

Pine Hill Public Schools Curriculum			
Content Area:		Social Studies	
Course Title/ Grade Level:		Grade 7- U.S. History I	
Unit 1:	Three Worlds Meet (Beginnings to 1620)	Duration:	10 weeks
Unit 2:	Colonization and Settlement (1585-1763)	Duration::	12 weeks
Unit 3:	Revolution and the New Nation (1754-1820s)	Duration:	14 weeks
BOE Approved Revision:		August 15, 2017	
BOE Initial Adoption Date:		August 25, 2015	

Pine Hill Public Schools Curriculum	
Unit Title: Three Worlds Meet (Beginnings to 1620)	Unit #: 1
Course or Grade Level: Grade 7	Length of Time: 10 weeks
Pacing	September, October, November
Essential Questions	How did different cultures and traditions develop around the world? What were the causes and effects of European exploration of the Americas?
Content Statement(s)	Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. European exploration expanded global economic and cultural exchange into the Western Hemisphere.
Skills	<p>Chronological Thinking: Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations. Explain how major events are related to one another in time.</p> <p>Spatial Thinking: Select and use various geographic representations to compare information about people, places, regions, and environments. Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</p> <p>Critical Thinking: Compare and contrast differing interpretations of current and historical events. Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer generated information. Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).</p> <p>Presentational Skills: Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format. Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).</p>
Assessments	Formative assessments- vocabulary quiz, content quizzes Summative assessments- Project, test, open-ended response Oral presentation
Interventions / differentiated instruction	Nonlinguistic representations of key concepts – maps, graphs, graphic organizers, timelines, videos, etc. Note-taking organizers Direct Instruction Small Group Instruction Cooperative Learning Mnemonic Devices Smart Board Activities
Inter-disciplinary Connections	ELA - Reading informational texts, written responses to inquiries Science - MS-ESS2-2 (Global warming/Land bridge theory) Health - 2.1.C (Spread of disease during Columbian Exchange) Math - 7.RP (Timelines) Art/Music - 1.2 (Art & architecture of the Mayas, Aztecs, Incas; Renaissance in Europe) Technology - 8.2.8.B.5 (Advancements of Mayas, Aztecs, Incas; Renaissance navigational advancements)
Lesson resources / Activities	Textbook/atlases Teacher made resources Websites/videos Junior Scholastic magazines Media Center

New Jersey Student Learning Standards 2014

Standard(s):

6.1 U.S. History: America in the World: All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

Strand(s):

A. Civics, Government, and Human Rights; B. Geography, People, and the Environment;
C. Economics, Innovation, and Technology; D. History, Culture, and Perspectives

CPI # / CPI(s):

6.1.8.A.1.a - Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups;
6.1.8.B.1.a - Describe migration and settlement patterns of Native American groups, and explain how these patterns affected interactions in different regions of the Western Hemisphere;
6.1.8.B.1.b - Analyze the world in spatial terms (e.g., longitude, latitude) using historical maps to determine what led to the exploration of new water and land routes;
6.1.8.C.1.a - Evaluate the impact of science, religion, and technology innovations on European exploration;
6.1.8.C.1.b - Explain why individuals and societies trade, how trade functions, and the role of trade during this period;
6.1.8.D.1.a - Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups;
6.1.8.D.1.b - Explain how interactions among African, European, and Native American groups began a cultural transformation;
6.1.8.D.1.c - Evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture from different perspectives.
6.2.8.B.4.b - Assess how maritime and overland trade routes (i.e., the African caravan and Silk Road) impacted urbanization, transportation, communication, and the development of international trade centers.
6.2.8.A.4.c Determine the influence of medieval English legal and constitutional practices (i.e., the Magna Carta, parliament, the development of habeas corpus, and an independent judiciary) on modern democratic thought and institutions.

ELA/Literacy Companion Standards:

RH.6-8.1. Cite specific textual evidence to support analysis of primary and secondary sources.
RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
RH.6-8.3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
RH.6-8.5. Describe how a text presents information (e.g., sequentially, comparatively, causally).
RH.6-8.6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
RH.6-8.8. Distinguish among fact, opinion, and reasoned judgment in a text.
RH.6-8.9. Analyze the relationship between a primary and secondary source on the same topic.
RH.6-8.10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6-8 text complexity band independently and proficiently.
WHST.6-8.1. Write arguments focused on discipline-specific content. A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. C. Use words, phrases, and clauses to create cohesion and

clarify the relationships among claim(s), counterclaims, reasons, and evidence. D. Establish and maintain a formal/academic style, approach, and form. E. Provide a concluding statement or section that follows from and supports the argument presented.

WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension. B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal/academic style, approach, and form. F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.3 (See note; not applicable as a separate requirement) Production and Distribution of Writing

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. Research to Build and Present Knowledge

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research. Range of Writing

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

21st Century Themes

X	Global Awareness	X	Financial, Economic, Business, and Entrepreneurial Literacy		Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy		Life and Career Skills		

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

<p>Strand: A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations. B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using</p>	<p>Content Statement: Understand and use technology systems Select and use applications effectively and productively Apply existing knowledge to generate new ideas, products, or processes. Create original works as a means of personal or group expression.</p>	<p>Indicator: 8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools 8.1.8.A.2 Create a document using one or more digital applications to be critiqued by professionals for usability 8.1.8.B.1 Synthesize and publish information about a local or global issue or event</p>
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<p>technology.</p> <p>C. Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p>	<p>Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.</p> <p>Advocate and practice safe, legal, and responsible use of information and technology.</p> <p>Exhibit leadership for digital citizenship</p>	<p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p> <p>8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p> <p>8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.</p>
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Pine Hill Public Schools Curriculum	
Unit Title: Colonization and Settlement (1585-1763)	
Unit #: 2	
Course or Grade Level: Grade 7	Length of Time: 12 weeks
Pacing	December, January, February
Essential Questions	How did the English start colonies with distinct qualities in North America? How did the colonists, with strong roots in the past, develop their own way of life?
Content Statement(s)	The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems. The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.
Skills	<p>Chronological Thinking: Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations. Explain how major events are related to one another in time.</p> <p>Spatial Thinking: Select and use various geographic representations to compare information about people, places, regions, and environments. Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</p> <p>Critical Thinking: Compare and contrast differing interpretations of current and historical events. Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer generated information. Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).</p> <p>Presentational Skills: Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format. Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).</p>
Assessments	Formative assessments- vocabulary quiz, content quizzes Summative assessments- Project, test, open-ended response Oral presentation

Interventions / differentiated instruction	Nonlinguistic representations of key concepts – maps, graphs, graphic organizers, timelines, videos, etc. Note-taking organizers Direct Instruction Small Group Instruction Cooperative Learning Mnemonic Devices Smart Board Activities
Inter-disciplinary Connections	ELA - Reading informational texts, written responses to inquiries Science - MS-LS4-4 Health - 2.1.C (Colonial diseases and treatments) Math - 7.RP (Timelines) Art/Music - 1.2 (Colonial songs about why settlers came; influence of African music in America) Technology - 8.2.8.B.5 (Benjamin Franklin)
Lesson resources / Activities	Textbook/atlasses Teacher made resources Websites/ videos Junior Scholastic magazines Media Center

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Strand(s):

A. Civics, Government, and Human Rights; B. Geography, People, and the Environment
C. Economics, Innovation, and Technology; D. History, Culture, and Perspectives

CPI # / CPI(s):

6.1.8.A.2.a Determine the roles of religious freedom and participatory government in various North American colonies.
6.1.8.A.2.b Explain how and why early government structures developed, and determine the impact of these early structures on the evolution of American politics and institutions.
6.1.8.A.2.c Explain how demographics (i.e., race, gender, and economic status) affected social, economic, and political opportunities during the Colonial era.
6.1.8.B.2.a Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
6.1.8.B.2.b Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
6.1.8.C.2.a Compare the practice of slavery and indentured servitude in Colonial labor systems.
6.1.8.C.2.b Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
6.1.8.C.2.c Analyze the impact of triangular trade on multiple nations and groups.
6.1.8.D.2.a Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.
6.1.8.D.2.b Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

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21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
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X	Media Literacy	X	ICT Literacy		Life and Career Skills
8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.					
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Pine Hill Public Schools Curriculum					
Unit Title: Revolution and the New Nation (1754-1820s)					Unit #: 3
Course or Grade Level: Grade 7			Length of Time: 14 weeks		
Pacing	March, April, May, June				
Essential Questions	<p>How did the colonists break away from Britain and create a republican form of government?</p> <p>How did the relationship between Britain and the colonies fall apart?</p> <p>How did the American colonists gain their independence from Britain?</p> <p>How did the United States Constitution overcome the weaknesses of the Articles of Confederation and provide for the organization of the new government?</p>				
Content Statement(s)	Disputes over political authority and economic issues contributed to a movement for independence in the colonies. The fundamental principles of the United States Constitution serve as the foundation of the United States government today				
Skills	Chronological Thinking: Construct timelines of the events occurring during major eras including comparative events in world history for the different civilizations. Explain how major events are related to one another in time.				

	<p>Spatial Thinking: Select and use various geographic representations to compare information about people, places, regions, and environments. Use maps and other documents to explain the historical migration of people, expansion and disintegration of empires, and growth of economic and political systems.</p> <p>Critical Thinking: Compare and contrast differing interpretations of current and historical events. Assess the credibility of sources by identifying bias and prejudice in documents, media, and computer generated information. Analyze primary and secondary sources for reconstructing the past and understanding historical perspectives (i.e., documents, letters, diaries, maps, images, etc.).</p> <p>Presentational Skills: Select and analyze information from a variety of sources to present a reasoned argument or position in a written and/or oral format. Present information in a logical manner using evidence and reasoning while demonstrating presentation skills (e.g., eye contact, adequate volume, clear pronunciation).</p>
Assessments	<p>Formative assessments- vocabulary quiz, content quizzes</p> <p>Summative assessments- Project, test, open-ended response</p> <p>Oral presentation</p>
Interventions / differentiated instruction	<p>Nonlinguistic representations of key concepts – maps, graphs, graphic organizers, timelines, videos, etc.</p> <p>Note-taking organizers</p> <p>Direct Instruction</p> <p>Small Group Instruction</p> <p>Cooperative Learning</p> <p>Mnemonic Devices</p> <p>Smart Board Activities</p>
Inter-disciplinary Connections	<p>ELA - Reading informational texts, written responses to inquiries</p> <p>Health - 2.1.C (Disease killed more American soldiers than combat)</p> <p>Math - 7.RP (Timelines)</p> <p>Art/Music - 1.2 (use of art as propaganda, political cartoons)</p> <p>Technology - 8.2.8.B.5 (Benjamin Franklin, battle implements and techniques)</p>
Lesson resources / Activities	<p>Textbook/atlasses</p> <p>Teacher made resources</p> <p>Websites/videos</p> <p>Junior Scholastic magazines</p> <p>Media Center</p>

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Strand(s):

A. Civics, Government, and Human Rights, B. Geography, People, and the Environment,
C. Economics, Innovation, and Technology, D. History, Culture, and Perspectives

CPI # / CPI(s):

6.1.8.A.3.a Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.

6.1.8.A.3.b Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.

6.1.8.A.3.c Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights.

- 6.1.8.A.3.d Compare and contrast the Articles of Confederation and the United States Constitution in terms of the decision-making powers of national government.
- 6.1.8.A.3.g Evaluate the impact of the Constitution and Bill of Rights on current day issues.
- 6.1.8.B.3.a Assess how conflicts and alliances among European countries and Native American groups impacted the expansion of the American colonies.
- 6.1.8.B.3.b Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans.
- 6.1.8.B.3.c Use maps and other geographic tools to evaluate the impact of geography on the execution and outcome of the American Revolutionary War.
- 6.1.8.B.3.d Explain why New Jersey's location played an integral role in the American Revolution.
- 6.1.8.C.3.a Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.
- 6.1.8.D.3.a Explain how the consequences of the Seven Years War, changes in British policies toward American colonies, and responses by various groups and individuals in the North American colonies led to the American Revolution.
- 6.1.8.D.3.b Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
- 6.1.8.D.3.c Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
- 6.1.8.D.3.d Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
- 6.1.8.D.3.e Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.
- 6.1.8.D.3.f Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.

ELA/Literacy Companion Standards:

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- RH.6-8.2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
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WHST.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. A. Introduce a topic and organize ideas, concepts, and information using text structures (e.g. definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g. headings, graphics, and multimedia) when useful to aiding comprehension. B. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. C. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. D. Use precise language and domain-specific vocabulary to inform about or explain the topic. E. Establish and maintain a formal/academic style, approach, and form. F. Provide a concluding statement or section that follows from and supports the information or explanation presented.

WHST.6-8.3 (See note; not applicable as a separate requirement) Production and Distribution of Writing

WHST.6-8.4. Produce clear and coherent writing in which the development, organization, voice, and style are appropriate to task, purpose, and audience.

WHST.6-8.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. Research to Build and Present Knowledge

WHST.6-8.7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9. Draw evidence from informational texts to support analysis, reflection, and research. Range of Writing

WHST.6-8.10. Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

21st Century Themes

X	Global Awareness		Financial, Economic, Business, and Entrepreneurial Literacy	X	Civic Literacy		Health Literacy
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21st Century Skills

X	Creativity and Innovation	X	Critical Thinking and Problem Solving	X	Communication and Collaboration	X	Information Literacy
X	Media Literacy	X	ICT Literacy		Life and Career Skills		

8.1 Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

<p>Strand:</p> <p>A. Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.</p> <p>B. Creativity and Innovation: Students demonstrate creative thinking, construct knowledge and develop innovative products and process using technology.</p> <p>C. Communication and Collaboration: Students use</p>	<p>Content Statement:</p> <p>Understand and use technology systems Select and use applications effectively and productively</p> <p>Apply existing knowledge to generate new ideas, products, or processes. Create original works as a means of personal or group expression.</p> <p>Interact, collaborate, and publish with peers, experts, or others by</p>	<p>Indicator:</p> <p>8.1.8.A.1 Demonstrate knowledge of a real world problem using digital tools 8.1.8.A.2 Create a document using one or more digital applications to be critiqued by professionals for usability</p> <p>8.1.8.B.1 Synthesize and publish information about a local or global issue or event</p> <p>8.1.P.C.1 Collaborate with peers by participating in interactive digital games or activities.</p>
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<p>digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.</p> <p>D. Digital Citizenship: Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.</p>	<p>employing a variety of digital environments and media.</p> <p>Advocate and practice safe, legal, and responsible use of information and technology.</p> <p>Exhibit leadership for digital citizenship</p>	<p>8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.</p> <p>8.1.8.D.4 Assess the credibility and accuracy of digital content.</p> <p>8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.</p>
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