

Learning Goals and Scales  
2014-2015

**Rigorous Learning Goal/Scale**

<b>Course:</b>	<b>UNITED STATES HISTORY I UNIT: <i>CIVIL WAR</i></b>
<b>Score 4</b>  Additional Success with the complex content and concepts—inferences, novel applications	<b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</b>  <i>Students will make an inference beyond what was explicitly taught. Students apply learned content</i>  <b>Student makes no major errors or omissions regarding the score 4 content</b>
<b>Score 3</b>  Mastery of complex content and concepts of learning goal	<b>TARGET LEARNING GOAL: The students will be able to explain how the Civil War expanded and increased the power of the national government</b>  <ul style="list-style-type: none"> <li>• Discuss critical thinking questions pertaining political change and government power</li> <li>• Consider how the Civil War enhanced the authority of the Executive Branch, as well as central authority under the Constitution</li> <li>• Assess and critique the implementation of policy by the war government</li> <li>• Predict the impact such increases in governmental authority will have in the post war era and beyond</li> <li>• Compare and Contrast the Pros and Cons of expanded government authority</li> </ul> <b>Student makes no major errors or omissions regarding the score 3 content</b>
<b>Score 2</b>  Success with simpler content—vocabulary, foundational skills	<b>The student will recognize or recall specific vocabulary or basic content, such as:</b>  <ul style="list-style-type: none"> <li>• Define key terms (Conscription, Homestead Act, Income Tax, Emancipation Proclamation, Habeas Corpus, Copperhead, Martial Law, Diplomacy etc...</li> <li>• Identify key figures (Lincoln, Davis, Stevens, McClellan, Douglass, Greeley, Seward, Taney, Chase, Merryman, etc...</li> </ul> <b>The student will perform basic skills or process, such as:</b> <ul style="list-style-type: none"> <li>• Explain and describe political changes, which were created and endured as a result of the war</li> <li>• Compare and contrast the successes and failures political leaders and their policies</li> <li>• Summarize significant governmental decisions and their outcomes or consequences</li> <li>• Reconcile primary and secondary source information</li> <li>• Express basic skills through writing, discussion, debate, etc...</li> </ul> <b>Student makes no major errors or omissions regarding the score 2 content</b>
<b>Score 1</b> Partial success with help	<b>With help, student achieves partial success at score 2 content and/or score 3 content</b>
<b>Score 0</b> No success even with help	<b>Even with help, no success</b>