

Graded Learning Targets for U.S. History
Elgin High School

*The learning targets selected for United States History originate from the district road map column titled “**Essential Skills.**” The targets also are aligned with the **Common Core State Standards***

Learning Target 1 - Analyzing and Interpreting Text

Based on District Road Map Essential Skill- “Analyze a Primary Source Document” and Interpret and Understand Maps”

Aligns with Common Core State Standard-

RH. 11-12.4 - . . . determine meaning of words and phrases and analyze author uses of key terms.

RH. 11-12.5- . . . analyze in detail how a complex primary source is structured. . .

WHST. 11-12.9- Draw evidence from informational texts to support a written analysis.

Text Analysis and Interpretation

Level 4 - Using historical text, I can uniquely explain the meaning, main idea, context, and various interpretations of assigned readings.

Level 3 - Using historical text, I can effectively explain the meaning, main idea, contexts and interpretations of assigned readings.

Level 2 - Using historical text, I can adequately explain the meaning and main idea with some interpretation of assigned readings

Level 1 - Using historical text, I can recognize and understand key terms and concepts in assigned readings.

Level 0 - I did not provide evidence of understanding assigned readings.

Important Notes:

“Historical text,” includes any or all of the following- original documents (primary sources), maps, charts, graphs, the textbook, essays and articles. Teachers will guide student learning by selecting a variety of historical texts to practice the skill before being assessed in the unit exam.

“Explain” will happen verbally and/or in writing.

Learning Target 2 - Understanding and Explaining Cause and Effect Relationships

Based on District Road Map Essential Skill- "Cause and Effect"

Aligns with Common Core State Standard-

RH. 11-12.1 - ...connecting insights gained from specific details to an understanding of the text as a whole.

RH. 11-12.4 - ... analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

Understanding and Explaining Cause and Effect Relationships

Level 4 - Using unique examples and arguments, I can effectively explain various perspectives on the causes and effects of major developments in a written analysis.

Level 3 - Using examples from class, I can effectively explain the various causes and effects of major developments in a written analysis.

Level 2 - Using a text, I can effectively explain the main causes and effects of major developments in a written analysis.

Level 1 - Using given terms and definitions, I can explain basic causes/effects of major developments in a written analysis.

Level 0 - I did not provide evidence of understanding cause and effect.

Important Notes:

The emphasis on history as interpretation is important here. For example, people in 1861 understood the causes of outbreak of war in tremendously different ways. Historians today still differ in how they explain the conflict.

Learning Target 3- Analyzing Sequence of Events

Based on District Road Map Essential Skill- "Sequence of Events"

Aligns with Common Core State Standard-

RH. 11-12.3 - Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence...

RH. 11-12.9 - ... into a coherent understanding of an idea or event, noting discrepancies among sources.

WHST. 11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Analyzing Sequence of Events

Level 4 - I can explain continuity or change over time by discussing or writing about a self-selected chronological grouping of events that is substantial (number of events specified by teacher) and sophisticated (Includes inferences not provided by teacher).

Level 3 - I can explain continuity or change over time by discussing or writing about a chronological grouping of events that is substantial and appropriate.

Level 2 - I can explain continuity or change over time by discussing or writing about a chronological grouping of events that is limited but appropriate.

Level 1 - I can recognize continuity or change over time by discussing or writing about a teacher or text-provided grouping of events. (by listing events or identifying events without explaining how those events brought that change about)

Level 0 - I did not provide evidence of understanding continuity or change over time.

Learning Target 4 - Compare and Contrast

Based on District Road Map Essential Skill- “Compare and Contrast”

Aligns with Common Core State Standards-

RH. 11-12.6 - Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

RH. 11-12.8 - Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

WHST. 11-12.1.B - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.

WHST. 11-12.9- Draw evidence from informational texts to support a written analysis.

Comparing and Contrasting

Level 4 - Using notes and evidence from direct instruction, text or independent study, I can demonstrate understanding of similarities and differences of key concepts, perspectives, or events in United States History by creating (specified format).

Level 3 - Using notes and evidence from direct instruction and text, I can demonstrate understanding of similarities and differences of key concepts, perspectives, and events in United States History by creating (specified format).

Level 2 - Using notes and evidence from direct instruction or text, I can demonstrate understanding of similarities and differences of key concepts, perspectives, and events in United States History by creating (specified format).

Level 1 - Using teacher provided examples, I can demonstrate a basic understanding of similarities and differences of key concepts, perspectives, and events in United States History by creating (specified format).

Level 0 - I did not provide evidence of comparing and contrasting.

Important Note:

“Specified format” refers to a range of different student products the teacher prescribes.

Learning Target 5 - Explanatory Writing Short Answer

Based on District Road Map Essential Skill- “Analyze Primary Documents”, “Author’s Point of View”, and “Main Idea”

Aligns with Common Core State Standards-

WHST. 11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHST. 11-12.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

Explanatory Writing

Level 4 - I can compose an accurate and concise summary of a prescribed topic that clearly explains key concepts using full sentences, sophisticated and historically appropriate language, and specific examples in history.

Level 3 - I can compose an accurate and concise summary of a prescribed topic that explains key concepts using full sentences, appropriate language, and general examples in history.

Level 2 - I can compose a superficial summary of a prescribed topic that explains some concepts, using basic sentences, inaccurate language, and few examples in history.

Level 1 - I can compose a basic summary of a prescribed topic that barely explains the concepts, using poor sentence structure and language, and with minimal connection to examples in history.

Level 0 - I did not provide a summary of the prescribed topic.

For full essays, use [Explanatory Rubric](#)

Important Notes:

Some student writing will be in the form of short answer or explanation; while the quarterly assessment will be in essay form.

Learning Target 6 Argumentative Writing

Based on District Road Map Essential Skill- “Compose a Persuasive Essay”, “Analyze a Primary Source Document”, and “Author’s Point of View”

Aligns with Common Core State Standards-

WHST 11-12.1 - Write arguments focused on *discipline-specific content*.

Argumentative Writing

Level 4 - I can defend a clear position with precise and relevant evidence and can identify and address a counterargument fairly.

Level 3 - I can defend a position with relevant evidence and can identify and address a counterargument fairly.

Level 2 - I can defend a position with little evidence and with little attention to the counterargument.

Level 1 - I can defend a position lacking reasons and examples and no awareness of a counterargument.

Level 0 - I did not defend a position of the prescribed topic.

For full essays, use [Argumentative Rubric](#)

Important Notes:

Some student writing will be in the form of short answer or explanation. The quarterly assessment will be in essay form.

Applicable Rubrics:

[Argumentative Rubric](#)

[Textual Analysis](#)