

Memo

To: Middle School Social Studies Teachers
From: Kandi L. Greter 
Public Education Coordinator
Supreme Court of Appeals of West Virginia
Date: August 17, 2012
Re: *West Virginia Law Adventure*

Enclosed please find the rules for the *West Virginia Law Adventure*, the middle school mock trial program of the Supreme Court of Appeals of West Virginia. All West Virginia middle school students are invited to participate in the writing competition during the 2012-2013 school year.

Unlike other mock trial programs in which students act out mock trial scripts written by adults, students participating in West Virginia Law Adventure must **write original mock trial scripts** based on one of the three scenarios in the official rules packet. Each scenario contains an indictment, a brief set of facts, and stipulations.

Final mock trial scripts **must be mailed to Kandi Greter by March 1, 2013**. One winner in each grade level and one winner for mixed grades will be chosen from scripts submitted by students and those classes will be invited to perform their scripts before one or more Supreme Court Justices in the Supreme Court Chamber on April 19, 2013.

West Virginia Law Adventure was approved for middle schools by the West Virginia Board of Education on February 14, 2008. It may be used to satisfy some social studies and writing CSOs (Content Standards and Objectives). In August 2010 the Justices of the Supreme Court of Appeals of West Virginia decided to extend the competition to all high school students and Joey Wiseman of The Department of Education agreed.

Schools are free to use the program as they wish. Because it is a writing-intensive project, Law Adventure could be used in English classes as well as social studies/civics classes. Teachers may decide to pull students from several classes to write a script together or to make it a project of one class, use it in one grade level or all grade levels, pit classes against each other or pit grades against each other, make it an after-school activity or before-school activity, or open it to all students. The competition will accept multiple scripts from the same school.

The point is for students to have fun while learning important lessons about our courts.

If you have any ideas, or questions about the program, please contact Public Education Coordinator Kandi Greter at Kandi.greter@courts.wv.gov or 304-340-2755.

West Virginia Law Adventure Guidelines

Welcome to the West Virginia Law Adventure, an educational program about our state's justice system for West Virginia middle school students. The Supreme Court of Appeals of West Virginia has worked collaboratively with the West Virginia State Bar, the Young Lawyers Section of the West Virginia State Bar, and the West Virginia Bar Foundation to provide this interactive learning experience, which was adapted with permission from the New Jersey State Bar Foundation's original, award-winning *Law Adventure Competition*.

1. Eligibility for 2012-2013 School Year

West Virginia middle school teachers, as well as parents of home-schooled children of middle age students, are invited to have their students write original mock trial cases based on one of the scenarios included in this guide. West Virginia Law Adventure is open to students in every middle school level, *i.e.*, Grade 5, 6, 7, 8, or combined middle-school grade levels.

2. Requirements for Submissions

In order to be considered for an award and mock trial presentation before the Supreme Court of Appeals of West Virginia, case scripts must be the following:

- jury trials
- suitable for use in classrooms
- developed from one of the scenarios provided with these guidelines
- written by different students for each case submission
- accompanied by a completed cover letter for each case
- submitted by teachers on behalf of their classes, not by individual students
- **performed before a local magistrate, family court judge or circuit judge by February 28, 2013**
- **postmarked no later than March 1, 2013, and mailed to the Kandi Greter, Public Education Coordinator, West Virginia Supreme Court of Appeals, 1900 Kanawha Blvd. East, Building 1, Room E-100, Charleston, WV 25305**, for review and selection of one winner per grade level (Grades 5,6, 7, 8,) and one winner for the combined grade level.

Teachers may enter as many cases as they wish from each grade level or from combined grade levels, but there must be a separate entry form for each case, and each case must be written by different students.

In order to involve as many students as possible, teachers are encouraged to involve an entire class or students from several classes in the project rather than just a few students. Entries written by a combination of students in different grade levels are allowed and will be judged in the combined grade level.

Teachers are encouraged to have students who have not participated in writing the case to serve as jurors or have students who wrote one case serve as jurors on another case.

To be eligible for the competition, each class must go to their local courthouse for a performance of their mock trial in front of a magistrate, family court judge, or circuit judge by February 28, 2013. You may contact Kandi Greter for assistance in arranging your courthouse visit. Please note that judges' dockets are set months in advance, so the local court should be contacted early in the school year to set a date. The local judicial officer will preside in the trial, give students tips on how to make the scripts more realistic, and answer questions about the judicial branch of government.

After performance at the local courthouse, **case scripts must be sent to Kandi Greter, Public Education Coordinator, West Virginia Supreme Court of Appeals, 1900 Kanawha Blvd. East, Building 1, Room E-100, Charleston, WV 25305, by March 1, 2013,** to be eligible for the competition. Entries postmarked after that date will not be considered. The Young Lawyers will choose one winner in each grade level and one winner for the combined grade level. The winning classes will be invited to the Supreme Court Chamber at the State Capitol in Charleston to perform their trials in front of a Supreme Court justice.

3. Cost of Travel to Local Courthouses and Winners to the Supreme Court in Charleston

The West Virginia Bar Foundation, the Young Lawyers Section of the West Virginia State Bar, and the Supreme Court of Appeals of West Virginia will reimburse the cost of transporting classes to their local courthouses and the winning classes to the Supreme Court Chamber at the State Capitol in Charleston. Transportation invoices may be submitted to Kandi Greter, Public Education Coordinator, 1900 Kanawha Blvd. E. Bldg. 1, Room E -100, Charleston, WV 25305.

4. Technical Assistance

West Virginia teachers are encouraged to work with their students on their mock trial scripts throughout the fall. Teachers are invited to seek the assistance of local attorneys. Teachers may also call the West Virginia State Bar at (866) 989-8227, for a list of attorneys willing to assist.

Kandi Greter of the Supreme Court Administrative Office, Division of Children's Services, is available to assist with questions about these guidelines and scheduling mock trials at local courthouses. She is available at (304) 340-2755, or Kandi.Greter@courtswv.gov.

5. Tips for the Writing Process

Students must write a trial script based on one of the three case scenarios presented in this rules packet: robbery and conspiracy, obtaining a prescription by fraud or forgery, or murder.

Each mock trial must have at least two witnesses for each side, *i.e.*, two for the prosecution and two for the defense. Because the defendant cannot be forced to testify in the American court system, the defense team should strategize about whether to have the defendant take the witness stand.

While there is no limit on the number of witnesses, the total trial – including jury deliberation – should last no longer than forty-five (45) minutes. Please keep facts and witness statements concise without sacrificing content.

The prosecution and the defense each may have up to two attorneys, although both do not have to have speaking roles. There also may be roles for a non-murder victim, clerk, bailiff, and court reporter.

Students must write opening statements, testimony, closing arguments, and jury instructions. Students should produce evidence (e.g., a fire marshal's report) and visual trial props like photos and maps. The facts presented must be consistent with the case scenarios provided in the rules packet.

Please use fictitious names for people, companies, and other entities. If using material from other sources, please provide footnotes and/or a bibliography.

Here are a couple of suggestions for development of witness testimony:

1. Once students choose and develop a scenario, have the defendant and victim act out the crime with witnesses watching. Then have the witnesses write their own witness statements/affidavits based on what they saw. Act out the scenario only once; after all, in real life the incident they witness would occur only once.
2. Witness credibility can depend on whether one witness' testimony matches the testimony of other witnesses.

6. Format of Script Submissions

The enclosed cover letter must be completed and accompany each script.

Entries must be typewritten, double-spaced, and titled. Please do not submit videotapes, DVDs or audiotapes.

Please submit **two** copies of each case entered.

Please keep an electronic copy of each case.

Each entry should be mailed to the following:

**Kandi Greter, Public Education Coordinator
West Virginia Supreme Court of Appeals
1900 Kanawha Blvd. East, Building 1, Room E-100
Charleston, WV 25305**

Scripts must be postmarked by **March 1, 2013**. No e-mailed or faxed entries will be accepted. All entries received must be considered final. No revisions can be made after you have submitted your entry/entries.

Only entries that follow the above guidelines will be considered.

7. Judging Criteria

All entries should promote middle school students' understanding of the law and the judicial branch of government. The scripts should be written by students and grade-appropriate.

Points will be awarded as follows:

Correct Use of Grammar 10 points

Opening Statements (persuasiveness, description of evidence) 20 points

Testimony (questions, consistency with the scenario, creativity) 20 points

Closing Arguments (persuasiveness, description of evidence) 20 points

Jury Instructions (clarity and accuracy) 20 points

Use of Evidence (consistency with the scenario, creativity) 10 points.

Winners will be selected in each grade level. Winning schools will receive plaques, and teachers and students will receive personalized certificates signed by the Justice presiding over the case.

FOR MORE INFORMATION

If you have any questions about **West Virginia Law Adventure**, including how to receive reimbursement for the field trips to courthouses, contact

Kandi Greter, Public Education Coordinator
Supreme Court of Appeals of West Virginia
1900 Kanawha Blvd. E., Bldg. 1, Room E-100
Charleston, WV 25305
Phone: 304-340-2755; Fax: 304-558-0775
Email: kandi.greter@courtswv.gov.

8. The Cases

On the following pages you will find information on three cases. Classes should choose one case on which to base a script. For each case, you will be provided an indictment, introduction, stipulations, and relevant West Virginia statutes.

West Virginia Law Adventure 2012-2013

Fax Sheet

School: _____

Teacher: _____

Grade Level:

- ☐ 5th
- ☐ 6th
- ☐ 7th
- ☐ 8th
- ☐ Combined

Case Scenario:

- ☐ Robbery and Conspiracy
- ☐ Obtaining a prescription by fraud and forgery
- ☐ Murder

***Please fill out and Fax (304-558-0775) Attention Kandi Greter back ASAP ***

CASE SCENARIO 1

The State has charged James White and Crystal Jones with the crimes of bank robbery and conspiracy to commit bank robbery. This incident occurred at the First Big Bank on May 18th 2011. The State alleges that James White entered the First Big Bank with a 9mm handgun and demanded money from the clerk Shannon Smith. Just a few minutes prior to James White entering the bank, a 911 call was made reporting that a bank robbery was taking place at the Last National Bank. The Pine County Sheriff Department then responded to the Last National Bank, which is on the other side of town from the First Big Bank, only to find that there was not a robbery going on.

The State alleges that Crystal Jones, who is the girlfriend of James White, placed the fake call to 911 to create a distraction and delay the response of the officers to the First Big Bank. The State alleges that James White was able to take approximately ten thousand dollars (\$10,000).

STIPULATIONS

1. The Pine County Sheriff's Department found Crystal Smith's fingerprints on the pay phone that was used to make the fake 911 call.
2. That James White and Crystal Smith have been dating for several years.
3. A search warrant was issued for the home of James and Crystal and they found approximately six thousand dollars (\$6,000), but not the 9mm handgun.

RELEVANT STATUTES

W.Va. Code 61-2-12 Bank Robbery: If any person by force and violence or by putting in fear, feloniously takes from the person or presence of another any money in the care, custody, control, management or possession of, any bank, he shall be guilty of a felony.

§61-10-31 Conspiracy: It shall be unlawful for two or more persons to conspire to commit any offense against the state and one or more of such persons does any act to effect the object of the conspiracy.

CASE SCENARIO 2

The State has charged Stacy Mimms with obtaining a prescription by fraud or forgery. On July 1st 2012 Stacy Mimms went to the Hometown Pharmacy and presented a prescription for Oxycodone for 500 pills from Dr. Nick. The pharmacist on duty found the amount of 500 pills to be strange and contacted Dr. Nick who indicated that he had written the prescription but it was for fifty (50) pills. When Stacy went to pick up the prescription an officer stopped her and took her into custody. At the time she was taken into custody Michael Lantz was with her.

STIPULATIONS

1. That Stacy Mimms gave a statement to the officer admitting that she is the person on the video taking the prescription in.
2. Stacy indicated in her statement that the only reason she did it was due to threats from Michael Lantz.
3. That a handwriting expert reviewed the prescription but was unable to determine if Stacy forged it.
4. That Michael Lantz did have a knife in his pocket when the officer stopped them.
5. That oxycodone is a controlled substance under WV Code 60A-4-403(a)(3)

RELEVANT STATUTE

WV Code 60A-4-403(a)(3) To acquire or obtain possession of a controlled substance by misrepresentation, fraud, forgery, deception, or subterfuge.

CASE SCENARIO 3

On January 26th the Oakville High School took a ski trip to a local resort. Neil Marte and his girlfriend Molly Wallace were two of the students on the trip. Molly's ex-boyfriend Steve Stephens also attended with about fifteen other students. Molly left Steve about one month before she began to date Neil. In the last few weeks there have been several incidents of physical violence between Neil and Steve.

On January 26th Neil spent much of the day snowboarding with Molly, while Steve was always following. All three of them were very accomplished snowboarders and hardly ever fall. The State alleges that late in the day Neil, Molly, and Steve were racing down a very steep slope when Steve pushed Neil into a large tree. Neil died later that day at the local hospital. Molly did not witness the incident because she was ahead of Neil when this occurred. Chris Chandler and Sam Foster were on the chair lift and witnessed the incident.

The State has charged Steve with the murder of Neil due to pushing him into the tree.

STIPULATIONS

1. The West Virginia Medical Examiners office determined that Neil Marte died from blunt force trauma.
2. That the Medical Examiners office determined that Neil had not used any alcohol or illegal substances on the day he died.

RELEVANT STATUTE

§61-2-1. First and second degree murder

Murder by any willful, deliberate, and premeditated killing is murder of the first degree.

Murder by any willful and deliberate killing but without premeditation is murder of the second degree.

West Virginia Law Adventure 2012-2013

Cover Sheet

School: _____

Teacher: _____

Grade Level:

- ☐ 5th
- ☐ 6th
- ☐ 7th
- ☐ 8th
- ☐ Combined

Student Script Writers (if different grades please list each student's grade level): _____

Case Scenario:

- ☐ Robbery and Conspiracy
- ☐ Obtaining a prescription by fraud and forgery
- ☐ Murder

Standard of proof: beyond a reasonable doubt

Potential sentence for the crime: _____

List of witnesses for the prosecution: _____

List of witnesses for the defense: _____

Main issue in the case: _____

Sub-issues: _____

Social Studies – Grade 5

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

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

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

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

justify the reasons for migration and immigration in the United States through a type of media;	defend the reasons for migration and immigration and relate it to the present;	critique the economic reasons for immigration and migration in the United States;	explain the economic reasons for migration and immigration during specific times in American history;	match economic reasons for migration and immigration to specific times in American history;
construct a map of the geographic regions in the world and formulate the impact on global economic activities;	research the resources found in the geographic regions of the United States and the world and summarize its impact on global economic activities;	assess the resources of the geographic regions in the United States and the world;	describe the geographic regions in the United States and the world;	identify the geographic regions found in the world;
adapt a role of agriculture to impact an industry and communicate its effectiveness;	compare and contrast the role of agriculture to that of industrialization in the economic development of the United States;	evaluate the role of agriculture and the impact of industrialization on economic development of the United States;	explain the role agriculture and industrialization had on the economic development of the United States;	describe the role of agriculture on the economic development of the United States;
create a model to represent the difference between the industrial North and the agricultural South prior to the Civil War; and	debate whether the industrial North or the agricultural South had a bigger impact prior to the Civil War; and	compare the industrial North to the agricultural South prior to the Civil War; and	give examples of the industries of the North to the agricultural products of the South prior to the Civil War; and	identify the industries of the North and the agricultural products of the South prior to the Civil War; and
develop a solution to the social and economic problems that Westward Expansion and Reconstruction had on the United States prior to the Civil War.	compare and contrast the social and economic problems brought on by Westward Expansion and Reconstruction.	explain the social and economic effects of Reconstruction and Westward Expansion on different populations.	describe the economic problems brought on by Reconstruction and Westward Expansion.	identify the social and economic effects of Reconstruction and Westward Expansion.
Objectives	Students will			
SS.5.E.1	investigate the roles of consumers and producers in the United States and apply the information to a real life event (e.g., bake sale, sporting events, booth at a fair, snack machines, etc.) using the concepts of: • sales (e.g., advertising and competition) • expenses • profits • supply and demand			
SS.5.E.2	explain the concept of supply and demand to specific historic and current economic situations in the United States (e.g., slavery, oil, gas, Industrial Revolution, etc.).			

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

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

	examine information from maps, globes, models and various geographic tools.	century; explain how the natural terrain influenced westward travel and settlement; and identify and interpret the information and purpose of maps, globes, models, charts, graphs and various geographic tools.	describe how the natural terrain affected westward travel and settlement; and identify the uses of geographic tools and models used by geographers.	label the natural terrain that affected westward travel and settlement; and list the various types of maps, globes and geographic tools used by geographers.
Objectives	Students will			
SS.5.G.1	explain how aspects of the terrain (e.g., the principal mountain ranges, rivers, vegetation and climate of the region, etc.) affected westward travel and settlement.			
SS.5.G.2	summarize the significance of large-scale immigration and the contributions of immigrants to America in the early 1900s, (e.g., the countries from which they came, the opportunities and resistance they faced when they arrived and the cultural and economic contributions they made to this nation, etc.).			
SS.5.G.3	illustrate the effects of settlement on the environment of the West. (e.g., changes in the physical and human systems, etc.).			
SS.5.G.4	measure distances in latitude and longitude using a scale on a variety of maps and globes, and transfer the concept of cardinal and intermediate directions to describe the relative location of countries by hemisphere and proximity to the equator.			
SS.5.G.5	locate, identify and compare the major rivers, landforms, natural resources, climate regions, major soil regions and deserts of the United States.			
SS.5.G.6	compare and contrast the various regions of the United States; locate each of the fifty United States and correlate them with their regions.			
SS.5.G.7	identify the characteristics and purposes of maps, globes, GIS and other geographic tools.			
SS.5.G.8	read and interpret information from photographs, maps, globes, graphs, models and computer programs.			
SS.5.G.9	display information on maps, globes, geographic models and in graphs, diagrams and charts (e.g., designing map keys and legends, etc.).			
Grade 5 Social Studies				
Standard	History			
Performance Descriptors SS.PD.5.H				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Fifth grade students at distinguished level in history:	Fifth grade students at above mastery level in history:	Fifth grade students at mastery level in history:	Fifth grade students at partial mastery level in history:	Fifth grade students at novice level in history:
evaluate the regional and sectional conflicts that led to	classify the regional differences between the	compare and contrast the industrial North to the	identify the development of industry in the northern	give examples of industries in the northern states and

the Civil War and its resolution;	North and the South before, during and after the Civil War;	agricultural South before, during and after the Civil War;	states and agriculture in the southern states;	agricultural products of the south;
evaluate the economic, political and social outcomes of Reconstruction on the United States;	differentiate between the economic, political and social attitudes of the North and South during Reconstruction;	examine the economic, political and social developments during Reconstruction;	summarize the outcome of the major developments during Reconstruction;	recognize the major elements of Reconstruction;
defend a position based upon the various groups present in the West and the influence of the railroad;	evaluate the development of railroads and the conflicts among various groups of people living and working in the West	analyze how transportation affected various peoples living in the West;	explain how advancements in transportation impacted western expansion;	identify the major causes of Westward Expansion;
analyze the key events and political leaders surrounding the developments of the United States becoming a global power; and	separate the important domestic and foreign developments that led the United States to a global power; and	compare and contrast the major domestic and foreign developments that contributed to the United States' becoming a world power; and	describe the domestic and foreign developments that led to the United States becoming a world power; and	name the domestic developments that contributed to the United States becoming a world power; and
assess the continuing development and influence of the Industrial Revolution in the United States.	compare and contrast how the Industrial Revolution impacted immigration and urbanization.	explain the people and factors that led to industrialization of the United States in the late 19 th century.	describe how new inventions, thoughts and ideas led to the Industrial Revolution.	identify the people in the late 19 th century that contributed to the Industrial Revolution.
Cluster 1 Demonstrate an understanding of the industrial North and the agricultural South before, during and after the Civil War.				
Objectives	Students will			
SS.5.H.CL.1.1	research the roles and accomplishments of the leaders of the reform movements before and during the Civil War (e.g., abolition movement, Underground Railroad and other social reforms, etc.).			
SS.5.H.CL.1.2	explain how specific events and issues led to the Civil War (e.g., sectionalism fueled by issues of slavery in the territories, states' rights, election of 1860 and secession).			
SS.5.H.CL.1.3	summarize key battles, strategies and turning points of the Civil War (e.g., Fort Sumter, Antietam, Gettysburg, other regional battles and the surrender at Appomattox).			
SS.5.H.CL.1.4	compare the roles and accomplishments of historic figures of the Civil War (e.g., Abraham Lincoln, Emancipation Proclamation, Gettysburg Address, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Clara Barton and Frederick Douglass, etc.).			
SS.5.H.CL.1.5	explain the impact of the Civil War's physical destruction on the nation and the people (e.g., soldiers, women, African Americans, and the civilian population, etc.).			

Cluster 2	Examine the economic, political and social developments during Reconstruction.			
Objectives	Students will			
SS.5.H.CL.2.1	explain the effects of Abraham Lincoln's assassination and the goals of Reconstruction.			
SS.5.H.CL.2.2	characterize the effects of Reconstruction on African Americans (e.g., rights and restrictions, Thirteenth, Fourteenth, Fifteenth Amendments, rise of discriminatory laws and groups (Klu Klux Klan), motivations to relocate, and the actions of the Freedmen's Bureau, etc.).			
Cluster 3	Demonstrate an understanding of the advances in transportation and its effect on Western Expansion.			
Objectives	Students will			
SS.5.H.CL.3.1	illustrate how railroads affected development of the West (e.g., ease of travel, influence on trade and impact on environment, etc.)			
SS.5.H.CL.3.2	compare and contrast conflicts between various groups in the West (e.g., miners, ranchers, cowboys, Native Americans, Mexican Americans and European and Asian immigrants, etc.).			
Cluster 4	Demonstrate an understanding of major domestic and foreign developments that contributed to the United States becoming a world power.			
Objectives	Students will			
SS.5.H.CL.4.1	summarize key events and political leaders surrounding the Spanish-American War and the annexation of new territory.			
SS.5.H.CL.4.2	explain the role played by the United States involvement in Latin America and the building of the Panama Canal.			
SS.5.H.CL.4.3	describe how the need for new markets led to the buildup of the Navy and the need for naval bases in the Pacific.			
Cluster 5	Analyze the people and the factors that led to industrialization in the late 19th century United States.			
Objective	Students will			
SS.5.H.CL.5.1	examine how the Industrial Revolution was furthered by new inventions and technologies (e.g., light bulb, telegraph, automobile, assembly line, etc.).			
SS.5.H.CL.5.2	identify prominent inventors and scientists of the period and summarize their inventions or discoveries (e.g., Thomas Edison, Alexander Graham Bell, the Wright Brothers, Henry Ford and Albert Einstein, etc.).			
SS.5.H.CL.5.3	explain the causes and effects of immigration and urbanization on the American economy during the Industrial Revolution (e.g., role of immigrants, the growth of cities, the shift to industrialization, the rise of big business and reform movements, etc.).			
Grade 5	Social Studies			
	West Virginia History			
Performance Descriptors SS.PD.5.WV				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Fifth grade students at distinguished level in West Virginia History:	Fifth grade students at above mastery level in West Virginia History:	Fifth grade students at mastery level in West Virginia History:	Fifth grade students at partial mastery level in West Virginia History:	Fifth grade students at novice level in West Virginia History:
summarize changes in the economic, social and political history of West Virginia;	explain important events in economic, social and political history of West Virginia;	reconstruct the economic, social and political history of West Virginia;	give examples of economic, social and political history of West Virginia;	identify examples of economic, social and political history of West Virginia;

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

Social Studies – Grade 6

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

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

school project that models an act of patriotism; and research a global organization and evaluate its handling of a global concern.		investigate the reason(s) for various acts of patriotism and civil discourse in U.S. history ; and create a chart detailing global organizations and the issues they address.	describe acts of patriotism and civil discourse in U.S. history; and explain how global organizations provide aid and support.	collect and display examples of patriotism and civil discourse in U.S. history; and give examples of global organizations and how they address global concerns.	recognize examples of patriotism and civil discourse in U.S. history; and identify how global organizations address global concerns.
Objectives		Students will			
SS.6.C.1		apply the process of how a bill becomes a law to follow a current legislative bill.			
SS.6.C.2		compare and contrast different forms of government worldwide and their influence on historic world events: • The Great Depression • World War I • World War II • 9/11			
SS.6.C.3		identify the structure of the United States Congress and the Constitutional requirements of congressional membership.			
SS.6.C.4		identify current key figures in United States government: • President • Vice President • Speaker of the House • Secretary of State • Current members of Congress from West Virginia			
SS.6.C.5		examine and analyze various acts of patriotism and civil discourse in response to events throughout United States history (e.g., support of American military during wartime, Vietnam protests, Civil Rights, respect for the flag and response of Americans to 9/11).			
SS.6.C.6		research and organize information about an issue of global concern from multiple points of view (e.g., ecology, natural resources, global warming and human rights).			
SS.6.C.7		identify global relief and development organizations and examine how they provide global aid and support (e.g., Red Cross, UNICEF, Doctors without Borders, Engineers without Borders and World Health Organization).			

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

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

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

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

II to create a presentation; create an economic and social model in response to the Great Depression;		similarities and differences; analyze and critique the causes and effects of the Great Depression and the social, political and economic consequences of the Depression worldwide;	explain the social, economic and political responses to the Great Depression;	identify the causes and effects of the Great Depression;	identify how the Great Depression affected political, social and economic conditions worldwide;
evaluate the role of nuclear weapons during the Cold War and in the world today;		trace the development and end of the Cold War by citing specific examples;	examine the leaders of the Cold War and summarize events;	explain how the Cold War divided the world;	identify events and countries involved in the Cold War;
research a leader or event in the struggle for Civil Rights and create a media presentation; and		choose a specific minority and research its struggle to gain rights, citing specific examples; and	identify key figures in the struggle for minority rights and cite their actions; and	identify acts that violate minority rights; and	name minority groups that have experienced discrimination; and
debate the pros and cons of the U.S. involvement in Middle Eastern conflicts.		evaluate how the Middle East has been prominent in recent world conflicts.	analyze the role of natural resources in the Middle Eastern conflicts and identify key figures involved.	identify resources from the Middle East and their connection to conflicts.	identify conflicts involving the Middle East.
Cluster 1	Demonstrate an understanding of the causes, key events and outcomes of World War I.				
Objectives	Students will				
SS.6.H.CL.1.1	explain the key events that led to the outbreak of World War I, including the rise of nationalism, imperialism and militarism.				
SS.6.H.CL.1.2	chart the sequence of events that led to the United States' entry into World War I.				
SS.6.H.CL.1.3	analyze the role of propaganda in influencing the United States to enter World War I.				
SS.6.H.CL.1.4	explain the outcomes and effects of World War I including the conditions and failures of the League of Nations and the Treaty of Versailles.				
Cluster 2	Explain the global causes and effects of the Great Depression.				
Objectives	Students will				
SS.6.H.CL.2.1	identify the economic conditions around the world that existed following World War I.				
SS.6.H.CL.2.2	examine and categorize causes of the Great Depression worldwide.				
SS.6.H.CL.2.3	analyze the political response to the economic and social conditions of the Great Depression in the United States and Germany.				
Cluster 3	Demonstrate an understanding of the causes, key events and outcomes of World War II.				
Objectives	Students will				
SS.6.H.CL.3.1	summarize the rise of totalitarian governments in Germany, Italy, Japan and the Soviet Union.				
SS.6.H.CL.3.2	examine the political and economic transformation of Western and Eastern Europe after World War II, identifying the significance of the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization (NATO), the United Nations, the Warsaw Pact and the				

SS.6.H.CL.3.3	European Economic Community.
SS.6.H.CL.3.4	analyze the role of appeasement and isolationism as an attempt to avoid war.
SS.6.H.CL.3.5	analyze the role of strong leadership during the war and critique their responses to the conflict.
SS.6.H.CL.3.6	investigate the role of the United States in World War II.
SS.6.H.CL.3.7	cite evidence of the deprivation of human rights violations during times of war.
SS.6.H.CL.3.7	illustrate the US civilian response to the war on the home-front (e.g., "Rosie the Riveters," victory gardens, rationing, etc.).
Cluster 4	Demonstrate an understanding of global developments following World War II including the impact of the Cold War on the world.
Objectives	Students will
SS.6.H.CL.4.1	cite evidence of the United States' and Soviet Union's dominance as superpowers following World War II.
SS.6.H.CL.4.2	outline the US policy of containment and the social effects of this policy.
SS.6.H.CL.4.3	summarize the events of the Cold War (e.g., Korean conflict, Vietnam, Cuban Missile Crisis and Space Race).
SS.6.H.CL.4.4	describe the Soviet Union's domination of Eastern Europe, the rise of the Communist party in China and the building of the Berlin Wall.
SS.6.H.CL.4.5	analyze the role of strong leadership in ending the Cold War.
SS.6.H.CL.4.6	debate the pros and cons of the impact of nuclear power and analyze how it might relate to the issue of atomic weapons.
Cluster 5	Identify the key figures, events and philosophies of the US Civil Rights Movement.
Objectives	Students will
SS.6.H.CL.5.1	trace the development of Civil Rights for minority groups in the United States (e.g., women and African Americans).
SS.6.H.CL.5.2	identify key figures and key events in movements for civil rights.
Cluster 6	Demonstrate an understanding of the causes and effects of the world conflicts in the late 20th and early 21st centuries.
Objectives	Students will
SS.6.H.CL.6.1	analyze the role of natural resources in Middle Eastern conflicts.
SS.6.H.CL.6.2	describe the role geo-politics played in historic events.
SS.6.H.CL.6.3	identify the key figures in Middle Eastern conflicts and investigate the US reaction to these events (e.g., Saddam Hussein, Osama bin Laden, terrorism, 9/11, wars in Iraq and Afghanistan).

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

earlier events caused later ones; determine the meaning of domain-specific vocabulary; compare the point of view of two or more authors; integrate information, assess whether the reasoning and evidence support the author's claims; read and comprehend history/social studies texts above the grades 6-8 text complexity band independently and proficiently; compose arguments and informative/explanatory texts; manage the complexity of the topic appropriate to the discipline and context as well as the expertise of the audience; use technology to develop, strengthen, publish and present clear and coherent writing focusing on what is most significant, linking to other information and displaying information;	history/social studies; determine the meaning of domain-specific vocabulary specific; analyze author's point of view or purpose; integrate visual information; analyze the reasoning and evidence that support the author's claims; read and comprehend history/social studies texts above the grades 6-8 text complexity band with scaffolding as needed; compose arguments and informative/explanatory texts; use precise language and domain-specific vocabulary while attending to the norms and conventions of the discipline; use technology to develop, strengthen, publish and present clear and coherent writing focusing on what is most significant; conduct short and sustained	in a process related to history/social studies; determine the meaning of domain-specific vocabulary; identify an author's point of view or purpose; integrate visual information; distinguish among fact, opinion and reasoned judgment; analyze the relationship between primary and secondary sources; read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently; compose arguments and informative/explanatory texts; use precise language and domain-specific vocabulary; with some guidance and support, use technology to develop, strengthen, publish and present clear and coherent writing;	in a process related to history/social studies; determine the meaning of domain-specific vocabulary; identify an author's purpose; integrate visual information; distinguish among fact, opinion and reasoned judgment; define primary and secondary sources; read and comprehend history/social studies texts in the grades 6-8 text complexity band with scaffolding as needed at the high end of the range; compose arguments and informative/explanatory texts; use precise language; with guidance and support, use technology to develop, publish and present writing;	identify domain-specific vocabulary; identify an author's purpose; integrate visual information; distinguish among fact, opinion and reasoned judgment; define primary and secondary sources; read and comprehend history/social studies texts in the grades 6-8 text complexity band with scaffolding as needed at the high end of the range; compose arguments and informative/explanatory texts; use precise language; with guidance and support, use technology to develop, publish and present writing;
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conduct short and sustained research projects synthesizing multiple useful sources and integrate information selectively; avoid plagiarism; and	research projects synthesizing multiple relevant, credible and accurate sources; avoid plagiarism; and	conduct short research projects drawing on several relevant, credible and accurate sources; avoid plagiarism; and	conduct short research projects drawing on credible and accurate sources; avoid plagiarism; and	conduct short research projects drawing on credible sources; avoid plagiarism; and
write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks, purposes and audiences.	write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks, purposes and audiences.	write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks, purposes and audiences.	write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks, purposes and audiences.	write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks, purposes and audiences.
Objectives	Students will			
Reading	Key Ideas and Details			
SS.6-8.L.1	cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.			
SS.6-8.L.2	determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.			
SS.6-8.L.3	identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).			
SS.6-8.L.4	Craft and Structure			
	determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.			
SS.6-8.L.5	describe how a text presents information (e.g., sequentially, comparatively and causally).			
SS.6-8.L.6	identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).			
	Integration of Knowledge and Ideas			
SS.6-8.L.7	integrate visual information (e.g., in charts, graphs, photographs, videos or maps) with other information in print and digital texts			
SS.6-8.L.8	distinguish among fact, opinion and reasoned judgment in a text.			
SS.6-8.L.9	analyze the relationship between a primary and secondary source on the same topic.			
SS.6-8.L.10	Range of Reading and Level of Text Complexity			
	read and comprehend history/social studies texts at or above grade level text complexity band independently and proficiently.			
Writing	Text Types and Purposes			
	write arguments focused on discipline-specific content.			
SS.6-8.L.11	Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims and organize the reasons and evidence logically.			

	• support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. • use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. • establish and maintain a formal style. • provide a concluding statement or section that follows from and supports the argument presented.
SS.6-8.L.12	write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments or technical processes. • introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts and tables) and multimedia when useful to aiding comprehension. • develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. • use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • use precise language and domain-specific vocabulary to inform about or explain the topic. • establish and maintain a formal style and objective tone. • provide a concluding statement or section that follows from and supports the information or explanation presented.
	Production and Distribution of Writing
SS.6-8.L.13	produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
SS.6-8.L.14	with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
SS.6-8.L.15	use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
	Research to Build and Present Knowledge
SS.6-8.L.16	conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
SS.6-8.L.17	gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
SS.6-8.L.18	draw evidence from informational texts to support analysis, reflection and research.
	Range of Writing
SS.6-8.L.19	write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes and audiences.

Social Studies – Grade 7

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

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

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

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

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

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

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

Ages, Renaissance and Reformation; and		Reformation; and			
debate the positive and negative effects of imperialism and triangular trade while defending specific viewpoints.		analyze the lasting effects of imperialism and triangular trade.	examine the connection between Imperialism and the triangular trade.	recognize the reasons for Imperialism in Asia, Africa, the Americas and Oceania.	Identify the colonies in Asia, Africa, the Americas and Oceania.
Cluster 1	Demonstrate an understanding of the ancient civilizations.				
Objectives	Students will				
SS.7.H.CL.1.1	Identify the leaders and distinguish the basic principles and philosophies of the major religions as they emerged and expanded; (e.g., Judaism, Christianity, Islam, Buddhism, Hinduism, Confucianism and Taoism).				
SS.7.H.CL.1.2	Identify the contributions and influences of ancient civilizations and categorize the factors that led to their fall (e.g., philosophy, architecture, civics, literature, the arts, science and mathematics). • Mesopotamia • Egypt • Greece • Rome • India • China • Ancient civilizations of North and South America.				
Cluster 2	Demonstrate an understanding of the Middle Ages.				
Objectives	Students will				
SS.7.H.CL.2.1	analyze the rise of the European nation states and monarchies (e.g., feudalism, peasants, serfs, manorial system and centralized power).				
SS.7.H.CL.2.2	trace the course of the Crusades and the introduction of Asian and African ideas to Europe.				
SS.7.H.CL.2.3	discuss the preservation of the ancient Greek and Roman learning and traditions, architecture and government.				
Cluster 3	Demonstrate an understanding of the impact the Renaissance and Reformation had on the world.				
Objectives	Students will				
SS.7.H.CL.3.1	summarize the origins and contributions of the Italian Renaissance and its spread throughout Europe (e.g., art, architecture, literature and music).				
SS.7.H.CL.3.2	Identify key figures, causes and events of the Reformation and the Counter Reformation.				
Cluster 4	Demonstrate an understanding of imperialism throughout the world.				
Objectives	Students will				
SS.7.H.CL.4.1	summarize the establishment of colonies in Africa, Asia, the Americas and Oceania.				
SS.7.H.CL.4.2	examine the development of triangular trade and illustrate its impact on the world.				
Grade 6-8	Social Studies				

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

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

	Integration of Knowledge and Ideas
SS.6-8.L.7	integrate visual information (e.g., in charts, graphs, photographs, videos or maps) with other information in print and digital texts
SS.6-8.L.8	distinguish among fact, opinion and reasoned judgment in a text.
SS.6-8.L.9	analyze the relationship between a primary and secondary source on the same topic.
SS.6-8.L.10	Range of Reading and Level of Text Complexity
SS.6-8.L.10	read and comprehend history/social studies texts at or above grade level text complexity band independently and proficiently.
Writing	
	Text Types and Purposes
SS.6-8.L.11	write arguments focused on discipline-specific content. - introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims and organize the reasons and evidence logically. - support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. - use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. - establish and maintain a formal style. - provide a concluding statement or section that follows from and supports the argument presented.
SS.6-8.L.12	write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. - introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts and tables), and multimedia when useful to aiding comprehension. - develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. - use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. - use precise language and domain-specific vocabulary to inform about or explain the topic. - establish and maintain a formal style and objective tone. - provide a concluding statement or section that follows from and supports the information or explanation presented.
	Production and Distribution of Writing
SS.6-8.L.13	produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
SS.6-8.L.14	with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
SS.6-8.L.15	use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
	Research to Build and Present Knowledge
SS.6-8.L.16	conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
SS.6-8.L.17	gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy

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

Social Studies – Grade 8: West Virginia Studies

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

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

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

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

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

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

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

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

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

strategies of the North and South and show their effects on West Virginia;	document the development of the tensions that led to the creation of West Virginia;	transportation that facilitated the growth of West Virginia and compare and contrast the West Virginia Constitutions;	events leading to western Virginia's separation from Virginia,	led to the creation of West Virginia and identify men and women of West Virginia who made significant contributions during the Civil War;
analyze and critique the effects the labor movement, immigration, transportation and industrialization had on the growth of West Virginia from the late nineteenth century to the present;	use primary sources to provide evidence of the effects the labor movement, immigration, transportation and industrialization had on the growth of West Virginia from the late nineteenth century to the present;	summarize the evolution of the labor movement, and the political, social and economic situation in West Virginia following World War I;	summarize the changes that occurred in agriculture and industry during the late nineteenth century West Virginia;	identify and classify the types of transportation that facilitated the growth of West Virginia;
use primary sources to research, analyze and synthesize the major political, social and economic events in West Virginia during the early 20 th century;	draw conclusions regarding the political, social and economic situation in West Virginia following World War I;	summarize the economic and industrial growth of West Virginia during World War I; evaluate and analyze the impact of social, economic and technological developments on the culture of West Virginia;	summarize the progressive reform movement and the political, social and economic situation in West Virginia following World War I;	identify the effects of the Great Depression and the New Deal Programs on West Virginia;
critique the economic and political strategies of West Virginia government and industry, and suggest alternate strategies and their predicted effects on the state; and	identify and compare labor strategies that have affected the WV economy and draw conclusions regarding the economic, social and political impact of 20 th century events on the state; and	analyze the economic, social and political impact of the late 20 th century and 21 st century events on West Virginia; and	explain the economic and industrial growth of West Virginia during World War II and the economic, social, and political impact of 20 th century events on the state; and	identify labor strategies that have affected the economy of West Virginia; and
design and create a project for a new fair or festival that relates to West Virginia history.	assess the economic and social importance of major fairs and festivals to West Virginia.	explain the importance of major fairs and festivals to West Virginia.	recall names of major fairs and festivals in West Virginia and correlate their locations to a map.	recognize names of major fairs and festivals in West Virginia.
Cluster 1	Demonstrate an understanding of the settlement of Western Virginia and the United States by Native Americans and Europeans.			

Objectives	Students will
SS.8.H.CL.1.1	differentiate between the cultures and daily life of the Native Americans.
SS.8.H.CL.1.2	summarize the history of European exploration and settlement in western Virginia from the first endeavor of John Lederer through the settlement period including Morgan Morgan and other important explorers and settlers.
SS.8.H.CL.1.3	explain the role of western Virginia in the French and Indian War.
Cluster 2	Demonstrate an understanding of the American Revolution from the beginning of the new American nation and including Western Virginia's part in the development of that nation.
Objectives	Students will
SS.8.H.CL.2.1	compare and contrast the perspectives and roles of different western Virginians during the American Revolution including those of political leaders, soldiers, patriots, Tories/Loyalists, women and Native Americans.
SS.8.H.CL.2.2	identify the key conflicts, battles and people of the American Revolution in western Virginia and their effects on the area (e.g., Battle of Point Pleasant, Siege of Fort Henry, Attacks at Fort Randolph and Fort Donnally).
SS.8.H.CL.2.3	summarize events related to the adoption of Virginia's constitutional conventions, the role of western Virginia and its leaders in the Continental Congress, and the ratification of the United States Constitution.
SS.8.H.CL.2.4	explain the economic and political tensions between the people of western and eastern Virginia including the economic struggles of both groups following the American Revolution and their disagreement over representation.
Cluster 3	Demonstrate an understanding of the American Civil War including its causes, effects and the major events that led to West Virginia statehood.
Objectives	Students will
SS.8.H.CL.3.1	explain the effect of key events leading to Western Virginia's separation from Virginia after secession (e.g., First and Second Wheeling Conventions and John Brown's Raid).
SS.8.H.CL.3.2	describe the moral, ethical and legal tensions that led to the creation of the new state of West Virginia and how these tensions were resolved (e.g., Virginia vs. West Virginia 1871).
SS.8.H.CL.3.3	compare and contrast the military strategies of the North and South with regard to specific events and geographic locations in West Virginia (e.g., the Battle of Philippi, Rich Mountain, Droop Mountain, Battle of Scary Creek and Battle of Carnifex Ferry).
SS.8.H.CL.3.4	identify significant contributions of men and women of West Virginia during the Civil War and identify the roles of ethnic and racial minorities.
Cluster 4	Demonstrate an understanding of major social, political and economic developments that took place in West Virginia during the second half of the nineteenth century.
Objectives	Students will
SS.8.H.CL.4.1	identify the types of transportation that facilitated the growth of West Virginia.
SS.8.H.CL.4.2	compare and contrast the West Virginia Constitutions of 1862 and 1872.
SS.8.H.CL.4.3	summarize the changes that occurred in West Virginia agriculture and industry during the late nineteenth century, including changes in family life in various regions and the growth of industry.
SS.8.H.CL.4.4	explain the significance of increased immigration into the United States in the late nineteenth century to West Virginia, including cultural and economic contributions of immigrants, opportunities and struggles experienced by immigrants, increased racial hostility and the effect of racial and ethnic diversity on national identity.
Cluster 5	Demonstrate an understanding of West Virginia's development during the early twentieth century.
Objectives	Students will

SS.8.H.CL.5.1	analyze the evolution of the labor movement in West Virginia.
SS.8.H.CL.5.2	summarize the progressive reform movement in West Virginia (e.g., child labor laws, Prohibition, improvements to roads, hospitals, libraries, tax reforms, changes to local government systems and the roles of significant individuals and groups).
SS.8.H.CL.5.3	summarize the political, social and economic situation in West Virginia following World War I, including progress in suffrage for women, improvements in daily life in urban/rural areas, Roaring 20's and developments in industry.
SS.8.H.CL.5.4	explain the effects of the Great Depression and the lasting impact of New Deal programs on West Virginia, including the Homestead Projects.
Cluster 6	Demonstrate an understanding of West Virginia's development during the mid-twentieth century.
Objectives	Students will
SS.8.H.CL.6.1	summarize the significant aspects of the economic and industrial growth experienced by West Virginia during World War II (e.g., chemical industry, steel industry and coal industry).
SS.8.H.CL.6.2	evaluate the sequence and analyze the impact of contemporary social, economic and technological developments on people and culture in West Virginia.
SS.8.H.CL.6.3	identify the labor/management strategies that have affected West Virginia's economy (e.g., strikes, boycotts, yellow-dog contracts, injunctions and lock-outs).
SS.8.H.CL.6.4	explain the economic, social, and political impact of twentieth century events on West Virginia (e.g., school integration, Civil Rights Movement, Cold War and Vietnam).
Cluster 7	Demonstrate an understanding of West Virginia in the modern era.
Objectives	Students will
SS.8.H.CL.7.1	compile lists of fairs and festivals in West Virginia that can be attributed to the influence of various cultural groups who have settled in the state, explaining the heritage of the fair or festival and its significance to the preservation of West Virginia history.
SS.8.H.CL.7.2	analyze the economic, social and political impact of the late twentieth century and twenty-first century events on West Virginia (e.g., terrorism, Gulf War, Iraq War and War in Afghanistan).

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

determine the meaning of domain-specific vocabulary; compare the point of view of two or more authors; integrate information, assess whether the reasoning and evidence support the author's claims; read and comprehend history/social studies texts above the grades 6-8 text complexity band independently and proficiently; compose arguments and informative/explanatory texts; manage the complexity of the topic appropriate to the discipline and context as well as the expertise of the audience; Use technology to develop, strengthen, publish and present clear and coherent writing focusing on what is most significant, linking to other information and displaying information; conduct short and sustained research projects	determine the meaning of domain-specific vocabulary; analyze author's point of view or purpose; integrate visual information; analyze the reasoning and evidence that support the author's claims; read and comprehend history/social studies texts above the grades 6-8 text complexity band with scaffolding as needed; compose arguments and informative/explanatory texts; use precise language and domain-specific vocabulary while attending to the norms and conventions of the discipline; use technology to develop, strengthen, publish and present clear and coherent writing focusing on what is most significant; conduct short and sustained research projects synthesizing multiple	determine the meaning of domain-specific vocabulary; identify an author's point of view or purpose; integrate visual information; distinguish among fact, opinion and reasoned judgment; analyze the relationship between primary and secondary sources; read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently; compose arguments and informative/explanatory texts; use precise language and domain-specific vocabulary; with some guidance and support, use technology to develop, strengthen, publish and present clear and coherent writing; conduct short research projects drawing on several	determine the meaning of domain-specific vocabulary; identify an author's purpose; integrate visual information; distinguish among fact, opinion and reasoned judgment; describe primary and secondary sources; read and comprehend history/social studies texts in the grades 6-8 text complexity band with minimal scaffolding at the high end of the range; compose arguments and informative/explanatory texts; use precise language and academic vocabulary; with guidance and support, use technology to develop, publish and present clear writing; conduct short research projects drawing on credible	identify domain-specific vocabulary; identify an author's purpose; integrate visual information; distinguish among fact, opinion and reasoned judgment; define primary and secondary sources; read and comprehend history/social studies texts in the grades 6-8 text complexity band with scaffolding as needed at the high end of the range; compose arguments and informative/explanatory texts; use precise language; with guidance and support, use technology to develop, publish and present writing; conduct short research projects drawing on credible
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synthesizing multiple useful sources and integrate information selectively; avoid plagiarism; and		relevant, credible and accurate sources; avoid plagiarism; and	relevant, credible and accurate sources; avoid plagiarism; and	sources; avoid plagiarism; and
write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks, purposes and audiences.		write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks, purposes and audiences.	write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks, purposes and audiences.	write over extended time frames for research-based projects and shorter time frames for a range of discipline-specific tasks, purposes and audiences.
Objectives	Students will			
Reading				
Key Ideas and Details				
SS.6-8.L.1	cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.			
SS.6-8.L.2	determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.			
SS.6-8.L.3	identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).			
Craft and Structure				
SS.6-8.L.4	determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.			
SS.6-8.L.5	describe how a text presents information (e.g., sequentially, comparatively and causally).			
SS.6-8.L.6	identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).			
Integration of Knowledge and Ideas				
SS.6-8.L.7	integrate visual information (e.g., in charts, graphs, photographs, videos or maps) with other information in print and digital texts			
SS.6-8.L.8	distinguish among fact, opinion and reasoned judgment in a text.			
SS.6-8.L.9	analyze the relationship between a primary and secondary source on the same topic.			
Range of Reading and Level of Text Complexity				
SS.6-8.L.10	read and comprehend history/social studies texts at or above grade level text complexity band independently and proficiently.			
Writing				
Text Types and Purposes				
SS.6-8.L.11	write arguments focused on discipline-specific content - introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims and organize the reasons and evidence logically. - support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.			

	• use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence. • establish and maintain a formal style. • provide a concluding statement or section that follows from and supports the argument presented.
SS.6-8.L.12	write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments or technical processes. • introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts and tables) and multimedia when useful to aiding comprehension. • develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. • use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. • use precise language and domain-specific vocabulary to inform about or explain the topic. • establish and maintain a formal style and objective tone. • provide a concluding statement or section that follows from and supports the information or explanation presented.
	Production and Distribution of Writing
SS.6-8.L.13	produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
SS.6-8.L.14	with some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on how well purpose and audience have been addressed.
SS.6-8.L.15	use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
	Research to Build and Present Knowledge
SS.6-8.L.16	conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
SS.6-8.L.17	gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
SS.6-8.L.18	draw evidence from informational texts to support analysis, reflection and research.
	Range of Writing
SS.6-8.L.19	write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.