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| **Proficiency Scale Unit 3** | | |
| **Grade/Course:** 9th World History | | |
| **Topic:** Age of Revolutions: French, Latin American, Industrialization, Nationalism and Imperialism | | |
| **Score 4.0** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | **Sample Activities** |
| * ABC CLIO: *The Unification of Germany* (answering a key question from multiple perspectives/ scholarly articles) |
| **Score 3.0** | **The student:**   * will explain how individuals and groups promoted revolutionary actions and brought about change during this time period. * will analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources. * will determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.   **The student exhibits no major errors or omissions.** | * Persuasive Essay – Impact of Napoleon (Benchmark Assessment) * Political Cartoon Analysis – Nationalism/Imperialism   (Benchmark Assessment)   * Unit Assessment (exam or project) * Inventions of Industrial Age Project * Child Labor Analysis |
| **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:   * comparing and contrasting the social divisions of France's old order * evaluating the causes of France's economic troubles in 1789 * analyzing the moderate reforms enacted by the National Assembly * differentiating the reaction of Europeans to the events of the French Revolution * assessing how and why radicals abolished the monarchy ushering in the Reign of Terror * correlating how the excesses of the Convention led to the formation of the Directory * examining Napoleon's rise to power and why the French strongly supported him * critiquing the events that led to Napoleon's downfall * comparing the ideologies of the conservatives, liberals, and nationalists * contrasting the revolutions that surged through France and throughout the rest of Europe in 1848 * breaking down the causes of discontent in Latin America * comparing the spread of revolution throughout Latin America (ie. Haiti, Mexico, Central and South America) * illustrating how the agricultural revolution led to the growth of industry * evaluating the new technologies that helped trigger the Industrial Revolution * establishing why Britain was the starting point for the Industrial Revolution * comparing and contrasting the benefits and challenges of industrialization * comparing and contrasting the economic beliefs of laissez-faire, utilitarianism, socialism, and communism * identifying the new industrial powers by the mid-1800s * outlining the impact of new technology on industry, transportation, and communication * analyzing the emergence of big business * assessing how cities had changed by 1900 * characterizing how working-class struggles led to improved conditions for workers * determining the values that shaped life and the arts in the Industrial Age * determining the values that Queen Victoria represented * analyzing the reforms created by the Liberal and Conservative parties to British politics * detailing the social and economic reforms benefitting British workers and women * analyzing the causes of conflict between the British and Irish nationalists * inferring the impact of nationalism on reforms and challenges in Europe * outlining the unification process in Italy and Germany * distinguishing how and why Western imperialism spread so rapidly * judging the impact of Western imperialism on native populations * breaking down the resistance of native populations (ie. Africa, Middle East, Asia) to European imperialism * comparing the differing impacts of Western powers in Japan vs. China * analyzing the development of economic dependence in Latin America, Africa and Asia   **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 * Video Clips   + *Lost Futures* (AFT Child Labor Video)   + *The French Revolution* (History Channel) |
| **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.** |