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| **WV College and Career Readiness Dispositions and Standards for Student Success** | **Content Alignment** | | | | **How Standards and/or objectives that do not have strong alignment will be delivered.** |
| **Strong Alignment** | **Moderate Alignment** | **Weak/No Alignment** | |
| **K-2 Standards** |  |  |  | |  |
| DSS.K-2.1 Understand Self and Others   * Relate self to others. * Develop positive relationships with other children and adults. |  |  |  | |  |
| DSS.K-2.2 Maintain Positive Relationships   * Use appropriate communication skills to initiate or join classroom activities. * Begin to use and accept negotiation, compromise, and discussion to resolve conflicts. |  |  |  | |  |
| DSS.K-2.3 Exhibit Respectful Behavior  • Show respect and caring behavior toward others. |  |  |  | |  |
| DSS.K-2.4 Decision Making and Personal Responsibility  • Set goals, develop a plan, and follow it through to completion. |  |  |  | |  |
| DSS.K-2.5 Protect Emotional and Physical Safety   * Exhibit respect for physical boundaries, rights, and personal privacy in relation to personal safety. * Express needs, wants, and feelings appropriately. * Demonstrate appropriate use of 911 and knowledge of parent’/guardians’ names, phone number, and address. |  |  |  | |  |
| DSS.K-2.16 Promote Social Justice  • Demonstrate increasing capacity to follow rules and routines and use materials purposefully and respectfully. |  |  |  | |  |
| DSS.K-2.17 Assume Responsible Leadership  • Demonstrate an increasing ability to provide leadership during collaborative tasks. |  |  |  | |  |
| DSS.K-2.18 Practice Financial Responsibility  • Understand that items have value |  |  |  | |  |
| **3rd-5th Grade Standards** |  |  |  | |  |
| DSS.3-5.1 Understand Self and Others  • Demonstrate an awareness as to how their words impact others.  • Develop positive relationships with peers, other children and adults. |  |  |  | |  |
| DSS.3-5.2 Maintain Positive Relationships  • Show respectful and caring behavior toward others.  • Use appropriate communication skills to initiate and join activities and complete varied learning tasks. |  |  |  |  | |
| DSS.3-5.3 Exhibit Respectful Behavior  • Use and accept negotiation and compromise to resolve conflicts. |  |  |  |  | |
| DSS.3-5.4 Decision Making and Personal Responsibility  • Set goals, develop a plan, and follow it through to completion. |  |  |  |  | |
| DSS.3-5.5 Protect Emotional and Physical Safety  • Express needs, wants, and feelings appropriately.  • Describe how situations such as teasing, bullying, harassment, breaking rules, threats, intimidation, and damaging other’s property impact emotional safety.  • Exhibit respect for physical boundaries, rights, and personal privacy in relation to personal safety.  • Demonstrate knowledge of emergency contact information (e.g., emergency [police, fire, medical, 911], and family phone numbers, addresses, contact names). |  |  |  |  | |
| DSS.3-5.6 Develop Academic Motivation  • Use personal skills, interest, and accomplishments to support learning.  • Independently and collaboratively approach tasks and activities with flexibility and creativity.  • Use abilities and accomplishments to maximize learning opportunities. |  |  |  |  | |
| DSS.3-5.7 Develop Learning Skills   * Work collaboratively to solve problems, complete tasks, and/or investigate topics of interest. * Explore a variety of learning opportunities within the classroom and home environment. * Maintain concentration over a reasonable amount of time despite distractions and interruptions. * Independently complete routines and learning tasks. |  |  |  |  | |
| DSS.3-5.8 Achieve School Success  • Accept guidance and direction from a variety of peers and adults.  • Develop increased ability to make choices from identified options. |  |  |  |  | |
| DSS.3-5.9 Prepare for Post-Secondary Success  • Develop an appreciation for and articulate the benefits of learning.  • Interact with varied community members. |  |  |  |  | |
| DSS.3-5.10 Plan to Achieve Goals  • Demonstrate an understanding of the steps used in developing a plan.  • Make short-term and long-term plans, as appropriate.  • Persist in activities to achieve goals.  • Investigate the importance of early academic planning to prepare for post-secondary success and reaching career goals. |  |  |  |  | |
| DSS.3-5.11 Develop Career Awareness  • Interact with a variety of community members.  • Investigate career paths. |  |  |  |  | |
| DSS.3-5.12 Develop Career and Life Plan  • Interact with local and national professional and/or experts to extend personal knowledge to a variety of careers. |  |  |  |  | |
| DSS.3-5.13 Careers and Life Success  • Use expected workplace dispositions, skills, and behaviors in the school and community (e.g., attendance, punctuality, communication, relationships, attitudes, perseverance, collaboration, critical thinking, and leadership). |  |  |  |  | |
| DSS.3-5.14 Acquire a Diverse and Knowledgeable World View  • Investigate and respect aspects of various communities and discuss how these contribute to each individual’s perspective of local, state, and world events.  • Identify themselves as members of varied groups within the local, state, national, and international community. |  |  |  |  | |
| DSS.3-5.16 Promote Social Justice  • Follow rules and routines and use materials purposefully and respectfully. |  |  |  |  | |
| DSS.3-5.17 Assume Responsible Leadership  • Assume leadership roles in collaborative tasks within the classroom and school community. |  |  |  |  | |
| DSS.3-5.18 Practice Financial Responsibility  • Evaluate financial choices based on needs and wants.  • Create a budget with income from incidental funds to save for goals. |  |  |  |  | |