

**2018 - 2019**

***Homewood Middle School Learning Targets***

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**6th Grade Learning Targets**

**Math**

**1. Perform operations using whole numbers.**

- a) I can estimate with whole numbers and perform basic operations
- b) I can divide multi-digit whole numbers and write the remainder as a fraction
- c) I can write an expression in exponential form
- d) I can find the value of an expression with exponents
- e) I can simplify a numerical expressions using Order of Operations
- f) I can apply the Commutative, Associative, and Distributive properties to create equivalent expressions

**2. Solve multi-step equations and expressions.**

- a) I can evaluate an algebraic expression using substitution
- b) I can read and write algebraic expressions
- c) I can write an algebraic expression for a data sequence
- d) I can determine if a given value of a variable is a solution to an equation
- e) I can solve an addition equation using the inverse operation
- f) I can solve a subtraction equation using the inverse operation
- g) I can solve a multiplication equation using the inverse operation
- h) I can solve a division equation using the inverse operation

**3. Perform operations with decimals**

- a) I can read and write decimals in standard form, expanded form, and in words

- b) I can compare and order decimals
- c) I can estimate with decimals
- Ø Rounding
- Ø Compatible Numbers
- Ø Front-End Estimation
- d) I can add decimals
- e) I can subtract decimals
- f) I can multiply decimals by whole numbers and by decimals
- g) I can divide decimals by whole numbers and by decimals
- h) I can substitute decimals for a given variable and evaluate an expression
- i) I can solve decimal equations by using the inverse operation

#### **4. Understand and apply knowledge of factors and fractions.**

- a) I can identify and apply divisibility rules
- b) I can identify prime and composite numbers
- c) I can determine the prime factorization of a number
- d) I can find the greatest common factor of a set of numbers
- e) I can use the greatest common factor and distributive property to factor numerical expressions
- f) I can convert a decimal to a fraction and a fraction to a decimal
- g) I can identify equivalent fractions
- h) I can simplify a fraction
- i) I can convert a mixed number to an improper fraction
- j) I can convert an improper fraction to a mixed number

#### **5. Complete problems using fraction operations**

- a) I can find the least common multiple of two whole numbers
- b) I can add and subtract mixed fractions with unlike denominators
- c) I can subtract fractions with regrouping
- d) I can multiply mixed numbers using cross canceling to simplify
- e) I can divide fractions and mixed numbers
- f) I can solve fraction equations.

**6. Perform data collection and complete analysis of that data.**

- a) I can find the mean, median, mode, and range of a set of data
- b) I can identify the best measure for describing the data
- c) I can identify an outlier
- d) I can describe the effect of additional data and outliers
- e) I can find the quartiles of a set of data
- f) I can construct a box-and-whisker plot
- g) I can describe the variation using a box-and whisker plot
- h) I can find the interquartile range of a set of data
- i) I can find the mean absolute deviation
- j) I can construct a frequency table, line plot, frequency table with intervals, and a histogram
- k) I can identify the most appropriate display for a set of data
- l) I can describe the shape of data distributions
- m) I can draw conclusions about data sets in relation to their contexts

**7. Apply understanding of ratios, proportions, and percentages**

- a) I can read and write ratios
- b) I can write a rate and determine the unit rate

- c) I can use a table to find equivalent ratios and rates.
- d) I can write and solve proportions.
- e) I can write percentages as decimals and fractions.
- f) I can write decimals and fractions as percentages.
- g) I can find percent of a number.
- h) I can apply percent of number to solve real world problems involving discount, sale price, sales tax, tip, and simple interest
- i) I can find percent of increase and decrease.

## **8. Perform tasks and demonstrate understanding of 2D & 3D Measurement**

- a) I can estimate the area of irregular figures
- b) I can find the area of rectangles and parallelograms.
- c) I can find the area of triangles and trapezoids.
- d) I can find the area and circumference of circles
- e) I can find the area of complex figures by breaking a polygon into simpler parts.
- f) I can use nets to construct and identify three dimensional figures.
- g) I can estimate and find the volumes of rectangular and triangular prisms and cylinders.
- h) I can find the surface area of prisms, pyramids, and cylinders.
- i) I can draw polygons in the coordinate plane, find the lengths of their sides, and measure their perimeter.

## **9. Understand integers and the coordinate plane**

- a) I can understand that positive and negative numbers are opposites.
- b) I can identify 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 order rational numbers
- e) I can understand where rational numbers are on a number line
- f) I can find and place integers and rational numbers on a number line
- g) 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.
- h) I can understand the meaning of absolute value
- i) I can understand how to get the absolute value of a number
- j) I can interpret inequality statements (with rational numbers) and place them on a number line.
- k) I can write, interpret, and explain rational numbers in real-world contexts.
- l) I can solve problems and graph points in all four quadrants of a coordinate plane.
- m) I can graph an ordered pair in the coordinate plane.
- n) I can determine which quadrant an ordered pair belongs to.
- o) I can find the distance between points who share a coordinate.
- p) I can draw polygons in the coordinate plane given coordinates for the vertices

**10. Solve problems using integer operations.**

- 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

**11. Define, evaluate, compare, and graph functions.**

- a) I can write an equation for a function that gives the values in the table.
- b) I can use an equation to find the value of  $y$  for the indicated value of  $x$ .

- c) I can write solutions of equations as ordered pairs.
- d) I can use a graph to find a y-value for the given x-value.
- e) I can graph a function described by an equation.
- f) I can find rates of change.
- g) I can identify rates of change as constant or variable.
- h) I can find and interpret the slope.
- i) I can read and write inequalities.
- j) I can graph inequalities on a number line.

## **Writing**

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

- a) I can produce coherent writing with focused development, organization, and style appropriate to task, purpose, and audience.
- b) I can develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- c) I can write routinely over extended time frames for a range of tasks, purposes, and audiences.
- d) I can use technology to produce and publish writing and to interact and collaborate with others.
- e) I can produce writing that establishes and maintains a formal style.
- f) 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.
- g) I can use precise language and domain-specific vocabulary to inform about or explain the topic.

## **Arguments**

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

### **Informational/Explanatory**

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

**Language**

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

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

**Reading Comprehension and Application**

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

- f) I can make logical inferences based on what the text says explicitly.
- g) I can cite textual evidence to support conclusions drawn from the text.



- h) I can identify the main idea of text.
- i) I can summarize supporting details and ideas.
- j) I can determine the theme of a text.
- k) I can read and comprehend complex literary and informational texts independently and proficiently.
- l) I can identify an argument and specific claims in a text and media formats, as well as, distinguish between claims that are supported by evidence and by those that are not supported.
- m) I can evaluate the reasoning, validity, and relevance of evidence supporting an argument.

**5. Identify and interpret author 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 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.

**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.

**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*, *unwasteful*, *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 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, 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 measure 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

## 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 **determine** argument based on central questions and evidence.
- e) I can **identify** characteristics of an informed and responsible citizen.
- f) I can **make** connects between the historic and modern worlds.
- g) I can **analyze** content through charts, graphs and maps.
- h) I can **analyze** complex literary and informational texts pertaining to content.

### **Discrimination and Prejudice**

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

- a) I can **identify** specific groups which were discriminated against throughout the 20<sup>th</sup> c.
- b) I can **explain** examples of prejudice and discrimination of different groups of people throughout the 20<sup>th</sup> c.

### **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 during the Industrialization Period.
- b) I can **determine** the pros and cons of the Industrialization Period.

#### **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 **analyze** political and social reforms during the Progressive Movement.

### **5. Evaluate the impact of the Civil Rights Movement.**

a) I can **examine** Civil Rights leaders and their significance in the Civil Rights Movement.

b) I can **analyze** important events in the Civil Rights Movement.

## **War and Impact of War**

### **6. Examine the characteristics of the Great War and its impact on the United States both at home and abroad.**

a) I can **unfold** the events that lead to the Great War and different countries' reasons for involvement.

b) I can **identify** the groups and individuals involved in the Great War.

c) I can **describe** the preparations and strategies made by the United States.

d) I can **analyze** technological advances and their impact on the Great War.

e) I can **evaluate** the impact of the Great War.

### **7. Examine the characteristics of World War II and its impact on the world.**

a) I can **determine** the causes of World War II.

b) I can **identify** the groups involved in World War II.

c) I can **recognize** significant people from World War II.

d) I can **describe** how the preparations and strategies made by the United States impacted the economy and society.

e) I can **summarize** significant battles of World War II.

f) I can **examine** the causes and effects of discrimination against certain groups during World War II.



g) 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 **examine** the origins of the Cold War.
- b) I can **analyze** significant events during the Cold War.
- c) I can **determine** the impact of the Cold War on the U.S. and abroad.

**Culture and Society**

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

- a) I can **examine** the experience of an immigrant coming to America.
- b) I can **evaluate** the influence of immigrants in America.

**10. Distinguish the important changes in the United States during the 1920s.**

- a) I can **identify** contributions made by individuals.
- b) I can **compare and contrast** the political and economic policies of various presidential 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.
- c) I can **analyze** the presidents' response to the Great Depression.
- d) I can **explain** the impact of the Dust Bowl.

**12. Analyze the important changes in the United States during the 1950's.**

- a) I can **evaluate** the social changes in the United States.
- b) I can **identify** important technological advances.

**13. Describe the changes in the United States after the 1950's.**

- a) I can **evaluate** the social changes in the United States.
- b) I can **identify** important technological advances.
- c) I can **recognize** economic and political changes.