

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				
<p>History 1.a Evaluate a source for point of view and historical context. (DOK 2-3)</p> <p>History 3.b Investigate the historical development of and impact of major scientific and technological innovations. Topics to include but not limited to the Industrial Revolution. (DOK 1-3)</p> <p>History 1.3 Construct and defend a written historical argument using relevant primary and secondary sources as evidence. (DOK 1-3)</p> <p>History 2.d Examine and evaluate issues of unity and diversity in world history (DOK 1-3)</p>	<p>History 1.d Differentiate between facts and historical interpretations, recognizing that a historian's narrative reflects his or her judgment about the significance of particular facts. (DOK 2-3)</p> <p>History 2.e Analyze continuity and change in eras over the course of United States History. (DOK 2-3)</p> <p>History 3.f Describe and analyze the historical development and impact of the arts and literature on the culture of the United States. (DOK 1-3)</p> <p>History 3.e Analyze ideas critical to the understanding of American history. Topics to</p>	<p>History 2.f Analyze the complexity of events in United States history. Topics to include but not limited to WWI, Great Depression, Cold War. (DOK 1-2)</p> <p>History 3.c Evaluate the historical development and impact of political thought, theory, and actions. (DOK 1-3)</p> <p>History 2.g Analyze the complexity of events in United States history. Topics to include but not limited to the suffrage movement and the Civil Rights Movement. (DOK 2-3)</p>	<p>History 2.h Examine and evaluate issues of unity and diversity from Reconstruction to present. Topics to include but not limited to the rise and fall of Jim Crow, role of patriotism, and the role of religion. (DOK 1-3)</p> <p>History 1.b Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses (DOK 1- 3)</p> <p>History 3.d Analyze the origins of fundamental political debates and how conflict, compromise, and cooperation have</p>	

	include but not limited to populism, progressivism, isolationism, imperialism, anti- communism, environmentalism, liberalism, fundamentalism, and conservatism (DOK 1- 3)		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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Standard 2: Geography				
Evidence Outcomes	Evidence Outcomes	Evidence Outcomes	Evidence Outcomes	

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Standard 3: Economics				
Econ. 1.d Identify influential entrepreneurs and describe how they have utilized resources to produce goods and services. (DOK 1-2)	Evidence Outcomes	Evidence Outcomes	Econ. 2.f Compare and contrast monetary and fiscal policies of the United States government that are used to stabilize the economy. (DOK 2-3)	

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Standard 4: Civics				

<p>Evidence Outcomes</p>	<p>Civics 1.e Critique various media sources for accuracy and perspective. (DOK 2-3)</p>	<p>Civics 3. Analyze goals and tools used by the United States in developing foreign policy. (DOK 1-3)</p> <p>Civics 2.f Analyze how court decisions, legislative debates, and various and diverse groups have helped to preserve, develop, and interpret the rights and ideals of the American system of government. (DOK 2-3)</p>	<p>Civics 1.c Describe the roles and influence of individuals, groups, and the press as checks on governmental practices. (DOK 1-2)</p>	
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