

Social Science Essential Outcomes 2020-2021

	World History	U.S. History Rubrics	American Gov't & Econ. Rubrics
Reading	SWBAT identify key terms and main ideas in a given text.	<ul style="list-style-type: none"> -Identify the 4ws (who, what, where, when) -Explain the author's claims about an event. -Analyze different points of views from historical arguments (Example: Dropping the A-Bomb) -Evaluate the evidence & reasoning the author uses to support claims. -Evaluate the author's word choice, understand that language is used deliberately. 	SWBAT determine (assess) an author's credibility and bias.
Listening / Speaking	SWBAT participate in a Philosophical Chairs (very scaffolded) debate using given sources to make an argument, consider	SWBAT engage in a socratic seminar using academic language and appropriate register to engage in academic dialogue	<p>SWBAT participate in a Socratic Seminar using sources.</p> <p>SWBAT to present the basic</p>

	counterclaim, and use appropriate register/academic language.	How: Use sentence frames, practice active listening	ideas of their research project (to an audience of peers and fellow teachers?)
Evidence	SWBAT evaluate primary v. secondary sources.	-Integrate and cite evidence using SOUL writing system. -Support a claim using strong evidence and relevant analysis using original research with primary/secondary sources. -SWBAT: Implement primary and secondary sources to strengthen a valid claim on a research paper	SWBAT find credible internet sources for a given topic. -SWBAT: Implement primary and secondary sources to defend their civic project
Writing	SWBAT compose a 4 paragraph essay following the AVID writing system (4P) incorporating at least 2 sources.	SWBAT compose a 5 paragraph essay following the AVID writing system (6P) incorporating multiple given sources. OR SWBAT compose a 2-3 page research paper, with a total of 4 sources (one of which must come from an online database) using... format.. -DBQs > timed in class	SWBAT compose a 4 page research paper following the AVID writing system (6P) incorporating multiple sources. SWBAT use 5-6 sources (two to three from a database)

Research	<ul style="list-style-type: none"> - PREPPING PHASE - Identify a variety (P and S) of sources for their research - Evaluate sources to determine if they are credible - Evaluate credible digital books / websites - Create and annotate a list from weakest to strongest sources and evidence - Review and practice Chicago Style Citing - Construct an outline for their 4 paragraph essay - Practice Presenting Skills - Speed Dating: Presenting evidence 	<ul style="list-style-type: none"> -put articles together to make an argument or to explain using writing template Digital Research Writing Portfolio -create historical research question w/ annotated bibliography and MLA? citations to support Q & claim. -Form a well grounded thesis statement -research paper? -Implement at least two sources from online databases such as JSTOR and Pro Quest -Apply primary and secondary sources 	<ul style="list-style-type: none"> -capstone research paper based on college level format (APA, MLA, chicago?) -find and use valid sources -create own direction/question
Historical thinking	<ul style="list-style-type: none"> -Identify primary and secondary sources. -Credible sources -Corroboration 	<ul style="list-style-type: none"> - Source Analysis (sourcing, corroboration, contextualization, close reading) - Chronological Reasoning 	<ul style="list-style-type: none"> - SWBAT apply history to current government policies and economic issues

		- Ethical Dimensions - Perspectives	
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- College level skills:
 - REAL research
 - Database?
 - Read physical books / digital books and cite using Chicago Style
 - Archive visits to UOP or local library APUSH / AP WORLD?
- Make AP/Honors separate (PLC leads make)
 - Synthesize info from longer texts
 - Socratic seminars to discuss texts
 - Analyze different historian perspectives
- Digital portfolio for all years
 - Students reflect
 - [Example](#)form
- Look into avid isearch paper (avid blue book)

(For research?) Students will be able to construct a multiple page research essay based upon their own inquiry question while effectively citing relevant evidence based upon their own individual research.

World History: PREPPING PHASE

U.S History: WRITING PHASE

GOV / ECON: MORE WRITING / PREPARING A CAPSTONE PRESENTATION.