

***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 student will demonstrate the skills necessary for chronological and spatial thinking.</p>	<p>A. Can the students compare the present with the past, evaluating the consequences of past events and decisions?</p> <p>B. Can the students analyze how change happens at different rates at different times?</p> <p>C. Can the students use a variety of maps and documents to interpret human movement?</p> <p>D. Can the students relate current events to the physical and human characteristics of places and regions?</p>	<ul style="list-style-type: none"> <li>• The students will construct time lines for the following events in United States History or World History: immigration, civil rights, world conflicts, technology, WWI and WWII.</li> <li>• The students will compare and contrast the conditions of the pre and post industrial workers during the Industrial Revolution.</li> <li>• The students will map the spread of religions in the Eastern and Western world.</li> <li>• The students will analyze post war economies in the world powers.</li> <li>• The students will examine Eastern and Western migration in the United States.</li> <li>• The students will analyze the restrictions of movement on Native American Indians.</li> <li>• The students will identify the environmental impact on the building of factories in the United States.</li> <li>• The students will examine the environmental effects of the destruction of the rain forest.</li> </ul>

Performance Objective	Critical Attributes	Benchmarks/Assessment
<p>*2. The students will demonstrate the skills necessary for historical research, evidence, and point of view.</p>	<p>A. Can the students distinguish valid arguments from fallacious arguments in historical interpretations?</p> <p>B. Can the students identify bias and prejudice in historical interpretations?</p> <p>C. Can the students evaluate major debates among historians concerning alternative interpretations of the past?</p> <p>D. Can the students collect, evaluate, and employ information from primary and secondary sources and incorporate it into oral and written presentations?</p>	<ul style="list-style-type: none"> <li>• The students will compare editorials in the local newspaper.</li> <li>• The students will examine current newspapers to recognize bias on the editorial page and political TV commercials during an election year.</li> <li>• The students will debate the Versailles Treaty; the development of a Palestinian state; and absolutism vs. Democracy.</li> <li>• The students will participate in “We the People” Competition of the foundation of the American government.</li> <li>• The students will participate in Mock Trial or Moot Court.</li> <li>• The students will research a paper focusing on immigration in the United States during the 20th century.</li> </ul>
<p>*3. The students will demonstrate the skills necessary for historical interpretation.</p>	<p>A. Can the students show the connections between particular historical events by reflecting social, economic, and political trends?</p>	<ul style="list-style-type: none"> <li>• The students will identify the social, political, and economic causes for the race for colonies in Africa during the end of the 19th century.</li> </ul>

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	<p>B. Can the students recognize the complexity of historical causes and effects?</p> <p>C. Can the students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present day norms and values?</p> <p>D. Can the students understand the meaning, implication, and impact of historical events while recognizing that events could have taken other directions?</p> <p>E. Can the students analyze human modifications of a landscape, and examine the resulting environmental policy issues?</p> <p>F. Can the students conduct benefit/cost analysis and apply basic economic indicators to analyze the economic behavior in the United States?</p>	<ul style="list-style-type: none"> <li>• The students will develop a long term and short term cause and effect chart of major world conflicts.</li> <li>• The students will develop a Venn Diagram to compare the causes of the revolutions in Latin America and South Africa.</li> <li>• The students will create a magazine reflecting the era of the Harlem Renaissance.</li> <li>• The students will examine the maps of early explorers to the Western hemisphere.</li> <li>• The students will speculate on how WWII could have ended in the Pacific theater without dropping the A-bomb.</li> <li>• The students will analyze the events in Germany during WWII without Adolf Hitler.</li> <li>• The students will participate in a debate on the pros and cons of off-shore drilling off the California coast.</li> <li>• The students will participate in stock market simulation.</li> <li>• The students will conduct a supply-demand study on the sale of computers.</li> </ul>

