

Learning Goals and Scales
2014-2015

Rigorous Learning Goal/Scale

Course:	UNITED STATES HISTORY I UNIT: <i>Antebellum America</i>
Score 4 Additional Success with the complex content and concepts—inferences, novel applications	In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. <i>Students will make an inference beyond what was explicitly taught. Students apply learned content</i> Student makes no major errors or omissions regarding the score 4 content
Score 3 Mastery of complex content and concepts of learning goal	TARGET LEARNING GOAL: The student will be able to explain <i>using</i> geography sectional differences in the United States during the Antebellum Era. <ul style="list-style-type: none"> • Discuss critical thinking questions pertaining to geographic expansion • Map the evolution of sectional rifts, specifically (but not limited to) compromises over slavery • Consider Constitutional challenges during the Antebellum period • Explain the evolution of pro and anti-slavery arguments through the election of 1860 • Predict the role emerging political parties and movements will have in precipitating the start of civil war • Express geographically the ethnographic, economic and socio-cultural differences in the United States prior to 1860 • Consider the role of Manifest Destiny and Westward Expansion in further dividing the country: North, South, and West Student makes no major errors or omissions regarding the score 3 content
Score 2 Success with simpler content—vocabulary, foundational skills	The student will recognize or recall specific vocabulary or basic content, such as: <ul style="list-style-type: none"> • Define key terms (e.g. Abolition, Free Soil, Republican Party, Dred Scott Case, “Bleeding Kansas”) • Identify key figures (e.g. Frederick Douglass, Lincoln, Stephan A. Douglas, James Buchanan) The student will perform basic skills or process, such as: <ul style="list-style-type: none"> • Label geographic locations • Explain the basic motives behind slavery compromises • Compare and contrast the beliefs of the Antebellum Republican and Democratic parties • Make factually correct broad statements about sectional differences • Reconcile primary and secondary source information • Express basic skills through writing, discussion, debate, etc... Student makes no major errors or omissions regarding the score 2 content
Score 1 Partial success with help	With help, student achieves partial success at score 2 content and/or score 3 content
Score 0 No success even with help	Even with help, no success