

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 key military events of the Civil War and how those events ultimately led to Union victory.</b>  <ul style="list-style-type: none"> <li>• Discuss critical thinking questions pertaining to military events</li> <li>• Map significant military actions and strategic movements</li> <li>• Consider the role each event played in the progress of the unfolding war and ultimately in its outcome</li> <li>• Assess the successes and failures of military leaders within the confines of specific military actions and overall war strategy</li> <li>• Predict the impact each military event will have on the succeeding actions and in relation to the overall outcome</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 (Attrition, Blockade, Ironclads, Conscriptation, Siege, Total War, etc...</li> <li>• Identify key figures (Lincoln, Davis, McClellan, Lee, Jackson, Scott, Grant, Burnside, Hooker, Meade, Sherman, etc...</li> <li>• Identify Key events (Fort Sumter, Bull Run, Peninsula Campaign, Antietam, Fredericksburg, Chancellorsville, <i>Monitor</i> and <i>Merrimack</i>, Gettysburg, Sherman’s March, Richmond Campaign, 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 pertaining to the war</li> <li>• Explain and describe key battles and the roles of significant figures within those battles</li> <li>• Compare and contrast the effectiveness of military leaders</li> <li>• Summarize significant military events and outcomes</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>