|  |
| --- |
| **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.** |