

# Best Standards-Based Technology Integration Practices for 21st Century Classrooms

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## 21<sup>st</sup> CENTURY Elementary West Virginia Studies Content Standards and Objectives

Elementary West Virginia Studies explore historic, geographic, economic and civic concepts. These objectives shall be appropriately integrated into the kindergarten—fourth grade curriculum. Teachers introduce students to geographic places and regions. The relationship among geographic settlement patterns, and economic development of West Virginia will be examined in this course. Students participate in a variety of activities enabling them to identify, research and discuss the cultural heritage of the various groups who settled West Virginia. The course content reflects West Virginia’s unique characteristics as well as its national and global relationships.

The West Virginia Standards for 21<sup>st</sup> Century Learning include the following components: 21<sup>st</sup> Century Content Standards and Objectives and 21<sup>st</sup> Century Learning Skills and Technology Tools.

All West Virginia teachers are responsible for classroom instruction that integrates learning skills, technology tools and content standards and objectives.

| Grade WV    | Social Studies   |
|-------------|--|
| Standard: 1 | Citizenship  |
| SS.S.WV.1   | Students will <ul style="list-style-type: none"><li>characterize and model good citizenship by building social networks of reciprocity and trustworthiness (Civic Dispositions).</li><li>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).</li><li>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).</li><li>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).</li><li>recognize and communicate the responsibilities, privileges and rights of United States citizens (Civic Life).</li></ul> |

| Performance Descriptors (SS.PD.WV.1)   |   |  |   |  |
|--|---|--|---|--|
| Distinguished  | Above Mastery   | Mastery  | Partial Mastery   | Novice   |
| Elementary students performing at the distinguished level in citizenship discriminate between civic responsibilities, privileges, and rights and give examples of each. They defend the importance of each category to the state government. They choose a local problem, recommend a solution, and develop a plan to implement the solution. They assess characteristics of citizens and determine which ones demonstrate good citizenship. | Elementary students performing at the above mastery level in citizenship categorize examples of civic responsibilities, privileges, and rights. They research local problems, choose one, and propose a solution. They examine areas of volunteerism at local and state levels and defend reasons for being a good citizen.   | Elementary students performing at the mastery level in citizenship explain various civic responsibilities, privileges and rights, and defend a position as to why civic responsibility is important. They propose solutions to a local problem and investigate opportunities for volunteering locally. They model behavior that demonstrates good citizenship. | Elementary students performing at the partial mastery level in citizenship give examples for civic responsibilities, privileges, and rights. They discuss why civic responsibility is important. They identify a local problem define volunteerism. They discuss behavior that demonstrates good citizenship. | Elementary students performing at the novice level in citizenship list examples of civic responsibility. They give an example of volunteering locally. They define good citizenship. |
| <b>Objectives</b>  | <b>Students will</b>  |  |   |  |
| SS.O.WV.1.1  | explain various civic responsibilities, privileges and rights (e.g., the act of voting as a West Virginia citizen).   |  |   |  |
| SS.O.WV.1.2  | propose solutions and investigate opportunities for public volunteerism concerning a local problem.   |  |   |  |
| SS.O.WV.1.3  | model the behavior that shows how students are citizens of their classroom, community, state, and nation.   |  |   |  |
| SS.O.WV.1.4  | take and defend a position as to why fulfilling one's civic responsibility is important.  |  |   |  |
| <b>Grade WV</b>  | <b>Social Studies</b>   |  |   |  |
| <b>Standard: 2</b>   | <b>Civics/Government</b>  |  |   |  |
| SS.S.WV.2  | <p>Students will</p> <ul style="list-style-type: none"> <li>examine and analyze the purpose and basic principles of the United States government (Purposes of Government).</li> <li>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).</li> <li>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).</li> <li>analyze how the world is organized politically and compare the role and relationship of the United States to other nations to world affairs (United States Government and World Affairs).</li> </ul> |  |   |  |

| Performance Descriptors (SS.PD.WV.2)  |   |  |   |  |
|---|---|--|---|--|
| Distinguished   | Above Mastery   | Mastery  | Partial Mastery   | Novice   |
| Elementary students performing at the distinguished level in civics compare roles and functions of the state government to the roles and function of the national and discuss how they relate to each other. They select important state symbols, holidays, celebrations, or people and examine the role of each in the state government. They relate the event(s) leading to the development of the State Motto and State Song and are given the opportunity to recite each. | Elementary students performing at the above mastery level in civics evaluate the importance of roles or functions of local and county levels compared to those of the state level of government. They describe the importance of state symbols, holidays, celebrations, and people. They discuss the purpose of the State Motto and State Song and are given the opportunity to recite each.  | Elementary students performing at the mastery level in civics compare and contrast roles and functions of the government at the local, county and state levels. They identify important state symbols, holidays, celebrations and people. They recognize and are given the opportunity to recite the State Motto and State Song. | Elementary students performing at the partial mastery level in civics state a function or role of government at the local, county, and state level. They identify important holidays, celebrations and people of West Virginia. They define what a State Motto and State Song are and are given opportunity to recite each. | Elementary students performing at the novice level in civics define local, county, and state government. They identify important holidays and local celebrations of West Virginia. They recognize and are given opportunity to recite the State Song or State Motto. |
| <b>Objectives</b>   | <b>Students will</b>  |  |   |  |
| SS.O.WV.2.1   | identify state symbols, the state capital, celebrations, holidays, famous West Virginians, and the title of the elected leader (the Governor) of the state government.  |  |   |  |
| SS.O.WV.2.2   | recognize and be given the opportunity to recite the State Motto and sing the State Song.   |  |   |  |
| SS.O.WV.2.3   | compare and contrast the roles and functions of the government (e.g., legislative, executive, judicial branches) at the local, county and state levels.   |  |   |  |
| <b>Grade WV</b>   | <b>Social Studies</b>   |  |   |  |
| <b>Standard: 3</b>  | <b>Economics</b>  |  |   |  |
| SS.S.WV.3   | Students will <ul style="list-style-type: none"> <li>analyze the role of economic choices in scarcity, supply and demand, resource allocation, decision-making, voluntary exchange and trade-offs (Choices).</li> <li>research, critique and evaluate the roles of private and public institutions in the economy (Institutions).</li> <li>compare and contrast various economic systems and analyze their impact on individual citizens (Economic Systems).</li> <li>illustrate how the factors of production impact the United States economic system (Factors of Production).</li> <li>analyze the elements of competition and how they impact the economy (Competition).</li> <li>examine and evaluate the interdependence of global economies (Global Economies).</li> </ul> |  |   |  |

| Performance Descriptors (SS.PD.WV.3)  |   |  |  |   |
|---|---|--|--|---|
| Distinguished   | Above Mastery   | Mastery  | Partial Mastery  | Novice  |
| Elementary students performing at the distinguished level in economics compare major occupations of people in West Virginia and evaluate their importance to the state. They assess the importance of the state's natural resources to the nation's economy and summarize how geographic features have an affect upon the state's economic development. | Elementary students performing at the above mastery level in economics compare major occupations of people in West Virginia. They research and examine how natural resources and geographic features effect the state's economic development and contribute to the economic well-being of its residents.  | Elementary students performing at the mastery level in economics categorize the major occupations of people in West Virginia. They research the natural resources and geographic features of West Virginia and discuss their effect upon the state's economic development. | Elementary students performing at partial mastery level in economics give examples of occupations of people in West Virginia. They give examples of natural resources and recognize geographic features that affect the state's economy. | Elementary students performing at the novice level in economics identify occupations of people in West Virginia. They list natural resources of West Virginia and tell how they are important to the state's economy. |
| <b>Objectives</b>   | <b>Students will</b>  |  |  |   |
| SS.O.WV.3.1   | locate and give examples of the natural resources and geographic features of West Virginia and <del>discuss</del> show their effect upon the economic development of the state.   |  |  |   |
| SS.O.WV.3.2   | categorize the major occupations of people in the private and public sectors of West Virginia.  |  |  |   |
| Grade WV  | Social Studies  |  |  |   |
| Standard: 4   | Geography   |  |  |   |
| SS.S.WV.04  | Students will <ul style="list-style-type: none"> <li>• 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).</li> <li>• examine the physical and human characteristics of place and examine how the lives of people are rooted in places and regions (Places and Regions).</li> <li>• analyze the physical processes that shape the earth's surface and create, sustain and modify the cultural and natural environment (Physical Systems).</li> <li>• analyze and illustrate how the earth is shaped by the movement of people and their activities (Human Systems).</li> <li>• analyze the interaction of society with the environment (Environment and Society).</li> <li>• point out geographic perspective and the tools and assess techniques available for geographic study (Uses of Geography).</li> </ul> |  |  |   |

Performance Descriptors (SS.PD.WV.04)

| Distinguished   | Above Mastery   | Mastery   | Partial Mastery  | Novice  |
|---|---|---|--|---|
| <p>Elementary students performing at distinguished level in geography construct a map with the exact location of their personal address in relationship to their county, West Virginia, or the United States. They demonstrate how to use a map's grid system to locate natural and manmade items. They determine the impact and importance of eight tourist regions and four physical geographic regions to major communities of West Virginia. Students draw conclusions about the relationships among population, products, resources, transportation, state parks and forests, and scenic/recreational resources on West Virginia's economy. They analyze the importance of renewable and nonrenewable resources to West Virginia. They justify the importance of West Virginia in the world's economic market.</p> | <p>Elementary students performing at above mastery level in geography relate their state's location to the location of bordering states on a United States map and differentiate between the exact and relative locations of their county and county seat and their personal address. They discuss how a grid system helps to locate items on a map. Students classify major communities of the eight tourist regions and the four physical geographic regions of West Virginia. They determine relationships between population, products, resources, transportation, state parks and forests, and scenic/recreational resources. They choose specific resources and discuss their importance to local and state economies, and they examine West Virginia's impact on the national economy.</p> | <p>Elementary students performing at mastery level in geography locate West Virginia and bordering states on a United States map and county and county seats on a West Virginia map. They locate natural and manmade items on a map using a grid system. They differentiate between the exact and relative locations of personal address. Students determine and recognize the eight tourist regions and the four physical geographic regions of West Virginia with the major communities of each region. They draw conclusions about information on West Virginia's population, products, resources, transportation, state parks and forests, and scenic/recreational resources. Students compare and contrast characteristics of renewable and nonrenewable resources. They analyze how West Virginia's geography affects people's lives and their interaction with the outside world</p> | <p>Elementary students performing at partial mastery level in geography locate West Virginia and bordering states on a United State map and their county and county seat on a West Virginia map. They locate natural items on a map using a grid system. They list eight tourist regions and four physical geographic regions. Students state facts related to West Virginia's population, products, resources, transportation, state parks and forests, and scenic/recreational resources. They define and give examples of renewable and nonrenewable resources. They explain how West Virginia's geography affects their lives and their interaction in other states.</p> | <p>Elementary students performing at novice level in geography locate West Virginia on a United States map and their county and county seat on a West Virginia map. They can state their address. They show a grid system on a map. They list the four physical geographical regions of West Virginia. Students list facts about West Virginia's population, resources, and state parks and forests. They identify renewable and nonrenewable resources. They identify ways West Virginia's geography affects their lives and recognize examples of interactions with other states.</p> |

| Objectives  | Students will   |  |   |   |
|---|---|--|---|---|
| SS.O.WV.04.01   | locate West Virginia and bordering states on a United States map.   |  |   |   |
| SS.O.WV.04.02   | determine the four physical geographic regions of West Virginia and the major communities contained within each region.   |  |   |   |
| SS.O.WV.04.03   | locate counties and county seats on a West Virginia map.  |  |   |   |
| SS.O.WV.04.04   | analyze the impact of West Virginia's geography on transportation, settlement, jobs, clothing, food, shelter, services and interaction with others outside the state.   |  |   |   |
| SS.O.WV.04.05   | illustrate West Virginia's climate and track the weather.   |  |   |   |
| SS.O.WV.04.06   | compare and contrast the characteristics of renewable and nonrenewable resources.   |  |   |   |
| SS.O.WV.04.07   | differentiate between the exact and relative locations of their state, town, county, and personal address.  |  |   |   |
| SS.O.WV.04.08   | research West Virginia's population, products, resources, transportation, state parks, forests, and scenic/recreational resources and draw conclusions from the information.  |  |   |   |
| SS.O.WV.04.09   | use a grid system to locate natural and man-made items on a map.  |  |   |   |
| SS.O.WV.04.10   | recognize the eight tourist regions of West Virginia.   |  |   |   |
| Grade WV  | Social Studies  |  |   |   |
| Standard: 5   | History   |  |   |   |
| SS.S.WV.05  | <p>Students will</p> <ul style="list-style-type: none"> <li>organize, analyze and compare historical events, distinguish cause-effect relationships, theorize alternative actions and outcomes, and anticipate future application. (Chronology).</li> <li>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).</li> <li>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).</li> <li>use historical knowledge to analyze local, state, national and global interdependence (Interpretation and Evaluation).</li> <li>examine political institutions and theories that have developed and changed over time; and research and cite reasons for development and change (Political Institutions).</li> </ul> |  |   |   |
| Performance Descriptors (SS.PD.WV.05)   |   |  |   |   |
| Distinguished   | Above Mastery   | Mastery  | Partial Mastery   | Novice  |
| Elementary students performing at the distinguished level in history discriminate and give causes of past and present lifestyles of West Virginia and relate the lifestyles to the cultural life of West Virginia reflected in folklore and heritage. They summarize changes in the economic, social, and political history of West Virginia and use the information to interpret and evaluate situations in West Virginia. | Elementary students performing at the above mastery level in history discriminate between past and present lifestyles giving reason for their differences. They investigate and determine important events related to past and present lifestyles of West Virginia and its cultural life. They determine and discuss important events in economic, social, and political history of West Virginia and research topics of interest.  | Elementary students performing at the mastery level in history compare and contrast past and present lifestyles of West Virginia and describe the cultural life of West Virginia reflected in folklore and heritage. They reconstruct the economic, social, and political history of West Virginia and construct short reports to answer specific questions. | Elementary students performing at the partial mastery level in history describe lifestyles and cultural life of West Virginia reflected in folklore and heritage. They give examples of economic, social, and political history of West Virginia and write paragraphs or short answers to specific questions. | Elementary students performing at the novice level in history give examples of past and present lifestyles of West Virginia. They list examples of economic, social, and political history of West Virginia. They give short answers to specific questions. |

| Objectives    | Students will  |
|---------------|--|
| SS.O.WV.05.01 | reconstruct the economic, social and political history of West Virginia.                             |
| SS.O.WV.05.02 | research and describe the cultural life of West Virginia as reflected in folklore and heritage.      |
| SS.O.WV.05.03 | compare and contrast past and present lifestyles of West Virginians.                                 |
| SS.O.WV.05.04 | use reference sources to construct short reports that answer specific questions-about West Virginia. |