

Kindergarten Social Studies Content Standards and Objectives

Standard: 1	Citizenship		
SS.S.K.01	Students will	<ul style="list-style-type: none"> characterize and model good citizenship by building social networks of reciprocity and trustworthiness (Civic Dispositions). model a respect of symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect for People, Events, and Symbols). develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions of data (Evaluation Skills). develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills). <p>recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).</p>	
Objectives	Students will	PLT Activity and Page	
SS.O.K.01.01	demonstrate an understanding that a good citizen takes turns and shares, takes responsibility for doing daily chores, cares for personal belongings and shows respect for what belongs to others.	#4 Sounds Around #87 Earth Manners	p. 26 p.378
SS.O.K.01.02	identify and illustrate examples of honesty, courage, and patriotism.		
SS.O.K.01.03	identify, discuss and demonstrate the need for rules and the consequences for breaking rules and how to resolve disagreements peacefully.	#87 Earth Manners	p.378
SS.O.K.01.04	be given the opportunity to recite the Pledge of Allegiance, sing patriotic songs and celebrate national holidays, and discuss their significance.		
SS.O.K.01.05	give examples and explain why citizens voluntarily contribute their time and talents to the community.	#87 Earth Manners	p.378
Standard: 2	Civics/Government		
SS.S.K.02	Students will	<ul style="list-style-type: none"> examine and analyze the purposes and basic principles of the United States government (Purposes of Government). outline and evaluate and analyze the origins and meanings of the principles, ideals, and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy). examine and distinguish the structure, function, and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics). <p>analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).</p>	

Objectives	Students will	PLT Activity and Page
SS.O.K.02.01	explain why rules are important and participate in developing rules.	#87 Earth Manners p.378 #95 Did You Notice? p.414
SS.O.K.02.02	give examples of authority figures in the home, school and community, and recognize their roles in our daily lives.	
SS.O.K.02.03	identify traditional patriotic symbols such as state and national flags and be given the opportunity to participate in patriotic activities such as standing for the National Anthem.	
Standard: 3	Economics	
SS.S.K.03	<p>Students will</p> <ul style="list-style-type: none"> analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices). research, critique and evaluate the roles of private and public institutions in the economy (Institutions). compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). illustrate how the factors of production impact the United States economic systems (Factors of Production). analyze the elements of competition and how they impact the economy (Competition). <p>examine and evaluate the interdependence of global economies (Global Economics).</p>	
Objectives	Students will	PLT Activity and Page
SS.O.K.03.01	give examples of occupations within the local community.	
SS.O.K.03.02	discuss the basic needs of people (shelter, food, and clothing) and give examples of each.	#39 Energy Sleuths p.167 #53 On the Move p.232 #55 Planning the Ideal Community p.239
SS.O.K.03.03	discuss and give examples of economic concepts: <ul style="list-style-type: none"> needs and wants exchange of money for goods and services saving for the future 	
SS.O.K.03.04	recognize that some goods and services are provided by the government (schools, parks, police and fire departments).	#54 I'd Like to Visit a Place Where... p.236 #74 People, Places, Things p.318

		#81 Living with Fire	p.350
Standard: 4	Geography		
SS.S.G.04	<p>Students will</p> <ul style="list-style-type: none"> interpret and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places, and environments (The World in Spatial Terms). examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems). analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems). analyze the interaction of society with the environment (Environment and Society). <p>point out geographic perspective and tools and assess techniques available for geographic study (Uses of Geography).</p>		
Objectives	Students will	PLT Activity and Page	
SS.O.K.04.01	locate bodies of water and land masses using a globe or a map.	#20 Environmental Exchange Box p. 92	
SS.O.K.04.02	demonstrate knowledge of left/right, up/down, near/far and above/under using locations on a map or picture.		
SS.O.K.04.03	identify community symbols (e.g., traffic signs, traffic lights, street and highway markers) and map symbols (e.g., legend references to land, water, roads and cities) and explain what each one means.		
SS.O.K.04.04	compare and contrast the characteristics of weather and human adaptation: <ul style="list-style-type: none"> four seasons types of weather types of clothing 	#18 Tale of the Sun #55 Planning the Ideal Community	p. 86 p.239
SS.O.K.04.05	compare and contrast characteristics of life in the city (urban) and the country (rural).		
Standard: 5	History		
SS.S.K.05	<p>Students will</p> <ul style="list-style-type: none"> organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology). use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application). 		

	<ul style="list-style-type: none"> • examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States, and the world (Culture and Humanities). • use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation). <p>examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).</p>	
Objectives	Students will	PLT Activity and Page
SS.O.K.05.01	collect data and sequence time, places, people and events as they relate to the student's own life.	#74 People, Places, Things p.318 #95 Did You Notice? p.414
SS.O.K.05.02	identify sources of information to answer questions.	
SS.O.K.05.03	research the past through stories of people, heroes, pictures, songs, holidays, customs, traditions and legends and explain the differences in other people, time and cultures.	#18 Tale of the Sun p. 86
SS.O.K.05.04	identify characteristics of communities, families, and family life.	#74 People, Places, Things p.318 #95 Did You Notice? p.414

First Grade Social Studies Content Standards and Objectives

Standard 1:	Citizenship	
SS.S.01.01	Students will <ul style="list-style-type: none"> • characterize and model good citizenship by building social networks of reciprocity and trustworthiness (Civic Dispositions). • model a respect for symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect For People, Events, and Symbols). • develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions or data (Evaluation Skills). • develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills). recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).	
Objectives	Students will	PLT Activity and Page
SS.O.01.01.01	express opinions and accept opinions of others in solving problems and/or resolving conflicts.	#30 Three Cheers for Trees p.130 #49 Tropical Treehouse p.207
SS.O.01.01.02	illustrate examples of honesty, caring and trustworthiness in the home and at school.	
SS.O.01.01.03	participate in developing classroom rules and discussing the consequences of breaking rules.	
SS.O.01.01.04	demonstrate respect and responsibility for self and others' materials and belongings.	
SS.O.01.01.05	given the opportunity to recite the Pledge of Allegiance, participate in patriotic singing and celebrate national holidays and discuss their significance.	
SS.O.01.01.06	discuss the importance of volunteerism and participate in school/community projects.	#31 Plant a Tree p.132 #36 Pollution Search p.153 #39 Energy Sleuths p.167 #74 People, Places, Things p.318

SS.O.01.01.07	demonstrate and give examples of appropriate behavior in dangerous situations (e.g., fire, poison, traffic, strangers and drugs).	
Standard 2:	Civics/Government	
SS.S.01.02	<p>Students will</p> <ul style="list-style-type: none"> • examine and analyze the purposes and basic principles of the United States government (Purposes of Government). • outline and evaluate and analyze the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy). • examine and distinguish the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics). <p>analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).</p>	
Objectives	Students will	PLT Activity and Page
SS.O.01.02.01	describe, discuss and practice various group roles (e.g., group leader, recorder, reporter, collector) in the classroom.	
SS.O.01.02.02	identify the three levels of government (local, state and federal).	#74 People, Places, Things p.318
SS.O.01.02.03	identify the President and Governor and other government leaders and describe their roles and explain the need for authority figures.	
SS.O.01.02.04	explain the difference between rules and laws, establish criteria for determining if a rule or law is fair and identify the consequences for breaking rules.	#81 Living with Fire p.350
Standard 3:	Economics	

SS.S.01.03	<p>Students will</p> <ul style="list-style-type: none"> analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices). research, critique and evaluate the roles of private and public institutions in the economy (Institutions). compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). illustrate how the factors of production impact the United States economic system (Factors of Production). analyze the elements of competition and how they impact the economy (Competition). <p>examine and evaluate the interdependence of global economies (Global Economies).</p>	
Objectives	Students will	PLT Activity and Page
SS.O.01.03.01	recognize that all people share the same basic needs and choose from among needs and wants and predict the consequences of those choices.	#18 Tale of the Sun p. 86 #36 Pollution Search p.153 #39 Energy Sleuths p.167 #49 Tropical Treehouse p.207 #53 On the Move p.232 #74 People, Places, Things p.318
SS.O.01.03.02	demonstrate the exchange of goods and services (using money or other goods and services).	#49 Tropical Treehouse p.207 #74 People, Places, Things p.318
SS.O.01.03.03	recognize the characteristics of occupations in the community.	#36 Pollution Search p.153 #39 Energy Sleuths p.167 #51 Make Your Own Paper p.224 #74 People, Places, Things p.318 #81 Living with Fire p.350
Standard 4:		Geography

SS.S.01.04	<p>Students will</p> <ul style="list-style-type: none"> • interpret, and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial Terms). • examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). • analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems). • analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems). • analyze the interaction of society with the environment (Environment and Society). <p>point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).</p>	
Objectives	Students will	PLT Activity and Page
SS.O.01.04.01	construct a simple map of a familiar area (such as the school) incorporating cardinal directions and map symbols.	#30 Three Cheers for Trees p.130
SS.O.01.04.02	<p>locate and identify the following using a globe and world map:</p> <ul style="list-style-type: none"> • West Virginia • United States • geographic features 	#20 Environmental Exchange Box p. 92
SS.O.01.04.03	sequence the seasons of the year, days of the week and months.	#78 Signs of Fall p.337
SS.O.01.04.04	give examples of basic natural resources.	<p>#30 Three Cheers for Trees p.130 #36 Pollution Search p.153 #39 Energy Sleuths p.167 #53 On the Move p.232 #55 Planning the Ideal Community p.239 #77 Trees in Trouble p.332</p>
SS.O.01.04.05	recognize and relate how climate/weather affects the way people live (e.g., food, clothing, shelter, recreation).	<p>#20 Environmental Exchange Box p. 92 #30 Three Cheers for Trees p.130 #36 Pollution Search p.153 #39 Energy Sleuths p.167 #49 Tropical Treehouse p.207 #55 Planning the Ideal Community p.239</p>

SS.O.01.04.06	construct and interpret simple maps using cardinal directions, locations, a scale and symbols in a legend.	#30 Three Cheers for Trees p.130 #55 Planning the Ideal Community p.239
Standard 5:	History	
SS.S.01.05	<p>Students will</p> <ul style="list-style-type: none"> organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology). use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Applications). examine, analyze, and synthesize historical knowledge or major events, individuals, cultures, and the humanities of West Virginia, the United States and the world (Culture and Humanities). use historical knowledge to analyze local, state, national, and global interdependence (Interpretation and Evaluation). <p>examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).</p>	
Objectives	Students will	PLT Activity and Page
SS.O.01.05.01	give examples of ways communities change over time (e.g., landscape, buildings, jobs, population).	#30 Three Cheers for Trees p.130 #31 Plant a Tree p.132 #49 Tropical Treehouse p.207 #51 Make Your Own Paper p.224 #76 Tree Cookies p.327 #95 Did You Notice? p.414
SS.O.01.05.02	collect information to contrast family history through two generations (parents, grandparents) and make comparisons to present-day.	
SS.O.01.05.03	identify characteristics of the past and contributions of heroic people using sources such as stories, folk tales, pictures, poems, songs, legends, holdings and customs, and organize historical data.	#18 Tale of the Sun p. 86
SS.O.01.05.04	investigate cultural differences through celebrations, holidays and family traditions to build empathy and understanding for individuals and groups.	
SS.O.01.05.05	compare and contrast different types of families (e.g., single parent, extended, multi-generational).	

Second Grade Social Studies Content Standards and Objectives

Standard 1:	Citizenship	
SS.S.02.01	Students will <ul style="list-style-type: none"> • characterize and model good citizenship by building social networks of reciprocity and trustworthiness (Civic Dispositions). • model a respect for symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect For People, Events, and Symbols). • develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions or data (Evaluation Skills). • develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills). recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).	
Objectives	Students will	PLT Activity and Page
SS.O.02.01.01	choose and participate in a project of volunteer service.	#31 Plant a Tree p.132 #36 Pollution Search p.153
SS.O.02.01.02	examine examples of honesty, trustworthiness, compassion and empathy in daily life experiences.	
SS.O.02.01.03	model the personal responsibilities of good citizenship in the classroom (e.g., responsibility, self-control).	#87 Earth Manners p.378
SS.O.02.01.04	be given the opportunity to recite the Pledge of Allegiance and participate in national celebrations.	
SS.O.02.01.05	recognize and practice components of conflict resolution within the school community.	
Standard 2:	Civics/Government	

SS.S.02.02	<p>Students will</p> <ul style="list-style-type: none"> examine and analyze the purposes and basic principles of the United States government (Purposes of Government). outline and evaluate and analyze the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy). examine and distinguish the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics). <p>analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).</p>	
Objectives	Students will	PLT Activity and Page
SS.O.02.02.01	discuss and explain why different levels of government (local, state, federal) are needed.	
SS.O.02.02.02	compare and contrast rules and laws.	
SS.O.02.02.03	recognize the need for authority figures and describe the characteristics of responsible leaders.	#87 Earth Manners p.378
SS.O.02.02.04	assess the importance of laws/rules and justify how and why they can provide order and predictability.	#81 Living with Fire p.350 #87 Earth Manners p.378
Standard 3:	Economics	
SS.S.02.03	<p>Students will</p> <ul style="list-style-type: none"> analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices). research, critique and evaluate the roles of private and public institutions in the economy (Institutions). compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). illustrate how the factors of production impact the United States economic system (Factors of Production). analyze the elements of competition and how they impact the economy (Competition). <p>examine and evaluate the interdependence of global economies (Global Economies).</p>	
Objectives	Students will	PLT Activity and Page
SS.O.02.03.01	make economic choices and predict the consequences of those choices.	
SS.O.02.03.02	research various occupations and how job opportunities in the community have changed.	#74 People, Places, Things p.318 #95 Did You Notice? p.414

SS.O.02.03.03	examine bartering as an alternative method of securing goods/services and needs/wants and compare to present ways of acquiring goods and services.	
SS.O.02.03.04	compare and contrast the needs of people in different cultures and show how they meet their needs in different ways.	#16 Pass The Plants, Please p. 77 #39 Energy Sleuths p.167 #53 On the Move p.232 #74 People, Places, Things p.318
SS.O.02.03.05	explain the role of banks in saving for the future purchase of goods and services.	
SS.O.02.03.06	construct and interpret a variety of graph, charts, and tables.	
Standard 4:	Geography	
SS.S.02.04	<p>Students will</p> <ul style="list-style-type: none"> interpret and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places, and environments (The World in Spatial Terms). examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). analyze physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems). analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems). analyze the interaction of society with the environment (Environment and Society). <p>point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).</p>	
Objectives	Students will	PLT Activity and Page
SS.O.02.04.01	locate the United States on a map and recognize West Virginia by the shape and relative location.	
SS.O.02.04.02	demonstrate knowledge of cardinal directions, a compass rose and map legends on a map.	
SS.O.02.04.03	recognize major geographic features on a variety of maps and globes (e.g., rivers, lakes, oceans, islands, continents, mountains).	

SS.O.02.04.04	give examples of basic natural resources and how people use these resources.	#13 We All Need Trees p. 65 #30 Three Cheers for Trees p.130 #32 A Forest of Many Uses p.135 #36 Pollution Search p.153 #51 Make Your Own Paper p.224 #54 I'd Like to Visit a Place Where... p.236 #55 Planning the Ideal Community p.239 #74 People, Places, Things p.318 #89 Trees for Many Reasons p.387
SS.O.02.04.05	recognize the processes that have caused the major communities in the county and state to change.	#15 A Few Of My Favorite Things p. 75 #54 I'd Like to Visit a Place Where... p.236 #55 Planning the Ideal Community p.239
SS.O.02.04.06	choose a map scale to construct class and school maps.	
Standard 5:	History	
SS.S.02.05	Students will <ul style="list-style-type: none"> organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology). use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application). examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities). use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation). examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).	
Objectives	Students will	PLT Activity and Page

SS.O.02.05.01	gather information and data using family artifacts, photos and interviews to compare different life styles and use this information to construct a timeline, chart or graph of family history through three generations.	
SS.O.02.05.02	explore the history of the community and give examples of locally significant sites and people.	
SS.O.02.05.03	compare and contrast the past contributions of heroic people using sources such as stories, folk tales, pictures, poems, songs, legends, holidays and customs.	
SS.O.02.05.04	discuss current events using various media (e.g., student newspaper, television, news broadcasts).	
SS.O.02.05.05	read children's books, stories, legends, myths and folklore and collect data from timelines, charts and graphs to compare and contrast the variety of traditions, languages, structures of families and community life in different cultures, (e.g., Native Americans, early settlers, cultures around the world), and draw conclusions from what they have learned.	#18 Tale of the Sun p. 86

Third Grade Social Studies Content Standards and Objectives

Standard 1:	Citizenship	
SS.S.03.01	Students will <ul style="list-style-type: none"> • characterize and model good citizenship by building social networks of reciprocity and trustworthiness (Civic Dispositions). • model a respect for symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect For People, Events, and Symbols). • develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions or data (Evaluation Skills). • develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills). recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).	
Objectives	Students will	PLT Activity and Page
SS.O.03.01.01	identify and practice principles of honesty, fairness and justice in experiences at home, school and in the community.	
SS.O.03.01.02	describe and model the personal and civic responsibilities of good citizenship in the classroom, school and community.	
SS.O.03.01.03	explain the significance of patriotic symbols, holidays, celebrations and famous people.	
SS.O.03.01.04	recognize the importance of respect and protection of minorities.	
SS.O.03.01.05	give examples of how people working together can accomplish goals that individuals working alone cannot.	#13 We All Need Trees p. 65
SS.O.03.01.06	examine the impact that groups can make in a community.	
SS.O.03.01.07	identify examples of concepts of the common good (what is best for the most people).	#15 A Few of My Favorite Things p. 75
SS.O.03.01.08	choose a volunteer program and work independently and cooperatively to accomplish its goals.	#4 Sounds Around p. 26
Standard 2:	Civics/Government	

SS.S.03.02	<p>Students will</p> <ul style="list-style-type: none"> examine and analyze the purposes and basic principles of the United States government (Purposes of Government). outline and evaluate and analyze the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy). examine and distinguish the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics). <p>analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).</p>	
Objectives	Students will	PLT Activity and Page
SS.O.03.02.01	evaluate the importance of government in the classroom, school, community and state.	
SS.O.03.02.02	explain that citizens are united by commonly held principles and beliefs.	
SS.O.03.02.03	identify the three levels (local, state, federal) of government and the responsibilities of each level.	
SS.O.03.02.04	define major rule and give examples of that concept in a democracy.	
SS.O.03.02.05	apply criteria in evaluating rules and laws (e.g., strengths and weaknesses, design and purpose, enforcement, bias).	
Standard 3:	Economics	
SS.S.03.03	<p>Students will</p> <ul style="list-style-type: none"> analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices). research, critique and evaluate the roles of private and public institutions in the economy (Institutions). compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). illustrate how the factors of production impact the United States economic system (Factors of Production). analyze the elements of competition and how they impact the economy (Competition). <p>examine and evaluate the interdependence of global economies (Global Economies).</p>	
Objectives	Students will	PLT Activity and Page
SS.O.03.03.01	characterize the concept of scarcity by citing examples of limited supplies and scarce resources.	#5 Poet-Tree p. 31
SS.O.03.03.02	explain why budgeting is an important life skill.	
SS.O.03.03.03	illustrate the basic concept of supply and demand.	

SS.O.03.03.04	compare and contrast various occupations and their economic impact.	
SS.O.03.03.05	summarize how banks serve as intermediaries between savers and borrowers.	
SS.O.03.03.06	analyze the relationship between government taxation and the provision of public services (e.g., policemen, firemen, teacher, libraries, public schools).	
SS.O.03.03.07	illustrate the path of a product from the raw material to the final product (e.g., cotton to sweater, coal to electricity).	#13 We All Need Trees p. 65
SS.O.03.03.08	correlate competition for products with increases in advertising.	
SS.O.03.03.09	construct and interpret graphs, charts, maps and other data sources to illustrate the use of resources, the demand for products and the supply of goods and services.	#13 We All Need Trees p. 65
Standard 4:	Geography	
SS.S.03.04	<p>Students will</p> <ul style="list-style-type: none"> interpret and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial Terms). examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems). analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems). analyze the interaction of society with the environment (Environment and Society). <p>point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).</p>	
Objectives	Students will	PLT Activity and Page
SS.O.03.04.01	construct and use the basic elements of maps and globes (e.g., title, legend, cardinal directions, scale, grid, parallels, meridians).	#4 Sounds Around p. 26
SS.O.03.04.02	locate north, south, east, west, borders, lines of longitude and latitude, equator, north and south poles and time zones using a map.	
SS.O.03.04.03	recognize world geographic features (e.g., peninsulas, islands, continents, straits, mountains, rivers, deserts, oceans, seas, harbors, gulfs, forests, oases).	
SS.O.03.04.04	name and locate states and capitals of the United States.	
SS.O.03.04.05	compare and contrast climate, weather and location with regard to people's clothing, food, shelter and jobs.	

SS.O.03.04.06	relate how people affect and are affected by the various elements of the environment (e.g., water, soil, weather, climate, topography)	#4 Sounds Around p. 26 #13 We All Need Trees p. 65
SS.O.03.04.07	describe how people in the community make their living from the environment and give examples of activities that individuals can do to keep the environment clean.	#15 A Few Of My Favorite Things p. 75
SS.O.03.04.08	construct and interpret data from various types of maps, globes, charts, graphs and timelines (e.g., population, products, climate).	
Standard 5:	History	
SS.S.03.05	<p>Students will</p> <ul style="list-style-type: none"> organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology). use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application). examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities). use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation). and <p>examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).</p>	
Objectives	Students will	PLT Activity and Page
SS.O.03.05.01	discuss the historical significance of major events, people and their contributions to the United States (e.g., Pilgrims, George Washington, American Revolution, Abe Lincoln, Civil War, Columbus, Native Americans, Rosa Parks, Martin Luther King, Jr.).	
SS.O.03.05.02	research the settlement of a community/region and construct a timeline representing the settlement of a community/region using primary sources (e.g. publications, maps, journals, letters, etc.)	
SS.O.03.05.03	compare and contrast present cultures to the cultures of people of other historical time periods (e.g., source of food, clothing, shelter, products used).	
SS.O.03.05.04	make historical inferences by analyzing artifacts and pictures.	
SS.O.03.05.05	discuss and draw conclusions about current events.	
SS.O.03.05.06	research the lives of famous Americans, customs and traditions using various forms of literature (e.g., presidents, inventors, explorers, civil rights leaders, artists, writers).	

SS.O.03.05.07	explain the importance of respect for diversity in the heritage, culture, ideas and opinions of others.	
SS.O.03.05.08	compare and contrast different stories or accounts about past events, people, places or situations and identify how they contribute to our understanding of the past.	
SS.O.03.05.09	discuss and sequentially organize a series of pictures that reflect historic change (e.g., transportation, technology, agriculture, events in history).	
SS.O.03.05.10	organize information from various reference sources to prepare short reports and presentations.	

Fourth Grade Social Studies Content Standards and Objectives

Standard 1:	Citizenship	
SS.S.04.01	Students will <ul style="list-style-type: none"> • characterize and good citizenship by building social networks of reciprocity and trustworthiness (Civic Dispositions). • model a respect for symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect For People, Events, and Symbols). • develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions or data (Evaluation Skills). • develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills). • recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life). 	
Objectives	Students will	PLT Activity and Page
SS.O.04.01.01	Outline various public and private agencies in the community that provide services, explain why you would volunteer to help them, and then give examples of responsible leadership by individuals and groups in your community	#31 Plant a Tree p.132 #55 Planning the Ideal Community p.239 #81 Living with Fire p.350 #87 Earth Manners p.378
SS.O.04.01.02	Identify and explain the commonly held democratic values, principles, and beliefs expressed in the Declaration of Independence and the significance of patriotic symbols, holidays, celebrations, and famous people.	
SS.O.04.01.03	research forms of diversity in early American society, and give examples of the strengths/contributions of each (e.g., indentured servants, slaves, colonists, plantation owners, Native Americans, merchants).	#9 Planet Diversity p. 45
SS.O.04.01.04	evaluate the responsibilities, privileges and rights of United States citizenship and the importance of civic life (e.g., voting, jury duty, obeying laws, freedom of speech, worship, paying taxes).	#36 Pollution Search p.153
SS.O.04.01.05	research recent and historical conflicts concerning individual rights at the international, national, and local levels; then explain how those conflicts were resolved and suggest ways for peaceful conflict resolution.	#4 Sounds Around p. 26 #95 Did You Notice? p.414

Standard 2:	Civics/Government	
SS.S.04.02	<p>Students will examine and analyze the purposes and basic principles of the United States government (Purposes of Government). outline and evaluate and analyze the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy). examine and distinguish the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics). analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs).</p>	
Objectives	Students will	PLT Activity and Page
SS.O.04.02.01	justify the rule of law and limited government and prove how they protect individual rights and the common good.	#18 Tale of the Sun p. 86
SS.O.04.02.02	defend the rights of individuals in the democratic process and the right of an individual or group (e.g., minorities, religious groups, women, children, elderly) to dissent responsibly	
SS.O.04.02.03	identify and discuss the most significant points in George Washington's farewell address.	
Standard 3:	Economics	
SS.S.04.03	<p>Students will analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices). research, critique and evaluate the roles of private and public institutions in the economy (Institutions). compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). illustrate how the factors of production impact the United States economic system (Factors of Production). analyze the elements of competition and how they impact the economy (Competition). examine and evaluate the interdependence of global economies (Global Economies).</p>	
Objectives	Students will	PLT Activity and Page
SS.O.04.03.01	<p>Explain and give examples of the following economic concepts: trade-offs or choices/compromise – opportunity costs (e.g., developing hypothetical budgets in simulated situations) people as consumers and as producers of goods effects of competition and supply-demand on prices</p>	<p>#13 We All Need Trees p. 65 #14 Renewable or Not? p. 69 #15 A Few Of My Favorite Things p. 75 #82 Resource-Go-Round p.355</p>

SS.O.04.03.02	analyze communications techniques that impact consumer choices (e.g., print/nonprint, advertisement, media)	#32 A Forest of Many Uses p.135 #69 Forest for the Trees p.291
SS.O.04.03.03	prioritize in order of importance the factors that shaped the economy of the early American colonies and identify the effects of the American Revolution on economic development and economic institutions.	
SS.O.04.03.04	relate the concept of taxation to public services.	
SS.O.04.03.05	summarize how slavery and indentured servitude influenced the early economy of the United States.	
SS.O.04.03.06	construct and use charts, graphs, tables and grids to display data.	#4 Sounds Around p. 26 #16 Pass The Plants, Please p. 77 #22 Trees as Habitats p.102 #38 Every Drop Counts p.163 #58 There Ought to be a Law p.249 #95 Did You Notice? p.414
Standard 4:	Geography	
SS.S.04.04	Students will interpret, and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial Terms). examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems). analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems). analyze the interaction of society with the environment (Environment and Society). point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).	
Objectives	Students will	PLT Activity and Page
SS.O.04.04.01	locate North, South and Central American countries and describe their major physical features (e.g., bodies of water, mountains, rivers, grasslands, oases) using geographic terms.	#49 Tropical Treehouse p.207

SS.O.04.04.02	Analyze and assess the effects of and explain how people adapted to geographic factors (e.g., climate, mountains, bodies of water) on the following: transportation routes settlement patterns and population density culture (e.g., jobs, food, clothing, shelter, religion, government) interactions with others (local, national, global)	
SS.O.04.04.03	compare and contrast the physical, economic and political changes of America caused by geographic conditions and human intervention (e.g., bridges, canals, state boundaries, transportation).	#3 Peppermint Beetle p. 23
SS.O.04.04.04	locate the settlement areas of the Native American nations and explain their lifestyle before the arrival of the Europeans.	#75 Tipi Talk p.320
SS.O.04.04.05	plan and construct maps to demonstrate knowledge of map skills (e.g., symbols in a legend/key, lines of demarcation [Equator, Prime Meridian, latitude and longitude, time zones, borders, coast lines], scales, directions [cardinal and intermediate] and geographic barriers).	#21 Adopt A Tree p. 97 #49 Tropical Treehouse p.207 #54 I'd Like to Visit a Place Where... p.236 #55 Planning the Ideal Community p.239
Standard 5:	History	
SS.S.04.05	Students will organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology). use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application). examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities). use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation). examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).	
Objectives	Students will	PLT Activity and Page
SS.O.04.05.01	create timelines to sequence and infer connections between events in major historical periods in U.S. history (e.g., discovery, colonization, revolution)	#95 Did You Notice? p.414

SS.O.04.05.02	chronologically organize and explain the influences of individuals and events discussed in the stories of Native Americans, explorers, settlers and colonists in North America through the Revolutionary Period.	#90 Native Ways	p.389
SS.O.04.05.03	research and compare the influence of various factors of the founding of the original colonies (e.g., economic, geographic, political, religious).		
SS.O.04.05.04	identify areas and patterns of early American settlement and depict territorial expansion and population distribution in the United States through maps, charts, pictures and research projects.		
SS.O.04.05.05	list the European explorers of the 15th and 16th centuries, explain their reasons for exploration and the information gained from their journeys and then show how their travels in North America affected both North America and the rest of the world.		
SS.O.04.05.06	Compare and contrast community life and family roles in various regions and social classes of colonial America.		
SS.O.04.05.07	research how and why African Americans came to America and explain the motivation behind the development of slavery.		
SS.O.04.05.08	chronologically organize and categorize the major events leading to and during the Revolutionary War; examine and explain why and how these events influenced choice made by different groups (e.g., Patriots, Loyalists, Native Americans) during this period.		
SS.O.04.05.09	describe language, stories, music, folk tales, and artistic creations as expressions of culture that influenced the behaviors of people in colonial America.	#18 Tale of the Sun	p. 86
SS.O.04.05.10	compare and contrast the cultures of the colonists and Native Americans and describe the changes that occurred when they came into contact with one another.	#75 Tipi Talk #90 Native Ways	p.320 p.389
SS.O.04.05.11	explain the similarities and differences in backgrounds, motivations and occupational skills between people in the English settlements and those in the French and Spanish settlements.		
SS.O. 04.05.12	select, analyze, interpret and use information from various sources for reconstructing the past (e.g., documents, letters, maps, photos, newspaper articles) and prepare short reports that explain who, what, when, where, how and why events occurred as they did.	#9 Planet Diversity #34 Who Works in this Forest? #40 Then and Now #88 Life on the Edge #90 Native Ways	p. 45 p.144 p.174 p.382 p.389

Fifth Grade Social Studies Content Standards and Objectives

Standard 1:	Citizenship	
SS.S.05.01	Students will <ul style="list-style-type: none"> characterize and model good citizenship by building social networks of reciprocity and trustworthiness (Civic Dispositions). model a respect for symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect For People, Events, and Symbols). develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions or data (Evaluation Skills). develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills). recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life). 	
Objectives	Students will	PLT Activity and Page
SS.O.05.01.01	analyze how government and non-government groups and institutions work to meet the individual needs and promote the common good (e.g., Red Cross, FEMA, Bills, laws, foundations) and evaluate their actions.	#37 Reduce, Reuse, Recycle p.159 #56 We Can Work it Out p.241 #57 Democracy in Action p.245 #60 Publicize It! p.256 #89 Trees for Many Reasons p.387 #90 Native Ways p.389 #92 A Look at Lifestyles p.401
SS.O.05.01.02	explain the political process and evaluate its importance in decision-making.	#56 We Can Work it Out p.241 #57 Democracy in Action p.245
SS.O.05.01.03	explain the consent of the governed as a source of government authority.	#57 Democracy in Action p.245
SS.O.05.01.04	evaluate the importance of citizens having and supporting common democratic values and principles expressed in the nation's core documents.	#57 Democracy in Action p.245
SS.O.05.01.05	categorize the responsibilities, duties, privileges and rights of American citizenship and analyze the differences.	#57 Democracy in Action p.245 #60 Publicize It! p.256 #73 Waste Watchers p.314

Standard 2:	Civics/Government	
SS.S.05.02	<p>Students will</p> <ul style="list-style-type: none"> examine and analyze the purposes and basic principles of the United States government (Purposes of Government). outline and evaluate and analyze the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy). examine and distinguish the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics). analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs). 	
Objectives	Students will	PLT Activity and Page
SS.O.05.02.01	judge whether local, state and national governments do or do not provide for the needs and wants of people, establish order and manage conflict.	
SS.O.05.02.02	assume a role in a mock proceeding to demonstrate the trial by jury process.	
SS.O.05.02.03	<p>examine, analyze and compare these three founding documents of the United States:</p> <ul style="list-style-type: none"> Articles of Confederation Bill of Rights First three articles of the Constitution 	
SS.O.05.02.04	analyze the importance of laws and explain and illustrate how laws are made and how they affect the home, classroom, school, community, state, nation and world.	<p>#36 Pollution Search p.153 #58 There Ought to be a Law p.249 #85 In the Driver's Seat p.370 #92 A Look at Lifestyles p.401</p>
Standard 3:	Economics	

SS.S.05.03	<p>Students will</p> <ul style="list-style-type: none"> analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices). research, critique and evaluate the roles of private and public institutions in the economy (Institutions). compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). illustrate how the factors of production impact the United States economic system (Factors of Production). analyze the elements of competition and how they impact the economy (Competition). examine and evaluate the interdependence of global economies (Global Economies). 	
Objectives	Students will	PLT Activity and Page
SS.O.05.03.01	explain the roles of consumers and suppliers in the United States economy and apply the concepts of sales, expenses and profits to a real life event (e.g., bake sale as a fund raiser, sports events, concession stand, snack machines)	#32 A Forest of Many Uses p.135 #34 Who Works in this Forest? p.144 #73 Waste Watchers p.314
SS.O.05.03.02	apply the concept of supply and demand to specific historic and current economic situations in the United States (e.g., slavery, oil and gas).	#13 We All Need Trees p. 65 #14 Renewable or Not? p. 69 #32 A Forest of Many Uses p.135 #34 Who Works in this Forest? p.144 #55 Planning the Ideal Community p.239 #73 Waste Watchers p.314 #82 Resource-Go-Round p.355 #85 In the Driver's Seat p.370 #92 A Look at Lifestyles p.401
SS.O.05.03.03	assess economic factors in various regions of the United States and show how and why they enhance or limit economic activities	#13 We All Need Trees p. 65 #14 Renewable or Not? p. 69 #39 Energy Sleuths p.167 #40 Then and Now p.174 #73 Waste Watchers p.314 #92 A Look at Lifestyles p.401 #95 Did You Notice? p.414

SS.O.05.03.04	explain the role of agriculture and the impact of industrialization on the economic development of the United States	#16 Pass The Plants, Please p. 77 #34 Who Works in this Forest? p.144 #39 Energy Sleuths p.167 #55 Planning the Ideal Community p.239 #92 A Look at Lifestyles p.401 #95 Did You Notice? p.414
Standard 4:	Geography	
SS.S.05.04	<p>Students will</p> <ul style="list-style-type: none"> • interpret, and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial Terms). • examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). • analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems). • analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems). • analyze the interaction of society with the environment (Environment and Society). • point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography). 	
Objectives	Students will	PLT Activity and Page
SS.O.05.04.01	interpret and draw conclusions from United States maps (e.g., special purpose maps, graphs, charts, tables, timelines).	
SS.O.05.04.02	measure distances in latitude and longitude using a scale on a variety of maps and globes and then transfer the concept of cardinal and intermediate directions to describe the relative location of countries by hemisphere and proximity to the equator.	#49 Tropical Treehouse p.207
SS.O.05.04.03	locate, identify and compare the major rivers, landforms, natural resources, climate regions, major soil regions and deserts of the United States and use a variety of maps to analyze the frequency or lack of urban areas within these regions	#32 A Forest of Many Uses p.135 #38 Every Drop Counts p.163 #55 Planning the Ideal Community p.239
SS.O.05.04.04	compare and contrast the various regions of the United States, locate each of the fifty United States and correlate them with their regions.	

SS.O.05.04.05	examine the role of geography in the history of the United States expansion by correlating the conditions of the environment to cultural patterns and the westward movement and settlement to the location of natural resources and physical geography conditions.	#5 Poet-Tree p. 31 #16 Pass The Plants, Please p. 77 #75 Tipi Talk p.320 #82 Resource-Go-Round p.355 #95 Did You Notice? p.414
SS.O.05.04.06	research how people have changed the environment of the United States, critique their actions and report your findings to the class.	#5 Poet-Tree p. 31 #32 A Forest of Many Uses p.135 #36 Pollution Search p.153 #40 Then and Now p.174 #75 Tipi Talk p.320 #82 Resource-Go-Round p.355 #95 Did You Notice? p.414
Standard 5: History		
SS.S.05.05	Students will <ul style="list-style-type: none"> organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology). use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application). examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities). use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation). examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions). 	
Objectives	Students will	PLT Activity and Page
SS.O.05.05.01	analyze the events and the historic figures responsible for such documents as the United States Constitution, the Bill of Rights and the Emancipation Proclamation and explain why maintaining such documents, records and landmarks is important to the United States.	
SS.O.05.05.02	create a timeline showing the arrival of major immigrant groups and describe their experiences and influence upon American society using primary source documents.	

SS.O.05.05.03	describe the development of transportation in the United States and explain its impact on settlement, industry and residential patterns as well as the social and technological changes that occurred through the time of the Industrial Revolution.	#53 On the Move	p.232
SS.O.05.05.04	interpret quotes of famous Americans from various periods of history and explain how songs, symbols and slogans demonstrate freedom of expressions (e.g., patriotism, abolition of slavery, women's suffrage, labor movements, Civil Rights Movement)		
SS.O.05.05.05	research important figures and their reactions to events and judge their significance to the history of our democracy (e.g., George Washington, Thomas Jefferson, Abraham Lincoln, Sojourner Truth, Susan B. Anthony, Eleanor Roosevelt and Martin Luther King, Jr.).		
SS.O.05.05.06	evaluate the contributions of regional folk heroes and other popular figures and judge the significance of those contributions to the cultural history of the United States (e.g., frontiersmen such as Daniel Boone, cowboys, mountain men such as Jedediah Smith, American Indian Chiefs including Geronimo and outlaws such as Billy the Kid).		
SS.O.05.05.07	explain the issues faced by Washington when he became the first United States President.		
SS.O.05.05.08	discuss reasons for westward expansion and explain how the government policies affected the inhabitants of the American West (e.g., Native Americans, their nations and their landholdings).	#75 Tipi Talk #92 A Look at Lifestyles	p.320 p.401
SS.O.05.05.09	analyze the impact of slavery and the Abolitionist Movement upon the development of the United States.		
SS.O.05.05.10	identify causes, major events and important people of the Civil War and explain why various reconstruction plans succeeded or failed.		
SS.O.05.05.11	summarize the events that led to the United States becoming a world power.		
SS.O.05.05.12	Identify the key figures and events, explain the causes and analyze the effects of World War I, the Great Depression, and World War II on the American people and on the policies of the United States government.		
SS.O.05.05.13	research significant leaders in the Civil Rights Movement (e.g., John Fitzgerald Kennedy, Martin Luther King, Jr., Rosa Parks, Lyndon Johnson, Susan B. Anthony).		

Sixth Grade Social Studies Content Standards and Objectives

Standard 1:	Citizenship	
SS.S.06.01	Students will <ul style="list-style-type: none"> • characterize and model good citizenship by building social networks of reciprocity and trustworthiness (Civic Dispositions). • model a respect for symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect For People, Events, and Symbols). • develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions or data (Evaluation Skills). • develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills). • recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life). 	
Objectives	Students will	PLT Activity and Page
SS.O.06.01.01	explain the ways in which nations interact with one another and try to resolve problems.	
SS.O.06.01.02	evaluate, take and defend positions on the purposes that government should serve	
SS.O.06.01.03	explain how nations benefit when they resolve conflicts peacefully.	
SS.O.06.01.04	compare and contrast the role of American citizens with citizens of selected nations and states: <ul style="list-style-type: none"> • responsibilities • rights • privileges • duties 	
SS.O.06.01.05	analyze citizen actions (e.g., petitions, lobbying, demonstrations, civil disobedience) and public opinion (expressed through various media and meetings) and evaluate these influences on public policy and decision-making	
Standard 2:	Civics/Government	

SS.S.06.02	<p>Students will</p> <ul style="list-style-type: none"> • examine and analyze the purposes and basic principles of the United States government (Purposes of Government). • outline and evaluate and analyze the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy). • examine and distinguish the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics). • analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs). 	
Objectives	Students will	PLT Activity and Page
SS.O.06.02.01	evaluate competing ideas about the purposes government should serve (e.g., promoting the common good, protecting individual rights, providing economic security).	#19 Viewpoints on the Line p. 89
SS.O.06.02.02	analyze and explain how various types of government meet the needs and wants of citizens, manage conflict and establish security.	
SS.O.06.02.03	analyze the impact of strong leadership on historic world events.	
SS.O.06.02.04	debate the purposes of political parties and special interest groups and their influence on the political process.	
SS.O.06.02.05	identify, explain and give examples of the political divisions of nations.	
SS.O.06.02.06	describe, provide examples and classify different forms of government as either limited (having established and respected restraints of their power) or unlimited (having no effective means of restraining their power) governments.	
SS.O.06.02.07	compare and contrast governmental and nongovernmental international organizations and critique their functions.	
Standard 3:	Economics	
SS.S.06.03	<p>Students will</p> <ul style="list-style-type: none"> • analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices). • research, critique and evaluate the roles of private and public institutions in the economy (Institutions). • compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). • illustrate how the factors of production impact the United States economic system (Factors of Production). • analyze the elements of competition and how they impact the economy (Competition). • examine and evaluate the interdependence of global economies (Global Economies). 	

Objectives	Students will	PLT Activity and Page
SS.O.06.03.01	infer the economic reasons for immigration and migration worldwide throughout history.	#17 People Of The Forest p. 82
SS.O.06.03.02	summarize and give examples of the interactive relationship of global marketing principles: <ul style="list-style-type: none"> • production/consumption of goods and services • competition • supply and demand 	#15 A Few Of My Favorite Things p. 75 #17 People Of The Forest p. 82
SS.O.06.03.03	compare and contrast the basic characteristics of communism, socialism and capitalism.	
SS.O.06.03.04	assess the economic impact of technology on world regions throughout history (e.g., internet, telecommunications, printing press).	
SS.O.06.03.05	explain how trade cartels affect the world economy (e.g., Organization of Petroleum Exporting Countries), trace the development of treaties and organizations related to trade and evaluate their influence on trade	
Standard 4:	Geography	
SS.S.06.04	Students will <ul style="list-style-type: none"> • interpret, and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial Terms). • examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). • analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems). • analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems). • analyze the interaction of society with the environment (Environment and Society). • point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography). 	
Objectives	Students will	PLT Activity and Page
SS.O.06.04.01	determine the time of various world locations using a world time zone map.	
SS.O.06.04.02	use map tools (e.g., legends, keys, scales) to interpret information (e.g., climate, landforms, resources).	

SS.O.06.04.03	locate and identify the continents, major climates, major bodies of water, natural resources and landforms and analyze the relationship of people with their environment regarding population demographics, settlement and trade.	#17 People Of The Forest p. 82 #32 A Forest of Many Uses p.135 #38 Every Drop Counts p.163 #55 Planning the Ideal Community p.239
SS.O.06.04.04	locate the major waterways of North America, South America, Europe and the Middle East, and examine their impact on exploration, settlement, transportation and trade (e.g., discuss how the opening of the Erie Canal contributed to the rise of New York City).	
SS.O.06.04.05	evaluate the effects of physical geography and the changing nature of the earth's surface on transportation, culture, economic activities and population density/distribution.	
SS.O.06.04.06	interpret information on a population growth graph and a population pyramid (e.g., discuss the age of the population, growth potential, life expectancy) and apply it to explain the economics, education and movement of a selected region.	
SS.O.06.04.07	examine and illustrate changes in the commercial form and function of urban areas in selected regions as they moved from agricultural centers to trade centers to industrial centers, and evaluate the shifts in population that occurred due to these changes	
Standard 5:	History	
SS.S.06.05	Students will <ul style="list-style-type: none"> organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology). use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application). examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities). use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation). examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions). 	
Objectives	Students will	PLT Activity and Page

SS.O.06.05.01	identify and evaluate contributions of past civilizations and show reasons for their rise and fall.	
SS.O.06.05.02	examine the defining characteristics of monotheistic religions and analyze the impact of Arab/Islamic society and Judeo-Christian societies on western civilizations	
SS.O.06.05.03	determine the causes and consequences of the Protestant Reformation.	
SS.O.06.05.04	analyze how Europeans benefited by expansion in the New World in the following: <ul style="list-style-type: none"> • economics • culture • trade • new agricultural products. 	
SS.O.06.05.05	examine the development of slavery and illustrate its impact on the political, economic and social systems throughout the world.	
SS.O.06.05.06	research and describe major historical events in the development of transportation systems (e.g., water, rail, motor vehicles, aviation).	
SS.O.06.05.07	illustrate the influx of ethnic groups into North America by interpreting timelines, charts and tables.	
SS.O.06.05.08	examine the Industrial Revolution and explain the effects it had on the lives of people throughout the world and assume the role of a person who lived in that era.	
SS.O.06.05.09	analyze and trace the development of democracy using a variety of credible sources.	
SS.O.06.05.10	compare and contrast the worth of the individual in different societies over time and assume the role of one of these individuals.	
SS.O.06.05.11	examine the causes and effects of the Great Depression and analyze the political responses of governments to this crisis (e.g., rise of Hitler, Fascism, militarism in Japan, New Deal in the United States).	
SS.O.06.05.12	cite the global tensions that led to the outbreak of WW I and WW II and give examples of the impact each war had on selected regions of the world.	
SS.O.06.05.13	point out the key figures, philosophies and events in the Civil Rights movements including minority rights and the rights of women (e.g., apartheid, Mandela, Martin Luther King Jr.,).	
SS.O.06.05.14	debate the pros and cons of the impact of nuclear power and analyze how it might relates to the issue of atomic weapons.	

Seventh Grade Social Studies Content Standards and Objectives

Seventh Grade Social Studies Content Standards and Objectives		
Standard 1:	Citizenship	
SS.S.07.01	Students will <ul style="list-style-type: none"> • characterize and model good citizenship by building social networks of reciprocity and trustworthiness (Civic Dispositions). • model a respect for symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect For People, Events, and Symbols). • develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions or data (Evaluation Skills). • develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills). • recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life). 	
Objectives	Students will	PLT Activity and Page
SS.O.07.01.01	compare and contrast individual rights of citizens in a variety of world regions	
SS.O.07.01.02	model the actions citizens take to influence public policy decisions.	
SS.O.07.01.03	compare and contrast nations' laws that may or may not provide order, predictability and security.	
SS.O.07.01.04	research and organize information about an issue of public concern from multiple points of view.	#4 Sounds Around p. 26 #19 Viewpoints on the Line p. 89 #91 In the Good Old Days p.396 #92 A Look at Lifestyles p.401 #94 By the Rivers of Babylon p.411
SS.O.07.01.05	apply and practice selective forms of civic discussion and participation consistent with the ideas of citizens in a democratic republic.	
SS.O.07.01.06	recognize and differentiate between power and authority.	
Standard 2:	Civics	

SS.S.07.02	<p>Students will</p> <ul style="list-style-type: none"> • examine and analyze the purposes and basic principles of the United States government (Purposes of Government). • outline and evaluate and analyze the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy). • examine and distinguish the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics). • analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs). 	
Objectives	Students will	PLT Activity and Page
SS.O.07.02.01	examine the different forms of government in various world regions.	
SS.O.07.02.02	compare and contrast the lawmaking processes of world governments.	#58 There Ought to Be a Law p.249
SS.O.07.02.03	analyze the different ways nations provide order and protect justice.	
SS.O.07.02.04	debate the importance of limited government and the rule of law.	
SS.O.07.02.05	evaluate various methods that nations use to interact with one another to resolve problems and conflicts.	
SS.O.07.02.06	recognize and evaluate the influence of the United States on other nations and the influence of other nations on the American political process and society.	
Standard 3:	Economics	
SS.S.07.03	<p>Students will</p> <ul style="list-style-type: none"> • analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices). • research, critique and evaluate the roles of private and public institutions in the economy (Institutions). • compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). • illustrate how the factors of production impact the United States economic system (Factors of Production). • analyze the elements of competition and how they impact the economy (Competition). • examine and evaluate the interdependence of global economies (Global Economies). 	
Objectives	Students will	PLT Activity and Page
SS.O.07.03.01	examine how competition among buyers of a product results in higher prices, and illustrate the relationship between supply, demand and the price of that product.	

SS.O.07.03.02	analyze the physical and human geographic factors that influence the economy of a region.	
SS.O.07.03.03	define basic economic terminology and apply it to economic development of world regions.	
SS.O.07.03.04	compare and contrast various social services provided by world governments.	
SS.O.07.03.05	classify and compare different types of economic systems.	
SS.O.07.03.06	describe the impact of technology on agriculture and industry throughout the world.	
SS.O.07.03.07	classify and evaluate the different types of world trade organizations (e.g., trade, military, health).	
SS.O.07.03.08	assess the impact of natural and human events on industry worldwide (e.g., strikes, environmental disasters, war, terrorism).	
SS.O.07.03.09	formulate an explanation as to how countries are economically interdependent.	
Standard 4:	Geography	
SS.S.07.04	<p>Students will</p> <ul style="list-style-type: none"> • interpret, and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial Terms). • examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). • analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems). • analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems). • analyze the interaction of society with the environment (Environment and Society). • point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography). 	
Objectives	Students will	PLT Activity and Page
SS.O.07.04.01	use correct geographic terminology to explain direction, location, time zones, physical features of the earth,	
SS.O.07.04.02	draw conclusions about information presented on special purpose maps and be able to differentiate among map types.	

SS.O.07.04.03	<p>Identify and locate on a variety of maps and give examples of the following:</p> <ul style="list-style-type: none"> • seven continents • bodies of water • landforms • countries • cities • climate regions • transportation routes 	
SS.O.07.04.04	describe and explain the advantages and disadvantages of different map projections and show examples of their uses (e.g., aerial photos, globes, charts, graphs, polar projection).	
SS.O.07.04.05	evaluate the importance of mental maps (perceptions) and illustrate how they affect our judgments about people and places.	
SS.O.07.04.06	analyze the patterns of immigration and examine its effects on the distribution of cultural patterns in a region (e.g., disease, language, religion, customs, diversity).	
SS.O.07.04.07	analyze the growth of tourism and its impact on regional environments and culture.	
SS.O.07.04.08	<p>analyze and give examples of the ways in which these factors influence lifestyles regional interconnections:</p> <ul style="list-style-type: none"> • economic • geographic • cultural • religious • political • social 	
SS.O.07.04.09	evaluate the impact of human processes on the world's physical environment (e.g., pollution, clear-cutting, strip mining).	
SS.O.07.04.10	analyze the use and abuse of renewable and nonrenewable resources (e.g., hydroelectric power and fossil fuels), interpret how technology affects the ways in which culture groups perceive and use their resources, and give examples of ways to improve conservation of natural resources around the world.	
SS.O.07.04.11	analyze the technological improvements in transportation and communication that have helped create a global society.	
SS.O.07.04.12	explain the common geographic factors associated with the development of world urban centers.	

SS.O.07.04.13	examine cooperation and conflict over control of the world's resources.	
SS.O.07.04.14	create population pyramids to show comparisons of the characteristics of demographic structure in selected regions of the world (e.g., total size, birth rates, age, distribution, doubling time).	
SS.O.07.04.15	explain culture in a geographic context (e.g., isolation, core area, movement).	
SS.O.07.04.16	investigate and research new geographic frontiers such as the oceans, Antarctica and airspace and describe explorations and discoveries in these realms.	
Standard 5:	History	
SS.S.07.05	<p>Students will</p> <ul style="list-style-type: none"> organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application (Chronology). use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application). examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities). use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation). and examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions). 	
Objectives	Students will	PLT Activity and Page
SS.O.07.05.01	analyze the development of early civilizations (e.g., Mesopotamia, Egypt, Greece, China, India).	
SS.O.07.05.02	draw world history conclusions from maps, globes, charts, posters, graphs and timelines.	
SS.O.07.05.03	characterize conditions that have influenced or altered the movement of people throughout the world and time.	
SS.O.07.05.04	examine and chart religious and secular celebrations observed around the world.	
SS.O.07.05.05	research and explain the role of racial and ethnic minorities, women and children in the advancement of civil rights.	
SS.O.07.05.06	compare and contrast the beliefs, religion and mythology of native cultures throughout the world.	
SS.O.07.05.07	anticipate what occurs when people from different regions interact.	

SS.O.07.05.08	interpret the effect of the environment on native cultures (e.g., Native Americans, Australian Aborigines, African Berbers).	
SS.O.07.05.09	use a variety of credible sources to research, reconstruct and interpret the past.	
SS.O.07.05.10	describe the role geo-politics played in historic events.	

Eighth Grade Social Studies Content Standards and Objectives

Standard 1:	Citizenship	
SS.S.08.01	Students will <ul style="list-style-type: none"> • characterize and model good citizenship by building social networks of reciprocity and trustworthiness (Civic Dispositions). • model a respect for symbols, ideas and concepts of the United States and analyze the roles of significant individuals (Respect For People, Events, and Symbols). • develop and employ the civic skills necessary for effective citizenship by using criteria to make judgments, arrive at and defend positions and evaluate the validity of the positions or data (Evaluation Skills). • develop the participatory skills of interacting, monitoring and influencing that are essential for informed, effective and responsible citizenship, including participation in civic life to shape public policy (Participatory Skills). • recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life). 	
Objectives	Students will	PLT Activity and Page
SS.O.08.01.01	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., voting, community service, letter writing, town meeting, school elections).	
SS.O.08.01.02	debate and practice forms of civic discussion-	#19 Viewpoints on the Line p.89
SS.O.08.01.03	argue the effectiveness of selected public policies and citizen behaviors.	#19 Viewpoints on the Line p.89
SS.O.08.01.04	compare and contrast the relationship between policy statements and action plans used to address issues of public concern.	#19 Viewpoints on the Line p.89
SS.O.08.01.05	organize and provide examples of multiple points of view about selected public issues and evaluate the influence of diverse forms of public opinion on the development of public policy and decision-making.	#19 Viewpoints on the Line p.89
SS.O.08.01.06	examine the strategies designed to strengthen the common good, which include a range of options for citizen action.	
SS.O.08.01.07	identify, analyze, evaluate and interpret sources and examples of the responsibilities, privileges and rights of citizens.	
SS.O.08.01.08	justify changes in the legal voting age and correlate voting as a responsibility and right of citizens.	

SS.O.08.01.09	outline and utilize a process to express opinion, resolve problems and/or seek assistance.	#19 Viewpoints on the Line	p.89
SS.O.08.01.10	examine and analyze a local community and propose ways in which tourism can be developed.		
Standard 2:	Civics		
SS.S.08.02	<p>Students will</p> <ul style="list-style-type: none"> • examine and analyze the purposes and basic principles of the United States government (Purposes of Government). • outline and evaluate and analyze the origins and meaning of the principles, ideals and core democratic values expressed in the foundational documents of the United States (Ideals of United States Democracy). • examine and distinguish the structure, function and responsibilities of governments and the allocation of power at the local, state and national levels (United States Government and Politics). • analyze how the world is organized politically and compare the role and relationship of the United States to other nations and to world affairs (United States Government and World Affairs). 		
Objectives	Students will	PLT Activity and Page	
SS.O.08.02.01	analyze the division of powers and responsibilities of the executive, legislative and judicial branches of the United States and West Virginia state government.		
SS.O.08.02.02	cite the elected officials at the national, state and local levels, their requirements, duties and responsibilities (e.g., President, Governors, Senators, Representatives/Delegates, Members of Board of Public Works, County Commissioners, Mayor/City Council).		
SS.O.08.02.03	examine the amendment process of the West Virginia Constitution, give examples of amendments and explain why they occurred.		
SS.O.08.02.04	outline, illustrate and develop a mock bill and assume the roles of lawmakers to accomplish passage of the bill into law (e.g., to promote tourism in West Virginia).		
SS.O.08.02.05	analyze the functions and jurisdictions of the federal, state, local and special courts (e.g., United States Supreme Court, State Supreme Court, circuit courts, magistrate courts, family courts) and explain why a selected case would be heard in a designated court.		
SS.O.08.02.06	examine and explain the various types of elections in West Virginia (e.g., primary/general, state/local, partisan/non-partisan).		

SS.O.08.02.07	research and describe how special interest groups and the media influence government and the law-making process in West Virginia (e.g., West Virginia Education Association, United Mine Workers, Division of Tourism).	
SS.O.08.02.08	explain major principles of American constitutional government (e.g., federalism, separation of powers, the elastic clause, checks and balances, government by consent of the governed, individual rights) and locate these principles in the West Virginia Constitution.	
SS.O.08.02.09	analyze conditions under which constitutional government flourishes.	
SS.O.08.02.10	list and explain the laws passed in a current legislative session and evaluate their impact (e.g., tourism, economy, education, health).	
Standard 3:	Economics	
SS.S.08.03	<p>Students will</p> <ul style="list-style-type: none"> analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices). research, critique and evaluate the roles of private and public institutions in the economy (Institutions). compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems). illustrate how the factors of production impact the United States economic system (Factors of Production). analyze the elements of competition and how they impact the economy (Competition). examine and evaluate the interdependence of global economies (Global Economies). 	
Objectives	Students will	PLT Activity and Page
SS.O.08.03.01	correlate West Virginia's economic conditions with possible affects on social conditions (e.g., employment, in/out migration).	#17 People of the Forest p.82
SS.O.08.03.02	<p>Evaluate the impact of each of the following on the economic growth of West Virginia:</p> <ul style="list-style-type: none"> absentee ownership national and international trade renewable and nonrenewable natural resources labor/management strategies migration physical geography cultural geography 	

SS.O.08.03.03	research industries and products (e.g., tourism, coal, glass, recreation, agriculture) that are important to the economy of the four regions of West Virginia and how they relate to occupations.	
SS.O.08.03.04	identify major sources and uses of revenue for state and local governments (e.g., property tax, income tax, fees and licenses, excise tax, levies).	
SS.O.08.03.05	analyze the effects of national and state governmental actions on West Virginia's economy.	
SS.O.08.03.06	anticipate the changes in West Virginia's economy and people due to industrial development and debate the issue of industrialization vs. preserving history and/or the environment.	#17 People of the Forest p.82
SS.O.08.03.07	examine the effect of technological changes and cost of living on West Virginia's economy and demographic profile (e.g., in employment, entrepreneurial businesses agriculture, tourism, education, industry).	
SS.O.08.03.08	recognize major industries in West Virginia and identify representative jobs under each (e.g., manufacturing, mining, tourism, health care).	
SS.O.08.03.09	assess the economic benefit or detriment of changing tourist attractions from seasonal to year round (e.g., Snowshoe).	
Standard 4:	Geography	
SS.S.08.04	<p>Students will</p> <ul style="list-style-type: none"> interpret and choose maps, globes and other geographic tools to categorize and organize information about personal directions, people, places and environments (The World in Spatial Terms). examine the physical and human characteristics of place and explain how the lives of people are rooted in places and regions (Places and Regions). analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems). analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems). analyze the interaction of society with the environment (Environment and Society). point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography). 	
Objectives	Students will	PLT Activity and Page
SS.O.08.04.01	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. (e.g., neighboring states, Tropic of Capricorn, time zones, Equator).	

SS.O.08.04.02	communicate the four major physical geographic regions, major rivers, landforms, borders and points of interest in West Virginia.	
SS.O.08.04.03	analyze and discuss the mental images (mental maps) of West Virginia's geographic and cultural regions that are created through reading descriptive literature.	
SS.O.08.04.04	point out the counties and major cities of West Virginia on a map and correlate the reasons for the development of the major cities within their respective counties.	
SS.O.08.04.05	explain the reasons for the locations and types of transportation systems developed in West Virginia and recommend future systems.	
SS.O.08.04.06	distinguish climate, landforms, resources and population density in West Virginia's regions using special purpose maps. (e.g., topographical, climate, Geographic Information Systems) and evaluate the impact of climate, landforms and resources on people's lives and settlement patterns.	#14 Renewable or Not? p.69 #15 A Few of My Favorite Things p.75
SS.O.08.04.07	illustrate how the cultural and economic isolation of different areas of the United States and West Virginia have been changed through technological advances (e.g., TV, radio, telephone, computers, highways).	#20 Environmental Exchange Box p.92
SS.O.08.04.08	critique the geographic factors that led to development of agriculture, coal, glass, chemical, metallurgical and tourism industries in West Virginia.	#14 Renewable or Not? p.69 #15 A Few of My Favorite Things p.75
SS.O.08.04.09	research various regional configurations found in West Virginia (e.g., geographic, tourist, health, educational, language patterns, cultural, occupational), and analyze the impact of these factors on the regional mental maps developed by West Virginia students and all other West Virginia citizens, and then present an example using one or more of these factors.	
SS.O.08.04.10	conclude how West Virginia's environment affects tourism.	
Standard 5:	History	

SS.S.08.05	<p>Students will</p> <ul style="list-style-type: none"> organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application. (Chronology). use the processes and resources of historical inquiry to develop appropriate questions, gather and examine evidence, compare, analyze and interpret historical data (Skills and Application). examine, analyze and synthesize historical knowledge of major events, individuals, cultures and the humanities in West Virginia, the United States and the world (Culture and Humanities). use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation). and examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions). 	
Objectives	Students will	PLT Activity and Page
SS.O.08.05.01	cite reasons for exploration, transportation routes and discoveries by major explorers and explain the sequence of events and incentives for Virginia's expansion west to the Ohio River.	
SS.O.08.05.02	compare and contrast the motives, incentives and settlement patterns of the French and English explorers and settlers on the western frontier.	
SS.O.08.05.03	point out characteristics of various Native American cultures in West Virginia from the pre-Columbian period to the arrival of Europeans.	
SS.O.08.05.04	relate the types of transportation that facilitated the growth of West Virginia and western expansion.	
SS.O.08.05.05	evaluate the sequence and analyze the impact of contemporary social, economic and technological developments on people and culture in West Virginia and the United States.	
SS.O.08.05.06	analyze the evolution of the labor movement in West Virginia and the United States.	
SS.O.08.05.07	research and construct the sequence of events and cite the reasons for and resulting consequences of conflicts and wars that led to the formation of West Virginia as a state. (e.g., French and Indian War, American Revolution, Civil War).	
SS.O.08.05.08	interpret facts about West Virginia and other areas from various types of charts, graphs, maps, pictures, models, timelines and primary sources (e.g. letters, journals and publications) and summarize what you have learned.	#16 Pass the Plants, Please p.77
SS.O.08.05.09	evaluate the cultural conflict between the Europeans and Native Americans as it relates to western Virginia.	

SS.O.08.05.10	explain the effect of immigration on the culture of West Virginia from European settlement through the early twentieth century.	
SS.O.08.05.11	research and critique the role of ethnic and racial minorities, men, women and children in West Virginia who have made significant contributions to our history in the public and/or private sectors, choose the person you believe contributed mad the most significant contribution and explain your choice. (e.g., statehood, abolition, education, industry, literature, government).	
SS.O.08.05.12	critique the significance of historical experience and of geographical, social and economic factors that have helped to shape both West Virginian and American society	
SS.O.08.05.13	assess the moral, ethical and legal tensions that led to the creation of the new state of West Virginia and how those tensions were resolved.	
SS.O.08.05.14	point out and locate places of historical importance in West Virginia that can be visited by tourists.	
SS.O.08.05.15	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, explain the heritage of the fair or festival and its significance to the preservation of West Virginia history.	