

# RCHS FOCUS SKILLS FOR SOCIAL STUDIES

SKILL	GRADE 9	GRADE 10	GRADE 11	GRADE 12
DETERMINE THE CENTRAL IDEAS OF PRIMARY DOCUMENTS AND ARTICULATE THAT CENTRAL IDEA THROUGH SUMMARY	WITHIN EACH UNIT OF STUDY, STUDENTS WILL BE INTRODUCED TO CONTENT THROUGH THE ANALYSIS OF A VARIETY OF PRIMARY SOURCE DOCUMENTS AND ARTICULATE THE CENTRAL IDEA OF THE DOCUMENT BY SUMMARIZING THE TEXT.	WITHIN EACH UNIT OF STUDY, STUDENTS WILL ANALYZE MULTIPLE PRIMARY SOURCE DOCUMENTS, SUMMARIZING THE CENTRAL IDEA OF EACH AND EXPLAINING HOW THE AUTHOR DEVELOPS THEIR IDEA THROUGHOUT THE DOCUMENT.	WITHIN EACH UNIT OF STUDY, STUDENTS WILL ANALYZE MULTIPLE PRIMARY SOURCE DOCUMENTS AND EXPLAIN THE RELATIONSHIP AMONG IDEAS AND DETAILS WITHIN THE TEXT.	WITHIN EACH UNIT OF STUDY, STUDENTS WILL IDENTIFY THE CENTRAL IDEA OF PRIMARY SOURCES AND, BASED ON THE ACCURATE IDENTIFICATION OF CENTRAL IDEA, SELECT PRIMARY SOURCES TO SUPPORT THEIR CLAIMS, EXPLAINING THEIR CHOICE SELECTION.
CITE STRONG TEXTUAL EVIDENCE TO SUPPORT ANALYSIS	WITHIN EACH UNIT OF STUDY, STUDENTS WILL SELECT EVIDENCE FROM TEACHER-PRESENTED TEXTS AND DEFEND THE VALIDITY OF THEIR SELF-SELECTED EVIDENCE TO SUPPORT THEIR ANALYSIS OF THE TEXT, UTILIZING INFERENCES IN ORDER TO EXPAND THEIR ANALYSIS.	WITHIN EACH UNIT OF STUDY, STUDENTS WILL SELECT EVIDENCE FROM TEXT COLLECTIONS AND DEFEND THE VALIDITY OF EVIDENCE CHOICES BY EXPLAINING THE STRENGTHS OF THE EVIDENCE AND HOW THE AUTHOR USED IT TO SUPPORT A CLAIM. STUDENTS WILL GENERATE QUESTIONS TO GUIDE FUTURE RESEARCH BASED ON THE EVIDENCE PRESENTED BY THE AUTHOR.	WITHIN EACH UNIT OF STUDY, STUDENTS WILL IDENTIFY AN AUTHOR'S CLAIM AND SELECT STRONG EVIDENCE THAT REVEALS HOW THE AUTHOR BUILDS HIS/HER CLAIM. STUDENTS WILL IDENTIFY THE STRENGTHS AND LIMITATIONS OF EVIDENCE PRESENTED IN RELATION TO THE CLAIM AND GENERATE QUESTIONS BASED ON AMBIGUITY WITHIN THE TEXT.	WITHIN EACH UNIT OF STUDY, STUDENTS WILL SELECT EVIDENCE AND DEFEND THEIR SOURCE SELECTION TO SUPPORT A CLAIM THROUGH REASONING AND SOURCING.
INTEGRATE AND EVALUATE MULTIPLE SOURCES OF INFORMATION FROM DIVERSE FORMATS AND MEDIA	WITHIN EACH UNIT OF STUDY, STUDENTS WILL ACCURATELY INTERPRET INFORMATION PRESENTED IN CHARTS, GRAPHS, AND MAPS WITH THE HELP OF INSTRUCTOR-PROVIDED SCAFFOLDS SUCH AS SELF-CHECK LISTS, PRE-ANNOTATIONS, AND GUIDING QUESTIONS.	STUDENTS WILL ACCURATELY AND INDEPENDENTLY INTERPRET INFORMATION PRESENTED IN MAPS, CHARTS, GRAPHS, POLITICAL CARTOONS, AND PHOTOGRAPHS, USING THESE SOURCES TO ESTABLISH HISTORICAL AND GEOGRAPHICAL CONTEXT.	STUDENTS WILL READ, ANNOTATE, AND ANALYZE IMAGES, MAPS, CHARTS, AND POPULATION DATA GRAPHS AND COMPARE EVIDENCE FROM THESE SOURCES THAT CAN BE USED TO ANSWER A QUESTION.	STUDENTS COMPARE AVAILABLE DATA SETS TO DRAW CONCLUSIONS BASED ON MULTIPLE SETS OF DATA/DOCUMENTS, PAYING ATTENTION TO TITLES, SUBTITLES, CORROBORATE DOCUMENTS FROM VARIOUS HISTORICAL TIME PERIODS; INTERPRET THE LANGUAGE AND CONTEXTUALIZATION OF THE SOURCE; IDENTIFYING BIAS, STRENGTHS AND WEAKNESSES; MAKING CAUSE-AND-EFFECT RELATIONSHIPS AND CONNECTIONS TO PRESENT-DAY.
PRODUCE ARGUMENTATIVE WRITING TO ARTICULATE PERSPECTIVES ON CONTENT-SPECIFIC CONTENT	STUDENTS WRITE CLAIMS AND EFFECTIVELY SUPPORT THEIR CLAIM USING EVIDENCE AND REASONING IN AN ESSAY FORMAT.	STUDENTS WRITE CLAIMS AND EFFECTIVELY SUPPORT THEIR CLAIM USING EVIDENCE AND REASONING IN AN ESSAY FORMAT. STUDENTS ADDRESS AND REFUTE OPPOSING CLAIMS. STUDENTS EXPLAIN THE SIGNIFICANCE OF THE CLAIM.	STUDENTS WRITE ARGUMENTATIVE ESSAYS USING CAREFULLY SELECTED EVIDENCE FROM SELECTED READINGS AND PRIMARY SOURCES TO SUPPORT CLAIMS AND IS STRUCTURED WITH LOGICAL ORGANIZATION.	STUDENTS WRITE ARGUMENTATIVE ESSAYS USING CAREFULLY SELECTED EVIDENCE FROM CLASS READINGS AND PRIMARY SOURCES AS WELL AS RESEARCHED SOURCES TO SUPPORT CLAIMS AND IS STRUCTURED WITH LOGICAL ORGANIZATION.