

**Priority Standard:** Explain connections between historical context and peoples' perspectives at the time in American history. (6-8.AH.1.CC.B)

**Learning Targets**

- I can . . .
- Define perspective and context
- Identify the historical context of events in American History
- Compare and Contrast the different perspectives of the causes of a historical event
- Analyze the consequences of historical events from different perspectives

**Common Student Misconceptions/Mistakes**

- Misconception - we can discuss events of the past without understanding their context
- Misconception - viewing events through multiple perspectives means we must agree with all perspectives
- Mistake - failure to define perspective. Point of view
- Viewing only one side of an event
- Failure to identify the entirety of the event vs the outcome

**Meeting Expectations**

A student who has mastered this standard can define perspective and context , identify the historical context of events, compare and contrast different perspectives, and analyze the consequences to explain connections between historical context and peoples' perspectives independently and consistently.

**Approaching Expectations**

A student who is approaching mastery may be able to define perspective and context and identify historical context, but may not yet be able to compare and contrast or analyze events or may meet the standard inconsistently or with teacher assistance

**Beginning to Learn**

The Beginning to Learn student may be able to define perspective and context, but may not yet be able to identify historical context of events

<p><b>Evidence of Mastery</b></p>	<ul style="list-style-type: none"> <li>• Venn Diagram showing multiple perspectives of a historical event</li> <li>• Class discussion/debate</li> <li>• Document Based Question/Assessment (cold read)</li> </ul>
<p><b>Previous Level</b> what students who are struggling at a 1 might need to revisit</p>	<ul style="list-style-type: none"> <li>• Revisit the background reading on the topic - focus on content specific terminology for the event being analyzed</li> <li>• Vocabulary building activities (defining key terms such as compare and contrast, primary and secondary source, multiple perspectives)</li> </ul>
<p><b>Next Level</b> What students will do if they have consistently mastered the standard</p>	<ul style="list-style-type: none"> <li>• Apply context and perspective across multiple historical eras in American History</li> </ul>

**Priority Standard:** Explain connections between historical context and peoples' perspectives at the time in American history. (6-8.AH.1.CC.B)

<u><b>Meeting (3)</b></u>	<u><b>Approaching (2)</b></u>	<u><b>Beginning (1)</b></u>
<ul style="list-style-type: none"> <li>• Define perspective and context</li> <li>• Identify the historical context of events</li> <li>• Compare and contrast different perspectives</li> <li>• Analyze the consequences</li> <li>• Explain connections between historical context and peoples' perspectives</li> </ul>	<ul style="list-style-type: none"> <li>• Define perspective and context</li> <li>• Identify historical context</li> <li>• May not yet able to compare and contrast or analyze events</li> <li>• OR meet the standard inconsistently or only with teacher assistance.</li> </ul>	<ul style="list-style-type: none"> <li>• May be able to define perspective and context</li> <li>• May not yet identify historical context of events</li> </ul>

<ul style="list-style-type: none"> <li>Do these independently and consistently.</li> </ul>		
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**Priority Standard** Analyze the causes and consequences of a specific problem in American history prior to 1870 as well as the challenges and opportunities faced by those trying to address the problem. (6-8.AH.1.CC.E)

<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>I can . . .</li> <li>Identify key problems in American History</li> <li>Define cause and consequence, challenges, and opportunities</li> <li>Identify historical context of specific problems in American History</li> <li>Analyze the challenges faced by those trying to address the problem</li> <li>Analyze the opportunities gained by addressing the problem</li> </ul>	
<b>Common Student Misconceptions/Mistakes</b>	<ul style="list-style-type: none"> <li>Misconception - Everyone has always agreed throughout American History</li> <li>Mistake - not understanding that there have always been multiple perspectives throughout the development of the United States (ex - Federalists vs Anti-Federalists)</li> <li>Mistake - attempting to simplify the causes or consequences of a problem to a single source</li> <li>Mistake - unable to define cause and consequences</li> </ul>	
<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Beginning to Learn</b>
A student who has mastered this standard can identify key problems in American History by defining the cause and consequence, challenges, and opportunities, and historical context of	A student who is approaching mastery may be able to identify key problems in American History by defining cause and consequence, challenges, and	The Beginning to Learn student may be able to identify key problems in American History but are not yet able to identify the consequences, challenges,

<p>specific problems in American History, analyze the challenges faced by those trying to address the problem, analyze the opportunities gained by addressing the problem independently and consistently.</p>	<p>opportunities, and historical context of specific problems in American History, but are not able to analyze the challenges faced by those trying to address the problem, analyze the opportunities gained by addressing the problem inconsistently or with teacher assistance</p>	<p>opportunities nor the historical context of the problem</p>
<p><b>Evidence of Mastery</b></p>	<ul style="list-style-type: none"> <li>• Venn Diagram showing multiple perspectives of a historical event</li> <li>• Class discussion/debate</li> <li>• Short answer responses</li> </ul>	
<p><b>Previous Level</b> what students who are struggling at a 1 might need to revisit</p>	<ul style="list-style-type: none"> <li>• Revisit the background reading on the topic - focus on content specific terminology for the problem being analyzed</li> <li>• Vocabulary building activities (defining key terms such as cause and consequences, multiple perspectives)</li> </ul>	
<p><b>Next Level</b> What students will do if they have consistently mastered the standard</p>	<ul style="list-style-type: none"> <li>• Apply context and perspective across multiple historical eras in American History</li> </ul>	

**Priority Standard** Analyze the causes and consequences of a specific problem in American history prior to 1870 as well as the challenges and opportunities faced by those trying to address the problem. (6-8.AH.1.CC.E)

<u>Meeting (3)</u>	<u>Approaching (2)</u>	<u>Beginning (1)</u>
<ul style="list-style-type: none"> <li>• Identify key problems in American History</li> </ul>	<ul style="list-style-type: none"> <li>• Identify key problems in American History</li> </ul>	<ul style="list-style-type: none"> <li>• May be able to identify key problems in American History</li> </ul>

<ul style="list-style-type: none"> <li>• Define cause and consequence, challenges, and opportunities</li> <li>• Identify historical context of specific problems in American History</li> <li>• Analyze the challenges faced by those trying to address the problem</li> <li>• Analyze the opportunities gained by addressing the problem</li> <li>• A student who has mastered this standard can do these independently and consistently.</li> </ul>	<ul style="list-style-type: none"> <li>• Define cause and consequence, challenges, and opportunities</li> <li>• Identify historical context of specific problems in American History</li> <li>• May not yet be able to analyze the challenges faced by those trying to address the problem, analyze the opportunities gained by addressing the problem</li> <li>• OR meet the standard inconsistently or only with teacher assistance.</li> </ul>	<ul style="list-style-type: none"> <li>• May not yet identify the consequences, challenges, opportunities nor the historical context of the problem.</li> </ul>
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**Priority Standard:** Explain how the physical and human characteristics of regions in the Americas prior to c. 1870 connect to changing identity and culture. (6-8.AH.1.G.B)

**Learning Targets**

- I can . . .
- Define physical and human characteristics of regions
- Define culture
- Explain and connect the cause and consequences of migrations within and to the U.S.
- Compare demographics and its impact on U.S. culture.
- Compare major patterns of population distributions in the U.S.

<p><b>Common Student Misconceptions/Mistakes</b></p>	<p>Misconception - identity and culture are homogenous across the U.S.  Mistake - not understanding culture  Mistake -Land in the Americas was uninhabited and open to use by Europeans/Settlers</p>	
<p><b>Meeting Expectations</b></p>	<p><b>Approaching Expectations</b></p>	<p><b>Beginning to Learn</b></p>
<p>A student who has mastered this standard can define culture, physical and human characteristics of regions, explain and connect the cause and consequences of migrations within and to the U.S. and the effects on identity and culture independently and consistently.</p>	<p>A student who is approaching mastery may Identify physical and human characteristics of regions but is yet unable to explain the cause and consequences on culture and identity of migrations inconsistently or with teacher assistance</p>	<p>The Beginning to Learn student may be able to understand population identity and culture but may not yet be able to explain the connections to population movement and impact on culture</p>
<p><b>Evidence of Mastery</b></p>	<ul style="list-style-type: none"> <li>• Timeline of migrations</li> <li>• Class discussion/debate</li> <li>• Short answer responses</li> </ul>	
<p><b>Previous Level</b>  what students who are struggling at a 1 might need to revisit</p>	<ul style="list-style-type: none"> <li>• Revisit the background reading on the topic - focus on content specific terminology for the problem being analyzed</li> <li>• Vocabulary building activities (defining key terms such as cause and consequences, multiple perspectives)</li> </ul>	
<p><b>Next Level</b>  What students will do if they have consistently mastered the standard</p>	<ul style="list-style-type: none"> <li>• Apply context and perspective across multiple historical eras in American History</li> </ul>	

**Priority Standard:** Explain how the physical and human characteristics of regions in the Americas prior to c. 1870 connect to changing identity and culture. (6-8.AH.1.G.B)

<b>Meeting (3)</b>	<b>Approaching (2)</b>	<b>Beginning (1)</b>
<ul style="list-style-type: none"> <li>• A student who has mastered this standard can independently and consistently.</li> <li>• Define human and physical characteristics and culture</li> <li>• Explain and connect the cause and consequences of migrations within and to the U.S.</li> <li>• Compare demographics and its impact on U.S. culture.</li> <li>• Compare major patterns of population distributions in the U.S.</li> </ul>	<ul style="list-style-type: none"> <li>• Define human and physical characteristics and culture</li> <li>• May not yet be able to explain and connect the cause and consequences of migrations within and to the U.S</li> <li>• OR meet the standard inconsistently or only with teacher assistance.</li> </ul>	<ul style="list-style-type: none"> <li>• Define human, physical characteristics and culture</li> <li>• May not yet explain cause, consequences of migrations within and to the U.S.</li> </ul>

**Priority Standard:** Create and use tools to analyze a chronological sequence of related events in American history. (6-8.AH.1).

<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• I can . . .</li> <li>• Define Chronological Sequence</li> <li>• Create and use tools to analyze chronological events</li> <li>• Analyze the effects of an event in American history on subsequent events</li> </ul>
<b>Common Student</b>	<ul style="list-style-type: none"> <li>• Mistake - failure to define chronological sequence</li> <li>• Misconception - Events in American History happen in isolation</li> <li>• Mistake - failure to accurately read a timeline</li> </ul>

<b>Misconceptions/Mistakes</b>		
<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Beginning to Learn</b>
A student who has mastered can create and use tools to analyze a chronological sequence of related events in American history and can define chronological sequence, create and use tools to analyze chronological events and effects, and the impact they had on subsequent events independently and consistently.	A student who is approaching mastery may be able to define chronological sequence, create and use tools but may be unable to show connections between the various events on a tool or may meet the standard inconsistently or with teacher assistance	The Beginning to Learn student may be able to identify events on a timeline or different tools but unable to create a tool of their own.
<b>Evidence of Mastery</b>	<ul style="list-style-type: none"> <li>• Timeline</li> <li>• Venn Diagram</li> <li>• Class Discussion</li> <li>• Comprehension questions</li> <li>• Written analysis</li> </ul>	
<b>Previous Level</b> what students who are struggling at a 1 might need to revisit	<ul style="list-style-type: none"> <li>• Revisit the background reading on the topic - focus on content specific terminology for the event being analyzed</li> <li>• Vocabulary building activities</li> </ul>	
<b>Next Level</b> What students will do if they have consistently mastered the standard	<ul style="list-style-type: none"> <li>• Apply context and perspective across multiple historical eras in American History</li> </ul>	

**Priority Standard:** Create and use tools to analyze a chronological sequence of related events in American history.



(6-8.AH.1)		
<b><u>Meeting (3)</u></b>	<b><u>Approaching (2)</u></b>	<b><u>Beginning (1)</u></b>
<ul style="list-style-type: none"> <li>• Define Chronological Sequence</li> <li>• Create and use tools to analyze chronological events</li> <li>• Analyze the effects of an event in American history on subsequent events</li> <li>• A student who has mastered this standard can independently and consistently.</li> </ul>	<ul style="list-style-type: none"> <li>• Define Chronological Sequence</li> <li>• Create and use tools to analyze chronological events</li> <li>• May not yet be able to show connections between the various events on a variety of tools</li> <li>• OR meet the standard inconsistently or only with teacher assistance.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify events on a timeline or different tools</li> <li>• May not yet be able to create a tool of their own yet</li> </ul>

<b>Priority Standard:</b> Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in American history prior to c. 1870. (6-8.AH.1.GS.A)	
<b>Learning Targets</b>	<ul style="list-style-type: none"> <li>• I can . . .</li> <li>• Identify various parts of a law/policy</li> <li>• Describe the purpose of a laws/policy</li> <li>• Determine parts of a law/policy</li> <li>• Identify the processes in creating a law/policy</li> <li>• Determine how groups are affected by government systems in American history prior to 1870</li> </ul>
<b>Common Student Misconceptions/Mistakes</b>	<ul style="list-style-type: none"> <li>• Misconception - role of government</li> <li>• Misconception - Government policy benefits everyone</li> <li>• Misconception - laws were based on equal treatment for all</li> </ul>

Meeting Expectations	Approaching Expectations	Beginning to Learn
<p>A student who has mastered this standard can independently and consistently identify various parts of a law/policy, describe the purpose of laws/policies and its parts, identify the processes in creating a law/policy and how groups are affected by government systems in American History prior to 1870.</p>	<p>A student who is approaching mastery may identify various parts of a law/policy, describe the purpose of laws/policies and its parts, identify the processes in creating a law/policy and how groups are affected by government systems in American History prior to 1870 or may meet the standard inconsistently or with teacher assistance</p>	<p>The Beginning to Learn student may not yet identify various parts of a law/policy. Describe the purpose of laws/policies and its parts. Identify the processes in creating a law/policy and how groups are affected by government systems in American History prior to 1870.</p>
<p><b>Evidence of Mastery</b></p>	<ul style="list-style-type: none"> <li>• Project/Presentation</li> <li>• Venn Diagram</li> <li>• Class Discussion</li> <li>• Comprehension questions</li> <li>• Written analysis</li> </ul>	
<p><b>Previous Level</b> what students who are struggling at a 1 might need to revisit</p>	<ul style="list-style-type: none"> <li>• Revisit the background reading on the topic - focus on content specific terminology for the event being analyzed</li> <li>• Vocabulary building activities</li> </ul>	
<p><b>Next Level</b> What students will do if they have consistently mastered the standard</p>	<ul style="list-style-type: none"> <li>• Apply context and perspective across multiple historical eras in American History</li> </ul>	

**Priority Standard:** Analyze laws, policies, and processes to determine how governmental systems affect individuals and groups in society in American history prior to c. 1870. (6-8.AH.1.GS.A)

<b>Meeting (3)</b>	<b>Approaching (2)</b>	<b>Beginning (1)</b>
<ul style="list-style-type: none"> <li>• Identify various parts of a law/policy</li> <li>• Describe the purpose of laws/policies and its parts</li> <li>• Identify the processes in creating a law/policy and how groups are affected by government systems</li> <li>• Do these independently and consistently.</li> </ul>	<ul style="list-style-type: none"> <li>• describe the purpose of laws/policies and its parts.</li> <li>• Identify the processes in creating a law/policy</li> <li>• May not yet be able to explain how groups are affected by government systems</li> </ul>	<ul style="list-style-type: none"> <li>• Identify parts of a law</li> <li>• may not yet be able to describe purpose, processes, and effects of governmental systems.</li> </ul>

**Priority Standard:** Using an inquiry lens, develop compelling questions about American history prior to 1870, to determine helpful resources and consider multiple points of views represented in the resources. (6-8.AH.1.CC.D)

**Learning Targets**

- I can . . .
- Identify and define new vocabulary in primary source document
- Define perspective
- Compare/contrast resources and perspectives to one another
- Evaluate various explanations for actions or events and determine which best aligns with textual evidence
- Write informative or explanatory texts, including the narration of historical events
- Differentiate between factual information and propoganda in historical context
- Distinguish between different types of questions (ex. closed vs open ended; recall/factual vs analytical)
- Analyze resources to develop questions
- Evaluate resources for reliability and point-of view
- Determine reliability of resources

<b>Common Student Misconceptions/Mistakes</b>	<ul style="list-style-type: none"> <li>Mistake - Not considering multiple points of view in historical resources</li> <li>Misconception - There is only one perspective to view history through</li> <li>Mistake - Not understanding the definitions of primary source, secondary source, identify and compare and contrast</li> <li>Misconception - All resources/sources are equal in nature</li> </ul>	
<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Beginning to Learn</b>
<p>A student who has mastered this standard can define and develop compelling questions about American history, differentiate between historical fact and perspective, determine helpful resources, consider multiple points of views represented in the resources and create and support arguments in response to the compelling questions independently and consistently.</p>	<p>A student who is approaching mastery may define and develop compelling questions about American History from a single point of view or may not be able to answer the created question, or may meet the standard inconsistently or with teacher assistance</p>	<p>The Beginning to Learn student may be able to Identify and define new vocabulary in primary source document and define types of questions but may not yet be able to develop questions, consider multiple points of view, or support arguments.</p>
<b>Evidence of Mastery</b>	<ul style="list-style-type: none"> <li>Venn Diagram showing multiple perspectives of a historical event</li> <li>Class discussion/debate</li> <li>Short answer responses</li> </ul>	
<p style="text-align: center;"><b>Previous Level</b> what students who are struggling at a 1 might need to revisit</p>	<ul style="list-style-type: none"> <li>Revisit the background reading on the topic - focus on content specific terminology for the event being analyzed</li> <li>Vocabulary building activities</li> </ul>	

<p style="text-align: center;"><b>Next Level</b></p> <p>What students will do if they have consistently mastered the standard</p>	<ul style="list-style-type: none"> <li>Apply context and perspective across multiple historical eras in American History</li> </ul>
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**Priority Standard:** Using an inquiry lens, develop compelling questions about American history prior to 1870, to determine helpful resources and consider multiple points of views represented in the resources. (6-8.AH.1.CC.D)

<u>Meeting (3)</u>	<u>Approaching (2)</u>	<u>Beginning (1)</u>
<ul style="list-style-type: none"> <li>Define and develop compelling questions about American history</li> <li>Differentiate between historical fact and perspective</li> <li>Determine helpful resources</li> <li>Consider multiple points of views represented in the resources and create and support arguments in response to the compelling questions</li> <li>A student who has mastered this standard can independently and consistently.</li> </ul>	<ul style="list-style-type: none"> <li>Define and develop compelling questions about American History from a single point of view</li> <li>May not be able to answer the created question yet</li> <li>OR meet the standard inconsistently or only with teacher assistance.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and define new vocabulary in primary source documents</li> <li>Define types of questions but may not yet be able to develop questions, consider multiple points of view, or support arguments yet</li> </ul>

**Priority Standard:** Develop a research plan, identify appropriate resources for investigating social studies' topics (American History prior c.1870) (6-8AH.1.CC.C.a)

<p><b>Learning Targets</b></p>	<ul style="list-style-type: none"> <li>I can . . .</li> <li>Identify a topic of history interest and connect it to a contemporary issue</li> </ul>
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	<ul style="list-style-type: none"> <li>• Create a claim or thesis about the topic</li> <li>• Outline a plan to identify resources</li> <li>• Evaluate the quality of resources for my topic</li> <li>• Research/investigate using a variety of sources</li> <li>• Take notes on valid source material to support my claim</li> </ul>	
<p><b>Common Student Misconceptions/Mistakes</b></p>	<p>Mistake - using one source/limited sources  Mistake - using inappropriate sources  Misconception - the process of research and creating is not a multi-step learning experience  Misconception - there are no issues prior to 1870 that apply to contemporary ones</p>	
<p><b>Meeting Expectations</b></p>	<p><b>Approaching Expectations</b></p>	<p><b>Beginning to Learn</b></p>
<p>A student who has mastered this standard can identify a topic of history interest and clearly connect it to a relevant contemporary issue with a logical claim or thesis, can research/investigate both the historical and contemporary issues using a variety of reliable sources that can provide evidence for the claim independently and consistently.</p>	<p>A student who is approaching mastery may be able to identify a topic and make a connection to a contemporary issue, and can research/investigate using a variety of sources, may be inconsistent or need teacher support.</p>	<p>The Beginning to Learn student may be able to identify a topic and find sources, but may not yet make claims or support those claims.</p>
<p><b>Evidence of Mastery</b></p>	<p>Research Paper, WeVideo, Drawings, Art, Presentation, Maps</p>	
<p><b>Previous Level</b>  what students who are struggling at a 1 might need to revisit</p>	<p>Reading, writing and critical thinking, research skills</p>	

<p style="text-align: center;"><b>Next Level</b></p> <p>What students will do if they have consistently mastered the standard</p>	<p>Continue their research independently as lifelong learners, and young historians</p>
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**Priority Standard:** Develop a research plan, identify appropriate resources for investigating social studies' topics (American History prior to c. 1870) (6-8AH.1.CC.C.a)

<b>Meeting (3)</b>	<b>Approaching (2)</b>	<b>Beginning (1)</b>
<ul style="list-style-type: none"> <li>● Identifies a topic of history interest</li> <li>● Clearly connects it to a relevant contemporary issue with a logical claim or thesis</li> <li>● Researches/investigates both the historical and contemporary issues</li> <li>● Uses a variety of reliable sources that provide evidence for the claim</li> <li>● Does these independently and consistently.</li> </ul>	<ul style="list-style-type: none"> <li>● Identifies a historical topic</li> <li>● Makes a connection to a contemporary issue</li> <li>● Researches/investigates using a variety of sources.</li> <li>● May do these inconsistently or only with teacher support</li> </ul>	<ul style="list-style-type: none"> <li>● Identifies a historical topic</li> <li>● Finds sources</li> <li>● Not yet make claims or support those claims</li> </ul>

**Priority Standard:** Create a research product that applies an aspect of American History prior to c. 1870 to a contemporary issue. (6-8AH.1.CC.C.b)

<p style="text-align: center;"><b>Learning Targets</b></p>	<ul style="list-style-type: none"> <li>● I can . . .</li> <li>● Create an outline of a claim and evidence</li> </ul>
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	<ul style="list-style-type: none"> <li>• Create a product (written essay, presentation, artifact) that applies an aspect of American History to a contemporary issue</li> <li>• Present or publish my product to an audience (peers, teacher, public</li> </ul>	
<b>Common Student Misconceptions/Mistakes</b>	<p>Mistake - using one source/limited sources</p> <p>Mistake - not supporting the created product with clear evidence</p> <p>Misconception - the process of research and creating is not a multi-step learning experience</p> <p>Misconception - there are no issues prior to 1870 that apply to contemporary ones</p>	
<b>Meeting Expectations</b>	<b>Approaching Expectations</b>	<b>Beginning to Learn</b>
A student who has mastered this standard can create a research product that logically applies an aspect of American History prior to c. 1870 to a contemporary issue based on reliable source materials independently and consistently.	A student who is approaching expectations creates a product that connects an aspect of American History to a contemporary issue but may not yet use reliable source material or does so inconsistently or only with teacher support.	The Beginning to Learn student may create a product that does not yet connect an aspect of American History to a contemporary issue or does not yet provide any source material support for the product.
<b>Evidence of Mastery</b>	Research Paper, WeVideo, Drawings, Art, Presentation, Maps	
<b>Previous Level</b> what students who are struggling at a 1 might need to revisit	Reading, writing and critical thinking, research skills	
<b>Next Level</b>	Continue their research independently as lifelong learners, and young historians	



What students will do if they have consistently mastered the standard

Create a research product that applies an aspect of American History prior to c. 1870 to a contemporary issue.  
(6-8AH.1.CC.C.b)

<b>Meeting (3)</b>	<b>Approaching (2)</b>	<b>Beginning (1)</b>
<ul style="list-style-type: none"><li>• Creates a research product</li><li>• Logically applies an aspect of American History prior to c. 1870 to a contemporary issue</li><li>• Bases product on reliable source materials</li><li>• Does these independently and consistently.</li></ul>	<ul style="list-style-type: none"><li>• Creates a product that connects an aspect of American History to a contemporary issue</li><li>• May not yet use reliable source material</li><li>• May do these inconsistently or only with teacher support.</li></ul>	<ul style="list-style-type: none"><li>• Creates a product that does not yet connect an aspect of American History to a contemporary issue</li><li>• Does not yet provide any source material support for the product.</li></ul>