

At the **Round Table** station, you will conduct academic discussions. You will read and annotate texts to find and prepare evidence that answers historical questions. You will also follow and create academic discussion protocols, pose questions that advance and deepen discussions, make connections, suggest solutions, come to consensus, pose new plausible ideas, and find historical patterns/themes.

PERFORMANCE	RH 8: IDEATE	SL 1A: PREPARE	SL 1B: PROTOCOLS	SL 1C: QUESTION	WHST 7: RESEARCH
4 Advanced	Judge if the reasoning and evidence in a text supports an author's claims.	Distinguish your evidence from primary & secondary sources and suggest how it might be considered.	Create or add to the protocols and expectations.	Connect your groups questions to official historical questions.	Solve a problem; synthesize many sources, demonstrate advanced understanding of the subject.
3 Grade Level	Distinguish among fact, opinion, and reasoned judgment in a text.	Prepare, read, and/or research material under study; <u>EXPLICITLY</u> draw on your preparation by referring to evidence <u>and</u> reflect on ideas under discussion.	Follow rules for discussions, track progress toward specific goals and deadlines, and define individual roles as needed.	Pose questions that connect ideas from SEVERAL speakers, respond to each other's questions and comments with relevant evidence, ideas, and observations.	Conduct research to answer a question, draw on several sources and generate additional related, focused questions that allow for multiple avenues of exploration.
2 Almost	Identify facts, opinions, and reasoning in a text.	Prepare evidence from the readings and refer to it during the discussion.	Follow the discussion rules.	Pose questions that are relevant to the discussion, but do not connect to others ideas.	Use only one source to answer and ask questions about the topic.
1 Not Yet	Only Identify facts or opinions.	Did not read and take notes for the discussion.	Does not follow the discussion rules.	Poses irrelevant or random questions.	Uses no sources to answer and ask questions.

At the **Art & Design** station, you will read and create art or designs that demonstrate your advanced understanding of a text. Your art or designs will show that you have determined the meaning of important words, identified the author’s point of view, and cited evidence that supports your findings or gives credit to an author or source.

PERFORMANCE	RH 1: KEY IDEAS & DETAILS	RH 4: CRAFT & STRUCTURE	RH 6: CRAFT & STRUCTURE
4 Advanced	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/ social science.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
3 Grade Level	Cite specific textual evidence to support analysis of primary and secondary sources.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
2 Almost	Cite specific textual evidence from primary and secondary sources.	Determine the meaning of words and phrases as they are used in a text.	Identify aspects of a text that reveal an author’s point of view...(e.g., loaded language, inclusion or avoidance of particular facts)
1 Not Yet	Incorrectly cites or does not cite specific textual evidence.	Incorrectly or does not determine the meaning of words and phrases as they are used in a text.	Incorrectly or does not identify aspects of a text that reveal an author’s point of view.

At the **Journalism** station, you will organize, clarify, explain, and synthesize historical and current events. You will conduct quality research, find and scrutinize many facts and evidence, choose text types/styles and structures appropriate for sharing your research findings and ideas, and produce a clear and coherent written product.

PERFORMANCE	WHST 8: RESEARCH	WHST 9: RESEARCH	WHST 4: PRODUCTION
4 Advanced	Assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas.	Draw extensive evidence from informational texts to support analysis, reflection, and research.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach (WHST 5: 9-10)
3 Grade Level	Gather relevant information from multiple print and digital sources (primary and secondary), using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	Draw quality evidence from informational texts to support analysis reflection, and research.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
2 Almost	Gather relevant information from multiple print and digital sources (primary and secondary), using search terms effectively.	Draw evidence from informational texts to support analysis reflection, and research.	Produce clear and coherent writing appropriate to the task, purpose, and audience.
1 Not Yet	Incorrectly or does not gather relevant information from multiple print and digital sources.	Incorrectly or does not draw evidence from texts.	Produce clear and coherent writing.

At the **Geography** station, you will use informational texts to create accurate, detailed, and social science specific maps. You will use very precise language and vocabulary to build historic, political, economic, physical, and thematic maps, complete with legends and keys that include user friendly icons and labels. You will collaborate with me to produce excellent work that demonstrates advanced knowledge of geographic patterns and trends throughout history.

PERFORMANCE	RH 7: INTEGRATION OR KNOWLEDGE & IDEAS	WHST 1D: ARGUMENT	WHST 2D: EXPLANATORY
4 Advanced	Integrates quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Use precise language and social studies vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
3 Grade Level	Integrates visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	Establish and maintain a formal style.	Use precise language and social studies vocabulary to inform about and explain the topic.
2 Almost	Integrates visual information or textual information.	Use a formal style.	Uses imprecise language and vocabulary to inform about or explain the topic.
1 Not Yet	Incorrectly integrates visual or textual information.	Incorrectly or does not use a formal style.	Uses imprecise language only to inform about a topic.

At the **Texplorer** station, you will build your tech skills while expanding your history knowledge. You will explore a variety of computer programs and use them to create digital products that present your understanding and knowledge of historical facts and concepts. Texplorers will not be afraid to try something new!

PERFORMANCE	RH 3: KEY IDEAS & DETAILS	WHST 2A: TEXT TYPES & PURPOSE	WHST 6: PRODUCTION
4 Advanced	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	Make important connections and distinctions; formatting is included to aid in audience comprehension.	Use technology , including the Internet, to produce and publish writing and present NEW relationships between historical information and ideas clearly and efficiently.
3 Grade Level	Correctly, identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	Introduce a topic clearly, previewing what's to follow; organize ideas, concepts, and information into categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia.	Use technology , including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
2 Almost	Correctly, identify key steps in a text.	Introduce a topic clearly, previewing what's to follow; organize ideas, concepts, and information into categories as appropriate to achieving purpose.	Use technology , including the Internet, to produce writing that presents relationships between information and ideas.
1 Not Yet	Incorrectly, identify key steps in a text.	Introduce a topic clearly.	Use technology to write about relationships between information and ideas.

At the **Movie Magic** station, you will collaborate with others to read and interpret historical texts. Then using historical facts from these texts, you will create interesting audio-visual presentations that accurately and objectively summarize facts, creatively integrate multimedia, and strongly state claims supported with quality evidence.

PERFORMANCE	RH 2A: FIND CENTRAL IDEAS	WHST 2A: TEXT TYPES & PURPOSE	WHST 6: PRODUCTION
4 Advanced	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	Integrate multimedia and visual displays into presentations to suggest a NEW claim, using evidence to strengthen and add interest to your claim.	Use technology , including the Internet, to produce and publish writing and present NEW relationships between historical information and ideas clearly and efficiently.
3 Grade Level	Determine the central ideas or information of a primary or secondary source; accurately summarize the source distinct from prior knowledge or opinions.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.	Use technology , including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
2 Almost	Determine a central idea or information of a primary or secondary source; accurately summarize the source using prior knowledge or opinions.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence.	Use technology , including the Internet, to produce writing that presents relationships between information and ideas.
1 Not Yet	Determine the central ideas or information of a primary or secondary source; no summary or an inaccurate summary is given.	Integrate multimedia and visual displays into presentations to clarify information.	Use technology to write about relationships between information and ideas.