

High School Social Science

Historical Analytical Skills 9–12

Learning Targets

LT	Chronological and Spatial Thinking
1	I can compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2	I can analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
3	I can use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technology innovations, and goods.
4	I can relate current events to the physical and human characteristics of places and regions.
LT	Historical Research, Evidence, and Point of View
1	I can distinguish valid arguments from fallacious arguments in historical interpretations.
2	I can identify bias and prejudice in historical interpretations.
3	I can evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
4	I can compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
LT	Historical Interpretation
1	I can show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2	I can recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
3	I can interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
4	I can understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
5	I can analyze human modifications of landscapes and examine the resulting environments policy issues.
6	I can conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.

Tenth Grade History/Social Science Learning Targets

LT	Standards(s)	Learning Target
1	10.2	I can use relevant evidence from a variety of primary and secondary sources to explain the enduring effects of 18th-century revolutions worldwide.
2	10.3	I can use relevant evidence from a variety of primary and secondary sources to evaluate effects of The Industrial Revolution worldwide.
3	10.4	I can provide accurate summaries of key events and ideas to explain the global change in the era of New Imperialism
4	10.5	I can cite specific textual evidence from multiple sources to support analysis of the causes and course of the First World War.
5	10.6	I can explain the consequences of post-World War I agreements using relevant and sufficient details (examples).
6	10.7	I can cite evidence from primary and secondary sources, draw conclusions from it, and explain how it supports my claim about the rise of totalitarian governments after the First World War.
7	10.8	I can provide accurate summaries of key events and ideas to evaluate the causes and consequences of World War II.
8	10.9	I can research in depth and synthesize multiple sources on one “hot spot” in the Cold War in order to analyze the international developments in the post-World War II world.
9	10.10	I can explain the instances of nation-building in the contemporary world using relevant and sufficient details (examples).
10	10.11	I can cite evidence from primary and secondary sources, draw conclusions from it, and explain how it supports my claim about how globalization has affected people, nations, and capital.

Eleventh Grade History/Social Science Learning Targets

LT	Standards(s)	Learning Target
1	11.1, 11.2, 11.3	I can select the most significant and relevant facts, concrete details, quotations, and examples to thoroughly explain the events surrounding the founding of the United States.
2	11.4	I can use relevant, accurate data and evidence from reliable sources to trace the rise of the United States to its role as a world power in the 20th century.
3	11.5	I can write a claim supported with logical reasoning and relevant, accurate data and evidence explaining the reasons why the 1920s were filled with political, social, and economic extremes.
4	11.6	I can select the most significant and relevant facts, concrete details, quotations, and examples to thoroughly analyze the different explanations for the Great Depression. I can write a well thought out essay arguing whether the New Deal was a success or a failure and evaluating how it fundamentally changed the role of the federal government.
5	11.7	I can select the most significant and relevant facts, concrete details, quotations, and examples to thoroughly analyze the American participation in World War II.
6	11.8	I can select the most significant and relevant facts, concrete details, quotations, and examples to thoroughly explain the economic boom and social transformation of post-World War II America.
7	11.9	I can cite specific textual evidence from credible sources to support analysis of United States foreign policy since World War II.
8	11.10	I can select the most significant and relevant facts, concrete details, quotations, and examples to thoroughly explain the development of federal civil rights and voting rights developments. I can write a well thought out essay arguing if and or the Civil Rights movement was a success.
9	11.11	I can research in depth and synthesize multiple sources a major social problem or domestic policy issue in contemporary American society in order to evaluate the extent to which problems have changed over time.

Economics Learning Targets

LT	Standards(s)	Learning Target
1	12.1	I can use common economic terms, concepts, and economic reasoning to explain a market economy.
2	12.2	I can select the most significant and relevant facts, concrete details, quotations, and examples to thoroughly analyze the elements of America's market economy in a global setting.
3	12.3	I can select the most significant and relevant facts, concrete details, quotations, and examples to evaluate the influence of the federal government on the American economy.
4	12.4	I can select the most significant and relevant facts, concrete details, quotations, and examples to thoroughly explain the elements of the U.S. labor market in a global setting.
5	12.5	I can use data to help tell the story of the U.S. economy.
6	12.6	I can write a claim supported with logical reasoning and relevant, accurate data and evidence explaining how globalization affects international and national economies and individuals.
7	12.1	I can use common economic terms, concepts, and economic reasoning to explain a market economy.

Government Learning Targets

LT	Standards(s)	Learning Target
1	12.1	I can use relevant evidence from a variety of primary and secondary sources to explain the fundamental principles and moral values of American democracy.
2	12.2	I can write a claim supported with logical reasoning and relevant, accurate data and evidence defending a position on the scope and limits of rights and obligations as democratic citizens.
3	12.3	I can write a claim supported with logical reasoning and relevant, accurate data and evidence defending a position on what the fundamental values and principles of civil society are and the meaning and importance of those principles for a free society.
4	12.4	I can explain the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution using relevant and sufficient details (examples).
5	12.5	I can summarize landmark U.S. Supreme Court interpretations of the Constitution and amendments using relevant and credible evidence.
6	12.6	I can cite evidence from primary and secondary sources, draw conclusions from them, and explain how they support my claim about issues regarding campaigns for national, state, and local elective offices.
7	12.7	I can analyze and compare the powers and procedures of the national, state, tribal, and local governments using relevant and sufficient details (examples).
8	12.8	I can write a claim supported with logical reasoning and relevant, accurate data and evidence defending a position on the influence of the media on American political life.
9	12.9	I can analyze the origins, characteristics, and development of different political systems across time using relevant and sufficient details (examples).
10	12.10	I can formulate questions and conduct in depth research about tensions within our constitutional democracy.