



West Virginia

College & Career Readiness Standards

Resource Booklet for
Social Studies

Grades K-5

Based on WVBE Policy 2520.4

Effective July 11, 2016



**West Virginia Board of Education
2019-2020**

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Foreword

Dear West Virginia Educators,

As we move forward with the rollout of West Virginia College- and Career-Readiness Standards for Social Studies (West Virginia Board of Education Policy 2520.4), I am excited to share this standards-focused resource booklet with you. In this booklet, you will find:

- Applicable West Virginia College- and Career-Readiness Standards for Social Studies (effective July 11, 2016) for your grade;
- Social Studies indicators for each grade band; and
- The state-adopted definition of College and Career Readiness for West Virginia.

I know our goal of ensuring all West Virginia students graduate from high school with the skills, knowledge and dispositions to be considered truly college and career ready can become a reality if we focus on the development and success of all students. It is my sincere hope that you will utilize the resources found within this document to tailor your instruction and curricula to meet the needs of all the students you serve.

Last, I would like to thank you for your dedication to the lives and well-being of the students of our great state. I am humbled by the amazing work you do each day to ensure all students are college and career ready.

Sincerely,



Steven L. Paine, Ed.D
State Superintendent of Schools



College- and Career-Readiness in West Virginia

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

College- and Career-Readiness in the Social Studies Content Area

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

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



Explanation of Terms

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

Numbering of Standards

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

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

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

Abbreviations:

W – World Studies

US – United States Studies

USC – United States Studies – Comprehensive

CS – Contemporary Studies

C – Civics

E – Economics

G – Geography

S – Sociology

P – Psychology

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

Civics

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



Economics

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

Geography

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

History

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

College- and Career-Readiness Indicators by Grade Band for Social Studies

The standards on the following pages define what students should know, understand, and be able to do by the end of grade 2 in the K-2 grade band, and by the end of grade 5 in the 3-5 grade band. The College- and Career-Readiness Indicators and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

Integration of Literacy in Social Studies

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



Social Studies Indicators Grades K-2

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

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



Kindergarten Standards

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

| Civics | |
|------------------|--|
| SS.K.1 | Develop an understanding of citizenship and patriotism through a variety of experiences (e.g., appropriate behavior, sharing, taking turns, volunteering, being honest, and demonstrating responsibility for materials and personal belongings). |
| SS.K.2 | Participate in role play to resolve disputes and demonstrate tolerance and acceptance of others and their ideas. |
| SS.K.3 | Investigate the need for rules in their environment, create a set of classroom rules, and explore the consequences for not following the rules. |
| SS.K.4 | Investigate the leadership roles within their families, classrooms, and schools and demonstrate their understanding through activities such as role play and classroom jobs. |
| Economics | |
| SS.K.5 | Investigate occupations within the school and local community. |
| SS.K.6 | Discover the basic needs of people (e.g., shelter, food, clothing, etc.) and give examples of each. |
| SS.K.7 | Investigate the exchange of goods and services (e.g., money, bartering, trading, etc.). |
| SS.K.8 | Distinguish between wants and needs. |
| Geography | |
| SS.K.9 | Construct a simple map of a familiar area (e.g., classroom, school, home, etc.). |
| SS.K.10 | Identify the difference between bodies of water and land masses on maps and globes, and demonstrate directions (e.g., left/right, up/down, near/far and above/under). |
| SS.K.11 | Compare and contrast the ways humans adapt based on seasons and weather. |
| SS.K.12 | Explore similarities and differences of life in the city (urban) and the country (rural). |
| SS.K.13 | Investigate the need for symbols in daily life (e.g., exit, stop sign, bathroom signs, school zone, stop light, etc.). |



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

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

First Grade Standards

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

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



| Economics | |
|-------------------|--|
| SS.1.6 | Compare and contrast occupations within the community. |
| SS.1.7 | Distinguish between personal needs and wants and the consequences of personal choices. |
| SS.1.8 | Demonstrate the exchange of goods and services. |
| SS.1.9 | Explain how individuals and families earn, spend and save money. |
| Geography | |
| SS.1.10 | Reflect an understanding of cardinal directions, map symbols in a legend, geographic landforms (e.g., mountains, lakes, rivers), and location by interpreting simple maps. |
| SS.1.11 | Describe how climate and location affect the way people live, work ,and play. |
| SS.1.12 | Give examples of natural resources and their uses. |
| SS.1.13 | Sequence the seasons of the year, months and days of the week. |
| SS.1.14 | Utilize appropriate maps, globes and geographic information systems. |
| SS.1.15 | Locate and identify the following on a map: <ul style="list-style-type: none"> • West Virginia; • United States; and • Geographic features (e.g., mountains, bodies of water, etc.) |
| History | |
| SS.1.16 | Utilize primary source documents and oral accounts to investigate ways communities change throughout history. |
| SS.1.17 | Examine cultural contributions of families through the use of literature, primary source documents and oral accounts. |
| SS.1.18 | Explore the history of the community and give examples of locally significant sites and people. |
| SS.1.19 | Illustrate personal history by creating a timeline. |
| WV History | |
| SS.1.20 | Recognize and recite the state motto. |
| SS.1.21 | Investigate the common occupations of people in West Virginia. |
| SS.1.22 | Locate students' hometowns and counties on a West Virginia map. |
| SS.1.23 | Describe the cultural life of West Virginia as reflected in games, toys, and various art forms. |



Second Grade Standards

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

| Civics | |
|------------------|--|
| SS.2.1 | Analyze examples of the fairness of rules and laws and evaluate their consequences. |
| SS.2.2 | Illustrate the levels of government (local, state, and national) and actively discuss the characteristics of effective leadership. |
| SS.2.3 | Create a product (e.g., play, multimedia or poster) to demonstrate an understanding of the diversity in American culture. |
| SS.2.4 | Give examples of symbols, icons and traditions of the United States, recite the Pledge of Allegiance, and participate in national patriotic celebrations (e.g., Martin Luther King Day, Presidents Day and Flag Day) and community service projects. |
| Economics | |
| SS.2.5 | Investigate various occupations and career opportunities and how they have changed within the state and nation. |
| SS.2.6 | Consider and categorize needs and wants in a graph, chart, or table to evaluate consequences of one choice over another. |
| SS.2.7 | Design a system that reflects the understanding of the exchange of goods and services (e.g., trading cards and classroom store). |
| SS.2.8 | Explain the role of banks in saving for future purchases and create a graph reflecting savings over time. |
| Geography | |
| SS.2.9 | Utilize a legend, compass rose and cardinal directions to identify locations (e.g., Charleston, West Virginia, New York, District of Columbia, etc.) and geographic features (e.g., Great Lakes, Rocky Mountains, Mississippi River, etc.) in the United States. |
| SS.2.10 | Identify the continents and oceans on a map and globe. |
| SS.2.11 | Summarize how climate, location, and physical surroundings have caused changes in the community and state over time. |
| SS.2.12 | Classify examples of natural resources and how people use them. |
| SS.2.13 | Utilize appropriate geographic information systems including maps, globes and geographic technology to examine, gather data, and analyze a variety of real-world situations. |



| History | |
|-------------------|---|
| SS.2.14 | Demonstrate an understanding of interactions among individuals, families, and communities by creating a timeline using documents, and oral accounts to investigate ways communities and generations of families change. |
| SS.2.15 | Identify cultural contributions and differences made by people from the various regions in the United States using literature, documents and oral accounts. |
| SS.2.16 | Explore the impact historic figures have had upon our society. |
| WV History | |
| SS.2.17 | Identify state symbols, celebrations, holidays, famous West Virginians, and the governor of West Virginia. |
| SS.2.18 | Locate and show examples of the natural resources and geographic features of West Virginia on a map. |
| SS.2.19 | Locate county seats, the state's capital city, and bordering states on a map. |
| SS.2.20 | Examine the cultural life of West Virginians through storytelling and various art forms (e.g., songs, instruments, artwork, photographs, etc.). |
| SS.2.21 | Compare and contrast past and present lifestyles of West Virginians. |



Social Studies Indicators Grades 3 – 5

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

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



Third Grade Standards

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

| Civics | |
|------------------|---|
| SS.3.1 | Identify and explain the following commonly-held American democratic values, principles, and beliefs: <ul style="list-style-type: none">• diversity;• rule of law;• family values;• community service;• justice; and• liberty. |
| SS.3.2 | Determine the need for government and compare and contrast the following forms: tribal, monarchy, and democracy. |
| SS.3.3 | Investigate significant cultural contributions of various groups creating our multicultural society. |
| SS.3.4 | Examine historical conflicts and their resolutions (e.g., The Boston Tea Party, conflict between Native Americans and explorers). |
| SS.3.5 | Examine how rights and responsibilities of citizens are reflected in patriotic symbols, songs and holidays of the United States (e.g., the meaning of our flag's colors, the Pledge of Allegiance and the meaning of the words, the National Anthem, Veteran's Day and Memorial Day). |
| SS.3.6 | Participate in a local service project to discover the importance of working together and how participation leads to improvement in the lives of individuals, as well as communities. |
| Economics | |
| SS.3.7 | Study bank services including checking accounts, savings accounts, and borrowing, and create a mock budget. |
| SS.3.8 | Construct and interpret graphs that illustrate the basic concept of the exchange of goods and services as related to supply and demand and show the impact of scarcity of resources. |
| SS.3.9 | Sequence the path of a product from the raw material to the final product. |
| SS.3.10 | Use charts, maps and other data sources to correlate occupations with the economy and the available resources of a region (e.g., West Virginia has coal mining; Pennsylvania has steel mills; etc.). |
| SS.3.11 | Explore West Virginia's SMART529 TM program and other college saving plans. |



| Geography | |
|------------------|--|
| SS.3.12 | Use geographic information systems to compare and contrast various types of maps (e.g., climate, resource, physical, political, road, etc.). |
| SS.3.13 | Distinguish between a continent, country, state and capital. |
| SS.3.14 | Label maps to demonstrate knowledge of map skills (e.g., label cardinal directions, intermediate directions, borders, continents, oceans, Equator, Tropic of Cancer, Tropic of Capricorn, North Pole, South Pole, and Prime Meridian). |
| SS.3.15 | Using a grid system, locate specific points on a map, and explain the use of lines of latitude and longitude. |
| SS.3.16 | Explain the reason time zones were developed, identify the time zones of North America, and calculate the variance in time from one zone to another. |
| SS.3.17 | Use a map scale to determine the distance between two given points. |
| SS.3.18 | Recognize, define, and illustrate world geographic features (e.g., peninsulas, islands, mountains, canyons, plateaus, mesas, harbors, gulfs, rivers, deserts, forests, valleys, and plains). |
| SS.3.19 | Compare and contrast regions of the United States in regard to plant and animal life, landforms, climate and human interactions with the environment. |
| SS.3.20 | Create a legend to identify the path of major explorers and chart those journeys on a world map (e.g., Marco Polo, Christopher Columbus, John Cabot, Hernando Cortes, and Sir Walter Raleigh). |

| History | |
|----------------|---|
| SS.3.21 | <p>Examine the settlement of North America by Native Americans.</p> <ul style="list-style-type: none"> • Illustrate the spread of the Native American population into the various regions of North America. • Determine settlement patterns based on natural resources. • Explain how Native American groups adapted to geographic factors of a given region. • Compare and contrast the cultures of the different Native American groups (e.g., source of food, clothing, shelter, and products used). • Make historical inferences by analyzing artifacts and illustrations. • Analyze the Native American interactions with others (e.g., other Native American groups, explorers and settlers). |
| SS.3.22 | <p>Determine the causes and effects of European exploration.</p> <ul style="list-style-type: none"> • Chronologically organize major explorers and determine the reasons for their journeys (e.g., Marco Polo, Amerigo Vespucci, Christopher Columbus, John Cabot, Hernando Cortes, Balboa, Ponce de Leon, Sir Walter Raleigh, etc.). • Investigate the motives for exploration by the various European nations (e.g., England, Spain, France, Portugal, etc.). • Determine the information the explorers gained from their journeys. • Explain the impact of the explorers' travels on Native Americans and the world. |

| WV History | |
|-------------------|--|
| SS.3.23 | Locate counties, county seats and bordering states on a West Virginia map. |
| SS.3.24 | Identify the four physical geographic regions of West Virginia, the major communities, and the natural resources found within each region. |
| SS.3.25 | Investigate the nine tourist regions of West Virginia. |



Fourth Grade Standards

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

| Civics | |
|------------------|---|
| SS.4.1 | Identify, explain, and critique commonly held American democratic values, principles, and beliefs (e.g., diversity, family values, community service, justice, liberty, etc.) through established documents (e.g., <i>Declaration of Independence</i> , <i>U.S. Constitution</i> , <i>Bill of Rights</i> , etc.). |
| SS.4.2 | Compare and contrast the powers of each branch of government and identify the responsibilities and rights of United States citizens. |
| SS.4.3 | Explore the concepts of rule of law to create a visual or oral presentation of how these concepts protect individual rights and the common good. |
| SS.4.4 | Demonstrate patriotism by creating and implementing school/community service projects (e.g., litter cleanup, fundraisers for community groups, participation in community holiday parades, celebrations, services, etc.). |
| Economics | |
| SS.4.5 | Investigate and recognize people as consumers and as producers of goods, and the effects of competition and supply-demand on prices through projects (e.g., developing budgets or products in simulated situations, etc.). |
| SS.4.6 | Determine jobs that are needed according to supply and demand on a national level. |
| SS.4.7 | Research and examine how slavery and indentured servitude influenced the early economy of the United States by constructing graphics (e.g., charts, graphs, tables and grids, etc.) displaying the effect of having slaves and indentured servants. |



| Geography | |
|------------------|--|
| SS.4.8 | Describe and locate examples of the major physical features of the United States (e.g., bodies of water, mountains, rivers, grasslands, oases, etc.) using references and technology (e.g., atlas, globe, geographic information system, etc.). |
| SS.4.9 | Document the effects of and explain how people adapted to geographic factors (e.g., climate, mountains, bodies of water, etc.) on the following: <ul style="list-style-type: none"> • transportation routes; • settlement patterns and population density; • culture (e.g., jobs, food, clothing, shelter, religion, government, etc.); and • interactions with others (locally and nationally) |
| SS.4.10 | Compare and contrast the physical, economic and political changes to America caused by geographic conditions and human intervention (e.g., bridges, canals, state boundaries, transportation, etc.). |
| SS.4.11 | Plan and construct maps to demonstrate the effect of geographic conditions on historical processes, practices and events (e.g., colonization, industry, agriculture, major engagements in the Revolutionary War, Westward Expansion, etc.). |
| SS.4.12 | Analyze the impact of West Virginia's geography on transportation, settlement, jobs, clothing, food, shelter, services, and interaction with others outside the state. |
| History | |
| SS.4.13 | Demonstrate an understanding of the various factors that influenced the founding of the original colonies (e.g., economic, political, cultural, etc.). <ul style="list-style-type: none"> • Analyze the southern, middle and northern colonies (e.g., origins, early government, resources, religious and cultural diversity, etc.). • Compare and contrast community life, family roles and social classes in colonial America (e.g., indentured servants, slaves, colonists, etc.). • Compare and contrast backgrounds, motivations and occupational skills among English, French and Spanish settlers (e.g., economics, culture, trade, new agricultural products, etc.). |
| SS.4.14 | Demonstrate an understanding of the conflict between the American colonies and England that led to the Revolutionary War. <ul style="list-style-type: none"> • Explain the political and economic factors leading to the American Revolution (e.g., the French and Indian War; British colonial policies, and American colonists' early resistance, etc.). • Explain the major ideas reflected in the <i>Declaration of Independence</i>. • Summarize the roles of the principal American, British and European leaders involved in the conflict (e.g., King George III, Benjamin Franklin, George Washington, Thomas Jefferson, John Adams, Thomas Paine, Patrick Henry, and Marquis de Lafayette, etc.). • Explain the contributions of Native Americans, the French and Dutch during the Revolutionary War, and list the contributions of women and African Americans during and after the American Revolution. |



| | |
|---------|---|
| SS.4.15 | <p>Trace the beginnings of America as a nation and the establishment of the new government.</p> <ul style="list-style-type: none"> • Compare and contrast the various forms of government in effect from 1774-1854 (e.g., <i>Continental Congress</i>, <i>Articles of Confederation</i>, <i>U.S. Constitution</i>, <i>Bill of Rights</i>, etc.). • Research the contributions of early American historic figures (e.g., George Washington, John Adams, Abigail Adams, Thomas Jefferson, Alexander Hamilton, Andrew Jackson, James Madison, Dolly Madison, etc.). • Explain the political, social and economic challenges faced by the new nation (e.g., development of political parties, expansion of slavery, taxation, etc.). |
| SS.4.16 | <p>Demonstrate an understanding of the causes and effects of Westward Expansion.</p> <ul style="list-style-type: none"> • Investigate the economic, political and cultural factors involved in Westward Expansion (e.g., Land Ordinance of 1785, Northwest Ordinance of 1787, Indian Removal Act, Trail of Tears, Manifest Destiny, resources, trade, etc.). • Analyze the people and events that facilitated Westward Expansion (e.g., Daniel Boone, Louisiana Purchase, Lewis and Clark, Northwest Territory, Alamo, Gold Rush, etc.). • Trace transportation innovations and explain their impact on Westward Expansion (e.g., bridges, canals, steamboats, railroads, steam engines, clipper ships, flat boats, roads, dams, locks, ports, harbors, etc.). |

WV History

| | |
|---------|--|
| SS.4.17 | Analyze the impact of West Virginia's geography on transportation, settlement, jobs, clothing, food, shelter, services, and interaction with others outside the state. |
| SS.4.18 | Compare and contrast West Virginia's population, products, resources, and transportation from the 18th century through modern day. |
| SS.4.19 | Pose, research, and answer student-generated questions relating to West Virginia (e.g., primary source documents, magazines, online resources, etc.). |



Fifth Grade Standards

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

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

| Economics | |
|------------------|---|
| SS.5.7 | Explain the concept of supply and demand in specific historic and current economic situations in the United States (e.g., slavery, oil, gas, Industrial Revolution, etc.). |
| SS.5.8 | Critique the economic reasons for immigration and migration throughout the United States during specific times in history and relate the information to the present (e.g., Great Migration, Ellis Island, etc.). |
| SS.5.9 | 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.5.10 | Compare the industrial North and the agricultural South prior to the Civil War, the geographic characteristics and boundaries of each region and the basic way of life in each region. |
| SS.5.11 | Explain the economic problems that forced former slaves to continue to live in servitude even after slavery was officially abolished by the Thirteenth Amendment. |
| SS.5.12 | Compare the economic and social effects of Reconstruction on different populations, including the move from farms to factories and the change from the plantation system to sharecropping. |
| SS.5.13 | Explain the social and economic effects of Westward Expansion on Native Americans, including changes in federal policies, armed conflicts, opposing views concerning land ownership and Native American displacement. |



| Geography | |
|------------------|--|
| SS.5.14 | Explain how aspects of the terrain (e.g., the principal mountain ranges, rivers, vegetation and climate of the region, etc.) affected westward travel and settlement. |
| SS.5.15 | Summarize the significance of large-scale immigration and the contributions of immigrants to America in the early 1900s (e.g., the countries from which they came, the opportunities and resistance they faced when they arrived and the cultural and economic contributions they made to this nation, etc.). |
| SS.5.16 | Illustrate the effects of settlement on the environment of the West, (e.g., changes in the physical and human systems, etc.). |
| SS.5.17 | Compare and contrast the various regions of the United States; locate each of the fifty states and correlate them with their regions. |
| SS.5.18 | Identify the characteristics and purposes of maps, globes, geographic information systems, and other geographic tools. |
| SS.5.19 | Display information on maps, globes, geographic models and in graphs, diagrams and charts (e.g., designing map keys and legends, etc.). |
| History | |
| SS.5.20 | <p>Demonstrate an understanding of the industrial North and the agricultural South before, during and after the Civil War.</p> <ul style="list-style-type: none"> • Research the roles and accomplishments of the leaders of the reform movements before and during the Civil War (e.g., abolition movement, Underground Railroad and other social reforms, etc.). • Explain how specific events and issues led to the Civil War (e.g., sectionalism fueled by issues of slavery in the territories, states' rights, election of 1860 and secession). • Summarize key battles, strategies and turning points of the Civil War (e.g., Fort Sumter, Antietam, Gettysburg, other regional battles and the surrender at Appomattox). • Compare the roles and accomplishments of historic figures of the Civil War (e.g., Abraham Lincoln (Emancipation Proclamation, Gettysburg Address) Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Clara Barton and Frederick Douglass, etc.). • 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.). |
| SS.5.21 | <p>Examine the economic, political and social developments during Reconstruction.</p> <ul style="list-style-type: none"> • Explain the effects of Abraham Lincoln's assassination and the goals of Reconstruction. • Characterize the effects of Reconstruction on African Americans (e.g., rights and restrictions, Thirteenth, Fourteenth, Fifteenth Amendments, rise of discriminatory laws and groups (Klu Klux Klan), motivations to relocate, and the actions of the Freedmen's Bureau, etc.). |
| SS.5.22 | <p>Demonstrate an understanding of the advances in transportation and its effect on Western Expansion.</p> <ul style="list-style-type: none"> • Illustrate how railroads affected development of the West (e.g., ease of travel, influence on trade and impact on environment, etc.). • Compare and contrast conflicts between various groups in the West (e.g., miners, ranchers, cowboys, Native Americans, Mexican Americans, and European and Asian immigrants, etc.). |



| History | |
|-------------------|---|
| SS.5.23 | <p>Demonstrate an understanding of major domestic and foreign developments that contributed to the United States becoming a world power.</p> <ul style="list-style-type: none"> • Summarize key events and political leaders surrounding the Spanish-American War and the annexation of new territory. • Explain the United States involvement in Latin America and the role they played in the building of the Panama Canal. • Describe how the need for new markets led to the buildup of the Navy and the need for naval bases in the Pacific. |
| SS.5.24 | <p>Analyze the people and the factors that led to Industrialization in the late 19th century United States.</p> <ul style="list-style-type: none"> • Examine how the Industrial Revolution was furthered by new inventions and technologies (e.g., light bulb, telegraph, automobile, assembly line, etc.). • Identify prominent inventors and scientists of the period and summarize their inventions or discoveries (e.g., Thomas Edison, Alexander Graham Bell, the Wright Brothers, Henry Ford and Albert Einstein, etc.). • Explain the causes and effects of immigration and urbanization on the American economy during the Industrial Revolution (e.g., role of immigrants, the growth of cities, the shift to industrialization, the rise of big business and reform movements, etc.). |
| WV History | |
| SS.5.25 | Reconstruct the economic, social and political history of West Virginia through the use of primary source documents. |
| SS.5.26 | Sequence the events that led to the formation of the state of West Virginia (e.g., timeline). |
| SS.5.27 | 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. |



Appendix A

Standards vs. Curriculum

COLLEGE- & CAREER-READINESS

STANDARDS

CURRICULUM

What's the Difference?

Standards are what we want students to know, understand and be able to do;
Standards represent goals.

The **Curriculum** is an intentional learning plan to ensure students achieve the goals of the standards; the **Curriculum** represents the learning experience.

Standards and Curriculum

A STANDARD is a goal. The CURRICULUM is a means to achieve the goal.

Example 1 • 3rd Grade Mathematics Goal

Standard: M.3.8

Solve two-step word problems using the four operations, represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

Example 2 • 6th Grade English Language Arts Goal

Standard: ELA.6.18

By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grade 6-8 text complexity range proficiently, with scaffolding as needed at the high end of the range.

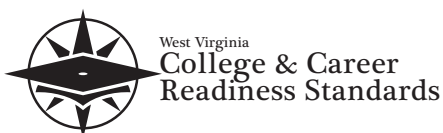
Curriculum:

Teacher locates instructional materials, plans and facilitates learning activities and assesses the students' mastery of the standard.

Who is Responsible?

West Virginia Board of Education
West Virginia Department of Education

County boards of education,
administrators and teachers



Steven L. Paine, Ed.D.
State Superintendent of Schools



Appendix B



of Assessments and Assessment Processes for West Virginia Schools

| | FORMATIVE ASSESSMENT PROCESS <i>(occurs daily in grades Pre-K-12; is a fundamental component of high-quality teaching and learning)</i> | INTERIM/ DIAGNOSTIC ASSESSMENTS <i>(occur periodically in grades Pre-K-12; are optional)</i> | STATE SUMMATIVE ASSESSMENT <i>(occurs yearly in grades 3-8 and grade 11 in English language arts and mathematics, and in science in grades 5,8,and 10)</i> |
|--|---|---|--|
| What is it? | A daily process teachers and students use that links evidence of learning to standards in order to personalize learning for all students. (Evidence of learning can include work samples, observations, anecdotal information, graded work, etc...) | Non-secure assessments used to obtain data educators can use to help identify: » strengths and weaknesses of their classes and individual students » necessary adjustments to instruction | A standardized test designed to provide a snapshot of student progress toward college and career readiness in the tested content areas |
| Who selects the assessment? | Is a teacher-driven process; not an isolated event | Educators | State |
| Who participates in it? | All educators and students in grades Pre-K-12 | Students in grades Pre-K-12 | All students in grades 3-8 and grade 11 |
| When does it occur? | Daily, during high-quality instruction; the formative assessment process is NOT an event | Periodically, throughout the school year as applicable | At the end of the year or at the end of a course of study |
| What is done with the results? | Evidence of learning is collected and discussed by teachers and students; evidence is organized in a way that helps teachers tailor their instruction and articulate learning to families | Districts, schools, and educators use results to evaluate student achievement and learning | Long-range planning based on results can occur at the district or state levels; used in state accountability system |
| How much time does the assessment take? | Is an ongoing, daily process teachers use to personalize learning for all students | 1 hour average | 4.5 hour average for the WV General Summative Assessment (average across all grades levels and includes ELA, math, and science) |



West Virginia DEPARTMENT OF
EDUCATION



Appendix C

Overview of the WV TREE



West Virginia's online platform for educators is a one stop, grade- and/or content-specific site highlighting WV content standards, resources, and links that are essential to ensure high-quality educational programming. The resources include grade specific lessons, professional learning, and guidance documents crafted to help enhance teaching practice and guide the classroom teacher in the art of teaching. The links connect teachers with information regarding:

- Grade- and/or content-specific content standards, linked to resources to support use
- College and career readiness in West Virginia
- The formative assessment process
- Summative assessment login and resources (grades 3-12)
- Opportunities for professional learning
- Working with children with special needs
- Educator effectiveness and licensure (certification and evaluation)
- Guidance documents
- Programmatic level foundations for learning
- Additional resources

The WV TREE is designed with the teacher's busy schedule in mind, one stop, one focus, and tailored for the professional educator. This 'one stop' ensures teachers will not have to scour the WVDE website to find needed resources.

The WV TREE is a fluid website, with resources and content added on a regular basis. Additionally, future plans for the TREE include a site specific to principals, county chief instructional leaders, as well as counselors.







Steven L. Paine, Ed.D.
West Virginia Superintendent of Schools