

Learning Goals and Scales
2014-2015

Rigorous Learning Goal/Scale

Course:	UNITED STATES HISTORY I UNIT: <i>Antebellum Period</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 how sectional disputes arose during the Antebellum Period <ul style="list-style-type: none"> • Discuss critical thinking questions pertaining to political and cultural differences during the Antebellum period • Map statehood additions during the era, with particular attention to sectional politics • Assess the successes and failures of the Buchanan presidency from both a strict construction, limited government perspective as well as a pragmatic one • Predict the impact of sectional disputes on the future of the United States • Consider the role sectional division played in American diplomacy • Correctly predict the manner through which SCOTUS, POTUS, and COTUS decisions will lead to armed conflict in 1860 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. Harpers Ferry, Compromise of 1850, Kansas Nebraska Act, Election of 1856, Election of 1860, Popular Sovereignty, Fugitive Slave Act) • Identify key figures (e.g. John Brown, Webster, Hayne, John C. Fremont, Henry Clay, R.B. Taney) The student will perform basic skills or process, such as: <ul style="list-style-type: none"> • Label geographic locations • Explain and describe key events and disputes during the Antebellum Period • Compare and contrast various competing sectional interests • Summarize the role slavery and abolition played in the Antebellum period • 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