

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"> • • • •
Quarter 1	Quarter 2	Quarter 3	Quarter 4	End of Year Grade Level Expectations
Standard 1: History				
History 3.d Analyze the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity. Topics to include but not limited to suffrage, Civil Rights, and the role of government. (DOK 1-3)				

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Quarter 1	Quarter 2	Quarter 3	Quarter 4	End of Year Grade Level Expectations
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Standard 2: Geography

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Quarter 1	Quarter 2	Quarter 3	Quarter 4	End of Year Grade Level Expectations
Standard 3: Economics				
	<p>Economics 2.a Analyze how government activities influence the economy. Topics to include but not limited to: taxation, monetary policy, and the Federal Reserve. (DOK 1-2)</p> <p>Economics 4.a Develop a financial plan including a budget based on short- and long- term goals (DOK 1- 3)</p> <p>Economics 4.b Analyze financial information for accuracy, relevance, and steps for identity protection (DOK 2- 3)</p>			

	Economics 4.c Describe factors affecting take- home pay (DOK 1)			
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Standard 4: Civics				

<p>2.a. Describe the origins, purposes and limitations of government and include the contribution of key philosophers and documents (DOK 1-2)</p> <p>2.d. Analyze the role of the founding documents and the evolution of their interpretation through governmental action and court cases. Documents to include but not limited to the United States Constitution and the Bill of Rights (DOK 2-3)</p> <p>2.b. Identify the structure, function, and roles of members of government and their relationship to democratic values (DOK 1-2)</p> <p>2.c. Analyze and explain the importance of the principles of democracy and the inherent competition among values. Values to include but not be limited to freedom and security, individual rights and common good, and rights and responsibilities (DOK 2-3)</p> <p>Common Core <u>CCSS.ELA-LITERACY.RH.11-12.2</u> Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><u>CCSS.ELA-LITERACY.RH.11-12.4</u> Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).</p>	<p>3.a. Discuss multiple perspectives on local issues and options for participating in civic life (DOK 1-3)</p> <p>3b. Analyze and discuss multiple perspectives on state issues and option for participating in civic affairs by shaping policies (DOK 2-3)</p> <p>c. Explain how to monitor and influence public policy (DOK 1-2)</p> <p>1.a. Engage ethically in civic activities including discussing current issues, advocating for their rights and the rights of others, practicing their responsibilities, influencing governmental actions, and other community service learning opportunities (DOK 1-4)</p> <p>1.b. Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy (DOK 1-3)</p> <p>c. Describe the roles and influence of individuals, groups, and the press as checks on governmental practices (DOK 1-2)</p> <p>1.e. Critique various media sources for accuracy and perspective (DOK 2-3)</p> <p>Common Core <u>CCSS.ELA-LITERACY.RH.11-12.7</u> Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> <p><u>ISTE</u></p>	<p>GEO2.a. Apply geography skills to help investigate issues and justify possible resolutions involving people, places, and environments. Topics to include but not limited to how people prepare for and respond to natural hazards (DOK 1-3)</p> <p>GEO 2.b. Identify, evaluate, and communicate strategies to respond to constraints placed on human systems by the physical environment (DOK 1-3)</p> <p>c. Explain how altering the environment has brought prosperity to some places and created environmental dilemmas for others (DOK 1-2)</p> <p>d. Research and interpret multiple viewpoints on issues that shaped the current policies and programs for resource use (DOK 1-4)</p> <p>e. Explain how information and changing perceptions and values of places and environment influence personal actions (DOK 1-3)</p> <p>GEO 3.a. Explain how the uneven distribution of resources in the world can lead to conflict, competition, or cooperation among nations, regions, and cultural groups (DOK 1-2)</p> <p>b. Explain that the world's population is increasingly connected to and dependent upon other people for both human and natural resources (DOK 1-2)</p> <p>c. Explain how migration of people and movement of goods and ideas can enrich cultures, but also create tensions (DOK 1-2)</p> <p>d. Analyze how cooperation and conflict influence the division and control of Earth (DOK 1-2)</p> <p>e. Analyze patterns of distribution and arrangements of settlements and the processes of the diffusion of human activities (DOK 1-3)</p> <p>HIST 2.a. Evaluate continuity and change over the course of world history (DOK 1-3)</p> <p>b. Investigate causes and effects of significant events in world history (DOK 1-2)</p> <p>c. Analyze the complexity of events in world history (DOK 2-3)</p> <p>d. Examine and evaluate issues of unity and diversity in world history (DOK 1-3)</p> <p>HIST3.c. Evaluate the historical development and impact of political thought, theory and actions (DOK 1-3)</p>	<p>CIVICS3.d. Analyze goals and tools used by the United States in developing foreign policy (DOK 1-3)</p> <p>e. Illustrate how various governments and leaders interact and evaluate how interactions among nations affect domestic and world events (DOK 1-3)</p> <p>f. Compare and contrast how different systems of government function (DOK 1-2)</p> <p>ECON3.d. Analyze goals and tools used by the United States in developing foreign policy (DOK 1-3)</p> <p>e. Illustrate how various governments and leaders interact and evaluate how interactions among nations affect domestic and world events (DOK 1-3)</p> <p>f.. Compare and contrast how different systems of government function (DOK 1-2)</p> <p>Common Core <u>CCSS.ELA-LITERACY.RH.11-12.8</u> Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.</p> <p><u>CCSS.ELA-LITERACY.RH.11-12.9</u> Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> <p><u>ISTE</u></p> <p>2) Communication and</p>	
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<p> <u>CCSS.ELA-LITERACY.RH.11-12.5</u> Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. </p> <p> <u>CCSS.ELA-LITERACY.RH.11-12.6</u> Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. </p> <p> <u>ISTE</u> </p> <p>5) Digital Citizenship</p>	<p>1) Creativity and innovation</p> <p>a. Apply existing knowledge to generate new ideas, products, processes (i.e. Gerrymandering Reform)</p> <p>d. Identify trends and forecast possibilities (i.e. Analyze election data/polling)</p> <p>3) Research and Information Fluency</p> <p>b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media (news/polling data regarding elections)</p> <p>5) Digital Citizenship</p>	<p>ECON1.a. Analyze the relationships between economic goals and the allocation of scarce resources</p> <p> <u>Common Core</u> <u>CCSS.ELA-LITERACY.RH.11-12.1</u> Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. </p> <p> <u>CCSS.ELA-LITERACY.RH.11-12.3</u> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. </p> <p> <u>ISTE</u> </p> <p>4) Critical Thinking, Problem Solving, and Decision Making</p> <p>5) Digital Citizenship</p>	<p>Collaboration</p> <p>c. Develop cultural understanding and global awareness by engaging with learners of other cultures</p> <p>5) Digital Citizenship</p>	
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Instructional Calendar

SS/ Eleventh Grade

RECOMMENDATIONS:

- Require Economics as a semester course through either social studies or business department
- Move Government to a senior level course for MHS. The benefits of making this change are numerous. Seniors are historically more engaged than juniors in government courses, as the impact of these policies and historical changes are more immediate.
- Create an optional World Governments/Civics course as an optional follow-up course to American Government (for MHS) (for OHS, integrate into the American Government course)