

Historical and Social Sciences Analysis Skills Standard: The students will demonstrate an ability to use historical and social sciences analysis skills.

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*1. The students will demonstrate the skills necessary for chronological and spatial thinking.</p>	<p>A. Can the students explain how major events are related to each other in time?</p> <p>B. Can the students construct various timelines of key events, people, and periods of the historical era being studied?</p> <p>C. Can the students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems?</p>	<ul style="list-style-type: none"> • The students will construct a picture timeline with a description telling how the events are related to each other. • The students will construct a timeline, chart, or graphic organizer reflecting an historic event. • The students will use a map of a city to identify physical and cultural features. • The students will use maps to show the migration of people and the expansion and disintegration of empires.
<p>*2. The students will demonstrate the skills necessary for historical research, evidence, and point of view.</p>	<p>A. Can the students frame questions that can be answered by historical study and research?</p> <p>B. Can the students distinguish fact from opinion in historical narratives and stories?</p>	<ul style="list-style-type: none"> • The students will develop questions based on chapter headings or subtitles. • Given a piece of historical writing, the students will construct a chart with one column for fact and one column for opinion.

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<p>*3. The students will demonstrate the skills necessary for historical interpretation.</p>	<p>C. Can the students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories?</p> <p>D. Can the students assess the credibility of primary and secondary sources and draw sound conclusions from them?</p> <p>E. Can the students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives)?</p> <p>A. Can the students explain the central issues and problems of the past, placing people and events in a matrix of time and place?</p> <p>B. Can the students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations?</p>	<ul style="list-style-type: none"> • The students will write a summary of an historical narrative or story, excluding irrelevant, incidental, and unverifiable information. • The students will present evidence in a debate on the credibility of various primary sources and secondary sources. • In a chart, the students will compare and contrast the different accounts of an historical event. The students will list sources used, the author's perspective, and questions asked. • The students will construct a pictorial matrix explaining the central issues and problems of the past by properly placing people and events. • The students will create a chart identifying events chronologically and charting the cause and effect relationships, both short and long term.

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	<p>C. Can the students explain the sources of historical continuity and change and how the combination of ideas and events explains the emergence of new patterns?</p> <p>D. Can the students recognize the role of chance, oversight, and error in history?</p> <p>E. Can the students recognize how interpretations of history are subject to change as new information is uncovered?</p> <p>F. Can the students interpret basic indicators of economic performance and conduct cost/benefit analyses in order to analyze economic and political issues?</p>	<ul style="list-style-type: none"> • The students will design a cause and effect chart reflecting short and long term historical events based on an historical activity. • In a Venn diagram, the students will compare the ideas in the Articles of Confederation to the Constitution. • The students will create a chart/matrix depicting various events and categorizing them by chance, oversight, and error. • The students will complete a chart comparing and contrasting the account of various historical events from different sources (e.g., texts, literature, other resources). • The students will write an essay describing a situation where they felt they received value for their money and a situation where they did not.

