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| **Proficiency Scale Unit 1** | | |
| **Grade/Course:** 9th World History | | |
| **Topic:** The Emergence of the First Global Age: Global Interactions and Colonialism | | |
| **Score 4.0** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | **Sample Activities** |
| * ABC CLIO: *African Slave Trade* (answering a key question from multiple perspectives/ scholarly articles) |
| **Score 3.0** | **The student:**   * will explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century. * will assess the political, social, and economic impact of the Columbian Exchange (e.g., plants, animals, ideas, pathogens) on Europeans and Native Americans. * will determine the extent to which various technologies, (e.g., printing, the marine compass, cannonry, Arabic numerals) derived from Europe’s interactions with Islam and Asia provided the necessary tools for European exploration and conquest.   **The student exhibits no major errors or omissions.** | * Primary Source reading and analysis on Olaudah Equiano’s biography (Benchmark Assessment) * Unit Assessment (exam or project) |
| **Score 2.0** | **There are no major errors or omissions regarding the simpler details and processes as the student:**  will be able to identify vocabulary, concepts, people, places and events related to the emergence of the First Global Age.  is working toward the following:   * justifying Europeans' motivations for exploring the seas * assessing European searches for a direct route to Asia * analyzing how European actions affected the slave trade and the rise of African states * evaluating how the European presence in Africa expanded * summarizing the impact of early European trading empires in South and Southeast Asia and analyze the dominance in the region * predicting how European contact affected native kingdoms throughout the Asian world (ie. India, China, Japan, Korea) * evaluating the short-term and long-term effects of Spanish interactions with the peoples of the Americas * analyzing the major features of Spanish colonial society and culture * describing how Portugal and other European nations challenged Spanish power * investigating why Europeans competed for power in the Americas and how their struggle affected the native populations * diagramming how triangular trade worked * investigating the nature of the Middle Passage and describe the effects of the Atlantic slave trade * predicting how European exploration led to the Columbian Exchange * deducing the impact of mercantilism on European and colonial economies   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | * Chapter Tests * Vocabulary/Section Quizzes * Classroom/Homework Assignments * Graphic Organizers * Map Analysis * Chart & Graph Analysis   + Columbian Exchange Chart * Video Clips   + Middle Passage - *Amistad* |
| **Score 1.0** | **With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.** |  |
| **Score 0.0** | **Even with help, no understanding or skill demonstrated.** |