

International Society for Technology in Education Standards				Grade Level Technology Targets
<ol style="list-style-type: none"> 1. Creativity and innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. 2. Communication and collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. 3. Research and information fluency: Students apply digital tools to gather, evaluate, and use information. 4. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. 5. Digital citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. 6. Technology Operations and Concepts: Students demonstrate and sound understanding of technology concepts, systems and operations. 				<ul style="list-style-type: none"> ● 1. Creativity and Innovation ● 2. Communication and Collaboration ● 3. Research and information fluency: ● 5. Explain how digital citizenship affects the use of technology for you and the world around you.
Quarter 1	Quarter 2	Quarter 3	Quarter 4	End of Year Grade Level Expectations
Standard 1: History				
<p>Evidence Outcomes</p> <p>History 1.1.a Determine and explain the interdependence of people around the world during significant eras or events.</p> <p>History 1.2.c Describe the foundation and development of key historical topics. Topics to include but are not limited to early civilizations Mesopotamia and the Fertile</p>	<p>Evidence Outcomes</p> <p>History 1.2.d Analyze the social, political, cultural, economic, and technological development within the code of laws, class system, and written language.</p> <p>History 1.2.e Describe the history, interactions, and contributions of various peoples and cultures that have lived in or migrated to the</p>	<p>Evidence Outcomes</p> <p>History 1.1.b Analyze historical sources for accuracy and point of view while formulating historical questions. Sources to include but not limited to art, artifacts, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts.</p>	<p>Evidence Outcomes</p> <p>History 1.2.a Explain how people interact and are interconnected over key periods or eras in history in the Eastern Hemisphere.</p> <p>CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p>	<p>History 1.1.b Analyze historical sources for accuracy and point of view while formulating historical questions. Sources to include but not limited to art, artifacts, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts.</p> <p>History 1.2.e Describe the history,</p>

<p>Crescent.</p> <p>CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</p>	<p>Eastern Hemisphere.</p> <p>CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</p>	<p>CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</p>	<p>CCSS.ELA-LITERACY.RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.</p> <p>CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>CCSS.ELA-LITERACY.RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>CCSS.ELA-LITERACY.RH.6-8.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>CCSS.ELA-LITERACY.RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.</p>	<p>interactions, and contributions of various peoples and cultures that have lived in or migrated to the Eastern Hemisphere.</p> <p>History 1.1.a Determine and explain the interdependence of people around the world during significant eras or events.</p>
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<p>1. Creativity and innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.</p> <p>2. Communication and collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>3. Research and information fluency: Students apply digital tools to gather, evaluate, and use information.</p> <p>4. Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.</p> <p>5. Digital citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p> <p>6. Technology Operations and Concepts: Students demonstrate and sound understanding of technology concepts, systems and operations.</p>				<ul style="list-style-type: none"> 1. Creativity and Innovation 2. Communication and Collaboration
Standard 2: Geography				
<p>Evidence Outcomes</p> <p>Geography 2.1.a Interpret maps and other geographic tools to find patterns in human and physical systems.</p> <p>Geography 2.1.d Ask and answer questions after examining geographic sources.</p> <p>CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p>Evidence Outcomes</p> <p>Geography 2.1.b Describe the characteristics and distribution of physical systems, cultural patterns and economic interdependence to make predictions. Topics to include but not limited to environmental issues and cultural diffusion.</p> <p>Geography 2.1.c Collect and analyze data to make geographic inferences and predictions regarding the Eastern Hemisphere.</p> <p>CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p>Evidence Outcomes</p> <p>Geography 2.2.c Construct maps, using fundamental principles to identify key information and analyze regional issues and perspectives in the Eastern Hemisphere.</p> <p>Geography 2.2.d Explain how the physical environment of a place influences its economy, culture, and trade patterns.</p> <p>CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p>Evidence Outcomes</p> <p>Geography 2.2.a Classify data to construct thematic maps and make inferences.</p> <p>Geography 2.2.b Analyze and interpret data using geographic tools and create maps.</p> <p>CCSS.ELA-LITERACY.RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	<p>Geography 2.2.b Analyze and interpret data using geographic tools and create maps.</p> <p>Geography 2.2.d Explain how the physical environment of a place influences its economy, culture, and trade patterns.</p> <p>Geography 2.1.a Interpret maps and other geographic tools to find patterns in human and physical systems.</p> <p>Geography 2.1.b Describe the characteristics and distribution of physical systems, cultural patterns and economic interdependence to make predictions.</p>

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Quarter 1	Quarter 2	Quarter 3	Quarter 4	End of Year Grade Level Expectations
Standard 3: Economics				
<p>Evidence Outcomes</p> <p>Economics 3.2.a Give examples that illustrate connections between resources and manufacturing.</p> <p>Economics 3.2.c Compare and contrast the relative value and different uses of several types of resources.</p> <p>CCSS.ELA-LITERACY.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>	<p>Evidence Outcomes</p> <p>Economics 3.2.e Define resources from an economic and personal finance perspective.</p> <p>Economics 3.2.a Give examples that illustrate connections between resources and manufacturing.</p> <p>Economics 3.2.b Identify patterns of trade between places based on distribution of resources.</p> <p>CCSS.ELA-LITERACY.RH.6-8.3 Identify key steps in a text's description of a process related to</p>	<p>Evidence Outcomes</p> <p>Economics 3.1.a Define supply and demand.</p> <p>Economics 3.1.b Identify factors that cause changes in supply and demand.</p> <p>Economics 3.1.c Define and identify factors that impact price.</p> <p>Economics 3.1.d Identify examples to illustrate that consumers ultimately determine what is produced in a market economy.</p> <p>Economics 3.1.e Explain the function of profit in a market economy.</p> <p>Economics 3.1.f Demonstrate how supply</p>	<p>Evidence Outcomes</p> <p>Economics 3.2.f Explain the role of taxes in economic production and distribution of resources (PFL).</p> <p>Economics 3.2.g Define the various types of taxes students will pay as adults (PFL).</p> <p>Economics 3.2.h Demonstrate the impact of taxes on individual income and spending (PFL).</p> <p>Economics 3.2.f Explain the role of taxes in economic production and distribution of resources.</p> <p>Economics 3.2.g Define the</p>	<p>Economics 3.1.a Define supply and demand.</p> <p>Economics 3.1.b Identify factors that cause changes in supply and demand.</p> <p>Economics 3.1.c Define and identify factors that impact price.</p> <p>Economics 3.1.d Identify examples to illustrate that consumers ultimately determine what is produced in a market economy.</p> <p>Economics 3.1.e Explain the function of profit in a market economy.</p>

<p>CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p>history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>	<p>and demand determine equilibrium price and quantity. Economics 3.2.d Use supply and demand analysis to explain how prices allocate scarce goods in a market economy.</p> <p>CCSS.ELA-LITERACY.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>	<p>various types of taxes students will pay as adults. Economics 3.2.h Demonstrate the impact of taxes on individual income and spending.</p> <p>CCSS.ELA-LITERACY.RH.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p>	<p>Economics 3.1.f Demonstrate how supply and demand determine equilibrium price and quantity.</p>
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<p>Standard 4: Civics</p>				

<p>Evidence Outcomes CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p>Evidence Outcomes Civics 4.1.a Compare the definition of citizen in various governments. Civics 4.1.b List the responsibilities of citizens in various governments. Civics 4.1.c Define the roles of citizens in various governments.</p> <p>CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p>Evidence Outcomes Civics 4.1.d Give national and international examples of ethics and quality in government policy and practices. Civics 4.1.e Give examples illustrating how various governments and citizens interact and analyze how these interactions have changed over time. Civics 4.2.d Describe common interests and evaluate examples of global collaboration. Civics 4.2.e Use criteria that identify the attributes of a good government and apply to specific examples.</p> <p>CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p>Evidence Outcomes Civics 4.2.a Compare different forms of government in the world and how they derive their authority. Civics 4.2.b Evaluate how various nations interact, resolve their differences, and cooperate. Civics 4.2.c Analyze conflicts among nations including causes and consequences.</p> <p>CCSS.ELA-LITERACY.RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p>	<p>Civics 4.1.a Compare the definition of citizen in various governments. Civics 4.1.b List the responsibilities of citizens in various governments. Civics 4.1.c Define the roles of citizens in various governments. Civics 4.2.a Compare different forms of government in the world and how they derive their authority.</p>
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