

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades 9-12. They are to be assessed only in conjunction with the content standards in grades 9-12 and are not to be assessed in isolation.

Historic and Social Sciences Analysis Skills

In addition to the standards for grades 9-12, students demonstrate the following intellectual, reasoning, reflection and research skills:

Grades 9-12

Chronological and Spatial Thinking

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons learned.
2. Students analyze how change happens at different rates at different times; that some aspects can change while others remain the same; that change is complicated and affects not only technology and politics, but also values and beliefs.
3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration; changing environmental preferences and settlement patterns; the frictions that develop between population groups; and the diffusion of ideas, technological innovations, and goods.
4. Students relate current events to the physical and human characteristics of places and regions.

Historical Research, Events and Point of View

1. Students distinguish valid arguments from fallacious arguments in historical interpretations.
2. Students identify bias and prejudice in historical interpretations.
3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of author's use of evidence and the distinction between sound generalizations and misleading oversimplifications.
4. Students construct and test hypotheses; collect, evaluate and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretations

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present day norms and values.
4. Students understand the meaning, implication, and impact of historical events while recognizing that events could have taken other directions.
5. Students analyze human modifications of landscapes, and examine the resulting environmental policy issues.
6. Students conduct benefit/cost analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.