

Grades 2-4	Standard 1: Self-awareness and self-management
Objectives	Students will:
2-4.1.01	<p>Describe a range of emotions and the situations that cause them.</p> <p>ELA.2.R.C1.3 Describe how characters in a story respond to major events and challenges in literary text</p> <p>ELA.2.W.C9.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g. because, and, also) to connect opinion and reasons and provide a concluding statement or section</p> <p>ELA.2.W.C9.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use transitional words to signal event order and provide a sense of closure</p> <p>ELA.2.SL.C14.2 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings</p> <hr/> <p>ELA.3.R.C1.3 Describe characters in a literary story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events</p> <p>ELA.3.R.C2.3 Distinguish their own point of view from that of the narrator or those of the characters in a literary text</p> <p>ELA.3.R.C2.6 Distinguish their own point of view from that of the author of an informational text</p> <p>ELA.3.W.C9.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <ul style="list-style-type: none"> • Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. • Provide reasons that support the opinion. • Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. • Provide a concluding statement or section.

ELA.4.R.C1.3 Describe in depth a character, setting or event in a story or drama, drawing on specific details in the literary text (e.g., a character’s thoughts, words or actions)

ELA.4.W.C9.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
- Provide reasons that are supported by facts and details.
- Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
- Provide a concluding statement or section related to the opinion presented.

ELA.4.W.C11.3 Draw evidence from literary or informational texts to support analysis, reflection, and research.

- Apply grade 4 Reading objectives to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
- Apply grade 4 Reading objectives to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text.”)

2-4.1.02

Describe and demonstrate ways to express emotions in a socially acceptable manner.

ELA.2.R.C1.3 Describe how characters in a story respond to major events and challenges in literary text

ELA.2.W.C9.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts and feelings, use transitional words to signal event order and provide a sense of closure

ELA.2.SL.C13.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a

	<p>time about the topics and texts under discussion).</p> <ul style="list-style-type: none"> • Build on others' talk in conversations by linking their comments to the remarks of others. • Ask for clarification and further explanation as needed about the topics and texts under discussion. <p>ELA.2.SL.C14.2 <i>Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts and feelings</i></p> <p>ELA.4.W.C9.1 <i>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</i></p> <ul style="list-style-type: none"> • <i>Introduce a topic or text clearly, state an opinion and create an organizational structure in which related ideas are grouped to support the writer's purpose.</i> • <i>Provide reasons that are supported by facts and details.</i> • <i>Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).</i> • <i>Provide a concluding statement or section related to the opinion presented</i> <p>ELA.4.L.C17.3 <i>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic</i></p>
2-4.1.03	<p>Describe personal skills and interests that one wants to develop.</p> <p>ELA.2.W.C10.2 <i>With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing</i></p> <p>ELA.3.W.C10.2 <i>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language objectives up to and including grade 3)</i></p> <p>ELA.4.W.C10.2 <i>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing (Editing for conventions should demonstrate command of Language objectives up to and including grade 4)</i></p>
2-4.1.04	<p>Describe the steps in setting and working toward goal achievement.</p> <p>SS.2.E.4 <i>Explain the role of banks in saving for future purchases and create a graph reflecting savings over time</i></p>

2-4.1.05	<p>ELA.2.R.C1.6 Describe the connections between a series of historical events, scientific ideas or concepts or steps in technical procedures in an informational text</p>
	<p>Describe and demonstrate ways that healthy habits contribute to goal achievement.</p>
	<p>SS.2.E.4 Explain the role of banks in saving for future purchases and create a graph reflecting savings over time</p>
	<p>SS.3.E.1 Study bank services including checking accounts, savings accounts and borrowing and create a mock budget</p>
Grades 2-4	Standard 2: Social-awareness and Interpersonal Skills
Objectives	Students will:
2-4.2.01	<p>Identify verbal, physical, and situational cues that indicate how others may feel and describe the expressed feelings and perspectives of others.</p> <p>SS.2.C.4 Create a product (e.g. play, multimedia, and poster) to demonstrate an understanding of the diversity in American culture</p> <p>SS.2.H.C1.1 Create timelines using documents and oral accounts to investigate ways communities and generations of families change</p> <p>SS.2.WV.5 Compare and contrast past and present lifestyles of West Virginians</p> <p>ELA.2.R.C2.3 Acknowledge differences in points of view of characters, including speaking in a different voice for each character when reading dialogue aloud from literary text</p> <hr/> <p>SS.3.H.CL1.6 Analyze the Native American interactions with others (e.g., other Native American groups, explorers and settlers)</p> <p>SS.3.H.CL2.1 Chronologically organize major explorers and determine the reasons for their journeys (e.g., Marco Polo, Amerigo Vespucci, Christopher Columbus, John Cabot, Hernando Cortes, Balboa, Ponce de Leon, Sir Walter Raleigh, etc.)</p> <p>SS.3.H.CL2.2 Investigate the motives for exploration by the various European nations (e.g., England, Spain, France, Portugal, etc.)</p> <p>ELA.3.R.C1.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the literary text</p> <p>ELA.3.SL.C13.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.</p>

- *Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.*
- *Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).*
- *Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.*
- *Explain their own ideas and understanding in light of the discussion*

ELA.4.SL.C13.1 *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.*

- *Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.*
- *Follow agreed-upon rules for discussions and carry out assigned roles.*
- *Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.*
- *Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.*

2-4.2.02

Identify differences among and contributions of various social and cultural groups.

SS.2.C.4 *Create a product (e.g. play, multimedia, and poster) to demonstrate an understanding of the diversity in American culture*

SS.2.H.C1.1 *Create timelines using documents and oral accounts to investigate ways communities and generations of families change*

SS.2.H.C1.2 *Identify cultural contributions and differences made by people from the various regions in the U.S. using literature, documents, and oral accounts*

SS.2.WV.4 *Examine the cultural life of West Virginians through storytelling and various art forms (e.g. songs, instruments, artwork, photographs, etc.)*

SS.2.WV.5 Compare and contrast past and present lifestyles of West Virginians

ELA.2.R.CL1.2 Recount stories, including fables and folktales from diverse cultures and determine their central message, lesson, or moral in literary text

ELA.2.R.CL3.2 Compare and contrast two or more versions of the same story (e.g. Cinderella stories) by different authors or from different cultures in a literary text

SS.3.C.2 Determine the need for government and compare and contrast the following forms: tribal, monarchy, and democracy

SS.3.C.3 Investigate significant cultural contributions of various groups creating our multicultural society

SS.3.G.8 Compare and contrast regions of the United States in regard to plant and animal life, landforms, climate and human interactions with the environment

SS.3.H.CL1.4 Compare and contrast the cultures of the different Native American groups (e.g., source of food, clothing, shelter and products used)

SS.3.H.CL2.4 Explain how their (Europeans') travels impacted the Native Americans and the world

SS.3.WV.3 Identify the four physical geographic regions of West Virginia, the major communities and the natural resources found within each region

SS.4.E.4 Examine and research how slavery and indentured servant influenced the early economy of the United States by constructing graphics (e.g., charts, graphs, tables and grids, etc.) displaying the effect of having slaves and indentured servants

SS.4.G.2 Document the effects of and explain how people adapted to geographic factors (e.g., climate, mountains, bodies of water, etc.) on the following:

- Transportation routes
- Settlement patterns and population density
- Culture (e.g., jobs, food, clothing, shelter, religion, government, etc.)
- Interactions with others (local and national).

SS.4.H.CL1.1 Analyze the southern, middle and northern colonies (e.g., origins, early government, resources, religious and cultural diversity, etc.)

SS.4.H.CL1.2 Compare and contrast community life, family roles and social classes in colonial America (e.g., indentured servants, slaves, colonists, etc.)

SS.4.H.CL1.3 Compare and contrast backgrounds, motivations, and occupational skills between English, French and Spanish settlers (e.g., economics, culture, trade, new agricultural products, etc.)

SS.4.H.CL2.4 Explain the contributions of the Native Americans, French and the Dutch during the Revolutionary War; and list the contributions of women and African Americans during and after the American Revolution

SS.4.WV.2 Compare and contrast West Virginia's population, products, resources and transportation from the 18th century through modern day

2-4.2.03

Demonstrate how to work effectively with those who are different from oneself.

ELA.2.SL.C13.1 Participate in collaborative conversations with diverse partners about *grade 2 topics and texts* with peers and adults in small and larger groups.

- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- Build on others' talk in conversations by linking their comments to the remarks of others.
- Ask for clarification and further explanation as needed about the topics and texts under discussion

SS.3.C.6 Participate in a local service project and discover the importance of working together and how participation leads to improvement in the lives of individuals, as well as communities

ELA.3.SL.C13.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

- *Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.*
- *Explain their own ideas and understanding in light of the discussion*

ELA.4.SL.C13.1 *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.*

- *Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.*
- *Follow agreed-upon rules for discussions and carry out assigned roles.*
- *Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.*
- *Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.*

2-4.2.04

Describe approaches for making and keeping friends.

ELA.2.SL.C13.1 *Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.*

- *Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).*
- *Build on others' talk in conversations by linking their comments to the remarks of others.*
- *Ask for clarification and further explanation as needed about the topics and texts under discussion.*

SS.3.C.6 *Participate in a local service project and discover the importance of working together and how participation leads to improvement in the lives of individuals, as well as communities*

2-4.2.05

Analyze ways to work effectively in groups.

SS.2.C.1 *Participate in volunteer service projects and examine patriotism and the traits of compassion, empathy, and trustworthiness*

that are found in effective citizens in the community, state and nation

SS.3.C.6 *Participate in a local service project and discover the importance of working together and how participation leads to improvement in the lives of individuals, as well as communities*

ELA.3.W.C10.2 *With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language objectives up to and including grade 3)*

ELA.3.SL.C13.1 *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.*

- *Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.*
- *Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).*
- *Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.*
- *Explain their own ideas and understanding in light of the discussion*

ELA.4.W.C10.3 *With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting*

ELA.4.SL.C13.1 *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.*

- *Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.*
- *Follow agreed-upon rules for discussions and carry out assigned roles.*

	<ul style="list-style-type: none"> • <i>Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</i> • <i>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</i>
2-4.2.06	<p>Describe causes and consequences of conflicts and apply constructive approaches to resolve conflicts.</p> <p>ELA.2.R.C1.3 <i>Describe how characters in a story respond to major events and challenges in literary text</i></p> <p>SS.3.C.4 <i>Examine historical conflicts and their resolutions (e.g., conflict between Native Americans and Explorers, Boston Tea Party and Civil Rights Movement)</i></p> <p>SS.3.E.2 <i>Construct and interpret graphs that illustrate the basic concept of the exchange of goods and services as related to supply and demand and the impact of scarcity of resources</i></p> <p>ELA.3.R.C1.6 <i>Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text, using language that pertains to time, sequence, and cause/effect</i></p> <p>SS.4.H.CL3.3 <i>Explain the political, social and economic challenges faced by the new nation (e.g., development of political parties, expansion of slavery, taxation, etc.)</i></p> <p>ELA.4.R.C1.6 <i>Explain events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information in the informational text</i></p>
Grades 2-4	Standard 3: Decision-making Skills and Responsible Behaviors
Objectives	Students will:
2-4.3.01	<p>Demonstrate the ability to respect the rights of self and others.</p> <p>SS.2.C.4 <i>Create a product (e.g. play, multimedia, and poster) to demonstrate an understanding of the diversity in American culture</i></p> <p>ELA.2.SL.C13.1 <i>Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.</i></p> <ul style="list-style-type: none"> • <i>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</i>

- *Build on others' talk in conversations by linking their comments to the remarks of others.*
- *Ask for clarification and further explanation as needed about the topics and texts under discussion.*

SS.3.C.1 *Identify and explain the following commonly held American democratic values, principles and beliefs:*

- *diversity*
- *rule of law*
- *family values*
- *community service*
- *justice*
- *liberty*

SS.3.C.5 *Examine how rights and responsibilities of citizens are reflected in patriotic symbols, songs and holidays of the United States (e.g., the meaning of our flag's colors, the Pledge of Allegiance and the meaning of the words, the National Anthem, Veteran's Day and Memorial Day)*

ELA.3.SL.C13.1 *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.*

- *Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.*
- *Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).*
- *Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.*
- *Explain their own ideas and understanding in light of the discussion*

	<p>SS.4.C.1 <i>Identify, explain, and critique commonly held American democratic values, principles and beliefs (e.g., diversity, family values, community service, justice, liberty, etc.) through established documents (e.g., Declaration of Independence, Constitution, Bill of Rights, etc.)</i></p> <p>SS.4.C.2 <i>Compare and contrast the powers of each branch of government and identify the responsibilities and rights of United States citizens</i></p> <p>SS.4.C.3 <i>Explore the concepts of rule of law to create a visual or oral presentation of how these concepts protect individual rights and the common good</i></p> <p>SS.4.H.CL2.2 <i>Explain the major ideas reflected in the Declaration of Independence</i></p> <p>ELA.4.SL.C13.1 <i>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</i></p> <ul style="list-style-type: none"> • <i>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</i> • <i>Follow agreed-upon rules for discussions and carry out assigned roles.</i> • <i>Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</i> • <i>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</i>
<p>2-4.3.02</p>	<p>Demonstrate knowledge of how social norms affect decision making and behavior.</p> <p>SS.2.C.2 <i>Analyze examples of the fairness of rules and laws and evaluate their consequences</i></p> <p>SS.2.E.3 <i>Design a system that reflects the understanding of the exchange of goods and services (e.g. trading cards and classroom rules)</i></p>

	<p>SS.3.C.1 Identify and explain the following commonly held American democratic values, principles and beliefs:</p> <ul style="list-style-type: none"> • diversity • rule of law • family values • community service • justice • liberty <p>SS.3.C.2 Determine the need for government and compare and contrast the following forms: tribal, monarchy, and democracy</p> <p>SS.4.C.1 Identify, explain, and critique commonly held American democratic values, principles and beliefs (e.g., diversity, family values, community service, justice, liberty, etc.) through established documents (e.g., Declaration of Independence, Constitution, Bill of Rights, etc.)</p> <p>SS.4.C.3 Explore the concepts of rule of law to create a visual or oral presentation of how these concepts protect individual rights and the common good</p>
2-4.3.03	<p>Identify and apply the steps of systemic decision making.</p> <p>ELA.2.R.C1.3 Describe how characters in a story respond to major events and challenges in literary text</p> <p>ELA.2.R.C1.6 Describe the connections between a series of historical events, scientific ideas or concepts or steps in technical procedures in an informational text</p> <p>ELA.3.R.C1.6 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text, using language that pertains to time, sequence, and cause/effect</p> <p>SS.4.H.CL3.1 Compare and contrast the various forms of government in effect from 1776-1854 (e.g., Continental Congress, Articles of Confederation, U.S. Constitution, Bill of Rights, etc.)</p> <p>ELA.4.R.C1.6 Explain events, procedures, ideas or concepts in a historical, scientific or technical text, including what happened and why, based on specific information in the informational text</p>
2-4.3.04	<p>Generate alternative solutions and evaluate their consequences for a range of academic and social situations.</p> <p>SS.2.E.1 Investigate various occupations and career opportunities and how they have changed within the state and nation</p>

	<p>SS.2.E.2 Consider and categorize needs and wants in a graph, chart, or table to evaluate consequences of one choice over another</p> <p>ELA.3.R.C1.6 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in an informational text, using language that pertains to time, sequence, and cause/effect</p>
2-4.3.05	<p>Identify and perform roles that contribute to one’s school and local community.</p> <p>SS.2.C.1 Participate in volunteer service projects and examine patriotism and the traits of compassion, empathy, and trustworthiness that are found in effective citizens in the community, state and nation</p> <p>SS.2.C.3 Illustrate the levels of government (local, state, and national) and actively discuss the characteristics of effective leadership</p> <p>SS.3.C.1 Identify and explain the following commonly held American democratic values, principles and beliefs:</p> <ul style="list-style-type: none"> • diversity • rule of law • family values • community service • justice • liberty <p>SS.3.C.2 Determine the need for government and compare and contrast the following forms: tribal, monarchy, and democracy</p> <p>SS.3.C.6 Participate in a local service project and discover the importance of working together and how participation leads to improvement in the lives of individuals, as well as communities</p> <p>SS.4.C.1 Identify, explain, and critique commonly held American democratic values, principles and beliefs (e.g., diversity, family values, community service, justice, liberty, etc.) through established documents (e.g., Declaration of Independence, Constitution, Bill of Rights, etc.)</p> <p>SS.4.C.2 Compare and contrast the powers of each branch of government and identify the responsibilities and rights of United States citizens</p> <p>SS.4.C.3 Explore the concepts of rule of law to create a visual or oral presentation of how these concepts protect individual rights and the common good</p> <p>SS.4.C.4 Demonstrate patriotism by creating and implementing</p>



school/community service projects (e.g., litter cleanup, fundraisers for community groups, participation in community holiday parades, celebrations, services, etc.)