

Essential Standards Chart: What is it we expect students to learn?

Grade:	10	Subject:	Global 10	Semester	Fall	Team Members:	Henry		
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Standard Description		Example Rigor		Prerequisite Skills		Common Assessment		When Taught?	Extension Standards
What is the essential standard to be learned? Describe in student-friendly vocabulary.		What does proficient student work look like? Provide an example and/or description.		What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?		What assessment(s) will be used to measure student mastery?		When will this standard be taught?	What will we do when students have learned the essential standard(s)?
Key Ideas and Details: Students will analyze, compare, and contrast multiple primary sources in order to gain insight into biases, propaganda, and multiple perspectives.		Students will be able to analyze, compare, and contrast an excerpt from the trial of Galileo Galilei (for promoting the Heliocentric Theory) in order to gain insight into biases, propaganda, and multiple perspectives from this event.		Students will need to have an understanding on how to properly analyze, compare, and contrast multiple primary sources.		Students will complete a writing prompt in order to measure their understanding. MC ques using excerpt of trial and CRQ questions using painting "Trial of Galileo"		This standard will be taught during Unit 1: The Sci Rev and Enlightenment This standard will be addressed during the notes, bellringers, review activities, quizzes, tests, and CRQ (SA) questions	Continue to apply the standard to other examples throughout the year to hone the ability to apply it in Global 10 as well as other courses
Students will explore and analyze the historical context of the impact of the Enlightenment ideas and the revolutions that were borne out of these ideas.		Students will be able to analyze, compare, and contrast the American, French, and Latin American revolutions		Students will need to understand the Enduring Issues that led to the Sci Rev and Enlightenment as well as the role those time periods played in these revolutions		Students will complete MC questions related to class material. Additionally, they will complete CRQ questions related to the historical circumstance of the revolutions as well as how they were Turning Points in history.		This standard will be addressed throughout the year; but especially in the first few units of the year. Moreover, it will be reconnected throughout the year as we discuss Enduring Issues	Continue to apply the standard to other examples throughout the year to hone the ability to apply it in Global 10 as well as other courses - especially for the written assessments
Students will explore and analyze the geographic context of various places and how it impacted their development; as well as interactions with other countries and/or cultures.		Students will be able to analyze, compare, and contrast the similarities and differences between the Industrialized countries of the world and the non industrialized areas of the world.		Students will need to have an understanding as to what similarities and differences existed between the industrialized and non-industrialized countries of the world.		Students will complete a writing prompt in order to measure their understanding of the similarities and differences between the three colonial regions (New England, Middle, Southern) in colonial America.		This standard will be taught during Ch. 9, 11/12, 14/15, 17 and 18	Continue to apply the standard to other examples throughout the year to hone the ability to apply it in Global 10 as well as other courses - esp for the written assessments



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Students will craft an historical-based argument, including a claim, that establishes reasoning based on various primary and secondary sources.	Students will craft an historical-based argument, including a claim, that establishes reasoning based on various primary and secondary sources - this will apply to both CRQ (short answer responses) as well as the Enduring Issue essay	Students will need to be able to recognize bias, purpose, historical circumstance (causality), as well as impact. While a detailed understanding of each time period will aid students in doing so; the ability to recognize the aforementioned dynamics is at least as important	Throughout the year we will review various forms of stimuli as a class. Additionally, students will analyze various forms of stimuli for MC assessment; as well as completing CRQ questions and EI essays as graded assessments	This will start the first week of school and will be something that is an ongoing aspect of the Global class all year long	Continue to apply the standard to other examples throughout the year to hone the ability to apply it in Global 10 as well as other courses (as well as their lives outside of school)