

Learning Goals and Scales  
2014-2015

**Rigorous Learning Goal/Scale**

<b>Course:</b>	<b>UNITED STATES HISTORY I UNIT: <i>THE AGE OF JACKSON</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 American government and democracy changed during the Age of Jackson.</b> <ul style="list-style-type: none"> <li>• Analyze historical events that allowed for more participation in the democratic process</li> <li>• Assess the regional differences that influenced political viewpoints</li> <li>• Evaluate Andrew Jackson’s individual contributions to reshaping American government</li> <li>• Predict how new ideas and concepts of the era effected future events in American History</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 (patronage, spoils system, kitchen cabinet, platform, national conventions, etc...)</li> <li>• Identify key figures (Andrew Jackson, John C. Calhoun, Henry Clay, Martin Van Buren, 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>• Recall main ideas and concepts</li> <li>• Recognize major themes of the Age of Jackson</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>