11th Grade US History Essential Standards

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ESSENTIAL STANDARDS	Example Rigor	PRIOR SKILLS NEEDED	LANGUAGE TOOLKIT	WHEN TAUGHT?	COMMON FORMATIVE ASSESSMENT	EXTENSION / HONORS
1.Historical Thinking: Source Analysis ● sourcing ● corroboration ● contextualization ● close reading (author's language, assess claim, evidence, & reasoning used by author) ● distinguish between historical fact and historical interpretations ● annotating documents / levels of question	SWBAT use HIPP and/or other historical forms of source analysis to interpret and make meaning of primary and secondary sources.	-distinguish between primary and secondary sources -Marking the text -creating higher level questions	-sourcing -corroboration -contextualization -primary source -secondary source -claim -evidence	Unit 1 Introduction/ Founding Documents Unit 4: Movements for Equality	-HIPP analysis -Exit Ticket	TBD
2.Historical Thinking: Cause & Consequence (Chronological reasoning) ● understand chronology ● identify various causes for a particular event, using one or more accounts of the event ● anticipate future effects of an event	SWBAT describe changes over time in the course of the thematic unit.	-interpret timelines -understand events do not happen in isolation	-cause & effect	Unit 1 Introduction/ Founding Documents Unit 2: The Economy Unit 4: Movements for Equality	-Written synthesis of thematic unit	
3. Historical Thinking: Perspectives ● past v. present perspectives ● historical empathy	SWBAT explain and evaluate a historical event/topic from	-understand the need for corroboration	-empathy -bias -credibility	Unit 3: Immigration	-t-chart of different perspectives of same event/idea	

• understanding diverse perspectives • ethics • <mark>Identify and anticipate bias</mark> examine credibility	multiple perspectives by analyzing bias and credibility.	-understand history is made up multiple perspectives		Unit 5: American Culture		

5.Written Arguments:
• claim + historical context (point)
  ○ make an argument
  ○ describe historical context
  ○ preview evidence
• evidence (preview, proof)
  ○ introduce & cite sources
  ○ choose strong/ relevant evidence
• Analysis- (pull together)
  ○ Understanding evidence
• HONORS:Describe counterargument & refute it (when applicable)
	SWBAT:
	-Create a thesis statement that incorporates historical context
	-Formulate at least 2-3 evidence/reason pieces to defend their thesis statement
	-Use footnotes/sources to strengthen their evidence/reasons
	-Pull evidence together to create a defensible argument
	-Take into consideration one counter argument and refute it in their research paper
		-understand historical context
		-Know how to create a "point of view" statement
		-Be able to select evidence to support an argument
			"Thesis statement"
			"Historical context"
			"Footnotes"
			"Data-backed evidence"
				Unit 2: The Economy
				
				Unit 6: Imperialism & War
					-Thesis statement?
					-Rough draft?
						-Students select one strong counterargument to their thesis and criticize why the counterargument is not valid or strong enough. (Students do this portion in the intro paragraph)

7.Research • formulate historical questions • obtain and analyze historical data from a variety of sources (primary, secondary, scholarly databases etc.) • Cite sources using MLA format • <mark>annotated bibliography</mark>	SWBAT: -Formulate a research topic of their choice -Crate a unique research question that is not too broad or too specific	-cite sources in MLA format -Identify the difference between a "research topic" and a "research question" -Identify reputable sources vs. public-editable sources	"Research Database" "Research topic" "Research Question" "Boolean Operator" "Citation" "Footnote"	Unit 3: Immigration Unit 7: Final Research Project	-Two page minimum research paper -Annotated bibliography (at end of paper) w/ at least four sources, one of which must come from an online database	-Two page minimum research paper with an abstract, w/ a presentation -Annotated bibliography (at end of paper) w/ at least four sources, two of which must come

	-Formulate historical research questions based on their topic -Use reputable sources in their research (1 source must come from a research database) -Create an accurate annotated bibliography		"Thesis Statement"			from an online database