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| **Standards: SS.912.W.1.1, SS.912.W.1.2, SS.912.W.1.3, SS.912.W.1.4, SS.912.W.1.5, SS.912.W.1.6** | |
| **Unit 1: Historical Inquiry and Analysis (Incorporate in every unit)** | |
| **Grade: 10** | |
| **Score 4.0** | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.   * Adapts learning to teach peers independently or collaboratively about the process to complete a project. I.E. History Fair, and Research Projects. |
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| **Score 3.0** | **The student will understand historical inquiry processes and methods and be able to create a History Day project accurately completing all required written and visual requirements.**  Performs complex process, such as:   * + - **Form conclusions and sort information for a History Day topic**     - **Compare interpretations of key events and issues**     - **Organize research for a History Day topic**     - **Evaluate the validity of sources**     - **Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past**     - **Differentiate between primary and secondary sources**   The student exhibits no major errors or omissions regarding the score 3.0 content. |
| **Score 2.0** | **The student:**  Recognizes or recalls specific terminology, such as:   * Primary source, secondary source, bias, artifact, process paper, annotated bibliography, annotation, validity, citation, MLA style, argument, thesis, context * Introduction to 2017-2018 History Day Theme: ***Conflict and Compromise in History.***   Performs basic processes, such as:   * + - Identify the four components of a process paper     - Integrate complementary visual and/or audio elements into a project     - Identify History Day categories     - Describe the History Day Theme     - Determine cause and effect and use timelines to identify the time sequence of events     - Identify supporting details, audience, purpose, and author from sources   No major errors or omissions regarding the score 2.0 content. |
| **Score 1.0** | **With help, I know some of 2.0 and 3.0.** |
| **Score 0.0** | **Even with help, I am unable to understand.** |