

Graduation Performance System (GPS)

Grade 10 History and Social Studies Performance Outcomes and “I Can” Statements

INVESTIGATE THE WORLD

Students situate and analyze social questions in the world beyond their own immediate environment or time.

I can analyze social questions that go beyond my current location or time.

- **HIST09-10.INV1. Pose a researchable question regarding the general global community.**
 - I can pose a research question about the general global community. This means I can write a question about an issue that can be researched. It also means my question will be about a people who share many social, economic, cultural, religious, political, or geographic characteristics, but are not gathered in one nation or one specific region.
- **HIST09-10.INV2. Respond to the question by selecting secondary sources of evidence from beyond the immediate environment or time.**
 - I can respond to my question by selecting evidence. This means I can locate at least four sources of evidence that about the global community (primary or secondary sources). It also means some sources will be drawn from beyond my immediate environment or time.
- **HIST09-10.INV3. Respond to the question by independently selecting multiple sources of evidence from a single type of media.**
 - I can respond to my question by selecting evidence from at least one type of media. This means that most of my four sources of evidence are from one type of media (print or digital).
- **HIST09-10.INV4. List sources of evidence using a single accepted document citation format with some insignificant inconsistencies.**
 - I can list my sources using an accepted document citation format. This means that I can use a commonly accepted documentation format to list all my sources of evidence in a consistent way with only some insignificant inconsistencies.
- **HIST09-10.INV5. Make some reference to the place(s), time(s), and idea(s) of sources of evidence used in response to the question.**
 - I can make reference to the place(s), time(s), and idea(s) of my sources. This means I can explicitly mention at least some of the place(s), time(s), and idea(s) of the sources of evidence that I use when responding to my question.
- **HIST09-10.INV6. Reference credibility, bias, and subtext of sources of evidence used in response to the question.**
 - I can analyze my sources of evidence for credibility, bias, and subtext. This means that I can evaluate whether at least some of the sources of evidence I use in response to my question are trustworthy, unbiased, and free from any hidden agendas. It also means that if I doubt a particular source, I will check its credibility, bias, and subtext before using it as evidence.

RECOGNIZE PERSPECTIVES

Students use sources of evidence from historical and contemporary contexts to consider their own and others' perspectives.

I can use modern and historical sources to evaluate different perspectives—both mine and others.

- **HIST09-10.PERS1. Use prior knowledge as part of an argument.**
 - I can use background knowledge to make an argument. This means I can use things I may already know from my own personal experience or from reading and my classes to make an argument. It also means I need to appropriately support background knowledge and use it as clearly and accurately as I can when making my argument
- **HIST09-10.PERS2. Use new ideas or information from historical or contemporary sources of evidence in an argument.**
 - I can use new ideas or information from historical and contemporary sources to make an argument. This means that I can use these new ideas or information to support an argument. It also means I use them clearly and accurately to make my argument.
- **HIST09-10.PERS3. Identify and describe some cultural perspectives or alternative explanations found in the sources of evidence.**
 - I can identify cultural perspectives and alternative explanations from my sources. This means that I usually know when a cultural perspective or alternative explanation from my sources is significant in relation to other perspectives or explanations.
 - I can describe cultural perspectives and alternative explanations from my sources. This means that I can describe in my own words the perspectives or alternative explanations that I identified.
 - I can use cultural perspectives and alternative explanations from my sources to support my argument. This means that I can use the perspectives or alternative explanations I identified and described as clearly and with as much focus as I can to help support my argument.
- **HIST09-10.PERS4. Compare relationships between multiple perspectives in an argument.**
 - I can compare relationships between and within background knowledge and perspectives. This means that I can determine relationships between what I already know and other people's perspectives that are significant to my argument.
 - I can use my comparison between background knowledge and other people's perspectives in my argument. This means that I can compare what I already know and what other people think as part of my argument. This also means I can use this evaluation clearly and focused within my argument.

COMMUNICATE IDEAS

Students advance and defend arguments that foster collaboration among diverse students.

I can present and defend an argument.

- **HIST09-10.COMM1. Advance a clear argument that addresses distinct issues related to the question and the specific community.**
 - I can advance an argument that addresses a research question. This means I can write a clear statement of my position on at least one aspect of my research question. It also means my position is directly related to the global community I identified and I have organized my information and insights into a structured line of reasoning in support of my argument.
- **HIST09-10.COMM2. Defend some claims of the argument with sources of evidence.**
 - I can defend at least some of the positions related to my argument with specific evidence. This means I can use evidence to support my position relating to the global community I identified and the evidence I use is relevant, specific, and documented correctly.
- **HIST09-10.COMM3. Defend some claims of the argument with sources of evidence from several perspectives and media.**
 - I can defend at least some of the positions related to my argument with evidence from multiple perspectives and media (and not just opinions). This means I can compare the evidence I have located, identifying different perspectives in those sources, and use the various perspectives in support of my argument. It also means that my sources of evidence reflect at least two perspectives and represent at least two types of media.
- **HIST09-10.COMM4. Consider claims of the arguments that identify options for the specific global community by comparing options for other related communities.**
 - I can discuss a position related to my argument that identifies at least two options for the specific global community I identified by comparing options for other communities. This means I can describe those options in my own words. It also means that the options are viable.
- **HIST09-10.COMM5. Construct a final version with some drafts and reviewer feedback.**
 - I can construct a final version through revisions. This means I complete at least one draft of my work. It also means I submit my work to at least one appropriate reviewer and revise based on his/her constructive criticism, making my final version better.

TAKE ACTION

Students compare and prioritize choices and their implications to engage in advocacy or action.

Based on what I have learned, I can take a stand on an idea or take an action related to that idea.

- **HIST09-10.ACT1. Propose and compare two choices for responsible action.**
 - I can list possible choices for responsible action that relate to my argument. This means I can write a list of possible options I will consider. It also means that the actions are related to the specific global community I identified.
 - I can compare choices for action that relate to my argument. This means I can establish and present a method for comparing the actions that will allow me to know their value, level of effort, cost and other significant factors, so I can show which are realistic and responsible.
- **HIST09-10.ACT2. Identify limitations or unanswered questions stemming from some sources of evidence, and respond with general questions to guide future research or action.**
 - I can identify some questions left unanswered in my argument. This means I can describe in my own words some questions that could guide additional research on this topic.
- **HIST09-10.ACT3. Consider some local and global implications of innovative and responsible action with direct reference to the argument.**
 - I can consider local and global implications of the proposed choices for action. This means I can describe in my own words the local and global impact of two of my choices for acting. It also means that these actions are globally responsible. These actions may be innovative, or drawn from my research.
- **HIST09-10.ACT4. Act or speak out individually on a single choice in a way that is partially responsive to the context(s) of the argument.**
 - I can act based on my position. This means I act individually based on a choice of action that is at least partially responsive to the context of my argument.
 - I can speak out about my position. This means I can personally describe my position on a choice of action to others. It also means my description is convincing and challenges my audience to think or act in a way that is in at least partially in line with my position.