

Essential Standards Chart - State Standards

Department: Social Studies

Course: **US History (A)**

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Essential Standard Description	Example Rigor	Prerequisite Skills	Common Assessment	When Taught?	Extension Standards
<i>What are the essential standards to be learned? Describe in student-friendly language.</i>	<i>What does proficient student work look like? Provide an example and/or description.</i>	<i>What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?</i>	<i>What assessment(s) will be used to measure student mastery?</i>	<i>When will this essential standard be taught? unit/topic/book</i>	<i>What will we do when students have learned the essential standard(s)?</i>
I can use historical evidence for determining cause and effect.	- Students can evaluate multiple events from different perspectives using primary and secondary sources. - Students can evaluate how different groups and individuals contributed to the event or cause. - Students can evaluate multiple events from different perspectives using primary and secondary sources - Students can evaluate how	<i>Ability to read at or at close to grade level with appropriate modifications or accommodations</i> <i>Ideally, students have successfully completed coursework in U.S. History up to and through the Civil War.</i>	Standards will be assessed by way of questions/prompts on study guides/quizzes/tests and/or content contained in unit projects.	Could be addressed in any or all units of study.	- Students will analyze intended and unintended causes from both long- and short-term perspectives. - Students will analyze intended and unintended effects from both long- and short-term perspectives.

	different groups and individuals contributed to the effect.				
I can analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.	- Students can evaluate a variety of primary and secondary sources to apply knowledge of major eras, enduring themes, turning points, and historical influences - Students can evaluate how the historical context influenced the process or nature of the continuity or change that took place.	<i>Ability to read at or at close to grade level with appropriate modifications or accommodations</i> <i>Ideally, students have successfully completed coursework in U.S. History up to and through the Civil War.</i>	Standards will be assessed by way of questions/prompts on study guides/quizzes/tests and/or content contained in unit projects.	Could be addressed in any or all units of study.	- Students can analyze the patterns of continuity and change in the community, the state, the United States, and the world.
I can connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.	- Students can analyze significant historical periods and their relationship to present issues and events. - Students can evaluate historical perspectives to create arguments with evidence concerning current events.	<i>Ability to read at or at close to grade level with appropriate modifications or accommodations</i> <i>Ideally, students have successfully completed coursework in U.S. History up to and through the Civil War.</i>	Standards will be assessed by way of questions/prompts on study guides/quizzes/tests and/or content contained in unit projects.	Could be addressed in any or all units of study.	- Students will evaluate and justify predictions of potential outcomes of current events based on the past.

I can evaluate a variety of primary and secondary sources to interpret the historical context, intended audience, purpose, or author's point of view.	- Students can analyze how the historical context (situation) influences a primary or secondary source. - Students can analyze how the POV of the author can influence the content and intent of a primary or secondary source and identify whose voices may be left out.	<i>Ability to read at or at close to grade level with appropriate modifications or accommodations</i>	Standards will be assessed by way of questions/prompts on study guides/quizzes/tests and/or content contained in unit projects.	Could be addressed in any or all units of study.	- Students will analyze how the intended audience influences a primary or secondary source. - Students will analyze the intended purpose of a specific primary or secondary source.
I can develop claims using evidence to support reasoning.	- Students can develop a defensible claim to provide focus for an inquiry that is based upon the analysis of sources. - Students can support a claim with evidence using sources from multiple perspectives and media (electronic, digital, print, and other mass media).	<i>Ability to read at or at close to grade level with appropriate modifications or accommodations</i>	Standards will be assessed by way of questions/prompts on study guides/quizzes/tests and/or content contained in unit projects.	Could be addressed in any or all units of study.	- Students will analyze the extent to which evidence supports or does not support a claim, and if it does not, modify the claim appropriately.