

2021 - 2022

Homewood Middle School Learning Targets

6th Grade Math

1. Numerical Expressions and Whole Numbers

- a) I can write products of repeated factors as powers in exponential form.
- b) I can evaluate a numerical expression with exponents.
- c) I can identify perfect squares and solve square roots.
- d) I can use order of operations to write and simplify numerical expressions using exponents and grouping symbols.
- e) I can identify and apply divisibility rules
- f) I can identify and explain the meanings of prime and composite numbers.
- g) I can find the prime factorization of a number by writing a number as a product of prime factors and represent the product using exponents.
- h) I can find the greatest common factor and least common multiple of a set of numbers.

2. Fractions and Decimals

- a) I can add and subtract mixed fractions with unlike denominators.
- b) I can subtract fractions with regrouping.
- c) I can multiply fractions and mixed numbers using cross canceling to simplify.
- d) I can compute quotients of fractions and mixed numbers.
- e) I can solve real world problems involving division by fractions and mixed numbers.
- f) I can add and subtract decimals and solve problems involving addition and subtraction of decimals.
- g) I can multiply decimals by whole numbers and by decimals.
- h) I can divide multi-digit whole numbers, solve problems involving division of whole numbers, and write the remainder as a fraction.
- i) I can divide decimals by whole numbers and by decimals.

3. Ratios and Rates

- a) I can write and interpret ratios
- b) I can determine if ratios are equivalent and name equivalent ratios to a given ratio.
- b) I can use tape diagrams to model and solve ratio problems.
- c) I can use a ratio table to represent equivalent ratios and solve ratio problems.
- d) I can represent ratio relationships in the coordinate plane.
- e) I can write a rate and determine the unit rate.
- f) I can use a unit rate to solve problems and compare rates.
- g) I can use ratio reasoning to convert units of measure.

4. Percents

- a) I can write percents as decimals and fractions.
- b) I can write decimals and fractions as percents.
- c) I can compare and order fractions, decimals, and percents.
- d) I can find percent of a number.

e) I can find the whole given a part and the percent.

5. Algebraic Expressions and Properties

- a) I can identify parts of an algebraic expression including variables, terms, and coefficients.
- b) I can evaluate an algebraic expression using substitution.
- c) I can read and write algebraic expressions.
- d) I can write and evaluate an algebraic expression for a real-life problem.
- e) I can identify equivalent expressions and apply properties to generate equivalent expressions.
- f) I can combine like terms using the distributive property.
- g) I can identify the greatest common factor of terms including variables.
- h) I can use the distributive property to factor numerical and algebraic expressions.

6. Equations

- a) I can write one variable equations that represent real life problems.
- b) I can solve an addition equation using the inverse operation.
- c) I can solve a subtraction equation using the inverse operation.
- d) I can solve a multiplication equation using the inverse operation.
- e) I can solve a division equation using the inverse operation.
- f) I can write equations with two variables and analyze the relationship between the two quantities using tables, graphs, and equations.
 - I can write an equation for a function that gives the values in the table.
 - I can use an equation to find the value of y for the indicated value of x .
 - I can write solutions of equations as ordered pairs.
 - I can use a graph to find a y -value for the given x -value.
 - I can graph a function described by an equation.

7. Area, Surface Area, and Volume

- a) I can find the area and missing dimensions of parallelograms.
- b) I can find the area and missing dimensions of triangles.
- c) I can find the area and missing dimensions of kites and trapezoids.
- d) I can find the area of composite figures by decomposing the figure into known shapes.
- e) I can find the number of faces, edges, and vertices of three dimensional figures.
- f) I can use nets to construct and identify three dimensional figures.
- g) I can use nets to find the surface area of prisms and pyramids.
- h) I can find the volume of a rectangular prism using a formula.
- i) I can find missing dimensions when given the volume of a rectangular prism.

8. Integers, Inequalities, and the Coordinate Plane

- a) I can understand that positive and negative numbers are opposites.
- b) I can understand key words that describe positive or negative numbers or gains.
- c) I can use positive and negative numbers to represent numbers in real-world situations.
- d) I can understand how to compare and order rational numbers.
- e) I can find and place integers and rational numbers on a number line.
- f) I can understand the concept of absolute value.
- g) I can understand how to use the absolute value to compare rational numbers.
- h) I can write, interpret, and explain rational numbers in real-world contexts.

- i) I can solve problems and graph points in all four quadrants of a coordinate plane.
- j) I can graph an ordered pair in the coordinate plane.
- k) I can determine which quadrant an ordered pair belongs to.
- l) I can recognize the difference in graphing a positive number versus a negative number and graphing its negative creates a reflection on a coordinate plane.
- m) I can reflect a given point (a,b) in the x-axis using $(a,-b)$ and the y-axis using $(-a,b)$.
- n) I can find the distance between points who share a coordinate.
- o) I can draw polygons in the coordinate plane and use them to solve real world problems.
- p) I can interpret inequality statements (with rational numbers) and place their solutions on a number line.
- q) I can write and solve one step inequalities.

9. Statistical Measures

- a) I can identify statistical questions and use data to answer them.
- b) I can find and interpret the mean, median, mode, and range of a data set.
- c) I can find and interpret the interquartile range of a data set.
- d) I can identify an outlier
- e) I can describe the effect of additional data and outliers
- f) I can find and interpret the mean absolute deviation of a data set.

10. Data Displays

- a) I can display and interpret data in stem-and-leaf plots.
- b) I can construct and interpret a frequency table, line plot, frequency table with intervals, and a histogram.
- c) I can identify the most appropriate display for a set of data
- d) I can describe the shape of data distributions
- e) I can identify the best measure of center and variation for describing the data
- f) I can find the quartiles of a set of data
- f) I can construct a box-and-whisker plot
- g) I can explain the parts of a box plot (whiskers and box) and what they represent.
- g) I can describe the measure of variation using a box-and whisker plot.
- h) I can compare data sets represented by box and whiskers plots.

11. Compute & Evaluate Integers

- a) I can add integers
- b) I can subtract integers
- c) I can multiply integers
- d) I can divide integers
- e) I can use order of operations to solve expressions with integers

12. Financial Literacy

- a) I can apply percent of number to solve real world problems involving discount, sale price, sales tax, tip, and simple interest

Additional Skills to Teach

- I can identify equivalent fractions
- I can simplify a fraction

- I can convert a mixed number to an improper fraction
- I can convert an improper fraction to a mixed number
- I can estimate with whole numbers and fractions.

6th Grade Writing

1. Use the writing process to plan, organize and compose both formal and informal documents in the narrative, expository, and argumentative modes.

- I can produce coherent writing with focused development, organization, and style appropriate to task, purpose, and audience.
- I can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- I can write routinely over extended time frames for a range of tasks, purposes, and audiences.
- I can use technology to produce and publish writing and to interact and collaborate with others.
- I can produce writing that establishes and maintains a formal style.
- I can use a variety of appropriate transitions (words, phrases, and clauses) to clarify the relationships among ideas and concepts, sequence, or signal shifts from one time frame or setting to another.
- I can use precise language and domain-specific vocabulary to inform about or explain the topic.

Informational/Explanatory

- I can write informative/explanatory texts to examine and express complex ideas and information
- I can introduce a topic and organize ideas, concepts, and information
- I can use strategies such as definition, classification, comparison/contrast, and cause/effect
- I can conclude formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension
- I can develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples
- I can provide a concluding statement or section that follows from the information or explanation presented

Arguments

- I can write arguments that support claims using clear reasoning and meaningful evidence.
- I can introduce claim(s) and organize the reasons and evidence clearly
- I can support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- I can use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- I can provide a concluding statement or section that follows from the argument presented.

Narrative

- a) I can write narratives to develop real or imagined experiences or events using well chosen details and well-structured plot
- b) I can engage and orient the reader by establishing a context and introducing a narrator and/or characters
- c) I can organize an event sequence that unfolds naturally and logically
- d) I can use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters
- e) I can provide a conclusion that follows from the narrated experiences or events

2. Use the research process to support a thesis on a literary or non literary topic.

- a) I can conduct research projects based on focused questions, demonstrating understanding of the subject under investigation.
- b) I can gather relevant information from multiple print and digital sources.
- c) I can assess the credibility and accuracy of sources.
- d) I can integrate information while avoiding plagiarism.
- e) I can draw evidence from literary or informational texts to support analysis, reflection, and research.

6th Grade Language

3. Demonstrate command of the conventions of Standard English grammar, capitalization, punctuation, and spelling in writing and/or speaking.

- a) I can use subjective, objective, possessive, and intensive pronouns correctly. g) I can correctly use pronouns in number and person.
- b) I can identify antecedents and recognize the connection between the pronoun and its antecedents.
- c) I can use commas to set apart nonessential information.
- d) I can vary sentence patterns for meaning, interest, and style in different contexts.
- e) I can demonstrate consistency in style and tone.

6th Grade Reading Comprehension and Application

4. Apply reading strategies to materials for comprehension, main idea, tone, propaganda, and argument.

- a) I can make logical inferences based on what the text says explicitly.
- b) I can cite textual evidence to support conclusions drawn from the text.
- c) I can identify the main idea of text.
- d) I can summarize supporting details and ideas.
- e) I can determine the theme of a text.
- f) I can read and comprehend complex literary and informational texts independently and proficiently.
- g) I can identify an argument and specific claims in text and media formats, as well as, distinguish between claims that are supported by evidence and by those that are not supported.
- h) I can evaluate the reasoning, validity, and relevance of evidence supporting an argument.

5. Identify and interpret the author's style and structures of texts used in world literature, informational texts, and media.

- a) I can interpret words and phrases as they are used in a text.
- b) I can determine the literal, connotative, and figurative meaning of words and phrases used in a text.
- c) I can analyze how specific word choices change meaning and tone.
- d) I can analyze how specific sentences, paragraphs, and larger portions of text (e.g. section, chapters, scenes, or stanzas) relate to each other.

6. Analyze genre, tone, and plot, literary devices and elements and author's point of view and purpose in short stories, drama, poetry, informational texts and media.

- a) I can identify and begin to analyze elements of plot including setting, characterization, exposition, rising action, climax, falling action, conflict, and resolution.
- b) I can describe and begin to analyze how and why individuals, events, and ideas develop and change within a text as the plot progresses.
- c) I can explain and begin to analyze how point of view shapes the content and style of a text.
- d) I can identify the purpose of a text and analyze how all story components interact to shape the content and style of the text.
- e) I can use various media formats to compare and contrast the presentation of literature, both seen and heard.
- f) I can differentiate among odes, ballads, epic poetry, and science fiction. (AL only)

7. Acknowledge different perspectives and make contemporary connections to world literature, informational documents, and media.

- a) I can analyze how two or more texts address similar themes and topics.
- b) I can compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) with their approaches to similar themes and topics.

6th Grade Speaking and Listening

8. Present information in a clear, concise, and logical manner appropriate for the task, audience, and purpose.

- a) I can prepare for and engage in conversations on a broad range of topics.
- b) I can participate in collaborative discussions with diverse partners.
- c) I can build on others' ideas by expressing my own ideas clearly and persuasively.
- d) I can integrate and evaluate information presented in diverse media and formats.
- e) I can evaluate a speaker's point of view, reasoning, and use of evidence.
- f) I can use digital media and visual displays to express information and enhance understanding of presentations.
- g) I can adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English.

6th Grade Vocabulary

9. Determine the meaning of unknown and/or multiple-meaning words, and phrases in grade-level texts.

- a) I can use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase and the relationship between words.
- b) I can consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation, meaning, part of speech, etymology, or to determine or clarify the word.
- c) Use Greek or Latin prefixes and roots as clues to the meaning of a word.
- d) I can demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

10. Expand vocabulary to increase reading comprehension and strengthen communication.

- a) I can demonstrate understanding of word relationships (e.g., stingy, scrimping, economical, un wasteful, thrifty) and nuances in word meanings.
- b) I can explain figurative language such as figures of speech in context.
- c) I can gather and accurately use a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level (e.g. hyperbole, quadrilateral, hypothesis, anarchy, Bloom's Taxonomy).

6th Grade Science Learning Targets

Earth's Place in the Universe

1. Create and manipulate models (e.g. physical, graphical, and conceptual) to describe the cyclic patterns of day/night, length of a year, seasons, tides, eclipses, and lunar phases.

- a) I can explain how people's ideas about Earth as a planet have evolved through history.
- b) I can examine the diameters of the Sun, Earth, and Moon, and their relative distances from each other.
- c) I can demonstrate the rotation and revolution of the earth around the sun.
- d) I can explain how shadows reveal relationships between time of day and the apparent position of the Sun in the sky.
- e) I can explain how shadows change according to the time and day of the year.
- f) I can track, model, and illustrate the phases of the moon as seen from Earth.
- g) I can demonstrate how Earth is tilted on its axis and that this tilt, by affecting the angle of incidence of sunlight, is responsible for the seasons.
- h) I can explain tides as the periodic rise and fall of sea level.
- i) I can graph and analyze patterns in the times and heights of tides.
- j) I can model and analyze the conditions under which the Moon and Earth's shadows cause eclipses.

2. Develop and use models and simulations to explain the role of gravity in affecting the motions of celestial bodies within galaxies and the solar system.

- a) I can describe how mass and weight are related.
- b) I can explain how surface gravity depends on the mass and radius of planets.
- c) I can explain the effect of gravity on orbital speed and period.
- d) I can explain the relationship between orbital speed and orbital period.

- e) I can describe how the motion of planets are caused by the unbalanced force exerted by the Sun's gravity.
- f) I can explain the relationship between gravity and orbital speed/periods.

3. Develop and use models and analyze and interpret data to determine scale properties of objects in the solar system.

- a) I can identify and locate the celestial bodies within our solar system.
- b) I can construct a scale model to represent the relationships between the planets, moon, and Sun.
- c) I can organize given data on solar system objects from various instruments to allow for analysis and interpretation.
- d) I can use quantitative analyses (scale) to describe similarities and differences among solar system objects.
- e) I can define an astronomical unit.
- f) I can relate distance (as measured in AU) to the length of revolution.
- g) I can analyze the position of the asteroid belt using mathematical patterns (Bode's Law).
- h) I can compare and contrast asteroids, meteors and comets.
- i) I can describe the impact of meteorites on planet surfaces.

Earth's Systems

4. Construct scientific explanations using geologic evidence to identify how different processes shaped Earth's history.

- a) I can describe the damage caused by an earthquake.
- b) I can locate earthquake locations on a world map.
- c) I can model and describe different types of earthquake waves (Primary & Secondary, Surface).
- d) I can analyze earthquake wave patterns on an actual seismograph .
- e) I can locate the epicenter of an earthquake using data from multiple seismograph stations.
- f) I can analyze locations, depths and magnitudes of earthquakes.
- g) I can explain the difference between earthquake magnitude and intensity.
- h) I can describe the connection between volcanic eruptions and their role in the formation of mountain chains and ocean basins.
- i) I can explain the theory of plate tectonics.
- j) I can explain how the movement of tectonic plates has shaped and is shaping Earth's surface (folding, faulting).

5. Provide evidence from data of the distribution of fossils and rocks, continental shapes, and seafloor structures to explain past plate motions.

- a) I can create a model to demonstrate the motion of tectonic plates and their impact on geographic features (colliding, separating, and sliding past each other).
- b) I can analyze the theory of continental drift through the evidence of rocks and fossils.
- c) I can explain faults as fractures in the earth's crust,
- d) I can model a fault system to explain how friction relates to earthquakes.

6. Use models to construct explanations of the various biogeochemical cycles of Earth and the flow of energy that drives these processes.

- a) I can explain how carbon, oxygen, nitrogen, and nutrients are cycled through animals, plants, and the atmosphere.

- b) I can name and explain the stages of the water cycle as well as the cycling that occurs.
- c) I can illustrate paths in which carbon can move throughout the environment.
- d) I can discuss how humans influence the carbon cycle.
- e) I can describe how nitrogen cycles indefinitely through the Earth system.
- f) I can discuss why nitrogen is essential for life.
- g) I can describe the cycle as nonlinear traveling between living things and the physical environment.

7. Plan and carry out investigations that demonstrate the chemical and physical processes that form rocks and cycle Earth materials.

- a) I can identify the properties of igneous rock.
- b) I can simulate the movement of magma as it rises through fractures and changes the shape of the earth's surface.

8. Use models to explain how the flow of Earth's internal energy drives a cycling of matter between Earth's surface and deep interior causing plate movements.

- a) I can label and describe the layers of the earth.
- b) I can illustrate Wegner's theory of the Continental Drift.
- c) I can describe characteristics of tectonic plates.
- d) I can differentiate among divergent boundaries, convergent boundaries, and transform boundaries.
- e) I can illustrate the process of subduction.
- f) I can describe how convection currents cause tectonic plate movement.

9. Use research-based evidence to propose a scientific explanation for how the distribution of Earth's resources such as minerals, fossil fuels, and groundwater are the result of ongoing geoscience processes.

- a) I can investigate how minerals and fossil fuels are related.
- b) I can compare and contrast renewable and nonrenewable natural resources.
- c) I can explore how resources are limited and often non-renewable.
- d) I can develop a logical argument of how distributions of natural resources are significantly changing as a result of removal by humans.
- e) I can analyze examples of uneven distributions of resources as a result of past processes.
- f) I can consider the relationships among fossils, dinosaur extinctions, and asteroid impacts.
- g) I can model fossil formation, excavation and identification.

10. Develop and use models of Earth's interior composition to illustrate the resulting magnetic field and to explain its measurable effects.

- a) I can describe the layers of the Earth and its composition.
- b) I can explain how the composition of the Earth creates magnetic fields.
- c) I can create a model to demonstrate the Earth's magnetic field.
- d) I can illustrate the impact of magnetic fields on Earth.
- e) I can describe the magnetic properties of the Earth and the Sun.

11. Integrate qualitative scientific and technical information to support the claim that motions and complex interactions of air masses result in changes in weather conditions.

- a) I can identify the structure and composition of the atmosphere.
- b) I can differentiate weather from climate.
- c) I can describe the movement of an air column over warm and cold surfaces.
- d) I can explain how warm air creates unstable air masses and cold air creates stable air masses and the causes of each.
- e) I can explain storm surges and their effect on coastal configurations.

12. Use models to explain how the rotation of Earth and unequal heating of its surface create patterns of atmospheric and oceanic circulation that determine regional climates.

- a) I can locate weather events on a world map.
- b) I can model the movement of air in a tornado or hurricane.
- c) I can write a working definition of a vortex.
- d) I can explain the difference between a tornado watch and a tornado warning.
- e) I can describe the three stages of a thunderstorm.
- f) I can compare and contrast tornadoes and hurricanes.
- g) I can create a usable Public Service Announcement regarding severe weather events.
- h) I can model how different temperatures/humidity form convection currents.
- i) I can model how the curve of the Earth causes ocean temperatures to vary.
- j) I can list and describe the types of ocean currents.
- k) I can model the effect of water temperatures on density and on water movement.
- l) I can explain the effect of wind on surface currents.
- m) I can analyze the effects of ocean currents on global climates

13. Use experiments to investigate how energy from the sun is distributed between Earth's surface and its atmosphere by convection and radiation.

- a) I can identify and discuss the source of Earth's heat.
- b) I can demonstrate how different surfaces (water and soil) heat and release heat at different rates.
- c) I can use an infrared thermometer to understand how different surfaces radiate energy.
- d) I can name and describe the layers of the atmosphere.

14. Analyze and interpret data to describe how various human activities and natural processes may cause changes in local and global temperatures over time.

- a) I can form definitions of greenhouse gases and the greenhouse effect.
- b) I can analyze global warming diagrams and resources to obtain a clear understanding of this scientific process.
- c) I can conduct research using a variety of primary sources to explore perspectives in the global warming debate.
- d) I can develop an argument regarding global warming and support this viewpoint with reasons, facts, and examples.

- e) I can identify materials ejected by volcanic activity.
- f) I can name the volcanic gasses that act as greenhouse gasses g) I can describe how sulfur aerosols act to cool the atmosphere.
- h) I can compare and contrast the effect of human activity to volcanic activity on the temperature of the atmosphere.

Earth and Human Activity

15. Analyze evidence to explain how changes in human population, per capita consumptions of natural resources, and other human activities affect Earth's systems.

- a) I can describe the trends of human population growth.
- b) I can explain the basic attributes of exponential growth (slow start, fast finish).
- c) I can discuss potential impacts of current population trends on our future lives.
- d) I can research and summarize news articles about population and environmental trends.
- e) I can connect evidence to the claim that natural resource consumption causes changes in Earth's systems.
- f) I can implement scientific principles to design processes for monitoring and minimizing human impact on the environment.
- g) I can research and recognize global inequities in consumption of the Earth's natural resources.
- h) I can describe sustainable actions/technologies and identify how they benefit the planet.

6th Grade Social Studies Learning Targets

READING AND WRITING IN SOCIAL STUDIES

1. Implement argument, research, and interpretation of content throughout the social studies curriculum.

- a) I can **interpret** primary and secondary documents.
- b) I can **assess** leadership qualities and their influence on society.
- c) I can **evaluate** sources of information to identify bias and prejudice.
- d) I can **make** connections between the historic and modern worlds.
- e) I can **analyze** content through charts, graphs and maps.
- f) I can **analyze** complex literary and informational texts pertaining to content.

DISCRIMINATION AND PREJUDICE

2. Explain the effects prejudice and discrimination had on different groups of people living in America.

- a) I can **evaluate** how specific groups were discriminated against throughout the 20th century.
- b) I can **give examples** of prejudice and discrimination of different groups of people throughout the 20th century.
- c) I can **list examples of** the discrimination of certain groups during World War II.

SOCIAL AND POLITICAL MOVEMENTS

3. Assess the impact of the Industrialization Period in the United States.

- a) I can **describe** the impact of new discoveries and inventions on life in the U.S. during the Industrialization Period.
- b) I can **summarize** how the expansion of the railroads changed the way of life in America.
- c) I can **recall** the benefits and problems of the Industrialization Period.
- d) I can **discuss** how labor unions helped workers gain power.

4. Examine the changing social conditions of people living in the United States during the Progressive Period.

- a) I can **recall** political and social leaders of the Progressive Movement.
- b) I can **explain** how journalists helped shape the reform movement.
- c) I can **identify** labor, political, and social reforms during the Progressive Movement.
- d) I can **summarize** political reforms of the Progressive Movement.
- e) I can **recognize** the changes for women beginning in the Progressive Movement.

5. Evaluate the impact of the Civil Rights Movement.

- a) I can **identify** leaders of the Civil Rights Movement.
- b) I can **recognize the goals** of the Civil Rights movement.
- c) I can **trace** the steps women and minorities took to acquire equal rights.
- d) I can **construct** a timeline of important events in the Civil Rights Movement.
- e) I can **evaluate** the impact of key events and leaders during the Civil Rights Movement.

WAR AND IMPACT OF WAR

6. Analyze the causes, significant events, and consequences of World War I.

- a) I can **trace** the events that led to the Great War.
- b) I can **justify** America's reasons for involvement.
- c) I can **identify** significant people and groups involved in the Great War.
- d) I can **describe** the military and civilian preparations made by the United States for entering the Great War.
- e) I can **explain** ways America helped the Allied Powers in the Great War.
- f) I can **locate** on a map the countries involved in the Great War.
- g) I can **analyze** technological advances and their impact on the Great War.
- h) I can **recall** details about significant battles of the Great War.
- i) I can **evaluate** the impact of the Great War and the Treaty of Versailles.

7. Analyze the causes, significant events, and consequences of World War II.

- a) I can **locate** on a map the countries involved in World War II.
- b) I can **recognize** significant people from World War II.
- c) I can **outline** the steps that led to World War II.
- d) I can **locate** on a map key engagements of World War II.
- e) I can **summarize** significant battles of World War II.
- f) I can **explain** the events leading to America's entry into World War II.
- g) I can **summarize** the attack of Pearl Harbor and its impact on America.
- h) I can **describe** changes on the American homefront during World War II.
- i) I can **argue** the United States' decision to develop and use the atomic bombs.
- j) I can **define** the Holocaust.
- k) I can **identify** groups targeted by the Nazis during the Holocaust.
- l) I can **trace** the events that led to the Holocaust.

- m) I can **explain** the power of propaganda in Nazi Germany.
- n) I can **describe** the difficult conditions for Jews in Europe during the Holocaust.
- o) I can **recall** important people and events in the Holocaust.
- p) I can **evaluate** the impact of World War II.

8. Discuss critical events related to the tensions and conflicts as a result of the rise of communism after World War II.

- a) I can **define** communism.
- b) I can **state** ways the U.S. attempted to stop the spread of communism.
- c) I can **explain** the meaning of the Iron Curtain and its effect on Europe.
- d) I can **explain** policies and events that intensified the Cold War. (Truman Doctrine, Marshall Plan, Berlin Blockade, Berlin Airlift, NATO, Warsaw Pact)
- e) I can **list** ways the Cold War resulted in armed conflicts. (Korea, Vietnam)
- f) I can **recall** significant details about the Korean conflict.
- g) I can **discuss** America's involvement in the Korean conflict.
- h) I can **describe** the effects of the Cold War on the U.S. and abroad.
- i) I can **recognize** economic policies and political issues of presidential administrations during the Cold War era. *Eisenhower 1950's, JFK/Johnson 1960's
- j) I can **discuss** significant events of the space race and arms race between the Soviet Union and the United States. *1950's unit, Civil Rights (60's) unit

CULTURE AND SOCIETY

9. Analyze the significant changes in American society at the turn of the century.

- a) I can **list** reasons immigrants left their homes for America.
- b) I can **describe** an immigrant's experience traveling to America.
- c) I can **summarize** an immigrant's journey through Ellis Island.
- d) I can **discuss** hardships immigrants faced in America.
- e) I can **evaluate** the influence of immigrants in America.
- f) I can **simulate** the experience of an immigrant coming to America.

10. Summarize the important changes in the United States during the 1920s.

- a) I can **discuss** important people of the 1920's and their contributions to America.
- b) I can **describe** changes for the modern woman.
- c) I can **identify** the factors that contributed to prejudice toward foreigners.
- d) I can **explain** the Red Scare.
- e) I can **analyze** the impact of new inventions on the American way of life.
- f) I can **describe** how the prosperity of the 1920s affected the nation and the American people.
- g) I can provide examples of the cultural changes in America during the 1920's.
- h) I can **compare and contrast** the political and economic policies of the Harding, Coolidge, and Hoover administrations.

11. Examine the worldwide economic and social impact of the Great Depression.

- a) I can **identify** the causes of the Great Depression.
- b) I can **explain** the impact of the Great Depression on the American people and the world.
- c) I can **analyze** the presidents' responses to the Great Depression.
- d) I can **recall** the purpose of the alphabet agencies of the New Deal.

- e) I can **evaluate** the effectiveness of the New Deal programs.
- f) I can **locate** on a map the areas affected by the Dust Bowl.
- g) I can **explain** the causes and effects of the Dust Bowl.

12. Analyze the post-war cultural shift and its impact on future decades.

- a) I can **describe** the effects of the space race and arms race on American life.
- b) I can **explain** the factors that led to the prosperity of the 1950's.
- c) I can **give examples** of how the prosperity of the 1950's affected American society and culture. *baby boom, suburbs, standard of living, consumer market
- d) I can **list** new discoveries and inventions and their impact on American society.
- e) I can **evaluate** the impact of television on American culture. (fads, advertising)
- f) I can **recall** important musicians that impacted American culture. *rock 'n roll
- g) I can **summarize** women's roles in the 1950's.