



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

Grade:	Subject:	Staff Members:	Oscar Lopez	Nikki Scruggs	Justin Mingus	Robert Gleason
10	World History	# of Sections Taught in Parentheses				
Skills	Example Rigor	Prerequisite Skills	Common Assessment	When Taught?	Extension Standards	
What are the essential skills to be learned?	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)?	
<p>Historical Thinking:</p> <p>SWBAT distinguish a primary from a secondary source by analyzing a variety of sources.</p> <p>SWBAT understand bias from different accounts about the same event by examining background information.</p> <p>SWBAT determine which sources are reliable / unreliable</p>	<p>The student successfully identifies the bias, what kind of source it is, and the reliability of the different accounts surrounding the lunch room fight.</p>	<p>Vocabulary:</p> <p>Primary Source Secondary Source Bias Credible Account Corroboration Context</p>	<p>Lunchroom Fight</p> <p>Rubric</p>	<p>First 2 weeks of school</p> <p>Assess: Aug. 13 2021</p>		

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<p>by examining the source's credibility.</p>					
<p>Reading <i>Analyzing Documents</i></p> <ul style="list-style-type: none"> - SWBAT practice critical reading by marking the text using annotation strategies - SWBAT enhance their argument by incorporating strong evidence from the text by using a set of sentence frames. - SWBAT utilize reliable sources for their argument by assessing the credibility of each source. 	<p>Marking the Text</p> <p>Highlight - terms they do not know</p> <p><u>Underline</u> - Key evidence, Key details.</p> <p>Circle - Circle Key Terms (Names, Places, Dates, Statistics)</p> <p>Effectively utilized the CER writing Method to support their argument relating to the context.</p>	<p>Vocabulary:</p> <p>Primary & Secondary Sources</p> <p>Proper thesis statements</p> <p>Evidence</p> <p>Counter Arguments</p> <p>Prior Knowledge:</p> <p>Underlining Key Evidence to Support an Argument</p> <p>CER writing</p>	<p>Was Cortes Perceived as a God by Moctezuma?</p> <p>Rubric</p>	<p>Quarter 1</p>	
<p>Writing</p>		<p>Vocab:</p> <p>Topic Sentence</p> <p>Evidence</p> <p>Analysis</p>	<p>Enlightenment</p>	<p>Quarter 2</p>	

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EDISON HIGH SCHOOL

Home of the Vikings



<p>- SWBAT construct an introduction paragraph following the BFF method.</p> <p>-SWBAT construct an essay with an intro and three body paragraphs by utilizing the 4 Ps Method.</p>		<p>Context Primary and Secondary Sources Reliable / Unreliable</p> <p>Prior Knowledge: Using Sentence Frames AVID Writing System Marking the Text</p>			
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<p>Speaking/ Listening</p> <ul style="list-style-type: none"> -SWBAT speak academically about historical content by utilizing sentence frames. - SWBAT assert a claim and support it by using contextual evidence. - SWBAT summarize a speaker's claim and evidence by following a set of sentence frames. 	<p>Follow the sentence stems and speaking frames effectively when they present their slides to their group.</p> <p>Took notes on the presenter's presentation and asked a question related to the topic.</p> <p>Effectively explained the relationship between the causes and their assigned revolution.</p>	<p>Prior Knowledge:</p> <ul style="list-style-type: none"> Taking Cornell Notes Following ALL Strategies Constructing Google Slides Reiterate Speaker's Argument Marking the Text Citing Evidence Following AVID's Writing System 	<p>WWI M.A.I.N Directions</p> <p>WWI Documents</p> <p>Rubric</p>	<p>Quarter 3</p>	<p>Do not use Speaking Frames or Sentence Frames to increase the rigor.</p> <p>Introduce the 6Ps and have students corroborate multiple sources instead of using one.</p> <p>Increase the amount of paragraphs needed from 3 to 4.</p>
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Research

- PREPPING PHASE
- Identify a variety (P and S) of sources for their research
- Analyze and annotate the sources the student has gathered
- Evaluate the sources' credibility
- Utilizing the Chicago Style Citing format to properly cite their sources

Prior Knowledge:

EVERYTHING we already taught them before this essential outcome.

[Distancing Learning Version](#)

[Rubric](#)

Quarter 4

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