|  |  |  |
| --- | --- | --- |
| **Proficiency Scale Unit 4** | | |
| **Grade/Course:** 9th World History | | |
| **Topic:** A Half-Century of Crisis and Achievement: The Era of the Great Wars | | |
| **Score 4.0** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | **Sample Activities** |
| * ABC CLIO: *Treaty of Versailles* (answering a key question from multiple perspectives/ scholarly articles) |
| **Score 3.0** | **The student:**   * will be able to analyze the extent to which the legacy of World War I, the global depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries caused World War II. * will be able to analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice. * will be able to compare and contrast the actions of individuals as perpetrators, bystanders, and rescuers during events of persecution or genocide, and describe the long-term consequences of genocide for all involved. * will be able to assess the short- and long-term demographic, social, economic, and environmental consequences of the violence and destruction of the two World Wars.   **The student exhibits no major errors or omissions.** | * Political Cartoon Analysis – WWI   (Benchmark Assessment)   * Unit Assessment (exam or project) * WWI/WWII Letters Project * *Iwitness: Oral and Visual Documentation of Survivors of the Armenian Genocide* |
| **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:   * differentiating how international rivalries and nationalism pushed Europe towards war. * analyzing the causes and effects of the European alliance system. * understanding why a stalemate developed on the Western Front. * incorporating how technology made World War I different from earlier wars. * deducing how World War I became a total war. * prioritizing the events that led to the end of World War I. * analyzing the costs of World War I * establishing why many people were dissatisfied with the Treaty of Versailles and other peace settlements. * analyzing the effects of nationalism in Latin America in the 1920s and 1930s * analyzing how Africans resisted colonial rule and how nationalism grew in Africa. * generalizing how European mandates contributed to growth of the modern Middle-East. * assessing what motivated the Indian independence movement. * analyzing the struggle between two rival parties as they fought for control of China. * deducing how the militarists used their power in the 1930s. * generalizing how the Great Depression began, spread and its impact on the world in the 1920s and 1930s. * categorizing the values and goals of fascist ideology * assessing conditions in Italy led to the creation of a fascist state. * generating a list on how communism changed Soviet society. * integrating the Nazi party's political, social, economic, and cultural policies. * analyzing the threat to world peace posed by dictators in the 1930s and how Western democracies responded * distinguishing the ways which continuing fascist aggression led Europe to war * deducing how Axis powers came to control much of Europe, but failed to conquer Great Britain * outlining Germany's invasion of the Soviet Union * pointing out the horrors of genocide committed the Nazis committed * examining the role of the United States before and after joining World War II. * specifying D-Day and the Allied advance toward Germany. * determining the reasons for the final defeat of the Nazis * examining the American strategy for ending the war against Japan * generalizing the issues faced by the Allies after World War II ended   **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   + *All Quiet on the Western Front*   + *Mahatma* *Gandhi: Pilgrim of Peace* (A&E Biography)   + *Valkyrie*   + *Band of Brothers: Why We Fight* (Episode 9 – Concentration camp liberation) |
| **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.** |