

# 11th Grade US History Essential Standards

PLC Members: Estrada, Sandoval, Pimentel, Vizcarra [SAI: Moreno](#)

ESSENTIAL STANDARDS	Example Rigor	PRIOR SKILLS NEEDED	LANGUAGE TOOLKIT	WHEN TAUGHT?	COMMON FORMATIVE ASSESSMENT	EXTENSION / HONORS
<u>1. Historical Thinking: Source Analysis</u> <ul style="list-style-type: none"> <li>sourcing</li> <li>corroboration</li> <li>contextualization</li> <li>close reading (author's language, assess claim, evidence, &amp; reasoning used by author)</li> <li>distinguish between historical fact and historical interpretations</li> <li>annotating documents / levels of question</li> </ul>	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
<u>2. Historical Thinking: Cause &amp; Consequence (Chronological reasoning)</u> <ul style="list-style-type: none"> <li>understand chronology</li> <li>identify various causes for a particular event, using one or more accounts of the event</li> <li>anticipate future effects of an event</li> </ul>	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	
<u>3. Historical Thinking: Perspectives</u> <ul style="list-style-type: none"> <li>past v. present perspectives</li> <li>historical empathy</li> </ul>	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	

<ul style="list-style-type: none"> <li>• understanding diverse perspectives</li> <li>• Identify and anticipate bias examine credibility</li> </ul>	<p>multiple perspectives by analyzing bias and credibility.</p>	<p>-understand history is made up multiple perspectives</p>		<p>Unit 5: American Culture</p>		
<p><u>4. Historical Thinking: Ethical Dimensions</u></p> <ul style="list-style-type: none"> <li>• make judgements about actions of people in the past, recognizing the historical context in which they were operating</li> <li>• use historical narratives to inform judgements about ethical and policy questions in the present</li> </ul>	<p>SWBAT make determinations and judgements of the past by justifying claims and evidence</p>	<p>-</p>	<p>-justification -ethics</p>	<p>Unit 6: Imperialism &amp; War</p>	<p>-Argumentative writing</p>	
<p><u>5. Written Arguments:</u></p> <ul style="list-style-type: none"> <li>• claim + historical context (point) <ul style="list-style-type: none"> <li>○ make an argument</li> <li>○ describe historical context</li> <li>○ preview evidence</li> </ul> </li> <li>• evidence (preview, proof) <ul style="list-style-type: none"> <li>○ introduce &amp; cite sources</li> <li>○ choose strong/ relevant evidence</li> </ul> </li> <li>• Analysis- (pull together) <ul style="list-style-type: none"> <li>○ Understanding evidence</li> </ul> </li> <li>• HONORS: Describe counterargument &amp; refute it (when applicable)</li> </ul>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>-Create a thesis statement that incorporates historical context</li> <li>-Formulate at least 2-3 evidence/reason pieces to defend their thesis statement</li> <li>-Use footnotes/sources to strengthen their evidence/reasons</li> <li>-Pull evidence together to create a defensible argument</li> <li>-Take into consideration one counter argument and refute it in their research paper</li> </ul>	<ul style="list-style-type: none"> <li>-understand historical context</li> <li>-Know how to create a "point of view" statement</li> <li>-Be able to select evidence to support an argument</li> </ul>	<p>"Thesis statement" "Historical context" "Footnotes" "Data-backed evidence"</p>	<p>Unit 2: The Economy  Unit 6: Imperialism &amp; War</p>	<p>-Thesis statement? -Rough draft?</p>	<p>-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)</p>

<p><u>6. Listening/Speaking</u></p> <ul style="list-style-type: none"> <li>● summarize information</li> <li>● build upon ideas</li> <li>● Make an argument: <ul style="list-style-type: none"> <li>○ support with evidence</li> <li>○ introducing a source</li> </ul> </li> <li>● defend argument</li> <li>● consider counterargument</li> <li>● use appropriate register/ academic language</li> </ul>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>-Participate in academic discussions such as philosophical chairs</li> <li>-Listen to peers opinions or arguments and develop counterarguments</li> <li>-Develop written arguments and be able to present it in vocal form in front of a public audience</li> <li>-Engage in proper academic language when involved in academic discussion</li> </ul>	<ul style="list-style-type: none"> <li>-Able to code-switch to the academic register when engaging in classroom discussion</li> <li>-Develop basic arguments that can be defended with evidence</li> <li>-Engage in active listening during classroom discussions</li> </ul>	<p><u>Sentence frames:</u> for academic discussion/debate</p> <p>“In addition to this...” “studies show...” “furthermore...” “however...” “So what you’re saying is...” “can you elaborate...” “My evidence is...” “I would like to add on to what...said” “I want to revise my thinking...I think...” “I connect to what was said because...”</p>	<p>Unit 4: Movements for Equality</p>	<ul style="list-style-type: none"> <li>-philosophical chairs</li> <li>-pair-share</li> <li>-fourcorners</li> </ul>	<ul style="list-style-type: none"> <li>-academic debates (have students dress up, create well written arguments)</li> </ul>
<p><u>7. Research</u></p> <ul style="list-style-type: none"> <li>● formulate historical questions</li> <li>● obtain and analyze historical data from a variety of sources (primary, secondary, etc.)</li> <li>● Cite sources using MLA format</li> <li>● annotated bibliography</li> </ul>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>-Formulate a research topic of their choice</li> <li>-Crate a unique research question that is not too broad or too specific</li> <li>-Formulate historical research questions based on their topic</li> <li>-Use reputable sources in their research (1 source must come from a research database)</li> </ul>	<ul style="list-style-type: none"> <li>-cite sources in MLA format</li> <li>-Identify the difference between a “research topic” and a “research question”</li> <li>-Identify reputable sources vs. public-editable sources</li> </ul>	<p>“Research Database” “Research topic” “Research Question” “Boolean Operator” “Citation” “Footnote” “Thesis Statement”</p>	<p>Unit 3: Immigration</p> <p>Unit 7: Final Research Project</p>	<ul style="list-style-type: none"> <li>-Two page minimum research paper</li> <li>-Annotated bibliography (at end of paper) w/ at least four sources, one of which must come from an online database</li> </ul>	<ul style="list-style-type: none"> <li>-Two page minimum research paper with an abstract, w/ a presentation</li> <li>-Annotated bibliography (at end of paper) w/ at least four sources, two of which must come from an online database</li> </ul>

