

Ojibwe Shoulder Bag Activity Kit: Grades 2-7 Standards Connections

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Grade	Code	Minnesota K-12 Academic Standards for Social Studies	Code	Minnesota K-12 Academic Standards for ELA	Code	Minnesota K-12 Academic Standards for the Arts
2	2.3.16.1	Describe ways that the local environment influences people and their actions and how human actions impact the local environment, including air, water, land and wildlife.	2.1.3.1	Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.	3.2.5.9.1	Identify a part of a musical selection that connects with you personally.
	2.4.18.1	Describe daily life for Minnesota Dakota or Anishinaabe peoples in different times, including before European contact and today.	2.1.6.1	Identify the author or story teller, including Dakota and Anishinaabe authors, of a text, and tell what is possible to know from the text about the story teller’s perspective and identity.	5.2.2.2.1	Collaboratively share ideas for artistic prompt.
	2.4.19.1	Describe how the culture of a community today reflects the history, daily life or beliefs of its people.	2.1.8.2	Determine the meaning of unfamiliar vocabulary or phrases in informational text, using metacognitive strategies and reference tools.	5.2.2.2.2	Use various materials and tools to explore personal interests, questions, and curiosity.
	2.4.20.1	Use historical sources to investigate how the relationship between people and the environment has changed over time. Identify whose voices and perspectives are represented in the sources and whose are absent.	2.1.9.1	Collect information from two or more sources on a topic of personal interest or academic focus.	5.2.3.1	Create art that represents natural and constructed environments.
		Explore the importance of Indigenous peoples’	2.2.2.2	Write to express ideas representing personal perspective, identity and voice, as part of a group.	5.2.2.3.2	Demonstrate safe procedures for using materials and tools while making art.
					5.2.4.7.1	Identify processes an artist used to create a work of art.
					5.2.5.10.1	Identify how artistic foundations are employed differently throughout time and place.

3	2.5.25.2	interactions with land, water and the non-human world	2.2.4.1	Write to state a personal opinion, provide several reasons for the opinion, and include introductory and concluding statements.		Intentionally Left Blank
			2.2.5.1	Write to inform or explain, using details to show understanding of the topic and including an introductory and concluding statement.		
			2.2.7.2	Plan and conduct research from a variety of sources, vetted by teacher, and share findings in writing (e.g., search terms, choosing relevant sources).		
			2.3.1.1	Exchange ideas in storytelling, discussion and collaboration, intentionally including and considering voices and perspectives of Dakota and Anishinaabe people and other perspectives. a. Help create and follow agreed-upon norms for a discussion (e.g., speaker norms, listener norms, participation norms, respectful of culture. b. Participate as a speaker and listener, building on and linking to the comments of others. c. Expresses one's own ideas, stories and experiences. d. Help establish group member roles and timeline for work. e. Identify and work toward a shared goal. f. Follow sequence of a story or discussion or steps in a process.		
			2.3.1.2.	Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issues.		
	3.2.8.1	Explain that producing any good or service requires resources. Describe the resources needed to produce a specific good or service. Explain why it is not possible to produce an unlimited amount of a good or service.	3.1.3.1	Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.	3.3.5.10.1	Describe cultural uses of music from different time periods and places.
	3.2.9.1	Identify possible short- and long-term consequences of different choices, while highlighting that not all individuals have access to the same choices.	3.1.4.1	Ask and answer questions to demonstrate understanding of both literal and nonliteral language in a text, referring explicitly to the texts as the basis for the answers; summarize the text.	5.3.2.2.1	Modify an original idea for a work of art.
	3.3.17.1	Describe how different places, including school, the environment or local community, makes one feel.	3.1.5.1	Use literary text features (e.g., nonliteral language, narrative point of view, verse, rhythm, meter) to understand a variety of literary texts such as stories, dramas and poems.	5.3.2.3.1	Create visual representations of places or systems that are part of everyday life using artistic foundations.
			3.1.5.3	Interpret the ideas/information conveyed through illustrations, graphics and other audiovisual	5.3.2.3.2	Demonstrate safe use of studio spaces and equipment.
					5.3.2.4.1	Discuss feedback about choices made in creating artwork.
					5.3.4.7.1	Respond to a work of art before and after working in a similar media.

Intentionally Left Blank				elements in text.	5.3.5.10.1	Recognize that responses to art change depending on knowledge of the time and place in which it was made.
			3.1.6.1	Compare and contrast the student’s personal perspective and identity from that of the author or story teller, including Dakota and Anishinaabe authors, of the text, based on what is possible to know about the story teller’s perspective and identity.		
			3.1.8.2	Determine the meaning of general academic and domain-specific vocabulary and phrases in informational text.		
			3.1.9.1	Collect information from two or more sources on a topic of personal interest or academic focus.		
			3.2.2.2	Write to compare personal perspectives and identities to those of a character in a literary text or a human subject in an informational text.		
			3.2.4.1	Write to argue, providing and organizing evidence for supporting points and using linking words and phrases.		
			3.2.4.2	Write to persuade, blending opinion and facts that support the opinion.		
			3.2.5.1	Write to inform or explain, selecting and organizing relevant details to show understanding of the topic, building on skills from previous years.		
			3.2.7.2	Plan and conduct research, following a detailed research plan to build understanding of a topic, demonstrating understanding of digital footprint, and share findings in writing.		
			3.3.1.1	Exchange ideas in storytelling, discussion and collaboration, intentionally including and considering voices and perspectives of Dakota and Anishinaabe people and other perspectives. a. Help create and follow agreed-upon norms for a discussion (e.g., speaker norms, listener norms, participation norms) respectful of culture. b. Participate as a speaker and listener, reviewing key ideas shared by others. c. Express one’s own ideas, stories and experiences, linking to comments of others. d. Help to establish group member roles and timeline for work. e. Identify and work toward a shared goal. f. Follow sequence of a story or discussion of steps in a process.		
			3.3.1.2	Ask and answer questions to check understanding of content and viewpoints, as well as for		

				clarification, in a discussion.		
4	4.1.6.1	Locate areas inhabited by Indigenous people united by language and similar ways of life in North America and understand the impact of permanent tribal homelands on Indigenous people of Minnesota.	4.1.3.1	Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.	3.4.4.8.1	Apply teacher-provided criteria to evaluate musical selections or performances, citing specific elements and characteristics.
	4.3.14.2	Describe physical and human characteristics needed for different types of agricultural and energy production regions	4.1.4.1	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text; summarize the text.	3.4.5.10.1	Compare and contrast cultural uses of music from different time periods and places.
	4.3.17.1	Analyze how different perspectives have influenced decisions about where to locate and name places.	4.1.4.4	Explain events, concepts or steps in a procedure, including what happened and why, based on specific details, in informational text.	5.4.2.2.1	Generate new ideas by combining dissimilar ideas together.
			4.1.5.3	Interpret the ideas/information conveyed through illustrations, graphics and other audiovisual elements to support understanding and compare and contrast illustrations, graphics and other audiovisual elements in a wide variety of texts.	5.4.2.2.2	Incorporate personal choice into devising a solution for a creative art problem.
			4.1.6.1	Determine the author's, including Dakota and Anishinaabe authors, stated or implied purpose (i.e., entertain, inform, persuade) and how it is conveyed by the words or characters.	5.4.2.3.1	Create art that is representational and non-representational using artistic foundations.
			4.1.9.1	Collect information from a variety of sources in different formats on a topic of personal interest or academic focus.	5.4.4.7.1	Describe aesthetic characteristics of the natural world and constructed environments.
			4.2.4.1	Write to argue, including an introduction and conclusion, building on skills from previous years.	5.4.5.10.1	Identify how art is used to inform or change beliefs, values or behaviors of an individual or society.
			4.2.4.2	Write to persuade, including an introduction and conclusion, building on skills from previous years.		
			4.2.5.1	Interpret the ideas/information conveyed through illustrations, graphics and other audiovisual elements to support understanding and compare and contrast illustrations, graphics and other audiovisual elements in a wide variety of texts.		
			4.2.7.1	Ask relevant questions to guide inquiry.		
			4.2.7.2	Plan and conduct independent research using sources to build understanding of topic; evaluate perspective, credibility and relevance of information, avoiding plagiarism, and share findings in writing.		
			4.3.1.1	Exchange ideas in storytelling, discussion and collaboration, intentionally including and considering voices and perspectives of Dakota and Anishinaabe people and other perspectives.		

				a. Help create and follow agreed-upon norms for a discussion (e.g., speaker norms, listener norms, participation norms) respectful of culture. b. Participate as a speaker and listener, highlighting commonalities and differences in views shared by others. c. Express one's own ideas, stories and experiences, linking to comments of others. d. Negotiate and compromise to support productive exchange of ideas. e. Identify and work toward a shared goal.		
5	5.3.16.1	Describe how the choices people make have impacted a physical environment over time.	5.1.3.1	Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.	3.5.4.8.1	Apply collaboratively developed and teacher-provided criteria to evaluate musical selections or performances, citing specific elements and characteristics.
	5.3.17.1	Analyze how different perspectives influenced past decisions to name places and impact changing place names today.	5.1.4.4	Explain the relationships or interactions between individuals, events and concepts, based on specific details, in informational text.	3.5.5.10.1	Describe relationships of musical genres to cultural or historical contexts.
	5.4.22.1	Describe indigenous efforts today to revitalize and reclaim indigenous languages, traditions and sovereignty.	5.1.5.3	Interpret, apply and evaluate the ideas/information conveyed through illustrations, graphics and other audiovisual elements to support understanding in text.	5.5.2.2.2	Generate plans for art investigates a social, cultural, or personal theme.
			5.1.6.1	Compare and contrast a firsthand and secondhand account, including those by Dakota and Anishinaabe authors, of the same event or topic; describe the differences in focus and the information provided.	5.5.2.3.2	Explain the ethical responsibility of appropriation in artmaking.
			5.1.8.2	Interpret words and phrases in academic, technical and domain-specific vocabulary.	5.5.4.7.1	Identify and interpret works of art that reveal how people live around the world and what they value.
			5.1.9.1	Collect information from a variety of sources in different formats, representing diverse perspectives (e.g., interviews, videos, podcasts).	5.5.5.9.1	Use knowledge of one's own culture and heritage to explore personal identity.
			5.2.3.2	Use words, phrases, punctuation and sentences to convey ideas precisely, appropriate to intended audience and context.	5.5.5.10.1	Make inferences about time, place, and culture in which a work of art was created, citing evidence.
			5.2.4.1	Write to argue, situating argument in an explanation of a broad topic, building on skills from previous years.		
			5.2.4.2	Write to persuade, employing emotional strategies (e.g., manipulation, motivation, inspiration), building on skills from previous years.		
			5.2.5.1	Write to inform or explain, using precise, domain-specific vocabulary, developing subtopics, and grouping related information logically in		

			5.2.7.1 5.2.7.2 5.3.1.1	chosen text structure, including using formatting (e.g., headings) and visuals when useful to aid comprehension, building on skills from previous years. Formulate questions independently and in collaboration with peers to guide inquiry. Plan and conduct independent research using sources to build and share knowledge of a topic, and share findings in writing. Exchange ideas in storytelling, discussion and collaboration, intentionally including and considering voices and perspectives of Dakota and Anishinaabe people and other perspectives. a. Help create and follow agreed-upon norms for a discussion (e.g., speaker norms, listener norms, participation norms) respectful of culture. b. Participate as a speaker and listener, drawing conclusions based on information and understanding gained from listening to others. c. Express one’s own ideas, stories and experiences, linking to comments of others. d. Negotiate and compromise to support productive exchange of ideas. e. Identify and work toward a shared goal.
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		Intentionally Left Blank	6.2.4.2	previous years. Write to persuade, employing emotional strategies (e.g., manipulation, motivation, inspiration) and articulating benefits of the strategies used, building on skills from previous years.		Intentionally Left Blank
			6.2.5.1	Write to inform or explain, introducing diverse perspectives, including Dakota and Anishinaabe perspectives, about a topic, using precise, domain-specific vocabulary, and utilize organization strategies common in a variety of text structures, building on skills from previous years (e.g., description, classification, cause/effect, comparison/contrast, problem/solution, proposition/support, critique, inductive/reductive).		
			6.2.7.2	Plan and conduct independent research from a variety of sources that represent varying perspectives; evaluate credibility and relevance of information, avoiding plagiarism, and share findings in writing.		
			6.3.1.1	Exchange ideas through storytelling, discussion and collaboration, intentionally considering the Dakota and Anishinaabe people as well as other perspectives like and unlike their own. a. Use tools to collaborate with others synchronously and asynchronously. b. Cooperate, mediate and problem solve to make decisions as appropriate for productive group discussion.		
7	7.4.19.1	Examine the history of U.S. expansion from multiple Indigenous perspectives.	7.1.3.1	Choose and read texts that address the purpose (e.g., personal interest, enjoyment, academic tasks), representing perspectives and identities of historical and contemporary Dakota and Anishinaabe people.	3.7.5.10.1	Identify cultural or historical influences on musical compositions.
			7.1.4.1	Cite several pieces of textual evidence to support conclusions of what a text says explicitly as well as inferences drawn from the text; objectively summarize the text.	5.7.2.2.2	Describe ethical responsibility when sharing original artwork through the internet and communication resources.
			7.1.4.4	Analyze the interactions between individuals, events or concepts in informational text.	5.7.4.8.1	Analyze ways cultures influence representation of ideas, emotions, and actions.
			7.1.5.3	Interpret, integrate, evaluate and apply the ideas/information conveyed through illustrations, graphics and other audiovisual elements for accuracy, perspective, credibility and relevance of information.	5.7.5.10.1	Analyze how response to art is influenced by understanding the time and place in which it was created, the available resources, and cultural uses.
			7.1.6.1	Analyze how an author, including Dakota and Anishinaabe authors, uses his, her or their stated identity to establish credibility with the reader on		

		Intentionally Left Blank	7.1.8.1 7.1.9.1 7.2.4.1 7.2.4.2 7.2.5.1 7.2.7.2 7.3.1.1	an issue or topic. Determine the meaning of words and phrases as they are used in a literary text, including figurative and connotative meanings. Access and evaluate information from a variety of sources, representing diverse perspectives on a topic. Write to argue, providing and organizing evidence of both an argument and a counter-argument, building on skills from previous years. Write to persuade, articulating both a passionate opinion and strong facts that support the opinion, building on skills from previous years. Write to inform or explain, conveying ideas about a topic in two different ways to two different audiences, using precise, domain-specific vocabulary and utilizing organization strategies common in a variety of text structures, including consistent transitions to build cohesion and clarify relationships among ideas and concepts, building on skills from previous years. Plan and conduct independent research, synthesizing information from a variety of sources, and share findings in writing. Exchange ideas through storytelling, discussion and collaboration, intentionally considering the perspectives of Dakota and Anishinaabe people as well as other perspectives. a. b. c. Acknowledge and elaborate on others' ideas. Use tools to collaborate with others both synchronously and asynchronously. Cooperate, mediate and problem solve to make decisions as appropriate for productive group discussion.		Intentionally Left Blank
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Grade	Code	The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History		Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects	Code	National Core Art Standards
2	D1.1.K-2	(By the end of Grade 2) Explain why the compelling question is important to the student.		Reading Standards for Informational Text 1. Ask and answer such questions as who, what, where, when, why, and how to demonstrate	VA: Cr1.1.2.a VA: Cr1.2.2.a	Brainstorm collaboratively multiple approaches to an art or design problem. Make art or design with various materials and

	D1.3.K-2	Identify facts and concepts with a supporting question.		understanding of details in a text.	VA: Cr2.1.2.a VA: Cn10.1.2.a	tools to explore personal interests, questions, and curiosity.
	D2.Civ.9.K-2	Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making discussions as a group.		6. Identify the main purpose of a text, including what the author wants to answer, explain, describe.		Experiment with various materials and tools to explore personal interests in a work of art or design.
	D2.Civ.10.K-2	Compare their own point of view with others' perspectives.		7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.		Create works of art about events in home, school, or community life.
	D2.Civ.14.K-2	Describe how people have tried to improve their communities over time.		Writing Standards		
	D2.Eco.1.K-2	Explain how scarcity necessitates decision-making.		1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because ,and, also) to connect opinion and reasons, and provide a concluding statement or section.		
	D2.Eco.3.K-2	Describe the skills and knowledge required to produce certain goods and services.		Speaking and Listening Standards		
	D2.Geo.4.K-2	Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.		1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.		
	D2.Geo.6.K-2	Identify some cultural and environmental characteristics of specific places.		2. Recount or describe key ideas and details from a text read aloud or information presented orally or through other media.		
	D2.Geo.9.K-2	Describe the connections between the physical environment of a place and the economic activities found there.				
	D2.His.2.K-2	Compare life in the past to life today.				
	D4.1.K-2	Construct an argument with reasons.				
	D4.4.K-2	Ask and answer questions about arguments.				
	D4.5.K-2	Ask and answer questions about explanations.				
	D2.Eco.2.K-2	Identify the benefits and costs of making various personal decisions.				
3		Intentionally Left Blank		Reading Standards for Informational Text 7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why and how key events occur). Writing Standards 1. Write opinion pieces on topics or texts, supporting a point of view with reasons. Speaking and Listening Standards	VA: Cr1.1.3.a VA: Cr1.2.3.a VA: Cr2.1.3.a VA: Cr3.1.3.a VA: Cn10.1.3.a	Elaborate on an imaginative idea. Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process. Create personally satisfying artwork using a variety of artistic processes and materials. Elaborate visual information by adding details in an artwork to enhance emerging meaning. Develop a work of art based on observations of

				1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. 2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		surroundings.
4				Reading Standards for Informational Text 5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. Writing Standards 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Speaking and Listening Standards 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. 2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally 3. Identify the reasons and evidence a speaker provides to support particular points. 5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.	VA: Cr1.1.4.a VA: Cr1.2.4.a VS: Re.7.2.4.a	Brainstorm multiple approaches to a creative art or design problem. Collaboratively set goals and create artwork that is meaningful and has purpose to the makers. Analyze components in visual imagery that convey messages.
5	D1.2.3-5 D2.Civ.4.3-5	(By the end of Grade 5) Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations. Explain how groups of people make rules to		Reading Standards for Informational Text 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.	VA: Cr1.1.5.a VA: Re.7.2.5.a	Combine ideas to generate an innovative idea for art-making. Identify and analyze cultural associations suggested by visual imagery.

	D2.Civ.10.3-5 create responsibilities and protect freedoms. D2.Eco.3.3-5 Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues. D2.Geo.5.3-5 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services. D2.Geo.8.3-5 Explain how the cultural and environmental characteristics of places change over time. D2.His.2.3-5 Explain how human settlements and movements relate to the locations and use of various natural resources. D2.His.11.3-5 Compare life in specific historical time periods to life today. D2.His.16.3-5 Infer the intended audience and purpose of a historical source from information within the source itself. D4.2.3-5 Use evidence to develop a claim about the past. Construct explanations using reasoning , correct sequence, examples, and details with relevant information and data.		9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. Writing Standards 1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. Speaking and Listening Standards 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. 2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally 5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.		
6			Reading Standards for Informational Text 6. Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text. 7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. Writing Standards 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Speaking and Listening Standards 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly.	VA: Cr1.1.6.a VA: Cr2.1.6.a VA: Re.7.2.6.a	Combine concepts collaboratively to generate innovative ideas for creating art. Demonstrate openness in trying new ideas, materials, methods, and approaches in making works of art and design. Analyze ways that visual components and cultural associations suggested by images influence ideas, emotions, and actions.

				2. Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. 5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. Reading Standards for Literacy in History/Social Studies, Grades (6-8) 1. Cite specific textual evidence to support analysis of primary and secondary sources. 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. 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects, (Grades 6-8) 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.		
7	D1.5.6-8 Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources. D2.Geo.5.6-8 Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places. D2.Geo.6.6-8 Explain how the physical and human characteristics of places and regions are connected to human identities and cultures. D2.Geo.8.6-8 Analyze how relationships between humans and environments extend or contract spatial patterns of settlement and movement. D2.His.4.6-8 Analyze multiple factors that influenced the perspectives of people during different historical eras.	(By the end of Grade 7)		Reading Standards for Informational Text 3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events). Writing Standards 3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Speaking and Listening Standards 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. 2. Analyze the main ideas and supporting details	VA: Re8.1.7.a	Interpret art by analyzing art-making approaches, the characteristics of form and structure, relevant contextual information, subject matter, and use of media to identify ideas and mood conveyed.

	D2.His.10.6-8 D2.His.14.6-8	Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources. Explain multiple causes and effects of events and developments in the past.		presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study. 5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.		Intentionally Left Blank
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