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| **Competency 1:**  **Acquiring Information** | **Competency 2:**  **Analyzing Information** | | **Competency 3:**  **Communicating Information** | | | **Competency 4:**  **Connecting Information** | **Competency 5:**  **Content Knowledge** |
| A. Students will be able to distinguish between a primary and secondary source and identify how the information from each can be used, as well as identify other methods, such as surveys, observations and statistical analysis that can be used to acquire relevant information. [e.g. analyzing the relationship between Yellow Journalism and the Spanish-American War or comparing historical accounts of Jackson’s Indian Removal policy] | A. Students will be able to independently analyze many types of primary sources, correctly identifying the document’s purpose, point of view, audience and context, also demonstrating some ability of drawing inferences from this information. [e.g. comparing newspaper accounts of John Brown’s trial or analyzing Nazi propaganda] | | A. Students will be able to participate in debates and discussions that exhibit preparation in the use of examples, thoughtful and appropriate comments, and respectful active listening skills. [e.g. mock election debates or discussing the pros and cons of Prohibition] | | | A. Students will be able to identify cause and effect relationships between two given events or concepts and explain the important factors that connect them independently. [e.g. explaining the causes of WWI or the rise of dictatorships in the 1930s] | A. Political Foundations- Students demonstrate an understanding of the major ideas, issues and events pertaining to the political development of the United States from the Industrial Revolution to the present.  B. Foreign Policy- Students demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments from the Mexican-American War to 9/11. |
| B. Students will be able to acquire relevant information from a variety of informational text sources using appropriate reading strategies for the given task to engage with the text and context clues to decode and understand key terms and concepts. [e.g. using the table of contents, headings, glossary, index, etc. of a US History textbook] | B. Students will be able to accurately and independently distinguish between fact, interpretation and opinion in an informational source most of the time and demonstrate some ability of drawing inferences from this information. [e.g. identifying opinions and facts during the McCarthy era or Watergate crisis] | | B. Students will be able to make structured presentations that utilize relevant and well-developed evidence and effective verbal and non-verbal communication skills. [e.g. presenting on the rise of nationalism in the early 1800s or performing skits about protest movements of the 1970s] | | | B. Students will be able to accurately identify and briefly explain several key terms and concepts independently into a given set of themes. [e.g. providing examples of isolationism and interventionism in U.S. foreign policy, both past and present] | C. Values- Students demonstrate an understanding of American world views and value systems and how they have been expressed from the period of Jacksonian democracy to the post-Cold War era. |
| C. Students will be able to acquire relevant information from a variety of non-text informational sources, such as images, cartoons, graphs, maps, charts, and other media sources, using strategies to engage with the content and context clues to decode and understand key terms and concepts. [e.g using keys, scales and compass rose to describe a map of the territorial expansion of the US or use historical data to create a graph of labor groups of the 1890s] | C. Students will be able to evaluate the validity and credibility of an informational source, with some ability to recognize bias and to explain the limitations of the information in the source. [e.g. evaluating accounts of the sinking of the Maine or the debate over slavery] | | C. Students will be able to answer most parts of a range of short answer questions in a structured manner, with relevant and accurate evidence and word choices, that follow proper grammar conventions. [e.g. composing a short answer explain the cause of the Civil War or how Jim Crow laws violated civil rights] | | | C. Students will be able to connect key concepts and events using chronological ordering and can draw inferences about this sequence in terms of the impact of the time and context. [e.g. creating a timeline of major events of the Vietnam War] | D. Economics- Students demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services from the Industrial Revolution to globalization. |
| D. Students will be able to accurately identify the main idea from a variety of informational sources and can provide an accurate summary using supporting details and limited analysis. [e.g. explaining the basic goals of the Progressive Movement with examples of Progressive legislation for each goal] | D. Students will be able to compare and contrast key events and concepts according to one set of criteria, such by identifying similarities and differences, and can draw some limited inferences from that information. [e.g. comparing the causes of World War I with World War II or government responses to the Stock Market Crash of 1929 and the Financial Crisis of 2008] | | D. Students will be able to write structured essays that use relevant and accurate voice, evidence and word choices, that follow proper conventions for grammar and sentence fluency. [e.g. writing a 5-paragraph essay on the origins of the Internet] | | | D. Students will be able to identify and briefly describe multiple examples of continuity and change over time of a given set of events or concepts. [e.g. evaluating changes in the concept of equal rights or the electoral process] | E. Culture- Students demonstrate an understanding of the major social and cultural changes that have influenced American identity from the Second Great Awakening to the environmentalist movement. |
| E. Students will be able to organize information by grouping data in categories according to appropriate criteria, as well as being able to place information in proper sequence, such as by order of importance or in visual or tabular formats. [e.g. sorting settlement of the West according to mining, ranching or Native Americans] | E. Students will be able to accurately identify elements of the decision making process for a given problem, including 1-2 causes and involved parties, as well as describe several possible solutions and issues with implementation. [e.g. Indian Removal or the Cuban Missile Crisis] | | E. Students will be able to conduct research projects by reading and applying information from a few sources in an essay or other format that may lack accuracy in citations. [e.g. writing a research paper on the importance of the Middle East to American politics] | | | E. Students will be able to connect key events and concepts being studied to real world scenarios, identifying basic similarities to subsequent or contemporary events and concepts. [e.g. explaining whether slavery would have continued if there had been no Civil War or if Pearl Harbor was the only reason the U.S. entered World War II] | F. Geography- Students demonstrate a limited understating of the physical and human geographic features that define places and regions, the complexity of cultural mosaics, economic interdependence and the forces of cooperation and conflict among peoples, as well an understanding of the connections and consequences of the interactions between Earth’s physical and human systems. |
| **Sample Performance Assessments:** Reading comprehension questions, subheading reading assignments, vocabulary activities, flashcards, two-column notes**,** reading quizzes using multiple assessment question types, graphic organizers, activities involving charts, tables, graphs, and illustrations. | | **Sample Performance Assessments:** APPARTTS document analysis training and assessment, Document Based Question document analysis chart, primary source jigsaw assessments, multiple choice questions, decision making analysis charts or posters, Venn diagrams. | | **Sample Performance Assessments:** Oral presentations, Powerpoint presentations, group presentations, formal and informal debates, formal and informal discussions, short answer prompts, exam essay questions, five paragraph essays, research assignments, research projects and papers. | **Sample Performance Assessments:** Historical timelines, Unit exam multiple choice sections, historical visual assignments, historical simulations, thematic projects, graphic organizers. | | **Sample Performance Assessments:**  Exam questions that emphasize factual recall, including names of states/capitals/countries: matching, fill-in-the-blank, multiple choice questions, place name labeling on a map, etc. |