**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 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** |