



Social Studies: Best Practices for
Alternate Academic Achievement Standards

**West Virginia Department of Education
Office of Special Education**

Best Practices For Students with Significant Disabilities

Introduction

This document provides suggestions for best practices for educators planning instruction for students with the most significant cognitive disabilities who have need for considerable supports to prepare them to lead productive and independent adult lives to the maximum extent possible.

Academic standards for all students are established in State policy; however, this document is not based on policy but best practices to be used as suggestions to measure the achievement of students with the most significant cognitive disabilities.

Best Practices for Alternate Academic Achievement Standards: Social Studies 9-12

All West Virginia teachers are responsible for classroom instruction that integrates content standards, foundational skills, literacy, learning skills and technology tools. Students in high school will advance through a selection of courses to become better prepared for the challenges of college and career along with a third critical element, preparation for civic life. The High School Social Studies course sequence may be prescribed at the county level. Please see West Virginia Board of Education Policy 2510 for a list of required social studies courses. Civics and Contemporary Studies must have one of the U.S. Studies courses as a prerequisite.

Best Practices for Alternate Academic Achievement Standards: World Studies

World Studies engages students in the study of the development and evolution of the historic, economic, geographic, political and social structures of the cultural regions of the world from the dawn of civilization to the Twentieth Century. Special attention is given to the formation and evolution of societies into complex political and economic systems. Students are engaged in critical thinking and problem-solving skills using maps, spreadsheets, charts, graphs, text and other data from a variety of credible sources. Students synthesize the information to predict events and anticipate outcomes as history evolves through the ages.

Civics

<i>West Virginia College- and Career-Readiness Standards for Social Studies</i>		<i>Best Practices for Alternate Academic Achievement Standards: World Studies</i>
SS.W.1	Describe the roles of citizens and their responsibilities (e.g., prehistoric societies, river civilizations, classical civilizations, feudal systems, developing nation states and neo-feudal systems).	Answer simple questions or match elements (pictures and/or words about a civilization to the name of the civilization) to show an understanding of the roles of citizens in various civilizations.
SS.W.2	Analyze and connect the status, roles and responsibilities of free men, women, children, slaves and foreigners across time in various civilizations.	Using two columns (free people / slaves) sort characteristics of freedom/slavery into the correct column. Do this sorting activity with a variety of civilizations.
SS.W.3	Analyze and evaluate various ways of organizing systems of government in order to illustrate the continuity and change in the role of government over time (e.g., Hammurabi's Code, the Twelve Tables of Rome, Justinian Code, Magna Carta, English Bill of Rights, Articles of Confederation and the U.S. Constitution).	With guidance and support, match organizational charts that represent various forms of government with the names of those types of government.
SS.W.4	Compare and contrast political ideologies in order to analyze the evolving role of government in world affairs prior to the year 1900 (e.g., democracies, republics, dictatorships, various types of monarchies, oligarchies, theocracies and parliamentary systems).	Given the word for a type of political ideology, place pictures or words underneath it to show the meaning and/or structure of that ideology.

SS.W.5	Research and categorize multiple current and historical world aid organizations and assess the importance of global volunteerism as a 21st century citizen (e.g., Amnesty International, Doctors Without Borders, Human Rights Campaign, International Red Cross, Invisible Children, Peace Corps, etc.).	Identify symbols of world aid organizations or match symbols to organization names. When applicable, answer simple questions about world aid organizations: International Red Cross; UNICEF; Save the Children; Doctors Without Borders.
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Economics

<i>West Virginia College- and Career-Readiness Standards for Social Studies</i>		<i>Best Practices for Alternate Academic Achievement Standards: World Studies</i>
SS.W.6	Examine and illustrate the trade patterns (e.g., resource allocation, mercantilism and other economic systems) of regions of the world across time and explain their significance to the evolution of global economics.	Answer simple questions about U.S. imports and exports today and in the past. Do the same for a few major ancient and classical civilizations.
SS.W.7	Identify types of exchange systems (e.g., barter, money) and the role forms of currency play in acquiring goods and services.	Demonstrate types of exchange systems (e.g. barter, money, allowance for doing chores) and briefly state the pros/cons of each.
SS.W.8	Analyze the importance of family, labor specialization and regional commerce in the development of global trade systems.	
SS.W.9	Define scarcity, demonstrate the role of opportunity costs in decision making, and examine economic reasons for the rise and fall of civilizations (e.g., Roman Empire, the Crusades and Imperialism).	Answer simple questions about scarcity and the results of scarcity.

Geography

<i>West Virginia College- and Career-Readiness Standards for Social Studies</i>		<i>Best Practices for Alternate Academic Achievement Standards: World Studies</i>
SS.W.10	Use different types of maps, terminology, and geographic tools to analyze features on Earth to investigate and solve geographic questions.	On different types of maps, identify different geographic features.
SS.W.11	Explain how altering the environment has brought prosperity to some places and created environmental dilemmas for others.	Show how using the environment has brought prosperity to some places and created environmental dilemmas for others.
SS.W.12	Apply geography skills to help investigate issues and justify possible resolutions involving people, places and environments.	
SS.W.13	Explain how migration of people and movement of goods and ideas can enrich cultures, but also create tensions.	
SS.W.14	Explain how the uneven distribution of resources in the world can lead to conflict, competition or cooperation among nations, regions, and cultural groups.	See A.SS.W.3 – If applicable, address the effects of abundance of a particular resource in one part of the world with scarcity of the same resource in another part of the world (or compare state-to-state or county-to-county).

SS.W.15	Use maps, charts and graphs to depict the geographic implications of world events.	
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History

West Virginia College- and Career-Readiness Standards for Social Studies		Best Practices for Alternate Academic Achievement Standards: World Studies
SS.W.16	<p>Demonstrate an understanding of prehistory, the concept of change over time and the emergence of civilization.</p> <ul style="list-style-type: none"> » Analyze the interaction of early humans with their environment and evaluate their decisions (e.g., hunting, migration, shelter, food and clothing.) » Detail and predict the causes and effects of the Agricultural Revolution. 	Given the topic “Early Humans,” identify pictures representing that society. Answer simple questions about the lives of the early humans.
SS.W.17	<p>Demonstrate an understanding of ancient river civilizations and the ways in which early civilizations evolve.</p> <ul style="list-style-type: none"> » Compare and contrast the causes and effects of the rise and decline of ancient river valley civilizations. » Investigate and detail the various components of culture and civilization including customs, norms, values, traditions, political systems, economic systems, religious beliefs and philosophies in ancient river civilizations. 	Given the topic “Ancient World,” identify pictures representing ancient civilizations. Answer simple questions about the lives of the humans in the ancient world.
SS.W.18	<p>Demonstrate an understanding of classical civilizations and the influence of those civilizations across time and space.</p> <ul style="list-style-type: none"> » Compare and contrast the causes and effects of the rise and decline of classical civilizations. » Analyze the impact of religion on classical civilizations, including the rise and growth of Christianity and Hinduism, and the effects of their beliefs and practices on daily life, changes that occurred as a result of Buddhist teachings, and the influence of a variety of religions on culture and politics. 	Given the topic “Rome and/or Greece,” identify pictures representing those societies. Answer simple questions about the lives of humans in the classic period.

<p>SS.W.19</p>	<p>Demonstrate an understanding of Middle Age societies and the influence of those societies on the history of the world in areas of social, political and economic change.</p> <ul style="list-style-type: none"> » Investigate and explain the influence of the Byzantine Empire, including the role the Empire played in preserving Hellenistic (Greek) learning. » Summarize the functions of feudalism and manorialism in Europe, China and Japan (including the creation of nation-states) as feudal institutions helped monarchies centralize power. » Outline the origins of religion in the Middle East and the changing role of women in that region through to the modern (or contemporary) period. » Identify and evaluate the individual, political, religious and economic roles in medieval society. » Analyze the social, political and economic upheaval and recovery that occurred in Europe during the Middle Ages, including the plague and the subsequent population decline, the predominance of religion and the impact of the crusades. » Summarize the economic, geographic and social influences of African and trans-Saharan trade, including education and the growth of cities. » Examine and assess the effects of warfare on society during the Middle Ages. 	<p>Given the topic “Middle Ages,” identify pictures representing that period. Answer simple questions about the lives of humans in the Middle Ages.</p>
<p>SS.W.20</p>	<p>Demonstrate an understanding of the changes in society because of the Renaissance, Reformation, Age of Exploration and the Enlightenment.</p> <ul style="list-style-type: none"> » Compare the impacts of the Renaissance on life in Europe (e.g., humanism, art, literature, music and architecture). » Analyze the religious reformations and their effects on theology, politics and economics. » Summarize the origins and contributions of the scientific revolution. » Explain how European needs/wants for foreign products contributed to the Age of Exploration. » Explain the ways that Enlightenment ideas spread through Europe and their effect on society (e.g., John Locke, Voltaire, Jean-Jacques Rousseau and Baron de Montesquieu). 	<p>Given the topic “Renaissance and/or Age of Exploration,” identify pictures representing those periods. Answer simple questions about the lives of humans in the Renaissance and/or Age of Exploration.</p>

SS.W.21	<p>Demonstrate an understanding of the global political environment of the sixteenth through the nineteenth centuries.</p> <ul style="list-style-type: none"> » Explain the long-term effects of political changes because of the emergence of strong monarchical governments. » Describe the Agricultural and Industrial Revolutions and determine their impact on the evolution of society. » Analyze the causes and effects of political revolutions and determine their impact on the formation of governments and on the citizens of a society (e.g., French, Italian, German, Latin America, etc.). » Illustrate the significant political, commercial and cultural changes that took place in China. » Compare the political actions of European, Asian and African nations in the era of imperial expansion. » Assess the impact of colonization on both the mother countries and their colonies. » Explain the causes and effects of political, social and economic transformation in Europe in the nineteenth century, including the significance of nationalism, the impact of industrialization on different countries and the effects of democratization. 	<p>Given the topic “Colonies,” identify pictures representing the British colonization of North America. Answer simple questions about the lives of humans in the colonies.</p>
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Best Practices for Alternate Academic Achievement Standards: United States Studies

Tenth Grade United States Studies examines the evolution of the U.S. Constitution as a living document and the role of participatory democracy in the development of a rapidly changing technological society. This study of the United States is an examination of the formative years from the colonization of what would be the United States to its transformation as a dominant political and economic influence in the world at the beginning of the twentieth century. Special emphasis is placed on how the challenges of settling expansive and diverse physical environments were met by a culturally diverse population.

Civics

<i>West Virginia College- and Career-Readiness Standards for Social Studies</i>		<i>Best Practices for Alternate Academic Achievement Standards: United States Studies</i>
SS.US.1	<p>Evaluate, then defend, the importance of the fundamental democratic values and principles of U.S. constitutional democracy. Consider conflicts between individuals, communities and nations, liberty and equality, individual rights and the common good, majority rule and minority rights, and the rule of law vs. ethics (e.g., civil disobedience).</p>	<p>Demonstrate knowledge of democratic values and principles such as voting, majority rules and basic laws.</p>

SS.US.2	Define the duties of citizens that are necessary to preserve US democracy (e.g., become informed and active in a democracy-through jury duty, paying taxes, public forums (local, state, and/or federal), voting and conscription).	Understand that citizens support democracy by voting and paying taxes.
SS.US.3	Identify the issues regarding the evolution of United States citizenship and evaluate responsibilities and rights of United States citizens (e.g., landownership, race, gender and age).	Using manipulatives or word/picture cards, create a timeline to show how the definition of who is a citizen has changed over time: white males, women, African-Americans, teenagers.
SS.US.4	Examine, select and participate in a volunteer service or project.	Participate in school services projects (e.g. holiday meal for veterans). Given images of organizations and their logos, identify these organizations as ones that help people in local communities. (e.g., American Legion, Veterans of Foreign Wars, Women Veterans of America, Ronald McDonald House, Special Olympics, 4-H, etc.).

Economics

West Virginia College- and Career-Readiness Standards for Social Studies		Best Practices for Alternate Academic Achievement Standards: United States Studies
SS.US.5	Trace economic development throughout U.S. history (e.g., Colonial period, Revolutionary War, Westward Expansion, Civil War and late 19th /early 20th Centuries) and identify the role of market factors in the settlement of the United States and the development of the free enterprise system.	Using manipulatives or word/picture cards, create a timeline to show a major invention or important economic product/theme from the following periods — <ul style="list-style-type: none"> » Colonial America » Revolutionary War » Westward Expansion » Civil War » Late 19th /early 20th Centuries
SS.US.6	Explain the ideas, values and practices in the Federalist-Anti-Federalist debate, Bank of the U.S. issue, and evaluate their effects on the formation and direction of the nation's economy.	
SS.US.7	Differentiate economic policy in the United States during each era (e.g., Colonial period, Revolutionary, Westward Expansion, Civil War and late 19th /early 20th Centuries) through types of taxes, taxation controversies, the effects of foreign trade and tariff policies.	
SS.US.8	Critique the cause and effect relationship between the labor movement, industrialization and urbanization in the United States.	Identify key jobs in rural and urban settings and understand that urban settings offer more jobs and more variety of jobs types due to greater population.
SS.US.9	Analyze the effects of mercantilism and triangular trade on the emergence of colonial economies (e.g., goals of mercantilism, the mother country's interests vs. colonial interests, regional economies, agriculture vs. manufacturing, colonial products and raw materials, and transition from mercantilism to free enterprise capitalism).	

SS.US.10	Explain the concept of capitalism and compare the basic components of other economic systems.	
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Geography

West Virginia College- and Career-Readiness Standards for Social Studies		Best Practices for Alternate Academic Achievement Standards: United States Studies
SS.US.11	Apply correct vocabulary and geographic tools to determine and illustrate geographic concepts (e.g., major meridians of longitude and parallels of latitude, physical features, landforms, bodies of water, climatic regions, states and their capitals and relative and exact location).	Provided with images and captions, match vocabulary to physical features, landforms and bodies of water on a map.
SS.US.12	Determine the most appropriate maps and graphics in an atlas for analyzing geographic issues regarding the growth and development of the United States (e.g., topography, movement of people, transportation routes, settlement patterns, growth of population and cities, etc.).	
SS.US.13	Interpret how people express attachment to places and regions (e.g., by reference to essays, novels, poems, short stories, feature films and songs).	With guidance and support, show that people express attachment to places and regions through creative means — writing, music, art, and film.
SS.US.14	Evaluate the impact of health and cultural considerations on the quality of life over different historical time periods (e.g., Colonial America, westward movement, late 19th and early 20th centuries and impact of epidemics).	Using images or captions, create a timeline showing the evolution of the quality of life from colonial times to now.
SS.US.15	Analyze the characteristics of cultural contributions of Native Americans, African Americans, Hispanics and all immigrants (e.g., Germans, Italians, Irish, etc.) to the new nation.	Recognize cultural contributions of Native Americans, African Americans, Hispanics and all immigrants (e.g., Germans, Italians, Irish, etc.) to the new nation by matching the contribution with the group responsible. (e.g. - Italians=pizza).
SS.US.16	Analyze the impact of the environment, including the location of natural resources, on immigration and settlement patterns throughout U. S. history.	Using a simple map, show locations where people were most likely to settle in the 1700s and 1800s, and explain why those locations were good for settlement.
SS.US.17	Analyze the ways in which physical and cultural geography have influenced significant historic events and movements.	

History

West Virginia College- and Career-Readiness Standards for Social Studies		Best Practices for Alternate Academic Achievement Standards: United States Studies
SS.US.18	<p>Demonstrate an understanding of the European settlement of North America.</p> <ul style="list-style-type: none"> » Trace the emergence of England as a global colonial power beginning in 1588. » Compare the progress of Jamestown and Plymouth colonies. » Identify and examine European colonial rivalries (e.g., conflicting land claims, empire building, etc.). » Summarize the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political and economic differences. 	<p>Identify differences between the Northern and Southern colonies.</p> <ul style="list-style-type: none"> » home countries or regions » reasons for colonizing » types of economies
SS.US.19	<p>Demonstrate an understanding of the establishment of the United States as a new nation.</p> <ul style="list-style-type: none"> » Explain the impact of the Declaration of Independence and the American Revolution on the American colonies and the world. » Explain the strengths and weaknesses of government under the Articles of Confederation. » Summarize events leading to the creation of the U. S. Constitution (e.g., country's economic crisis, Shay's Rebellion and purpose outlined in the Preamble). » Explain fundamental principles and purposes of the U.S. Constitution and the Bill of Rights (e.g., through the Magna Carta, the English Bill of Rights, colonial charters and the political philosophies of the Enlightenment). » Trace the emergence of the American two party political system (Federalists-Anti-Federalists, election of 1800, etc.). » Compare and contrast the position of the political parties and leaders on a variety of issues (e.g., economic development, territorial expansion, political participation, individual rights, states' rights, slavery and social reforms). » Analyze the impact of United States Supreme Court decisions (e.g., Marbury v. Madison, McCulloch v. Maryland, Dred Scott v. Stanford and Plessy v. Ferguson). 	<p>Identify the Constitution as our country's guiding document. Recognize that the U.S. has two political parties.</p> <p>Know that the Supreme Court is the highest court in the land.</p>

<p>SS.US.20</p>	<p>Demonstrate an understanding of westward movement and the resulting regional conflicts that took place in America in the nineteenth century.</p> <ul style="list-style-type: none"> » Explain the impact and challenges of westward movement, (e.g., people’s motivations for moving west, railroad construction and the displacement of Native Americans). » Trace land acquisitions and their significance as the U. S. expanded. » Summarize United States relations with foreign powers (e.g., Louisiana Purchase, Monroe Doctrine, Manifest Destiny and the Mexican War). » Compare economic development in different regions of the country during the early nineteenth century (e.g., agricultural South, industrial and financial North, and the development of new resources in the West). » Examine and evaluate the reform period prior to the U.S. Civil War (e.g., abolition, women’s suffrage, religious principals, etc.). 	<p>Identify reasons for westward expansion.</p> <p>Show the shrinking of Native American tribal lands as Caucasians moved westward.</p>
<p>SS.US.21</p>	<p>Demonstrate an understanding of the causes and the course of the Civil War and Reconstruction in America.</p> <ul style="list-style-type: none"> » Analyze the social, political and cultural characteristics of the North, the South and the West before and after the Civil War (e.g., the lives of African Americans, social reform, Patriotism, Nationalism, labor force, etc.). » Explain how the political events and issues that divided the nation led to civil war (e.g., compromises reached to maintain the balance of free and slave states, successes and failures of the abolitionist movement, conflicting views on states’ rights and federal authority, emergence of the Republican Party and election of 1860). » Examine and identify the cause and effect of the formation of the Confederate States of America. » Outline the course and outcome of the Civil War (e.g., the role of African American military units, the impact of the Emancipation Proclamation, and the social, political and economic impact on the South following the Civil War). » Evaluate effects of Reconstruction on the nation (e.g., the roles of the Civil War Amendments, Radical Republicans, etc.). » Summarize the progress and impact made by various groups in society (including African-Americans, women, immigrants, etc.) during Reconstruction. » Trace societal changes in the United States brought about by the end of Reconstruction (the Freedmen’s Bureau, educational reform, political opportunity, new trends in legislation, Jim Crow laws and the rise of anti–African American factions). 	<p>Using images provided,</p> <p>Identify the two main reasons for the Civil War —</p> <ol style="list-style-type: none"> 1) Secession from the United States 2) Slavery <p>Identify the results of the Civil War —</p> <ol style="list-style-type: none"> 1) South did not secede 2) Slaves were freed but did not have most civil rights

<p>SS.US.22</p>	<p>Demonstrate an understanding of changes that took place at the end of the 19th Century in the United States.</p> <ul style="list-style-type: none"> » Analyze the developments in business and industry including the emergence of new industries and the rise of corporations through monopolies and mergers. » Examine the effects of technological change on the United States (e.g., agriculture, transportation, industry, labor and society). » Investigate the various periods and movements at the end of the nineteenth century. (e.g., the Gilded Age, the Populist movement, the Progressive Era, labor movement, continuation of the women’s suffrage movement, etc.). » Examine and identify the goals and accomplishments of reformers and reform movements (e.g., women’s rights, minorities, temperance, prisons, hospitals, schools, etc.). » Explain the transformation of America from an agrarian to an industrial economy, including the effects of mechanized farming and the expansion of international markets. » Assess the impact of urbanization and immigration on social, economic and political aspects of society in the United States in the late nineteenth century. (e.g., labor, agriculture, ethnic neighborhoods, African Americans, immigrants, women and children). 	<p>Using images provided,</p> <p>Show changes in U.S. economy and technology at the end of the 19th Century.</p> <p>1) Technological changes in</p> <ul style="list-style-type: none"> » agriculture » transportation » labor <p>2) Immigration</p> <ul style="list-style-type: none"> » where immigrants came from » where they settled » what industries they effected <p>3) Urbanization</p> <ul style="list-style-type: none"> » reasons for moving to the cities » development of neighborhoods » changes in workforce
<p>SS.US.23</p>	<p>Demonstrate an understanding of global developments that influenced the United States’ emergence as a world power in the early twentieth century.</p> <ul style="list-style-type: none"> » Evaluate the impact of United States foreign policy on global affairs (e.g., Open Door Policy and presidential programs of Taft, Roosevelt, and Wilson, such as Big Stick Diplomacy, Dollar Diplomacy and Moral Diplomacy). » Analyze the development of American expansionism, including the shift from isolationism to intervention and the economic and political reasons for imperialism. » Investigate and explain the impact of the Spanish-American War on the United States as a world power, including locations of expansion and the changing image of the United States by the global community. » Investigate the impact of technological advances and innovation in the early twentieth century both in the United States and the world (e.g., telephone, automobiles, flight, transportation, weapons and medical advances). » Analyze and explain how political, social and economic factors influenced American involvement in World War I (e.g., treaties, alliances and nationalism). 	<p>Using images provided, identify new technologies in 20th Century</p> <ul style="list-style-type: none"> » telephone » automobiles » flight » transportation » weapons » medical advances

Best Practices for Alternate Academic Achievement Standards: United States Studies Comprehensive

United States Studies - Comprehensive examines the evolution of the U.S. Constitution as a living document and the role of participatory democracy in the development of a rapidly changing technological society. This study of the United States is an examination of the formative years from the colonization of what would be the United States to present day. Teachers will engage students in critical thinking and problem-solving skills as students learn and work with factual historical content, geography, civics, economics, and other social studies concepts.

Civics

<i>West Virginia College- and Career-Readiness Standards for Social Studies</i>		<i>Best Practices for Alternate Academic Achievement Standards: United States Studies Comprehensive</i>
SS.USC.1	Identify the issues regarding the evolution of United States citizenship and evaluate responsibilities and rights of United States citizens (e.g., landownership, race, gender and age).	Using manipulatives or word/picture cards, create a timeline to show how the definition of who is a citizen has changed over time: white males, women, African-Americans, teenagers.
SS.USC.2	Evaluate, then defend the importance of the fundamental democratic values and principles of U.S. constitutional democracy in a global context including conflicts between individuals, communities and nations: <ul style="list-style-type: none"> » liberty and equality » individual rights and the common good » majority rule and minority rights » The rule of law and ethics (e.g., civil disobedience) » patriotism 	Recognize key democratic values — <ol style="list-style-type: none"> 1) citizens choose their government 2) the law is for everyone 3) freedom of speech 4) anyone over 18 can vote
SS.USC.3	Compare various citizens' responses to controversial government policies and actions by monitoring and debating government decisions, and create a cooperative and peaceful solution to controversial government policies and actions.	
SS.USC.4	Analyze multiple media sources and their influence on public opinion and policy issues.	Identify posters or print ads created to influence public opinion about major political events (WWII and others).
SS.USC.5	Evaluate court cases essential to fundamental democratic principles and values (e.g., Brown v. BOE Topeka, Miranda v. Arizona, Roe v. Wade, Mapp v. Ohio, Schenck v. U.S., and Doe v. Holder (P.A.T.R.I.O.T. Act)).	
SS.USC.6	Select and participate in a volunteer service or project with a community or Veteran's organization (e.g., American Legion, Veterans of Foreign Wars, Women Veterans of America, Ronald McDonald House, Special Olympics, 4-H, etc.).	Participate in school services projects (e.g. holiday meals for veterans). Given images of organizations and their logos, identify these organizations as ones that help people in local communities. (e.g., American Legion, Veterans of Foreign Wars, Women Veterans of America, Ronald McDonald House, Special Olympics, 4-H, etc.).

Economics

West Virginia College- and Career-Readiness Standards for Social Studies		Best Practices for Alternate Academic Achievement Standards: United States Studies Comprehensive
SS.USC.7	Trace economic development throughout U.S. History (e.g., Colonial period, Revolutionary War, Westward Expansion, Civil War and late 19th /early 20th Centuries) and identify the role of market factors in the settlement of the United States and the development of the free enterprise system.	Using manipulatives or word/picture cards, create a timeline to show a major invention or important economic product/theme from the following periods — <ul style="list-style-type: none"> » Colonial America » Revolutionary War » Westward Expansion » Civil War » Late 19th /early 20th Centuries
SS.USC.8	Critique the cause and effect relationship between the labor movement, industrialization and urbanization in the United States.	Identify key jobs in rural and urban settings and understand that urban settings offer more jobs and more variety of job types due to greater population.
SS.USC.9	Apply the concept of supply and demand in various historic events as a cause of economic turmoil.	
SS.USC.10	Analyze the causes and consequences of the United States' national debt and its effect upon world economic systems.	
SS.USC.11	Assess how various executive initiatives and legislative acts have influenced the United States' economy (e.g., Fourteen Points, New Deal, Domino Theory, Great Society, Space Race and Strategic Defense Initiative).	
SS.USC.12	Cite evidence of the economic and cultural impact of advertising and the growth of consumerism (e.g., differentiate between wants and needs).	Identify examples of American products in other countries (Coca Cola in Russian or Chinese, KFC in Arabic)
SS.USC.13	Identify various developed countries (MDC) and developing countries (LDC) and evaluate their GDP to determine the standard of living of their citizens (e.g., health care, education, military, industrial and agricultural capabilities).	With guidance and/or support, sort countries into developed and developing countries.

Geography

West Virginia College- and Career-Readiness Standards for Social Studies		Best Practices for Alternate Academic Achievement Standards: United States Studies Comprehensive
SS.USC.14	Apply correct vocabulary and geographic tools to determine and illustrate geographic concepts (e.g., major meridians of longitude and parallels of latitude, physical features, landforms, bodies of water, climatic regions, states and their capitals, and relative and exact location).	Match vocabulary to physical features, landforms, and bodies of water on a map.

SS.USC.15	Determine the most appropriate maps and graphics in an atlas for analyzing geographic issues regarding the growth and development of the United States (e.g., topography, movement of people, transportation routes, settlement patterns, growth of population and cities, etc.).	
SS.USC.16	Evaluate the impact of health and cultural considerations on the quality of life over different historical time periods.	Match elements showing the evolution of the quality of life from colonial times to now.
SS.USC.17	Analyze the characteristics of cultural contributions of Native Americans, African Americans, Hispanics and all immigrants (e.g., Germans, Italians, Irish, etc.).	Recognize cultural contributions of Native Americans, African Americans, Hispanics and all immigrants (e.g., Germans, Italians, Irish, etc.) to the new nation by matching the contribution with the group responsible (e.g. Italians=pizza).
SS.USC.18	Analyze the ways in which physical and cultural geography have influenced significant historic events and movements.	
SS.USC.19	Evaluate the changing boundaries of world maps as a result of wars.	

History

<i>West Virginia College- and Career-Readiness Standards for Social Studies</i>		<i>Best Practices for Alternate Academic Achievement Standards: United States Studies Comprehensive</i>
SS.USC.20	<p>Demonstrate an understanding of the European settlement of North America.</p> <ul style="list-style-type: none"> » Compare and contrast the distinct characteristics of each colonial region in the settlement and development of America, including religious, social, political, and economic differences (i.e. Proclamation of 1763, French and Indian War). » Identify and examine European colonial rivalries and the centralization British control. 	<p>Identify differences between the Northern and Southern colonies.</p> <ul style="list-style-type: none"> » home countries or regions » reasons for colonizing » types of economies
SS.USC.21	<p>Demonstrate an understanding of the establishment of the new Republic.</p> <ul style="list-style-type: none"> » Trace the major events leading to the American Revolution including the writing of the Declaration of Independence. » Examine the contributions of key individuals in the development of the Republic. » Determine the strengths and weaknesses in the Articles of Confederation and how their failure led to the development of the U.S. Constitution. » Compare and contrast political ideologies and sectional differences in the development of the U.S. Constitution (e.g. economic development, slavery, and social reforms). 	<p>Identify the Constitution as our country's guiding document. Recognize that the U.S. has two political parties.</p> <p>Know that the Supreme Court is the highest court in the land.</p>

SS.USC.22	<p>Demonstrate an understanding of westward movement and land acquisition.</p> <ul style="list-style-type: none"> » Examine the consequences of the expansion of the republic on the native population. » Summarize the United States' relations with foreign powers (e.g. Louisiana Purchase, War of 1812, Monroe Doctrine, Manifest Destiny and the Mexican-American War). » Compare and contrast the social, economic, and political development in different regions of the country during the antebellum period. 	<p>Identify reasons for westward expansion.</p> <p>Show the shrinking of Native American tribal lands as Caucasians moved westward.</p>
SS.USC.23	<p>Demonstrate an understanding of the course of the American Civil War and Reconstruction in America.</p> <ul style="list-style-type: none"> » Identify and analyze the events which led to the secession of the south from the Union and the formation of the Confederate States of America. » Trace the major events of the Civil War and evaluate the impact of political and military leadership during the war. » Evaluate short-term and long-term effects of Reconstruction on the nation (e.g. Civil War Amendments, radical republicans, Jim Crow). 	<p>Using symbols or images, Identify the two main reasons for the Civil War —</p> <ol style="list-style-type: none"> 1) Secession from the United States 2) Slavery <p>Identify the results of the Civil War —</p> <ol style="list-style-type: none"> 1) South did not secede 2) slaves were freed but did not have most civil rights
SS.USC.24	<p>Demonstrate an understanding of the industrialization and reform movements.</p> <ul style="list-style-type: none"> » Analyze the contributions of business, industry, and entrepreneurs in the late 19th/early 20th century. » Compare and contrast the societal, economic and population shifts in the United States in the late 19th century (i.e. Agrarian to Industrial, rural to urban, labor vs. industry, immigration, migration). » Identify the goals and accomplishments of reformers and reform movements (e.g. women's rights, minorities, labor, temperance, Progressivism etc.). 	<p>Show changes in U.S. economy and technology at the end of the 19th Century.</p> <ol style="list-style-type: none"> 1) Technological changes <ul style="list-style-type: none"> » agriculture » transportation » labor 2) Immigration <ul style="list-style-type: none"> » where immigrants came from » where they settled » what industries they effected 3) Urbanization <ul style="list-style-type: none"> » reasons for moving to the cities » development of neighborhoods » changes in workforce

<p>SS.USC.25</p>	<p>Demonstrate an understanding of the United States' emergence as a world power.</p> <ul style="list-style-type: none"> » Evaluate the impact of United States foreign policy on global affairs (e.g., Open Door Policy, Good Neighbor Policy, Big Stick Diplomacy, Dollar Diplomacy, and Moral Diplomacy). » Trace the shift from isolationism to intervention and imperialism (e.g. Spanish-American War, annexation of Hawaii, development of the Panama Canal). » Analyze and explain how political, social, and economic factors influenced American involvement in World War I (e.g., treaties, alliances, and nationalism). » List and explain underlying causes, major players, and the effects of World War I. 	
<p>SS.USC.26</p>	<p>Demonstrate an understanding of the Great Depression and the New Deal.</p> <ul style="list-style-type: none"> » Examine causes of the stock market crash and draw conclusions about the immediate and lasting economic, social, and political effects on the United States and the World. » Research the changing social values that led to the expansion of government in the 1920's & 1930's (e.g. constitutional amendments, New Deal legislation, etc.). » Investigate the different cultural movements during the late 1920's & 1930's. 	<p>Identify cultural and social movements during the late 1920's & 1930's.</p> <ul style="list-style-type: none"> » Women's Suffrage » Roaring Twenties as a response to WWI
<p>SS.USC.27</p>	<p>Demonstrate an understanding of the events surrounding World War II. Explain how the world economic crisis initiated worldwide political change.</p> <ul style="list-style-type: none"> » Explore the causes and effects of World War II and describe the impact the war had on the world (e.g. failure of the Treaty of Versailles/League of Nations, militarism, nationalism, failure of appeasement). » Investigate the abuse of human rights during World War II (e.g. Japanese Internment, Holocaust, stereotypes, propaganda). » Identify contributions from the American-Home front during the war (e.g. Rosie the Riveters, victory gardens, liberty bonds). » Analyze the long-term consequences of the use of atomic weaponry to end the war. 	<p>Show that WWII was fought in two arenas —</p> <ul style="list-style-type: none"> » European Theater » Pacific Theater <p>Identify a major reason for the U.S. entering WWII</p> <ul style="list-style-type: none"> » Pearl Harbor <p>Identify Hitler/Nazis as the primary antagonists in WWII</p> <p>Show how women/children supported the WWII war effort</p>
<p>SS.USC.28</p>	<p>Demonstrate an understanding of Post - World War II America.</p> <ul style="list-style-type: none"> » Compare and contrast the United States and the Soviet Union following WWII and their emergence as superpowers. » Identify social, technological, and political changes that occurred in the United States as a result of the tensions caused by the Cold War. » Trace the events of the Cold War and confrontations between the United States and other world powers. 	

<p>SS.USC.29</p>	<p>Demonstrate an understanding of the social and political conflicts that brought forth an era of change in America.</p> <ul style="list-style-type: none"> » Investigate key people, places, and events of the African-American Civil Rights Movement. » Research the various paradigm shifts during the 1950's, 1960's, & 1970's (e.g. counterculture, rock n' roll, women's rights, Roe v. Wade, shifts in technology). » Connect events to continued questions of trust in federal government (e.g., Watergate, Iran Contra and Pentagon Papers). 	<p>Identify key figures or events from the 1950s – 1970s (e.g., Martin Luther King, computers, moon landing).</p>
<p>SS.USC.30</p>	<p>Demonstrate an understanding of America's continued role in the complex global community.</p> <ul style="list-style-type: none"> » Evaluate the causes and effects of acts of foreign and domestic terrorism before and after 9/11. (e.g. Iran hostage crisis, 1993 World Trade Center, Oklahoma City, USS Cole, 2001 attacks on World Trade Center & Pentagon, PATRIOT Act, death of Osama bin Laden). » Identify the positive and negative consequences of the advancement of technology. » Evaluate and explain modern American policies (i.e., foreign and domestic), immigration, the global environment, and other current emerging issues. 	<p>Sort technology of the same type into current and before 2000. Explain the advantages of the current versions of the technology.</p> <ul style="list-style-type: none"> » mobile phone and smart phone » flat screen TV and box TV <p>Identify what happened on 9/11</p> <p>Identify the two main philosophies involved in the Middle East conflicts —</p> <ul style="list-style-type: none"> » Democracy vs. Authoritarianism

Best Practices for Alternate Academic Achievement Standards: Contemporary Studies

Contemporary Studies examines the interactions between the United States and the world from 1914 to present day. Teachers will engage students in critical thinking and problem-solving skills as students learn and work with factual historical content, geography, civics, economics and other social studies concepts. Maps, spreadsheets, charts, photographs, the arts, music, graphs, primary source documents, textbooks and data from a variety of credible electronic and non-electronic sources will be used to synthesize, analyze, interpret and predict outcomes. The concept of globalization is explored and evaluated through the careful analysis of the interactions (between or among) the United States and other nation states, helping students recognize the interdependencies of the United States and other countries. Teachers will provide a venue for students to examine factors that influence changing political and economic relationships and foreign policies between the United States and its world neighbors. The impact of world events on the individual citizen and the reciprocal impact of an individual citizen's actions, in the democratic process, on world events will be emphasized.

Civics

West Virginia College- and Career-Readiness Standards for Social Studies		Best Practices for Alternate Academic Achievement Standards: Contemporary Studies
SS.CS.1	Evaluate, then defend, the importance of the fundamental democratic values and principles of U.S. constitutional democracy in a global context including conflicts between individuals, communities and nations. <ul style="list-style-type: none"> » liberty and equality » individual rights and the common good » majority rule and minority rights » Rule of Law and ethics (e.g., civil disobedience) » patriotism 	Recognize key democratic values — <ol style="list-style-type: none"> 1) citizens choose their government 2) the law is for everyone 3) freedom of speech 4) anyone over 18 can vote
SS.CS.2	Justify the duties of citizens that are necessary to preserve global democracy. <ul style="list-style-type: none"> » public forums (local, national, and/or global) » analysis of voting apathy and resulting consequences » personal freedoms throughout the world » role of international government and non-government organizations (e.g., League of Nations and U.N.) 	Identify ways that citizens participate in democracy and show why this is important at all levels of society.
SS.CS.3	Analyze and apply ways U.S. and world conflicts can be resolved in a cooperative and peaceful manner.	Show ways that conflicts can be resolved in a cooperative and peaceful manner.
SS.CS.4	Evaluate court cases essential to fundamental democratic principles and values (e.g., amendments since 1920, Brown v. BOE Topeka, Miranda v. Arizona, Roe v. Wade and the P.A.T.R.I.O.T. Act).	
SS.CS.5	Select and participate in a volunteer service or project with a community or Veteran’s organization (e.g., American Legion, Veterans of Foreign Wars, Women Veterans of America, Ronald McDonald House, Special Olympics, 4-H, etc.).	Participate in school services projects (e.g. holiday meal for veterans). Given images of organizations and their logos, identify these organizations as ones that help people in local communities (e.g., American Legion, Veterans of Foreign Wars, Women Veterans of America, Ronald McDonald House, Special Olympics, 4-H, etc.).

Economics

West Virginia College- and Career-Readiness Standards for Social Studies		Best Practices for Alternate Academic Achievement Standards: Contemporary Studies
SS.CS.6	Analyze the industrial organization of the American economy and connect its effects on the outcome of World War I and subsequent wars (e.g., loans, Lend/Lease Act, Marshall Plan and nuclear arms race).	
SS.CS.7	Assess how various executive initiatives and legislative acts influence the United States economy (e.g., Fourteen Points, New Deal, Domino Theory, Great Society, Space Race and Strategic Defense Initiative).	

SS.CS.8	Apply the concept of supply and demand in various historic events as a cause of economic turmoil (e.g., Prohibition, O.P.E.C, etc.).	
SS.CS.9	Cite evidence of the economic and cultural impact of advertising and the growth of consumerism (e.g., differentiate between wants and needs).	Categorize wants and needs, then illustrate each category with at least one ad.
SS.CS.10	Critique the competing ideologies of various economic systems (e.g., Capitalism, Socialism and Communism) and resulting world conflicts.	
SS.CS.11	Analyze the causes and consequences of the United States' national debt and their effect upon world economic systems.	
SS.CS.12	Identify various developed countries (MDC) and developing countries (LDC) and evaluate their GDP to determine the standard of living of their citizens (e.g., health care, education, military, industrial and agricultural capabilities).	With guidance and support, sort countries into developed and developing countries.

Geography

<i>West Virginia College- and Career-Readiness Standards for Social Studies</i>		<i>Best Practices for Alternate Academic Achievement Standards: Contemporary Studies</i>
SS.CS.13	Analyze and evaluate the changing boundaries of world maps as a result of wars (e.g., Europe World War I, World War II, Cold War Era and Middle East conflicts).	
SS.CS.14	Identify and locate the countries that enjoy topographical protection from invasion as opposed to countries that rely on political boundaries.	
SS.CS.15	Use census data to analyze the demographics of population growth that lead to the exhaustion of resources and cultural conflict (e.g., water, agricultural land, energy and food supplies).	Show that an increase in population can lead to the exhaustion of resources, creating conflicts.
SS.CS.16	Connect how natural resources of various world regions impact foreign and economic policy decisions (e.g., Middle Eastern oil supplies and United States coal deposits, etc.).	Connect how the availability of natural resources from various world regions has an impact on prices in the U.S.
SS.CS.17	Hypothesize how human and environmental interactions pose a threat to mankind and the environment.	Show how human and environmental interactions pose a threat to mankind and the environment.

History

<i>West Virginia College- and Career-Readiness Standards for Social Studies</i>		<i>Best Practices for Alternate Academic Achievement Standards: Contemporary Studies</i>
SS.CS.18	<p>Demonstrate an understanding of the events that illustrate the United States' emergence as a world power beginning in 1914.</p> <ul style="list-style-type: none"> » Analyze United States isolationism, neutrality and entanglement in world affairs. » List and explain underlying causes, major players and the effects of World War I. » Explain the connection between the advancement of military technology and the massive casualties in World War I. » Compare and contrast idealism and realism by analyzing the Treaty of Versailles, Wilson's Fourteen Points and the subsequent failure of the League of Nations. » Make connections between relief efforts and interventions of the 1918 pandemic to modern global health concerns. 	<p>Compare the effects of ancient military technology to the effects of advanced military technology in WWI.</p>
SS.CS.19	<p>Demonstrate an understanding of society in the Roaring 20's by examining the changing cultural, economic, and political philosophies, and the ensuing consequences.</p> <ul style="list-style-type: none"> » Outline activities and irregularities of both Wall Street and United States banking practices followed by attempted reform legislation. » Analyze the impact that the emerging independence of women (e.g., suffrage, double standard, flappers and employment opportunities) and immigration issues had on society. » Research the social issues that led to the passage of the 18th Amendment and the establishment of Prohibition, and discuss the factors that led to its repeal in the 21st Amendment (e.g. organized crime, Great Depression and changing social values). » Investigate literary, musical and artistic movements (e.g., Harlem Renaissance, jazz and the Lost Generation). 	<p>Show how the Roaring 20's were a reaction to, and a result of WWI.</p>

<p>SS.CS.20</p>	<p>Demonstrate an understanding of the immediate and lasting economic, social and political effects caused by the Great Depression in the United States and throughout the world.</p> <ul style="list-style-type: none"> » Assess the prolonged effects of the stock market crash upon the social and economic activities of the U.S. and the world. » Investigate the expansion of government with New Deal legislation and resulting deficit spending. » Explain how the world economic crisis enabled the growth of totalitarian governments (e.g., Fascism and Nazism). » Critique the role of sports, movies, radio and other forms of entertainment in the development of a new culture in America. 	<p>Identify the effects of the Great Depression.</p> <p>Show why the entertainment industry was important after the Great Depression and during WWII.</p>
<p>SS.CS.21</p>	<p>Demonstrate an understanding of the events surrounding World War II.</p> <ul style="list-style-type: none"> » Explore how appeasement efforts such as the Munich Agreement (1938) failed to prevent war. » Examine and evaluate the suffering and human cost of the propaganda and genocide of the Nazi Holocaust. » Assess the Japan's motives for attacking Pearl Harbor and the attack's effect on the outcome of WWII. » Examine and identify the penalties of war faced by the Japanese in the United States and their homeland. » Identify the contributions from the home front during the war (e.g. Rosie the Riveters - "Rosies", victory gardens, war bond sales, wartime propaganda and opportunities for minorities). » Investigate and cite evidence about the significance of the events in the European and Pacific Theaters. » Hypothesize America's reasons for rebuilding war torn countries and trace the rationale and origins of cooperation that led to the creation of the United Nations. 	<p>Show that WWII was fought in two arenas —</p> <ul style="list-style-type: none"> » European Theater » Pacific Theater <p>Identify a major reason for the U.S. entering WWII</p> <ul style="list-style-type: none"> » Pearl Harbor <p>Identify Hitler/Nazis as the primary antagonists in WWII</p> <p>Show how women/children supported the WWII war effort</p>

<p>SS.CS.22</p>	<p>Demonstrate an understanding of the competing ideologies of communism and democracy and the conflict between the United States and Soviet Union superpowers from the post WWII era through early 1990's.</p> <ul style="list-style-type: none"> » Assess the destructive capability of atomic and hydrogen weaponry. » Trace the expansion of Soviet and Chinese communism to satellite nations. » Explore the motivation and legacy of the Truman Doctrine and containment policy through different presidential administrations. » Outline and discuss major confrontations between the United States and Soviets and explain the fears of American society related to communism and the Race to Space. » Analyze and explain the political, social and economic causes and consequences of American involvement in the Korean Conflict and Vietnam. » Connect the United States' governmental policies of the 1980s to the economic collapse of the Soviet Union. 	<p>Identify several differences between democracy and communism.</p>
<p>SS.CS.23</p>	<p>Demonstrate an understanding of the origins, struggle and progress of racial minorities seeking social, economic and political equality in the United States.</p> <ul style="list-style-type: none"> » Examine and identify the foundations of the Civil Rights Movement through documents (e.g., Declaration of Independence, U.S. Constitution, etc.) and Supreme Court decisions (e.g., Plessy v. Ferguson and Brown v. BOE Topeka). » Investigate and cite examples of intolerance, prejudice, persecution, discrimination and segregation (e.g., Black Codes and Jim Crow laws). » Debate the role of activists for and against the Civil Rights Movement (e.g., KKK, Black Panthers, Dr. Martin Luther King, Jr., SCLC, Student Non-violent Coordinating Committee, AIM, Chicano Movement and UFWOC). » Design a timeline of the Civil Rights Movement in the United States that includes key people, places and events. 	<p>Identify pictures of key figures in and reasons for the Civil Rights Movement.</p>

<p>SS.CS.24</p>	<p>Demonstrate an understanding of the social conflicts that challenged traditional values in the second half of the twentieth century.</p> <ul style="list-style-type: none"> » Investigate and identify the effects of Americans migrating to the suburbs after World War II. » Identify and examine changes brought about by media sources to American cultural, economic and political behavior. (e.g., television, Rock 'n' Roll, protest songs, etc.). » Summarize the various counterculture movements and their effect on American society. » Connect events to continued questions of trust in federal government (e.g., Watergate, Iran Contra and Pentagon Papers). 	
<p>SS.CS.25</p>	<p>Demonstrate an understanding of United States foreign policy and global economic issues since 1990.</p> <ul style="list-style-type: none"> » Evaluate American foreign policy concerning abuses of human rights. » Critique the domestic and military policies of the 1990's. » Determine the motivation for adopting NAFTA (North American Free Trade Agreement) and GATT (General Agreement on Tariffs and Trade), then assess their effects on the American and world economies. » Evaluate acts of terrorism before and after 9/11. 	<p>Identify the U.S. position in the world, economically and politically.</p>
<p>SS.CS.26</p>	<p>Demonstrate an understanding of America's continued role in shaping the complex global community since September 11, 2001.</p> <ul style="list-style-type: none"> » Assess the results of American foreign policy relating to Middle Eastern countries. » Outline provisions of the P.A.T.R.I.O.T. Act (Providing Appropriate Tools Required (to) Intercept (and) Obstruct Terrorism Act of 2001) and assess the necessity of such infringements on American civil rights. » Critique the effectiveness of the wars in Iraq and Afghanistan on the war against terror. » Analyze both the positive and negative aspects of the Internet and social networking in revolutionizing popular thought, and organizing people throughout the world (e.g., Tea Party, Arab Spring, Occupy Wall Street, Wi-Fi, Google and Facebook). » Research and analyze U.S. and World responses to ISIS's (Islamic State in Iraq and Syria) rise in Iraq and Syria. 	<p>With guidance and/or support, identify effects of the Internet and social networks.</p> <p>Identify what happened on 9/11</p> <p>Identify the two main philosophies involved in the Middle East conflicts —</p> <ul style="list-style-type: none"> » Democracy vs. Authoritarianism

Best Practices for Alternate Academic Achievement Standards: Civics

Civics is designed as a culminating U.S. Studies class that fosters informed citizens essential to the perpetuation of the American Republic. A U.S. Studies course is a prerequisite for this course. Students learn and utilize knowledge and skills for responsible, participatory citizenship based on a firm understanding of the principles and practices of our government coupled with civil rights and responsibilities, sound financial literacy, and global awareness. Students investigate what has happened, explore what is happening, and predict what will happen to the social, political, and economic problems that beset America and the world using the skills and resources of the past and present centuries. Students continue to develop their critical thinking and problem-solving skills collaboratively and independently to become informed citizens and consumers who practice economically sound decision-making, are geographically aware of the physical and human landscapes of the world, and protect, preserve, and defend their system of government. New and refined knowledge gained in Civics is communicated and shared throughout the community as students engage in community service and service-learning that allows classrooms to span continents and serve as the heart of the community.

Civics

<i>West Virginia College- and Career-Readiness Standards for Social Studies</i>		<i>Best Practices for Alternate Academic Achievement Standards:</i>
SS.C.1	Strive to become vigilant, informed citizens who actively participate in the preservation and improvement of American government through community service and service-learning (e.g., individual service projects, patriotic events, mock trials, group initiatives, community volunteerism).	Participate in school service projects (e.g. thanksgiving meal for veterans). Given images of organizations and their logos, identify these organizations as ones that help people in local communities (e.g., American Legion, Veterans of Foreign Wars, Women Veterans of America, Ronald McDonald House, Special Olympics, 4-H, etc.).
SS.C.2	Explore social contracts and the establishment of the rule of law, and evaluate how limited government and the rule of law protect individual rights.	Identify ways rule of law protects individual rights.
SS.C.3	Demonstrate that the purpose of American government is the protection of personal, political and economic rights of citizens as evidenced by the Declaration of Independence, the U. S. Constitution, Constitutional Amendments and the ideas of those involved in the establishment of American government.	Identify ways that the American government protects our rights (use examples for the Constitution, the Declaration of Independence, and Constitutional Amendments).
SS.C.4	Consider factors that subvert liberty (including lack of education, voter apathy, disenfranchisement, civil inequalities, economic issues, loss of public trust and misuse of government power), then collaborate, compromise, and by consensus, create a model that informed citizens can use to defend and perpetuate the American Republic.	Show factors that can curtail freedom.

SS.C.5	<p>Examine and analyze the contributing factors to the drafting of the Declaration of Independence and the U.S. Constitution:</p> <ul style="list-style-type: none"> » leaders and philosophers (e.g., John Locke, James Madison, Thomas Jefferson and John Adams) » events (e.g., Glorious Revolution, Reformation and Enlightenment) » documents (e.g., English Bill of Rights, Petition of Right and Magna Carta) » classical periods (e.g., eras of Greece and Rome) » principles (e.g., popular sovereignty, federalism, limited government, separation of powers, checks and balances, civil liberties and rule of law) 	<p>Identify reasons for drafting of the Declaration of Independence and the U.S. Constitution (e.g. –power should not belong just to a king; the people who are governed must have a voice; if people are taxed they should be represented).</p>
SS.C.6	<p>Examine the compromises of the Constitutional Convention and how those decisions were characterized in the Federalist and the Anti-Federalist papers.</p>	
SS.C.7	<p>Evaluate the elements in the U.S. Constitution that make it a living document with democratic principles that are modified and expanded to meet the changing needs of society.</p>	<p>Identify changes in the Constitution from its creation to now (changing definition of citizen, changing definition of types of rights).</p>
SS.C.8	<p>Investigate the system of government created by the Preamble, Seven Articles, the Bill of Rights and other Amendments of the U.S. Constitution to evaluate how the framework for American society is provided.</p>	<p>Identify the three branches of government and how they interact.</p>
SS.C.9	<p>Analyze how the U.S. Constitution defines federalism and outlines a structure for the United States government.</p>	<p>Show examples of national needs vs. states' needs.</p>
SS.C.10	<p>Analyze the protection of liberties in the Bill of Rights and their expansion through judicial review and the gradual incorporation of those rights by the Fourteenth Amendment.</p>	<p>Identify Americans' basic freedoms and rights.</p>
SS.C.11	<p>Analyze how the freedoms of speech and press in a democratic society enable citizens to develop informed opinions, express their views, shape public policy and monitor government actions.</p>	<p>Show why freedom of speech is important, but also discuss why speech needs to be subject to rules at times. Explore what happens when speech is completely free and completely denied.</p>
SS.C.12	<p>Determine how conflicts between the rights of citizens and society's need for order can be resolved while preserving both liberty and safety.</p>	<p>Create scenarios and role play reflecting the use of rules and laws, their consequences, and their value within the school and community.</p>
SS.C.13	<p>Compare and contrast the original and appellate jurisdictions of local, state and national judicial systems to show how America's court system addresses criminal and civil cases.</p>	<p>Create scenarios and role play reflecting the use of rules and laws, their consequences, and their value within the school and community.</p>
SS.C.14	<p>Apply the concepts of legal precedent through past and present landmark Supreme Court cases, interpretations of the U.S. Constitution by the Supreme Court and the impact of these decisions on American society.</p>	
SS.C.15	<p>Develop an understanding of the American legal system through examining existing ordinances, statutes and Federal Acts, exploring the differences between criminal and civil law and determining the legal obligations and liabilities of American citizenship.</p>	<p>Explore various types of rules and laws. Discuss why some rules have more significance than others (criminal vs. civil law – is borrowing someone's pencil without permission as significant as hitting someone?)</p>

SS.C.16	Critique the evolution of the two-party system in the United States, evaluate how society and political parties have changed over time and analyze how political parties function today.	
SS.C.17	Assess the influence of the media on public opinion and on the decisions of elected officials and the bureaucracy: <ul style="list-style-type: none"> » bias in reporting and editorials » push-pull polls and selective reporting of citizen opinions » advertising and campaign ads » reporting news out of context 	Identify posters, print or TV ads that influence public opinion.
SS.C.18	Investigate the impact that special interest groups have on shaping public policy at local, state and national levels.	
SS.C.19	Assess how factors such as campaign finance, participation of the electorate, and demographic factors influence the outcome of elections.	Compare the likely results of an election where everyone is very similar and where the electorate is very diverse.
SS.C.20	Examine how decisions and policies of state and local government impact the lives of citizens—such as local issues and problems, structure of local government (e.g., differences in incorporation, providing public services and mayoral styles), zoning and annexation, land use and urban sprawl, and ordinances and jurisdiction.	Using symbols or images, determine which local officials deal with which types of local issues (crime – police; public works – streets, garbage and recycling).
SS.C.21	Explore cooperation, competition and conflict among nations through organizations, agreements and protocols, political acts and other exchanges—such as the United Nations, international treaties and terrorism— to evaluate potential solutions to global issues.	Show ways the United Nations works to ensure international cooperation.
SS.C.22	Compare and contrast the values, ideals and principles that are the foundation of a democratic republic and the role citizens play in a constitutional democracy, to the theories and practices of non-democratic governments (e.g. socialism found in communism and nationalism found in fascism).	Compare the basic ideals of democracy and communism.

Economics

West Virginia College- and Career-Readiness Standards for Social Studies		Best Practices for Alternate Academic Achievement Standards:
SS.C.23	Examine the opportunity costs in ever-present scarcity for individuals, businesses and societies to understand how to make choices when facing unlimited wants with limited resources.	Explore the effects of scarcity of resources on individuals and groups.
SS.C.24	Debate an effective allocation of the factors of production that encourages healthy economic growth and sustainability while curbing environmental abuses in the global community.	
SS.C.25	Explain how supply and demand affects prices, profits, and availability of goods and services.	Demonstrate the effects of supply and demand.
SS.C.26	Debate the role of government in a free-market economy.	
SS.C.27	Describe how households, businesses and government interact in a free-market economy.	
SS.C.28	Identify economic influences that impact business climate on the local, regional and global level.	Identify economic influences that impact businesses on the local level.
SS.C.29	Track the evolution of currency throughout history to facilitate the exchange of goods and services.	

Personal Finance

<i>West Virginia College- and Career-Readiness Standards for Social Studies</i>		<i>Best Practices for Alternate Academic Achievement Standards:</i>
SS.C.30	<p>Investigate the cost of postsecondary education.</p> <ul style="list-style-type: none"> » Determine the tuition and fees of several specific public and private, two and four year institutions. » Examine room and board cost for students that live on campus. » Examine commuting costs for attending a local institution (gas, car maintenance, distance, time). » Compare textbook costs (used books, new books, digital rentals, Amazon, Campus, local bookstore, text loaning programs). » Determine personal expenses (hobbies, restaurants, entertainment, transportation, gas, bills, rent, insurance, cellphone). » Examine the net price different postsecondary institutions utilizing the net price calculator required to be posted on all postsecondary institution's web pages. » Identify sources of financial aid. » Examine and understand Financial Aid terminology (e.g. FAFSA, EFC, grant, cost of attendance). » Explore the application process for student loan qualifications and the repayment process. 	
SS.C.31	<p>Evaluate income, lifestyle, and career opportunities based on education and financial aid decisions.</p> <ul style="list-style-type: none"> » Differentiate the annual income of a college graduate compared to a high school graduate. » Differentiate between gross and net income (e.g., taxes, insurance and pension plans). » Explore how earning a degree impacts lifestyle, lifelong earning potential, and personal wants versus needs. » Investigate the consequences of personal choices in relation to finances. » Construct, utilize, and monitor a budget for a recent high school graduate. » Construct, utilize, and monitor a budget for a recent college graduate. » Compare and contrast the budgets of a high school graduate and a recent college graduate. » Explore how benefits packages, unions, and professional organizations impact lifestyle and career choices. 	
SS.C.32	<p>Examine the expectations and benefits of potential careers and their impact on lifelong earning potential</p>	<p>Examine the expectations and benefits of potential careers.</p>

SS.C.33	<p>Examine general workforce preparedness skills.</p> <ul style="list-style-type: none"> » Develop a resume showing skills, experiences and education that can be used when applying for a job, a scholarship, or college. » Participate in mock job interviews. » Identify workplace expectation, including prompt attendance, timeliness and efficiencies. 	Describe general workforce preparedness skills given a particular type of employment.
SS.C.34	Examine the causes of bankruptcy and how to avoid them.	Examine overspending and its consequences.
SS.C.35	Complete Federal and State income tax forms and examine other state and local taxes.	Complete simple employment and financial forms.
SS.C.36	Examine the advantages and disadvantages of different types of consumer debt to make sound financial decisions (e.g., home loans, credit card debt, automobile loans, pay-day loans and rent-to-own).	Understand different types of borrowing (from family and friends, from businesses, from unknown individuals).
SS.C.37	Develop the knowledge and practices of a savvy consumer who knows consumer rights and responsibilities, can identify and avoid fraudulent practices and guard against identify theft.	Understand what fraud and identity theft are and how to protect against them.
SS.C.38	Utilize traditional and online banking services as well as examining fees, services and hidden costs of checking, savings, debit cards, Certificates of Deposit, etc.	
SS.C.39	<p>Examine financial habits that promote economic security, stability and growth:</p> <ul style="list-style-type: none"> » investments (e.g., stocks, mutual funds, certificates of deposits and commodity trading) » insurance (e.g., life insurance, health insurance, automobile insurance, home and renters insurance and retirement plans). 	

Geography

West Virginia College- and Career-Readiness Standards for Social Studies		Best Practices for Alternate Academic Achievement Standards:
SS.C.40	<p>Use census data and public records to identify patterns of change and continuity to understand the impact of the following on society:</p> <ul style="list-style-type: none"> » zoning » migration » ethnicity » income » gender differences » age differences » education » voting behavior » family structure 	
SS.C.41	<p>Conduct research using demographic data to interpret, debate and evaluate the geopolitical implications of a variety of global issues:</p> <ul style="list-style-type: none"> » the environment and environmental protection » political and cultural boundaries » women's rights » cultural diversity and assimilation » religion » standard of living 	Understand that geography (place) can define standard of living.
SS.C.42	Analyze the role of sustainable development in the lives of 21st Century citizens (e.g. renewable energy, recycling, reusing, land use policy, ocean management and energy policy) to balance healthy economic growth with environmental protection.	Examine the benefits of conserving energy, using renewable energy, and participating in recycling and reusing.
SS.C.43	Analyze the consequences of human and environmental interaction using geographic information systems.	Analyze the consequences of human and environmental interaction.
SS.C.44	Explore various routes of personal travel and topography using geographic information systems.	Explore various routes of personal travel and topography in West Virginia.

SS.C.45	<p>Compare and contrast the factors of development for developed and developing countries, including the causes and implications of the following:</p> <ul style="list-style-type: none">» population (including migration, immigration, birth rate and life expectancy)» natural resources and environmental protection» income, industry, trade and Gross Domestic Product» climate and geographic conditions» cultural and social factors» political management, legal system and stability» educational opportunities» standard of living	Identify basic economic factors in developing and developed countries.
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