

United States History and Government (Framework)

01/04/2019

PLD LEVEL 3—Sufficient for graduation and credit proficiency; student partially meets grade-level expectations

PLD LEVEL 4—Meets framework grade-level expectations at a level demonstrating preparation for entry to Grade 12 social studies courses and on track for an entry level college social science course

CLAIM AND EVIDENCE	NYS Level 2 Descriptor	NYS Level 3 Descriptor	NYS Level 4 Descriptor	NYS Level 5 Descriptor
<p>CLAIM 1 Students can analyze sources and use evidence to create and analyze discipline-specific arguments (e.g., history, civics, economics, and/or geography).</p> <p>EVIDENCE Analysis of sources includes two components: A. Analysis of the relevant following aspects of a source and how that analysis affects interpretations of the source: i. Format ii. Authorship iii. Historical Context iv. Audience</p>	<p>1.1 Student inaccurately identifies an aspect of a source (format, authorship, historical context, content, purpose, bias, and/or point of view) and describes how it influences the reliability of sources.</p> <hr/> <p>1.2 Student inaccurately identifies that evidence from a source that confirms or challenges another source or interpretation .</p>	<p>1.1 Student identifies an aspect of a source (format, authorship, historical context, content, purpose, bias, and/or point of view) and describes how it influences the reliability of sources with minor inaccuracies</p> <hr/> <p>1.2 Student identifies evidence from a source that confirms or challenges another source or interpretation with minor inaccuracies.</p>	<p>1.1 Student identifies an aspect of a source (format, authorship, historical context, content, purpose, bias, and/or point of view) and explains how this factor influences the reliability of sources.</p> <hr/> <p>1.2 Student accurately explains how evidence from a source confirms or challenges another source or interpretation.</p>	<p>1.1 Student identifies an aspect of a source (format, authorship, historical context, content, purpose, bias, and/or point of view) and evaluates how this factor influences the reliability of sources.</p> <hr/> <p>1.2 Student accurately explains how evidence from a source confirms or challenges another source or interpretation and assesses the reliability of the source considering other available information.</p>

<p>v. Content vi. Purpose vii. Bias viii. Point of View</p> <p>B. Corroboration i. Explaining relationships between multiple sources ii. Explaining the relationship between sources and discipline-specific arguments iii. Reliability of the source(s) in light of analysis</p>	<p>1.3 Student uses irrelevant and or disconnected evidence from multiple sources to support or refute a claim or an argument without reference to perspective or historical context.</p> <hr/> <p>1.4 Student evaluates a claim or argument using invalid evidence or sources.</p> <hr/>	<p>1.3 Student uses relevant evidence from multiple sources to support or refute a claim or an argument without reference to perspective or historical context.</p> <hr/> <p>1.4. D [(o)3 (Tc 0.004 Tw 0 -4.69 TD [(1.)-1 Tc -f)5 (r)6 (oiT Q q 30.72 e)].004 Tw 0 -4</p> <hr/>		
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<p>CLAIM 2 Students can analyze how historic events are related chronologically and the historic, political, social, economic, and/or geographic causes and effects of those events.</p> <p>EVIDENCE Analysis includes identification and explanation of:</p> <ul style="list-style-type: none"> A. Continuity and change over time B. Longterm and proximate factors that influenced changes over time (e.g., ideas, individuals, groups, technological developments, physical settings) C. Cause and effects using historic, political, social, economic, and/or geographic lenses D. Characteristics of historical time period(s) 	<p>2.1 Student identifies a time period, but inaccurately defines the historical, political, social, economic, and/or geographic characteristics associated with the period.</p> <hr/> <p>2.2 Student identifies events in chronological sequence with minor inaccuracies.</p> <hr/> <p>2.3 Student confuses the historic, political, social, economic, and/or geographic factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influence change and/or continuity within a time period.</p>	<p>2.1 Student identifies a time period and defines the historical, political, social, economic, and/or geographic characteristics associated with the period.</p> <hr/> <p>2.2 Student identifies related events in chronological sequence.</p> <hr/> <p>2.3 Student identifies the historic, political, social, economic, and/or geographic factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influence change and/or continuity within a time period with minor inaccuracies</p>	<p>2.1 Student identifies a time period or periods and categorizes events that are associated with that period or periods, including historical, political, social, economic, and/or geographic characteristics.</p> <hr/> <p>2.2 Student identifies and describes related events in chronological sequence.</p> <hr/> <p>2.3 Student identifies and explains the historic, political, social, economic, and/or geographic factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influence change and/or continuity within a time period.</p>	<p>2.1 Student identifies a time period or periods and categorizes events that are associated with that period or periods, explaining her/his reasoning including historical, political, social, economic, and/or geographic characteristics.</p> <hr/> <p>2.2 Student identifies and analyzes related events in chronological sequence.</p> <hr/> <p>2.3 Student evaluates the historic, political, social, economic, and/or geographic factors (e.g., ideas, individuals, groups, technical developments, physical settings) that influence change and/or continuity within a time period.</p>
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CLAIM 3

Students can analyze how

economic changes, and globalization) through a historic, political, social, economic, and/or geographic lens

"Comparison includes:
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<p>E. Identification and explanation of the course(s) of action to address the issue(s) at a local, state, national, and/or interdependent-global level</p>				
<p>F. Evaluation of consequences (benefits and costs) of taking action to address the issue(s)</p>				
<p>” Discussion and demonstration includes:</p>				
<p>A. Evidence of proposing and/or carrying out the recommended course</p>				
