

## Disciplinary Skills

### Skill Category: Analyzing Evidence

To truly think like a historian or geographer, students need to understand that different types of evidence require different types of examination. Primary sources do not always explicitly state an argument, and, though secondary sources often do contain explicit arguments presented by a disciplinary expert, students must still acquire the habit of examining the evidence used to support a claim—even quantitative data sources can contain both trends and contradictions. At the most fundamental level, sources contain information that can be used to further one's understanding of history or geography.

	<b>Advanced</b>	<b>Proficient</b>	<b>Emerging</b>
<b>Analyzing Evidence: Primary Sources</b>	Evaluate historical/geographic context(s) for a specific historical/geographic development or process.	Explain how the primary source contributes to an appropriate historical argument.	Identify historically relevant information within a source.
<b>Analyzing Evidence: Secondary Sources</b>	Evaluate how the argument is informed by the author's contemporary circumstances, purpose, and audience.	Explain how the source or portions of the source advance an argument.	Identify relevant information within a source.
<b>Corroborating Quantitative or Qualitative Sources</b>	Evaluate the degree to which patterns or contradictions in evidence affect the value of evidence.	Explain contradictions found in evidence.	Identify basic patterns found in evidence.

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### Skill Category: Disciplinary Reasoning

While historians and geographers may devote their attention to distinct areas of study, much of the reasoning skills required for their work of research, writing, and debate focus on similar questions. Both historians and geographers work to frame evidence within a disciplinary context. Whether the canvas is chronological or spatial, both disciplines seek to answer questions of comparison, causation, and continuity and change over time.

	<b>Advanced</b>	<b>Proficient</b>	<b>Emerging</b>
<b>Contextualization</b>	Evaluate the significance of context for a specific historical/geographic development or process.	Explain historical/geographic context(s) for a specific historical/geographic development or process.	Identify historical/geographic context(s) for a specific historical/geographic development or process
<b>Comparison</b>	Evaluate the significance of similarities and/or differences between historical/geographic developments or processes.	Explain the similarities and/or differences between historical/spatial developments or processes.	Identify the similarities and/or differences between historical/spatial developments or processes.
<b>Causation</b>	Evaluate the relative importance of various causes and effects of specific historical/geographic developments or processes.	Explain relationship(s) between causes and effects of specific historical/spatial developments or processes.	Identify causes and effects of a specific historical/spatial development or process.
<b>Continuity and Change over Time</b>	Evaluate the significance of a specific historical/geographic development in relation to a larger pattern of continuity and/or change.	Explain pattern(s) of continuity and/or change over time.	Identify pattern(s) of continuity and/or change over time.

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### Skill Category: Developing Arguments

Throughout the Pre-AP World History and Geography course, students have regular opportunities to develop the skills of argumentation. Students learn that claims require accurate, appropriate evidence, and they come to recognize that small quantities of evidence limit the ability to fully support a claim and also increase the risk of oversimplifications or inaccuracy. In contrast, increasing the quantity and substance of evidence and skillfully selecting the most relevant evidence leads to claims with a stronger likelihood of corroboration. As students grow in their understanding of history and geography, they learn that it is rare for the evidence to unanimously support a specific conclusion. An advanced student can clearly explain multiple similarities, differences, causes, effects, changes, and/or continuities and can draw distinctions between stronger and weaker claims.

	<b>Advanced</b>	<b>Proficient</b>	<b>Emerging</b>
<b>Claims</b>	Write a claim that accounts for counter-claims.	Write a complex claim.	Write a limited claim.
<b>Supporting Evidence</b>	Support a claim with multiple pieces of appropriate evidence, while accounting for contradictory evidence.	Support a claim with multiple pieces of appropriate evidence.	Support a claim with one piece of specific and relevant evidence.