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| **Course:** **World History** | **Age of Imperialism** |
| **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 motivations that led to Imperialism* Discuss the role of competition between rival European nation-states.
* Identify key social theories that supported European dominance over subject peoples.
* Explain how market pressures brought on by industrialization led to European colonial expansion.
* Identify the key humanitarian and religious motivations that contributed to the Age of Imperialism.

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 (Berlin Conference, Colonization, Protectorate, Direct Rule, Indirect Rule, Cash Crops, Balance of Trade, Ethnocentrism, Social Darwinism, White Man’s Burden, Sphere of Influence, Humanitarian)
* Identify key figures (King Leopold, David Livingston, Cecil Rhodes, Queen Victoria, Commodore Perry)

**The student will perform basic skills or process, such as:** * Label geographic locations
* Identify the key technologies that contributed to European dominance
* Describe basic economic desires that led to Imperialism
* Identify the different means of European control over their colonies
* 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** | **Imperialism** |
| **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 the political, economic, and social consequences of Imperialism.* Explain Imperialism’s impact on native populations and how this led to subsequent rebellions.
* Analyze the means by which European nations exploited native populations.
* Compare and contrast the benefits and drawbacks of Imperialism on both the parent nations and their territorial possessions.
* Explain how Imperialism was responsible for the current destabilization of the third world.
* Describe how Imperialist pressures lead to the modernization of specific nations

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 (Machine Gun, Imperialism, Sepoy Rebellion, Boxer Rebellion, Meiji Restoration, Zulu Wars, Boer Wars, Treaty of Nanking, Extraterritoriality, Spheres of Influence, Taiping Rebellion, Qing Dynasty, Opium Wars)
* Identify key figures (Menelik II, Emperor Meiji, Gandhi, Empress Ci Xi)

**The student will perform basic skills or process, such as:** * Label geographic locations and areas of colonial control
* Identify the key rebellions against European exploitation
* Describe social inequalities relevant to European control
* 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** |