

**Fayette County Schools
Curriculum Map
West Virginia Studies
Unit 1: Geography**

Grade Level: 8

Grading Period: 1st Six Weeks

Enduring understanding: West Virginia has a unique geography that affects how West Virginians live their lives.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
Potomac Section	<p>I can produce reasons why physical conditions of the Potomac section affected early settlement of the area.</p> <p>I can discuss the early economics of the Potomac section and compare them with today.</p>	8.4.01 8.4.02 8.4.03 8.4.04 8.4.05 8.4.06 8.4.07 8.4.08 8.4.09 8.4.10	How did the physical features of the Potomac section affect early settlement economics, and transportation of the area?	Topography Climate Elevation Flora Fauna Environment Natural Resources Trough Urban Spa Fairfax Stone	Journal writing Benchmarks Formative assessment Focused feedback Conferences Portfolio work Rubrics	<p>Use Google Earth projected to the whole class to teach geographic concepts. Have students prepare state maps using this research.</p> <p>Prepare a poster or an electronic presentation on geographic features either county by county or generically to share with whole group.</p> <p>Make a chart on posters or electronically to compare and contrast key cities, states and nations by population.</p> <p>Write a compare and contrast essay on how and why different areas</p>
Alleghany Highlands	<p>I can collect information showing the features and uniqueness of a number of natural rock formations and points of interests and economy.</p> <p>I can explain why this area has a sparse population as compared with other regions of West Virginia.</p>	8.4.01 8.4.02 8.4.05 8.4.06 8.4.07 8.4.09 8.4,10	How have the rugged features of the region impacted the economy of the area?	Sparse Alleghany Front Immigrant Spruce Knob Elevation Panhandle	Completed projects	

Alleghany Plateau	I can create and display evidence of this region showing how natural resources have affected the economy of the area. ex. - tourism today, coal, oil, natural gas.	8.4.02 8.4.05 8.4.06 8.4.07 8.4.09 8.4.11 8.4.12	How have the natural resources of this area helped develop it? How has tourism impacted the area today?	Plateau Natural Resources Ethnic Diversity		of West Virginia developed differently.
Ohio River Valley	I can show and explain why the geographical features of this region allowed industries such as steel, glass and coal to develop.	8.4.02 8.4.05 8.4.06 8.4.07 8.4.09 8.4.11 8.4.12	How have the geographical features of this region helped to develop industries and transportation of the area? What features make the Ohio River Valley different from the other regions of the state?	Iron Ore Textiles Aquatic		Research West Virginia industries and prepare a paper and presentation showing the origins and where our major industries are economically today.

Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

Suggestions: Use Google Earth in a lab setting or projected to the whole group to expose world locations.

Suggested Readings: Lexile=L CSO 8.6-Correlate readings & writings with language arts teachers. Examples include: "Pioneer Children of Appalachia"- Joan Anderson 640L, "Transforming the Appalachian Countryside: Railroads and Social Change in West Virginia" -Ronald Lewis- 1630L, Struggle for the Shenandoah- Compilation- 1310L, "Hillbilly: A Cultural History of an American Icon" – Anthony Harkins 1810L.

Language Arts Connection: Work with language arts on readings and writing, locate home places of famous authors or story locations. Use a Frayer model to connect concepts with prior knowledge.

Have learners in collaborative groups choose a key term studied to research and teach its origin to the class.

Brainstorm by making a Spider Graph on the board on geographic terms by listing as many as the class can generate-discuss and use as a lesson launch.

Divide into collaborative groups. Assign groups to make a student-generated chart on unit content.

Construct a set of student generated flashcards on unit terms where a character or belief is on one side with the name on the reverse.

In collaborative pairs, make posters illustrating key points of this unit.

Tiered Instruction;

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

Tier 2 -Use Readers Notebook for guided practice

Tier 3 -Adapted reading materials, Adapted Reader's Notebook

**Fayette County Schools
Curriculum Map
West Virginia Studies
Unit 2: Early America**

Grade Level: 8

Grading Period: 2nd Six Weeks

Enduring understanding: West Virginia's early history and development can be tied to European Exploration.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
Native Americans	I can point out characteristics of various Native American cultures in West Virginia from pre-Columbian period to the arrival of the Europeans.	8.5.01 8.5.03	How have scientists pieced together information about the prehistoric cultures of West Virginia? What changes occurred and ideas exchanged between the Native Americans and the Europeans?	Archaeologists Nomad Culture Prehistoric Artifact Anthropologists Wigwam Old Field Migration Paleo Indians Archaic Indians Woodland Indians Adena Hopewell Grave Creek Mound Criel Mound	Journal writing Benchmarks Formative assessment Focused feedback Conferences Portfolio work Completed projects	Make a wall display showing the location of native tribes and illustrate the basic facts of each tribe. Research and prepare a presentation on archaeological finds in the past 50 years. Make a compare and contrast chart on poster or electronically to show the difference in Spanish, French, and English colonization methods. Locate early settlements in the Appalachian region, research leaders of the period, and create a presentation on your findings.
European Exploration	I can compare and contrast the motives, incentives, and settlement of the French and the English in and around the Ohio Valley region. I can write and discuss about the conflicts European Exploration caused between the	8.5.02 8.5.07 8.5.12	Why did the methods and philosophy differ between the French and English exploring and claiming land in the Ohio Valley? What caused the rivalry between the French, English and Native Americans in the Ohio	Cartography Charter Monopoly Military Survey Rivalry Expedition		

	Native Americans and Europeans.		Valley?			
--	---------------------------------	--	---------	--	--	--

Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

Suggestions: Use Google Earth in a lab setting or projected to the whole group to expose world locations.

Suggested Readings: CSO 8.6- Correlate readings & writings with language arts teachers. Examples include: “A Country Between: The Upper Ohio Valley and Its Peoples, 1724-1774: - Michael N. McConnell -1590L, “Border Life: Experience and Memory in the Revolutionary Ohio Valley” -Elizabeth A Perkins -1410L, “A Social History of Anthropology in the United States” -Thomas C. Patterson 1410L.

Language Arts Connection: Work with language arts on readings and writing, locate home places of famous authors or story locations. Use a Frayer model to connect concepts with prior knowledge.

Have learners in collaborative groups choose a key term studied to research and teach its origin to the class.

Brainstorm by making a Spider Graph on the board on geographic terms by listing as many as the class can generate-discuss and use as a lesson launch.

Divide into collaborative groups. Assign groups to make a student-generated chart on unit content.

Construct a set of student generated flashcards on unit terms where a character or belief is on one side with the name on the reverse.

In collaborative pairs, make posters illustrating and teaching key points of this unit.

Tiered Instruction:

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

Tier 2 -Use Readers Notebook for guided practice

Tier 3 -Adapted reading materials, Adapted Reader’s Notebook

**Fayette County Schools
Curriculum Map
West Virginia Studies
Unit 3: Conflicts Shape West Virginia**

Grade Level: 8

Grading Period: 3rd Six Weeks

Enduring understanding: The area of West Virginia was shaped and developed by major conflicts. These conflicts had a profound effect in shaping WV economically and politically.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
French and Indian War	I can research and sequence the participants of the French and Indian War and their reasons for claiming the Ohio Valley.	8.5.01 8.5.02 8.5.03 8.5.04 8.5.05 8.5.06 8.5.07 8.5.08 8.5.09 8.5.10	Why was conflict between France, England, and the Native Americans inevitable in the Ohio River Valley?	Rivalry Ally Diplomatic Mission Skirmish Casualty Mission Retaliation Transients Desert	Journal writing Benchmarks Formative assessment Focused feedback Conferences	Create a map using resources from the text, Google Earth, and other resources that display the French and Indian War battlefield. Create an analysis paper describing the outcomes and how the battles were fought. Create an illustrated timeline of events leading up to the Revolutionary War. Display the timeline on the Word Wall. Use the timeline as a springboard for reflection writing.
American Revolution	I can research and sequence the events leading up to the American Revolution.	8.5.01 8.5.02 8.5.03 8.5.04 8.5.05	What was the significance of the Frontier during the American Revolution?	Crown Proclamation of 1763 Tories Siege Rebellion Nullify Fort Gouts Address Treaty of Charlotte Treaty of Paris	Portfolio work Completed projects	Create an illustrated timeline of events during and after the Revolutionary War. Display the

Civil War	I can tell how the Civil War started, how it was fought, and how it affected the people in what is now West Virginia.	8.5.07 8.5.08	What caused the Civil War and why was West Virginia created during the War?	Wheeling John Carlisle Francis Pierpont Arthur I. Boreman Independence Hall		timeline on the Word Wall. Use the timeline as a springboard for reflection writing.
West Virginia After Statehood	I can tell how West Virginia built its infrastructure, industrialized, and developed its unique identity after the War.	8.5.07 8.5.08 8.5.09 8.5.10	How did industries such as coal, oil, and gas help West Virginia develop its unique beauty?	Capitol on Wheels Education Timber Industry Coal Cannel Coal Doddridge County Oilfields Coal Camps Railroads Union Coalfield Wars		Create biographical nutshell presentations of our founding fathers during the Revolution.
<p>Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.</p> <p>Suggestions: Use Google Earth in a lab setting or projected to the whole group to expose world locations.</p> <p>Techsteps- Issues to Action</p> <p>Suggested Readings: Lexile=L CSO 8.6-Correlate readings and writings with language arts teachers Examples include: "18 Penny Goose" -Sally Walker- 370L, "A Handbook of American Military History: From the Revolutionary War to the Present" Kevin Byrne 1270L, "African American Soldiers in the Revolutionary War" - Lucia Raatma 1020L, "American Revolutionaries, The: A History in Their Own Words (1750-1800)" - Milton Meltzer 1220L.</p> <p>Language Arts Connection: Work with language arts on readings and writing, locate home places of famous authors or story locations.</p> <p>Use a Frayer model to connect concepts with prior knowledge.</p> <p>Have learners in collaborative groups choose a key term studied to research and teach its origin to the class.</p> <p>Brainstorm by making a Spider Graph on the board on geographic terms by listing as many as the class can generate-discuss and use as a lesson launch.</p> <p>Divide into collaborative groups. Assign groups to make a student-generated chart on unit content.</p>						

Construct a set of student generated flashcards on unit terms where a character or belief is on one side with the name on the reverse.

In collaborative pairs, make posters illustrating and teaching key points of this unit.

Tiered Instruction:

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads.

Tier 2 -Use Readers Notebook for guided practice

Tier 3 -Adapted reading materials, Adapted Reader's Notebook

**Fayette County Schools
Curriculum Map
West Virginia Studies
Unit 4: State and Federal Government**

Grade Level: 8

Grading Period: 4th Six Weeks

Enduring understanding: West Virginia shares a unique connection with the government of the United States since both were born out of conflict.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
State Government	I can analyze and write about the origins and the divisions of power and the responsibilities of the legislative, executive, and judicial branches of our state.	8.2.01 8.2.02 8.2.03 8.2.04 8.2.05 8.2.06 8.2.07 8.2.08 8.2.09 8.2.10 8.5.12 8.5.13	What are the duties and responsibilities of the three branches of our state government? How do the three branches along with our elected officials help to create our laws and other workings of our state government?	Preamble Apportionment Bills Board of Public Works Supreme Court of Appeals Circuit Court Magistrate Felony Misdemeanor Family Courts Concurrent Powers Bill Checks and Balances Legislator Jurisdiction Amendments	Journal writing Benchmarks Formative assessment Focused feedback Conferences Portfolio work Completed projects	Identify state and local leaders and write mock letters to them on local issues you would like to change. Make a chart either on poster board or on the computer showing the division of powers in government. Post the chart on the wall and use it as a springboard for discussion. Write a summary in a reflection blog or in a journal.
Federal Government	I can analyze and write about the division of power and the responsibilities of our federal government's legislative, executive and judicial branches.	8.2.01 8.2.02 8.2.03 8.2.04 8.2.05 8.2.06 8.2.07 8.2.08 8.2.09 8.2.10	What are the duties and responsibilities of the three branches of our federal government? How do the three branches along with our elected officials help to create our laws and the other workings of our federal government?	Proportional Representation Amendments Lobbyists Checks and Balances Conservative Liberal Bill of Rights Petition Naturalized Ballot		Make a chart either on poster board or on the computer showing the bill of rights and freedoms protected. Research elected officials who represent West Virginia. Prepare a booklet which will serve

				Jury Primary Elections General Elections Special Interests Groups Partisan/Non-Partisan		as a biography of his/her accomplishments. Conduct a lunch time survey to see how many students know the basic rights and responsibilities. Compile the data and provide it to the school paper to use in an article on student knowledge of civics.
Role of Citizenship	I can examine and access my rights and responsibilities as a citizen in the United States of America.	8.1.01 8.1.02 8.1.03 8.1.04 8.1.05. 8.1.06 8.1.07 8.1.08 8.1.09 8.1.10	What are your rights and responsibilities as a United States citizen on both the state and national levels?	Citizens Privileges Jury Ballots Primary Election General Election Bill of Rights Suffrage Special interest Groups		

Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

Suggestions: Use Google Earth in a lab setting or projected to the whole group to expose world locations.

Suggested Readings: Lexile=L CSO 8.6-Correlate readings & writings with language arts teachers Examples include: "A Historical Guide to the U.S. Government" Compiled-1410L, "A Government by the People: Direct Democracy in America, 1890-1940" –Thomas Goebel 1630L, "A Companion to the United States Constitution and Its Amendments: John Vile 1500L, "A Citizen's Guide to Politics in America: How the System Works & How to Work the System" Barry Ruben 1410L.

Language Arts Connection: Work with language arts on readings and writing, locate home places of famous authors or story locations.

Use a Frayer model to connect concepts with prior knowledge.

Have learners in collaborative groups choose a key term studied to research and teach its origin to the class .

Brainstorm by making a Spider Graph on the board on geographic terms by listing as many as the class can generate-discuss and use as a lesson launch.

Divide into collaborative groups. Assign groups to make a student-generated chart on unit content.

Construct a set of student generated flashcards on unit terms where a character or belief is on one side with the name on the reverse.

In collaborative pairs, make posters illustrating key points of this unit.

Tiered Instruction:

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

Tier 2 -Use Readers Notebook for guided practice

Tier 3 -Adapted reading materials, Adapted Reader's Notebook

**Fayette County Schools
Curriculum Map
West Virginia Studies
Unit 5: Economics**

Grade Level: 8

Grading Period: 5th Six Weeks

Enduring understanding: West Virginia’s economic past has gone through many phases. Coal has been the major industry in our state; however, today manufacturing, technology and tourism play major roles in our economic development.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
Early Industry	I can examine, discuss and access the early industries that developed in West Virginia.	8.3.01 8.3.02 8.3.03 8.3.06 8.4.01 8.4.02 8.4.03 8.4.04 8.4.05 8.4.06 8.4.07 8.4.08 8.4.09 8.4.10 8.5.04	What were the early industries that developed in West Virginia? How did West Virginia’s abundant natural resources play a role in our early industries?	Coal Timber Oil Gas Salt Flatboats	Journal writing Benchmarks Formative assessment Focused feedback Conferences Portfolio work Completed projects	Trace the origins of the salt industry in the Kanawha Valley. Relate it to the growth of the West, and tell how the salt industry spawned new industries. Make a map on a poster board or computer showing locations of West Virginia’s raw materials. Create a visual montage of future industries of West Virginia. Have collaborative groups brainstorm how each of these ideas could work.
West Virginia’s Industries Today	I can examine, and access West Virginia’s major industries and their development and impact on our state’s economy and well-being today.	8.3.01 8.3.02 8.3.03 8.3.04 8.3.05 8.3.06 8.3.07 8.3.08 8.3.09 8.4.08 8.5.04	What are the major industries in West Virginia today and their impact on our economy and our people in the state?	Timber Tourism Coal Oil Gas Research Chemicals		

New and Future Industries	I can analyze and speculate the development of future industries in West Virginia as technology changes and new needs of our nation and state are identified.	8.3.01 8.3.02 8.3.03 8.3.04 8.3.05 8.3.06 8.3.07 8.3.08 8.3.09	How can technology lead West Virginia into developing new industries and jobs in order to address the future needs of our nation?	Wind Power Solar Power Repair Centers High Tech Research Centers Server Farms Distribution Centers Tourism Tertiary Industry Future Tax Base		
<p>Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.</p> <p>Suggestions: Use Thinkfinity and SAS for interactive differentiated lessons.</p> <p>Suggested Readings: CSO 8.6-Correlate readings and writings with language arts teachers. Examples include: “Generating Wind Power”-Niki Walker -1070L, “Solar Power” -Tea Benduhn -700L, “Amazing Electricity” -Sally Hewitt -750L.</p> <p>Language Arts Connection: Work with language arts on readings and writing, locate home places of famous authors or story locations.</p> <p>Use a Frayer model to connect concepts with prior knowledge.</p> <p>Have learners in collaborative groups choose a key term studied to research and teach its origin to the class.</p> <p>Brainstorm by making a Spider Graph on the board on geographic terms by listing as many as the class can generate-discuss and use as a lesson launch.</p> <p>Divide into collaborative groups. Assign groups to make a student-generated chart on unit content.</p> <p>Construct a set of student generated flashcards on unit terms where a character or belief is on one side with the name on the reverse.</p>						

In collaborative pairs, make posters illustrating and teaching key points of this unit.

Tiered Instruction:

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads.

Tier 2 -Use Readers Notebook for guided practice

Tier 3 -Adapted reading materials, Adapted Reader's Notebook

**Fayette County Schools
Curriculum Map
West Virginia Studies
Unit 6: People**

Grade Level: 8

Grading Period: 6th Six Weeks

Enduring understanding: Many groups of people as well as individuals have played a major role in defining the unique nature of West Virginia and its people.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21st Century Resources
Notable People of West Virginia	<p>I can research and critique the role of ethnic and racial minorities who have made significant contributions to our state's history.</p> <p>I can name and discuss notable West Virginians.</p>	<p>8.2.02 8.5.05 8.5.06 8.5.09 8.5.10 8.5.11 8.5.12 8.5.13</p>	<p>Who were the founders and who influenced West Virginia? What did they do to make a difference?</p>	<p>Francis Pierpont Arthur I Boreman John Carlile Morgan Morgan Booker T Washington John L. Lewis Clyde Yeagar Jerry West Homer Hickam Jennifer Garner</p>	<p>Journal writing Benchmarks Formative assessment Focused feedback Conferences Portfolio work</p>	<p>Use Google Earth to locate areas where West Virginia's founders lived.</p> <p>Create presentations electronically or on a poster board of biographies of key West Virginians throughout our state's history.</p> <p>Research the West Virginia Charleston Gazette Archives</p>

West Virginia Today	I can describe the nature of today's residents of West Virginia and cite the background and nature of our celebrations and fairs reflecting our character drawing tourists and former residences to "come home to West Virginia."	8.5.14 8.5.15	What are the major fairs and festivals of West Virginia, and what do they reflect about our character that draws people to visit here?	Sternwheel Regatta Mountaineer Week West Virginia Day Vandalia Festival WV State Fair Italian Festival	Completed projects	for the "West Virginian of the Year" in order to prepare a chart with mini-overviews of their choices. Create a wall chart from student research on festivals in West Virginia. Use this as a source for reflection writings.
----------------------------	---	------------------	--	---	--------------------	--

Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done in with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo Story, blogs, classroom wiki, pair-share, jigsaw, and podcasts.

Suggestions: Use Google Earth in a lab setting or projected to the whole group to expose world locations.

Suggested Readings: Lexile=L CSO 8.6-Correlate readings & writings with language arts teachers. Examples include: "West Virginia" -Domenica Di Piazza, 1080L, "Emmy" -Connie Jordan Green -820L, "Coal Miner's Bride, A: The Diary of Anetka Kaminska" Susan Campbell Bartoletti -800L .

Language Arts Connection: Work with language arts on readings and writing, locate home places of famous authors or story locations

Use a Frayer model to connect concepts with prior knowledge.

Have learners in collaborative groups choose a key term studied to research and teach its origin to the class.

Brainstorm by making a Spider Graph on the board on geographic terms by listing as many as the class can generate-discuss and use as a lesson launch.

Divide into collaborative groups. Assign groups to make a student-generated chart on unit content.

Construct a set of student generated flashcards on unit terms where a character or belief is on one side with the name on the reverse.

In collaborative pairs, make posters illustrating key points of this unit.

Tiered Instruction:

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

Tier 2 -Use Readers Notebook for guided practice

Tier 3 -Adapted reading materials, Adapted Reader's Notebook