

## Welcome to Homewood City Schools' Learning Targets

Homewood City Schools utilizes teacher-constructed "learning targets," written in student-friendly language, in order to bring more clarity of the learning objective to students and families. Grades K-2 focus on language arts & math targets with science and social studies targets beginning in grade 3.

Each content area has approximately 12 "targets," representing the most essential learning objectives in that subject. Each target then has a number of "I can" statements - smaller standards that fit under the target - which represent the gradual building blocks of that target. When a student CAN consistently do all of the "I can" statements, they should have mastered the overall target.

Mastery of the learning target is the goal for students and teachers. In fact, the purpose of Homewood's K-5 standards-based grading system is to allow students and parents the opportunity to more fully understand where the child is on the year-long road to mastery of the learning target. The standard grade report would be a "2" (on the road to mastery)

meaning that a student is right where he or she should be at that point in the year. A "1" means that a student is NOT projected to master the target by the end of the year while a "3" means the target has been fully mastered. Students may receive a "2-" or a "2+" which provides the parents with more of a continuum-view of where their child is in relation to target mastery. This grading system is used for K-5 Reading and Math, as well as fourth and fifth grade social studies and science. Students may receive an "S" (satisfactory), a "P" (progressing), an "R" (room for improvement) or a "U" (unsatisfactory) for K-5 specials and 1st-3rd grade science and social studies.

Classroom behaviors (completing homework, paying attention, etc.) certainly play a role in a child's learning. Teachers provide parents with feedback on each report card regarding grade-level-appropriate behaviors. Students receive an "S" (satisfactory), a "P" (progressing), an "R" (room for improvement), or a "U" (unsatisfactory) in those reported behaviors. Separating behaviors from content mastery provides everyone with a clear understanding of where students are on both fronts.

In a standards-based grading system, teachers work to gather "evidence," in various forms, to determine where a student is on the road to mastery. That evidence could be some combination of student work (individual and/or group), a test, a project, practice-work, conversations with the teacher, and more. Think of a doctor who runs various tests, examines the patient, asks questions, and then applies all of that information in order to make a diagnosis. Teachers are utilizing their professional judgment in order to help you and your child understand where he/she is on the road to mastering each learning target. Standards-based grading keeps the focus of grade reporting on student learning, which should build the appropriate mindset for school when students transition to middle and high schools.



## **FOURTH GRADE LEARNING TARGETS**

### **Language Arts**

#### Reading Process

1. Read fourth-grade text with sufficient accuracy and fluency to support comprehension.
  - a. I can read fourth-grade text with accuracy, purpose and understanding.
  - b. I can read fourth-grade level prose and poetry with accuracy, appropriate rate, and expression.
  - c. I can use context to confirm or self-correct word recognition and understanding, rereading as necessary.
2. Apply word study skills to read multisyllabic words and compound words.
  - a. I can recognize letter, spelling, and syllable patterns.
  - b. I can identify and interpret parts of words including root words, prefixes, suffixes, and compound words.
  - c. I can read multi-syllable words by breaking them apart into chunks.

#### Reading Comprehension & Application

3. Apply comprehension strategies to interpret informational texts.
  - a. I can select and use appropriate resources (dictionaries, thesauruses, glossaries, etc.), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.
  - b. I can use and interpret text features, including headings, subheadings, captions, graphics, and bolded and italicized words, for understanding.
  - c. I can distinguish between the main idea and supporting details.
  - d. I can self-monitor understanding of text (rereading, reading ahead, questioning, etc.).
  - e. I can interpret the overall structure of ideas, concepts, events, or information in a text or a part of a text.
  - f. I can compare and contrast firsthand and secondhand accounts of the same events.
  - g. I can refer to details and examples from a text when making conclusions and drawing inferences.
  - h. I can integrate information from two texts on the same topic in order to speak or write about the subject knowledgeably.
  - i. I can summarize informational texts.
  - j. I can explain how an author uses reasons and evidence to support particular points in a text. (author's purpose)
4. Apply comprehension strategies to interpret fictional texts.
  - a. I can distinguish between the main idea and supporting details.
  - b. I can self-monitor understanding of text (rereading, reading ahead, questioning, etc.).
  - c. I can interpret figurative language (similes, metaphors, idioms, adages, and proverbs).
  - d. I can interpret analogies.
  - e. I can interpret the overall structure of ideas, concepts, events, or information in a text or a part of a text.
  - f. I can compare and contrast firsthand and secondhand accounts of the same events.

- g. I can refer to details and examples from a text when making conclusions and drawing inferences.
  - h. I can integrate information from two texts on the same topic in order to speak or write about the subject knowledgeably.
  - i. I can summarize fictional texts.
5. Identify literary elements and analyze the interaction between plot and characters.
- a. I can analyze the sequence of events in depth.
  - b. I can identify and explain the conflict and resolution of a story.
  - c. I can explain the relationship between cause and effect.
  - d. I can analyze character development, character traits, and motivations.
  - e. I can compare and contrast points of view including the differences between first and third-person narratives.
  - f. I can identify setting and explain its relevance.
  - g. I can explain how an author uses reasons and evidence to support particular points in a text. (author's purpose)
  - h. I can determine the theme of a story, drama or poem from details in the text.
6. Distinguish features of a variety of literary genres.
- a. I can distinguish between a variety of genres (realistic, fantasy, biography, historical fiction, myths, poetry, etc.).
  - b. I can explain major differences among poems, drama, and prose, and refer to the structural elements of poems and drama.
  - c. I can identify regional and cultural differences which are reflected in multicultural texts.
  - d. I can compare and contrast the different perspectives of similar themes, topics and sequence of events.

### Writing and Communication

7. Listen and communicate effectively within a fourth-grade classroom.
- a. I can engage in meaningful conversations about texts by reviewing key ideas and asking clarification questions.
  - b. I can explain how the words in a text and illustrations help the reader to visualize the elements of a story.
  - c. I can carry out assigned roles in a variety of collaborative discussions.
  - d. I can incorporate technology into a presentation to enhance its meaning.
  - e. I can identify the reasons and evidence a speaker provides to support a particular point.
  - f. I can differentiate between contexts that call for formal and informal discourse.
  - g. I can prepare for discussions by having read or studied required material.
  - h. I can explain my own ideas and understanding in the context of the discussion.
8. Organize and compose five paragraph opinion pieces.
- a. I can introduce the topic and state my opinion in an introductory paragraph.
  - b. I can supply reasons to support my opinion.

- c. I can use transition words.
  - d. I can restate my opinion in a conclusion paragraph.
  - e. I can develop and strengthen my writing through planning, revising, and editing with guidance and support from peers and adults.
  - f. I can use technology to produce, publish, and share writing with some guidance and support from adults.
9. Organize and compose narrative pieces.
- a. I can introduce characters, narrators, and situations.
  - b. I can use transitions to connect the sequence of events.
  - c. I can use dialogue and sensory details to enhance the plot of the story.
  - d. I can use concrete words, strong verbs, and descriptive phrases.
  - e. I can develop characters and setting in my narrative text.
  - f. I can compose a narrative text with a main event.
  - g. I can provide a conclusion that follows from the narrated experiences or events.
  - h. I can develop and strengthen my writing through planning, revising, and editing with guidance and support from peers and adults.
  - i. I can use technology to produce, publish, and share writing with some guidance and support from adults.
10. Organize and compose five paragraph expository pieces.
- a. I can write an introductory paragraph.
  - b. I can examine a topic and clearly convey information in three paragraphs.
  - c. I can develop the topic with facts, concrete details, quotations, and other information and examples.
  - d. I can use transition words.
  - e. I can use precise language and content-specific vocabulary to explain the topic.
  - f. I can provide a concluding paragraph.
  - g. I can develop and strengthen my writing through planning, revising, and editing with guidance and support from peers and adults.
  - h. I can use technology to produce, publish, and share writing with some guidance and support from adults.

### Mechanics & Grammar

11. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
- a. I can use commas in a compound sentence.
  - b. I can apply correct punctuation in a direct quotation.
  - c. I can avoid using sentence fragments and run-on sentences.
  - d. I can use correct capitalization.
  - e. I can spell fourth grade words effectively in writing, consulting references as needed.
12. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
- a. I can use correct subject-verb agreement in a sentence.
  - b. I can form and use prepositional phrases.
  - c. I can correctly use frequently confused words (e.g., there, their, and they're).
  - d. I can use relative pronouns and relative adverbs.

- e. I can form and use the progressive verb tenses.
- f. I can use modal auxiliaries to convey various conditions.
- g. I can order adjectives within sentences according to conventional patterns.

### Vocabulary

- 13. Apply newly acquired vocabulary in writing and oral communications.
  - a. I can infer the meaning of a word when given a synonym and/ or antonym.
  - b. I can analyze context clues to construct meaning of unknown and multiple meaning words.
  - c. I can use prefixes, suffixes, and root words including Greek and Latin roots to determine the meanings of words.
  - d. I can define and incorporate vocabulary into everyday communications.
  - e. I can acquire and use content-specific words and phrases.

### Research

- 14. Utilize skills needed to research a topic.
  - a. I can conduct research projects that build knowledge through investigation of different aspects of a topic.
  - b. I can recall relevant information from experiences or gather relevant information from print and digital sources.
  - c. I can prioritize information, take notes, and provide a list of sources.
  - d. I can draw evidence from texts to support analysis, reflection, and research.

## **Math**

### Operations with Numbers: Base Ten

- 1. Evaluate place value understanding of multi-digit whole numbers up to one million.
  - a. I can read and write multi-digit whole numbers using standard form, word form, and expanded form.
  - b. I can use models and numerical reasoning to explain that in a multi-digit whole number, a digit in any place represents ten times what it represents in the place to the right.
  - c. I can determine the place value of a multi-digit whole number to the hundred thousands place.
  - d. I can use place value understanding to compare and order multi-digit numbers using  $<$ ,  $>$ , and  $=$  symbols.
  - e. I can use place value understanding to round multi-digit whole numbers to any place.
- 2. Use place value understanding and properties of operations to perform multi-digit addition and subtraction with whole numbers.
  - a. I can use place value strategies to fluently add multi-digit whole numbers.
  - b. I can use place value strategies to fluently subtract multi-digit whole numbers.
  - c. I can demonstrate an understanding of how place value connects to the standard algorithm when fluently adding multi-digit whole numbers.
  - d. I can demonstrate an understanding of how place value connects to

the standard algorithm when fluently subtracting multi-digit whole numbers.

3. Use place value understanding and properties of operations to perform multi-digit multiplication and division with whole numbers.
  - a. I can recall from memory and demonstrate computation automaticity of multiplication facts through 12s.
  - b. I can interpret and write equations for multiplicative comparison.
  - c. I can find the product of two factors (a whole number up to four digits by a one-digit whole number), using strategies based on place value and the properties of operations.
  - d. I can find the product of two two-digit numbers using strategies based on place value and the properties of operations.
  - e. I can illustrate and explain the product of two factors using equations, rectangular arrays, and area models.
  - f. I can find whole-number quotients and remainders when using a one-digit divisor and up to four-digit dividends using strategies based on place value, properties of operations, and/or the relationship between multiplication and division.
  - g. I can illustrate or explain quotients using equations, rectangular arrays, and/or area models.

#### Operations and Algebraic Thinking

4. Solve problems with whole numbers using the four operations, including multi-step problems.
  - a. I can solve word problems involving multiplicative comparison using drawings and write equations to represent the problem, using a symbol for the unknown number.
  - b. I can determine and justify solutions for multi-step word problems, including where remainders must be interpreted.
  - c. I can write equations to show solutions for multi-step word problems with a symbol for the unknown quantity.
  - d. I can determine if an answer is reasonable when solving a multi-step word problem, using mental computation and estimation strategies including rounding.
  - e. I can generate and analyze a number or shape pattern that follows a given rule.
5. Demonstrate understanding of factors and multiples.
  - a. I can find all factor pairs of whole numbers through 100.
  - b. I can recognize that a whole number is a multiple of each of its factors.
  - c. I can determine whether a given whole number in the range of 1-100 is a multiple of a given one-digit number.
  - d. I can determine whether a given whole number in the range of 1-100 is prime or composite.

#### Operations with Numbers: Fractions

(Expectations in this domain are limited to fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, & 100)

6. Extend understanding of fraction equivalence and ordering.
  - a. I can use area and length fraction models to explain why equivalent fractions are equal taking into account how the number and size of the parts differ even though the two fractions are the same size.

- b. I can apply principles of fraction equivalence to recognize and generate equivalent fractions (e.g.,  $a/b$  is equivalent to  $\frac{\square\square\square}{\square\square\square}$ ).
  - c. I can compare two fractions with different numerators and different denominators using concrete models and/or benchmarks (0,  $\frac{1}{2}$ , 1).
  - d. I can compare two fractions with different numerators and different denominators using common denominators, and/or common numerators.
  - e. I can record and justify comparisons of fractions using  $<$ ,  $>$ , or  $=$ .
  - f. I can explain that comparisons are valid only when two fractions refer to the same whole.
  - g. I can order fractions and mixed numbers in order from least to greatest or greatest to least.
7. Perform operations with fractions and mixed numbers.
- a. I can model and justify decompositions of fractions as a sum of unit fractions and as a sum of fractions with the same denominator in more than one way using area models, length models, and equations.
  - b. I can build and explain addition and subtraction of fractions as joining or separating parts referring to the same whole.
  - c. I can add and subtract fractions and mixed numbers with like denominators using fraction equivalence, properties of operations, and the relationship between addition and subtraction.
  - d. I can solve word problems involving addition and subtraction of fractions and mixed numbers having like denominators, using drawings, visual fraction models, and equations to represent the problem.
8. Apply and extend previous understandings of multiplication to multiply a whole number times a fraction.
- a. I can model and explain how a non-unit fraction can be represented by a whole number times the unit fraction (e.g.,  $9/8 = 9 \times \frac{1}{8}$ ).
  - b. I can multiply a whole number times a fraction.
  - c. I can solve word problems involving multiplication of fractions by using visual fraction models and equations to represent the problem.
9. Understand decimal notation for fractions and compare decimal fractions.
- a. I can express, model, and explain the equivalence between fractions with denominators of 10 and 100.
  - b. I can use equivalent fractions to add and subtract fractions with denominators of 10 and 100.
  - c. I can use models and decimal notation to represent fractions with denominators of 10 and 100.
  - d. I can compare two decimals to the hundredths place (referring to the same whole), using visual models and reasoning, and justify my conclusions with an inequality using  $<$ ,  $>$ , or  $=$ .

### Data Analysis

10. Represent and interpret data.
- a. I can interpret data in graphs (picture graphs and bar graphs) to solve problems using numbers and operations.
  - b. I can construct a line plot to display a data set of measurements in fractions of a unit ( $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ).
  - c. I can solve problems involving addition and subtraction of fractions

using information presented in line plots.

### Measurement

11. Solve problems involving measurement and conversions of measurements from a larger unit to a smaller unit. (Units are limited to: metric: km, m, cm, kg, g, L, mL; customary: lb, oz, ft., in., yds, miles; time: hr, min, sec.)
  - a. I can select and use an appropriate unit of measurement for a given attribute (length, mass/weight, liquid volume, time) within one system of units fluently.
  - b. I can express measurements of a larger unit in terms of a smaller unit to solve problems, including word problems.
  - c. I can record measurement equivalents in a two-column table.
  - d. I can use the four operations, including fractions and decimals, to solve measurement word problems with distance, intervals of time, liquid volume, mass/weight of objects, and money.
  - e. I can represent measurement quantities using diagrams such as number lines diagrams that feature a measurement scale.
  - f. I can calculate area and perimeter by using the formulas for rectangles in real-world and mathematical problems.

### Geometry

12. Understand concepts of angles and measure angles.
  - a. I can identify an angle as a geometric shape formed wherever two rays share a common endpoint.
  - b. I can measure angles in whole-number degrees using a protractor.
  - c. I can sketch angles of specified measure.
  - d. I can decompose an angle to demonstrate that the angle measure of the whole is the sum of the angle measures of the parts.
  - e. I can solve addition and subtraction problems on a diagram to find unknown angles in real-world or mathematical problems.
13. Draw and identify lines and angles, and classify shapes by properties of their lines and angles.
  - a. I can draw points, lines, line segments, rays, and perpendicular and parallel lines.
  - b. I can draw angles (right, acute, obtuse).
  - c. I can identify types of lines and angles in two-dimensional figures.
  - d. I can identify and classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines or the presence or absence of angles of a specified size.
  - e. I can describe right triangles as a category and identify right triangles.
  - f. I can define and identify a line of symmetry for a two-dimensional figure.
  - g. I can draw lines of symmetry on a two-dimensional figure.

## **Science**

### Energy

1. Plan and carry out investigations of the transference of energy and waves in relation to sound, light, motion, electricity, and heat.
  - a. I can explain the relationship between speed and energy of an object.
  - b. I can investigate to determine changes in energy resulting from increases or decreases in speed that occur when objects collide.
  - c. I can justify that heat can be produced and transferred in many ways

- (e.g., friction, conduction, convection, and radiation).
- d. I can develop a model of waves to describe patterns in terms of amplitude and wavelength to prove that waves can cause objects to move.
  - e. I can create and use models to show multiple solutions in which patterns are a way to transfer information (e.g., binary coding, Morse code, drumming, coding).
  - f. I can demonstrate the flow of an electric circuit.
  - g. I can construct a model to explain that an object can be seen when light reflected from its surface enters the eye.
  - h. I can compile information to describe how the use of energy from renewable and nonrenewable resources can affect our environment (e.g., constructing dams to harness energy, burning fossil fuels).
  - i. I can design, construct, and test a device that changes energy from one form to another (e.g., electric circuits converting electrical energy into motion).

### Living Things

2. Examine the structures, systems, and processes that living things use to survive.
  - a. I can examine evidence to support an argument that the internal and external structures of plants function to support survival, growth, behavior, and reproduction (e.g., thorns, leaves, stems, roots, colored petals, xylem, phloem).
  - b. I can examine evidence to support an argument that the internal and external structures of animals function to support survival, growth, behavior, and reproduction (e.g., heart, stomach, lung, brain, skin).
  - c. I can obtain and communicate information explaining that humans have systems that interact with one another for digestion, respiration, circulation, excretion, movement, control, coordination, (skeletal, muscular, and nervous) and protection from disease.
  - d. I can investigate different ways animals receive information through the senses, process that information, and respond to it in different ways (e.g., skunks lifting tails and spraying an odor when threatened, dogs moving ears when reacting to sound, snakes coiling or striking when sensing vibrations).

### Earth Systems

3. Analyze patterns and properties of rocks and soils.
  - a. I can construct explanations by citing evidence found in patterns of rock formations and fossils in rock layers to prove that Earth changes over time through both slow and rapid processes (e.g., layer with marine fossils found below layer with land fossils, a canyon with different rock layers in the walls and a river in the bottom indicating that over time a river cut through the rock).
  - b. I can carry out an investigation to examine properties of soils and soil types (e.g., color, texture, capacity to retain water, ability to support plant growth).
4. Evaluate and analyze data to determine the effects of weathering, erosion, and natural disasters.

- a. I can describe patterns of Earth's features on land and the ocean floor using data from maps (e.g., topographic maps of Earth's land and ocean floor; maps of locations of mountains, continental boundaries, volcanoes, and earthquakes).
- b. I can explore information to support the claim that landforms are the result of a combination of constructive (volcanic eruptions and sediment deposition) and destructive (erosion and weathering) forces.
- c. I can analyze and interpret data to determine the effects of weathering and rate of erosion by water, ice, wind, and vegetation (using one single form of weathering or erosion at a time.)
- d. I can formulate and evaluate solutions to limit the effects of natural Earth processes on humans (e.g., designing earthquake, tornado, or hurricane-resistant buildings; improving the monitoring of volcanic activity).

### **Alabama History - Social Studies**

1. Identify how climate and weather in our state impact population, economic development, and land use by studying thematic maps.
  - a. I can identify Alabama's natural resources.
  - b. I can analyze the characteristics of Alabama using physical and thematic maps.
  - c. I can identify Alabama's five geographic regions.
  - d. I can explain the impact Alabama's climate and weather has in the different geographic regions of the state.
  
2. Analyze the impact European explorers and settlers had on trade, health, and land expansion in Alabama.
  - a. I can identify the location, purpose, and importance of European settlements and forts on early maps of Alabama (e.g., Fort Conde, Fort Toulouse, and Fort Mims).
  - b. I can trace the routes of early explorers to the New World (i.e., DeSoto, Ponce de Leon, Vasco Nunez, de Balboa).
  - c. I can explain the reasons for conflicts between European and American Indians from 1519-1840, including differences of belief regarding land ownership, religion, and culture.
  
3. Explain the social, political, and economic impact of the War of 1812 and the Creek War on Alabama.
  - a. I can explain the significant leaders of the Creek War (i.e., William Weatherford, Andrew Jackson, Tecumseh, and Alexander McGillivray).
  - b. I can describe the significant battles of the War of 1812 that took place in Alabama and the Creek War (i.e., the Battle of Burnt Corn Creek, Fort Mims, the Canoe Fight, and the Battle of Horseshoe Bend).
  - c. I can determine the impact made by the forced relocation of the American Indians by Andrew Jackson.
  - d. I can describe the adoption of European culture by the American Indians.
  - e. I can explain the economic impact of the acquisition of tribal land in Alabama after the War of 1812.
  - f. I can explain the impact the Trail of Tears had on the lives, rights, and territories of Alabama American Indians.
  
4. Describe Alabama's entry into statehood and the establishment of its

- three branches of government.
- a. I can explain the political and geographic reasons for changes in location of the state capital.
  - b. I can differentiate the roles of the three branches of government.
  - c. I can compare and contrast Alabama's constitutions.
  - d. I can identify the roles of major political figures involved in Alabama's statehood (i.e., Andrew Jackson, William Wyatt Bibb, Thomas Bibb, Israel Pickens, William Rufus King, and John W. Walker).
5. Describe the lifestyles of plantation owners, slaves, and townspeople in the early nineteenth century.
- a. I can interpret the impact legal codes had on the early nineteenth century.
  - b. I can describe the culture during the early nineteenth-century in Alabama (i.e., housing, education, religion, recreation).
  - c. I can determine the primary means of transportation.
  - d. I can identify major areas of agricultural production in Alabama (i.e., Black Belt, and fertile river valleys).
6. Explain Alabama's economic and military role during the Civil War.
- a. I can explain reasons for Alabama's secession in the Union (i.e., sectionalism, slavery, states rights, and economic disagreements).
  - b. I can identify Alabama's role in the organization of the Confederacy (i.e., hosting secession convention, inauguration, first capital of the Confederacy).
  - c. I can interpret the Articles of the Confederation and the Gettysburg Address.
  - d. I can recognize military leaders from Alabama.
  - e. I can compare the roles of women on the homefront as well as the battlefield.
  - f. I can identify the provision of military supplies through the Port of Mobile and Selma.
  - g. I can recognize the impact the Civil War had on Alabama's economic structure, transportation infrastructure, and citizens.
7. Analyze political and economic issues Alabama faced during Reconstruction.
- a. I can interpret the Thirteenth, Fourteenth, and Fifteenth Amendments of the Constitution of the United States.
  - b. I can identify African Americans who had an impact on Alabama's Reconstruction.
  - c. I can analyze the impact of military rule, the Freedmen's Bureau, and Alabama's re-admittance to the Union during Reconstruction.
  - d. I can explain the role of sharecropping and tenant farming.
  - e. I can identify major political parties in Alabama during Reconstruction.
8. Analyze the social and educational changes during the late nineteenth and early twentieth century for their impact on Alabama.
- a. I can describe the implementation of the Plessy versus Ferguson court decision, and birth of the NAACP.
  - b. I can explain the development and changing role of industry, trade and agriculture including the rise of Populism.
  - c. I can explain the Jim Crow Laws.

- d. I can identify Alabamians who made contributions in the fields of science, education, the arts, politics, and business.
  - e. I can analyze the establishment of normal schools and land grant colleges (e.g., Auburn, Tuskegee, Alabama State University, Alabama A&M, etc.).
9. Describe the impact of World War I on the citizens of Alabama.
- a. I can describe the impact of Alabama's military installations and training facilities during World War I.
  - b. I can explain the migration of African Americans from Alabama to the North and West.
  - c. I can identify World War I technologies, including airplanes, machine guns, and chemical warfare.
  - d. I can recognize Alabama participants in World War I including the 167<sup>th</sup> Regiment of the Rainbow Division.
  - e. I can understand the increased production of goods for World War I.
10. Explain the impact the 1920s and the Great Depression had on different socioeconomic groups in Alabama.
- a. I can obtain and communicate information explaining the 1920s era (e.g., employment opportunities, availability of electricity, consumption of goods and services, wages, overproduction, stock market crash), and the Great Depression (over-cropping, unemployment, poverty).
  - b. I can explain how supply and demand impacted Alabama's economy during the 1920s and the Great Depression.
11. Investigate to determine the economic and social impact World War II had on Alabamians.
- a. I can describe the entry of women into the workforce, job opportunities, rationing, military recruitment, the draft, and a rise in racial consciousness of WWII.
  - b. I can recognize Alabama's key participants in WWII (i.e., Tuskegee Airmen, women in the military).
  - c. I can justify the strategic placement of military bases in Alabama (i.e., Redstone Arsenal, Fort Rucker, Fort McClellan, and Craig Air Force Base).
12. Analyze the modern Civil Rights Movement to determine the social, political, and economic impact on Alabama.
- a. I can describe the major events of the modern Civil Rights Movement (i.e., Montgomery Bus Boycott, 16<sup>th</sup> Street Baptist Church, Selma to Montgomery March, Freedom Riders).
  - b. I can associate and apply common terms from this era including discrimination, prejudice, segregation, integration, suffrage, and rights.
  - c. I can recognize influential people from the Civil Rights era, including MLK, Rosa Parks, George Wallace, Malcolm X, Thurgood Marshall, Hugo Black, and Ralph David Abernathy.
  - d. I can explain the benefits of the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Brown versus Board of Education Supreme Court case of 1954.
13. Identify events that have impacted Alabama since 1950.
- a. I can identify the Korean Conflict, the Cold War, Vietnam War, Persian

- Gulf, and the War on Terrorism.
- b. I can describe how technological advancements brought change to Alabamians (i.e., telephone, refrigerator, automobile, wireless internet, space technologies).
  - c. I can relate Alabama's economy to the influence of foreign-based industry, including the automobile.
  - d. I can determine the impact of population growth, cities, major road systems, demographics, and major resources