

**Global History and Geography II**  
**January 10, 2017**

<b>CLAIMS</b>	<b>EVIDENCE</b>
<p><b>CLAIM 1</b>            Students can analyze sources and use evidence to create and analyze disciplinary-based (e.g., geographic, economic, political and/or historical) claims.</p>	<ul style="list-style-type: none"> <li>• Analysis of sources includes two components:               <ul style="list-style-type: none"> <li>A. Recognition or Acknowledgement of:                   <ul style="list-style-type: none"> <li>i. Format</li> <li>ii. Authorship</li> <li>iii. Time/Place</li> <li>iv. Audience</li> <li>v. Content</li> <li>vi. Purpose</li> <li>vii. Bias/Point of View</li> </ul> </li> <li>B. Corroboration                   <ul style="list-style-type: none"> <li>i. Relationship between sources</li> <li>ii. Relationship between sources and disciplinary-based (e.g., geographic, economic, political and/or historical) claims</li> <li>iii. Reliability of the source(s) in light of analysis</li> </ul> </li> </ul> </li> <li>• Creation of disciplinary-based (e.g., geographic, economic, political and/or historical) claim or argument includes:               <ul style="list-style-type: none"> <li>A. Disciplinary-based (e.g., geographic, economic, political, and/or historical) claim or argument</li> <li>B. Evidence from source(s) to support or refute the claim or argument</li> </ul> </li> <li>• Analysis of disciplinary-based (e.g., geographic, economic, political and/or historical) claim or argument includes:               <ul style="list-style-type: none"> <li>A. Disciplinary-based (e.g., geographic, economic, political and/or historical) claim(s) or argument(s)</li> <li>B. Evidence from source(s) to support or refute the claim</li> <li>C. Validity of the claim in light of evidence</li> </ul> </li> </ul>

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<p><b>CLAIM 2</b> Students can analyze how events are related chronologically and the geographic, economic, political, and/or historical causes and effects of those events.</p>	<p><b>EVIDENCE</b></p> <ul style="list-style-type: none"> <li>• Analysis includes: <ul style="list-style-type: none"> <li>A. The dynamics of continuity and change over periods of time</li> <li>B. Factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influenced changes over time</li> <li>C. Causes and effects using geographic, economic, political and/or historical lenses</li> <li>D. Effects of location and other spatial concepts</li> <li>E. Characteristics that define historical period(s)</li> </ul> </li> </ul>
<p><b>CLAIM 3</b> Students can analyze how the context of time and place affect disciplinary-based issues and historical events, and also compare issues and events across time and place.</p>	<p><b>EVIDENCE</b></p> <ul style="list-style-type: none"> <li>• Analysis includes: <ul style="list-style-type: none"> <li>A. Connection of historical developments to specific circumstances of time and place including the spatial organization of people, places, and environments</li> <li>B. Connection of historical developments to broader regional, national, or global processes and patterns (e.g., revolutions, movements, crises, conflicts, ideologies, belief systems, networks of exchange, population distributions, settlement and migratory patterns) through a geographic, economic, political, and/or historical lens</li> </ul> </li> <li>• Comparison includes: <ul style="list-style-type: none"> <li>A. Similarities and differences between events through a geographic, economic, political, and/or historical lens</li> </ul> </li> </ul>

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<p><b>CLAIM 4</b>            Students can analyze disciplinary-based (e.g., geographic, economic, political, and/or historical) issues and demonstrate an informed course of action.</p>	<p><b>EVIDENCE</b></p> <ul style="list-style-type: none"> <li>• Analysis includes:               <ul style="list-style-type: none"> <li>A. Identification and summary of a disciplinary issue(s)</li> <li>B. Summary of research using disciplinary lenses and skills (e.g., geographic, economic, political and/or historical) to support and/or refute the issue(s)</li> <li>C. Connection of the issue(s) to civic activism</li> <li>D. Social and political responsibilities associated with citizenship in an interdependent global community in light of the issue(s)</li> <li>E. Recommended course of action to address the issue(s)</li> <li>F. Benefits and costs of taking action to address the issue(s)</li> </ul> </li> <li>• Demonstration includes:               <ul style="list-style-type: none"> <li>A. Evidence of carrying out the recommended course of action to address the issue(s)</li> <li>B. Participation in activities (e.g., debate, negotiation, editorials, raising awareness, influencing others) that focus on the issue(s)</li> </ul> </li> </ul>