

## Draft 21-22 U.S. History Essential Outcomes

	Essential Outcome/Standard	Assessment, Rubric & Data Collection	Skill	Strategies & Activities
W- (4) Writing	<p><u>Evidence</u></p> <ul style="list-style-type: none"> <li>• CER: Apply historical evidence into arguments</li> <li>• Properly cite evidence when referring to a primary or secondary source               <ul style="list-style-type: none"> <li>○ In text citations</li> <li>○ Refer to author/source</li> </ul> </li> <li>•</li> </ul>	<p>→ Formative #?:</p> <ul style="list-style-type: none"> <li>◆ CER Assignment</li> </ul> <p>→ Takes place in:</p> <ul style="list-style-type: none"> <li>◆ Unit?</li> </ul> <p>→ Data Collection:</p> <p><a href="#">Yvonne's individual student data collection sheet</a></p> <p>Rubic</p>	<p>SWBAT:</p> <p>-Use CER to support historical evidence.</p>	<ul style="list-style-type: none"> <li>• CER Scaffolds               <ul style="list-style-type: none"> <li>○ Introduce it in parts instead as a whole.</li> <li>○ Constant student practice after introducing strategy</li> </ul> </li> <li>• Show student examples &amp; expectations for High-low</li> <li>• Embedded HIPP in quick writes?</li> <li>• Rubric</li> </ul>
I- (5) Inquiry	<p><u>Historical Thinking: Source Analysis</u></p> <ul style="list-style-type: none"> <li>• sourcing</li> <li>• corroboration</li> <li>• contextualization</li> </ul>	<p>→ Formative #?:</p> <ul style="list-style-type: none"> <li>◆ <a href="#">Identifying meaning &amp; Purposes of a source</a></li> </ul>	<p>SWBAT:</p> <p>-Use source analysis to interpret and make</p>	<ul style="list-style-type: none"> <li>• SHEG documents</li> <li>• Annotated Timelines or overview of</li> </ul>

	<ul style="list-style-type: none"> <li>• Understanding Chronology</li> <li>• Identify and anticipate bias examine credibility</li> <li>• HIPP</li> </ul>	<p>→ Takes place in:</p> <ul style="list-style-type: none"> <li>◆ Unit One: Reconstruction &amp; Civil Rights</li> </ul> <p>→ HAPPY</p> <p>Data Collection</p> <p>Possible Formative format: Live interactive activity. Possibly using a pear deck during class.</p>	<p>meaning of primary and secondary sources.</p> <p>-Answer historical questions with relevant evidence.</p> <p>-Context: Determine contextual relevance within time period &amp; unit being studied</p>	<p>lessons within units</p> <ul style="list-style-type: none"> <li>• Marking the text</li> <li>• Modelling <ul style="list-style-type: none"> <li>◦ "I do, We Do, You Do"</li> </ul> </li> <li>• Imbedded CFUs in lessons</li> <li>• Exit Tickets</li> <li>• Examples of strong and weak evidence</li> </ul>
C- (1) Collaboration	<ul style="list-style-type: none"> <li>→ Participate in speaking and listening activities</li> <li>→ Pair shares</li> <li>→ Structured convo's</li> <li>→ Move into socratic &amp; philo chair</li> <li>→ ALL</li> <li>→ Structured Debates</li> <li>→ Use sentence frames.</li> </ul>	<ul style="list-style-type: none"> <li>→ Scored Socratic Seminar/Philosophical Chairs</li> <li>→ Student to teacher academic conversation <ul style="list-style-type: none"> <li>◆ Demonstrate content mastery</li> <li>◆ Student uses academic vocab/aca</li> </ul> </li> </ul>	<p>SWBAT</p> <ul style="list-style-type: none"> <li>- Use academic language</li> <li>- Discuss/ understand content</li> <li>- Present new/learned information verbally.</li> <li>- Explain learning/ "meta-cogiti"</li> </ul>	<ul style="list-style-type: none"> <li>• Pair-shares</li> <li>• Socratic &amp; philo chairs</li> <li>• Use of sentence frames/word banks.</li> <li>• Vocabulary</li> <li>• "Code switching" activities (tell a friend vs. a judge about speeding ticket.)</li> </ul>

		<p>ademic topics</p> <ul style="list-style-type: none"> <li>◆ Data collection: rubric for academic discussion</li> </ul>	on".	
O- (3) Organization	<p><u>3. Research</u></p> <ul style="list-style-type: none"> <li>→ Obtain and analyze historical data from a variety of sources <ul style="list-style-type: none"> <li>◆ Include Primary and well as Secondary sources</li> </ul> </li> <li>→ Use Boolean Operators and Scholarly databases</li> </ul>	<ul style="list-style-type: none"> <li>→ Formative #? <ul style="list-style-type: none"> <li>◆ Have tasks that require students to search specific evidence?</li> <li>◆ Show skill-how to use boolean operator or scholarly databases</li> </ul> </li> <li>→ Takes Place in:</li> <li>→ Possible formative: annotated bibliography with key term.</li> <li>→ Create Rubric</li> </ul>	SWBAT -Create a bibliography on the morality of U.S. expansion -Identify and use scholarly databases -Use Boolean Operators to obtain evidence related to research topic/question/the me	<ul style="list-style-type: none"> <li>● Model use of Boolean Operators</li> <li>● Use of question frames</li> <li>● Students navigate through academic databases and practice use of search terms</li> <li>● Create a 4 item bibliography <ul style="list-style-type: none"> <li>○ Two Primary Sources</li> <li>○ Two Secondary Sources</li> </ul> </li> </ul>
R- (2) Reading	<ul style="list-style-type: none"> <li>● Primary &amp; secondary</li> </ul>	<ul style="list-style-type: none"> <li>→ Mark the Text</li> <li>→ Possible</li> </ul>	SWBAT -analyze	<ul style="list-style-type: none"> <li>● Mark-the-text</li> <li>● Annotating</li> </ul>

	<ul style="list-style-type: none"> <li>• Longer readings, Chapters</li> <li>• <a href="#">Example example</a></li> <li>• <a href="#">Dialectical journal</a></li> <li>• <a href="#">Ch 17 Zinn</a></li> </ul>	<p>formative format: <a href="#">Rubric</a> Students submit their best page</p>	<p>-process written information -synthesize complex/ in-depth sources. -engage in the critical reading process</p>	<ul style="list-style-type: none"> <li>• Inside/outside/o outside text</li> </ul> <p><i>*Dialectical journal</i></p>
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## Old (20-21)U.S. History Essential Outcomes

Essential Outcome/Standard	Assessment, Rubric, and Data Collection	Skill	Strategies & Activities
<p><u>1. Historical Thinking: Source Analysis</u></p> <ul style="list-style-type: none"> <li>• sourcing</li> <li>• corroboration</li> <li>• contextualization</li> <li>• Understanding Chronology</li> <li>• Identify and anticipate bias examine credibility</li> </ul>	<p>→ Formative One:</p> <ul style="list-style-type: none"> <li>◆ <a href="#">Identifying meaning &amp; Purposes of a source</a></li> </ul> <p>→ Takes place in:</p> <ul style="list-style-type: none"> <li>◆ Unit One: Reconstruction &amp; Civil Rights</li> </ul>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>-Differentiate between primary &amp; Secondary Sources</li> <li>-Use source analysis to interpret and make meaning of primary and secondary sources</li> <li>-Answer historical questions with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• SHEG documents</li> <li>• Annotated Timelines or overview of lessons within units</li> <li>• Marking the text</li> <li>• Modelling <ul style="list-style-type: none"> <li>○ "I do, We Do, You Do"</li> </ul> </li> <li>• Imbedded CFUs in lessons</li> <li>• Exit Tickets</li> </ul>

		-Identify a source's date within time period & unit being studied	
<p><u>2. Evidence</u></p> <ul style="list-style-type: none"> <li>• Apply historical evidence into arguments</li> <li>• Properly cite evidence when referring to a primary or secondary source</li> </ul>	<p>→ Formative Two:</p> <ul style="list-style-type: none"> <li>◆ HIPP Assignment</li> </ul> <p>→ Takes place in:</p> <ul style="list-style-type: none"> <li>◆ Unit Two: The Gilded Age</li> </ul>	<p>SWBAT:</p> <ul style="list-style-type: none"> <li>-Use the HIPP strategy to apply evidence into historical questions</li> <li>-Break down documents to incorporate authors' viewpoint or potential bias</li> </ul>	<ul style="list-style-type: none"> <li>• HIPP Scaffolds <ul style="list-style-type: none"> <li>○ Introduce it in parts instead as a whole</li> <li>○ Constant student practice after introducing strategy</li> </ul> </li> <li>• Show student examples &amp; expectations for High-low</li> <li>• Embedded HIPP in quick writes?</li> </ul>
<p><u>3. Research</u></p> <p>→ Obtain and analyze historical data from a variety of sources</p> <ul style="list-style-type: none"> <li>◆ Include Primary and well as Secondary sources</li> </ul> <p>→ Use Boolean Operators and Scholarly databases</p>	<p>→ Formative Five &amp; Six</p> <ul style="list-style-type: none"> <li>◆ Have tasks that require students to search specific evidence?</li> <li>◆ Show skill-how to use boolean operator or scholarly databases</li> </ul> <p>→ Takes Place in:</p> <ul style="list-style-type: none"> <li>◆ Unit Three: U.S. Becomes a</li> </ul>	<p>SWBAT</p> <ul style="list-style-type: none"> <li>-Create a bibliography on the morality of U.S. expansion</li> <li>-Identify and use scholarly databases</li> <li>-Use Boolean Operators to obtain evidence related to research topic/question/theme</li> </ul>	<ul style="list-style-type: none"> <li>• Model use of Boolean Operators</li> <li>• Use of question frames</li> <li>• Students navigate through academic databases and practice use of search terms</li> <li>• Create a 4 item bibliography <ul style="list-style-type: none"> <li>○ Two Primary Sources</li> <li>○ Two Secondary Sources</li> </ul> </li> </ul>

	<p>World Power          ◆ Unit Four:          Boom &amp; Bust</p>		
<p><u>4. Historical Based Writing</u>          → Answer historical or document based questions          → Includes: claim, historical context, evidence, &amp; analysis (pull together)          ◆ Make an argument          ◆ Describe context          ◆ Use evidence that defends claim          ◆ Pull together evidence-show reasoning</p>	<p>→ Formative three and four:          ◆ Expanded version of ACE?          → Takes place in:          ◆ Unit Five: WWII          ◆ Unit Six: Cold War</p>	<p>SWBAT:          -Create a valid claim in response to a document based question          -Incorporate evidence to defend claim          -Expand evidence (reasoning) to show how it connects &amp; defends claim (pull together)</p>	<ul style="list-style-type: none"> <li>● Model Examples/Exercises</li> <li>● Show High, Medium, Low student work</li> <li>● Introduce it into parts</li> <li>● Include quick writes or exit tickets here and there when presenting new skills</li> </ul>