

Strand: History		
Topic: 6.1.18 History		
Level: 6		
Score 4.0 Mastery	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	<u>Sample Tasks</u> Connect specific events in time and prove how they have influenced the evolution of a society.
	Explain how specific events in time and prove how they have influenced the evolution of a society.	
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	The student will:	<u>Sample Tasks</u> Compare and contrast or analyze cause and effect relationships between major people and events.
	Create and compare timelines that identify major, people, events and developments in the history of the individual civilizations and or other countries that comprise Europe and the Americas. Indigenous Peoples, Early Classical Civilization, Medieval, Early Modern Era, Modern Era	
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
Score 2.0 Progressing	The student will:	<u>Sample Tasks</u> Identify major influential events, ideas, or people List, choose or define major influential events, ideas, or people
	*Recognize or recall specific vocabulary, such as:	
	Indigenous Peoples, Early Classical Civilization, Medieval, Early Modern Era, Modern Era	
	*Perform basic processes, such as:	
	Match definitions	
1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
Score 1.0 Beginning	With help, the student has partial success at score 2.0 content and score 3.0 content.	
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
Score 0.0	Even with help, the student has no success.	

Topic: Economics		
Level: 6		
Score 4.0 Mastery	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	<u>Sample Tasks</u>
	Analyze how a specific region has been influenced by trade in different historical periods.	
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	The student will:	<u>Sample Tasks</u>
	Examine the influence of physical and cultural factors upon the economic systems of countries in Europe and the Americas Trade Routes, Currency, Economic Systems	Critique characteristics of an economic system in a specific region.
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
Score 2.0 Progressing	The student will:	<u>Sample Tasks</u>
	Recognize or recall specific vocabulary and demonstrate a broad understanding of the economic systems of Europe and the Americas	
	*Perform basic processes, such as: Match definitions	List, choose or define specific vocabulary of economic systems in Europe and the Americas.
1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
Score 1.0 Beginning	With help, the student has partial success at score 2.0 content and score 3.0 content.	
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
Score 0.0	Even with help, the student has no success.	

Strand: Geography		
Topic: Geography		
Level: 6		
Score 4.0 Mastery	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	<u>Sample Tasks</u> Given a scenario, identify the influence of major geographical landforms or climate on current population distribution in Europe and the Americas.
	Given a scenario, identify the influence of major geographical landforms or climate on current population distribution in Europe and the Americas.	
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	The student will:	<u>Sample Tasks</u> Demonstrate how major geographical landforms or climate have influenced the evolution of indigenous people
	Explain the impact of major geographical landforms or climate of the evolution of indigenous people.	
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
Score 2.0 Progressing	The student will: *Recognize or recall specific vocabulary and demonstrate a broad understanding of the countries and capitals of Europe and the Americas	<u>Sample Tasks</u> Identify the locations of a given region
	s	
	*Perform basic processes, such as: Match definitions	
1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
Score 1.0 Beginning	With help, the student has partial success at score 2.0 content and score 3.0 content.	
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
Score 0.0	Even with help, the student has no success.	

Strand: Government		
Topic: Government		
Level: 6		
Score 4.0 Mastery	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	<u>Sample Tasks</u>
	Analyze the impact of major historical forms of government on present day systems i.e Greek Democracy, Roman Republic,	
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	The student will:	<u>Sample Tasks</u>
	Compare and contrast major forms of governments in Europe and the Americas throughout history Democracy, Monarchy, Republic, Dictatorship	
	Assess the impact of past and present forms of government on a particular region	
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
Score 2.0 Progressing	The student will:	<u>Sample Tasks</u>
	*Recognize or recall specific vocabulary, such as: Democracy, Monarchy, Republic, Parliamentary, Totalitarianism	
	*Perform basic processes, such as: Match definitions	
	Vocabulary specific to region studied	
1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
Score 1.0 Beginning	With help, the student has partial success at score 2.0 content and score 3.0 content.	
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
Score 0.0	Even with help, the student has no success.	

Strand: World Cultures		
Topic: Map Skills		
Level: 7		
Score 4.0 Mastery	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	<u>Sample Tasks</u>
	engage in decision-making and problem-solving activities that may involve identifying problems, issues, or questions related to Map Skills as part of a case study, written response, extension activity, or other inquiry project.	
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	The student will:	<u>Sample Tasks</u> -Short answer questions on test -Bell Work -Exit Ticket -Oral response
	will utilize thinking and research skills that may include: completing written and short answer response questions as well as reading, interpreting, and analyzing documents such as maps, graphs, charts, timelines, media and other informational formats that encourage students to apply concepts learned in level 2.	
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
Score 2.0 Progressing	The student will:	<u>Sample Tasks</u> -Multiple Choice questions on test -Matching questions on test -Map questions on test -Fill in the blank questions on test
	*Formulate a broad understanding of the location of countries of Africa, Asia, and the Southwest Pacific, and use latitude and longitude. (7.3.1 & 7.3.2) *Identify major physical characteristics of regions of Africa, Asia, and the Southwest Pacific, such as deserts, basins, plains, mountains, and rivers, and describe their formation. (7.3.4) *Describe the limitations that climate and landforms place on land or people in regions of Africa, Asia, and the Southwest Pacific. (7.3.7) *recognizes or recalls specific terminology, such as: Map skills terms: Political map, physical map, equator, Prime Meridian, hemisphere, latitude, longitude, coordinates, scale bar, elevation, ocean currents Physical features: Arctic Ocean, Pacific Ocean, Atlantic Ocean, Indian Ocean, North America, South America, Africa, Europe, Asia, Australia, Antarctica *performs basic processes, such as: Locate political and/or physical geography Use latitude and longitude to locate points on a map	
1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	

Score 1.0 Beginning	With help, the student has partial success at score 2.0 content and score 3.0 content.	
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
Score 0.0	Even with help, the student has no success.	

Strand: World Cultures		
Topic: Culture		
Level: 7		
Score 4.0 Mastery	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	<u>Sample Tasks</u>
	engage in decision-making and problem-solving activities that may involve identifying problems, issues, or questions related to Culture as part of a case study, written response, extension activity, or other inquiry project.	
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	The student will:	<u>Sample Tasks</u> -Short answer questions on test -Bell Work -Exit Ticket -Oral response
	will utilize thinking and research skills that may include: completing written and short answer response questions as well as reading, interpreting, and analyzing documents such as maps, graphs, charts, timelines, media and other informational formats that encourage students to apply concepts learned in level 2.	
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
Score 2.0 Progressing	The student will:	<u>Sample Tasks</u> -Multiple Choice questions on test -Matching questions on test -Map questions on test -Fill in the blank questions on test
	Provide examples of ethnocentrism and how this attitude affected the relationships between different peoples in Africa, Asia. (7.3.9) Identify current trends and patterns of rural and urban population distribution in selected countries of Africa, Asia and analyze the causes for these patterns. (7.3.8) Examine cultural interactions of peoples in Africa, Asia, etc. recognizes or recalls specific terminology, such as: Culture Terms: ethnic group, ethnocentrism, cultural diversity, culture region, culture traits, cultural diffusion, popular culture, globalization, industrialization, urbanization, migration, population	
1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
Score 1.0 Beginning	With help, the student has partial success at score 2.0 content and score 3.0 content.	
	0.5 With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
Score 0.0	Even with help, the student has no success.	

Strand: World Cultures		
Topic: Government		
Level: 7		
Score 4.0 Mastery	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	<u>Sample Tasks</u>
	engage in decision-making and problem-solving activities that may involve identifying problems, issues, or questions related to Government as part of a case study, written response, extension activity, or other inquiry project.	
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	The student will:	<u>Sample Tasks</u> -Short answer questions on test -Bell Work -Exit Ticket -Oral response
	will utilize thinking and research skills that may include: completing written and short answer response questions as well as reading, interpreting, and analyzing documents such as as maps, graphs, charts, timelines, media and other informational formats that encourage students to apply concepts learned in level 2.	
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
Score 2.0 Progressing	The student will:	<u>Sample Tasks</u> -Multiple Choice questions on test -Matching questions on test -Map questions on test -Fill in the blank questions on test
	*Compare and contrast historical and contemporary governments in Africa, Asia, and the Southwest Pacific. (7.2.2) recognizes or recalls specific terminology, such as: Government Categories: government limited government unlimited government Government Types: direct democracy representative democracy constitutional monarchy oligarchy communism absolute monarchy dictatorship theocracy	
1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
Score 1.0 Beginning	With help, the student has partial success at score 2.0 content and score 3.0 content.	

0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.
Score 0.0	Even with help, the student has no success.

Strand: World Cultures		
Topic: Economics		
Level: 7		
Score 4.0 Mastery	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	<u>Sample Tasks</u>
	engage in decision-making and problem-solving activities that may involve identifying problems, issues, or questions related to Economics as part of a case study, written response, extension activity, or other inquiry project.	
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	The student will:	<u>Sample Tasks</u>
	will utilize thinking and research skills that may include: completing written and short answer response questions as well as reading, interpreting, and analyzing documents such as maps, graphs, charts, timelines, media and other informational formats that encourage students to apply concepts learned in level 2.	-Short answer questions on test -Bell Work -Exit Ticket -Oral response
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
Score 2.0 Progressing	The student will:	<u>Sample Tasks</u>
	Explain how voluntary trade benefits countries and results in higher standards of living in Africa, Asia, and the Southwest Pacific. (7.4.1)	
	Trace the development and change over time of the economic systems (traditional*, command*, market* and mixed*) of various cultures, societies or nations in Africa, Asia and the Southwest Pacific. and analyze why these changes occurred over time. (7.4.3)	
	Compare and contrast the standard of living of various countries in Africa, Asia, and the Southwest Pacific using Gross Domestic Product (GDP)* per capita as an indicator; hypothesize how factors, including urbanization, industrialization, and globalization could affect the differences in the standard of living statistics. (7.4.4)	-Multiple Choice questions on test -Matching questions on test -Map questions on test -Fill in the blank questions on test
	Identify ways that societies deal with helpful and harmful externalities (spillovers*) in Africa, Asia or the Southwest Pacific. (7.4.6)	
	recognizes or recalls specific terminology, such as: Economic Terms: economics (micro and macro), traditional economy, command economy, market economy, supply, demand, developed country, developing country, GDP, economic indicator, bank, interest, spillovers and globalization	
1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
Score 1.0 Beginning	With help, the student has partial success at score 2.0 content and score 3.0 content.	

0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.
Score 0.0	Even with help, the student has no success.

Strand: World Cultures		
Topic: Mesopotamia		
Level: 7		
Score 4.0 Mastery	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	<u>Sample Tasks</u>
	The student will: engage in decision-making and problem-solving activities that may involve identifying problems, issues, or questions related to Ancient Mesopotamia as part of a case study, written response, extension activity, or other inquiry project.	
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	The student will:	<u>Sample Tasks</u>
	will utilize thinking and research skills that may include: completing written and short answer response questions as well as reading, interpreting, and analyzing documents such as maps, graphs, charts, timelines, media and other informational formats that encourage students to apply concepts learned in level 2.	-short answer questions on test -bell work -exit ticket -oral response -unit projects -classroom simulations
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
Score 2.0 Progressing	The student will:	<u>Sample Tasks</u>
	*identify and explain the conditions that led to the rise of early river valley civilizations and evaluate how the achievements in art, architecture, written language, and religion of those civilizations influenced their respective forms of government and social hierarchies. (7.1.1) *analyze cause-and-effect relationships, bearing in mind multiple causation in the role of individuals, beliefs and chance in history. (7.1.16) *recognizes or recalls specific terminology, such as: civilization food surplus division of labor social hierarchy organized society scribe cuneiform polytheism Fertile Crescent *performs basic processes, such as: Identify content related to Mesopotamia Locate political and/or physical geography related to Mesopotamia	-multiple choice questions on test -matching questions on test -fill-in-the-blank questions -bell work -oral response -map questions on a test

1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
Score 1.0 Beginning	With help, the student has partial success at score 2.0 content and score 3.0 content.	
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
Score 0.0	Even with help, the student has no success.	

Strand: World Cultures		
Topic: Ancient Egypt		
Level: 7		
Score 4.0 Mastery	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	<u>Sample Tasks</u>
	engage in decision-making and problem-solving activities that may involve identifying problems, issues, or questions related to Ancient Egypt as part of a case study, written response, extension activity, or other inquiry project.	
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	The student will:	<u>Sample Tasks</u>
	will utilize thinking and research skills that may include: completing written and short answer response questions as well as reading, interpreting, and analyzing documents such as maps, graphs, charts, timelines, media and other informational formats that encourage students to apply concepts learned in level 2.	-Short answer questions on test -Bell Work -Exit Ticket -Oral response -Ancient Egypt Achievements Project
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
Score 2.0 Progressing	The student will:	<u>Sample Tasks</u>
	<p>*identify and explain the conditions that led to the rise of early river valley civilizations and evaluate how the achievements in art, architecture, written language, and religion of those civilizations influenced their respective forms of government and social hierarchies. (7.1.1)</p> <p>*analyze cause-and-effect relationships, bearing in mind multiple causation in the role of individuals, beliefs and chance in history. (7.1.16)</p> <p>*recognizes or recalls specific terminology, such as: civilization food surplus division of labor social hierarchy organized society scribe hieroglyphics polytheism dynasty</p> <p>*performs basic processes, such as: Identify content related to Ancient Egypt Locate political and/or physical geography related to Ancient Egypt</p>	-Multiple Choice questions on test -Matching questions on test -Map questions on test

1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
Score 1.0 Beginning	With help, the student has partial success at score 2.0 content and score 3.0 content.	
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
Score 0.0	Even with help, the student has no success.	

Strand: World Cultures		
Topic: Middle East & Monotheism		
Level: 7		
Score 4.0 Mastery	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	<u>Sample Tasks</u>
	The student will: engage in decision-making and problem-solving activities that may involve identifying problems, issues, or questions related to the Middle East and/or Monotheism as part of a case study, written response, extension activity, or other inquiry project.	
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	The student will:	<u>Sample Tasks</u>
	will utilize thinking and research skills that may include: completing written and short answer response questions as well as reading, interpreting, and analyzing documents such as as maps, graphs, charts, timelines, media and other informational formats that encourage students to apply concepts learned in level 2.	-short answer questions on test -bell work -exit ticket -oral response -unit projects -classroom simulations
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
	The student will:	<u>Sample Tasks</u>

<p>Score 2.0 Progressing</p>	<p>*describe, compare, and contrast the historical origins, central beliefs, and spread of major religions. (7.1.2)</p> <p>*identify and explain the significance of historical events in the Middle East since the end of World War II. (7.1.13)</p> <p>*identify and explain recent conflicts and political issues between nations or cultural groups and evaluate the solutions that different organizations have utilized to address these conflicts (7.1.14).</p> <p>*analyze cause-and-effect relationships, bearing in mind multiple causation in the role of individuals, beliefs and chance in history. (7.1.16)</p> <p>*distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence (7.1.17)</p> <p>*recognizes or recalls specific terminology, such as: Key people: Abraham, Jesus, Muhammad Monotheism: monotheism, Torah, Messiah, Bible, resurrection, Quran, Five Pillars of Islam</p> <p>*performs basic processes, such as: Identify content related to Middle East Locate political and/or physical geography related to the Middle East</p>	<p>-multiple choice questions on test -matching questions on test -fill-in-the-blank questions -bell work -oral response -map questions on test</p>
<p>1.5</p>	<p>The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.</p>	
<p>Score 1.0 Beginning</p>	<p>With help, the student has partial success at score 2.0 content and score 3.0 content.</p>	
<p>0.5</p>	<p>With help, the student has partial success at score 2.0 content but not at score 3.0 content.</p>	
<p>Score 0.0</p>	<p>Even with help, the student has no success.</p>	

Strand: World Cultures

Topic: West Africa

Level: 7

Score 4.0 Mastery	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	Sample Tasks Develop solutions related to desertification.
	The student will: engage in decision-making and problem-solving activities that may involve identifying problems, issues, or questions related to West Africa as part of a case study, written response, extension activity, or other inquiry project.	
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	The student will:	Sample Tasks -short answer questions on test -bell work -exit ticket -oral response -unit projects -classroom simulations
	will utilize thinking and research skills that may include: completing written and short answer response questions as well as reading, interpreting, and analyzing documents such as maps, graphs, charts, timelines, media and other informational formats that encourage students to apply concepts learned in level 2.	
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
	The student will:	Sample Tasks

<p>Score 2.0 Progressing</p>	<p>*Explain the influence of Muslim civilization on the growth of cities, the development of trade routes, political organizations, scientific and cultural contributions, and the basis for the early banking system to other cultures of the time. (7.1.5)</p> <p>*Describe the institution of Isavery in its various forms in Africa, Asia, and the Souwthwest Pacific and analyze the impact slavery had on different civilizations. (7.1.6)</p> <p>*Describe ecosystems of Africa’s deserts and use multiple information resources to discover environmental concerns that these ecosystems are facing today. (7.3.5)</p> <p>*Analyze cause-and-effect relationships, bearing in mind multiple causation in the role of individuals, beliefs and chance in history. (7.1.16)</p> <p>*recognizes or recalls specific terminology, such as: Atlantic Slave Trade Golden Age of Islam Mansa Musa Sundiata silent barter griot proverbs</p> <p>*performs basic processes, such as: Identify content related to West Africa Locate political and/or physical geography related to West Africa</p>	<p>-multiple choice questions on test -matching questions on test -fill-in-the-blank questions -bell work -oral response -map questions on a test</p>
<p>1.5</p>	<p>The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.</p>	
<p>Score 1.0 Beginning</p>	<p>With help, the student has partial success at score 2.0 content and score 3.0 content.</p>	
<p>0.5</p>	<p>With help, the student has partial success at score 2.0 content but not at score 3.0 content.</p>	
<p>Score 0.0</p>	<p>Even with help, the student has no success.</p>	

Strand: World Cultures

Topic: South Asia

Level: 7

Score 4.0 Mastery	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	<u>Sample Tasks</u>
	The student will: engage in decision-making and problem-solving activities that may involve identifying problems, issues, or questions related to South Asia as part of a case study, written response, extension activity, or other inquiry project.	Develop solutions related to desertification.
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	The student will:	<u>Sample Tasks</u>
	will utilize thinking and research skills that may include: completing written and short answer response questions as well as reading, interpreting, and analyzing documents such as maps, graphs, charts, timelines, media and other informational formats that encourage students to apply concepts learned in level 2.	-short answer questions on test -bell work -exit ticket -oral response -unit projects -classroom simulations
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
	The student will:	<u>Sample Tasks</u>

<p>Score 2.0 Progressing</p>	<p>*Identify and explain the conditions that led to the rise of early river valley civilizations (Indus) and evaluate how the achievements in art, architecture, written language, and religion of those civilizations influenced their respective forms of government and social hierarchies. (7.1.1)</p> <p>*Describe, compare, and contrast the historical origins, central beliefs and spread of major religions (Hinduism and Buddhism). (7.1.2)</p> <p>*Explain the reasons for European colonization of Asia and analyze the long and short term impact that colonization and imperialism had on the social, political, and economic development of these societies from both European and indigenous perspectives. (7.1.11)</p> <p>*Compare, contrast, and evaluate the different routes to independence from colonial rule taken by countries in Asia (India). (7.2.1)</p> <p>*Define, compare and contrast citizenship and the citizen's role in the government of India. (7.2.5)</p> <p>*recognizes or recalls specific terminology, such as:</p> <p>Ancient Civilization: Sanskrit caste system Hinduism polytheism Buddhism reincarnation karma nirvana</p> <p>Modern history: boycott home rule imperialism colony nonviolence fasting independence partition</p> <p>Key people: Mohandas Gandhi Buddha</p> <p>*performs basic processes, such as: Identify content related to South Asia Locate political and/or physical geography related to South Asia related to South Asia</p>	<p>-multiple choice questions on test -matching questions on test -fill-in-the-blank questions -bell work -oral response -map questions on a test</p>
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1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
Score 1.0 Beginning	With help, the student has partial success at score 2.0 content and score 3.0 content.	
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
Score 0.0	Even with help, the student has no success.	

Strand: World Cultures		
Topic: China		
Level: 7		
Score 4.0 Mastery	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	Sample Tasks Develop solutions related to desertification.
	The student will: engage in decision-making and problem-solving activities that may involve identifying problems, issues, or questions related to China as part of a case study, written response, extension activity, or other inquiry project.	
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	The student will:	Sample Tasks -short answer questions on test -bell work -exit ticket -oral response -unit projects -classroom simulations
	will utilize thinking and research skills that may include: completing written and short answer response questions as well as reading, interpreting, and analyzing documents such as maps, graphs, charts, timelines, media and other informational formats that encourage students to apply concepts learned in level 2.	
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
	The student will:	Sample Tasks

<p>Score 2.0 Progressing</p>	<p>*Identify and explain the conditions that led to the rise of early river valley civilizations and evaluate how the achievements in art, architecture, written language, and religion of those civilizations influenced their respective forms of government and social hierarchy (7.1.1)</p> <p>*Describe the importance of the Silk Road on the histories of Europe, Africa, and Asia. (7.1.4)</p> <p>*Trace the rise, spread and influence of the Mongols. (7.1.7)</p> <p>*Describe the rise, contributions, and decline of the Chinese dynasties (7.1.8)</p> <p>*Describe how major forms of government of Japan, North Korea, India, South Africa, and China currently protect or violate the human rights of their citizens. (7.2.3)</p> <p>*recognizes or recalls specific terminology, such as:</p> <p>Ancient Civilization: Confucianism, dynasty, Silk Road, calligraphy</p> <p>Modern history: Communism, human rights, imports, exports, industrialization, market economy, command economy, human capital</p> <p>Key people: Genghis Khan, Mao Zedong, Confucius, Mongols</p> <p>*performs basic processes, such as: Identify content related to China Locate political and/or physical geography related to China</p>	<p>-multiple choice questions on test -matching questions on test -fill-in-the-blank questions -bell work -oral response -map questions on a test</p>
<p>1.5</p>	<p>The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.</p>	
<p>Score 1.0 Beginning</p>	<p>With help, the student has partial success at score 2.0 content and score 3.0 content.</p>	
<p>0.5</p>	<p>With help, the student has partial success at score 2.0 content but not at score 3.0 content.</p>	
<p>Score 0.0</p>	<p>Even with help, the student has no success.</p>	

Strand: World Cultures		
Topic: Japan & Korea		
Level: 7		
Score 4.0 Mastery	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	<u>Sample Tasks</u>
	The student will: engage in decision-making and problem-solving activities that may involve identifying problems, issues, or questions related to Japan & the Korea as part of a case study, written response, extension activity, or other inquiry project.	
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	The student will:	<u>Sample Tasks</u>
	will utilize thinking and research skills that may include: completing written and short answer response questions as well as reading, interpreting, and analyzing documents such as maps, graphs, charts, timelines, media and other informational formats that encourage students to apply concepts learned in level 2.	-short answer questions on test -bell work -exit ticket -oral response -unit projects -classroom simulations
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
	The student will:	<u>Sample Tasks</u>

<p>Score 2.0 Progressing</p>	<p>*Describe, compare, and contrast the historical origins, central beliefs and spread of major religions. (7.1.2)</p> <p>*Demonstrate how Japan became increasingly independent of earlier Chinese influences and developed its own political, religious, social and artistic traditions. (7.1.9)</p> <p>*Analyze the Japanese imperial period (1868-1945), including Japan’s involvement in World War II. (7.1.12)</p> <p>*Compare and contrast historical and contemporary governments in Africa, Asia, and the Southwest Pacific. (7.2.2)</p> <p>*Describe how major forms of governments of Japan, North Korea, India, South Africa and China currently protect or violate the human rights of their citizens. (7.2.3)</p> <p>*Define, compare and contrast citizenship and the citizen’s role in the government of selected countries of Africa, Asia and the Southwest Pacific. (7.2.5)</p> <p>*Analyze different methods that countries in Africa, Asia and the Southwest Pacific have used to increase their citizens’ individual human capital. (7.4.5)</p> <p>*recognizes or recalls specific terminology, such as: Ancient civilizations: Confucianism, Shinto, feudal Japan Modern history: Communism, human rights, dictatorship, constitutional monarchy, imports, exports, industrialization, market economy, command economy, human capital</p> <p>*performs basic processes, such as: Identify content related to Japan & Korea Locate political and/or physical geography related to Japan & Korea</p>	<p>-multiple choice questions on test -matching questions on test -fill-in-the-blank questions -bell work -oral response -map questions on a test</p>
<p>1.5</p>	<p>The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.</p>	
<p>Score 1.0 Beginning</p>	<p>With help, the student has partial success at score 2.0 content and score 3.0 content.</p>	
<p>0.5</p>	<p>With help, the student has partial success at score 2.0 content but not at score 3.0 content.</p>	
<p>Score 0.0</p>	<p>Even with help, the student has no success.</p>	

Strand: World Cultures		
Topic: South & East Africa		
Level: 7		
Score 4.0 Mastery	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	<u>Sample Tasks</u>
	The student will: engage in decision-making and problem-solving activities that may involve identifying problems, issues, or questions related to South and East Africa as part of a case study, written response, extension activity, or other inquiry project.	
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	The student will:	<u>Sample Tasks</u> -short answer questions on test -bell work -exit ticket -oral response -unit projects -classroom simulations
	will utilize thinking and research skills that may include: completing written and short answer response questions as well as reading, interpreting, and analyzing documents such as maps, graphs, charts, timelines, media and other informational formats that encourage students to apply concepts learned in level 2.	
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
	The student will:	<u>Sample Tasks</u>

<p>Score 2.0 Progressing</p>	<p>*provide examples of ethnocentrism and how this attitude affected the relationships between different peoples in Africa. (7.3.9)</p> <p>*explain the reasons for European colonization of Africa and analyze the long and short term impact that colonization and imperialism had on the social, political, and economic development of these societies from both European and indigenous perspectives. (7.1.11)</p> <p>*analyze cause-and-effect relationships, bearing in mind multiple causation in the role of individuals, beliefs and chance in history. (7.1.16)</p> <p>*identify and explain recent conflicts and political issues between nations or cultural groups and evaluate the solutions that different organizations have utilized to address these conflicts. (7.1.14)</p> <p>*compare and contrast the functions of international organizations in Africa, Asia, and the Southwest Pacific. (7.2.4)</p> <p>*recognizes or recalls specific terminology, such as: genocide imperialism colonization Apartheid Nelson Mandela</p> <p>*performs basic processes, such as: Identify content related to South & East Africa Locate political and/or physical geography related to South & East Africa</p>	<p>-multiple choice questions on test -matching questions on test -fill-in-the-blank questions -bell work -oral response -map questions on test</p>
<p>1.5</p>	<p>The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.</p>	
<p>Score 1.0 Beginning</p>	<p>With help, the student has partial success at score 2.0 content and score 3.0 content.</p>	
<p>0.5</p>	<p>With help, the student has partial success at score 2.0 content but not at score 3.0 content.</p>	
<p>Score 0.0</p>	<p>Even with help, the student has no success.</p>	

Strand: U.S. History 8.3.1; 8.3.5

Topic: English Colonization

Level: 8

Score 4.0 Mastery	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	<u>Sample Tasks</u>
		Identify the agricultural regions of the United States and be able to give explanations for how the land was used and developed during the growth of the United States.
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	The student will:	<u>Sample Tasks</u>
	Illustrate life in New England, Middle, and Southern Colonial regions, focusing on reason for founding, climate, and economy.	Life in the Colonies Project
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
Score 2.0 Progressing	The student will:	<u>Sample Tasks</u>
	*Recognize or recall specific vocabulary, such as: colonization, mercantilism, Jamestown, Separatists/Pilgrims, Puritans, cash crops, staple crops, Quakers, William Penn, Triangular Trade, Middle Passage, Great Awakening, Mayflower Compact *Perform basic processes such as: explain motivations of European nations to establish overseas colonies contrast the reasons for founding and life in the New England, Middle, and Southern Colonies	Bell Work Exit Tickets Oral Response Multiple Choice on Colonization Test
1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
Score 1.0 Beginning	With help, the student has partial success at score 2.0 content and score 3.0 content.	
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
Score 0.0	Even with help, the student has no success.	

Strand: U.S. History 8.1.3, 8.1.4

Topic: Road to Revolution

Level: 8

Score 4.0 Mastery	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	<u>Sample Tasks</u>
		Identify and explain the reasons and actions for the resistance and rebellion against British imperial rule by the thirteen colonies in North America (1761–1775)
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	The student will:	<u>Sample Tasks</u>
	will analyze the events that led to the American Revolution	Road to Revolution Timeline Project
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
Score 2.0 Progressing	The student will:	<u>Sample Tasks</u>
	*Recognize or recall specific vocabulary, such as: French and Indian War, Pontiac’s War, Debt, Representation, Stamp Act, Boycott, Boston Massacre, Sons of Liberty, Boston Tea Party, 2nd Continental Congress, John Adams, Lexington and Concord, Intolerable Act *Perform basic processes such as: describe how key people and events influenced the division between the colonies and Great Britain	Bell Work Exit Tickets Oral Response Multiple Choice Portion of Road to Revolution Test
1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
Score 1.0 Beginning	With help, the student has partial success at score 2.0 content and score 3.0 content.	
	0.5 With help, the student has partial success at score 2.0 content but not at score 3.0 content.	

Score 0.0

Even with help, the student has no success.

Strand:U.S. History 8.1.5

Topic: American Revolution

Level: 8

Score 4.0 Mastery	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	<u>Sample Tasks</u>
		Analyze the causes and effects of the Revolutionary War (1775–1783), including the ideas from the Declaration of Independence, key battles, and the Treaty of Paris
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	The student will:	<u>Sample Tasks</u>
	compare advantages and disadvantages held by both the American and British during the American Revolution	Comparative Chart on Revolution Test
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
Score 2.0 Progressing	The student will:	<u>Sample Tasks</u>
	*Recognize or recall specific vocabulary, such as:	
	George Washington, Common Sense, Declaration of Independence, Saratoga, Yorktown, Valley Forge, Treaty of Paris, Ben Franklin,	Oral Responses Bell Ringers Exit Ticket Multiple Choice Portion of Revolution Test
	*Perform basic processes such as: describe the role of key people and events during the American Revolution	
1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
Score 1.0 Beginning	With help, the student has partial success at score 2.0 content and score 3.0 content.	

0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.
Score 0.0	Even with help, the student has no success.

Strand:8.2.1		
Topic: Constitution-Checks and Balances		
Level: 8		
Score 4.0 Mastery	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	<u>Sample Tasks</u>
		Explain the concept of a separation of powers and how and why these powers are distributed, shared and limited in the constitutional government of the United States.
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	The student will:	<u>Sample Tasks</u>
	Identify and explain essential ideas of constitutional government, which include: checks and balances	Diagram the means in which any of the three branches of government can limit the power of the other two Inventory the powers granted to each branch ex. Declaring War: Legislative ex. Judicial Review: Judicial
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
Score 2.0 Progressing	The student will:	<u>Sample Tasks</u>
	*Recognize or recall specific vocabulary, such as:	
	Legislative, Executive, Judicial, Check, Veto, Judicial Review, Impeach	
	*Perform basic processes such as: Illustrate (verbally or with pictures) the specific powers granted to each branch of government and how they relate to the other branches	Complete a chart pertaining to the system of checks and balances with the use of a word bank
1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
Score 1.0 Beginning	With help, the student has partial success at score 2.0 content and score 3.0 content.	
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	

Score 0.0

Even with help, the student has no success.

Strand: 8.2.1		
Topic: U.S. Constitution-Bill of Rights 8.2.1		
Level: 8		
Score 4.0 Mastery	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	<u>Sample Tasks</u>
		Recognize and explain the relationship between the rights and responsibilities of citizenship in the United States
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	The student will:	<u>Sample Tasks</u>
	essential ideas of constitutional government, which include individual rights to life, liberty and property. How is a Constitutional govt different than the one under the Articles of Confederation? Illustrate 2 differences between the two documents/styles of government Choose 3 of the first 10 Amendments. Explain what they mean, give a real world example of how each are applied.	Question how American life would be different without the protections specified in the Bill of Rights (would this be a level 4 question?)
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
Score 2.0 Progressing	The student will:	<u>Sample Tasks</u>
	*Recognize or recall specific vocabulary, such as: Bill of Rights, Amendment, Quartering, Enumerated, Double Jeopardy, Eminent Domain *Perform basic processes such as: Apply understanding of Bill of Rights to ‘real life’ or common situations (should this be a level 3 question? Replace this with being able to match the amendments to a situation maybe?)	Learn 360 Video on Bill of Rights During the intro scene, interpret which rights are being mentioned/violated? Give specific examples
1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
Score 1.0 Beginning	With help, the student has partial success at score 2.0 content and score 3.0 content.	
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	

Score 0.0

Even with help, the student has no success.

Strand: U.S. History 8.1.7; 8.1.8; 8.4.9

Topic: Federalist Era

Level: 8

Score 4.0 Mastery	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	<u>Sample Tasks</u>
		Identify and explain the steps taken during the Washington Administration and the First and Second Congresses of the United States to establish a stable and lasting national government.
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	The student will:	<u>Sample Tasks</u>
	contrast the basic tenets of the first two political parties	Diagram the differences that existed between the Federalists and Democratic Republicans
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
Score 2.0 Progressing	The student will:	<u>Sample Tasks</u>
	<p>*Recognize or recall specific vocabulary, such as: Precedent, tariff, Alexander Hamilton, Democratic Republicans, Federalists, Cabinet, Loose Construction, Strict Construction, Political Party, Washington’s Farewell Address, Alien and Sedition Act</p> <p>*Perform basic processes such as: identify the challenges faced by the Early Republic and the impact of key people and events</p>	<p>Bell Work Exit Tickets Oral Response Multiple Choice on Federalist Era Test</p>
1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
Score 1.0 Beginning	With help, the student has partial success at score 2.0 content and score 3.0 content.	

0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.
Score 0.0	Even with help, the student has no success.

Strand: U.S. History 8.1.14

Topic: Jefferson Era

Level: 8

Score 4.0 Mastery	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	<u>Sample Tasks</u>
		Identify and evaluate the events leading up to the presidential and congressional election of 1800 and the transfer of political authority and power to the Democratic-Republican Party led by Thomas Jefferson as well as the actions taken during his administration.
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	The student will:	<u>Sample Tasks</u>
	analyze the importance of key events and individuals on the development of the Jeffersonian Era	Jefferson Era Timeline Storyboard Project
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
Score 2.0 Progressing	The student will:	<u>Sample Tasks</u>
	*Recognize or recall specific vocabulary, such as: recognizes or recalls specific terminology, such as: Thomas Jefferson, Revolution of 1800, Marbury v. Madison, John Marshall, Judicial Review, Louisiana Purchase, Meriwether Lewis, William Clark, Sacagawea, Impressment, Embargo Act of 1807, Tecumseh, War of 1812 *Perform basic processes such as: Identify the role of key people and events in the development of the Jeffersonian Era	Multiple Choice portion of Jefferson Era Test Bell Ringer Exit Ticket Oral Responses
1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	

Score 1.0 Beginning	With help, the student has partial success at score 2.0 content and score 3.0 content.	
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
Score 0.0	Even with help, the student has no success.	

Strand: U.S. History 8.1.1;8.1.15;8.3.2;8.3.5;8.4.5

Topic:Sectionalism

Level: 8

Score 4.0 Mastery	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	<u>Sample Tasks</u>
		Define nationalism and sectionalism to understand the direction they gave to domestic and foreign policy and to the development of an industrial economy during this period.
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	The student will:	<u>Sample Tasks</u>
	can contrast how the sectional differences among the regions (North, South, and West) influenced attitudes on the actions the federal government should take	Diagram the differences that existed between the South, North and West
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
Score 2.0 Progressing	The student will:	<u>Sample Tasks</u>
	*Recognize or recall specific vocabulary, such as: Nationalism, Monroe Doctrine, Sectionalism, Henry Clay, Daniel Webster, John C. Calhoun, Cotton Gin, Slavery, Tariff Industrialization, Internal Improvements, Missouri Compromise	Multiple Choice Portion on Sectionalism Test Bell Ringer Exit Ticket Oral Responses
	*Perform basic processes such as: Identify the effects of key individuals and events in the development of sectionalism	
1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
Score 1.0 Beginning	With help, the student has partial success at score 2.0 content and score 3.0 content.	
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	

Score 0.0

Even with help, the student has no success.

Strand: U.S. History 8.1.16;8.1.17;8.4.7

Topic: Age of Jackson

Level: 8

Score 4.0 Mastery	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	<u>Sample Tasks</u>
		Identify the key ideas of Jacksonian democracy and explain their influence on political participation, political parties and constitutional government; analyze Jackson’s actions as President
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	The student will:	<u>Sample Tasks</u>
	will interpret a primary source for its meaning regarding how Jackson influenced the office of the President of the U.S.	-Interpreting Primary Sources: -Political Cartoon -Newspaper Articles -Letters
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
Score 2.0 Progressing	The student will:	<u>Sample Tasks</u>
	recognize or recall specific terminology, such as: Andrew Jackson, Suffrage, Indian Removal Act, Trail of Tears, Bank War, Nullify, Nullification C performs basic processes, such as: identify the role of key individuals and events in the development on the Age of Jackson	*Bell Work *Exit Tickets *Oral Response *Multiple Choice on Age of Jackson Test
	performs basic processes, such as: identify the role of key individuals and events in the development on the Age of Jackson	

1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
Score 1.0 Beginning	With help, the student has partial success at score 2.0 content and score 3.0 content.	
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
Score 0.0	Even with help, the student has no success.	

Strand: U.S. History 8.3.8; 8.3.2; 8.1.18; 8.1.19

Topic: Western Expansion

Level: 8

Score 4.0 Mastery	In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.	<u>Sample Tasks</u>
		*Describe the causes, courses, challenges, compromises, and consequences associated with westward expansion, including the concept of Manifest Destiny.
3.5	In addition to score 3.0 performance, the student has partial success at score 4.0 content.	
Score 3.0 Proficient	The student will:	<u>Sample Tasks</u>
	interpret various primary sources examining its validation of Manifest Destiny as well as inherent bias	Interpreting Primary Sources *Paintings *Newspaper Editorials *Letters
2.5	The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.	
Score 2.0 Progressing	The student will:	<u>Sample Tasks</u>
	*recognize or recall specific terminology, such as: Manifest Destiny, James K. Polk, Annexation, Texas, California Gold Rush, Mormon, Brigham Young, Oregon Trail, Mountain Men, Mexican-American War, 49er	
	*perform basic processes, such as: define the term Manifest Destiny describe challenges of and motivations for western settlement	Bell Work Exit Tickets Oral Response Multiple Choice on Western Expansion Test
1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	

Score 1.0 Beginning	With help, the student has partial success at score 2.0 content and score 3.0 content.	
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
Score 0.0	Even with help, the student has no success.	

Strand: U.S. History 8.1.24

Topic: Road to Civil War

Level: 8

<p>Score 4.0 Mastery</p>	<p>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.</p>	<p align="center"><u>Sample Tasks</u></p>
		<p>Analyze the causes and effects of events leading to the Civil War, and evaluate the impact key issues had in developing America's sectional conflict.</p>
<p>3.5</p>	<p>In addition to score 3.0 performance, the student has partial success at score 4.0 content.</p>	
<p>Score 3.0 Proficient</p>	<p>The student will:</p>	<p align="center"><u>Sample Tasks</u></p>
	<p>*analyze the events that led to the Civil War</p>	<p>*Road to Civil War Timeline Project</p>
<p>2.5</p>	<p>The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.</p>	
<p>Score 2.0 Progressing</p>	<p>The student will:</p>	<p align="center"><u>Sample Tasks</u></p>
	<p>*recognizes or recalls specific terminology, such as: Mexican Cession, Fugitive Slave Act, Compromise of 1850, Popular Sovereignty, Dred Scott Decision, Harriet Beecher Stowe, Uncle Tom's Cabin, Kansas-Nebraska Act, Bleeding Kansas, John Brown, Harper's Ferry, Republican Party, Abraham Lincoln</p> <p>*performs basic processes, such as: examine the deterioration of national unity as a result of the slavery debate and the role key people and events had</p>	<p>*Bell Work *Exit Tickets *Oral Response *Multiple Choice Portion of Civil War Test</p>

1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
Score 1.0 Beginning	With help, the student has partial success at score 2.0 content and score 3.0 content.	
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
Score 0.0	Even with help, the student has no success.	

Strand: U.S. History 8.1.25

Topic: Civil War

Level: 8

<p>Score 4.0 Mastery</p>	<p>In addition to Score 3.0, in-depth inferences, applications, and analysis indicate an extension of learning.</p>	<p align="center"><u>Sample Tasks</u></p>
		<p>Identify the factors and individuals which influenced the outcome of the Civil War and explain the significance of each.</p>
<p>3.5</p>	<p>In addition to score 3.0 performance, the student has partial success at score 4.0 content.</p>	
<p>Score 3.0 Proficient</p>	<p>The student will:</p>	<p align="center"><u>Sample Tasks</u></p>
	<p>*compare advantages and disadvantages held by both the North and South during the Civil War</p>	<p>*North vs. South Comparison Chart Portion of the Civil War Test</p>
<p>2.5</p>	<p>The student has no major errors or omissions regarding score 2.0 content, and partial success at score 3.0 content.</p>	
	<p>The student will:</p>	<p align="center"><u>Sample Tasks</u></p>
	<p>*recognizes or recalls specific terminology, such as: Abraham Lincoln, Jefferson Davis, U.S. Grant, Robert E. Lee, minie ball, Gettysburg, Vicksburg, Emancipation Proclamation, Confederate States of America, Border States, March to the Sea, Antietam</p>	<p>*Bell Work *Exit Tickets *Oral Response *Multiple Choice Portion of Civil War Test</p>

Score 2.0 Progressing	*performs basic processes, such as: describe the role of key individuals and events in the Civil War	
1.5	The student has partial success at score 2.0 content, but major errors or omissions regarding score 3.0 content.	
Score 1.0 Beginning	With help, the student has partial success at score 2.0 content and score 3.0 content.	
0.5	With help, the student has partial success at score 2.0 content but not at score 3.0 content.	
Score 0.0	Even with help, the student has no success.	