

Standards

Weekly Issues

				
Civics				
SS.3.1	Identify and explain the following commonly held American democratic values, principles and beliefs: --Diversity --Rule of Law --Family Values --Community Service --Justice --Liberty	Week 6: I Am a member of a Community Week 8: Government Week 12: We the People		
SS.3.2	Determine the need for government and compare and contrast the following forms: tribal, monarchy, and democracy.	Week 7: The Purpose of Government Week 8: Government Week 10: National Government Week 11: Tribal, State, and Local Government		
SS.3.3	Investigate significant cultural contributions of various groups creating our multicultural society.	25: People Who Influence Communities 27: Eyewitnesses to Changes Over Time		
SS.3.4	Examine historical conflicts and their resolutions (e.g., The Boston Tea Party, the conflict between Native Americans and explorers).		Week 28: Conflict and Cooperation	Week 16: Conflict and Compromise in North America Week 17- Clash of the Empires Week 19- The Acts of the Parliament Week 20- The Actions of the Colonies
SS.3.5	Examine how rights and responsibilities of citizens are reflected in patriotic symbols, songs and holidays of the United States (e.g., the meaning of our flag's colors, the Pledge of Allegiance and the meaning of the words, the National Anthem, Veteran's Day and Memorial Day).		Week 30- Symbols and Landmarks Week 31- Celebrations and Remembrance	

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SS.3.6	Participate in a local service project to discover the importance of working together and how participation leads to improvement in the lives of individuals, as well as communities.	Week 8: Government Week 26: Problem Solving		
Economics				
SS.3.7	Study bank services including checking accounts, savings accounts, and borrowing, and create a mock budget.			
SS.3.8	Construct and interpret graphs that illustrate the basic concept of the exchange of goods and services as related to supply and demand and show the impact of scarcity of resources.	Week 29: Producers and Consumers		
SS.3.9	Sequence the path of a product from the raw material to the final product.	Week 30: Community Interdependence		
SS.3.10	Use charts, maps and other data sources to correlate occupations with the economy and the available resources of a region (e.g., West Virginia has coal mining; Pennsylvania has steel mills; etc.).		Week 6: Geographic Skills Week 15- Economic Principles Week 16- Economic Activities	
SS.3.11	Explore West Virginia's SMART 529 program and other college savings plans.			
Geography				
SS.3.12	Use geographic information systems to compare and contrast various types of maps (e.g., climate, resource, physical, political, road, etc.).	Week 14: Thinking Like a Geographer		
SS.3.13	Distinguish between a continent, country, state and capital.	Week 14: Thinking Like a Geographer		
SS.3.14	Label maps to demonstrate knowledge of map skills (e.g., label cardinal directions, intermediate directions, borders, continents, oceans, Equator, Tropic of Cancer, Tropic of Capricorn,	Week 15: Map Skills		

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	North Pole, South Pole and Prime Meridian).			
SS.3.15	Using a grid system, locate specific points on a map and explain the use of lines of latitude and longitude.	Week 15: Map Skills		
SS.3.16	Explain the reason time zones were developed, identify the time zones of North America and calculate the variance in time from one zone to another.	Week 15: Map Skills		
SS.3.17	Use a map scale to determine the distance between two given points.	Week 14: Thinking Like a Geographer		
SS.3.18	Recognize, define and illustrate world geographic features (e.g., peninsulas, islands, mountains, canyons, plateaus, mesas, harbors, gulfs, rivers, deserts, forests, valley and plains).	Week 16: Natural Features and Landforms Week 17: Natural features and Landforms: Oceans and Deserts		
SS.3.19	Compare and contrast regions of the United States in regard to plant and animal life, landforms, climate and human interactions with the environment.	Week 18: Regions: Part One Week 19: Regions: Part Two		
SS.3.20	Create a legend to identify the path of major explorers and chart those journeys on a world map (e.g., Marco Polo, Christopher Columbus, John Cabot, Hernando Cortes and Sir Walter Raleigh).			Week 10: The Age of Encounters Week 11: Consequences of Contact

History	
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SS.3.21	<p>Examine the settlement of North America by Native Americans.</p> <ul style="list-style-type: none"> -Illustrate the spread of the Native American population into the various regions of North America -Determine settlement patterns based on natural resources. -Explain how Native American groups adapted to geographic factors of a given region. -Compare and contrast the cultures of the different Native American groups (e.g., source of food, clothing, shelter and products used). -Make historical inferences by analyzing artifacts and illustrations. -Analyze the Native American interactions with other (e.g., other Native American groups, explorers and settlers). 			<p>Week 10: The Age of Encounters</p> <p>Week 11: Consequences of Contact</p>
SS.3.22	<p>Determine the causes and effects of European exploration. -Chronologically organize major explorers and determine the reasons for their journeys (e.g., Marco Polo, Amerigo Vespucci, Christopher Columbus, John Cabot, Hernando Cortes, Balboa, Ponce de Leon, Sir Walter Raleigh, etc.).</p> <ul style="list-style-type: none"> -Investigate the motives for exploration by the various European nations (e.g., England, Spain, France, Portugal, etc.). -Determine the information the explorers gained from their journeys. -Explain the impact of the explorers' travels on Native Americans and the world. 			<p>Week 10: The Age of Encounters</p> <p>Week 11: Consequences of Contact</p>
WV History				
<p>West Virginia Specific standards can be met through using the website from the West Virginia Arts, Culture and History website https://wvculture.org/#</p>				
SS.3.23	<p>Locate counties, county seats and bordering states on a West Virginia map.</p>	<p>Grade 2 Week 18 Printables</p>		

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SS.3.24	Identify the four physical geographic regions of West Virginia, the major communities and the natural resources found within each region.	Grade 2 Week 19 Printables Pg 7-9		
SS.3.25	Investigate the nine tourist regions of West Virginia.			

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Civics			
SS.4.1	Identify, explain and critique commonly held American democratic values, principles and beliefs (e.g., diversity, family values, community service, justice, liberty, etc.) through established documents (e.g., Declaration of Independence, U.S. Constitution, Bill of Rights, etc.).	Week 20: Foundations of Government and Law	
SS.4.2	Compare and contrast the powers of each branch of government and identify the responsibilities and rights of United States citizens.	Week 21: Structure and Functions of Government Week 23: Citizens Week 24: Responsibilities of Citizens	
SS.4.3	Explore the concepts of rule of law to create a visual or oral presentation of how these concepts protect individual rights and the common good.	Week 21: Structure and Functions of Government	
SS.4.4	Demonstrate patriotism by creating and implementing school/community service projects (e.g., litter cleanup, fundraisers for community groups, participation in community holiday parades, celebrations, services, etc.).	Week 24: Responsibilities of Citizens	
Economics			
SS.4.5	Investigate and recognize people as consumers and as producers of goods, and the effects of competition and supply:demand on prices through projects (e.g., developing budgets or products in simulated situations, etc.).	Week 15: Economic Principles Week 16: Economic Activities Week 17: Personal Finance	
SS.4.6	Determine jobs that are needed according to supply and demand on a national level.	Week 15: Economic Principles	
SS.4.7	Research and examine how slavery and indentured servitude influenced the early economy of the United States by constructing graphics (e.g., charts, graphs, tables and grids, etc.) displaying the effect of having slaves and indentured servants.		Week 13: Jamestown Week 14: Colonial Life
Geography			
SS.4.8	Describe and locate examples of the major physical features of the United States (e.g., bodies of water, mountains, rivers, grasslands, oases, etc.) using references and technology (e.g., atlas, globe, geographic information system, etc.).	Week 6: Geographic Skills Week 7: Location Week 8: Physical Characteristics	

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		Week 9: Regions of the United States	
SS.4.9	Document the effects of and explain how people adapted to geographic factors (e.g., climate, mountains, bodies of water, etc.) on the following: <ul style="list-style-type: none"> • Transportation routes • Settlement patterns and population density • Culture (e.g., jobs, food, clothing, shelter, religion, government, etc.) • Interactions with others (local and national) 	Week 10: Human Characteristics Week 11: Movement	
SS.4.10	Compare and contrast the physical, economic and political	Week 10: Human Characteristics	
	changes to America caused by geographic conditions and human intervention (e.g., bridges, canals, state boundaries, transportation, etc.).		
SS.4.11	Plan and construct maps to demonstrate the effect of geographic conditions on historical processes, practices and events (e.g., colonization, industry, agriculture, major engagements in the Revolutionary War, Westward Expansion, etc.).		Week 31- America on the Move
SS.4.12	Analyze the impact of West Virginia’s geography on transportation, settlement, jobs, clothing, food, shelter, services and interaction with others outside the state.	Week 13: Guided Inquiry: Physical and Human Characteristics of My State	
History			
SS.4.13	Demonstrate an understanding of the various factors that influenced the founding of the original colonies (e.g., economic, political, cultural, etc.). <ul style="list-style-type: none"> • Analyze the southern, middle and northern colonies (e.g., origins, early government, resources, religious and cultural diversity, etc.). • Compare and contrast community life, family roles and social classes in colonial America (e.g., indentured servants, slaves, colonists, etc.). • Compare and contrast backgrounds, motivations and occupational skills among English, French and Spanish settlers (e.g., economics, culture, trade, new agricultural products, etc.). 		Week 12- The Colonies and Their Founding Week 13- Jamestown Week 14- Colonial Life

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<p>SS.4.14 Demonstrate an understanding of the conflict between the American colonies and England that led to the Revolutionary War.</p> <ul style="list-style-type: none"> ● Explain the political and economic factors leading to the American Revolution (e.g., the French and Indian War; British colonial practices, and American colonists' early resistance, etc.). ● Explain the major ideas reflected in the Declaration of Independence. ● Summarize the roles of the principal American, British and European leaders involved in the conflict (e.g., King George III, Benjamin Franklin, George Washington, Thomas Jefferson, John Adams, Thomas Paine, Patrick Henry, and Marquis de Lafayette, etc.). ● Explain the contributions of Native Americans, the French and Dutch during the Revolutionary War, and list the contributions of women and African Americans during and after the American Revolution. 	<p>Week 19: The Acts of Parliament Week 20: The Actions of the Colonies Week 21- The Shot Heard Around the World Week 22- Guided Inquiry: The Road to Revolution Week 23: Independence and Revolution: The Government Week 24: Independence and Revolution: The People Week 25: Independence and Revolution: The Military Week 26: Outcomes of the Revolution Unit 4: The American Revolution Week 27: The Founders and Process</p>
<p>SS.4.15 SS.4.15: Trace the beginnings of America as a nation and the establishment of the new government.</p> <ul style="list-style-type: none"> ● Compare and contrast the various forms of 	<p>Unit 5: Creating a New Nation Week 27: The Founders and Process Week 28: The Constitution Week 29: The Bill of Rights Week 30: The New Nation Week 31: America on the Move Week 32: Guided Inquiry Changes in the United States</p>

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	<p>government in effect from 1774:1854 (e.g., Continental Congress, Articles of Confederation, U.S. Constitution, Bill of Rights, etc.).</p> <ul style="list-style-type: none"> • Research the contributions of early American historic figures (e.g., George Washington, John Adams, Abigail Adams, Thomas Jefferson, Alexander Hamilton, Andrew Jackson, James Madison, Dolly Madison, etc.). • Explain the political, social and economic challenges faced by the new nation (e.g., development of political parties, expansion of slavery, taxation, etc.). 		
SS.4.16	<ul style="list-style-type: none"> • Demonstrate an understanding of the causes and effects of Westward Expansion. • Investigate the economic, political and cultural factors involved in Westward Expansion (e.g., Land Ordinance of 1785, Northwest Ordinance of 1787, Indian Removal Act, Trail of Tears, Manifest Destiny, resources, trade, etc.). • Analyze the people and events that facilitated Westward Expansion (e.g., Daniel Boone, Louisiana Purchase, Lewis and Clark, Northwest Territory, Alamo, Gold Rush, etc.). • Trace transportation innovations and explain their impact on Westward Expansion (e.g., bridges, canals, steamboats, railroads, steam engines, clipper ships, flat boats, roads, dams, locks, ports, harbors, etc.). 		<p>Week 31: America on the Move</p> <p>Week 32: Guided Inquiry Changes in the United States</p>

West Virginia History

<p>West Virginia Specific standards can be met through using the website from the West Virginia Arts, Culture and History website https://wvculture.org/#</p>			
SS.4.17	Analyze the impact of West Virginia’s geography on transportation, settlement, jobs, clothing, food, shelter, services and interaction with others outside the state.		
SS.4.18	Compare and contrast West Virginia’s population, products, resources and transportation from the 18th century through modern day.		
SS.4.19	Pose, research and answer student generated questions relating to West Virginia (e.g., primary source documents, magazines, online resources, etc.).		

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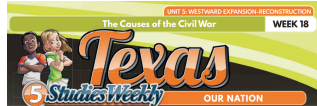
				
Civics				
SS.5.1	Illustrate the rights, responsibilities, duties and privileges of a patriotic citizen using authentic situations (e.g., election, food drive, jury duty, etc.) and defend these actions as examples or non-examples of good citizenship.	Week 23- Citizens Week 24- Rights of Citizens		
SS.5.2	Assume a role (e.g., judge, juror, prosecutor, etc.) in a mock proceeding (John Brown, Dred Scott, etc.) to acquire understanding of the trial-by-jury process and justify its effectiveness in solving conflicts in society both past and present.	Week 24- Rights of Citizens		
SS.5.3	Simulate the process of making a law at the state and national level.	Week 21- Structure and Functions of Government		
SS.5.4	Outline the process in which amendments are made; interpret their meanings, and apply it to their daily life, lives of others and lives of people throughout history.		Week 28: The Constitution Week 29: The Bill of Rights	
SS.5.5	Compare the functions of each level of the government (local, state, and national).	Week 21- Structure and Functions of Government Week 22- Tribal, State and Local Governments Week 23- Citizens Week 24- Rights of Citizens		
SS.5.6	Summarize the provisions of the Thirteenth, Fourteenth and Fifteenth Amendments to the U.S. Constitution, including how the amendments protected the rights of African Americans and sought to enhance their political, social and economic opportunities.	Week 23- Citizens		Week 34- Active Civic Participation Week 36: Civil Rights
Economics				

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SS.5.7	Explain the concept of supply and demand in specific historic and current economic situations in the United States (e.g., slavery, oil, gas, Industrial Revolution, etc.).		Week 28: The World During the 1980's
SS.5.8	Critique the economic reasons for immigration and migration throughout the United States during specific times in history and relate the information to the present (e.g., Great Migration, Ellis Island, etc.).		Week 2: Immigration to America Week 14: The Homefront Week 35: Immigration
SS.5.9	Assess the resources (e.g., oil, land, gas, etc.) of the geographic regions (e.g., Midwest, Middle East, etc.) of the United States and the world and explain their impact on global economic activities.		Week 14: The Homefront Week 15: Europe after the War Week 28: The World During the 1980's
SS.5.10	Compare the industrial North and the agricultural South prior to the Civil War, the geographic characteristics and boundaries of each region and the basic way of life in each region.	Week 12: The Colonies and their Founding	
SS.5.11	Explain the economic problems that forced former slaves to continue to live in servitude even after slavery was officially abolished by the Thirteenth Amendment.		Week 3: Discrimination in the Gilded Age Week 8: The Harlem Renaissance and African American Culture Week 22: The Civil Rights Movement
SS.5.12	Compare the economic and social effects of Reconstruction on different populations, including the move from farms to factories and the change from the plantation system of sharecropping.		Week 3: Discrimination in the Gilded Age Week 8: The Harlem Renaissance and African American Culture Week 20: The Civil Rights Movement Week 21: The Civil Rights Movement in Education
SS.5.13	Explain the social and economic effects of Westward Expansion on Native Americans, including changes in federal policies, armed conflicts, opposing views concerning land ownership and Native American displacement.		Week 19: Social Movements
Geography			

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SS.5.14	Explain how aspects of the terrain (e.g., the principal mountain ranges, rivers, vegetation and climate of the region, etc.) affected westward travel and settlement.		31: America on the Move	
SS.5.15	Summarize the significance of large-scale immigration and the contributions of immigrants to America in the early 1900s (e.g., the countries from which they came, the opportunities and resistance they faced when they arrived and the cultural and economic contributions they made to this nation, etc.).			Week 2: Immigration to America Week 14: The Homefront Week 35: Immigration
SS.5.16	Illustrate the effects of settlement on the environment of the West (e.g., changes in the physical and human systems, etc.).		31: America on the Move	
SS.5.17	Compare and contrast the various regions of the United States; locate each of the fifty United States and correlate them with their regions.	Week 9: Regions of the United States		
SS.5.18	Identify the characteristics and purposes of maps, globes, geographic information systems and other geographic tools.	Week 6: Geographic Skills	31: America on the Move	
SS.5.19	Display information on maps, globes, geographic models and in graphs, diagrams and charts (e.g., designing map keys and legends, etc.).	Week 6: Geographic Skills	31: America on the Move	
History				
SS.5.20	Demonstrate an understanding of the industrial North and the agricultural South before, during and after the Civil War. <ul style="list-style-type: none"> ● Research the roles and accomplishments of the leaders of the reform movements before and during the Civil War (e.g., abolition movement, Underground 			Week 1: Business in the Gilded Age

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	<p>Railroad and other social reforms, etc.).</p> <ul style="list-style-type: none"> ● Explain how specific events and issues led to the Civil War (e.g., sectionalism fueled by issues of slavery in the territories, states' rights, election of 1860 and secession). ● Summarize key battles, strategies and turning points of the Civil War (e.g., Fort Sumter, Antietam, Gettysburg, other regional battles and the surrender at Appomattox). ● Compare the roles and accomplishments of historic figures of the Civil War (e.g., Abraham Lincoln (Emancipation Proclamation, Gettysburg Address), Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Clara Barton and Frederick Douglass, etc.). ● Explain the impact of the Civil War's physical destruction on the nation and the people (e.g., soldiers, women, African Americans, and the civilian population, etc.). 			 <p>(Texas 5th grade) Week 18: Causes of the Civil War</p> <p>Week 19: The American Civil War</p> <p>Week 20: Building the Peace</p> <p>Week 21: Building a Union</p>
SS.5.21	<p>Examine the economic, political and social developments during Reconstruction.</p> <ul style="list-style-type: none"> ● Explain the effects of Abraham Lincoln's assassination and the goals of Reconstruction. ● Characterize the effects of Reconstruction on African Americans (e.g., rights and restrictions, Thirteenth, Fourteenth, Fifteenth Amendments, rise of discriminatory laws and groups (Klu Klux Klan), motivations to relocate, and the actions of the Freedmen's Bureau, etc.). 			<p>Week 3: Discrimination in the Gilded Age</p> <p>Week 8: The Harlem Renaissance and African American Culture</p> <p>Week 20: The Civil Rights Movement</p> <p>Week 21: The Civil Rights Movement in Education</p>

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SS.5.22	Demonstrate an understanding of the advances in transportation and its effect on Western Expansion. <ul style="list-style-type: none"> ● Illustrate how railroads affected development of the West (e.g., ease of travel, influence on trade and impact on environment, etc.). ● Compare and contrast conflicts between various groups in the West (e.g., miners, ranchers, cowboys, Native Americans, Mexican Americans and European and Asian immigrants, etc.). 			Week 1: Business in the Gilded Age Week 5: Poverty and Progressivism Week 14: The Homefront Week 35: Immigration
SS.5.23	Demonstrate an understanding of major domestic and foreign developments that contributed to the United States becoming a world power. <ul style="list-style-type: none"> ● Summarize key events and political leaders surrounding the Spanish-American War and the annexation of new territory. ● Explain the United States involvement in Latin America and the role they played in the building of the Panama Canal. ● Describe how the need for new markets led to the 			Week 4: Spanish American War Week 14: The Homefront Week 16: The World After WWII
	buildup of the Navy and the need for naval bases in the Pacific.			
SS.5.24	SS.5.24: Analyze the people and the factors that led to Industrialization in the late 19th century United States. <ul style="list-style-type: none"> ● Examine how the Industrial Revolution was furthered by new inventions and technologies (e.g., light bulb, telegraph, automobile, assembly line, etc.). ● Identify prominent inventors and scientists of the period and summarize their inventions or discoveries (e.g., Thomas Edison, Alexander Graham Bell, the Wright Brothers, Henry Ford and Albert Einstein, etc.). 			Industrial Revolution and beyond Week 2: Immigration to America Week 7: The Roaring 20's Week 14: The Homefront Week 24: The Atomic Age Week 35: Immigration

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	<ul style="list-style-type: none"> Explain the causes and effects of immigration and urbanization on the American economy during the Industrial Revolution (e.g., role of immigrants, the growth of cities, the shift to industrialization, the rise of big business and reform movements, etc.). 			
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West Virginia History

West Virginia Specific standards can be met through using the website from the West Virginia Arts, Culture and History website <https://wvculture.org/#>

SS.5.25	Reconstruct the economic, social and political history of West Virginia through the use of primary source documents.			
SS.5.26	Sequence the events that led to the formation of the state of West Virginia (e.g., timeline).			
SS.5.27	Analyze the moral, ethical and legal tensions that led to the creation of the new state of West Virginia and how those tensions were resolved.			