

Learning Goals and Scales  
2014-2015

**Rigorous Learning Goal/Scale**

<b>Course:</b>	<b>UNITED STATES HISTORY I UNIT: <i>JEFFERSONIAN DEMOCRACY</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 student will be able to explain how sectional disputes arose during the Jeffersonian Era</b>  <ul style="list-style-type: none"> <li>• Discuss critical thinking questions pertaining to sectional disputes</li> <li>• Map territorial acquisitions while relating to geographic sectionalism</li> <li>• Consider the role of sectional disputes in partisan politics</li> <li>• Assess the successes and failures of Jeffersonian Era Administrations with respect to the maintenance of national unity</li> <li>• Predict the impact of sectional dispute on the future of the United States</li> <li>• Consider the role sectional division played in American diplomacy</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 (Hartford Convention, Burr Conspiracy, Marshall Court, Missouri Compromise, American System, States’ Rights Theory, etc...</li> <li>• Identify key figures (Jefferson, Madison, Monroe, Burr, Quincy Adams, Jackson, Calhoun, Clay, Marshall, etc...</li> </ul> <b>The student will perform basic skills or process, such as:</b> <ul style="list-style-type: none"> <li>• Label geographic locations</li> <li>• Explain and describe key sectional events and disputes</li> <li>• Compare and contrast various competing sectional interests</li> <li>• Summarize the role slavery played in sectionalism</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>