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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** |