

Q1		Topic: Graphs & Charts		
1 st Qu art er Sk ill	Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		<ul style="list-style-type: none"> • Create a map demonstrating the different occupations or natural resources for a particular state in the news (California, Texas, Florida).
		3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
	Score 3.0	<p>The student will:</p> <p>8.2.1 Interpret and construct charts and graphs that show quantitative information.</p> <p>The student exhibits no major errors or omissions.</p>		<ul style="list-style-type: none"> • Create a map demonstrating the different occupations or natural resources for a particular time period (like Colonial America or the Industrial Revolution) • Create two maps. One of the United States divided into the three geographic sections. The second map shows the states associated with the Union and Confederacy during the American Civil War
		2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
	Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • <i>creates a map</i> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>		<ul style="list-style-type: none"> • Students create a map which shows a particular region of the United States and identifies either jobs or occupations of the area.
		1.5	Partial knowledge of 2.0 content but major errors or omissions regarding the 3. content	
	Score 1.0	With help, a partial understanding of some of the simpler details and processes and some for the more complex ideas and processes.		
		0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
	Score 0.0	Even with help, no understanding or skill demonstrated.		

Topic: Age of Exploration & Colonization			
August	Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> Create a United States colony on Mars in the year 2176. What would be the cause and effect relationship on the United States and the Martians which inhabit the "Red Planet."
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
	Score 3.0	<p>The student will:</p> <p>US 2.4 Describe how early European exploration and colonization resulted in cultural interactions among Europeans, Africans, and Native Americans.</p> <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Create a graphic organizer explaining the cause and effect impact of the European colonization on the lives and culture of Native Americans. As a Native American or European during the Age of Exploration create a journal account describing the interaction with other parties and how your life has changed for the better or worse.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
	Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> <i>recognizes or recalls specific terminology such as:</i> <ul style="list-style-type: none"> <i>Columbian Exchange, circumnavigate</i> <i>labels, on a map of Eastern and Western Hemisphere, the location of specific groups and products involved in the Age of Exploration</i> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Based on the Columbian Exchange identify a positive effect on the Native Americans culture. <ol style="list-style-type: none"> Spread of disease Use of horses Loss of gold Lack of armor On a given map identify the home of the Aztec, Incas and Mayas, Spaniards and Portuguese. Also identify the origin of specific products involved in the Columbian Exchange. On a map, students will identify the continents and hemispheres involved in the Columbian Exchange.
	1.5	Partial knowledge of 2.0 content but major errors or omissions regarding the 3. content	
	Score 1.0	With help, a partial understanding of some of the simpler details and processes and some for the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
	Score 0.0	Even with help, no understanding or skill demonstrated.	

			Topic: Revolutionary	
Sept emb er/ Oct ober	Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Create a plan of government for a new town in Western Platte County. This government should mirror the values and principles of the town's people, county and state. 	
		3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
	Score 3.0	<p>The student will: US 2.5 Evaluate the events and issues of the Revolutionary Period, including the following:</p> <ul style="list-style-type: none"> • How the political ideas of John Locke and those expressed in <i>Common Sense</i> helped shape the Declaration of Independence • Explain key principles of the Declaration of Independence • The political differences among the colonists concerning separation from Great Britain • Reasons for colonial victory in the Revolutionary War <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Create a town charter which reflects the colonist's desire for self-government, religious faith and way of life. • Design a foot print(s) which visually describes an event which led up to the American Revolution. 	
		2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
	Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • <i>recognizes or recalls specific terminology such as:</i> <ul style="list-style-type: none"> ○ <i>repeal, The Proclamation of 1763, The Boston Massacre and the Boston Tea Party, boycott, propaganda, triangular trade</i> • <i>identifies events which lead to the American Revolution</i> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Match descriptions of 10 events which lead to the American Revolution. • A person who felt like the laws were fair in the colonies and were happy with decisions of Parliament and the king in 1775 were called <ul style="list-style-type: none"> A. Patriots B. Loyalists C. Neutral • List three opinions which existed in the Colonies in 1775. For example: Loyalist, Patriot and Neutral. 	
		1.5	Partial knowledge of 2.0 content but major errors or omissions regarding the 3. content	
	Score 1.0	With help, a partial understanding of some of the simpler details and processes and some for the more complex ideas and processes.		
		0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
	Score 0.0	Even with help, no understanding or skill demonstrated.		

Q2		Topic: Primary Sources		
2 nd Qu art er Sk ill	Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		<ul style="list-style-type: none"> Participate in a debate, using sources to support their position.
		3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
	Score 3.0	The student will: 8.2.3 <ul style="list-style-type: none"> <i>Compare information found in primary and secondary source documents on the same topic.</i> The student exhibits no major errors or omissions.		<ul style="list-style-type: none"> Create a project, with proper citation, using an annotated bibliography explaining how the source was used in their project.
		2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
	Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> identify the differences between primary and secondary resources in US History. gather appropriate primary and secondary resources for the assigned task in each unit of study. follow directions when utilizing primary and secondary resources. recognize or recall specific terminology based upon each unit of study (e.g., Magna Carta, Declaration of Independence, Bill of Rights). recognize or recall specific phrases based upon each unit of study (e.g., "Four Score and Seven Years Ago") However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		<ul style="list-style-type: none"> Given a list of sources about a historical event, students will identify the primary and secondary sources. Student will be able to find 10 primary and/or secondary sources for an assigned topic.
		1.5	Partial knowledge of 2.0 content but major errors or omissions regarding the 3. Content	
	Score 1.0	With help, a partial understanding of some of the simpler details and processes and some for the more complex ideas and processes.		
		0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
	Score 0.0	Even with help, no understanding or skill demonstrated.		

Topic: Government

October/November	Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> Write an editorial, as a Founding Father at the Constitutional Convention, defending the most important part of the new Constitution. Defend the part to the convention.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
	Score 3.0	<p>The student will: US 2.6 Describe the American constitutional government at the federal & local level, including the following:</p> <ul style="list-style-type: none"> The structure and powers of the local government The relationship of local government to the state (federal)government An explanation of the lawmaking process <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Create a T-Chart visually describing the Strengths and Weaknesses of the Articles of Confederation Based on the process of writing and approval of the United States Constitution create a set of rules and regulations for your class.
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
	Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> <i>recognizes or recalls specific terminology such as:</i> <ul style="list-style-type: none"> <i>Articles of Confederation, compromise, ratify, amendment, Federalism, popular sovereignty, unconstitutional</i> <i>Identifies strengths, weakness of the first Constitution and the adoption and contents of our current Constitution</i> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> Students will recognize the strengths and weaknesses of the Articles of Confederation and the Constitution Label S for strength and W for weakness. <ul style="list-style-type: none"> Unicameral No power to tax Power to tax Weak president Bicameral Stronger president Judicial Branch Settlement of the Northwest Territory
	1.5	Partial knowledge of 2.0 content but major errors or omissions regarding the 3. Content	
	Score 1.0	With help, a partial understanding of some of the simpler details and processes and some for the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
	Score 0.0	Even with help, no understanding or skill demonstrated.	

* Supplemental only* Topic: Constitution			
De ce mb er/ Ja nu ary	Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> Formulate a hypothesis of what the United States' identity is today. Investigate domestic and foreign policy decisions and explain how they prove or disprove you hypothesis.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
	Score 3.0	<p>The student will: US 2.7 Discuss the origin, interpretation, effects, and application of certain documents.</p> <p><i>EXAMPLE(S):</i> Mayflower Compact, Declaration of Independence, U.S. Constitution, Bill of Rights, Gettysburg Address, Organic Act of Guam</p> <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> While reflecting on the Whiskey Rebellion, the formation of political parties, the impressment of sailors by foreign nations, the XyZ Affair and Westward Expansion compose an essay explaining the new national identity of the United States in the late 1700's and early 1800's. Create a newspaper celebrating the conclusion of the War of 1812
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
	Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> <i>recognizes or recalls specific terminology such as:</i> <ul style="list-style-type: none"> <i>domestic, foreign, capitalism, Monroe Doctrine, Industrial Revolution, suffrage, temperance</i> <i>lists the parts of the Monroe Doctrine</i> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> List three parts of the Monroe Doctrine <ol style="list-style-type: none"> The United States would not allow new European influence on the Western Hemisphere. European colonies in the Western Hemisphere in 1823 could continue to exist. The United States protected newly independent nations in the Western Hemisphere like Mexico, Brazil, Chile and Argentina.
	1.5	Partial knowledge of 2.0 content but major errors or omissions regarding the 3. Content	
	Score 1.0	With help, a partial understanding of some of the simpler details and processes and some for the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
	Score 0.0	Even with help, no understanding or skill demonstrated.	

Q3		Topic: Cause & Effect			
3 rd Qu ar ter Sk ill	Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.		<ul style="list-style-type: none"> Develop a strategy to fulfill Manifest Destiny and deal with Native American populations 	
		3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
	Score 3.0	The student will: <ul style="list-style-type: none"> 8.2.2 Distinguish between long-term and short-term cause and effect relationships. The student exhibits no major errors or omissions.		<ul style="list-style-type: none"> Categorize the short and long term effects of the Missouri Compromise 	
		2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.		
	Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> Identify causes and effects in historical events However, the student exhibits major errors or omissions regarding the more complex ideas and processes.		<ul style="list-style-type: none"> Students will be able to match 10 laws passed during the Westward Expansion to their effects 	
		1.5	Partial knowledge of 2.0 content but major errors or omissions regarding the 3. Content		
	Score 1.0	With help, a partial understanding of some of the simpler details and processes and some for the more complex ideas and processes.			
		0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content		
	Score 0.0	Even with help, no understanding or skill demonstrated.			

			* Supplemental Only* Topic: The Growing Conflict
February/ March	Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> Formulate a hypothesis of what the United States' identity is today. Investigate domestic and foreign policy decisions and explain how they prove or disprove your hypothesis
		3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
	Score 3.0	The student will: US 2.8 Describe the major events from the last decade of the 18th century through the first half of the 19th century, including the following: <ul style="list-style-type: none"> The principles and issues that prompted Thomas Jefferson to organize the first opposition political party The economic, political, and geographic factors that led to territorial expansion and its impact on Native Americans The reasons why James Madison asked Congress to declare war on Great Britain in 1812 and how this divided the nation The cultural, economic, and political issues that divided the nation, including tariffs, slavery, the abolitionist and women's suffrage movements, and the role of the states in the Union The student exhibits no major errors or omissions.	<ul style="list-style-type: none"> While reflecting on the Whiskey Rebellion, the formation of political parties, the impressment of sailors by foreign nations, the XyZ Affair and Westward Expansion compose an essay explaining the new national identity of the United States in the late 1700's and early 1800's. Create a newspaper celebrating the conclusion of the War of 18
		2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.
	Score 2.0	There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none"> recognizes or recalls specific terminology such as: domestic, foreign, capitalism, Monroe Doctrine, Industrial Revolution, suffrage, temperance lists the parts of the Monroe Doctrine However, the student exhibits major errors or omissions regarding the more complex ideas and processes	<ul style="list-style-type: none"> List three parts of the Monroe Doctrine <ol style="list-style-type: none"> The United States would not allow new European influence on the Western Hemisphere. European colonies in the Western Hemisphere in 1823 could continue to exist. The United States protected newly independent nations in the Western Hemisphere like Mexico, Brazil, Chile and Argentina
		1.5	Partial knowledge of 2.0 content but major errors or omissions regarding the 3. Content
	Score 1.0	With help, a partial understanding of some of the simpler details and processes and some for the more complex ideas and processes.	
		0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content
	Score 0.0	Even with help, no understanding or skill demonstrated.	

Topic: The Civil War

Mar ch/ Apri l	Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> Using the knowledge of the emergence of Abraham Lincoln and the expanding power of the Federal Government during the Civil War, formulate an opinion about President Obama about his emergence. Has there been an expansion of power of the Federal Government today. Use the assertions and opinions of others to support your hypothesis.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
	Score 3.0	<p>The student will:</p> <p>US 2.9 Analyze the Civil War and Reconstruction Era and their importance as major turning points in American history, including the following:</p> <ul style="list-style-type: none"> The multiple causes of the Civil War; the role of the institution of slavery as a principal cause of the conflict The major events and the roles of key leaders of the Civil War Era, with emphasis on Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, and Frederick Douglas The significance of the Emancipation Proclamation and the principles outlined in Lincoln’s Gettysburg Address The political and economic impact of the war and Reconstruction, including the adoption of the 13th, 14th, and 15th Amendments to the U.S. Constitution The social impact of the war on African Americans, the common soldier, and the home front <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> Rank the strengths of the Union versus the strengths of the Confederacy at the beginning of the American Civil War from most important to least important. Rank the weaknesses of the Union versus the Confederacy at the beginning of the war. Compare Abraham Lincoln’s thoughts and actions in attempting to win the American Civil War and achieve Emancipation. After reading primary sources create a plus/minus chart for each action to show an increase or decrease in Federal Government power
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
	Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> recognizes or recalls specific terminology such as: <ul style="list-style-type: none"> blockade, casualty, emancipate, plurality, secede, Fort Sumter, Bull Run, Gettysburg and Vicksburg labels a map with important battle locations (Fort Sumter, Bull Run, Gettysburg and Vicksburg) identifies Abraham Lincoln's political views when he was elected president <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> On a map, label the locations of Fort Sumter, Bull Run, Gettysburg and Vicksburg. State Lincoln's political views as part of the Republican party platform and during his inaugural address (Slavery was still allowed where it already took place, Slavery was prohibited in new territories, secession was not allowed, keep Federal property in the South, suspended some constitutional rights to arrest people who supported secession).
	1.5	Partial knowledge of 2.0 content but major errors or omissions regarding the 3. Content	
	Score 1.0	With help, a partial understanding of some of the simpler details and processes and some for the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
	Score 0.0	Even with help, no understanding or skill demonstrated.	

Q4 Topic: Chronology & Causality

Apr il/ Ma y Skil l	Score 4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.	<ul style="list-style-type: none"> • Create a political cartoon about American Imperialism. In a Think-Pair-Share group teach others how your cartoon demographics the different viewpoints.
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
	Score 3.0	<p>The student will:</p> <p>GH 2.2 Use concepts, such as time, chronology, causality, change, conflict, and complexity, to explain connections and patterns of historical change and continuity.</p> <p>The student exhibits no major errors or omissions.</p>	<ul style="list-style-type: none"> • Students can explain the causes and effects of the major wars after the Civil War. • Create a Gallery Walk presentation on one an assigned topic: Spanish-American War, Philippine-American War, WW I, WWII, Cold War, Korean War, Vietnam War, War on Terror, Iraq War etc
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of 3.0 content.	
	Score 2.0	<p>There are no major errors or omissions regarding the simpler details and processes as the student:</p> <ul style="list-style-type: none"> • Students are able to identify vocabulary, concepts, people, and events related to American Imperialism of the late 19Th and 20Th centuries. • Can Identify and/or explain imperialism, Roosevelt Corollary, Yellow journalism, Alaska, Hawaii, Spanish-American War, Panama Canal • Can place the major wars of the United States chronologically on a timeline. <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> • Graphic organizer connecting world events and their effects on Guam • Make a timeline of Modern America
	1.5	Partial knowledge of 2.0 content but major errors or omissions regarding the 3. Content	
	Score 1.0	With help, a partial understanding of some of the simpler details and processes and some for the more complex ideas and processes.	
	0.5	With help, a partial understanding of the 2.0 content but not the 3.0 content	
	Score 0.0	Even with help, no understanding or skill demonstrated.	