**Rigorous Learning Goal/Scale**

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| **Course:** **World History** | **AGE OF EXPLORATION** |
| **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.***Students will make an inference beyond what was explicitly taught. Students apply learned content* 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** describe the impact Exploration had on native populations. * Discuss the role of imperial exploitation of native groups.
* Consider the short term and long term effects of interaction between Europeans and natives.
* Evaluate the impact of European disease on native populations
* Map trans-Atlantic trade routes as well as the voyages of key explorers
* Discuss how Old World technologies aided Europeans in conquering native peoples.

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:*** Define key terms (caravel, compass, astrolabe, mercantilism, triangle trade, Middle Passage, circumnavigation, colony, peninsulares, creoles, viceroys, Mestizos, Mulattos, new laws of the Indies, encomienda, caste, Columbian Exchange)
* Identify key figures (Cortes, Pizarro, Montezuma, de las Casas, Atahualpa, DaGama, Colombus, Dias, Magellan)

**The student will perform basic skills or process, such as:** * Label geographic locations
* Identify European advantages over natives
* List the reasons for European use of African slave labor
* Summarize the new trade routes that resulted from contact with the Americas.
* 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** |

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| **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.***Students will make an inference beyond what was explicitly taught. Students apply learned content* 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 nations’ interests in discovering new lands and markets.* Discuss the nature of competition between European states.
* Describe the influence of the Balance of Power on European politics
* Consider the causes of European exploration.
* Evaluate the humanitarian goals of Exploration.
* Explain how competition with Muslim and Italian merchants promoted exploration among Western European states.

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:*** Define key terms (balance of power, tariffs, balance of trade, mercantilism, triangle trade, missionaries)
* Identify key figures (Charles V, Elizabeth I, Ferdinand and Isabella, Philip II)

**The student will perform basic skills or process, such as:** * Label geographic locations
* Explain role of desire in establishing route to the East
* Identify basic commodities Europeans sought to trade for and with
* Summarize the new trade routes that resulted from contact with the world
* 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** |