

Deerfield High Social Studies *** Research Skill Targets**

Skill	Phase One (Freshman/Sophomore)	Phase Two (Junior) I can do all of the skills identified in Phase I, plus	Phase Three (Senior) I can do all of the skills identified in Phase II, plus
Developing a research topic	<ul style="list-style-type: none"> • I can develop a topic with guidance 	<ul style="list-style-type: none"> • I can develop a topic related to but not directly covered by the curriculum 	<ul style="list-style-type: none"> • I can develop a topic independently
Using sources	<ul style="list-style-type: none"> • I can find/use the following with guidance <ul style="list-style-type: none"> - reference sources - print/online databases/internet - newspapers, magazines, books • I can evaluate provided sources for bias, validity, author’s point of view and purpose • I can read an abstract to determine if an article is relevant to my topic 	<ul style="list-style-type: none"> • I am competent in <ul style="list-style-type: none"> - finding reference sources - consulting print/online databases/internet for specific information - browsing newspapers, magazines, books - reading footnotes/endnotes within an article • I can evaluate my own sources for reliability, validity, author’s bias, and usefulness 	<ul style="list-style-type: none"> • I display mastery in <ul style="list-style-type: none"> - finding and using reference sources - consulting print/online databases/internet for specific information - browsing newspapers, magazines, books - reading footnotes/endnotes in articles • I include footnotes/endnotes in my own work as appropriate • I evaluate my sources
Citations	<ul style="list-style-type: none"> • I can cite information when necessary • I am familiar with MLA format 	<ul style="list-style-type: none"> • I can format my internal citations and works cited pages in proper MLA format • I can use footnotes in proper Chicago Manual of Style format 	<ul style="list-style-type: none"> • I can format internal citations, footnotes/endnotes and works cited pages in the appropriate format for a given field of study (MLA, Turabian, APA)
Note-taking	<ul style="list-style-type: none"> • I can take notes on research materials according to a specific set of guidelines • I can follow models of appropriate note-taking strategies 	<ul style="list-style-type: none"> • I can choose from a menu of effective formats in taking and organizing research notes 	<ul style="list-style-type: none"> • I can design and employ my own format for note-taking

Deerfield High School Social Studies *** Reading Skill Targets**

Type of Material	Phase One (Freshman/Sophomore)	Phase Two (Junior) I can do all of the skills identified in Phase I, plus	Phase Three (Senior) I can do all of the skills identified in Phase II, plus
Maps	<ul style="list-style-type: none"> • I can find a location • I can read a map key • I can identify different types of maps • I can understand a map insert • I can use an atlas and an index latitude/longitude/elevation • I can assess maps for bias and context 	<ul style="list-style-type: none"> • I can draw inferences and make interpretations • I can interpret different kinds of historical maps (i.e. economic, demographic, and military) 	<ul style="list-style-type: none"> • I can choose maps as a source • I can transfer and translate information from one map context to another
Secondary Sources: Textbooks and other Course Readings	<ul style="list-style-type: none"> • I understand organization and structure • I can refer to supplementary materials in an assigned section • I can use index, glossary, review sections • I can connect pictures to text • I can find main ideas and major details • I can find topic sentences • I can follow reading cues 	<ul style="list-style-type: none"> • I can use the text as a resource without a particular assignment • I can pull out significant information without guiding questions • I demonstrate a beginning awareness of emphasis and choices related to coverage in a text 	<ul style="list-style-type: none"> • I can connect information in the text to class independently • I am responsible for information not covered in class • I develop my own questions from the reading • I demonstrate an awareness of emphasis and choices related to coverage in a text
Dictionaries	<ul style="list-style-type: none"> • I consult one when necessary • I go beyond the first definition • I can rephrase a definition in my own words 	<ul style="list-style-type: none"> • I can transfer meaning and apply new vocabulary correctly • I can become comfortable with a term—both in its definition/significance and its pronunciation 	<ul style="list-style-type: none"> • I transfer meaning and apply new vocabulary correctly
Specialized Reference Tools	<ul style="list-style-type: none"> • I know how to use the index and browse to locate information and main ideas in online databases 	<ul style="list-style-type: none"> • I will develop familiarity with different types of on-line data bases appropriate for U.S. History 	<ul style="list-style-type: none"> • I can use specialized reference materials appropriate for my field of study

Type of Material	Phase One (Freshman/Sophomore)	Phase Two (Junior) I can do all of the skills identified in Phase I, plus	Phase Three (Senior) I can do all of the skills identified in Phase II, plus
Primary Sources <ul style="list-style-type: none"> - Documents - Literature/Poetry - Graphs/charts - Art/Music - Editorial Cartoons - Film/video - Artifacts 	<ul style="list-style-type: none"> • I can identify context • I can paraphrase the content • I understand the difference between primary and secondary sources • I can annotate primary sources • I can locate a main idea • I can make basic observations about visual sources 	<ul style="list-style-type: none"> • I can apply the skills in phase I • I can identify the author and the context or a source • I understand the author's purpose and intended audience • I can draw inferences • I can compare sources 	<ul style="list-style-type: none"> • I can draw multiple inferences • I use sources to support an argument • I critically analyze relationship between context and content
Current Periodicals (On-line and print)	<ul style="list-style-type: none"> • I am familiar with titles and reputations of major periodicals • I understand the organization and physical structure of a newspaper and a magazine • I can identify different types of articles • I can summarize content of an article by paraphrasing • I can identify main points • I can evaluate an article for bias and significance • I can follow a news story as it develops over time 	<ul style="list-style-type: none"> • I can apply the skills in phase I • I can compare information and analysis from different sources • I can trace the development of a news story • I can explain the main points of a news story in my own words • I can apply current information to themes and concepts from class 	<ul style="list-style-type: none"> • I have mastered the skills in phase I • I independently consult major periodicals • I can evaluate the development and presentation of a news story over time

Deerfield High School Social Studies *** Writing Skill Targets**

Type	Phase One (Freshman/Sophomore)	Phase Two (Junior) I can do all of the skills identified in Phase I, plus	Phase Three (Senior) I can do all of the skills identified in Phase II, plus
Process Writing/Writing to Learn	<ul style="list-style-type: none"> • I can write in response to a text • I reflect on my own learning and participation in writing • I can link new information to prior ideas in writing • I can use writing to explore ideas and ask questions • I can begin to examine multiple perspectives 	<ul style="list-style-type: none"> • I can continue the practices from Phase I • I can use exploratory writing to understand multiple perspectives • I can use writing inside and outside of the classroom to make connections: <ul style="list-style-type: none"> - within a lesson or unit - to course themes - to current events - to self - as a review tool • I can sustain exploratory writing for a minimum of three to five minutes 	<ul style="list-style-type: none"> • I can continue the skills from Phases I and II at an independent level • I can use writing to engage in a dialogue on ideas and using multiple perspectives <ul style="list-style-type: none"> - with other students - with teachers - with myself • I can use unstructured writing to arrive at a central question or thesis to be used in formal writing • I can use writing exercises to evaluate the strengths and weaknesses of my own writing • I can sustain exploratory writing for a minimum of five minutes

Product	<ul style="list-style-type: none"> • When given information, I can classify it into previously defined categories • I understand the structure of a thesis statement • I can construct a thesis statement with a limited number of possible responses • I can provide written answers to questions asking me to <ul style="list-style-type: none"> - explain - compare and contrast - trace - describe • I can supply evidence to support my 	<ul style="list-style-type: none"> • When given information, I can create analytic categories • I can generate a thesis statement based on concrete data • I can answer a variety of analytic questions, for example <ul style="list-style-type: none"> - assess the validity - evaluate - to what extent • I understand the need for multiple pieces of evidence in constructing an argument • I can evaluate the validity and usefulness of this evidence • I can use topic sentences to 	<ul style="list-style-type: none"> • I can independently find and categorize information • I can generate thesis statement independently • I can answer analytic questions asking me to analyze and criticize • I can accumulate and employ the best available evidence in support of my thesis • I can synthesize information from a variety of sources • I can independently communicate my own ideas effectively via formal writing
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	<p>thesis statement</p> <ul style="list-style-type: none"> • I can construct an outline from the textbook or other source of information • I include introductions and conclusions in my writing • I am able to follow assigned checkpoints that are part of the writing process • I will proofread papers to produce a grammatically correct product • I can verify that my completed product meets the expectations of the assignment 	<p>construct a coherent argument</p> <ul style="list-style-type: none"> • I can write polished introductions and conclusions • I write rough drafts as part of the process of writing • I will proofread papers to produce a grammatically correct product • I can verify that my completed product meets the expectations of the assignment 	<ul style="list-style-type: none"> • I can show a deep understanding of content within a complex creative product • I will proofread papers to produce a grammatically correct product • I can verify that my completed product meets the expectations of the assignment
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Deerfield High Social Studies *** Verbal Skill Targets**

	Phase One (Freshman/Sophomore)	Phase Two (Junior)	Phase Three (Senior)*
Speaking/Presentation	<ul style="list-style-type: none"> • I volunteer during large group discussions • I exchange ideas with others in small group work • I can present information in an assigned format • I can focus my presentation to address the assignment • I can present information clearly, using appropriate language, speed, and volume • I make eye contact with the audience when presenting 	<ul style="list-style-type: none"> • I continue to develop Phase One skills • I can develop a presentation plan with guidance • I attempt to vary the tone of my presentation to match the purpose of my task 	<ul style="list-style-type: none"> • I continue to develop Phase One and Two skills • I can develop a presentation plan independently • I make a clear effort to vary the tone of my presentation to match the purpose of my task
Reasoning	<ul style="list-style-type: none"> • I keep my comments focused on the topic and relevant to the discussion • I support my comments with information • I can make connections to relevant personal experiences • I can connect to other topics • I am willing to ask questions when I am confused about content or instructions 	<ul style="list-style-type: none"> • I continue to develop Phase One skills • I can take a risk to provide a different perspective • I can share an opinion that is backed up by supporting evidence • I am willing to ask questions that challenge interpretations 	<ul style="list-style-type: none"> • I continue to develop Phase One and Two skills • I can make a reasoned argument backed by specific supporting evidence
Conduct	<ul style="list-style-type: none"> • I listen actively by taking notes • I avoid side conversations • I remain engaged in the conversation for the entire period • I promote a respectful environment with my behavior • I can speak to all participants • I can refer to other students by name • I avoid dominating the conversation • I can disagree with someone respectfully and can offer 	<ul style="list-style-type: none"> • I continue to develop Phase One skills • I can verbally support and affirm my classmates during discussions • I am willing to perform leadership roles in class activities • I can work with classmates to organize group work outside of class • I take on an equal share of responsibility for group work 	<ul style="list-style-type: none"> • I continue to develop Phase One and Two skills • I volunteer for leadership roles in class activities

	alternate perspectives <ul style="list-style-type: none">• I fulfill my role to help the small group to accomplish its goal productively		
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*Given the variety of Senior electives, these targets will vary according to the content of individual courses.

Notes:

Phase I is intended as entry level high school Social Studies, and includes the following courses:

- World History Survey
- World History
- World History Honors
- Western World
- Perspectives
- Modern History of the Developing World

Phase II includes the following courses:

- US History Survey
- US History
- AP US History
- American Studies

Phase III includes the following courses:

- Economics
- International Relations
- Issues in Modern American Society
- Political Science
- Psychology
- Sociology
- AP Economics
- AP European History
- AP Psychology