Explain how aspects of the terrain (e.g., the principal mountain ranges, rivers, vegetation, and climate of the region, etc.) affected westward travel and settlement.
SS.5.15	Summarize the significance of large-scale immigration and the contributions of immigrants to America in the early 1900s (e.g., the countries from which they came, the opportunities and resistance they faced when they arrived, and the cultural and economic contributions they made to this nation, etc.).
SS.5.16	Illustrate the effects of settlement on the environment of the West (e.g., changes in the physical and human systems, etc.).
SS.5.17	Compare and contrast the various regions of the United States; locate each of the fifty United States and correlate them with their regions.
SS.5.18	Utilize appropriate geographic information systems including maps, globes, and geographic technology to examine, gather, and analyze data in a variety of real-world situations.
SS.5.19	Display information on maps, globes, geographic models, and in graphs, diagrams, and charts (e.g., designing map keys and legends, etc.).
SS.5.20	Using a grid system, locate specific points on a map and explain the use of lines of latitude and longitude.

History	
SS.5.21	<p>Demonstrate an understanding of the industrial North and the agricultural South before, during and after the Civil War.</p> <ul style="list-style-type: none"> • Research the roles and accomplishments of the leaders of the reform movements before and during the Civil War (e.g., abolition movement, Underground Railroad, and other social reforms, etc.). • Explain how specific events and issues led to the Civil War (e.g., sectionalism fueled by issues of slavery in the territories, states' rights, election of 1860, and secession). • Summarize key battles, strategies, and turning points of the Civil War (e.g., Fort Sumter, Antietam, Gettysburg, other regional battles, and the surrender at Appomattox). • Compare the roles and accomplishments of historic figures of the Civil War (e.g., Abraham Lincoln (Emancipation Proclamation, Gettysburg Address), Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Clara Barton, and Frederick Douglass, etc.).

126CSR44D

	<ul style="list-style-type: none"> Explain the impact of the Civil War’s physical destruction on the nation and the people (e.g., soldiers, women, African Americans, the civilian population, etc.).
SS.5.22	<p>Examine the economic, political, and social developments during Reconstruction.</p> <ul style="list-style-type: none"> Explain the effects of Abraham Lincoln’s assassination and the goals of Reconstruction. Characterize the effects of Reconstruction on African Americans (e.g., rights and restrictions, Thirteenth, Fourteenth, and Fifteenth Amendments, rise of discriminatory laws and groups (Ku Klux Klan), motivations to relocate, and the actions of the Freedmen’s Bureau, etc.).
SS.5.23	<p>Demonstrate an understanding of the advances in transportation and its effect on Western Expansion.</p> <ul style="list-style-type: none"> Illustrate how railroads affected development of the West (e.g., ease of travel, influence on trade, impact on environment, etc.). Compare and contrast conflicts between various groups in the West (e.g., miners, ranchers, cowboys, Native Americans, Mexican Americans, and European and Asian immigrants, etc.).
SS.5.24	<p>Demonstrate an understanding of major domestic and foreign developments that contributed to the United States becoming a world power.</p> <ul style="list-style-type: none"> Summarize key events and political leaders surrounding the Spanish-American War and the annexation of new territory. Explain the United States involvement in Latin America and the role they played in the building of the Panama Canal. Describe how the need for new markets led to the buildup of the Navy and the need for naval bases in the Pacific.
SS.5.25	<p>Analyze the people and the factors that led to Industrialization in the late 19th century United States.</p> <ul style="list-style-type: none"> Examine how the Industrial Revolution was furthered by new inventions and technologies (e.g., light bulb, telegraph, automobile, assembly line, etc.). Identify prominent inventors and scientists of the period and summarize their inventions or discoveries (e.g., Thomas Edison, Alexander Graham Bell, the Wright Brothers, Henry Ford, Albert Einstein, etc.). Explain the causes and effects of immigration and urbanization on the American economy during the Industrial Revolution (e.g., role of immigrants, the growth of cities, the shift to industrialization, the rise of big business and reform movements, etc.).

WV History	
SS.5.26	Reconstruct the economic, social, and political history of West Virginia through the use of primary source documents.
SS.5.27	Sequence the events that led to the formation of the state of West Virginia (e.g., timeline).
SS.5.28	Analyze the moral, ethical, and legal tensions that led to the creation of the new state of West Virginia and how those tensions were resolved.

Social Studies Indicators Grades 6 – 8

All West Virginia teachers are responsible for classroom instruction that integrates content standards, foundational skills, literacy, learning skills, and technology tools. Students in grades six through eight will advance through a developmentally-appropriate progression of standards. The following chart represents the components of social studies that will be developed in grades 6-8.

6-8 Social Studies Indicators	
<ul style="list-style-type: none"> • Develop questions through investigations. • Apply disciplinary concepts and tools. • Evaluate sources and use evidence • Communicate conclusions and take informed action. 	
Civics	Economics
<ul style="list-style-type: none"> • Distinguish the powers and responsibilities of citizens, political parties, interest groups, and the media. • Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders). • Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements. • Explain the powers and limits of the three branches of government. • Explain the origins, functions, and structure of government with reference to the <i>U.S. Constitution</i>, state constitutions, and selected other systems of government. • Assess specific rules and laws (both actual and proposed) as a means of addressing public problems. • Compare historical and contemporary means of changing societies and promoting the common good. 	<ul style="list-style-type: none"> • Explain how economic decisions affect the well-being of individuals, businesses, and society. • Evaluate alternative approaches or solutions to current economic issues in terms of benefits and costs for different groups and society as a whole. • Explain the roles of buyers and sellers in product, labor, and financial markets. • Explain how changes in supply and demand cause changes in prices and quantities of goods, and services, labor, and credit. • Analyze the role of innovation and entrepreneurship in a market economy. • Describe the roles of institutions such as corporations, non-profits, and labor unions in a market economy. • Explain how inflation, deflation, and unemployment affect different groups. • Explain barriers and benefits to trade and how they affect individuals, businesses, and society.
Geography	History and Literacy
<ul style="list-style-type: none"> • Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics. • Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and changes in their environmental characteristics. • Use paper based and electronic mapping and graphing techniques to represent and analyze spatial patterns of different 	<ul style="list-style-type: none"> • Analyze connections among events and developments in broader historical contexts. • Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. • Analyze multiple factors that influence people’s perspectives during different historical eras. • Analyze how people’s perspectives have changed and how those perspectives have

<p>environmental and cultural characteristics.</p> <ul style="list-style-type: none"> • Explain how cultural patterns and economic decisions influence environments and the daily lives of people in both nearby and distant places over time. • Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices. • Analyze the ways in which cultural and environmental characteristics vary among various regions of the world. • Explain how global changes in population distribution patterns affect changes in land use in particular places. 	<p>influenced what information is available in the historical sources they created.</p> <ul style="list-style-type: none"> • Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources. • Explain multiple causes and effects of events and developments in the past. • Evaluate the relative influence of various causes of events and developments in the past. • Organize applicable evidence into a coherent argument about the past. • Read and comprehend history/social studies texts at or above grade level text complexity band independently and proficiently. • Write informative/explanatory texts, including narration of historical events. • Conduct short research projects to answer a question, drawing on several sources.
---	---

Sixth Grade Standards

Sixth Grade Social Studies expands the role of citizenship and patriotism. Students learn about the roles and functions governments play in world events and organizations that help resolve conflicts. Students will use both current and historical maps to explain the effects of major events on political boundaries around the world. Students will learn how the economy is affected by trade and trade organizations, technology, and renewable and nonrenewable resources as well as world conflicts. The causes and responses to world conflicts from World War I to present day will be evaluated.

Civics	
SS.6.1	Apply the process of how a bill becomes a law to follow a current legislative bill.
SS.6.2	Compare and contrast different forms of government worldwide and their influence on historic world events. <ul style="list-style-type: none"> • The Great Depression • World War I • World War II • 2001 Attacks on World Trade Center and Pentagon (9/11)
SS.6.3	Identify the structure of the United States Congress and the constitutional requirements for congressional membership.
SS.6.4	Identify current key figures in United States government. <ul style="list-style-type: none"> • President • Vice President • Speaker of the House • Secretary of State • Current Members of Congress from West Virginia
SS.6.5	Examine and analyze the effectiveness of various acts of patriotism and civil discourse (e.g., support of American military during wartime, Vietnam War protests, Civil Rights, respect for the flag, and response of Americans to 9/11).

126CSR44D

SS.6.6	Identify global relief and development organizations and examine how they provide global aid and support (e.g., Red Cross, United Nations Children’s Fund [UNICEF], Doctors without Borders, Engineers without Borders, and World Health Organization).
SS.6.7	Research and organize information about an issue of global concern from multiple points of view (e.g., ecology, natural resources, and human rights).

Economics	
SS.6.8	Compare and contrast the basic economic characteristics of communism, socialism, and capitalism.
SS.6.9	Identify examples of renewable and non-renewable resources and analyze the factors that affect these resources on the individual, local, and national economies.
SS.6.10	Define United States-Mexico-Canada Agreement (USMCA) and summarize its effects on the United States economy.
SS.6.11	Trace and analyze the development of government economic policy and regulation from early 1900’s-present day (e.g., Reagan era, Post- Great Depression, Progressive Era).
SS.6.12	Classify and evaluate the different types of world trade organizations (e.g., trade, military and health).
SS.6.13	Assess the economic impact of technology on world regions throughout history.

Geography	
SS.6.14	Identify geographic features that have influenced the safety of the United States and isolated it from conflicts abroad.
SS.6.15	Compare and contrast historical maps and identify the changes in political boundaries as a result of conflicts.
SS.6.16	Examine population data from the United States Census Bureau and infer the reasons for changes and differences in various areas (e.g., difference between rural and urban areas).
SS.6.17	Determine the time of specific world locations using a world time zone map.
SS.6.18	Locate the major natural and man-made waterways and examine their impact on transportation and trade (e.g., Erie Canal, Panama Canal, Suez Canal, Rhine River, Amazon River, Mississippi River, etc.).

History	
SS.6.19	<p>Demonstrate an understanding of the causes, key events and outcomes of World War I.</p> <ul style="list-style-type: none"> • Explain the key events that led to the outbreak of World War I, including the rise of nationalism, imperialism, and militarism. • Chart the sequence of events that led to the United States’ entry into World War I. • Analyze the role of propaganda in influencing the United States to enter World War I. • Explain the outcomes and effects of World War I including the conditions and failures of the League of Nations and the Treaty of Versailles.
SS.6.20	<p>Explain the global causes and effects of the Great Depression.</p> <ul style="list-style-type: none"> • Identify the economic conditions around the world that existed following World War I. • Examine and categorize causes of the Great Depression worldwide. • Analyze the political response to the economic and social conditions of the Great

126CSR44D

	Depression in the United States and Germany.
SS.6.21	<p>Demonstrate an understanding of the causes, key events and outcomes of World War II.</p> <ul style="list-style-type: none"> Summarize the rise of totalitarian governments in Germany, Italy, Japan, and the Soviet Union. Examine the political and economic transformation of Western and Eastern Europe after World War II, identifying the significance of the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization (NATO), the United Nations, the Warsaw Pact, and the European Economic Community. Analyze the role of appeasement and isolationism as an attempt to avoid war. Analyze the role of strong leadership during the war and critique their responses to the conflict. Investigate the role of the United States in World War II. Examine the human rights violations during times of war. Analyze the United States civilian response on the home-front to the war (e.g., “Rosie the Riveters,” victory gardens, rationing, etc.).
SS.6.22	<p>Demonstrate an understanding of global developments following World War II including the impact of the Cold War on the world.</p> <ul style="list-style-type: none"> Evaluate the influence of the United States and Soviet Union as leading world powers following World War II. Outline the United States policy of containment and the social effects of this policy. Summarize the events of the Cold War (e.g., Korean Conflict, Vietnam War, Cuban Missile Crisis, and Space Race). Describe the Soviet Union’s domination of Eastern Europe, the rise of the Communist party in China and the building of the Berlin Wall. Analyze the role of strong leadership in ending the Cold War. Debate the pros and cons of the impact of nuclear power and analyze how it might relate to the issue of atomic weapons.
SS.6.23	<p>Identify the key figures, events, and philosophies of the United States Civil Rights Movement.</p> <ul style="list-style-type: none"> Trace the development of Civil Rights for minority groups in the United States. (e.g., women, African Americans, immigrants [Asian, European], Native Americans, etc.) Identify key figures and key events in movements for civil rights.
SS.6.24	<p>Demonstrate an understanding of the causes and effects of the world conflicts in the late 20th and early 21st centuries.</p> <ul style="list-style-type: none"> Analyze the role of natural resources in Middle Eastern conflicts. Describe the role of geo-politics in historic events. Identify the key figures in Middle Eastern conflicts and investigate the United States reaction to these events (e.g., Saddam Hussein, Osama bin Laden, terrorism, 9/11, wars in Iraq and Afghanistan).

Seventh Grade Standards

Seventh Grade Social Studies focuses on a geographic analysis of the ancient world’s history in a continent-based study. Students will evaluate the development of ancient civilizations emerging from each continent and the impact of geography on the economic and political development of those groups. Students will apply geographic concepts through analyses of maps, charts, and data. Students will classify

126CSR44D

and compare various forms of government.

Civics	
SS.7.1	Classify and compare various forms of government over time (e.g., democracy, republic, absolute monarchy, constitutional monarchy, oligarchy, dictatorship, theocracy, and parliamentary system).
SS.7.2	Recognize and examine patriotism and nationalism.
SS.7.3	Compare and contrast the roles, rights, and responsibilities of free men, women, children, slaves, and foreigners across time in various civilizations.
SS.7.4	Examine current world events to evaluate how the global landscape has changed over time.

Economics	
SS.7.5	Summarize and give examples of basic economic terms (e.g., barter, supply, demand, trade, interdependence, currency, and scarcity).
SS.7.6	Differentiate between goods and services.
SS.7.7	Trace the emergence of traditional economies that led to the development of ancient economic systems.
SS.7.8	Examine and draw conclusions about how the effects of natural and human events influence economies (e.g., environmental disasters, diseases, and war).
SS.7.9	Research and investigate how natural resources impact the economy.

Geography	
SS.7.10	Identify, define, and apply the five themes of geography to ancient and modern civilizations.
SS.7.11	Apply geographic skills and interpret various maps, charts, diagrams, and graphs. <ul style="list-style-type: none"> • Use correct geographic terminology (e.g., absolute and relative location, latitude, longitude, equator, prime meridian, time zones, and physical features of the earth) to draw conclusions about information on a variety of maps, graphs, and charts. • Identify, locate, and draw conclusions about information on a variety of maps (e.g., seven continents, bodies of water, countries, cities, climate regions, transportation routes, and natural resources). • Differentiate between physical and human geography. • Utilize digital mapping technology (e.g., Geographical Information Systems (GIS) to represent various features related to physical and human geography.
SS.7.12	Analyze the impact of cultural diffusion on a variety of regions. <ul style="list-style-type: none"> • Evaluate the human and physical geography of the United States and Canada. • Explain the impact of the specific location on the development of history. • Analyze human activities (e.g., migration patterns, use of natural resources) on the development of the region.
SS.7.13	Evaluate the human and physical geography of Central and South America and the Caribbean. <ul style="list-style-type: none"> • Investigate the connection between physical landforms and population and weather patterns. • Analyze the impact of human-environment interaction (e.g., deforestation, sea travel, canals).

126CSR44D

SS.7.14	Evaluate the human and physical geography of Europe. <ul style="list-style-type: none"> Identify physical features of Europe’s geography. Examine the impact of Europe’s physical geography on Europeans’ ability to share ideas and culture.
SS.7.15	Evaluate the human and physical geography of Russia and Northern Eurasia. <ul style="list-style-type: none"> Identify major landforms (e.g., plains, mountains, plateaus). Evaluate the relationship between landforms and economic activities, ethnic diversity, and environmental issues within the region.
SS.7.16	Evaluate the human and physical geography of the Middle East and North Africa region. <ul style="list-style-type: none"> Identify physical geographic features and natural resources located in the Middle East and North Africa. Examine the relationship between available resources and the economy, ethnic conflict, and environmental issues.
SS.7.17	Evaluate the human and physical geography of Africa South of the Sahara. <ul style="list-style-type: none"> Identify the physical features and natural resources located in Africa south of the Sahara. Evaluate the impact of those physical features on settlement patterns, use of natural resources, economic issues, and ethnic conflict.
SS.7.18	Evaluate the human and physical geography of the region of South Asia. <ul style="list-style-type: none"> Identify the physical features of the region of South Asia (e.g., rivers, plateaus, seas). Evaluate the relationship between the physical features of this region and the impact on settlement patterns, internal conflict, and overpopulation.
SS.7.19	Evaluate the human and physical geography of East and Southeast Asia. <ul style="list-style-type: none"> Identify the physical features located in East and Southeast Asia. Analyze the significance of these physical features on the development of cultural identity, settlement patterns, and relations between other nations.
SS.7.20	Evaluate the human and physical geography of Australia and Oceania. <ul style="list-style-type: none"> Identify physical landforms and bodies of water within this region. Analyze the impact of those physical features on settlement patterns and human activities.

History	
SS.7.21	Demonstrate an understanding of prehistory, the concept of change over time, and the emergence of civilization. <ul style="list-style-type: none"> Analyze the interaction of early humans with their environment and evaluate their decisions (e.g., hunting, migration, shelter, food, and clothing). Detail and predict the causes and effects of the Agricultural Revolution.
SS.7.22	Analyze the rise of ancient civilizations and native cultures throughout the geographic regions of the world (e.g., Mesopotamia, Ancient Israel, Ancient Egypt, Mayans, Indus River Valley, etc.). <ul style="list-style-type: none"> Identify the leaders and distinguish the basic principles and philosophies of the major religions in the world as they emerged and expanded. Identify the contributions and influences of ancient civilizations and categorize the factors that led to their fall (e.g., philosophy, architecture, civics, literature, the arts, science, and mathematics).
SS.7.23	Demonstrate an understanding of civilizations across the globe within the classical era.

SS.7.24	Demonstrate an understanding of present-day and ancient world connections, including but not limited to colonization and trade (e.g., competition for resources, culture, government, traditions, etc.).
---------	--

Eighth Grade Standards

Eighth Grade West Virginia Studies engages students in the comprehensive study of West Virginia, from the Pre-Columbian period to the present day. Special emphasis is placed on the interdependence of geographic, cultural, political, environmental and economic factors affecting the development and future of the state. Students develop empathy for citizens worldwide as they demonstrate connections and loyalty to homeland. Students are actively engaged citizens of their school and community and develop national and global civic perspective and responsibility. Students become economically literate to understand West Virginia's global connectivity in the marketplace both as a producer and a consumer of international goods and services. Students synthesize their information to predict the future development and evolution of their state.

Civics	
SS.8.1	Demonstrate patriotism through the planning, participation, and observance of important anniversaries and remembrances (e.g., Pearl Harbor, Veterans' Day, Constitution Day, and Patriots Day).
SS.8.2	Evaluate how citizens can influence and participate in government at the local, state, and national levels and assume the role of an active citizen participating in the democratic process (e.g., lobbying, voting, community service, letter writing, and school elections).
SS.8.3	Identify, analyze, and evaluate the responsibilities, privileges, and rights of citizens of the State of West Virginia found in the state and national constitutions.
SS.8.4	<p>Differentiate between the division of powers and responsibilities for each of the executive, legislative, and judicial branches of the United States and West Virginia governments, describe the system of checks and balances, and explore local forms of government.</p> <ul style="list-style-type: none"> • Analyze the functions and jurisdictions of the federal, state, local and special courts (e.g., United States Supreme Court, state supreme court, circuit courts, magistrate courts, and family courts). • Identify the elected officials at the national, state, and local levels, the constitutional requirements for election and responsibilities of each office. • Explain the amendment process of the <i>West Virginia Constitution</i>, give examples of amendments, and explain their purpose. • Explain the process of how a bill becomes a law in West Virginia. • Identify and explain the various types of elections in West Virginia (e.g., primary/general, state/local, and partisan/non-partisan). • Compare and contrast the relationship and function of local, county, state, and national governments.
SS.8.5	Predict the outcome of selected proposed bills in a current legislative session and assume the role of a lawmaker in a mock legislature to pass a bill into law.

Economics	
SS.8.6	Evaluate West Virginia's role in the global economy as it relates to natural resources and national/ international business and trade.
SS.8.7	Correlate West Virginia economic conditions with the effects on its citizens (e.g.,

126CSR44D

	employment, population, migration, and health).
SS.8.8	Analyze the impact of absentee ownership, renewable and nonrenewable natural resources, labor unionization and the development of infrastructure on the economic growth of West Virginia (e.g., railroad, major highways, internet, and cellular service).
SS.8.9	Research and cite industries and products that are vital to the economy of the four regions of West Virginia both past and present, and categorize the related occupations (e.g., tourism, coal, glass, timber, chemical, oil, natural gas, agriculture industries, and activities under the West Virginia Lottery).
SS.8.10	Identify major sources of revenue and their use by West Virginia state and local governments (e.g., property tax, income tax, licenses, excise tax, severance tax, levies/bonds, and activities under the West Virginia Lottery).
SS.8.11	Compare and contrast the effects of technological/industrial advances as they relate to economy vs. environment and their effects on the demographic profile of West Virginia (e.g., entrepreneurial businesses, agriculture, tourism, education, interstate commuters, mining, and natural gas).
SS.8.12	Provide opportunities for students to explore careers, SMART529, West Virginia’s Education Savings Solution, College Foundation of West Virginia, and postsecondary options.

Geography	
SS.8.13	Label the four major physical geographic regions, major rivers, landforms, natural/manmade borders, points of interest, and bordering states on selected maps.
SS.8.14	Identify the 55 counties and major cities of West Virginia on a map and explain the reason for the development of the major cities in their respective locations.
SS.8.15	Investigate climate, landforms, natural resources, and population density in West Virginia’s geographical regions using special purpose maps and evaluate the impact of people’s lives and settlement pattern.
SS.8.16	Illustrate how technological advances have affected the cultural isolation of West Virginia (e.g., internet, cellphone communications, electronic devices, and social media).
SS.8.17	Analyze the geographic factors that affected the development of agricultural, coal, glass, chemical, metallurgic, and tourism industries in West Virginia.
SS.8.18	Identify West Virginia’s exact and relative location on a variety of maps and globes by using correct geographic vocabulary and graphic displays.
SS.8.19	Identify the nine distinct tourist regions in the State of West Virginia and analyze which geographic factors influence each region.

History	
SS.8.20	<p>Demonstrate an understanding of the settlement of western Virginia and the United States by Native Americans and Europeans.</p> <ul style="list-style-type: none"> • Differentiate between the cultures and daily life of the Native Americans. • Summarize the history of European exploration and settlement in western Virginia from initial explorers to early settlers. • Explain the role of western Virginia in the French and Indian War.
SS.8.21	<p>Demonstrate an understanding of the American Revolution, including western Virginia’s part in the development of the nation.</p> <ul style="list-style-type: none"> • Compare and contrast the perspectives and roles of various western Virginians during the American Revolution including those of political leaders, soldiers,

	<p>patriots, Tories/Loyalists, women, and Native Americans.</p> <ul style="list-style-type: none"> • Identify the key conflicts, battles, and participants of the American Revolution in western Virginia and their effects on the area. • Summarize events related to the adoption of Virginia’s constitutional conventions, the role of western Virginia and its leaders in the Continental Congress, and the ratification of the <i>U.S. Constitution</i>. • Explain the economic and political tensions between the people of western and eastern Virginia including the economic struggles of both groups following the American Revolution and their disagreement over representation.
SS.8.22	<p>Demonstrate an understanding of the American Civil War including its causes, effects, and the major events that led to West Virginia statehood.</p> <ul style="list-style-type: none"> • Explain the effect of key events leading to western Virginia’s separation from Virginia after secession (e.g., First and Second Wheeling Conventions and John Brown’s Raid). • Describe the moral, ethical, and legal tensions that led to the creation of the new State of West Virginia and how these tensions were resolved (e.g., Virginia vs. West Virginia 1871). • Compare and contrast the military strategies of the North and South with regard to specific events and geographic locations in West Virginia (e.g., the Battles of Philippi, Rich Mountain, Droop Mountain, Scary Creek, and Carnifex Ferry). • Identify significant contributions of men and women of West Virginia during the Civil War and identify the roles of ethnic and racial minorities.
SS.8.23	<p>Demonstrate an understanding of major social, political, and economic developments that took place in West Virginia during the second half of the 19th century.</p> <ul style="list-style-type: none"> • Identify the types of transportation that facilitated the growth of West Virginia. • Compare and contrast the <i>West Virginia Constitutions</i> of 1862 and 1872. • Summarize societal changes that occurred in various regions of West Virginia in the late 19th century due to the growth of industry. • Explain the significance of increased immigration into the United States in the late 19th century to West Virginia, including cultural and economic contributions of immigrants, opportunities, and struggles experienced by immigrants, increased racial hostility, and the effect of racial and ethnic diversity on national identity.
SS.8.24	<p>Demonstrate an understanding of West Virginia’s development during the early 20th century.</p> <ul style="list-style-type: none"> • Analyze the evolution of the labor movement in West Virginia. • Summarize the progressive reform movement in West Virginia (e.g., child labor laws, Prohibition, improvements to roads, hospitals, libraries, tax reforms, changes to local government systems, and the roles of significant individuals and groups). • Summarize the political, social and economic situation in West Virginia following World War I, including progress in suffrage for women, improvements in daily life in urban/rural areas, Roaring 20’s, and developments in industry. • Explain the effects of the Great Depression and the lasting impact of New Deal programs on West Virginia, including the Homestead Projects.
SS.8.25	<p>Demonstrate an understanding of West Virginia’s development during the mid-20th century.</p>

126CSR44D

	<ul style="list-style-type: none">• Summarize the significant aspects of the economic and industrial growth experienced by West Virginia during World War II (e.g., chemical industry, steel industry, and coal industry).• Identify the labor/management strategies that have affected West Virginia's economy (e.g., strikes, boycotts, yellow-dog contracts, injunctions, and lock-outs).• Explain the economic, social, and political impact of 20th century events on West Virginia (e.g., school integration, Civil Rights Movement, Cold War, and Vietnam War).
SS.8.26	<p>Demonstrate an understanding of West Virginia in the modern era.</p> <ul style="list-style-type: none">• Compile lists of fairs and festivals in West Virginia that can be attributed to the influence of various cultural groups who have settled in the state, explaining the heritage of the fair or festival and its significance to the preservation of West Virginia history.• Analyze the economic, social and political impact of the late 20th century and 21st century events on West Virginia (e.g., terrorism, Gulf War, Iraq War, and War in Afghanistan).

Social Studies Indicators Grades 9 - 12

All West Virginia teachers are responsible for classroom instruction that integrates content standards, foundational skills, literacy, learning skills, and technology tools. Students in high school will advance through a selection of courses to become more prepared for the challenges of college and career along with a third critical element, preparation for civic life. The following chart represents the components of social studies that will be developed in grades 9-12. ***The High School Social Studies course sequence may be prescribed at the county level. Please see Policy 2510 for a list of required social studies courses. Civics and Contemporary Studies must have one of the United States Studies courses as a prerequisite.***

9-12 Social Studies Indicators	
<ul style="list-style-type: none"> • Develop questions through investigations. • Apply disciplinary concepts and tools. • Evaluate sources and use evidence. • Communicate conclusions and take informed action. 	
Civics	Economics
<ul style="list-style-type: none"> • Distinguish the powers and responsibilities of local, state, tribal, national, and international civic and political institutions. • Analyze the roles of citizens in the United States political system. • Explain how the <i>U.S. Constitution</i> establishes a system of government that has powers, responsibilities, and limits that have changed over time and that are still contested. • Critique relationships among governments, civil societies, and economic markets. • Evaluate the social and political systems that, in different contexts, times, and places, promote civic virtues and demonstrate democratic principles. • Analyze the impact and the appropriate roles of personal interests and perspectives on the application of civic virtues, democratic principles, constitutional rights, and human rights. • Evaluate multiple procedures for making governmental decisions at all levels. • Analyze how people use and influence local, state, national, and international laws in order to address a variety of public issues. • Evaluate public policies in terms of intended and unintended outcomes, and their related consequences. • Analyze historical, contemporary, and emerging means of changing societies, while still promoting the common good and 	<ul style="list-style-type: none"> • Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. • Evaluate the extent to which competition among sellers and among buyers exists in specific markets. • Describe the consequences of competition. • Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes. • Describe the roles of banks and other financial institutions. • Describe the roles institutions play in such things as clearly defined property rights and the rule of law in a market economy. • Use current data to explain the influence of changes in spending, production, and the money supply on various economic conditions. • Use key economic indicators to analyze the current and future state of the economy. • Evaluate the selection of monetary and fiscal policies in a variety of economic conditions. • Explain why advancements in capital goods and human capital increase economic growth and standards of living. • Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resources and income distribution in various nations.

protecting rights.	
Geography	History and Literacy
<ul style="list-style-type: none"> • Use geospatial and related technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics. • Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics. • Analyze relationships and interactions within and between human and physical systems to explain reciprocal influences that occur among them. • Evaluate how past political and economic decisions have influenced cultural and environmental characteristics of various places and regions. • Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions. • Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices. • Analyze the reciprocal nature of how historical events and the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population. • Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries. • Evaluate the effects of human-made and natural catastrophes on global trade, politics, and human migration. 	<ul style="list-style-type: none"> • Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. • Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context. • Analyze how historical contexts shaped and continue to shape people’s perspectives. • Analyze the ways in which the perspectives of those writing history shaped the history that they produced. • Explain how the perspectives of people in the present shape interpretations of the past. • Analyze the relationship between historical sources and the secondary interpretations made from them. • Detect possible limitations in various kinds of historical evidence and differing secondary interpretations. • Use questions generated about multiple historical sources to pursue further inquiry and investigate additional sources. • Critique the validity of the historical sources used in a secondary interpretation. • Distinguish between long-term causes and triggering events in developing a historical argument. • Integrate evidence from multiple relevant historical sources and interpretations into a reasoned argument about the past. • Critique the central argument in secondary works of history on related topics in multiple media in terms of their historical accuracy. • Read and comprehend history/social studies texts at or above grade level text complexity band independently and proficiently. • Write informative/explanatory texts, including the narration of historical events. • Conduct short, as well as more sustained, research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple

126CSR44D

	sources on the subject, demonstrating understanding of the subject under investigation.
--	---

World Studies

World Studies engages students in the study of the development and evolution of the historic, economic, geographic, political, and social structures of the cultural regions of the world from the advent of classical civilizations to the modern era. Special attention is given to the formation and evolution of societies into complex social, political, and economic systems. Students are engaged in critical thinking and problem-solving skills using primary and secondary sources, maps, spreadsheets, charts, graphs, text, and other data from a variety of credible material. Students synthesize the information to predict events, build context, and anticipate outcomes as history evolves through the ages.

Civics	
SS.W.1	Describe the roles of citizens and their responsibilities (e.g., classical civilizations, feudal systems, developing nation states and neo-feudal systems, democratic and communist regimes, and 21 st century society).
SS.W.2	Analyze and connect the status, roles, and responsibilities of free men, women, children, slaves, and migrants across time in various civilizations.
SS.W.3	Analyze and evaluate various ways of organizing systems of government to illustrate the continuity and change in the role of government over time (e.g., Hammurabi’s Code, the Twelve Tables of Rome, Justinian Code, <i>Magna Carta</i> , <i>English Bill of Rights</i> , <i>Articles of Confederation (1777)</i> , <i>U.S. Constitution</i> , Declaration of the Rights of Man and Citizen, and Treaty of Versailles).
SS.W.4	Compare and contrast political ideologies in order to analyze the evolving role of government in world affairs prior to the year 1900 (e.g., democracies, republics, dictatorships, various types of monarchies, oligarchies, theocracies, and parliamentary systems).
SS.W.5	Research and categorize multiple current and historical world aid organizations and assess the importance of global volunteerism as a 21 st century citizen (e.g., Amnesty International, Doctors Without Borders, Human Rights Campaign, International Red Cross, Invisible Children, Peace Corps, etc.).

Economics	
SS.W.6	Examine and illustrate the trade patterns (e.g., resource allocation, mercantilism, and other economic systems) of regions of the world across time and explain their significance to the evolution of global economics.
SS.W.7	Identify types of exchange systems (e.g., barter, money) and the role forms of currency play in acquiring goods and services.
SS.W.8	Analyze the importance of family, labor specialization, industrialization, and regional commerce in the development of global trade systems.
SS.W.9	Define scarcity, demonstrate the role of opportunity costs in decision making, and examine economic reasons for the rise and fall of civilizations (e.g., Roman Empire, the Crusades and Imperialism, and the Union of Soviet Socialist Republics (USSR)).

Geography	
SS.W.10	Use different types of maps, terminology, and geographic tools to analyze features on

126CSR44D

	Earth to investigate and solve geographic questions.
SS.W.11	Explain how altering the environment has brought prosperity to some places and created environmental dilemmas for others.
SS.W.12	Apply geography skills to help investigate issues and justify possible resolutions involving people, places, and environments.
SS.W.13	Explain how migration of people and movement of goods and ideas can enrich cultures, but also create tensions.
SS.W.14	Explain how the uneven distribution of resources in the world can lead to conflict, competition, or cooperation among nations, regions, and cultural groups.
SS.W.15	Use maps, charts, and graphs to depict the geographic implications of world events.

History	
SS.W.16	<p>Demonstrate an understanding of classical civilizations (e.g., Ancient Greece, Ancient Rome, Han Dynasty, Mesoamerican Civilizations, and Mauryan Dynasty) and the influence of those civilizations across time and space.</p> <ul style="list-style-type: none"> • Compare and contrast the causes and effects of the rise and decline of classical civilizations. • Analyze the impact of religion on classical civilizations.
SS.W.17	<p>Demonstrate an understanding of “post-classical” societies and the influence of those societies on the history of the world in areas of social, political, and economic change.</p> <ul style="list-style-type: none"> • Analyze contributions of post-classical societies. • Compare and contrast societies in Europe, Asia, and the Americas, after the fall of the Classical Civilizations. • Examine social, political, and economic change over time with regards to post classical societies. • Evaluate how some societies are similar and different in the Post-Classical Era (e.g., The Mongols compared to traditional empires, Feudalism in Asia, Europe, and America).
SS.W.18	<p>Demonstrate an understanding of the changes in society because of the Renaissance, Reformation, Age of Exploration, and the Enlightenment.</p> <ul style="list-style-type: none"> • Compare the impacts of the Renaissance on life in Europe (e.g., Humanism, art, literature, music, and architecture). • Analyze the religious reformations and their effects on theology, politics, and economics. • Summarize the origins and contributions of the scientific revolution. • Explain how European needs/wants for foreign products contributed to the Age of Exploration. • Explain the ways that Enlightenment ideas spread through Europe and their effect on society (e.g., John Locke, Voltaire, Jean-Jacques Rousseau, and Baron de Montesquieu.)
SS.W.19	<p>Demonstrate an understanding of global politics after the 16th century focusing on the long-term effects of political changes resulting from the emergence of strong monarchical governments.</p>
SS.W.20	<p>Analyze the Industrial Revolution and determine its impact on the evolution of society.</p> <ul style="list-style-type: none"> • Explain the factors (environmental, societal, cultural, and technological) that led to the Industrial Revolution. • Evaluate methods that helped the spread of Industrialization.

126CSR44D

SS.W.21	Analyze the causes and effects of political revolutions and determine their impact on the formation of governments and on the citizens of a society (e.g., French, Latin America, Haiti, Italian Unification, German Unification, etc.).
SS.W.22	Many states had various motives for imperial expansion and its effects varied. <ul style="list-style-type: none"> • Compare the political actions of European, Asian, and African nations in the era of imperial expansion. • Assess the impact of colonization on both the mother countries and their colonies.
SS.W.23	Explain the causes and effects of political, social, and economic transformation in Europe in the 19 th century, including the significance of nationalism, the impact of industrialization on different countries, and the effects of democratization which lead to World War I.
SS.W.24	Analyze the causes and effects of the Great Depression during the Interwar period and how this led to the rise of totalitarian regimes around the world (e.g., the rise of Nazi Germany, Fascist Italy, USSR under Stalin, and East Asia).
SS.W.25	Evaluate causes and effects of World War II on the 20 th /21 st century including western democracies and totalitarian regimes mobilizing for war. Students will analyze consequences of World War II including: <ul style="list-style-type: none"> • The East/West divide leading to the Cold War. • Mass atrocities in the 20th century. • Economic impact of World War II in the East and West because of World War II.
SS.W.26	Analyze causes, perspectives, and effects of the Cold War. <ul style="list-style-type: none"> • Ideological differences between the East and West. • The evolution of proxy wars and movements to redistribute land in Latin America, Asia, and Africa.
SS.W.27	Analyze decolonization and independence movements across the globe in the 20 th century (India-Gandhi, South Africa-Apartheid, African/Asian Independence from Britain).
SS.W.28	Evaluate the global causes and consequences of globalization in the 20 th century. <ul style="list-style-type: none"> • Explain environmental interactions (e.g., diseases such as Spanish Flu, Ebola, HIV/AIDs, as well as human interaction with the natural environment). • Examine continuities and changes in economies and new technologies (e.g., growth of free market economies, knowledge economies, regional trade agreements, and multi-national corporations). • Discuss social and cultural changes resulting from globalization (e.g., Global Culture, social media).

United States Studies

Tenth Grade United States Studies examines the evolution of the *U.S. Constitution* as a living document and the role of participatory democracy in the development of a rapidly changing technological society. This study of the United States is an examination of the formative years from the colonization of what would be the United States to its transformation as a dominant political and economic influence in the world at the beginning of the 20th century. Special emphasis is placed on how the challenges of settling expansive and diverse physical environments were met by a culturally diverse population.

Civics	
SS.US.1	Evaluate the extent to which the <i>U.S. Constitution</i> impacts conflicts between individuals,

126CSR44D

	communities and nations, liberty, equality, individual rights, and the rule of law vs. ethics (e.g., civil disobedience).
SS.US.2	Demonstrate an understanding of the duties of citizens that are necessary to preserve United States democracy (e.g., become informed and active in a democracy, through jury duty, paying taxes, public forums (local, state, and/or federal), voting, and conscription.).
SS.US.3	Analyze the changing perceptions of United States citizenship and evaluate responsibilities and rights of United States citizens (e.g., landownership, race, gender, and age).
SS.US.4	Examine, select, and participate in a volunteer service or project.

Economics	
SS.US.5	Identify the role of market factors in the settlement of the United States and the development of the free enterprise system and trace economic development throughout United States History (e.g., Colonial period, Revolutionary War, Westward Expansion, Civil War, and late 19 th /early 20 th centuries).
SS.US.6	Analyze the debate surrounding Alexander Hamilton’s economic policies and evaluate their effect on the formation and direction of the nation’s economy (e.g., Bank of the United States, etc.).
SS.US.7	Differentiate economic policy in the United States during each era (e.g., Colonial period, Revolutionary, Westward Expansion, Civil War, and late 19 th /early 20 th centuries) through types of taxes, taxation controversies, the effects of foreign trade, and tariff policies.
SS.US.8	Analyze the evolution of American manufacturing and its impact on skilled and unskilled labor from apprenticeship, to artisanry, to the market revolution, to the birth of the labor movement, and the Industrial Revolution.
SS.US.9	Analyze the impact of mercantilism and triangular trade on the emergence of colonial economies (e.g., goals of mercantilism, the mother country’s interests vs. colonial interests, regional economies, agriculture vs. manufacturing, colonial products and raw materials, and transition from mercantilism to free enterprise capitalism).
SS.US.10	Demonstrate an understanding of the concept of capitalism and compare the basic components of other economic systems (e.g., Adam Smith and the Wealth of Nations).

Geography	
SS.US.11	Apply correct vocabulary and geographic tools to determine and illustrate geographic concepts (e.g., major meridians of longitude and parallels of latitude, physical features, landforms, bodies of water, climatic regions, states and their capitals, and relative and exact location).
SS.US.12	Determine the most appropriate maps and graphics in an atlas for analyzing geographic issues regarding the growth and development of the United States (e.g., topography, movement of people, transportation routes, settlement patterns, growth of population and cities, etc.).
SS.US.13	Evaluate how people express attachment to places and regions (e.g., by reference to essays, novels, poems, short stories, feature films, and songs).
SS.US.14	Analyze the impact of migration on the quality of life over different historical time periods (e.g., Colonial America, westward movement, late 19 th and early 20 th centuries, and impact of epidemics).

126CSR44D

SS.US.15	Analyze the characteristics of the cultural contributions of indigenous and non-indigenous peoples to the United States.
SS.US.16	Analyze the impact of the environment, including the location of natural resources, on immigration and settlement patterns throughout United States history.
SS.US.17	Analyze the ways in which physical and cultural geography have influenced significant historic events and movements.

History	
SS.US.18	<p>Analyze the impact of the European settlement of North America.</p> <ul style="list-style-type: none"> • Account for the emergence of England as a global colonial power. • Compare the growth of varying colonial regions. • Identify and explain European imperial rivalries over land, trade, etc. • Summarize the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political, and economic differences.
SS.US.19	<p>Demonstrate an understanding of the establishment of the United States as an independent nation.</p> <ul style="list-style-type: none"> • Explain the impact of the <i>Declaration of Independence</i> and the American Revolution on the British North American colonies and the world. • Explain the strengths and weaknesses of government under the <i>Articles of Confederation (1777)</i>. • Summarize events leading to the creation of the <i>U.S. Constitution</i> (e.g., country's economic crisis, Shay's Rebellion and purpose outlined in the Preamble). • Explain the fundamental principles and purposes of the <i>U.S. Constitution</i> and the <i>Bill of Rights</i> (e.g., through the influences of the <i>Magna Carta</i>, the <i>English Bill of Rights</i>, colonial charters, and the political philosophies of the Enlightenment). • Trace the evolution of the American two-party political system. • Compare and contrast the position of the political parties and leaders on a variety of issues (e.g., territorial expansion, political participation, individual rights, states' rights, slavery, and social reforms). • Analyze the impact of United States Supreme Court decisions (e.g., <i>Marbury v. Madison</i>, <i>McCulloch v. Maryland</i>, <i>Worcester v. Georgia</i>, <i>Dred Scott v. Sandford</i> and <i>Plessy v. Ferguson</i>).
SS.US.20	<p>Demonstrate an understanding of westward movement and the resulting regional conflicts that took place in America in the 19th century.</p> <ul style="list-style-type: none"> • Explain the impact and challenges of westward movement, (e.g., people's motivations for moving west, railroad construction, and the displacement of Native Americans). • Trace land acquisitions and their significance as the U. S. expanded. • Analyze the influence of the Monroe Doctrine on foreign relations. • Examine and evaluate the reform period prior to the United States Civil War (e.g., abolition, women's suffrage, religious principles, etc.).
SS.US.21	<p>Demonstrate an understanding of the causes and the outcomes of the Civil War and Reconstruction in America.</p> <ul style="list-style-type: none"> • Analyze the social, political, and cultural characteristics of the North, the South, and the West before and after the Civil War (e.g., the lives of free and enslaved African Americans, social reform, patriotism, nationalism, labor force, etc.).

126CSR44D

	<ul style="list-style-type: none"> • Explain how the political events and issues that divided the nation led to civil war (e.g., Compromise of 1850, Missouri Compromise, the abolitionist movement, conflicting views on states’ rights, tariffs, slavery and federal authority, emergence of the Republican Party, and election of 1860). • Identify the causes of the secession and the subsequent formation of the Confederate States of America. • Outline the course and outcome of the Civil War (e.g., the role of African American military units, the impact of the Emancipation Proclamation, and the social, political, and economic impact on the South following the Civil War). • Outline the major military events of the Civil War (e.g., Gettysburg, Bull Run, Vicksburg, Antietam, Sherman’s March, Appomattox). • Evaluate effects of Reconstruction on the nation (e.g., the roles of the Civil War Amendments, Radical Republicans, etc.). • Summarize the progress and impact made during Reconstruction by various minority groups in society. • Trace societal changes in the United States brought about by the end of Reconstruction (the Freedmen’s Bureau, educational reform, political opportunity, new trends in legislation, Jim Crow laws and the rise of anti–African American groups).
SS.US.22	<p>Demonstrate an understanding of changes that took place at the end of the 19th century in the United States.</p> <ul style="list-style-type: none"> • Analyze the developments in business and industry including the emergence of new industries and the rise of corporations through monopolies and mergers (e.g., Rockefeller’s Standard Oil Trust, Carnegie Steel, etc.). • Examine the effects of technological change on the United States (e.g., agriculture, transportation, industry, and organized labor). • Analyze the various periods and movements at the end of the 19th century (e.g., the Gilded Age, the Populist movement, the Progressive Era, labor movement, continuation of the women’s suffrage movement, etc.). • Identify and explain the goals and accomplishments of reformers and reform movements (e.g., women’s rights, minorities, temperance, prisons, hospitals, schools, etc.). • Explain the transformation of America from an agrarian to an industrial economy, including the effects of mechanized farming and the expansion of international markets. • Assess the impact of urbanization and immigration on social, economic and political aspects of society in the United States in the late 19th century (e.g., labor, agriculture, ethnic neighborhoods, African Americans, immigrants, women and children).
SS.US.23	<p>Demonstrate an understanding of global developments that influenced the United States’ emergence as a world power in the early 20th century.</p> <ul style="list-style-type: none"> • Evaluate the impact of United States foreign policy on global affairs (e.g., Open Door Policy and presidential programs of Taft, Roosevelt, and Wilson, such as Big Stick Diplomacy, Dollar Diplomacy, and Moral Diplomacy). • Analyze the development of American expansionism, including the shift from isolationism to intervention and the economic and political reasons for imperialism.

	<ul style="list-style-type: none"> • Assess the impact of the Spanish-American War on the United States as a world power, including locations of expansion and the changing image of the United States by the global community. • Investigate the impact of technological advances and innovation in the early 20th century both in the United States and the world (e.g., telephone, automobiles, flight, transportation, weapons, and medical advances). • Analyze and explain how political, social and economic factors influenced American involvement in World War I (e.g., treaties, alliances, and nationalism).
--	--

United States Studies - Comprehensive

United States Studies - Comprehensive examines the evolution of the *U.S. Constitution* as a living document and the role of participatory democracy in the development of a rapidly changing technological society. This study of the United States is an examination of the formative years from the colonization of what would be the United States to present day. Teachers will engage students in critical thinking and problem-solving skills as students learn and work with factual historical content, geography, civics, economics, and other social studies concepts.

Civics	
SS.USC.1	Identify the issues regarding the evolution of United States citizenship and evaluate responsibilities and rights of United States citizens (e.g., landownership, race, gender, and age).
SS.USC.2	Evaluate, then defend the importance of the fundamental democratic values and principles of United States constitutional democracy within a global context including conflicts between individuals, communities and nations: <ul style="list-style-type: none"> • Liberty and equality. • Individual rights and the common good. • Majority rule and minority rights. • The rule of law (e.g., civil disobedience). • Ethics. • Patriotism.
SS.USC.3	Compare various citizens’ responses to controversial government policies and actions by monitoring and debating government decisions, and create a cooperative and peaceful solution to controversial government policies and actions. <ul style="list-style-type: none"> • Develop an understanding of civil public discourse. • Civic engagement.
SS.USC.4	Analyze multiple media sources and their influence on public opinion and policy issues. <ul style="list-style-type: none"> • Analyze media bias and reliability.
SS.USC.5	Analyze and evaluate court cases essential to fundamental democratic principles and values (e.g., <i>Brown v. BOE Topeka</i> , <i>Miranda v. Arizona</i> , <i>Roe v. Wade</i> , <i>Mapp v. Ohio</i> , <i>Schenck v. U.S.</i> , <i>Doe v. Holder</i> , <i>Dred Scott v. Sandford</i> , <i>Baker v. Carr</i> , <i>Korematsu v. US</i> , <i>Gideon v. Wainwright</i> , et al.).
SS.USC.6	Select and participate in a volunteer service or project with a community or Veteran’s organization (e.g., American Legion, Veterans of Foreign Wars, Women Veterans of America, Ronald McDonald House, Special Olympics, 4-H, etc.).

Economics	
SS.USC.7	Trace economic development throughout United States History (e.g., Colonial period,

126CSR44D

	Revolutionary War, Westward Expansion, Civil War, and late 19 th /early 20 th centuries) and identify the role of market factors in the settlement of the United States and the development of the free enterprise system.
SS.USC.8	Examine the history of the relations between business and labor from industrialization to present (e.g., Mother Jones, John L. Lewis, etc.).
SS.USC.9	Apply the concept of supply and demand in various historic events.
SS.USC.10	Analyze the causes and consequences of the United States' national debt and its effect upon world economic systems.
SS.USC.11	Assess how various executive initiatives and legislative acts have influenced the United States' economy (e.g., Fourteen Points, New Deal, Domino Theory, Great Society, Space Race, and Strategic Defense Initiative).
SS.USC.12	Understand and cite evidence of the economic and cultural impact of advertising and the growth of consumerism (e.g., differentiate between wants and needs).
SS.USC.13	Identify various developed countries and developing countries and evaluate their Gross Domestic Product to determine the standard of living of their citizens (e.g., health care, education, military, industrial, and agricultural capabilities).

Geography	
SS.USC.14	Apply correct vocabulary and geographic tools to determine and illustrate geographic concepts (e.g., major meridians of longitude and parallels of latitude, physical features, landforms, bodies of water, climatic regions, states and their capitals, and relative and exact location).
SS.USC.15	Determine the most appropriate maps and graphics in an atlas for analyzing geographic issues regarding the growth and development of the United States (e.g., topography, movement of people, transportation routes, settlement patterns, growth of population and cities, etc.).
SS.USC.16	Evaluate the impact of health and cultural considerations on the quality of life over different historical time periods.
SS.USC.17	Analyze the characteristics of cultural contributions of Native Americans, African Americans, Hispanics, and all immigrants (e.g., Germans, Italians, Irish, etc.).
SS.USC.18	Analyze the ways in which physical and cultural geography have influenced significant historic events and movements.
SS.USC.19	Evaluate the changing boundaries of world maps as a result of wars.

History	
SS.USC.20	<p>Demonstrate an understanding of the European settlement of North America.</p> <ul style="list-style-type: none"> • Compare and contrast the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political, and economic differences (i.e., Proclamation of 1763, French and Indian War). • Identify and examine European colonial rivalries.
SS.USC.21	<p>Demonstrate an understanding of the establishment of the new Republic.</p> <ul style="list-style-type: none"> • Trace the major events leading to the American Revolution including the writing of the <i>Declaration of Independence</i>. • Examine the contributions of key individuals in the development of the Republic. • Determine the strengths and weaknesses in the <i>Articles of Confederation (1777)</i> and how their failure led to the development of the <i>U.S. Constitution</i>.

126CSR44D

	<ul style="list-style-type: none"> • Compare and contrast political ideologies and sectional differences in the development of the <i>U.S. Constitution</i> (e.g., economic development, slavery, and social reforms).
SS.USC.22	<p>Demonstrate an understanding of westward movement and land acquisition.</p> <ul style="list-style-type: none"> • Examine the consequences of the expansion of the republic on the native population. • Summarize the United States' relations with foreign powers during the Antebellum Era (e.g., Louisiana Purchase, War of 1812, Monroe Doctrine, Manifest Destiny, and the Mexican-American War.) • Compare and contrast the social, economic, and political development in different regions of the country during the antebellum period.
SS.USC.23	<p>Demonstrate an understanding of the course of the American Civil War and Reconstruction in America.</p> <ul style="list-style-type: none"> • Identify and analyze the events which led to the secession of the south from the Union and the formation of the Confederate States of America. • Trace the major events of the Civil War and evaluate the impact of political and military leadership during the war. • Evaluate short-term and long-term effects of Reconstruction on the nation (e.g., Civil War Amendments, radical republicans, Jim Crow).
SS.USC.24	<p>Demonstrate an understanding of the industrialization and reform movements of the latter half of the 19th century.</p> <ul style="list-style-type: none"> • Analyze the contributions of business, industry, and entrepreneurs in the late 19th/early 20th century. • Compare and contrast the societal, economic, and population shifts in the United States in the late 19th century (i.e., Agrarian to Industrial, rural to urban, labor vs. industry, immigration, migration). • Identify the goals and accomplishments of reformers and reform movements (e.g., women's rights, minorities, labor, temperance, Progressivism, etc.).
SS.USC.25	<p>Demonstrate an understanding of the United States' emergence as a world power.</p> <ul style="list-style-type: none"> • Evaluate the impact of United States foreign policy on global affairs (e.g., Open Door Policy, Good Neighbor Policy, Big Stick Diplomacy, Dollar Diplomacy, and Moral Diplomacy). • Trace the shift from isolationism to intervention and imperialism (e.g., Spanish-American War, annexation of Hawaii, development of the Panama Canal). • Analyze and explain how political, social, and economic factors influenced American involvement in World War I (e.g., treaties, alliances, and nationalism). • List and explain underlying causes, major players, and the effects of World War I.
SS.USC.26	<p>Demonstrate an understanding of the Great Depression and the New Deal.</p> <ul style="list-style-type: none"> • Examine causes of the stock market crash and draw conclusions about the immediate and lasting economic, social, and political effects on the United States and the world. • Research the changing social values that led to the expansion of government in the 1920's and 1930's (e.g., constitutional amendments, New Deal legislation, etc.). • Investigate the different cultural movements during the late 1920's and 1930's.
SS.USC.27	<p>Demonstrate an understanding of the events surrounding World War II.</p>

126CSR44D

	<ul style="list-style-type: none"> • Explain how the world economic crisis initiated worldwide political change. • Explore the causes and effects of World War II and describe the impact the war had on the world (e.g., failure of the Treaty of Versailles/League of Nations, militarism, nationalism, failure of appeasement). • Investigate the abuse of human rights during World War II (e.g., Japanese Internment, Holocaust, stereotypes, propaganda). • Identify contributions from the American-Homefront during the war (e.g., Rosie the Riveters, victory gardens, liberty bonds). • Analyze the long-term consequences of the use of atomic weaponry to end the war.
SS.USC.28	<p>Demonstrate an understanding of Post - World War II America.</p> <ul style="list-style-type: none"> • Compare and contrast the United States and the Soviet Union following World War II and their emergence as superpowers. • Identify social, technological, and political changes that occurred in the United States as a result of the tensions caused by the Cold War. • Trace the events of the Cold War and confrontations between the United States and other world powers (e.g., Korean War, Sputnik/Space Race, Vietnam War, etc.).
SS.USC.29	<p>Demonstrate an understanding of the social and political conflicts that brought forth an era of change in America.</p> <ul style="list-style-type: none"> • Investigate key people, places, and events of the African-American Civil Rights Movement. • Analyze the various political events that shaped this time period (e.g., elections of Richard Nixon, appointment/promotion of Gerald Ford, elections of Jimmy Carter, Ronald Reagan, George H. W. Bush, etc.). • Connect events to continued questions of trust in federal government (e.g., Watergate, Iran Contra, and Pentagon Papers).
SS.USC.30	<p>Demonstrate an understanding of America’s continued role in the complex global community.</p> <ul style="list-style-type: none"> • Evaluate the causes and effects of acts of foreign and domestic terrorism before and after 9/11 (e.g., Iran hostage crisis, 1993 World Trade Center, Oklahoma City, USS Cole, Providing Appropriate Tools Required (to) Intercept (and) Obstruct Terrorism Act of 2001 [P.A.T.R.I.O.T Act], death of Osama bin Laden). • Identify the positive and negative consequences of the advancement of technology. • Evaluate and explain modern American policies (i.e., foreign and domestic), immigration, the global environment, and other current emerging issues.

Contemporary Studies

Contemporary Studies examines the interactions between the United States and the world from 1914 to present day. Teachers will engage students in critical thinking and problem-solving skills as students learn and work with factual historical content, geography, civics, economics, and other social studies concepts. Maps, spreadsheets, charts, photographs, the arts, music, graphs, primary source documents, textbooks, and data from a variety of credible electronic and non-electronic sources will be used to synthesize, analyze, interpret, and predict outcomes. The concept of globalization is explored and evaluated through the careful analysis of the interactions (between or among) the United States and other nation states, helping students recognize the interdependencies of the United States and other countries. Teachers will

126CSR44D

provide a venue for students to examine factors that influence changing political and economic relationships and foreign policies between the United States and its world neighbors. The impact of world events on the individual citizen and the reciprocal impact of an individual citizen’s actions, in the democratic process, on world events will be emphasized.

Civics	
SS.CS.1	Analyze the extent to which the fundamental United States democratic values and principles of republicanism and constitutionalism impact global conflicts among individuals, communities, and nations. <ul style="list-style-type: none"> • Liberty and equality. • Individual rights and the common good. • Majority rule and minority rights. • Rule of Law and ethics (e.g., civil disobedience). • Patriotism.
SS.CS.2	Analyze the duties of citizens that are necessary to promote global democracy. <ul style="list-style-type: none"> • Public forums (local, national, and/or global). • Analysis of voting apathy and resulting consequences. • Personal freedoms throughout the world. • Role of international government and non-government organizations (e.g., League of Nations and United Nations).
SS.CS.3	Analyze ways United States and world conflicts can be resolved in a cooperative and peaceful manner (e.g., United Nations, etc.).
SS.CS.4	Evaluate court cases essential to fundamental democratic principles and values (e.g., <i>Brown v. BOE Topeka</i> , <i>Miranda v. Arizona</i> , <i>Roe v. Wade</i> , <i>Gideon v. Wainwright</i> , <i>Obergefell v. Hodges</i> , <i>Tinker v. Des Moines</i> , etc.).
SS.CS.5	Select and participate in a volunteer service or project with a community or Veteran’s organization (e.g., American Legion, Veterans of Foreign Wars, Women Veterans of America, Ronald McDonald House, Special Olympics, 4-H, etc.).

Economics	
SS.CS.6	Analyze the impact the United States industrialized economy had on the outcome of World War I and subsequent wars (e.g., Lend/Lease Act, National Interstate Defensive Highways Act, NASA, and nuclear arms race).
SS.CS.7	Assess how various executive initiatives and legislative acts have influenced the United States economy (e.g., New Deal, Great Society, Space Race, and Strategic Defense Initiative).
SS.CS.8	Demonstrate an understanding of supply and demand in various historic events that led to economic turmoil.
SS.CS.9	Cite evidence of the economic and cultural impact of advertising and the growth of consumerism (e.g., differentiate between wants and needs).
SS.CS.10	Critique the competing ideologies of capitalism and socialism.
SS.CS.11	Analyze the causes and consequences of the United States’ national debt and its effect upon world economic systems and foreign policy decisions.
SS.CS.12	Identify various developed countries and developing countries and evaluate their Gross Domestic Product to determine the standard of living of their citizens (e.g., health care, education, military, industrial, and agricultural capabilities).

Geography	
SS.CS.13	Analyze and evaluate the changing boundaries of world maps as a result of wars (e.g., Europe, World War I, World War II, Cold War Era, and conflicts in the Middle East).
SS.CS.14	Apply census data to analyze the demographics of population growth that lead to the exhaustion of resources and cultural conflict (e.g., water, agricultural land, energy, and food supplies).
SS.CS.15	Explain how natural resources of various world regions impact foreign and economic policy decisions.

History	
SS.CS.16	<p>Demonstrate an understanding of the events that illustrate the United States' emergence as a world power beginning in 1914.</p> <ul style="list-style-type: none"> Analyze United States isolationism, neutrality and entanglement in world affairs. List and explain underlying causes, major players and the effects of World War I. Explain the connection between the introduction of modern warfare, advancement of military technology and the massive casualties in World War I. Analyze the primary motivations behind Wilson's idealistic Fourteen Points and the subsequent failure of the League. Compare relief efforts and interventions of the 1918 pandemic to modern global health concerns.
SS.CS.17	<p>Demonstrate an understanding of society in the 1920s by examining the changing cultural, economic, and political philosophies, and the ensuing consequences.</p> <ul style="list-style-type: none"> Identify the Wall Street and United States banking practices that reform legislation sought to address. Analyze the impact of the emerging independence of women (e.g., suffrage, double standard, flappers, and employment opportunities). Analyze the conflict over increased immigration (e.g., Red Scare, Johnson Act, quotas, etc.). Identify the social issues that led to the passage of the Eighteenth Amendment and the establishment of Prohibition, and discuss the factors that led to its repeal in the Twenty-first Amendment. Identify specific examples of the literary, musical, and artistic movements (e.g., Harlem Renaissance, jazz, and the Lost Generation).
SS.CS.18	<p>Demonstrate an understanding of both the immediate and long-term impact of the Great Depression on society, economics, and politics within the United States and world.</p> <ul style="list-style-type: none"> Assess the prolonged impact of the stock market crash upon the social and economic activities of the United States and the world. Evaluate the impact of the New Deal and deficit spending on the expansion of the size and scope of the federal government. Explain how the world economic crisis enabled the growth of totalitarian governments. Critique the role of sports, movies, radio and other forms of entertainment in the development of a new culture in America.
SS.CS.19	<p>Demonstrate an understanding of the events surrounding World War II.</p> <ul style="list-style-type: none"> Examine the reasons why appeasement efforts such as the Munich Agreement (1938) failed to prevent war.

126CSR44D

	<ul style="list-style-type: none"> • Demonstrate an understanding of the term genocide and the causes and devastating outcomes during the Holocaust. • Assess Japan’s motives for attacking Pearl Harbor and its impact on the United States entrance in World War II. • Examine the consequences of war faced by the Japanese in the United States and Japan. • Identify the domestic contributions from Americans during the war (e.g., Rosie the Riveters [Rosies], victory gardens, war bond sales, wartime propaganda and opportunities for minorities). • Demonstrate an understanding of the United States’ motivations for rebuilding nations destroyed by World War II (e.g., occupation of Japan, Marshall Plan, etc.).
SS.CS.20	<p>Demonstrate an understanding of the competing ideologies of communism and democracy and the conflict between the United States and Soviet Union superpowers from the post World War II era through early 1990’s.</p> <ul style="list-style-type: none"> • Assess the destructive capability of atomic and hydrogen weaponry (e.g., Oppenheimer, Manhattan Project, Trinity Test, etc.). • Trace the expansion of Soviet and Chinese communism to satellite nations. • Analyze the impact of the Truman Doctrine and containment policy through different presidential administrations. • Identify major confrontations between the United States and the Soviet Union as a result of the fears within American society related to communism and the Space Race. • Analyze and explain the political, social, and economic impact of American involvement in the Korean Conflict and Vietnam War. • Analyze the impact of the United States’ policies of the 1980s on the collapse of the former Soviet Union.
SS.CS.21	<p>Demonstrate an understanding of the origins, struggles, and achievements of marginalized communities that sought equality in the United States.</p> <ul style="list-style-type: none"> • Examine and identify the foundations of the Civil Rights Movement through documents (e.g., <i>Declaration of Independence</i>, <i>U.S. Constitution</i>, etc.) and Supreme Court decisions (e.g., <i>Plessy v. Ferguson</i> and <i>Brown v. BOE Topeka</i>). Analyze the origins of the Civil Rights movements. • Investigate the legal justification and cite examples of intolerance, prejudice, persecution, discrimination and segregation through Jim Crow laws. • Debate the role of activists for and against the Civil Rights Movement (e.g., Ku Klux Klan, Black Panthers, Dr. Martin Luther King, Jr., Southern Christian Leadership Conference, Student Non-violent Coordinating Committee, American Indian Movement, Chicano Movement, and United Farm Workers Organizing Committee). • Design a timeline of the Civil Rights Movement in the United States that includes key people, places, and events.
SS.CS.22	<p>Demonstrate an understanding of the social conflicts that challenged lifestyles in the second half of the 20th century.</p> <ul style="list-style-type: none"> • Investigate and identify the causes and effects of Americans migrating to the suburbs after World War II. • Identify and examine changes brought about by media sources to American

126CSR44D

	<p>cultural, economic and political behavior (e.g., television, Rock ‘n’ Roll, protest songs, the Internet and social media platforms, etc.).</p> <ul style="list-style-type: none"> • Summarize the various counterculture movements and their causes and effects on American society. • Analyze the impact of federal government actions on citizens’ level of trust in the federal government (e.g., Watergate, Iran Contra, Pentagon Papers, Clinton Impeachment, etc.).
SS.CS.23	<p>Demonstrate an understanding of United States foreign policy and global economic issues since 1990.</p> <ul style="list-style-type: none"> • Evaluate American foreign policy concerning abuses of human rights (e.g., Serbian and Rwandan genocides, apartheid in South Africa, etc.). • Debate the motivation for adopting NAFTA (North American Free Trade Agreement) and GATT (General Agreement on Tariffs and Trade), and assess their impact on the American and world economies. • Evaluate the causes of 9/11 and the ensuing Global War on Terrorism.
SS.CS.24	<p>Demonstrate an understanding of America’s continued role in shaping the complex global community since September 11, 2001.</p> <ul style="list-style-type: none"> • Assess the results of American foreign policy relating to Middle Eastern countries (e.g., Israel, Iran, the wars in Iraq and Afghanistan on the war against terror, etc.). • Outline provisions of the P.A.T.R.I.O.T. Act and debate the necessity of infringements on American civil rights. • Critique the effectiveness of the wars in Iraq and Afghanistan on the war against terror. • Analyze both the positive and negative aspects of the internet and social networking in revolutionizing popular thought and organizing people throughout the world (e.g., Tea Party, Arab Spring, Occupy Wall Street, Wi-Fi, social media). • Research and analyze United States and world responses to Islamic State in Iraq and Syria’s (ISIS) rise in Iraq and Syria.

Civics

Civics is designed as a culminating United States Studies course that fosters informed citizens essential to the perpetuation of the American Republic. A United States Studies course is a prerequisite for this course. Students learn and utilize knowledge and skills for responsible, participatory citizenship based on a firm understanding of the principles and practices of our government coupled with civil rights and responsibilities, sound financial literacy, and global awareness. Students investigate what has happened, explore what is happening and predict what will happen to the social, political, and economic problems that beset America and the world using the skills and resources of the past and present centuries. Students continue to develop their critical thinking and problem-solving skills collaboratively and independently to become informed citizens and consumers who practice economically sound decision-making, are geographically aware of the physical and human landscapes of the world, and protect, preserve, and defend their system of government. New and refined knowledge gained in Civics is communicated and shared throughout the community as students engage in community service and service-learning that allows classrooms to span continents and serve as the heart of the community.

Note: A personal finance graduation requirement, Personal Finance (CTE course code 1451), became effective with the 2024-2025 freshman cohort. However, counties may have chosen to implement this requirement early.

Until counties implement a stand-alone Personal Finance course, counties must embed the Personal Finance standards found in Appendix A into Civics and/or Dual Credit/AP® Government and Politics.

Civics	
SS.C.1	Be aware of the importance of informed citizens who actively participate in the preservation and improvement of American government through community service and service-learning (e.g., individual service projects, patriotic events, mock trials, group initiatives, community volunteerism).
SS.C.2	Explore social contracts and the establishment of the rule of law, and evaluate how the balance (or relationship) between limited government and the rule of law protect individual rights.
SS.C.3	Demonstrate that the purpose of American government is the protection of personal, political and economic rights of citizens as evidenced by the <i>Declaration of Independence</i> , the <i>U.S. Constitution</i> , Constitutional Amendments, and the ideas of those involved in the establishment of American government.
SS.C.4	Consider factors that subvert liberty (including lack of education, voter apathy, disenfranchisement, civil inequalities, economic issues, loss of public trust, and misuse of government power), then collaborate, compromise, and by consensus, create a model that informed citizens can use to defend and perpetuate the American Republic.
SS.C.5	Examine and analyze the contributing factors to the drafting of the <i>Declaration of Independence</i> and the <i>U.S. Constitution</i> . <ul style="list-style-type: none"> • Leaders and philosophers (e.g., John Locke, James Madison, Thomas Jefferson John Adams, and Natural Rights philosophy). • Events (e.g., Glorious Revolution, Reformation, and Enlightenment) • Documents (e.g., <i>English Bill of Rights</i>, <i>Petition of Right</i>, and <i>Magna Carta</i>) • Classical periods (e.g., eras of Greece, Rome, and Classical Republicanism). • Principles (e.g., popular sovereignty, federalism, limited government, separation of powers, checks and balances, civil liberties, rule of law, republicanism, and Constitutional principles). • Judeo-Christian influence.
SS.C.6	Examine the compromises of the Constitutional Convention and how those decisions were characterized in the <i>Federalist</i> and the <i>Anti-Federalist</i> papers.
SS.C.7	Evaluate the elements in the <i>U.S. Constitution</i> that make it a living document with democratic principles that are modified and expanded to meet the changing needs of society.
SS.C.8	Investigate the system of government created by the Preamble, Seven Articles, the <i>Bill of Rights</i> , and other Amendments of the <i>U.S. Constitution</i> to evaluate how the framework for American society is provided.
SS.C.9	Analyze how the <i>U.S. Constitution</i> defines federalism and outlines a structure for the United States government.
SS.C.10	Analyze the protection of liberties in the <i>Bill of Rights</i> and their expansion through judicial review and the gradual incorporation of those rights by the Fourteenth Amendment.
SS.C.11	Analyze how the freedoms of speech and press in a democratic society enable citizens to develop informed opinions, express their views, shape public policy, and monitor government actions.
SS.C.12	Determine how conflicts between the rights of citizens and society's need for order can

126CSR44D

	be resolved while preserving both liberty and safety.
SS.C.13	Compare and contrast the original and appellate jurisdictions of local, state, and national judicial systems to show how America's court system addresses criminal and civil cases.
SS.C.14	Apply the concepts of legal precedent through past and present landmark Supreme Court cases, interpretations of the <i>U.S. Constitution</i> by the Supreme Court and the impact of these decisions on American society.
SS.C.15	Develop an understanding of the American legal system through examining existing ordinances, statutes and Federal Acts, exploring the differences between criminal and civil law, and determining the legal obligations and liabilities of American citizenship.
SS.C.16	Critique the evolution of the two-party system in the United States, evaluate how society and political parties have changed over time and analyze how political parties function today.
SS.C.17	Examine the influence of the media on public opinion and on the decisions of elected officials and the bureaucracy. <ul style="list-style-type: none"> • Bias in reporting and editorials. • Push-pull polls and selective reporting of citizen opinions. • Advertising and campaign ads. • Reporting news out of context.
SS.C.18	Investigate the impact that special interest groups have on shaping public policy at local, state, and national levels.
SS.C.19	Assess how factors such as campaign finance, participation of the electorate, and demographic factors influence the outcome of elections.
SS.C.20	Examine how decisions and policies of state and local government impact the lives of citizens, such as local issues and problems, structure of local government (e.g., differences in incorporation, providing public services and mayoral styles), zoning and annexation, land use and urban sprawl, and ordinances and jurisdiction.
SS.C.21	Explore cooperation, competition, and conflict among nations through organizations, agreements and protocols, political acts, and other exchanges, such as the United Nations, international treaties and terrorism, to evaluate potential solutions to global issues.
SS.C.22	Compare and contrast the values, ideals, and principles that are the foundation of a democratic republic and the role citizens play in a constitutional democracy, to the theories and practices of non-democratic governments (e.g., socialism found in communism and nationalism found in fascism).
SS.C.23	Examine how the First Amendment provides for freedom of religion and examine the following: <ul style="list-style-type: none"> • Free Exercise Clause. • Establishment Clause.
SS.C.24	Develop an understanding of how the Fourth, Fifth, Sixth, and Eighth Amendments provide citizens with legal protections/defendants' rights.
SS.C.25	Develop an understanding of how the Fourteenth Amendment provides for equal protection and due process.

Economics	
SS.C.26	Examine the opportunity costs in ever-present scarcity for individuals, businesses, and societies to understand how to make choices when facing unlimited wants with limited

126CSR44D

	resources.
SS.C.27	Debate an effective allocation of the factors of production that encourages healthy economic growth and sustainability while curbing environmental abuses in the global community.
SS.C.28	Explain how supply and demand affects prices, profits, and availability of goods and services.
SS.C.29	Describe how households, businesses, and government interact in a free-market economy.
SS.C.30	Identify economic influences that impact business climate on the local, regional, and global level.
SS.C.31	Track the evolution of currency throughout history to facilitate the exchange of goods and services.

Geography	
SS.C.32	<p>Use census data and public records to identify patterns of change and continuity to understand the impact of the following on society.</p> <ul style="list-style-type: none"> • Zoning • Migration • Ethnicity • Income • Gender Differences • Age Differences • Education • Voting Behavior • Family Structure
SS.C.33	<p>Conduct research using demographic data to interpret, debate, and evaluate the geopolitical implications of a variety of global issues.</p> <ul style="list-style-type: none"> • Environment and Environmental Protection • Political and Cultural Boundaries • Women’s Rights • Cultural Diversity and Assimilation • Religion • Standard of Living
SS.C.34	Analyze the role of sustainable development in the lives of 21 st Century citizens (e.g. renewable energy, recycling, reusing, land use policy, ocean management and energy policy) to balance healthy economic growth with environmental protection.
SS.C.35	Analyze the consequences of human and environmental interaction using geographic information systems.
SS.C.36	Explore various routes of personal travel and topography using geographic information systems.
SS.C.37	<p>Compare and contrast the factors of development for developed and developing countries, including the causes and implications of the following:</p> <ul style="list-style-type: none"> • population (including migration, immigration, birth rate, and life expectancy); • natural resources and environmental protection; • income, industry, trade, and Gross Domestic Product; • climate and geographic conditions;

126CSR44D

	<ul style="list-style-type: none"> • cultural and social factors; • political management, legal system, and stability; • educational opportunities; and • standard of living.
--	---

Economics

Understanding economics is essential for all students to enable them to reason logically about key economic issues that affect their lives as workers, consumers, and citizens. A better understanding of economics enables students to understand the forces that affect them every day and helps them identify and evaluate the consequences of personal decisions. As resources become scarce, as the economic environment changes, and as the economic impact of decisions becomes more immediate, students must make sense of the array of economic concepts, facts, events, observations, and issues in everyday life and develop the ability to make effective decisions about economic issues.

Economics	
SS.E.1	Analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange, and trade-offs (Choices).
SS.E.2	Research, critique, and evaluate the roles of private and public institutions in the economy (Institutions).
SS.E.3	Compare and contrast various economic systems and analyze their impact on individual citizens.
SS.E.4	Describe and demonstrate how the factors of production apply to the United States economic system (Factors of Production).
SS.E.5	Analyze the elements of competition and how they impact the economy (Competition).
SS.E.6	Examine and evaluate the interdependence of global economies.
SS.E.7	Explain and give examples showing how scarcity of goods and services forces people to make choices about needs and wants.
SS.E.8	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.9	Explain the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a free enterprise system.
SS.E.10	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.11	Compare and contrast examples of private and public goods and services.
SS.E.12	Evaluate the costs and benefits of allocating goods and services through public and private means.
SS.E.13	Describe and compare relationships among economic institutions (e.g., households, businesses, banks, government agencies, and labor unions).
SS.E.14	Explain how specialization and division of labor in economic systems increase productivity.
SS.E.15	Describe the role of money and other forms of exchange in the economic process.
SS.E.16	Compare and analyze how values and beliefs influence economic decisions in different economic systems.
SS.E.17	Evaluate economic systems according to how laws, rules and procedures deal with demand, supply, and prices.
SS.E.18	Evaluate historical and current social developments and issues from an economic

126CSR44D

	perspective.
SS.E.19	Explain historical and current developments and issues in local, national, and global contexts from an economic perspective.
SS.E.20	Define inflation and explain its effects on economic systems.
SS.E.21	Define and analyze the use of fiscal and monetary policy in the national economic system.
SS.E.22	Explain the process of international trade from an economic perspective.
SS.E.23	Analyze and evaluate growth and stability in different economic systems.
SS.E.24	Analyze a public issue from an economic perspective and propose a socially desirable solution.
SS.E.25	Evaluate the role of the factors of production in a market economy.
SS.E.26	Compare, contrast, and evaluate different types of economies (traditional, command, market, mixed).
SS.E.27	Explain how and why people who start new businesses take risks to provide goods and services.
SS.E.28	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.29	Describe and explain the role of money, banking, savings, and budgeting in everyday life.
SS.E.30	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.31	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.32	Explain the basic characteristics of international trade, including absolute and comparative advantage, barriers to trade, exchange rates, and balance of trade.
SS.E.33	Describe and explain global economic interdependence and competition, using examples to illustrate their influence on national and international policies.
SS.E.34	Evaluate long-term and short-term costs in relationship to long and short-term benefits.
SS.E.35	Identify different economic goals and the tradeoffs that must be made between economic and social goals.
SS.E.36	Describe the aims of government fiscal policies (taxation, borrowing and spending) and their influence on production, employment, and price levels).
SS.E.37	Explain the basic principles of the United States free enterprise system (e.g., opportunity costs, scarcity, profit motive, voluntary exchange, private property rights, and competition).
SS.E.38	Explain the characteristics, advantages and disadvantages of sole proprietorships, partnerships, and corporations.
SS.E.39	Describe characteristics and give examples of pure competition, monopolistic competition, and oligopolistic competition.
SS.E.40	Analyze the factors involved in the process of acquiring consumer goods and services including credit, interest, and insurance.

Application	
SS.E.41	Career options.

126CSR44D

	<ul style="list-style-type: none"> • Identify careers in economics. • Identify resources to help select economics programs for further study.
SS.E.42	Educational requirements. <ul style="list-style-type: none"> • Identify degree requirements for economist and economics-related careers. • Identify resources to help select economics programs for further study.
SS.E.43	Vocational applications of economics. <ul style="list-style-type: none"> • Discuss ways in which economics addresses domestic and global issues. • Identify careers in economics that have evolved as a result of domestic and global issues.

Geography

The power and beauty of geography allows all students to see, understand, and appreciate the web of relationships between people, places, and environments. Geography provides knowledge of Earth's physical and human systems and of the interdependency of living things and physical environments. This geography course is based on the six essential elements and five themes of geography stressing the contemporary world and the role of the United States in the global community. Students will use geographic perspectives and technology to interpret culture, environment, and the connection between them. Students will use the geographic skills of asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions.

Geography	
SS.G.1	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).
SS.G.2	Describe the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions).
SS.G.3	Describe and explain the physical processes that shape the earth's surface and create, sustain, and modify the cultural and natural environment (Physical Systems).
SS.G.4	Identify, explain, and analyze how the earth is shaped by the movement of people and their activities (Human Systems).
SS.G.5	Analyze the interaction of society with the environment (Environment and Society).
SS.G.6	Explain geographic perspective and the tools and techniques available for geographic study (Uses of Geography).
SS.G.7	Analyze the world and account for consequences of human/environment interactions depicting the geographic implications of world events.
SS.G.8	Explain components of the Earth's physical systems and their interrelationships (e.g., landforms, bodies of water, atmosphere, and geologic factors).
SS.G.9	Identify factors that contribute to human and physical changes in places and regions.
SS.G.10	Identify and define the world's physical and cultural regions, including political and historical characteristics, and their interdependence in regard to trade, services, migration, and cultural values.
SS.G.11	Analyze populations with regard to life expectancy, infant mortality rates, population pyramids, migration, and birth and death rates.
SS.G.12	Evaluate the impact of migration on physical and human systems.
SS.G.13	Analyze growth, decline, and development of cities over time.
SS.G.14	Compare and contrast the impact of competition for limited resources on an

126CSR44D

	interdependent global economy (e.g., distribution, sustainability, conflict, and resolution).
SS.G.15	Examine global social and political factors and their implications.
SS.G.16	Analyze ethnicity, nationalism, and religion of regional cultures in a global society (e.g., major world religions, various ethnic groups, and rigidity of societal norms).
SS.G.17	Analyze the influence of geographical features on the evolution of significant historic events and movements.
SS.G.18	Analyze the impact of technology or its lack on environments and societies over time.
SS.G.19	Analyze connections between physical geography and isolation from the world community which result in cultural and political instability.
SS.G.20	Identify causes and draw conclusions about landless cultures.
SS.G.21	Compare and contrast standards of living in poverty-stricken areas with advanced societies (e.g., basic needs, education, economic opportunities, and technological advances).
SS.G.22	Utilize various geographic information systems to gain insight into people and their place in the world.

Application	
SS.G.23	Career options. <ul style="list-style-type: none"> • Identify careers in geography. • Identify resources to help select geography programs for further study.
SS.G.24	Educational requirements. <ul style="list-style-type: none"> • Identify degree requirements for geographers and geography-related careers. • Identify resources to help select geography programs for further study.
SS.G.25	Vocational applications of geography. <ul style="list-style-type: none"> • Discuss ways in which geography addresses domestic and global issues. • Identify careers in geography that have evolved as a result of domestic and global issues.

Sociology

Sociology is the study of our society and our relationship to it. This course offers a distinctive look at the social world and our place in it. Students will study human interaction and development with emphasis placed on social institutions as well as culture, ethnic, racial, and minority groups.

Sociology	
SS.S.1	Explain the origins of sociology, the sociological perspective, research methodologies, and theoretical perspectives in sociology.
SS.S.2	Analyze and evaluate the development and evolution of culture and socialization within society.
SS.S.3	Analyze causes and effects of social inequality, theories of deviance and crime, and maintenance of social order.
SS.S.4	Examine social changes and summarize the impact on society.
SS.S.5	Trace the origins of sociology and the sociological perspective, and determine how sociology relates to the other social sciences.
SS.S.6	Identify major research methods in sociology and the ethical practices used to guide research.
SS.S.7	Compare and evaluate the theoretical perspectives of Structural Functionalism, Symbolic

126CSR44D

	Interaction, and Conflict Theory.
SS.S.8	Identify the basic components of culture and evaluate the importance of culture in society.
SS.S.9	Analyze the components of cultural change and diversity (e.g., norms, beliefs, values, dehumanization, cults, multiculturalism, ethnocentrism, cultural relevance, folk culture, counterculture, subculture, and culture shock).
SS.S.10	Compare and contrast material and non-material culture.
SS.S.11	Analyze the impact of globalization on the United States and other world cultures and make predictions about future trends.
SS.S.12	Explain the components of social structure; including status, role, and social institutions.
SS.S.13	Research theories and stereotypes of poverty, and trace its relationship to geography and opportunity (e.g., access to healthcare/education, unemployment, housing.)
SS.S.14	Identify the various social institutions in society (i.e., family, education, religion, economics, government/politics, medicine, military, law, science, and mass media).
SS.S.15	Investigate the evolution of family structures and their impact on the individual in society.
SS.S.16	Investigate aging and the process of death and dying in historical and contemporary world societies.
SS.S.17	Compare and contrast various types of societies (e.g., developed vs. underdeveloped, urban vs. rural, industrialized vs. unindustrialized).
SS.S.18	Categorize groups within a society by comparing primary and secondary groups, in and out groups, reference groups, and social networks.
SS.S.19	Analyze the components, varieties, and functions of group dynamics; including factors such as group size, leadership, and authority.
SS.S.20	Evaluate the strengths and weaknesses of formal organizations and bureaucracies (e.g., unions, universities, public education, service organizations, veterans, churches).
SS.S.21	Identify and evaluate the stages of socialization; including roles and responsibilities, childhood, adolescence, and adulthood.
SS.S.22	Evaluate the factors that socialize the individual (i.e., family, marital status, peers, education, gender, ethnicity, media, religion).
SS.S.23	Describe how norms and values aid in the development of social control in society.
SS.S.24	Analyze and evaluate the causes and consequences of deviant behavior on both the individual and society.
SS.S.25	Examine the methods of social control in different types of societies and evaluate how groups and institutions promote social obedience and impose conformity.
SS.S.26	Analyze the functions and inequalities of the criminal justice system in relation to a society's construct of crime and punishment.
SS.S.27	Evaluate the effectiveness of institutions in the rehabilitation and resocialization process.
SS.S.28	Explain how unequal distribution of power and resources affects the life chance of individuals in society.
SS.S.29	Research the sources and effects of global stratification society (i.e., race, ethnicity, gender, age; and emotional, mental, and physical disabilities).
SS.S.30	List the various forms of collective behavior (e.g., crowds, riots, rumors, panics, mass hysteria, moral panics, fads, and urban legends).
SS.S.31	Evaluate the impact of technology on social change.
SS.S.32	Analyze the impact of demographic changes and changes in settlement patterns on a society (e.g., population, migration, mortality).

Application	
SS.S.33	Career options. <ul style="list-style-type: none"> • Identify careers in sociology. • Identify resources to help select sociology programs for further study.
SS.S.34	Educational requirements. <ul style="list-style-type: none"> • Identify careers in sociology. • Identify resources to help select sociology programs for further study.
SS.S.35	Vocational applications of sociology. <ul style="list-style-type: none"> • Discuss ways in which sociology addresses domestic and global issues. • Identify careers in sociology that have evolved as a result of domestic and global issues.

Psychology

Psychology is defined as the scientific study of the mind and behavior. In a high school psychology course, students are introduced to the scientific method and the core ideas and theories of psychology. As a result, students gain an understanding of the complexities and diversity of human thought and behavior.

Scientific Inquiry	
SS.P.1	Development of psychology as an empirical science. <ul style="list-style-type: none"> • Define psychology as a discipline and identify its goals as a science. • Describe the emergence of psychology as a scientific discipline. • Describe perspectives employed to understand behavior and mental processes. • Explain how psychology evolved as a scientific discipline.
SS.P.2	Major subfields within psychology. <ul style="list-style-type: none"> • Discuss the value of both basic and applied psychological research with human and non-human animals. • Describe the major subfields of psychology. • Identify the important role psychology plays in benefiting society and improving people's lives.
SS.P.3	Research methods and measurements used to study behavior and mental processes. <ul style="list-style-type: none"> • Describe the scientific method and its role in psychology. • Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods. • Define systematic procedures used to improve the validity of research findings, such as external validity.

Biopsychology	
SS.P.4	Structure and function of the nervous system in human and non-human animals. <ul style="list-style-type: none"> • Identify the major divisions and subdivisions of the human nervous system. • Identify the parts of the neuron and describe the basic process of neural transmission. • Differentiate between the structures and functions of the various parts of the central nervous system. • Describe lateralization of brain functions.

126CSR44D

	<ul style="list-style-type: none"> Discuss the mechanisms of, and the importance of, plasticity of the nervous system.
SS.P.5	<p>Structure and function of the endocrine system.</p> <ul style="list-style-type: none"> Describe how the endocrine glands are linked to the nervous system. Describe the effects of hormones on behavior and mental processes. Describe hormone effects on the immune system.
SS.P.6	<p>The interaction between biological factors and experience.</p> <ul style="list-style-type: none"> Describe concepts in genetic transmission. Describe the interactive effects of heredity and environment. Explain how evolved tendencies influence behavior.
SS.P.7	<p>Methods and issues related to biological advances.</p> <ul style="list-style-type: none"> Identify tools used to study the nervous system, including the brain. Describe advances made in neuroscience. Discuss issues related to scientific advances in neuroscience and genetics.
SS.P.8	<p>The processes of sensation and perception.</p> <ul style="list-style-type: none"> Discuss processes of sensation and perception and how they interact. Explain the concepts of threshold and adaptation.
SS.P.9	<p>The capabilities and limitations of sensory processes.</p> <ul style="list-style-type: none"> List forms of physical energy for which humans and non-human animals do and do not have sensory receptors. Describe the visual sensory system. Describe the auditory sensory system. Describe other sensory systems, such as olfaction, gustation, and somesthesia (e.g., skin senses, kinesthesia, and vestibular sense).
SS.P.10	<p>Interaction of the person and the environment in determining perception.</p> <ul style="list-style-type: none"> Explain Gestalt principles of perception. Describe binocular and monocular depth cues. Describe the importance of perceptual constancies. Describe the nature of attention. Explain how experiences and expectations influence perception.

Cognition	
SS.P.11	<p>Encoding of memory.</p> <ul style="list-style-type: none"> Identify factors that influence encoding. Characterize the difference between shallow (surface) and deep (elaborate) processing. Discuss strategies for improving the encoding of memory.
SS.P.12	<p>Storage and retrieval of memory.</p> <ul style="list-style-type: none"> Describe the differences between working memory and long-term memory. Identify and explain biological processes related to how memory is stored. Analyze the importance of retrieval cues in memory. Discuss strategies for improving the retrieval of memories.
SS.P.13	<p>Basic elements comprising thought.</p> <ul style="list-style-type: none"> Define cognitive processes involved in understanding information. Define processes involved in problem solving and decision making. Discuss non-human problem-solving abilities.

126CSR44D

SS.P.14	<p>Obstacles related to thought.</p> <ul style="list-style-type: none"> • Describe obstacles to problem solving. • Describe obstacles to decision making. • Describe obstacles to making good judgments.
---------	---

Development and Learning

SS.P.15	<p>Classical conditioning.</p> <ul style="list-style-type: none"> • Describe the principles of classical conditioning. • Describe clinical and experimental examples of classical conditioning. • Apply classical conditioning to everyday life. <p>Methods and issues in life span development.</p> <ul style="list-style-type: none"> • Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development. • Explain issues of continuity/discontinuity and stability/change. • Distinguish methods used to study development. • Describe the role of sensitive and critical periods in development.
SS.P.16	<p>Operant conditioning.</p> <ul style="list-style-type: none"> • Describe the Law of Effect. • Describe the principles of operant conditioning. • Describe clinical and experimental examples of operant conditioning. • Apply operant conditioning to everyday life. <p>Physical, cognitive, and social development across the life span (prenatal, infancy, childhood, adolescence, emerging adulthood, adulthood, and older adulthood.)</p> <ul style="list-style-type: none"> • Identify key features of physical development from prenatal through older adulthood. • Identify key features of cognitive development from prenatal through older adulthood. • Identify key features of social development from prenatal through older adulthood.

Sociocultural Context

SS.P.17	<p>Social cognition.</p> <ul style="list-style-type: none"> • Describe attributional explanations of behavior. • Describe the relationship between attitudes (implicit and explicit) and behavior. • Identify persuasive methods used to change attitudes.
55-SS.P.18	<p>Social influence and relations.</p> <ul style="list-style-type: none"> • Describe effects of others' presence on individuals' behavior. • Discuss how an individual influences group behavior. • Discuss the nature and effects of stereotyping, prejudice, and discrimination. • Describe determinants of prosocial behavior. • Discuss influences upon aggression and conflict. • Discuss factors influencing attraction and relationships.
SS.P.19	<p>Social and cultural diversity.</p> <ul style="list-style-type: none"> • Define culture and diversity. • Identify how cultures change over time and vary within nations as well as

126CSR44D

	<p>internationally.</p> <ul style="list-style-type: none"> • Discuss the relationship between culture and conceptions of self and identity. • Discuss psychological research examining race and ethnicity. • Discuss psychological research examining socioeconomic status. • Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.
--	---

Individual Variations	
SS.P.20	<p>Perspectives on motivation.</p> <ul style="list-style-type: none"> • Explain biologically based theories of motivation. • Explain cognitively based theories of motivation. • Explain humanistic theories of motivation. • Explain the role of culture in human motivation.
SS.P.21	<p>Perspectives on emotion.</p> <ul style="list-style-type: none"> • Explain the biological and cognitive components of emotion. • Discuss psychological research on basic human emotions. • Differentiate among theories of emotional experience.
SS.P.22	<p>Perspectives on abnormal behavior.</p> <ul style="list-style-type: none"> • Define psychologically abnormal behavior. • Describe historical and cross-cultural views of abnormality. • Describe major models of abnormality. • Discuss how stigma relates to abnormal behavior. • Discuss the impact of psychological disorders on the individual, family, and society.
SS.P.23	<p>Categories of psychological disorders.</p> <ul style="list-style-type: none"> • Describe the classification of psychological disorders. • Discuss the challenges associated with diagnosis. • Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders). • Evaluate how different factors influence an individual's experience of psychological disorders.
SS.P.24	<p>Perspectives on treatment of psychological disorders.</p> <ul style="list-style-type: none"> • Explain how psychological treatments have changed over time and among cultures. • Match methods of treatment to psychological perspectives. • Explain why psychologists use a variety of treatment options.

Application	
SS.P.25	<p>Career options.</p> <ul style="list-style-type: none"> • Identify careers in psychological science and practice. • Identify resources to help select psychology programs for further study.
SS.P.26	<p>Educational requirements.</p> <ul style="list-style-type: none"> • Identify degree requirements for psychologists and psychology-related careers. • Identify resources to help select psychology programs for further study.

126CSR44D

SS.P.27	<p>Vocational applications of psychological science.</p> <ul style="list-style-type: none">• Discuss ways in which psychological science addresses domestic and global issues.• Identify careers in psychological science that have evolved as a result of domestic and global issues.
---------	---

126CSR44D

APPENDIX A

The new personal finance course graduation requirement becomes effective with the 2024-2025 freshman cohort. However, counties may have chosen to implement this requirement early.

Freshmen will not be eligible to take this new course prior to their 11th grade year. In the meantime, the following personal finance standards must be embedded into Civics and/or Dual Credit/AP[®] Government and Politics to ensure every student receives personal finance instruction prior to graduation as required by W. Va. Code. The new standards for the course will be housed in W. Va. §126CSR44M, West Virginia College- and Career-Readiness Programs of Student/Standards for Career Technical Education (CTE course code 1451).

Personal Finance	
1	<p>Investigate the cost of postsecondary education.</p> <ul style="list-style-type: none">• Determine the tuition and fees of several specific public and private two- and four-year institutions.• Examine room and board cost for students that live on campus.• Examine commuting costs for attending a local institution (gas, car maintenance, distance, time).• Compare textbook costs (e.g., used books, new books, digital rentals, online book stores, local bookstore, text loaning programs).• Determine personal expenses (e.g., hobbies, restaurants, entertainment, transportation, gas, bills, rent, insurance, cellphone).• Examine the net price of different postsecondary institutions utilizing the net price calculator required to be posted on all postsecondary institution's web pages.• Identify sources of financial aid.• Examine and understand financial aid terminology (e.g., Free Application for Federal Student Aid (FAFSA), Expected Family Contribution (EFC), grant, cost of attendance).• Explore the application process for student loan qualifications and the repayment process.
2	<p>Evaluate income, lifestyle, and career opportunities based on education and financial aid decisions.</p> <ul style="list-style-type: none">• Differentiate the annual income of a college graduate compared to a high school graduate.• Differentiate between gross and net income (e.g., taxes, insurance, and pension plans).• Explore how earning a degree impacts lifestyle, lifelong earning potential, and personal wants vs. needs.• Investigate the consequences of personal choices in relation to finances.• Construct, utilize, and monitor a budget for a recent high school graduate.• Construct, utilize, and monitor a budget for a recent college graduate.• Compare and contrast the budgets of a high school graduate and a recent college graduate.

126CSR44D

	<ul style="list-style-type: none"> Explore how benefits packages, unions, and professional organizations impact lifestyle and career choices.
3	Examine the expectations and benefits of potential careers and their impact on lifelong earning potential.
4	<p>Examine general workforce preparedness skills.</p> <ul style="list-style-type: none"> Develop a resume showing skills, experiences, and education that can be used when applying for a job, a scholarship, or college. Participate in mock job interviews. Identify workplace expectation, including prompt attendance, timelines, and efficiencies.
5	Examine the causes of bankruptcy and how to avoid them.
6	Complete federal and state income tax forms and examine other state and local taxes.
7	Examine the advantages and disadvantages of different types of consumer debt to make sound financial decisions (e.g., home loans, credit card debt, automobile loans, pay-day loans, and rent-to-own).
8	Develop the knowledge and practices of a savvy consumer who knows consumer rights and responsibilities, can identify and avoid fraudulent practices and guard against identify theft.
9	Utilize traditional and online banking services as well as examining fees, services and hidden costs of checking, savings, debit cards, Certificates of Deposit, etc.
10	<p>Examine financial habits that promote economic security, stability and growth.</p> <ul style="list-style-type: none"> Investments (e.g., stocks, mutual funds, certificates of deposits, and commodity trading). Insurance (e.g., life insurance, health insurance, automobile insurance, home and renters insurance, and retirement plans).

Rule Title: W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies

FISCAL NOTE FOR PROPOSED RULES

Type of Rule: Legislative Interpretive Procedural

Agency: West Virginia Department of Education
Address: Tanya Baldwin, Coordinator
WVDE Office of PK-12 Academic Support
Capitol Building 6, Room 500, 1900 Kanawha Boulevard, East
Charleston, WV 25305
Telephone Number: 304.558.8098 Email: tlbaldwi@k12.wv.us

SUMMARIZE IN A CLEAR AND CONCISE MANNER THE OVERALL ECONOMIC IMPACT OF THE PROPOSED RULE.

A. ECONOMIC IMPACT ON REVENUES OF STATE GOVERNMENT:

There will be no economic impact on revenues of state government as a result of the proposed amendment of W. Va. 126CSR44D, Policy 2520.4.

B. ECONOMIC IMPACT ON SPECIAL REVENUE ACCOUNTS:

There will be no economic impact on special revenue accounts as a result of the proposed amendment of W. Va. 126CSR44D, Policy 2520.4.

C. ECONOMIC IMPACT OF THE RULE ON THE STATE OR ITS RESIDENTS:

There will be no economic impact on the state or its residents as a result of the proposed amendment of W. Va. 126CSR44D, Policy 2520.4.

D. FISCAL NOTE DETAIL:

Effect of Proposal	Fiscal Year		
	Current Increase / Decrease (use "-")	Next Increase / Decrease (use "-")	Fiscal Year (Upon Full Implementation)
1. Estimated Total Cost	\$0.00	\$0.00	\$0.00
Personal Services	\$0.00	\$0.00	\$0.00
Current Expenses	\$0.00	\$0.00	\$0.00
Repairs & Alterations	\$0.00	\$0.00	\$0.00
Assets	\$0.00	\$0.00	\$0.00
Other	\$0.00	\$0.00	\$0.00
2. Estimated Total Revenues	\$0.00	\$0.00	\$0.00

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

There will be no economic impact on revenues of state government, special revenue accounts, or the state or its residents as a result of the proposed amendment of W. Va. 126CSR44D, Policy 2520.4.

Signature of Agency Head or Authorized Representative

Date

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
Comment Log**

Comment Period: April 10, 2024 to May 27, 2024

Action

A/S Comment was accepted and supports the proposed policy

A/C Comment was accepted and resulted in changes to the proposed policy

N Comment was not accepted

DATE	COMMENTER	COMMENTS	ACTION	RATIONALE
§Appendix A Comments				
2024-04-22 09:40:12	JASON ROBERTS Social Studies Teacher Tyler Consolidated High School Sistersville WV	<p>Creating a new Full-year Personal Finance course will place a burden on many schools to implement this into an already tight schedule. It would now require 5(!) Social Studies courses for graduation. FIVE! By adding this requirement students will lose opportunities to take other classes, particularly in Work Force readiness and CTE classes.</p> <p>It would also require many schools to hire an additional teacher which financially may not be possible.</p> <p>A solution would be to make Civics a half-credit and Personal Finance a half-credit. One teacher could take care of both, eliminating the hiring burden on the schools. It also would eliminate any CTE burdens as well.</p>	N	Response 1: Personal Finance is a standalone course required by state code and is no longer part of the Social Studies requirements. The standards for Personal Finance can be found in the Career and Technical Education Standards (Course 1451).
2024-05-26 15:24:42	Matthew Cox Teacher Putnam County Schools Hurricane WV	<p>I know this is a legislative mandate and personal finance is important. My question is if there is enough content included to make the proposed course a full year? It seems that with the content listed, there might be enough for a semester.</p> <p>I have a problem with the wording of the standards being embedded into dual-credit and AP Government and Politics courses. Is the WVDE now dictating what dual-credit courses can and cannot teach? Is the WVDE</p>	N	See Response 1.

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
Comment Log**

		<p>superseding the requirements of the College Board? And if these standards can imbedded in a civics, dual-credit, or AP course, shouldn students receive two credit hours for completing the coursework of 12th grade social studies course (or equivalent) instead of just one? Do social studies teachers who teach AP Government or dual-credit political science need a personal finance endorsement just to teach these courses in the meantime until personal finance teachers are hired and certified?</p> <p>It sounds good on paper, but there are more glaring questions that need to be addressed before implementation.</p> <p>And while personal finance is a microeconomic subject, some macroeconomic subjects would probably prepare students for the outside world. I didn see anything about inflation, unemployment and/or disability, fluctuations in the stock market, global trading networks, exchange rates, etc. in the standards. All of those topics would be helpful additions worthy of warranting a year-long course.</p>		
§126-44D-1 General				
2024-04-22 10:08:46	Carolyn Wagner Teacher Raleigh County Schools Beckley WV	I am in general agreement with the changes to the WV Social Studies Curriculum.	A/S	
2024-05-27 09:28:34	Brendan Gillis Director of Teaching & Learning American Historical Association Washington DC	The American Historical Association has reviewed the draft West Virginia College- and Career-Readiness Standards for Social Studies and appreciates both their approach and structure as an effective foundation for history education in public schools. The standards would benefit, however, from revisions in several places for clarity and precision. We are particularly concerned about proposed changes to high school United States studies that undermine the	N	<p>Response 2: The standards create a broad awareness of various topics; however, specific curriculum decisions and resources are left up to each local education agency (LEA).</p> <p>It appears that more specific examples were left out of this comment.</p>

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
Comment Log**

		<p>quality and cohesion of the standard (SS.US.21) about the causes and consequences of the Civil War.</p> <p>We also strongly recommend that the state address additional issues, flagged below, related to periodization, historical terminology, Native American history, and the continuity across grade levels.</p> <p>The AHA is the largest professional organization for historians in the world. Operating under a congressional charter for the promotion of historical studies, our association has long offered guidance on local, state, and federal education policy. In conjunction with the National Council for the Social Studies, the AHA helped develop and publish the C3 Framework in 2013. Our official criteria for state standards (1997, rev. 2019) espouses robust support for the kind of democratic and inclusive process of revision now underway in West Virginia. Over the past two years historians at the AHA have reviewed and appraised standards frameworks in all 50 states as part of a larger research project on the US history curriculum nationwide.</p>		
§Introduction Comments				
2024-04-22 10:08:46	Carolyn Wagner Teacher Raleigh County Schools Beckley WV	I am pleased that WV still requires 4 credits in Social Studies for graduation.	A/S	
2024-05-27 12:28:01	Tiffany Hoben Director of Education Partnerships and Strategy The Cardinal Institute for West Virginia Policy Beckley WV	<p>The standards are not easily understood by teachers and leave the content to be taught to the personal discretion of each teacher. The standards should be revised to the following format:</p> <p>Standard: complex, broad overarching topic that students should be able to address with multiple sets information as expresses by the benchmark.</p>	N	See Response 2.

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
Comment Log**

		<p>This is a complex topic that requires a great deal of nuanced information.</p> <p>Benchmark: a specific thread of the standard, each benchmark is combined with the others to form an historical narrative of the events, people, and places that make up the standard. This is one of several components necessary to meeting the standard.)</p> <p>Clarification: a clarification explains explicitly what the student should do.</p> <p>Example:</p> <p>Standard: Demonstrate an understanding of the principles, function, and organization of government.</p> <p>Benchmark: (#2/15) Explain the advantages of a federal system of government over other systems in balancing local sovereignty with national unity and protecting against authoritarianism.</p> <p>Clarifications: Clarification 1: Students will apply their understanding of federal, confederal and unitary systems of government. Clarification 2: Students will compare the organizational structures of systems of government. Clarification 3: Students will recognize examples of these systems of government. Clarification 4: Students will analyze scenarios describing various systems of government.</p>		
§World Studies Comments				

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
Comment Log**

2024-04-22 10:08:46	Carolyn Wagner Teacher Raleigh County Schools Beckley WV	I am in agreement with these changes to the standards. My concern is that a lot more content has been added. My concern is that new textbooks are needed.	A/S	Response 3: Adoption of new instructional resources always runs concurrently with the adoption of new standards for all content areas.
2024-04-23 09:15:58	Donovan Helmick Teacher Jefferson High School Charles Town WV	The new standards will throw away a whole semester worth of material, as well as make our textbooks obsolete because they follow the topics and themes of the current standards. Also the standards of the all 3 History courses in High School has too much overlap. Essentially every History class will be hitting the same points every year.	N	See Response 3.
2024-04-26 11:32:02	Samanta Halpenny Teacher MCBOE Fairmont WV	Its irresposnible to get rid of CSOs that explain the very basis of why people live in a civilization or how a civilization is formed. It explains Greece and also Rome, which is what these CSOs seem to focus on the most. Classical time periods an only happen if a civilization has advanced. If a student doesn understand how civilizations form then they aren going to have the context to understand how a golden age can happen. Egypt is a high interest topic for many students and so I don see why it would be removed from this class.	N	Response 4: Seventh grade Social Studies was revised to teach world history, including the ancient river civilizations, through a geographical lens. The high school World History course then begins at ancient Greece and Rome through the globalization of the 20 th century in order to make the World History course more cohesive.
2024-05-10 10:57:01	Joseph Giles Social Studies Teacher Berkeley Springs High School Berkeley Springs WV	Social Studies Standards Response To the Committee in Charge of Review of the WV Social Studies Standards: I write as a representative of the Social Studies Department of Berkeley Springs High School of Morgan County in concern over proposed changes to the World Studies curriculum. We have concerns centered around the decision to start 9th grade World Studies at Classical Civilizations instead of beginning with River Civilizations. There is no doubt in our minds that the committee took	N	See Response 4.

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
Comment Log**

		<p>this action in the belief that students would learn the prerequisite information about the origins of man and the development of the River Civilizations in 7th grade World History. However, we are certain that there will be little to no retention of the information by the time these students reach 9th grade. Perhaps if 7th Grade World History was switched with 8th grade WV History and there was a continuity from 8th grade World History to 9th Grade World Studies there would be retention, but as the system is currently designed, few if any students will retain the information needed to successfully build upon in 9th grade. It is our strong belief that 9th Grade World Studies needs to begin with the study of River Civilizations and progress through 18th Century European History. This would bring students up to the Resurrection of the Colonies in 9th Grade World Studies and easily transfer them into US History/Comprehensive US History in 10th Grade.</p> <p>Other concerns that were expressed were the addition of several centuries to the World Studies curriculum. It is believed that there is no need to add the Democratic and Communist governments of the 20th century or any material of the 21st century when Comprehensive (Honors) US History, Contemporary Studies and Civics covers all of this material in 10th, 11th and 12th grades.</p> <p>Therefore, due to the overlaps of the proposed standards between World Studies and US and Contemporary Studies as well as Civics, we believe the following retractions should be considered: SS.W.1: Reinstate River Civilizations and redact democratic and communist regimes, and 21st century society.</p>		<p>Response 5: The utilization of United States (US) Studies and Contemporary Studies, or US Comprehensive, inclusive of Honors courses, is a local level decision. However, the standards must ensure all topics are addressed regardless of the option the LEA chooses. In many instances, examples were removed to allow more flexibility in curriculum decisions, which are made at the local level.</p>
--	--	--	--	--

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
Comment Log**

		<p>SS.W.3: Reinstate the Hammurabi the Code and redact US Constitution, Declaration of the Rights of Man and Citizen, and Treaty of Versailles.</p> <p>SS.W.9: Redact requirements concerning the USSR. Reinstate the original SS.W.17 about River Civilizations as SS.W.16.</p> <p>Establish your new SS.W.16 as SS.W.17, but return the specifics concerning the religions studied.</p> <p>The consensus is that the rejection of the term the Middle Ages for the post-classical the serves no real function except to confuse teachers and students alike. The Middle Ages, including the period known as the Dark Ages, are a crucial moment in the development of European history. It is agreed that the original SS.W.19 should be reinstated as SS.W.18.</p> <p>The new SS.WS.18 also has issues. The original standards had the summarization of the origins and contributions of the scientific revolution in it, but the new standards elevates it above other subject matter and historically puts it out of order, placing it before the study of the Renaissance. Reinstate the old SS.W.20 as SS.W.19.</p> <p>The old SS.W.21 does need to be reworded, but not as extensively as it has been done. I recommend: to Demonstrate an understanding of the global political environment of the post-Renaissance period through the 18th century and the decline of British Imperialism. Attach necessary subpoints. Label this as the new SS.WS.20.</p> <p>All subsequent standards, SS.W.20-SS.W.28 should not be covered in World Studies as they are items to be discussed in US History, Contemporary Studies, and Civics.</p> <p>We appreciate the work of the Committee in their review of older standards and alterations for the new standards, many of which hold promise. However, it is our belief that</p>	<p align="center">A/C</p>	<p>Response 6: Hammurabi’s Code was removed; however, other examples were not removed in this section, therefore it is reinstated.</p>
--	--	--	---------------------------	--

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
Comment Log**

		<p>if these standards are carried out as a whole, it will hinder Social Studies teachers across the state and make it nearly impossible to truly educate students on the subject matter.</p> <p>Thank you,</p> <p>Social Studies Team Berkeley Springs High School Berkeley Springs, Morgan County, West Virginia</p>		
2024-05-10 10:59:29	<p>Joshua Morrell Social Studies Teacher Berkeley Springs High School Berkeley Springs WV</p>	<p>To the Committee in Charge of Review of the WV Social Studies Standards:</p> <p>I write as a representative of the Social Studies Department of Berkeley Springs High School of Morgan County in concern over proposed changes to the World Studies curriculum. We have concerns centered around the decision to start 9th grade World Studies at Classical Civilizations instead of beginning with River Civilizations.</p> <p>There is no doubt in our minds that the committee took this action in the belief that students would learn the prerequisite information about the origins of man and the development of the River Civilizations in 7th grade World History. However, we are certain that there will be little to no retention of the information by the time these students reach 9th grade. Perhaps if 7th Grade World History was switched with 8th grade WV History and there was a continuity from 8th grade World History to 9th Grade World Studies there would be retention, but as the system is currently designed, few if any students will retain the information needed to successfully build upon in 9th grade. It is our strong belief that 9th Grade World Studies</p>	N	See Responses 4 and 5.

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
Comment Log**

		<p>needs to begin with the study of River Civilizations and progress through 18th Century European History. This would bring students up to the Resurrection of the Colonies in 9th Grade World Studies and easily transfer them into US History/Comprehensive US History in 10th Grade.</p> <p>Other concerns that were expressed were the addition of several centuries to the World Studies curriculum. It is believed that there is no need to add the Democratic and Communist governments of the 20th century or any material of the 21st century when Comprehensive (Honors) US History, Contemporary Studies and Civics covers all of this material in 10th, 11th and 12th grades.</p> <p>Therefore, due to the overlaps of the proposed standards between World Studies and US and Contemporary Studies as well as Civics, we believe the following retractions should be considered:</p> <p>SS.W.1: Reinstate River Civilizations and redact democratic and communist regimes, and 21st century society.</p> <p>SS.W.3: Reinstate Hammurabi Code and redact US Constitution, Declaration of the Rights of Man and Citizen, and Treaty of Versailles.</p> <p>SS.W.9: Redact requirements concerning the USSR.</p> <p>Reinstate the original SS.W.17 about River Civilizations as SS.W.16.</p> <p>Establish your new SS.W.16 as SS.W.17, but return the specifics concerning the religions studied.</p> <p>The consensus is that the rejection of the term Middle Ages or post-classical serves no real function except to confuse teachers and students alike. The Middle Ages, including the period known as the Dark Ages, are a crucial</p>	A/C	See Response 6.
--	--	---	-----	-----------------

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
Comment Log**

		<p>moment in the development of European history. It is agreed that the original SS.W.19 should be reinstated as SS.W.18.</p> <p>The new SS.WS.18 also has issues. The original standards had the summarization of the origins and contributions of the scientific revolution in it, but the new standards elevates it above other subject matter and historically puts it out of order, placing it before the study of the Renaissance. Reinstated the old SS.W.20 as SS.W.19.</p> <p>The old SS.W.21 does need to be reworded, but not as extensively as it has been done. I recommend:</p> <p>☛ Demonstrate an understanding of the global political environment of the post-Renaissance period through the 18th century and the decline of British Imperialism. Attach necessary subpoints. Label this as the new SS.WS.20.</p> <p>All subsequent standards, SS.W.20-SS.W.28 should not be covered in World Studies as they are items to be discussed in US History, Contemporary Studies, and Civics.</p> <p>We appreciate the work of the Committee in their review of older standards and alterations for the new standards, many of which hold promise. However, it is our belief that if these standards are carried out as a whole, it will hinder Social Studies teachers across the state and make it nearly impossible to truly educate students on the subject matter.</p> <p>Thank you,</p> <p>Social Studies Team Berkeley Springs High School Berkeley Springs, Morgan County, West Virginia</p>		
--	--	---	--	--

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
Comment Log**

<p>2024-05-10 11:00:46</p>	<p>Thomas Lacy Social Studies Team Lead Berkeley Springs High School Berkeley Springs WV</p>	<p>Social Studies Standards Reponse</p> <p>To the Committee in Charge of Review of the WV Social Studies Standards:</p> <p>I write as a representative of the Social Studies Department of Berkeley Springs High School of Morgan County in concern over proposed changes to the World Studies curriculum. We have concerns centered around the decision to start 9th grade World Studies at Classical Civilizations instead of beginning with River Civilizations.</p> <p>There is no doubt in our minds that the committee took this action in the belief that students would learn the prerequisite information about the origins of man and the development of the River Civilizations in 7th grade World History. However, we are certain that there will be little to no retention of the information by the time these students reach 9th grade. Perhaps if 7th Grade World History was switched with 8th grade WV History and there was a continuity from 8th grade World History to 9th Grade World Studies there would be retention, but as the system is currently designed, few if any students will retain the information needed to successfully build upon in 9th grade. It is our strong belief that 9th Grade World Studies needs to begin with the study of River Civilizations and progress through 18th Century European History. This would bring students up to the Resurrection of the Colonies in 9th Grade World Studies and easily transfer them into US History/Comprehensive US History in 10th Grade.</p> <p>Other concerns that were expressed were the addition of several centuries to the World Studies curriculum. It is</p>	<p>N</p>	<p>See Responses 4 and 5.</p>
--------------------------------	--	--	----------	-------------------------------

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
Comment Log**

		<p>believed that there is no need to add the Democratic and Communist governments of the 20th century or any material of the 21st century when Comprehensive (Honors) US History, Contemporary Studies and Civics covers all of this material in 10th, 11th and 12th grades.</p> <p>Therefore, due to the overlaps of the proposed standards between World Studies and US and Contemporary Studies as well as Civics, we believe the following retractions should be considered:</p> <p>SS.W.1: Reinstate the River Civilizations and and redact democratic and communist regimes, and 21st century society.</p> <p>SS.W.3: Reinstate the Hammurabi the Code and and redact US Constitution, Declaration of the Rights of Man and Citizen, and Treaty of Versailles.</p> <p>SS.W.9: Redact requirements concerning the USSR. Reinstate the original SS.W.17 about River Civilizations as SS.W.16.</p> <p>Establish your new SS.W.16 as SS.W.17, but return the specifics concerning the religions studied.</p> <p>The consensus is that the rejection of the term the Middle Ages for the post-classical the serves no real function except to confuse teachers and students alike. The Middle Ages, including the period known as the Dark Ages, are a crucial moment in the development of European history. It is agreed that the original SS.W.19 should be reinstated as SS.W.18.</p> <p>The new SS.WS.18 also has issues. The original standards had the summarization of the origins and contributions of the scientific revolution in it, but the new standards elevates it above other subject matter and historically puts it out of order, placing it before the study of the Renaissance. Reinstate the old SS.W.20 as SS.W.19.</p>	A/C	See Response 6.
--	--	--	-----	-----------------

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
Comment Log**

		<p>The old SS.W.21 does need to be reworded, but not as extensively as it has been done. I recommend: Demonstrate an understanding of the global political environment of the post-Renaissance period through the 18th century and the decline of British Imperialism. Attach necessary subpoints. Label this as the new SS.WS.20. All subsequent standards, SS.W.20-SS.W.28 should not be covered in World Studies as they are items to be discussed in US History, Contemporary Studies, and Civics.</p> <p>We appreciate the work of the Committee in their review of older standards and alterations for the new standards, many of which hold promise. However, it is our belief that if these standards are carried out as a whole, it will hinder Social Studies teachers across the state and make it nearly impossible to truly educate students on the subject matter.</p> <p>Thank you,</p> <p>Social Studies Team Berkeley Springs High School Berkeley Springs, Morgan County, West Virginia</p>		
<p>2024-05-10 11:28:42</p>	<p>Beth Golden Secondary Education Director Morgan County Schools Berkeley Springs WV</p>	<p>The following comments are based on a conversation with the Berkeley Springs High School social studies department.</p> <p>Due to the overlaps of the proposed standards between World Studies and US and Contemporary Studies as well as Civics, we believe the following retractions should be considered:</p> <p>SS.W.1: Reinstate River Civilizations and redact</p>	<p>N</p> <p>A/C</p>	<p>See Responses 4 and 5.</p> <p>See Response 6.</p>

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
Comment Log**

		<p>democratic and communist regimes, and 21st century society.</p> <p>SS.W.3: Reinstate the Hammurabi the Code and redact US Constitution, Declaration of the Rights of Man and Citizen, and Treaty of Versailles.</p> <p>SS.W.9: Redact requirements concerning the USSR.</p> <p>Reinstate the original SS.W.17 about River Civilizations as SS.W.16.</p> <p>Establish your new SS.W.16 as SS.W.17, but return the specifics concerning the religions studied.</p> <p>The consensus is that the rejection of the term the Middle Ages for the post-classical the serves no real function except to confuse teachers and students alike. The Middle Ages, including the period known as the Dark Ages, are a crucial moment in the development of European history. It is agreed that the original SS.W.19 should be reinstated as SS.W.18.</p> <p>The new SS.WS.18 also has issues. The original standards had the summarization of the origins and contributions of the scientific revolution in it, but the new standards elevates it above other subject matter and historically puts it out of order, placing it before the study of the Renaissance. Reinstate the old SS.W.20 as SS.W.19.</p> <p>The old SS.W.21 does need to be reworded, but not as extensively as it has been done. I recommend:</p> <p>to Demonstrate an understanding of the global political environment of the post-Renaissance period through the 18th century and the decline of British Imperialism. Attach necessary subpoints. Label this as the new SS.WS.20.</p> <p>All subsequent standards, SS.W.20-SS.W.28 should not be covered in World Studies as they are items to be discussed in US History, Contemporary Studies, and Civics.</p>		
--	--	--	--	--

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
Comment Log**

<p>2024-05-13 12:56:22</p>	<p>Robert Dugan Instructional Coach Morgan County Schools Berkeley Springs WV</p>	<p>SS.W.1: Reinstate the River Civilizations and redact democratic and communist regimes, and 21st century society.</p> <p>SS.W.3: Reinstate the Hammurabi Code and redact US Constitution, Declaration of the Rights of Man and Citizen, and Treaty of Versailles.</p> <p>SS.W.9: Redact requirements concerning the USSR.</p> <p>Reinstate the original SS.W.17 about River Civilizations as SS.W.16.</p> <p>Establish your new SS.W.16 as SS.W.17, but return the specifics concerning the religions studied.</p> <p>The consensus is that the rejection of the term the Middle Ages for the post-classical is serves no real function except to confuse teachers and students alike. The Middle Ages, including the period known as the Dark Ages, is a crucial moment in the development of European history. It is agreed that the original SS.W.19 should be reinstated as SS.W.18.</p> <p>The new SS.WS.18 also has issues. The original standards had the summarization of the origins and contributions of the scientific revolution in it, but the new standards elevates it above other subject matter and historically puts it out of order, placing it before the study of the Renaissance. Reinstate the old SS.W.20 as SS.W.19.</p> <p>The old SS.W.21 does need to be reworded, but not as extensively as it has been done. I recommend: to Demonstrate an understanding of the global political</p>	<p>N</p> <p>A/C</p>	<p>See Responses 4 and 5.</p> <p>See Response 6.</p>
--------------------------------	---	--	---------------------	--

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
Comment Log**

		<p>environment of the post-Renaissance period through the 18th century and the decline of British Imperialism. Attach necessary subpoints. Label this as the new SS.WS.20.</p> <p>All subsequent standards, SS.W.20-SS.W.28 should not be covered in World Studies as they are items to be discussed in US History, Contemporary Studies, and Civics.</p>		
2024-05-26 15:24:42	<p>Matthew Cox Teacher Putnam County Schools Hurricane WV</p>	<p>One of the first history standards is to review Ancient Greece and Rome. This creates some redundancies with the new 7th grade standards. Subtracting ancient man and early river valley civilizations will help in covering material in the 19th and 20th centuries, but I believe double-covering Ancient Greece and Rome is a bit much for all the new material added. Even the College Board in their re-design of AP World History Modern starts around 1200 CE.</p> <p>Although American independence is significant in world history, the mentions of the Articles of Confederation and the U.S. Constitution are questionable exemplars. The Articles of Confederation failed to maintain a strong government. Perhaps discussing the effects of the Enlightenment on the Revolutionary period in the Americas or teaching the influence of the American Revolution on other world areas (French Revolution, Latin American Wars of Independence, Haitian Revolution) would be a better way to phrase that particular standard.</p> <p>My colleagues in my department are skeptical of the language of SS.W.17. Is post-classical the new academic term for Middle Ages or Medieval? Can there be a specific example related to the accomplishments of the Ottoman and Byzantine Empires within the standard?</p>	N	See Responses 4 and 5.

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
Comment Log**

		<p>SS.W.19 is confusing in its wording without examples. Are we discussing the formation of nation-states like the new monarchies of Ferdinand and Isabella of Spain or the Tudors of England? Both of those are before the 16th Century. Are we discussing politiques like Elizabeth I of England or Henry IV of France? Is this an attempt at teaching absolutism like Louis XIV of France, Philip II of Spain, and Peter the Great of Russia? I think more specific examples would give some clarification here.</p> <p>In SS.W.22, the verbiage might need a little clarification. Verbs often found in Blooms Taxonomy seem to be missing.</p> <p>I fear that the course covers too great a time period and goes in too much detail for students who are beginning high school. The depth and complexity of political movements, especially in the 19th and 20th centuries, may be difficult for general students to understand. Topics like the Revolutions of 1830 and 1848 and the nationalistic unification of movements of Italy and Germany are difficult topics to teach and complex events to follow.</p>		
<p>2024-05-27 09:28:34</p>	<p>Brendan Gillis Director of Teaching & Learning American Historical Association Washington DC</p>	<p>The restructuring of standards around post-classical and early modern world history in the proposed draft risks confusion around chronology. This is most noticeable in SS.W.18, which provides a list of major developments in early modern Europe in roughly chronological order with the exception of the Scientific Revolution. We suggest restoring the substandard about this topic (Summarize the origins and contributions to where it was originally listed in the 2016 standards and is now shown as a strikethrough. We also recommend amending the placement of Scientific Revolution in the text of the overarching standard so that it comes between</p>	<p>A/C</p>	<p>SS.W.18 is reverted back to the original format.</p>

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
Comment Log**

		<p>Reformation and Age of Exploration.</p> <p>We particularly appreciate that the proposed changes include a separate standard (SS.W.21) about political revolutions that includes Haiti and Latin America alongside developments in France, Germany, and Italy. This is a valuable clarification, and we hope that this change is approved.</p>	A/S	
2024-05-27 12:28:01	<p>Tiffany Hoben Director of Education Partnerships and Strategy The Cardinal Institute for West Virginia Policy Beckley WV</p>	<p>Hammurabi Code should not be removed.</p> <p>This is truly a studies course in that its primary focus is to generalize and focus on themes. In doing so it loses the benefits of a history class in which the events of the past are told as a continuous story. The most devastating loss is a complete and detailed understanding of the complexities of studying world history.</p>	A/C	See Response 6.
§Sixth Grade Standards Comments				
2024-04-22 10:09:35	<p>Amanda Webb Social Studies Teacher Buckhannon Upshur Middle School Buckhannon WV</p>	<p>I believe that SS.6.7 should remain. Our students are currently suffering through an apathy crisis. They struggle to be kind to the people around them and to understand the issues of the world at large. This standard helped students understand human rights and is an excellent foundation for later learning about things like the human rights violations in WWII, the Civil Rights Movement, etc.</p>	A/C	SS.6.7 is added back in the original format.
2024-05-27 12:28:01	<p>Tiffany Hoben Director of Education Partnerships and Strategy The Cardinal Institute for West Virginia Policy Beckley WV</p>	<p>Civics SS.6.2 The standards skip into the 21 century with no context for what happened prior to that. Given that this is a Civics standard, the focus should be on understanding the fundamental differences between the forms of government first, and the principles on which they are founded. And the inclusion of the Great Depression appears to be listed as an attempt to paint our constitutional republic and by extension, capitalism in a negative light. I am not even sure why 9/11 is included</p>	N	Response 7: Social Studies standards in grades 3 through 6 address US history. Standards are arranged chronologically through the history standards. Teachers have received training throughout the years to incorporate civics, geography, and economic standards with the chronologically-arranged history standards.

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
Comment Log**

		<p>here. It most certainly ought be taught, but not inside the framework of comparing different forms of government in the 6th grade.</p> <p>SS.6.5 The language here is being changed from in response to events (which I would say is vague, so I understand wanting to change it) to promoting societal an/or political change This suggests that in every instance change was the appropriate response, when in fact there were arguments made on both sides that change would promote the common good as well as arguments that proposed change would harm it.</p> <p>SS.6.6 There are no religious organizations listed.</p> <p>Economics SS.6.7 Should be command v free market systems first, then a distinction among the three listed (Communism, Socialism, Capitalism) especially since communism is not just an economic system.</p> <p>SS.6.12 I can see no reason to delete this standard.</p> <p>History SS.6.17 If 6th grade World History why start at WWI with no background in European history or world history?</p> <p>All the 7th grade standards and the Western Civilization</p>	<p>A/C</p> <p>N</p> <p>A/C</p> <p>A/C</p> <p>N</p> <p>N</p>	<p>SS.6.5 is reverted back to the original format.</p> <p>This list is not all-inclusive. The final curriculum decision is made at the local level.</p> <p>SS.6.7 has been revised to address only the economics of the three examples.</p> <p>SS.6.12 is reverted to the original format.</p> <p>Sixth grade is not a world history course.</p> <p>Sixth grade is US History, 7th grade is an overview of world history through geographic lens. 9th grade is WV's World Studies course.</p>
--	--	--	---	---

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
Comment Log**

		content that has been deleted should be here in the sixth grade.		
§Civics Comments				
2024-04-22 10:41:35	Johnathan Mayne Point Pleasant High School Point Pleasant WV	It seems redundant to have SS.C.10 about the liberties of the Bill of Rights/14th Amendment and then have SS.C.23, SS.C.24 & SS.C.25 which seem to basically have the same intent with different wording and separation of the Amendments/Ideas. I believe that the understanding in 10 was sufficient to the ideas in 23, 24, & 25 without the rewording/separation.	N	WV Code 18-2-9 requires the instruction of these specific topics across all grade levels.
2024-05-22 15:04:03	Stephanie Bragg teacher PikeView High School Princeton West	The Geography standards were left out of the civics standards.	A/C	The geography standards were inadvertently left off the final copy of the standards and have been reinserted.
2024-05-22 15:23:42	Carla Brown Director Wirt County Schools Elizabeth WV	I do not see the Geography section that used to be in the civics standards. Were those inadvertently removed? I believe they would have been struck through if the prosed changed was for them to be removed.	A/C	The geography standards were inadvertently left off the final copy of the standards and have been reinserted.
2024-05-27 12:28:01	Tiffany Hoben Director of Education Partnerships and Strategy The Cardinal Institute for West Virginia Policy Beckley WV	Correctly identifies the US as a Republic, why is it not the same throughout?	N	The three branches of government, including the judicial branch, are taught across multiple grade levels prior to a student's senior year. A mock trial is a hands-on experience for students to learn about the judicial system. (§18-2-9. Required courses of instruction.)
		<p>SS.C.1 The standards should remove any inclusion Action Civics. A teacher cannot start with this when the students haven't learned anything yet. A mock trial has very little to do with being aware of the importance of being an informed citizen. Furthermore, they have not engaged in any standards on the structure of the legal system, civil or criminal.</p> <p>SS.C.2 This standards is much too vague and is not worded in such way that a teacher can discern what a student is supposed to know. Minimally, preserve should be</p>	N	

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
Comment Log**

		<p>maintained here as not to suggest that the United States is not already a democratic polity.</p> <p>SS.C.5 Missing Mayflower Compact and Common Sense in documents. Popular sovereignty is listed twice.</p> <p>SS.C.6 The Federalist and Anti-Federalist Papers should be listed as a required primary source.</p> <p>SS.C.7 The reference to the US Constitution as a living document should be removed. The Constitution of the United States can be adapted to changes in the country, but only through the amendment process.</p> <p>SS.C.17 Students should be examining the impact of media only as it relates to monitoring and influencing government, acting as a watchdog and freedom of the press as contained in the 1st Amendment.</p> <p>The Second Amendment is entirely missing and should be included as a guaranteed right.</p>	<p>A/C</p> <p>N</p> <p>N</p> <p>A/C</p> <p>N</p>	<p>While these are only examples, the duplication of popular sovereignty was removed.</p> <p>SS.C.6 requires instruction on the Federalist and Anti-Federalist Papers.</p> <p>The amendment process allows the Constitution to be a living document.</p> <p>The word “assess” was changed to “examine.”</p> <p>The Second Amendment is one of the amendments included in the Bill of Rights, which is addressed at multiple grade levels.</p>
§Seventh Grade Standards Comments				
2024-04-22 13:02:28	Marcus Jay Sprague Teacher Wood County Schools Parkersburg WV	My experience has been with teaching 7th grade social studies, and for the most part I like the changes to emphasize a geographic construct in our standards. Ive felt that was lost when our standards changed the last time, and I am very happy to see that resurrected.	A/S	

W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies

Comment Log

		<p>The "old" standard SS 7.19, however, I feel needs put BACK IN the standards, I think it is very important for students to understand the impact the Renaissance and the Reformations (protestant and counhter) had on society. I know the new SS 7.24 "alludes" to it being taught, but I feel eliminating it completely is a mistake.</p> <p>Im not commenting on the rest for I did not teach those every year like I have taught 7th grade Social Studies. But as for the new standards, like I mentioned, I think a terrific job was done by all. My only concern is doing away with SS 7.19.</p>	<p>N</p> <p>A/S</p>	<p>The standard was moved to 9th grade.</p>
<p>2024-05-26 15:24:42</p>	<p>Matthew Cox Teacher Putnam County Schools Hurricane WV</p>	<p>Inclusion of the five themes of geography is an improvement upon the course. I feel that some of the standards concerning human geography are a little too generic and lack specificity. If 7th grade standards are going to replace what used to be considered in-depth coverage of 9th grade world history, there needs to be more specific measurements associated with world religions. Origins of Hinduism, Buddhism, Judaism, Christianity, and Islam are all cornerstones of the current 9th grade history course, but are not directly mentioned in the standards. This can be done by adding an additional history standard or by specifically mentioning each of the major five religions in the appropriate world area in the geography standards.</p>	<p>N</p>	<p>The standard is broad allowing local level curriculum decisions around the topic of religions.</p>
<p>2024-05-27 09:28:34</p>	<p>Brendan Gillis Director of Teaching & Learning American Historical</p>	<p>We suggest that the world history standards for seventh grade (SS.7.22 and SS.7.23) more clearly connect the ancient peoples of the world (7.22) and the classical era in the Mediterranean basin (7.23). SS.7.23 should</p>	<p>A/C</p>	<p>SS.7.23 is revised to include civilizations across the globe within the classical era.</p>

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
Comment Log**

		All of this should be moved and the entire focus for the grade year should be on civics and the American Founding.		
§United States Studies Comments				
2024-04-22 15:31:43	Joe Hunt Teacher Delbarton WV	I am writing to express concerns regarding the proposed decision to exclude the Emancipation Proclamation from the 10th-grade US Studies standards. The Emancipation Proclamation is a pivotal moment in our nations history, marking a significant turning point in the fight against slavery and the struggle for civil rights. By failing to incorporate this landmark document into our 10th-grade US Studies standards, we are not only neglecting to acknowledge the courage and vision of Lincoln, but we are also erasing the voices and experiences of the millions of enslaved individuals whose lives were forever changed by its issuance. The Emancipation Proclamation not only declared the freedom of enslaved people in Confederate-held territory but also transformed the Civil War into a moral crusade for the abolition of slavery. Its significance extends far beyond its immediate impact on the war effort. Furthermore, excluding the Emancipation Proclamation sends a troubling message to our students, suggesting that certain aspects of our history are too uncomfortable or inconvenient to confront and we should stick to major military events. I ask the WV Department of Education to reconsider this standard and reinstitute the Emancipation Proclamation in the 10th-grade US Studies standards.	A/C	A portion of SS.US.21 is reverted back to its original format.
2024-05-26 15:24:42	Matthew Cox Teacher Putnam County Schools Hurricane WV	Standard SS.US.17s examples seem a little tedious without further explanation. Battles like Saratoga and Fredericksburg are important, but many historians would fail to address how geography affected those battles. My students could tell you that Saratoga was the turning point of the American Revolution because it convinced foreign allies to intervene on behalf of the United States. They	A/C	Examples were removed to allow for local level curriculum decisions.

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
Comment Log**

		<p>could also probably tell you that Fredericksburg resulted in the replacement of Ambrose Burnside (and they remember that because of his facial hair more than anything). Could they tell you anything about the geography? Nope. Would other examples be better? Probably. The fact that British troops were surrounded on a peninsula at Yorktown and blocked by French ships who had relocated due to hurricane season in the Caribbean is a better, more relatable example here. Or perhaps that Antietam was a major battle fought in a border state, or that the Oneida community was part of the burned-over district of the Second Great Awakening would be more relevant examples.</p> <p>In SS.US.21, I have two major concerns. The first is that there are too many battles listed in the examples of the military events of the Civil War. The standard fails to list the political power grabs of both Union and Confederate leaders, the economic effects of industrialization or the Union blockade of the Confederacy, wartime legislation, or life on the home front. Social studies teachers get a bad reputation for focusing on every battle and skimming over political, economic, and social history during the war. The standard specifically addressing the Civil War from a militaristic standpoint is an oversimplification of one of the most complex, dividing issues in the history of the United States. The other major concern is how Reconstruction is celebrated as "progress". It might be the most productive that Congress has ever been, but there were certainly a number of glaring failures in the Reconstruction era. Reconstruction is a nuanced era in American history and should be taught as such.</p>	<p align="center">A/C</p>	<p>A portion of SS.US.21 was reverted back to the original format.</p>
--	--	--	---------------------------	--

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
Comment Log**

		<p>SS.US.21 that begins identify the causes of the succession should be amended to read identify the causes of secession</p> <p>We recommend rejecting the changes proposed to the substandard that begins Explain how the political events led to Civil War. The new language is misleading, at best, about the causes of the Civil War. The phrasing about conflicting views on states rights, tariffs, slavery, and federal authority appears to suggest that the conflict around slavery was just one of several manifestations of sectional strife, as if debates about tariffs and federal authority could be uncoupled from the underlying split over the future of slavery in the United States. The emphasis on states rights here is out of step with consensus among professional historians, who generally agree that the primary cause of the Civil War was the determination of the seceding states to maintain the system of human slavery.</p> <p>We suggest that West Virginia consider adopting language similar to that added to the 2023 Virginia Standards of Learning, requiring that students learn to describe] how slavery and its expansion was the primary cause of the cultural, economic, and constitutional issues that divided the nation and was the catalyst for secession of southern states (Virginia 2023 USI.9).</p> <p>The AHA also recommends that the proposed change that would replace language about the social, political, cultural, and economic effects of the Civil War with a clause narrowly addressing battles be rejected. This standard is lacking if it does not encourage teachers to Outline the course and outcome of the Civil War (e.g., the role of</p>	A/C	The Emancipation Proclamation was reinserted.
--	--	--	-----	---

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
Comment Log**

		<p>African-American military unties, the impact of the Emancipation Proclamation, and the social, political, and economic impact on the South following the Civil War.). ❖ We recommend that this clause be restored, or at the very least that the standard be amended to include Emancipation.</p> <p>Military history is important and can be compelling. Our research finds that some teachers have a tendency to go into so much detail about battles and strategy that students fail to understand the causes and consequences of the war. We see no need to add the clause: ❖Outline the major military events of the Civil War (e.g. Gettysburg, Bull Run, Vicksburg, Antietam, Shermans March, Appomattox). ❖</p> <p>The new version of SS.US.21 is unacceptably narrow with regard to the Civil War. It removes content that should be included in any history standards purporting to outline the causes and consequences of this conflict at any grade level.</p> <p>The emancipation of four million people from enslavement is a glaring omission from the proposed standards for high school United States studies. Students will learn about the Emancipation Proclamation in fifth grade, but the standards remain inadequate if they take for granted that students will retain this knowledge or assume that high school teachers will incorporate guidance about content directed at elementary educators.</p> <p>The muddled accounting of Civil War history is particularly surprising, given the foundational role that debates around slavery and secession played in the creation of the</p>	<p align="center">N</p>	<p>The Civil War is addressed across grade levels, and WV statehood is specifically addressed in WV Studies in 8th grade.</p>
--	--	---	-------------------------	--

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
Comment Log**

		<p>new state of West Virginia. SS.US.21 offers another opportunity to establish continuity across the entire standards sequence. Adding a substandard here about the specific connection between the Civil War and West Virginia statehood perhaps adapting language from 8th-grade West Virginia studies will reinforce student learning across grade levels in a way that can help rising generations of West Virginians understand their state place within wider national and global developments.</p> <p>Without more attention to the momentous consequences of the conflict across American society, teachers will be without guidance in helping students understand why the war was important or what it meant. In particular, the emancipation of four million people from enslavement is a glaring omission from the proposed standards. No content standards on the US Civil War should fail to note the end of legal slavery as an effect of the conflict. This is an essential chapter in the history of American freedom. These proposed changes would risk trivializing the war for students and would make its immense significance impossible to for students understand.</p>		
<p>2024-05-27 12:28:01</p>	<p>Tiffany Hoben Director of Education Partnerships and Strategy The Cardinal Institute for West Virginia Policy Beckley WV</p>	<p>The reference to the US Constitution as a living document should be removed. The Constitution of the United States can be adapted to changes in the country, but only through the amendment process.</p> <p>Change culturally diverse population to pluralistic. Pluralism doesn't just acknowledge the presence of different groups or identities; it actively seeks to create a space where those groups can interact in a way that respects and values their differences. Pluralism also emphasizes the importance of dialogue and collaboration between different groups, rather than simply tolerating or</p>	<p>N</p>	<p>The amendment process allows the Constitution to be a living document.</p>

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
Comment Log**

		<p>acknowledging their existence.</p> <p>SS.US.1 The United States is not a constitutional democracy. The United States is a Constitutional Republic, it says as much in the standards for the high school Civics course. United States should be written out in every instance within the standards.</p> <p>Liberty and equality are being presented as opposing ideas, as are the rule of law and ethics. This should be changed and ethics should be removed completely.</p> <p>SS.US.19 Should include the of the Judeo-Christian Influence as part of the list that supports the fundamental principles of the Constitution and the Bill of Rights.</p> <p>It is radicalizing of student to account for the emergence of England as a global power. This is a judgement statement, not a historical tracing. Why remove race in the first place?</p>	<p>A/C</p> <p>A/C</p> <p>A/C</p>	<p>The word “democracy” was changed to “republic.”</p> <p>The word “and” was removed.</p> <p>A portion of SS.US.20 was reverted back to its original format.</p>
§Eighth Grade Standards Comments				
2024-04-26 11:32:02	Samanta Halpenny Teacher MCBOE Fairmont WV	The language for the 8th-grade standards is vague. It also feels somewhat convoluted in most cases. I find a lot of the mid-20th century and modern history to have little to no clarification. The current textbook also is not aligned with these standards. Much of chapters 16 and 17 don cover what should be taught to satisfy these CSOs.	N	The instructional resource process requires new instructional resources after the revision of standards.

W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies

Comment Log

2024-05-27 09:28:34	Brendan Gillis Director of Teaching & Learning American Historical Association Washington DC	<p>The Department of Education and the committees responsible for this draft deserve praise for a strong and coherent accounting of West Virginia history.</p> <p>Districts and teachers might appreciate clearer guidance around the Native American history of what is now West Virginia. We suggest expanding SS.8.20 to differentiate between the cultures and daily life of the Native Americans to include specific individuals or nations (i.e. Shawnee, Osage, Cherokee, and Delaware). This information is not always readily available to teachers without significant research.</p>	A/S	
2024-05-27 12:28:01	Tiffany Hoben Director of Education Partnerships and Strategy The Cardinal Institute for West Virginia Policy Beckley WV	<p>The eight-grade summary boasts a comprehensive study of West Virginia, but then goes on to describe something that sounds like a global perspectives course.</p> <p>There are more clarifications to the standards here and this approach should be taken across all the standards in all the content areas.</p>	N	WV Studies looks at WV through a world lens.
§Geography Comments				
2024-04-26 11:32:02	Samanta Halpenny Teacher MCBOE Fairmont WV	The language for these CSOs are vague and could be interpreted in different ways.	N	The standards outline what students need to know, do, and understand. Curriculum decisions are made at the local level.
§Social Studies Indicators Grades 6 - 8 Comments				
2024-05-26 15:24:42	Matthew Cox Teacher Putnam County Schools Hurricane WV	The overall program reach of 6th-8th grade seems to lack coordination and planning between elementary school and high school. For instance, ancient world history and geography are studied in 7th grade, but the second half of world history isn't touched again until 9th grade. Movement of West Virginia history to an earlier grade would allow more fluidity by topics and encourage students to study their homes and communities before exploring foreign and ancient topics. If tradition is the only thing that holds West	N	Social studies in grades 3-6 provides an overview of US history. Grade 7 provides an overview of world history. WV Studies is a designated 8 th grade course.

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
Comment Log**

		Virginia history in 8th grade, lets reconsider the scaffolding of our middle school courses.		
2024-05-27 09:28:34	Brendan Gillis Director of Teaching & Learning American Historical Association Washington DC	These indicators succinctly summarize some of the key elements of historical thinking and articulate clear expectations about components of analysis. This provides a strong foundation for student learning in middle school social studies.	A/S	
§Social Studies Indicators Grades 9-12 Comments				
2024-05-27 09:28:34	Brendan Gillis Director of Teaching & Learning American Historical Association Washington DC	These indicators succinctly summarize some of the key elements of historical thinking and articulate clear expectations about components of analysis. This provides a strong foundation for student learning in high school school social studies. We encourage the relevant stakeholders to retain this component of the standards.	A/S	
§126-44D-4 Summary of the Content Standards				
2024-05-27 12:28:01	Tiffany Hoben Director of Education Partnerships and Strategy The Cardinal Institute for West Virginia Policy Beckley WV	The summary states that the content standards provide a focus for teachers to teach and students to learn those skills and competencies essential for future success in the workplace and further education, however it make no claim that students should have any mastery of the content therein.	N	The social studies standards, across all grade levels, show what students should know, do, and understand at the end of the specific course.
		While there are important skills to be acquired in the study of history, geography, civics, and economics, the standard focus heavily on taking action (role playing, mock trials, participating in local service project, predicting the outcome of legislation) prior to the standards requiring any fundamental understanding of the structure and function of our constitutional republic.	N	Civics is taught across all grade levels, K-12, with 12 th grade Civics being the culminating course. Hands-on learning is a vital component of the educational experience.
		Furthermore, the standards lack the rigor that this section claims in several ways:	N	Only the history standards spiral through developmentally appropriate learning. For example, at the kindergarten level, the

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
Comment Log**

		<p>SS.E.26 This standard is far too late in the course. These three market types are foundational and should be taught before SS.E.3.</p>		<p>understand, and do. It is the teacher’s responsibility to look at the standards as a whole and create curriculum and pacing of the course.</p>
§Fifth Grade Standards Comments				
<p>2024-05-27 12:28:01</p>	<p>Tiffany Hoben Director of Education Partnerships and Strategy The Cardinal Institute for West Virginia Policy Beckley WV</p>	<p>Civics 5.2 Students are asked to assume a role in a mock proceeding but have not studied the legal system with any specificity. Instead, students should begin with the structure function and processes related to the United States legal system.</p>	N	<p>This standard allows teachers to instruct students on the legal system through a hands-on experience.</p>
		<p>Civics 5.6 Students are going straight into the 13th, 14th, and 15th amendment without a thorough examination of the Bill of rights. These amendments should be moved to History 5.21. Additionally, a standard about how amendments limit the powers of government should be added.</p>	N	<p>The Bill of Rights is introduced in grade 4. Grade 5 then builds on the 4th grade standards.</p>
§First Grade Standards Comments				
<p>2024-05-27 12:28:01</p>	<p>Tiffany Hoben Director of Education Partnerships and Strategy The Cardinal Institute for West Virginia Policy Beckley WV</p>	<p>Civics 1.1 More emphasis should be placed on examples of patriotism and responsible leadership (Washington, Franklin, Frederick Douglas, MLK) so students can begin to develop and aggregate model of what that looks like.</p>	N	<p>Patriotism is addressed introduced in kindergarten and you will find it built upon throughout all required courses in grades K-12.</p>
		<p>Civics 1.5 First graders are asked to identify a community need and propose solutions. Students must first understand the roles of both the government and those of individuals. Students should instead be asked to identify how the absence of rules and laws can impact the individual and the community.</p>	N	<p>The elementary standards were created in a developmentally appropriate manner. In grades kindergarten and grade 1 students are only introduced to their community. Government is addressed in subsequent years.</p>

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
Comment Log**

		<p>demonstrate patriotism, but the standards have spent no time examining what that is or what it should look like.</p> <p>Economics 4.7 Why is the economy of slavery alone? There is little historical context provided to understand the existence of slavery in the colonies. Furthermore, this topic, most emphatically, should not be an economic case study in fourth grade, it is presumably part of History 4.12 and requires the historical context provided there.</p> <p>History: The fifth grade history standards take a very shallow approach to the Revolutionary Era and the Founding of the nation.</p> <p>SS.4.12 Understanding of the traditions the colonist shared and their expectations for self-government are not present. There was statistically little diversity in religion. (96% Protestant)</p> <p>SS.4.14 The Constitutional Convention is not even mentioned here. Students will not see this era again until high school. So, the important accomplishments and compromises of the Convention are being omitted, but students should understand the political, social, and economic challenges faced by the new nation to include the expansion of slavery. This is blatantly radical. The Northwest Ordinance should be included in a discussion of the expansion of slavery as it explicitly forbade it in the new territory, instead it is a mere suggestion as part of the following standard on Westward Expansion.</p> <p>SS.4.15 The final bullet in this standard is an attempt to radicalize students into a narrative that is academically</p>	<p>N</p> <p>N</p> <p>N</p> <p>A/C</p> <p>A/C</p>	<p>This provides students with a hands-on learning opportunity.</p> <p>This standard was created to utilize information from the timeframe being taught in geographic displays. The learning target here is creating charts, graphs, etc.</p> <p>US history is introduced in grades 3-6. The high school US history courses then take this to a more in-depth understanding.</p> <p>The purpose of 4.12 regarding religion allows students the understanding that many of the colonists came to this country for religious freedom. Therefore, the word "freedom" has been added to the standard.</p> <p>A specific sub-standard was added to this standard. The challenges faced by the new country are already addressed in the last bullet.</p>
--	--	---	--	--

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
Comment Log**

		dishonest. A clarification like ◆ Analyze the impacts of Westward expansion on Native American tribes ◆ assumes intellectual integrity on the part of the educator to teach the events as they happened and present all of the people and interest involved, rather than a one-sided telling.	A/C	This bullet was removed because the first bullet already allows for teacher instruction on Native American and westward expansion.
§Kindergarten Standards Comments				
2024-05-27 12:28:01	Tiffany Hoben Director of Education Partnerships and Strategy The Cardinal Institute for West Virginia Policy Beckley WV	Civics K.1 and K.2 All Action Civic frameworks should be removed from the standards and replaced with civics content.	N	Hands-on learning is a vital part of instruction for students in early grade levels.
		Civics K.3 Rules and laws are examined for their ◆ need and consequences ◆ but not for why they were created in the first place ◆ to protect people and property. Also missing are the earliest articulations of the rule of law. Lacking in patriotism and symbols (i.e. recognize the American Flag as a symbol of the United States).	N	Kindergarten standards have been written to address the individual, classroom, and community. Later grade levels address protection of people and property. The standards have been intentionally designed to be built upon.
§Second Grade Standards Comments				
2024-05-27 12:28:01	Tiffany Hoben Director of Education Partnerships and Strategy The Cardinal Institute for West Virginia Policy Beckley WV	Civics 2.2 If local, state, and national levels are being discussed, students should be learning about the unique responsibilities of each, not discussing effective leadership. Based on these standards, they are not ready to discuss effective leadership as they have not studied any examples of leadership up to this point. Instead, students should first understand their role as individuals in each of those levels.	A/C	“responsibilities of each level” has been added to this standard to ensure students understand the important roles of each level.
		Civics 2.3 While it is important to understand, the origins of diversity and American culture, there should also be emphasis	N	

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
Comment Log**

		<p>placed on the things that we have in common as Americans. For example, American Democratic values of equal rights, liberty, speech, and assembly that are all protected by the constitution.</p> <p>Civics 2.4 The list of patriotic holidays should include July 4 and Constitution Day.</p>	A/C	<p>Standard 2.3 is specific to diversity – not democratic values. This is addressed in later grade levels.</p> <p>July 4th and Constitution Day have both been added.</p>
§Third Grade Standards Comments				
2024-05-27 12:28:01	Tiffany Hoben Director of Education Partnerships and Strategy The Cardinal Institute for West Virginia Policy Beckley WV	<p>Civics 3.1 If the standard is asking to identify democratic values, principles, and beliefs, each of these should be defined so students will understand the differences between them. Furthermore, if they are different there should be more than one list.</p>	N	The intent of the standard requires a definition of democratic values.
		<p>Diversity is not itself a democratic value. Rule of law, due process, justice, and consent are American Values that should have spiraled up to this point.</p>	N	The very existence of America was founded upon our values regarding diversity.
		<p>Civics 3.2 This comparison seems to be use to illustrate the types of governments available to societies. Democracy should be examined however the standards are missing any discussion of our constitutional republic.</p>	A/C	“Constitutional republic” has been added to this standard.
		<p>Civics 3.4 This is so vague as to create confusion for both teachers and students. What are the students expected to know in order to have met the standard?</p>	A/C	American colonial time period was specified in the standard.
		Civics 3.6		

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
Comment Log**

		<p>Before participating in a local service project, students should learn that proper citizenship requires civility, cooperation, volunteerism, and an understanding of how to properly engage with our system of government.</p> <p>Students should understand the purpose of the constitution and how it fulfills the need for government specifically students at this grade level should understand that government derives its power from the people's consent.</p> <p>Third grade is the appropriate time to start learning about the structure, function, powers, and limits of each of the branches of Government (state and national).</p>	N	<p>The standards have been intentionally designed to be built upon and provide hands-on learning experiences. Students are taught these concepts in lower grade levels.</p> <p>Content becomes more specific and complex throughout higher grade levels.</p>
§United States Studies - Comprehensive Comments				
2024-05-27 12:28:01	Tiffany Hoben Director of Education Partnerships and Strategy The Cardinal Institute for West Virginia Policy Beckley WV	<p>The reference to the US Constitution as a living document should be removed. The Constitution of the United States can be adapted to changes in the country, but only through the amendment process.</p> <p>SS.USC.2 Ethics should be removed from the standard.</p> <p>SS.USC.3 There is no stated student learning outcome. This is left vague with no content on the standard, creating an opportunity for radicalization.</p> <p>SS.USC.4 This standard ought to reflect the role of the media as a watchdog over the government.</p> <p>SS.USC.5 The standards should not remove landmark Supreme</p>	N N N N	<p>The amendment process allows the Constitution to be a living document.</p> <p>Ethics are a vital part of our democratic values. The purpose of instruction in social studies is to provide students with the skills they need to form their own opinions and civic identity.</p> <p>Students are debating government decisions and proposing peaceful solutions within the standard. This is the learning outcome.</p> <p>The influence of media cannot be taught without a discussion over the role of government as a watchdog. This is also</p>

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
Comment Log**

		<p>Court cases, especially the key cases that expanded civil rights, like Brown v Board.</p> <p>SS.USC.21 ♦Contributions of key individuals ♦has an e.g. list that does not include any individual, but instead has ♦political philosophy and enlightenment ♦ Judeo-Christian tradition is missing as an influence.</p> <p>SS.USC.23 The Civil War standards should be broken up into several standards. This is too much for a teacher to complete a thorough teaching of the entirety of the Civil War.</p>	<p>A/C</p> <p>A/C</p> <p>N</p>	<p>addressed across grade levels through the Bill of Rights.</p> <p>Court cases have been placed back into the standard.</p> <p>Examples were removed in USC.21</p> <p>The standards under history, which have multiple learning targets, are designed chronologically and should incorporate additional standards from civics, economics, and geography. The history standards are each in themselves mini units of instruction and are not stand alone standards.</p>
--	--	--	--------------------------------	---

MISCELLANEOUS Comments

2024-05-27 12:28:01	Upneet Kaur Senior Education Manager Sikh Coalition	See Appendix A	N	We only provide a few high-profile examples of court cases. Curriculum decisions regarding additional court cases and religions are left up to local education agencies (LEA).
------------------------	---	----------------	---	--

MISCELLANEOUS Comments

2024-05-27 12:28:01	Rabbi Victor Urecki Congregation B'nai Jacob Charleston, WV	See Appendix B Comment- Add religious freedom Comment- Add Ancient Israel to Ancient Civilizations	A/C A/C	“religious freedom” was added to the list. Ancient Israel was added to 7.22
------------------------	---	--	----------------	--

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
Comment Log**

		Comment- Include more Holocaust education.	N	The Holocaust is addressed in our US history courses in high school. The history standards are arranged into mini units. They are not stand-alone standards. Therefore, teachers will provide extensive instruction for each bullet.
		Comment- (1) provide increased guidance for teachers, and (2) align with other CS standards throughout the draft that provide the most important examples of the instructional goal.	N	See Responses 2 and 7.

MISCELLANEOUS Comments

2024-05-27 12:28:01	Peter Wood, National Association of Scholars David Randall Executive Director, Civic Alliance	See Appendix C	N	Response - This gives teachers the flexibility to teach concepts in their classroom in the most effective manner possible. WV teachers are the experts in their classrooms. They know what their students need. Response – Community service standards are present in all grade levels to encourage community participation. Promise scholarship recipients are encouraged through state code to perform at least 20 hours on unpaid community service while in high school and college. (§133-7-11) Response - Active Civics includes community service and inquiry activities allow students to form their own modern
		Comment- Material is presented vaguely.		
		Comment - community service.	N	
		Comment - We should remove all action civics items.	N	

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
Comment Log**

		<p>Comment - Remove study of 'media bias'- SS.USC.4.</p>	N	<p>day political stance based on historical facts.</p> <p>Response - We do not use the term 'media bias.' Media bias does exist, and we need to teach students how to research and find the truth on their own. If we do not address these types of issues, then we are not teaching students to think on their own, instead we are only showing them one view of the world, which would be a disservice to our students.</p>
		<p>Comment - Using terms such as: critical thinking skills, inquiry, and investigation.</p>	N	<p>Response - We support teaching students these higher-order thinking skills, as skills necessary to be successful in life.</p>
		<p>Comment – use of words such as problem solving, responsible, society, community service, community civic engagement.</p>	N	<p>Response - The use of these words and phrases in the policy are appropriate. They are common, ordinary words and phrases that the public and school constituents understand. Higher order thinking skills are a must for students to learn.</p>
		<p>Comment – we are supporting Critical Race Theory.</p>	N	<p>Response - Nothing in this policy advocates for or requires the teaching of Critical Race Theory</p>
		<p>Comment - teaching 'action civics.'</p>	N	<p>Response - hands-on, authentic learning experiences often provide the optimal learning experience. Creating opportunities that generate student</p>

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
Comment Log**

		<p>Comment - The Standards derive too much structure from the NCSS and C3 Framework.</p>	N	<p>interest and prioritize student engagement significantly encourage learning.</p> <p>Response - While some of the C3 framework is reflected in the charts at the beginning of each programmatic level, those are not actually standards. Standards are designated with numbers- Ex: SS. US.7.</p>
		<p>Comment – use of the term diversity.</p>	N	<p>Response - The use of the word diversity in the policy is appropriate. The use of the term does not promote favoritism or discrimination toward any individual or group.</p>
		<p>Comment – anti-racism is implied.</p>	N	<p>Response - There is nothing in the policy that promotes any specific philosophy, program or initiative to counter racial prejudice. However, students need to be exposed to a range of ideas concerning this subject matter.</p>
		<p>Comment – specific documents are not taught.</p>	N	<p>Response – the teaching of the Declaration of Independence and the Constitution is taught throughout and specifically in US.19, SS.C.3 and SS.C.5. This incorporates the use of primary sources. All of the founding documents are throughout the standards. Additionally, state code requires an examination that addresses all of the founding documents. We provide extensive guidance on this along with the</p>

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
Comment Log**

		<p>Comment – Liberty is not emphasized.</p>	N	<p>resources around Celebrate Freedom week which is also in state code.</p> <p>Response - Liberty can be found throughout the standards and curriculum decisions of how and when these are taught are left up to the local level and their teachers.</p>
		<p>Comment - Suggestion that we provide lesson plans.</p>	N	<p>Response - We do not do this. We are available to offer support, but the teacher is the expert in his/her classroom and can better determine appropriate lesson plans for a particular classroom.</p>
		<p>Comment - Suggestion that we offer professional development to facilitate teachers’ ability to provide instruction in the Documents of Liberty.</p>	N	<p>Response - We are available to offer professional development to counties upon request.</p>
		<p>Comment - Teachers are to replace factual content with empty “skills.”</p>	N	<p>Response - The geography strand definition states- “Students collaborate with one another and work individually using geographic skills and tools to ask geographic questions based on the five themes of geography (location, place, human-environmental interaction, movement and regions).” These are not “empty skills.” They are skills students will need throughout their lives. The geography standards in grade 7 were created to give</p>

**W. Va. 126CSR44D, Policy 2520.4, West Virginia College-and Career-Readiness Standards for Social Studies
Comment Log**

		Comment-Compressed World History	N	<p>the students the skills they often lack before beginning their high school career.</p> <p>World History gives a broad view of ancient civilizations, while WV History, US Studies, and Contemporary Studies look at a world perspective.</p>
		Comment - deleted detailed knowledge.	N	<p>Response - Some items were rephrased, not deleted. Some were deleted in instances where there was repetition at other grade levels. Some examples were deleted to prevent teachers feeling limited to teaching only those examples.</p>
		Comment - Suggestion for an Independent Commission review.	N	<p>Response - State Code 18-9A-22 – gives the WVBE the responsibility of establishing high quality education standards for all education programs. An Independent commission cannot be utilized. Taking away the writing of standards by West Virginia teachers would allow the creation of standards much the same way the Common Core was written without input from WV teachers who are well educated and experts in their field.</p>
		Comment – literacy instruction is vague.	N	<p>Response - In many cases the ‘for example’ oral presentation is an example that can be assessed. It is not required. The teacher has the flexibility to change that. However,</p>

May 24, 2024

West Virginia Department of Education
Attn: Erika Klose, Director
1900 Kanawha Blvd., E,
Charleston, WV 25305

Dear Director Klose,

On behalf of the Sikh community of West Virginia and the Sikh Coalition, the largest Sikh civil rights organization in the United States, we are writing to provide feedback on the West Virginia College and Career Readiness Standards for Social Studies.

We are excited to share a potential opportunity to include learning about the Sikh community in the recent review of the Standards for Social Studies. While we recognize that there is no inclusion of teaching about world religions in the standards, we believe that it is vital for Sikh American history to be included where it has potential to align with pre-existing standards.

The Sikh religion, founded in Punjab, South Asia in the fifteenth century (1469), is the fifth-largest organized religion in the world and has more than 500,000 followers in the United States. Sikhs have been an integral part of the American fabric for more than 125 years and have a community presence throughout West Virginia. Despite this long history, very little is generally known about the Sikh community and their experiences in America – due in part to the lack of inclusion in most states' social studies standards.

A lack of awareness and understanding about Sikhs and our history fosters an environment in which Sikh children are othered and more susceptible to bullying. The Sikh Coalition's 2024 Sikh student survey, "[Where Are You Really From](#)", finds that during the 2022-2023 school year, 77.5% of Sikh students reported experiencing at least one bullying victimization incident, and 76.8% of those that wore a *dastar*, *patka*, or religious head covering reported at least one bullying incident. Accurate and representative standards are the first step in reducing bullying and ensuring safe and inclusive classrooms for students. Correcting exclusions in the classroom also helps better equip students of all backgrounds to be well-informed citizens of an increasingly global world. Including contributions of Sikhs in West Virginia's Standards for Social Studies will enable students to obtain information that is integral to their understanding of the world around them.

We hope West Virginia will join a growing list of states – currently including New Jersey, Texas, New York, California, Idaho, Tennessee, Colorado, Arizona, Oklahoma, Michigan, North Dakota, Nebraska, Indiana, Kansas, Utah, Mississippi, Virginia, DC, Connecticut, and Minnesota – that have made similar changes with the help of our team over the past decade.



To this end, we are recommending the following addition to the West Virginia College and Career Readiness Standards for Social Studies:

SS.US.19:

Current Standard: Analyze the impact of the United States Supreme Court decisions (e.g., Marbury v. Madison, McCulloch v. Maryland, Worcester v. Georgia, Dred Scott v. Sandford and Plessy v. Ferguson).

Suggested Edit: Analyze the impact of the United States Supreme Court decisions (e.g., Marbury v. Madison, McCulloch v. Maryland, Worcester v. Georgia, Dred Scott v. Sandford, **United States v. Bhagat Singh Thind**, and Plessy v. Ferguson).

Rationale: The case of [United States v. Bhagat Singh Thind](#) underscores how permanent settlement was hindered due to racial barriers to U.S. citizenship. While Thind initially was able to successfully apply for U.S. citizenship through the state of New York which made World War I veterans eligible for naturalization regardless of race, the outcome of the case led to the denaturalization of his status. The decision of this case concluded that naturalization rights would be denied since Thind was not white. Thind's lawsuit led to a landmark Supreme Court ruling in 1923 that had profound consequences on the U.S. immigration system for decades to come. This is a Supreme Court case which should be studied by West Virginia's students, as it also presents an opportunity for students in West Virginia to learn about an important figure in defining the experience of Sikhs in America.

Including the Sikh American experience helps better understand the barriers to naturalization in the United States. The Supreme Court ruling of United States v. Bhagat Singh Without inclusion, an incomplete picture is painted on the broader struggles of how race and citizenship are understood when choosing to grant or revoke liberties. Because teaching about world religions is not included in the standards, we believe that it is vital that the Department of Education find an opportunity for inclusion of Sikh history in United States Studies.

We look forward to working with your team to develop appropriate curriculum and instruction for our suggested addition, and to create opportunities for us to support West Virginia's teachers in delivering these standards through professional development. For reference, our team has created a [presentation](#) along with a [teacher's guide](#) on the case of United States v. Bhagat Singh Thind. Examples of our teacher resources can be found in the Chapter entitled '[Teaching About Sikhism](#)' from the National Council for the Social Studies publication on Teaching About Religion in the Social Studies Classroom, on the [Educators Page](#) of our website, and on the [C3Teachers Sikh Coalition hub](#).

Inclusive and diverse standards are a necessary step for all of West Virginia's community. Thank you for your consideration.

Sincerely,



Upneet Kaur
Senior Education Manager

West Virginia | College- and Career-Readiness Standards for Social Studies (2520.4)

submitted 05.22.24

General Comments

As a leader in the Jewish community in West Virginia for almost 40 years, and the longest serving Rabbi, I am grateful for the opportunity to submit comments on the “West Virginia College- and Career-Readiness Standards for Social Studies (2520.4).” I commend the West Virginia Board of Education on a very strong set of revisions. The recommended modifications focus primarily on improving clarity and specificity to best guide and support West Virginia teachers.

Recommendations

Pg. 14, 4th Grade History SS.4.12, **Change:** “Demonstrate an understanding of the various factors that influenced the founding of the original colonies (e.g., economic, political, cultural, religious, etc.).”

Comments: Given the importance that religious freedom played in the founding of many of the original colonies – equally as influential, if not more, than cultural factors – we recommend adding “religious” to the list of examples.

Pg. 25, 7th Grade History SS.7.22, **Change:** “Analyze the rise of ancient civilizations and native cultures throughout the geographic regions of the world, including their lasting contributions and impact on the world today (e.g., Mesopotamia, Ancient Egypt, Ancient Israel, Mayans, Indus River Valley, etc.)

- [Bullet 1] **Change:** “Identify the leaders and distinguish the basic principles and philosophies of the major religions in the world as they emerged and expanded (e.g., Judaism, Zoroastrianism, Confucianism, Daoism).”

Comments: We recommend including Ancient Israel to the list of ancient civilizations. As the birthplace of the three Abrahamic religions, it will help to contextualize the inclusion of Judaism.

Bullet 1 of SS.7.22 is potentially unclear, as teachers might understand “world religions” to mean “major/main religions at the time” or “major religions as we know them today.” This potential confusion might be exacerbated in comparison with SS.7.22, which states clearly that an understanding of the “lasting contributions and impact [of Greece and Rome]” is required. To improve clarity (and parallel structure among standards), we recommend (1) matching the aforementioned language of SS.7.23 to SS.7.22, and (2) adding the recommended list of major world religions, all of which emerged during the the “rise of ancient civilizations” and offer opportunities for teachers and students to draw connections – as SS.7.23 does – between the past and present.

Pg. 35, 9-12 Grade History, **Add Standard:** “SS.W.26: Understand the causes and consequences of the Holocaust, as well as its lasting impact.”

- Define the Holocaust as the systematic, state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators between 1933 and 1945.
- Define and understand the terms genocide and antisemitism.
- Analyze and understand the origins of Nazi racial and political beliefs.”

Comments: While World Studies standard SS.W.25 covers “Mass atrocities in the 20th century,” given the outsized influence of the Holocaust on global issues and subsequent international human rights laws and organizations, we recommend including a dedicated standard that covers the Holocaust in greater detail. Our recommendation incorporates the definition of the Holocaust provided by the United States Holocaust Memorial Museum (a definition that is being adopted by an increasing number of states). These additions will help support the critical need for Holocaust studies while also enriching history related to the Holocaust elsewhere in the standards (i.e., SS.USC.27, SS.CS.20).

Pg. 43, 9-12 Grade History SS.USC.27, Bullet 3, **Change:** “Demonstrate an understanding of the events surrounding WWII.

- **[Bullet 3]** Investigate ~~the abuse of~~ human rights abuses during WWII, with particular focus on the Holocaust and ~~(e.g., Japanese Internment, Holocaust, stereotypes, propaganda).”~~

Comments: There are three reasons for the recommended edits above:

1. While stereotypes and propaganda play an important role in enabling/facilitating abuses of human rights, they are not abuses of human rights in and of themselves and are not examples of such.
2. We have found that mention of stereotypes and propaganda without a larger contextual discussion can inadvertently reinforce prejudices.
3. The Holocaust consisted of human rights violations on a magnitude that far outweighs other items that might appear on the list.

We recommend addressing all three concerns with the recommended edits above, which allow the standard to maintain its focus on human rights abuses, avoid the potential problems related to the terms *stereotypes* and *propaganda*, and avoid placing the Holocaust in a longer list among non-parallel items, all while supporting the larger instructional goal of SS.USC.27 (“understanding of the events surrounding WWII”).

NOTE: We also recommend adding a dedicated standard on the Holocaust in the World Studies section of these standards (see SS.W.26).

Pg. 46, 9-12 Grade History SS.CS.19, Bullet 3, **Revert:** “Explain how the world economic crisis enabled the growth of totalitarian governments (e.g., Fascism and Nazism).”

Comments: We recommend re-adding the two examples of totalitarian movements in the third bullet of SS.CS.19 in order to (1) provide increased guidance for teachers, and (2) align with other CS standards throughout the draft that provide the most important examples of the instructional goal.

Pg. 46, 9-12 Grade History SS.CS.20, **Change:** “Demonstrate an understanding of the events surrounding WWII.

- **[Bullet 2]** Demonstrate an understanding of the ~~term genocide and the causes, history, and devastating consequences outcomes during of the~~ Holocaust, as well as an understanding of the terms genocide and antisemitism.

Comments: We recommend this revised version of SS.CS.20, Bullet 3, which provides a more robust examination of the Holocaust and, like the bulleted items before and after, places the focus on the historical events themselves (as opposed to the events within the context of a term/concept).

Pg. 49, 9-12 Grade Civics SS.C.5, Bullet 6, **Change:** “Jewish and ~~Judeo~~-Christian Influence”

Comments: The term “Judeo-Christian” conflates the two religions in a way that is misleading and potentially inaccurate. Replacing the term “Judeo-Christian” with “Jewish and Christian” conveys the same meaning in a neutral manner that recognizes the important influences of both religions.

Pg. 50, 9-12 Grade Civics SS.C.23, **Retain:** “Examine how the First Amendment provides for freedom of religion and examine the following:

- Free Exercise Clause
- Establishment Clause”

Comments: This is a strong standard that covers an important driving factor behind the foundation of the United States and is essential for high school social studies. We recommend this new standard be retained.

Pg. 54, 9-12 Grade Geography SS.G.16, **Change:** “Analyze the effect of ethnicity, nationalism, and religion on regional cultures in a global society (~~e.g., major world religions, various ethnic groups, and rigidity of societal norms~~).”

Comments: Our first recommended edit provides missing language that made the sentence ungrammatical.

The examples used either restate the language of the standard or are unrelated and potentially confusing for teachers. We recommend that they be removed.

Public comments to WV College and Career-readiness Standards for Social Studies

victor urecki <charlestonrabbi@yahoo.com>

Wed 5/22/2024 5:01 AM

To:Erika Klose <eklose@k12.wv.us>

 1 attachments (75 KB)

WV_Standards for Social Studies_Public Comment final.pdf;

You don't often get email from charlestonrabbi@yahoo.com. [Learn why this is important](#)

[EXTERNAL SENDER]: Do not click links, open attachments or reply to this email unless you recognize the sender and know the content is safe.

Dear Director Klose,

Attached are public comments on the proposed West Virginia College- and Career-Readiness Standards for Social Studies (Policy 2520.4). As a long-time leader of the West Virginia Jewish community and now a grandfather with another generation of children in West Virginia schools, I'm deeply appreciative of the efforts that have been made on this draft, and the opportunity to provide public comment. Thank you very much for your time and dedication to educational excellence for the students in our state.

With Respect and Appreciation,

Victor

Rabbi Victor Urecki

(Pronouns: He, Him, His)

B'nai Jacob Synagogue

"Rich in Tradition

Dynamic and Inclusive in Approach"

1599 Virginia St. East
Charleston, West Virginia

www.bnaijacob.com

304 346-4722

304 344-4167

**W. Va. 126CSR44D Policy 2520.4, West Virginia College-and Career-Readiness
Standards for Social Studies
Comment Response Form**

Social Studies Indicators Grades 3 – 5	See attached.
Third Grade Standards	See attached.
Fourth Grade Standards	See attached.
Fifth Grade Standards	See attached.
Social Studies Indicators Grades 6 – 8	See attached.
Sixth Grade Standards	See attached.
Seventh Grade Standards	See attached.
Eighth Grade Standards	See attached.
Social Studies Indicators Grades 9-12	See attached.
World Studies	See attached.
United States Studies	See attached.
United States Studies - Comprehensive	See attached.
Contemporary Studies	See attached.
Civics	See attached.
Economics	See attached.
Geography	See attached.
Sociology	See attached.
Psychology	See attached.
Appendix A	See attached.

Please direct all comments to:

Erika Klose, Director
Office of PK-12 Academic Support
West Virginia Department of Education
Capitol Building 6, Room 500
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330
E-Mail Address: eklose@k12.wv.us
Telephone No.: 304.558.8098.

NATIONAL
ASSOCIATION
of SCHOLARS

Civics
Alliance

from NATIONAL ASSOCIATION of SCHOLARS

Erika Klose, Director
Office of PK-12 Academic Support
West Virginia Department of Education
Capitol Building 6, Room 500
1900 Kanawha Boulevard, East
Charleston, West Virginia 25305-0330

April 17, 2024

Dear Director Klose,

The National Association of Scholars (NAS) and the Civics Alliance work to ensure that every state has academic standards that promote first-rate education and protect school children from political indoctrination. We promote reform of content standards in every state, along the lines modeled by the Civics Alliance's *American Birthright: The Civics Alliance's Model K-12 Social Studies Standards*,¹ and we have been asked by West Virginia citizens to comment on the Department of Education's proposed *POLICY 2520.4 - West Virginia College-and Career-Readiness Standards for Social Studies (2024)*.² We conclude that the *Standards* require substantial improvement—and that this improvement should be conducted by recruiting an independent commission to redraft new social studies standards.

The Proposed *Standards*: Significant Accomplishments

The proposed *Standards* possesses significant accomplishments.

- The *Standards* largely has resisted adopting the unprofessional and ideologically extreme vocabulary and content that, since *ca.* 2020, has degraded social studies standards in states including Connecticut, Rhode Island, and Minnesota.³

¹ *American Birthright: The Civics Alliance's Model K-12 Social Studies Standards*, Civics Alliance, <https://civicsalliance.org/american-birthright/>.

² *POLICY 2520.4 - West Virginia College-and Career-Readiness Standards for Social Studies (2024)*, <https://apps.sos.wv.gov/adlaw/csr/readfile.aspx?DocId=57085&Format=PDF>.

³ David Randall, *Disowned Yankees: How Connecticut's Social Studies Standards Shortchange Students* (National Association of Scholars, 2024), <https://www.nas.org/reports/disowned-yankees>; David Randall, *Taken for a RIDE:*

- The *Standards* provides substantial amounts of factual content, presented in unpoliticized language, and frequently including specific names of individuals, laws, and events.
- The *Standards* provide a good framework for United States history, although United States history, as the *Standards* as a whole, suffers from structural absences and presents too much material vaguely and hastily.
- The *Standards* format is mostly lucid and will be fairly easy for teachers to understand and for West Virginia citizens to assess and use to provide accountability for school districts.

While our critiques of the *Standards* are substantial, we believe that the Department of Education did a great deal of good work in preparing these *Standards*.

The Proposed *Standards*: Critiques and Recommendations for Revision

The *Standards*, unfortunately, do possess significant problems. We list our general critiques below and accompany each critique with a recommendation for how to revise the *Standards*.

- **Radical Dependence.** The *Standards* unfortunately derives too much of its structure and content from the National Council for the Social Studies’ (NCSS) *College, Career, and Civic Life (C3) Framework for Social Studies State Standards*, which replaces content knowledge with hollow and opaque “inquiry”; replaces social studies pedagogy with identity politics ideologies such as Critical Race Theory; and inserts radical activism pedagogies such as Action Civics.⁴ The *Standards*, as a result of their dependence on the *C3 Framework*:
 - pervasively have adopted “inquiry” pedagogy, and in this current revision (emblematically) change the instruction from the pedagogically effective “Identify” to the pedagogically ineffective “Investigate” (SS.2.17, p. 9);
 - have added many items of “skills” instruction (e.g., SS.4.3), keyed to inquiry pedagogy, which restrict teacher freedom and which do not belong in social studies standards;
 - have incorporated action civics throughout the document; and
 - to a limited extent have added rote identity-politics ideology content.

How Rhode Island’s Social Studies Standards Shortchange Students (National Association of Scholars, 2023), <https://www.nas.org/reports/taken-for-a-ride>; Wilfred M. McClay, *National Expert: Minnesota’s Academic Standards Among the Nation’s Worst: Review of the 2021 Minnesota K-12 Academic Standards in Social Studies, Draft Three* (American Experiment, 2022), https://files.americanexperiment.org/wp-content/uploads/2022/10/Among-The-Nations-Worst.pdf?_gl=1*_hyy1ys*_ga*MjA3OTA5MTQ1Ny4xNzEyOTMzMzY5*_ga_03BRYTYNY0*MTcxMjkzMzE2OC4xLjEuMTcxMjkzMzE5MS4zNy4wLjA.

⁴ David Randall, *Issue Brief: The C3 Framework*, National Association of Scholars, <https://www.nas.org/blogs/article/issue-brief-the-c3-framework>; Stanley Kurtz, “Consensus by Surrender,” *National Review*, June 10, 2021, <https://www.nationalreview.com/corner/consensusby-surrender/>.

Recommendation: The Department should detach the *Standards* from such radicalized frameworks as the NCSS’ *C3 Framework*. It also should detach the *Standards* from the NCSS’s radicalized definition of social studies.⁵

Recommendation: The Department should remove all “inquiry” pedagogy from the *Standards*, and frame them instead as specific content to be taught and learned.

Recommendation: The Department should place any recommended pedagogies or skills in a separate *Curriculum Framework*, which should be made available for teachers, but not forced upon them by regulation or financial incentive. For example, teachers should not be directed “to create a visual or oral presentation” in the *Standards* (SS.4.3, p. 13); that level of classroom management belongs with the teacher and should at most be suggested by a discrete *Curriculum Framework*.

Recommendation: The Department should remove all action civics items from the *Standards*, including SS.1.5 (p. 7); SS.3.6 (p. 11); SS.4.4 (p. 13); SS.5.1 (p. 15); SS.8.2 (p. 26); SS.W.5, p. 32; SS.US.4, p. 36; SS.USC.3, p. 40; SS.CS.5, p. 44; and SS.C.1, p. 48.⁶ It also should remove all references to “a real-world problem” (First Grade Standards, p. 7), “community service projects” (SS.2.4, p. 8), “informed action” (3-5 Social Studies Indicators, p. 10), “community service” (SS.3.1, p. 11; SS.4.1, p. 14), “participate in a school or community project” (Fourth Grade Standards, p.13), “real-world situations” (SS.5.18, p. 16), “contemporary means of changing societies and promoting the common good” (Civics, p. 19). It also should remove study of “media bias” (SS.USC.4, p. 40).⁷

Recommendation: The Department should remove items that forward identity politics ideology, including references to concepts such as *diversity* and *equity* that now have become prompts for imposing belief in discriminatory concepts by inculcation of ideologies known by names including Critical Race Theory; Diversity, Equity, and

⁵ Comment on the NCSS’s New “Social Studies” Definition, Civics Alliance, <https://civicsalliance.org/comment-on-the-ncsss-new-social-studies-definition/>.

⁶ It also should delete from Civics (p. 3) these sentences: “Students must learn and practice intellectual and participatory skills essential for an involved citizenry. To develop these skills, the curriculum must extend beyond the school to include experiences in the workplace and service in the community.” Likewise it should delete from these sentences from Eighth Grade Standards, p. 26: “Students develop empathy for citizens worldwide as they demonstrate connections and loyalty to homeland. Students are actively engaged citizens of their school and community and develop national and global civic perspective and responsibility.” It also should delete from the high school Civics course this sentence, p. 48: “New and refined knowledge gained in Civics is communicated and shared throughout the community as students engage in community service and service-learning that allows classrooms to span continents and serve as the heart of the community.”

⁷ “Media bias,” unfortunately, overwhelmingly is taught to inculcate credulity in the establishment media and unthinking skepticism of any challenge to their preferred narrative. An accurate exploration of media bias in favor of progressive political and social agendas would be useful, but cannot at present practically be expected in K-12 classrooms.

Inclusion; and so-called “anti-racism.”⁸ Above all it therefore should remove *diversity* from its list of “commonly-held American democratic values, principles, and beliefs “(SS.3.1, p. 11; SS.4.1, p. 13), and replace it with *pluralism*.

Recommendation: Reword language that assumes “promoting societal and/or political change” (SS.6.5, p. 20) is virtuous or patriotic, and make explicit that work to conserve or preserve a given social or political order is at least as virtuous or patriotic as work to change it.

- **Minimized Liberty.** The *Standards* reduces mentions of *liberty* and *freedom*; and it substitutes phrase such as *democratic principles* for *American principles*, which would encompass liberty, law, justice, civic virtue, natural law, a republican form of government, and democracy. The *Standards* also provides no sustained attention to teaching America’s documents of liberty, such as but not limited to the Declaration of Independence and the Constitution, or, more broadly, to using primary sources in history and civics instruction.

Recommendation: The Department of Education should add to the four areas of social studies (Civics, Economics, Geography, and History; pp. 3-4) an area on *Liberty*, defined as:

The slow development and application of the ideals and institutions of liberty, particularly those embodied in constitutional self-government. Students generally should be able to identify the ideals, institutions, and individual examples of human liberty, individualism, religious freedom, and republican self-government; assess the extent to which civilizations have fulfilled these ideals; and describe how the evolution of these ideals at different times and in different places has contributed to the formation of modern American ideals.⁹

Recommendation: The Department of Education should add to the four areas of social studies an area on *Documents of Liberty*. The Department of Education should incorporate a series of named documents into the *Standards* and integrate coverage of them throughout the *Standards*. The series should include at least the 24 documents specified by Kentucky in KRS 158.196, which provide an excellent model for West Virginia. (**Appendix 1: The 24 Documents and Speeches Specified in KRS 158.196.**) Ideally the series also should include a broader selection of documents, keyed to the history of the intellectual background of the Founding Documents and the history of the United States. (**Appendix 2: Recommended Historical Documents.**) The Department of Education should then publish a *Documents of Liberty Reader*, and provide lesson plans and professional development, to facilitate teachers’ ability to provide instruction in the Documents of Liberty.

⁸ The department should remove identity-politics language such as *diversity*, *equity*, and *multicultural* from items including Geography (p. 4); SS.2.3 (p. 8); SS.3.1 (p. 11); SS.3.3 (p. 11); SS.4.1 (p. 13); SS.4.12 (p. 14); SS.8.22 (p. 28); SS.8.23 (p. 28); SS.E.31 (p. 52); SS.S.9 (p. 55); and SS.P.19 (p. 59).

⁹ *American Birthright*, pp. 22-23.

Recommendation: The Department of Education should consider a larger integration of primary sources into their *Standards*, such as are provided by *American Birthright*.

Recommendation: The Department of Education should replace “democratic” with “American” throughout, wherever *democratic* and *democracy* have been used as shorthand for the complex of American values which include liberty, law, justice, civic virtue, natural law, a republican form of government, and democracy.

- **Distorted Geography Strand Definition.** The *Standards*’ Geography definition prompts teachers to replace factual content with empty “skills,” and provides prompts to radical activism: “The geography standards stress the world in which we live and the role of the U.S. in the global community. ... Students examine the varying ways in which people interact with their environments and appreciate the diversity and similarities of cultures and places created by those interactions” (p. 4).

Recommendation: The *Standards* should replace the Geography Area with this language: “Geographers and students of geography learn how to make and understand maps, inform themselves of the natural and political contours of the world, and use this knowledge to illuminate their understanding of economics and history.” The *Standards* should be revised throughout to reinforce coverage of factual knowledge of the geography of West Virginia, the United States, and the world, and to remove all material that prompts toward radical activism.

- **Compressed World History.** The *Standards* provide a hasty survey of the history of Western Civilization and very abbreviated treatment of World History outside of Europe. Moreover, this revision removes substantial amounts of what remains of the *Standards*’ previous coverage of Western Civilization.¹⁰ It does this above all by transforming Grade 7 from instruction in Western Civilization from Sumer to the Age of Discovery into a survey course on World Geography.

Recommendation: The *Standards* should restore all material on the history of Western Civilization that it currently intends to delete.

Recommendation: The *Standards* should replace the current World History sequence with a required Western Civilization sequence, consisting of spiraled instruction in elementary school, middle school, and high school, which provides the coherent narrative of the ideals and institutions of liberty which formed America. This Western Civilization sequence should extract the existing materials on the history of Western Civilization from the current World History instruction, and expand upon them to provide greater detail, especially of the histories of liberty, faith, science, and technology. The *Standards* would especially benefit from extended historical coverage of two historical sequences now almost entirely absent (SS.3.21, p. 12; SS.W.18, p. 34; SS.US. 18, p. 37):

¹⁰ Removed material includes part or all of SS.6.2 (p. 22); SS.7.1, SS.7.3, SS.7.7, SS.7.7/ SS.7.8 (p. 23); SS.7.18/SS.7.23, SS.7.19, SS.7.20/SS.7.24 (p.25); SS.W.3 (p. 32); SS.W.16, SS.W.17, SS.W.18/SS.W.16, SS.W.19/SS.W.17, SS.W.20/SS.W.18, SS.W.21/SS.W.19 (pp. 33-35)

- i. the Renaissance rediscovery and elaboration of the concepts of liberty, individualism, republicanism, and tolerance;¹¹ and
- ii. England’s history of liberty from Henry VIII (misidentified in the *Standards* as Henry VII) to John Wilkes, including the growth of parliamentary power, the English Civil War, the Glorious Revolution, legal freedoms such as *habeas corpus*, and the expansion in England of a culture and society animated by the ideals of freedom.

Recommendation: The *Standards* should create a distinct World History sequence, which provides fuller coverage of Asian, African, and Latin American history.

Recommendation: The *Standards* should move the new material on World Geography from Grade 7 to Grade 6, and, as necessary, shift material on 20th-century United States History instruction from Grade 6 to a more rigorous sequence of United States History instruction in Grade 5.

- **Inadequate American and West Virginian Cultural History.** The *Standards* provides too little material on America’s common culture. There generally are only vague prompts to that cultural history (SS.K.16, p. 6; SS.2.15, p. 9), some of which undercut what Americans share by using modifiers such as “multicultural” (SS.3.3, p. 11) or “diversity in American culture” (SS.2.3, p. 8); and see SS.USC.17, p. 41). Contemporary Studies only mention American cultural history to refer to the Lost Generation, jazz, the Harlem Renaissance, and “the role of sports, movies, radio and other forms of entertainment in the development of a new culture in America”. (SS.CS.18-19, pp. 45-46). West Virginia students should learn far more American cultural history, from Edgar Allan Poe to Tin Pan Alley to Georgia O’Keeffe.¹² West Virginia students also should learn more about West Virginia’s common culture, including faith – subjects which do not appear in Eighth Grade West Virginia Studies (SS.8, pp. 26-29).

Recommendation: The *Standards* should integrate coverage of the history of America’s common culture throughout its United States History and Contemporary Studies sequences.

Recommendation: The *Standards* should integrate coverage of the history of West Virginia’s common culture throughout its West Virginia Studies sequence.

- **Vague Reading and Expectations.** West Virginia’s *Standards* contain no firm reading or writing expectations.¹³ West Virginia’s *Standards* should have firm and clear expectations, which parents may use to hold their schools and their teachers accountable. Social studies instruction should include.

Recommendation: The *Standards* should integrate reading expectations, which build toward students capable by graduation from high school of reading an intellectually and

¹¹ *American Birthright*, p. 28.

¹² Cf. the extended coverage of American cultural history in *American Birthright*: Grade 11, United States History, Item 15 (pp. 124-25), Item 38 (p. 130), Item 48 (p. 132), Item 62J (p. 136), Item 63 (p. 136), Item 77 (p. 140).

¹³ *Integration of Literacy in Social Studies* (p. 4); *History and Literacy* (p. 20); *History and Literacy* (p. 31).

stylistically sophisticated 200-page history book, to demonstrate that they are prepared for an undergraduate history course.

Recommendation: The *Standards* should integrate writing expectations, which build toward students capable by graduation from high school of writing an intellectually and stylistically sophisticated 10-page history paper, to demonstrate that they are prepared for an undergraduate history course.

- **Miscellaneous Miscues.** The *Standards* makes several smaller mistakes, which should be corrected.
 - **Deleted Detailed Knowledge:** The *Standards* revision deletes detailed knowledge throughout (e.g., SS.2.9, p. 8; SS.3.4, p. 11; SS.4.12, p. 14; SS.5.2, p. 15; SS.6.12, p. 21; SS.6.20, p. 22; SS.8.20, p. 28; SS.8.21, p. 28; SS.W.16-19, pp. 33-34; SS.US.19, p. 38; SS.US.20, p. 38; SS.CS.14, p. 45; SS.CS.20, p. 46). The *Standards* generally should restore every deletion that reduces academic expectations.
 - **Compressed Military, Religious, and Economic History.** The *Standards* compress, although they do not delete, military, religious, and economic history. Above all they compress the narratives and the importance of Western, American, and West Virginian valor, faith, and prosperity. The *Standards* should revise their content throughout to make central these fundamental themes of history.
 - **Distorted Focus.** Aspects of the *Standards* accentuate negative aspects of American history, without providing knowledge of the more positive aspects. E.g., “Research and examine how slavery and indentured servitude influenced the early economy of the United States by constructing graphics (e.g., charts, graphs, tables, and grids, etc.) displaying the effect of having slaves and indentured servants” (SS.4.7, p. 13). The *Standards* ought to accompany such an item with (for example) an instruction to research why colonial America was called the best poor man’s country in the world, or to research the positive effects of entrepreneurialism in nineteenth-century America.
 - **Politicization of Sociology and Psychology.** The *Standards* should delete or revise SS.S.3, p. 54; SS.S.9, p.55; SS.S.24, p. 55; SS.S.28, p. 55; SS.P.17-19, pp. 58-59. The Psychology standard also should discuss the irreproducibility crisis, the grave weaknesses that have been revealed in social psychology, and the strong evidence that there is no such thing as “implicit bias.”¹⁴
 - **Distorted Historical Presentation.** The *Standards* distorts historical presentation at key moments.
 - The U.S. Constitution repeatedly presented as “a living document” (United States Studies, p. 35; United States Studies – Comprehensive, p. 40; SS.C.7, p. 49), which is a phrase associated with one side of an extraordinarily

¹⁴ David Randall and Christopher Welsler, *The Irreproducibility Crisis of Modern Science* (National Association of Scholars, 2018), <https://www.nas.org/reports/the-irreproducibility-crisis-of-modern-science>; David Randall, “The Implicit-Bias House of Cards,” *City Journal*, October 3, 2023, <https://www.city-journal.org/article/the-implicit-bias-house-of-cards>.

important and active political and intellectual debate about the proper nature of Constitutional interpretation.

- The insertion of the phrase “the changing perceptions of” to modify “citizenship” (SS.US.3, p. 36), which improperly gives the impression that the legal characteristics of U.S. citizenship are a matter of mere perception.
 - The discussion of the Bill of Rights fails to mention the Second Amendment (SS.C.23-25, p. 50).
 - The Cold War presented as significantly consisting of “movements to redistribute land in Latin America, Asia, and Africa” (SS.W.26).
 - The revision from “the duties of citizens that are necessary to **preserve** global democracy” to “the duties of citizens that are necessary to **promote** global democracy” (SS.CS.2, p. 44) inserts a radical supposition that America does not already constitute a liberal and democratic polity worth preserving.
- **Distorting Vocabulary.** The *Standards* too frequently uses a politicized jargon that facilitates the imposition of radical ideology or counterproductive pedagogy. The *Standards* should remove these and similar words, phrases, and concepts throughout: *civic engagement, collaborative, community, community service, critical thinking skills, critique, decolonization, democratic, diversity, engagement, enslaved, equity, global, indigenous, informed action, interactions, investigate, marginalized communities, migrants, model, needs, participatory, practices, problem solving, processes, relevant, responsible, society.*
 - **Impact.** The *Standards* uses *impact* throughout, when they should use *affect* or *effect*. The Department should replace *impact* throughout.
 - **Abbreviation.** The *Standards* replaces “World War I” and “World War II” throughout with “WWI” and “WWII.” The *Standards* should express the dignity of West Virginia’s government by using formal diction and eschewing abbreviations. The change also makes it possible for West Virginia teachers and students to forget that “WW” stands for “World War.” The *Standards* should restore “World War” throughout.

Strategic Recommendations

We have provided the above recommendations for revision to the Department of Education, but we do not believe that social studies standards revision can or should be undertaken entirely by the Department. We make three strategic recommendations to the Department.

- **Independent Commission.** The *Standards* require fundamental change rather than cosmetic revision. We therefore recommend that the Department ask West Virginia’s policymakers to appoint an independent commission to redraft West Virginia’s social studies standards. Effective revision of the *Standards* must be carried out by a commission independent of the Department personnel.
- **Licensure Requirements and Professional Development:** The Department of Education also should update its licensure requirements and professional development to ensure that

its teachers are equipped to teach curriculum that aligns with emphases, including Liberty, Documents of Liberty, and American Common Culture.

- **Statutory Reform:** The Department of Education should ask state policymakers to enact laws that ensure proper social instruction in all West Virginia public K-12 schools.¹⁵

Conclusion

The West Virginia Department of Education’s proposed *Standards* possess significant virtues, but they also possess substantial shortcomings. The Department should revise the proposed *Standards* in detail as we have recommended in this public comment. We suggest that the Department examine our model *American Birthright* social studies standards, but we also suggest that West Virginia examine the fine alternate models of Louisiana, South Dakota, and Virginia.¹⁶ The Department also should request West Virginia policymakers to appoint an independent commission to redraft new social studies standards.

Respectfully yours,



Peter Wood
President, National Association of Scholars



David Randall
Executive Director, Civics Alliance

¹⁵ Civics Alliance: Social Studies Curriculum Act, <https://civicsalliance.org/model-palm-card/social-studies-curriculum-act/>; Civics Course Act, <https://civicsalliance.org/model-k-12-civics-code/civics-course-act/>; United States History Act, <https://civicsalliance.org/model-k-12-civics-code/united-states-history-act/>; Western Civilization Act, <https://civicsalliance.org/model-k-12-civics-code/western-civilization-act/>; Historical Documents Act, <https://civicsalliance.org/model-k-12-civics-code/historical-documents-act/>; and more broadly, the Model K-12 Civics Code, <https://civicsalliance.org/model-k-12-civics-code/>.

¹⁶ 2022 K-12 Louisiana Student Standards for Social Studies, Louisiana Department of Education, https://www.louisianabelieves.com/docs/default-source/academic-curriculum/k-12-louisiana-student-standards-for-social-studies.pdf?sfvrsn=df396518_38; South Dakota Social Studies Standards (2023), South Dakota Department of Education, <https://doe.sd.gov/contentstandards/documents/SS-Standards-2023.pdf>; 2023 History and Social Science Standards of Learning, Virginia Department of Education, <https://www.doe.virginia.gov/teaching-learning-assessment/k-12-standards-instruction/history-and-social-science/standards-of-learning-1276>.

Appendix 1: The 24 Documents and Speeches Specified in KRS 158.196

1. The Mayflower Compact;
2. The Declaration of Independence;
3. The Constitution of the United States;
4. The Federalist No. 1 (Alexander Hamilton);
5. The Federalist Nos. 10 and 51 (James Madison);
6. The June 8, 1789, speech on amendments to the Constitution of the United States by James Madison;
7. The first ten (10) amendments to the Constitution of the United States, also known as the Bill of Rights;
8. The 1796 Farewell Address by George Washington;
9. The United States Supreme Court opinion in *Marbury v. Madison*, 5 U.S. 137 (1803);
10. The Monroe Doctrine by James Monroe;
11. What to the Slave is the Fourth of July? speech by Frederick Douglass;
12. The United States Supreme Court opinion in *Dred Scott v. Sandford*, 60 U.S. 393 (1857);
13. Final Emancipation Proclamation by Abraham Lincoln;
14. The Gettysburg Address by Abraham Lincoln;
15. Declaration of Rights of the Women of the United States by Susan B. Anthony, Matilda Joselyn Gage, and Elizabeth Cady Stanton;
16. The September 18, 1895, Atlanta Exposition Address by Booker T. Washington;
17. Of Booker T. Washington and Others by W.E.B. Du Bois;
18. The United States Supreme Court opinion in *Plessy v. Ferguson*, 163 U.S. 537 (1896);
19. The August 31, 1910, New Nationalism speech by Theodore Roosevelt;
20. The January 11, 1944, State of the Union Address by Franklin D. Roosevelt;
21. The United States Supreme Court opinions in *Brown v. Board of Education of Topeka*, 347 U.S. 483 (1954) and *Brown v. Board of Education of Topeka*, 349 U.S. 294 (1955);
22. Letter from Birmingham Jail by Martin Luther King, Jr.;
23. The August 28, 1963, I Have a Dream speech by Martin Luther King, Jr.; and
24. A Time for Choosing by Ronald Reagan.

Appendix 2: Recommended Historical Documents

Founding Documents, Intellectual Background

Magna Carta (1215)
Petition of Right (1628)
English Bill of Rights (1689)
Toleration Act (1689)
John Locke, *Second Treatise of Civil Government* (1690)
Montesquieu, *The Spirit of Laws* (1748)

United States Documents

Articles, Laws, and Orders of Virginia (1610)
Fundamental Orders of Connecticut (1639)
Massachusetts Body of Liberties (1641)
Pennsylvania Charter of Privileges (1701),
John Woolman, *Some Considerations on the Keeping of Negroes* (1754)
John Adams, *Braintree Resolves* (1765)
Common Sense (1776)
Virginia Declaration of Rights (1776)
Massachusetts Constitution and Declaration of Rights (1780)
Virginia Statute for Religious Freedom (1786)
Northwest Ordinance (1787)
Anti-Federalist Papers: Brutus No. 1 (1787)
The Federal Farmer, *Letter III* (1787)
The Federalist Nos. 9 (Alexander Hamilton), 39 (James Madison), and 78 (Alexander Hamilton) (1787-88)
Benjamin Franklin, *The Autobiography of Benjamin Franklin* (1791)
Thomas Jefferson, First Inaugural Address (1801)

Alexis de Tocqueville, *Democracy in America, Volume I* (1835) and *Volume II* (1839)
Abraham Lincoln, “Speech on the Dred Scott Decision” (1857)
Abraham Lincoln, “House Divided” speech (1858)
Abraham Lincoln, Second Inaugural Address (1865)
Niagara Movement Declaration of Principles (1905)
Theodore Roosevelt, “The Man with the Muck-rake,” speech (1906)
Woodrow Wilson, “Peace Without Victory,” speech (1917)
Schenck v. United States (1919)
Justice Oliver Wendell Holmes’ dissenting opinion in the case of *Abrams v. United States* (1919)
Herbert Hoover, *Rugged Individualism* (1928)
Franklin Delano Roosevelt, First Inaugural Address (1933)
Franklin Delano Roosevelt, “Four Freedoms” speech (1941)
Justice Robert M. Jackson’s opinion for the Supreme Court in *West Virginia State Board of Education v. Barnette* (1943)
Learned Hand, *The Spirit of Liberty* (1944)
The Truman Doctrine (1947)
George Kennan, “The Sources of Soviet Conduct” (1947)
John F. Kennedy, Inaugural Address (1961)
Ronald Reagan, Berlin Wall Speech (1987)
Ronald Reagan, Speech at Moscow State University (1988)
George W. Bush, Second Inaugural Address (2005)
District of Columbia v. Heller (2008)
Dobbs v. Jackson Women's Health Organization (2022)