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| **Course:** **World History** | **ARICULTURAL AND INDUSTRIAL REVOLUTION** |
| **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 long-term demographic and social effects of the Agricultural Revolution and the subsequent enclosure movement and its’ links to the Industrial revolution.* Discuss the impact of field rotation and new growing techniques on population growth in Europe.
* Identify the ways in which the Agricultural Revolution led to profound demographic shifts within European society.
* Predict long-term consequences of population growth on nations and their peoples.
* Explain the political, economic, and social consequences of enclosure and the agricultural revolution.

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 (crop rotation, seed drill, turnips, fallow, urbanization, enclosure)
* Identify key figures (Jethro Tull, Jeremy Bentham, John Malthus, Jonathan Swift, Lord Townshend)

**The student will perform basic skills or process, such as:** * Label geographic locations
* Identify agricultural techniques
* List the various effects of increased food production on populations
* 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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| **Course:** **World History** | **AGRICULTURAL AND INDUSTRIAL REVOLUTION** |
| **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 political, social, and economic effects of the Industrial Revolution* Discuss the manner in which industrialization led to class conflict and division of labor.
* Identify key social theories resulting for the stresses brought on by industrialization.
* Analyze the challenges that Industrialization presented to the growing urban environment of the eighteenth and nineteenth centuries.
* Identify the key contributions of the industrial age to modern consumerism and living standards.
* Explain the political, economic, and social consequences of industrialization.

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 (Urbanization, industrialization, proletariat, utilitarianism, Malthusian theory, Bessemer process, Steam Power, Factory System, demography, Capitalism, Laissez faire, Socialism)
* Identify key figures (Jeremy Bentham, John Malthus, Henry Bessemer, Karl Marx, Friedrich Engels, James Watt)

**The student will perform basic skills or process, such as:** * Label geographic locations
* Identify the key inventions of the Industrial Age
* Describe industrial working and living conditions
* Explain the role of women and child labor in the Industrial Age
* 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** |