



Essential Outcomes Chart: What is it we expect students to learn?

Grade: 11	Subject: U.S. History	Semester: All Year	Team Members:	Nikki Scruggs	Oscar Lopez
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Standard Description	Example Rigor	Prerequisite Skills	Common Assessment	When Taught?	Extension Standards
What is the essential standard to be learned? Describe in student-friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills, and/or vocabulary is/are needed for a student to master this standard?	What assessment(s) will be used to measure student mastery?	When will this standard be taught?	What will we do when students have learned the essential standard(s)?
Analyzing documents and evaluating sources <ul style="list-style-type: none"> - SWBAT differentiate between credible and noncredible sources - SWBAT identify primary and secondary sources - SWBAT identify an author's thesis statement - SWBAT summarize an author's argument 	Given a set of documents students will determine which sources are credible and which are not. They will then explain their reasoning for their choice. With the same set of documents they will identify whether the sources are primary or secondary. Students will determine which of	<ul style="list-style-type: none"> - Vocabulary - Primary and secondary sources - Bias - Proper thesis statements 	Given a set of documents students will determine which sources are credible and which are not. They will then explain their reasoning for their choice. With the same set of	Assessment by: October	

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<p>and identify key details</p>	<p>the sources are most credible, highlight the author's thesis statement and then summarize the document including the author's; main idea and key details.</p>		<p>documents they will identify whether the sources are primary or secondary. Students will determine which of the sources are most credible, highlight the author's thesis statement and then summarize the document including the author's; main idea and key details.</p>		
<p>Citing evidence</p> <ul style="list-style-type: none"> - SWBAT use 3 part source integration - SWBAT use strong evidence to refute a counter argument - SWBAT determine an author's bias 	<p>Using given documents students will form an opinion of a given topic. Based on their opinion they will use the document that support that and identify the author's thesis. They will then</p>	<ul style="list-style-type: none"> - 3 part source integration - Identifying counter arguments - MLA format citations 	<p>Using given documents students will form an opinion of a given topic. Based on their opinion they will use the document that</p>	<p>Assessment by: December</p>	

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<p>- SWBAT cite a source using a template</p>	<p>use three part source integration to address the author's thesis. Students will also find strong evidence from the opposing side and disprove that argument. Finally, students will cite the sources in MLA format using a template.</p>		<p>support that and identify the author's thesis. They will then use three part source integration to address the author's thesis. Students will also find strong evidence from the opposing side and disprove that argument. Finally, students will cite the sources in _____ format using a template.</p>		
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<p>Speaking/ Listening</p> <ul style="list-style-type: none"> - SWBAT fully participate in a structured academic discussion 	<p>Students will use strong evidence to form an opinion or further their knowledge of a text in either a Philosophical Chairs debate or a Socratic Seminar. Students must use academic language to convey their ideas. They will also listen to what their classmates are saying and either build upon or disagree with others.</p>	<ul style="list-style-type: none"> -Academic language -Identify strong evidence 	<p>Students will use strong evidence to form an opinion or further their knowledge of a text in either a Philosophical Chairs debate or a Socratic Seminar. Students must use academic language to convey their ideas. They will also listen to what their classmates are saying and either build upon or disagree with others.</p>	<p>Assessment by: February</p>	
<p>Writing</p> <ul style="list-style-type: none"> - SWBAT construct a formal 5 paragraph essay using the BFF 4P method 	<p>Students will write a 5 paragraph essay that includes a strong thesis statement, credible evidence, integrated</p>	<ul style="list-style-type: none"> - Writing a thesis statement - Three part source integration - Summarizing information - Finding credible sources 	<p>Students will write a 5 paragraph essay that includes a strong thesis</p>	<p>Assessment by: May</p>	

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<ul style="list-style-type: none">- SWBAT write a thesis statement, support it with evidence- SWBAT integrate citations- SWBAT construct a works cited page- SWBAT use proper format in typing	citations, and a works cited page. Essay will also be formatted properly.	<ul style="list-style-type: none">- Proper essay format and organization- BFF 4P Format	statement, credible evidence, integrated citations, and a works cited page. Essay will also be formatted properly.		
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