

Learning Goals and Scales
2014-2015

Rigorous Learning Goal/Scale

<p>Course:</p>	<p>UNITED STATES HISTORY I UNIT: <i>JEFFERSONIAN DEMOCRACY</i></p>
<p>Score 4 Additional Success with the complex content and concepts—inferences, novel applications</p>	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</p> <p><i>Students will make an inference beyond what was explicitly taught. Students apply learned content</i></p> <p>Student makes no major errors or omissions regarding the score 4 content</p>
<p>Score 3 Mastery of complex content and concepts of learning goal</p>	<p>TARGET LEARNING GOAL: The student will be able to explain how geographic expansion during the Jeffersonian Era impacted and shaped the United States</p> <ul style="list-style-type: none"> • Discuss critical thinking questions pertaining to geographic expansion • Map territorial acquisitions while comparing and contrasting with - pre/post Era • Consider Constitutional challenges posed by expansion while evaluating its role in partisan politics • Assess the positives and negatives of territorial expansion while constructing arguments for and against expansion • Predict the impact territorial acquisition will have on minority groups, as well as the institution of slavery • Consider the role territorial acquisition will play with respect to future American diplomacy <p>Student makes no major errors or omissions regarding the score 3 content</p>
<p>Score 2 Success with simpler content—vocabulary, foundational skills</p>	<p>The student will recognize or recall specific vocabulary or basic content, such as:</p> <ul style="list-style-type: none"> • Define key terms (Louisiana Purchase, Embargo Act, War of 1812, Treaty of Ghent, Adams Onis Treaty, Rush Bagot Treaty, Lewis and Clark Expedition, Missouri Compromise, Monroe Doctrine, etc... • Identify key figures (Jefferson, Madison, Napoleon, Monroe, Quincy Adams, Tecumseh, Jackson, Calhoun, Clay, etc... <p>The student will perform basic skills or process, such as:</p> <ul style="list-style-type: none"> • Label geographic locations • Explain the successes and failures of expansion • Compare and contrast the positive and negative impact of geographic expansion • Summarize the impact of expansion domestically and diplomatically • Reconcile primary and secondary source information • Express basic skills through writing, discussion, debate, etc... <p>Student makes no major errors or omissions regarding the score 2 content</p>
<p>Score 1 Partial success with help</p>	<p>With help, student achieves partial success at score 2 content and/or score 3 content</p>
<p>Score 0 No success even with help</p>	<p>Even with help, no success</p>