

Grade 5

Grade 6

Grade 7

Grade 8

Grades 5-8 Standard 1: Self-awareness and self-management	
Objectives	Students will:
5-8.1.01	<p>Analyze factors that create stress or motivate successful performance.</p> <p>SS.5.H.CL1.1 <i>Research the roles and accomplishments of the leaders of the reform movements before and during the Civil War (e.g., abolition movement, Underground Railroad and other social reforms, etc.)</i></p> <p>SS.5.H.CL1.2 <i>Explain how specific events and issues led to the Civil War (e.g., sectionalism fueled by issues of slavery in the territories, states' rights, election of 1860 and secession)</i></p> <p>SS.5.H.CL1.3 <i>Summarize key battles, strategies and turning points of the Civil War (e.g., Fort Sumter, Antietam, Gettysburg, other regional battles and the surrender at Appomattox)</i></p> <p>SS.5.H.CL1.4 <i>Compare the roles and accomplishments of historic figures of the Civil War. (e.g., Abraham Lincoln, Emancipation Proclamation, Gettysburg Address, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Clara Barton and Frederick Douglass, etc.)</i></p> <p>ELA.5.R.C1.2 <i>Determine a theme of a story, drama or poem from details in a literary text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text</i></p> <p>SS.6.C.6 <i>Research and organize information about an issue of global concern from multiple points of view (e.g., ecology, natural resources, global warming and human rights)</i></p> <p>SS.6.H.CL2.2 <i>Examine causes of the Great Depression worldwide</i></p> <p>ELA.6.R.C1.3 <i>Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution</i></p> <p>SS.8.H.CL2.4 <i>Explain the economic and political tensions between the people of western and eastern Virginia including the economic struggles of both groups following the American Revolution and their disagreement over representation</i></p> <p>SS.8.H.CL3.2 <i>Describe the moral, ethical and legal tensions that led to the creation of the new state of West Virginia and how these tensions were resolved (e.g., Virginia vs. West Virginia 1871)</i></p>
5-8.1.02	Apply strategies to manage stress and to motivate successful performance.
5-8.1.03	<p>Analyze how personal qualities influence choices and successes.</p> <p>SS.5.H.CL1.1 <i>Research the roles and accomplishments of the leaders of</i></p>

	<p><i>the reform movements before and during the Civil War (e.g., abolition movement, Underground Railroad and other social reforms, etc.)</i></p> <p>SS.5.H.CL1.4 <i>Compare the roles and accomplishments of historic figures of the Civil War. (e.g., Abraham Lincoln, Emancipation Proclamation, Gettysburg Address, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Clara Barton and Frederick Douglass, etc.)</i></p> <p>SS.5.H.CL4.1 <i>Summarize key events and political leaders surrounding the Spanish-American War and the annexation of new territory</i></p> <p>SS.5.H.CL5.2 <i>Identify prominent inventors and scientists of the period and summarize their inventions or discoveries, (e.g., Thomas Edison, Alexander Graham Bell, the Wright Brothers, Henry Ford and Albert Einstein, etc.)</i></p> <hr/> <p>SS.6.C.5 <i>Examine and analyze various acts of patriotism and civil discourse in response to events throughout United States history (e.g., support of American military during wartime, Vietnam protests, Civil Rights, respect for the flag and response of Americans to 9/11)</i></p> <p>SS.6.H.CL3.3 <i>Analyze the role of strong leadership during the war and critique their responses to the conflict</i></p> <p>SS.6.H.CL.5 <i>Analyze the role of strong leadership in ending the Cold War</i></p> <hr/> <p>ELA.7.R.C1.6 <i>Analyze the interactions between individuals, events and ideas in an informational text (e.g., how ideas influence individuals or events or how individuals influence ideas or events)</i></p> <hr/> <p>ELA.8.R.C1.3 <i>Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character or provoke a decision</i></p>
5-8.1.04	<p>Set short-term goal and makes a plan for achieving it.</p>
5-8.1.05	<p>Analyze why one achieved or did not achieve a goal.</p> <p>SS.5.H.CL1.1 <i>Research the roles and accomplishments of the leaders of the reform movements before and during the Civil War (e.g., abolition movement, Underground Railroad and other social reforms, etc.)</i></p> <p>SS.5.H.CL1.4 <i>Compare the roles and accomplishments of historic figures of the Civil War. (e.g., Abraham Lincoln, Emancipation Proclamation, Gettysburg Address, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Clara Barton and Frederick Douglass, etc.)</i></p> <p>SS.5.H.CL4.1 <i>Summarize key events and political leaders surrounding the Spanish-American War and the annexation of new territory</i></p> <p>SS.5.H.CL5.2 <i>Identify prominent inventors and scientists of the period and summarize their inventions or discoveries, (e.g., Thomas Edison,</i></p>

	<p><i>Alexander Graham Bell, the Wright Brothers, Henry Ford and Albert Einstein, etc.)</i></p> <p>ELA.5.R.CL1.2 <i>Determine a theme of a story, drama or poem from details in a literary text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text</i></p> <p>SS.7.H.CL1.2 <i>Identify the contributions and influences of ancient civilizations and categorize the factors that led to their fall (e.g., philosophy, architecture, civics, literature, the arts, science and mathematics).</i></p> <ul style="list-style-type: none"> • <i>Mesopotamia</i> • <i>Egypt</i> • <i>Greece</i> • <i>Rome</i> • <i>India</i> • <i>China</i> • <i>Ancient civilizations of North and South America.</i>
Grades 5-8 Standard 2: Social-awareness and Interpersonal Skills	
Objectives	Students will:
5-8.2.01	<p>Predict others’ feelings and perspectives in a variety of situations.</p> <p>SS.5.H.CL1.2 <i>Explain how specific events and issues led to the Civil War (e.g., sectionalism fueled by issues of slavery in the territories, states’ rights, election of 1860 and secession)</i></p> <p>SS.5.H.CL1.5 <i>Explain the impact of the Civil War’s physical destruction on the nation and the people (e.g., soldiers, women, African Americans, and the civilian population, etc.)</i></p> <p>SS.5.H.CL2.1 <i>Explain the effects of Abraham Lincoln’s assassination and the goals of Reconstruction</i></p> <p>SS.5.H.CL2.2 <i>Characterize the effects of Reconstruction on African Americans (e.g., rights and restrictions, Thirteenth, Fourteenth, Fifteenth Amendments, rise of discriminatory laws and groups (Klu Klux Klan), motivations to relocate, and the actions of the Freedmen’s Bureau, etc.)</i></p> <p>ELA.5.R.C2.6 <i>Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent in an informational text</i></p>

	<p>SS.6.E.6 Assess the economic impact of technology on world regions throughout history</p> <p>SS.6.H.CL3.6 Cite evidence of the deprivation of human rights violations during times of war</p> <p>SS.6.H.CL5.1 Trace the development of Civil Rights for minority groups in the United States (e.g., women and African Americans)</p> <p>ELA.6.R.C1.2 Determine a theme or central idea of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments</p> <p>ELA.6.R.C1.5 Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments</p> <hr/> <p>SS.7.C.3 Compare and contrast the roles, rights and responsibilities of free men, women, children, slaves and foreigners across time in various civilizations. (e.g., ancient civilizations, medieval times, and nation states)</p> <hr/> <p>SS.8.H.CL1.1 Differentiate between the cultures and daily life of the Native Americans</p> <p>SS.8.H.CL2.1 Compare and contrast the perspectives and roles of different western Virginians during the American Revolution including those of political leaders, soldiers, patriots, Tories/Loyalists, women and Native Americans</p> <p>ELA.8.R.C3.5 Analyze a case in which two or more informational texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation</p>
5-8.2.02	<p>Analyze how one's behavior may affect others.</p> <p>SS.7.E.5 Examine and draw conclusions about how the effects of natural and human events influence an economy (e.g., environmental disasters, diseases, and war)</p> <p>ELA.7.R.C1.6 Analyze the interactions between individuals, events and ideas in an informational text (e.g., how ideas influence individuals or events or how individuals influence ideas or events)</p> <hr/> <p>SS.8.E.2 Analyze the impact of absentee ownership, renewable and nonrenewable natural resources, labor unionization and the development of infrastructure on the economic growth of West Virginia (e.g., railroad, major highways, internet and cellular service)</p>
5-8.2.03	<p>Explain how individual, social, and cultural differences may increase vulnerability to bullying, identify ways to address it, and analyze the effects of taking action to oppose bullying based on individual and group differences.</p>

	<p>SS.5.H.CL2.2 <i>Characterize the effects of Reconstruction on African Americans (e.g., rights and restrictions, Thirteenth, Fourteenth, Fifteenth Amendments, rise of discriminatory laws and groups (Klu Klux Klan), motivations to relocate, and the actions of the Freedmen’s Bureau, etc.)</i></p> <p>SS.6.H.CL5.1 <i>Trace the development of Civil Rights for minority groups in the United States (e.g., women and African Americans)</i></p>
5-8.2.04	<p>Analyze ways to establish positive relationships with others.</p> <p>ELA.5.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 5 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 by making comments that contribute to the discussion and elaborate on the remarks of others.</i> • <i>Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.</i> <p>SS.6.H.CL5.1 <i>Trace the development of Civil Rights for minority groups in the United States (e.g., women and African Americans)</i></p> <p>ELA.6.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 6 topics, texts, and issues, 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 by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</i> • <i>Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</i> • <i>Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.</i> • <i>Review the key ideas expressed and demonstrate understanding</i>

of multiple perspectives through reflection and paraphrasing.

SS.7.H.CL4.1 Summarize the establishment of colonies in Africa, Asia, the Americas, and Oceania

ELA.7.SL.C13.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- *Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.*
- *Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.*
- *Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.*
- *Acknowledge new information expressed by others and, when warranted, modify their own views*

ELA.8.SL.C13.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- *Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.*
- *Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.*
- *Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.*
- *Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.*

5-8.2.05

Demonstrate cooperation and teamwork to promote group effectiveness.

ELA.5.W.C10.2 *With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach*

ELA.5.SL.C13.1 *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 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 by making comments that contribute to the discussion and elaborate on the remarks of others.*
- *Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.*

Grades 6-8

SS.6-8.L.14 *With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed*

ELA.6.SL.C13.1 *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.*

- *Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.*
- *Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.*
- *Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.*

- *Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.*

ELA.7.SL.C13.1 *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.*

- *Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.*
- *Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.*
- *Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.*
- *Acknowledge new information expressed by others and, when warranted, modify their own views*

ELA.8.SL.C13.1 *Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.*

- *Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.*
- *Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.*
- *Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.*
- *Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the*

	evidence presented.
5-8.2.06	<p>Evaluate strategies for preventing and resolving interpersonal problems.</p> <p>SS.5.H.CL1.1 Research the roles and accomplishments of the leaders of the reform movements before and during the Civil War (e.g., abolition movement, Underground Railroad and other social reforms, etc.)</p> <p>SS.5.H.CL3.2 Compare and contrast conflicts between various groups in the West (e.g., miners, ranchers, cowboys, Native Americans, Mexican Americans and European and Asian immigrants, etc.)</p> <p>SS.5.WV.6 Analyze the moral, ethical and legal tensions that led to the creation of the new state of West Virginia and how those tensions were resolved</p> <p>SS.6.H.CL3.2 Examine the political and economic transformation of Western and Eastern Europe after World War II, identifying the significance of the Truman Doctrine, the Marshall Plan, the North Atlantic Treaty Organization (NATO), the United Nations, the Warsaw Pact and the European Economic Community</p> <p>SS.6.H.CL3.3 Analyze the role of appeasement and isolationism as an attempt to avoid war</p> <p>SS.6.H.CL5.1 Trace the development of Civil Rights for minority groups in the United States (e.g., women and African Americans)</p> <p>SS.8.H.CL3.2 Describe the moral, ethical and legal tensions that led to the creation of the new state of West Virginia and how these tensions were resolved (e.g., Virginia vs. West Virginia 1871)</p>
5-8.2.07	Define unhealthy peer pressure and evaluate strategies for resisting it.
Grades 5-8	Standard 3: Decision-making Skills and Responsible Behaviors
Objectives	Students will:
5-8.3.01	<p>Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.</p> <p>SS.5.C.3 Research how government and non-government groups and institutions work to meet the individual needs for the common good.</p>

	<p>(e.g., Red Cross, Freedman’s Bureau, Hull House, etc.)</p> <p>SS.8.C.7 Predict the outcome of selected proposed bills in a current legislative session and assume the role of a lawmaker in a mock legislature to pass a bill into law</p>
5-8.3.02	<p>Analyze the reasons for school and societal rules.</p> <p>SS.5.C.6 Outline the process in which amendments are made; interpret their meaning, and apply it to their daily life, lives of others, and lives of people throughout history</p> <p>SS.5.C.7 Summarize the provisions of the Thirteenth, Fourteenth and Fifteenth Amendments to the Constitution, including how the amendments protected the rights of African Americans and sought to enhance their political, social and economic opportunities</p> <p>SS.5.WV.2 Compare and contrast the roles and functions of the government (e.g., legislative, executive and judicial branches) at the local, county, and state levels</p> <p>SS.8.C.6 Explain the amendment process of the West Virginia Constitution, give examples of amendments and explain their purpose</p> <p>SS.8.C.11 Compare and contrast the relationship and function of local, county, state and national government</p> <p>SS.8.H.CL2.3 Summarize events related to the adoption of Virginia’s constitutional conventions, the role of western Virginia and its leaders in the Continental Congress, and the ratification of the United States Constitution</p>
5-8.3.03	<p>Analyze how decision-making skills improve study habits and academic performance.</p>
5-8.3.04	<p>Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.</p>
5-8.3.05	<p>Evaluate one’s participation in efforts to address identified needs in one’s school and local community.</p> <p>SS.5.C.1 Illustrate the rights, responsibilities, duties, and privileges of a patriotic citizen within authentic situations (e.g., election, food drive, jury duty, etc.) and defend these actions as examples or non-examples of good citizenship</p> <p>SS.5.C.4 Compare the functions of each level of the government (local, state, and national) and apply that knowledge to a function set aside for citizens of the United States (e.g., Town Hall Meeting, Project Citizen, debate, etc.)</p> <p>SS.5.WV.3 Take and defend a position as to why fulfilling one’s civic responsibility is important (e.g., debate, round-table discussion, etc.).</p>

SS.8.C.2 Evaluate how citizens can influence and participate in government at the local, state and national levels and assume the role of an active citizen participating in the democratic process (e.g., lobbying) (e.g., voting, community service, letter writing and school elections)

SS.8.C.3 Identify, analyze and evaluate the responsibilities, privileges and rights as citizens of the state of West Virginia found in the state and national constitutions