

Grade 5 Social Studies GSE Learning Map

Prioritized Standard: SS5CG1.b Explain how a citizen's rights are protected under the U.S. Constitution. Explain the concept of due process of law and describe how the U.S. Constitution protects a citizen's rights by due process. Govn/Civics

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p>Learning Target 1: Investigate ways citizens are extended due process of law and identify how the U.S. Constitution protects citizens' rights by due process</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p>Learning Target 1: Explain the concept of due process of law and describe how the U.S. Constitution protects a citizen's rights by due process</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p>Learning Target 1: due process of law, Constitution, citizen, rights</p> <p>The student will perform basic processes:</p> <p>Learning Target 2: Identify the rights of citizens under "due process of law"</p> <p>Learning Target 3: Identify ways the U.S. Constitution protects a citizen's rights by due process</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 5 Social Studies GSE Learning Map

Prioritized Standard: SS5E1.a Use the basic economic concepts of trade, opportunity cost, specialization, productivity, and price incentives to illustrate historical events. Describe opportunity costs and their relationship to decision-making across time (e.g., decisions by individuals in response to rationing during WWII). *Economics*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Analyze opportunity cost in different historical time periods by including examples of opportunity cost and how the next best alternative changes when decision-making is impacted by the availability of resources across time</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Describe opportunity costs and their relationship to decision-making across time (e.g., decisions by individuals in response to rationing during WWII)</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> opportunity cost, rationing, reallocation, alternative</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify examples of opportunity cost <u>Learning Target 3:</u> Identify ways opportunity costs are affected when making decisions across time</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 5 Social Studies GSE Learning Map

Prioritized Standard: SS5G2.b Explain the reasons for the spatial patterns of economic activities. Locate primary agricultural and industrial locations since the turn of the 20th century and explain how factors such as population, transportation, and resources have influenced these areas (e.g., Chicago's rapid growth at the turn of the century). Geography

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p>Learning Target 1: Compare and contrast geographical locations at the turn of the 20th century to an earlier period in American history to show how changes in population, transportation, and resources influenced these areas</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p>Learning Target 1: Locate primary agricultural and industrial locations since the turn of the 20th century and explain how factors such as population, transportation, and resources have influenced these areas (e.g., Chicago's rapid growth at the turn of the century)</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p>Learning Target 1: agriculture, industrial, fertile farmland, mass production, assembly line, mobility, suburbs</p> <p>The student will perform basic processes:</p> <p>Learning Target 2: Identify the geographical locations (Northeast, South, Midwest) and the primary resource (agricultural or industrial) for each location at the turn of the 20th century</p> <p>Learning Target 3: Identify factors such as population, transportation, and resources that contributed to the economic development of each geographical location at the turn of the century</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 5 Social Studies GSE Learning Map

Prioritized Standard: SS5H1.b Describe how life changed in America at the turn of the century. Describe the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), and Thomas Edison (electricity). *Historical Understandings*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Assess how the contributions of the Wright brothers, George Washington Carver, Alexander Graham Bell, and Thomas Edison have impacted the lives of people globally</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Describe the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), and Thomas Edison (electricity)</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> inventor, flight, scientific, aviation, communication, telegraph, electricity</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify the contributions of the Wright brothers on American life <u>Learning Target 3:</u> Identify the contributions of George Washington Carver on American life <u>Learning Target 4:</u> Identify the contributions of Alexander Graham Bell on American life <u>Learning Target 5:</u> Identify the contributions of Thomas Edison on American life</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 5 Social Studies GSE Learning Map

Prioritized Standard: SS5H1.d Describe how life changed in America at the turn of the century. Describe the reasons people immigrated to the United States, from where they emigrated, and where they settled. *Historical Understandings*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Analyze the experiences of various immigrants at the turn of the century by drawing conclusions on why they immigrated to the United States, from where they emigrated, and where they settled</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Describe the reasons people immigrated to the United States, from where they immigrated, and where they settled</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> immigrate, emigrate, migration, Ellis Island, Angel Island, ethnic groups</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify reasons why people immigrated to the United States at the turn of the century <u>Learning Target 3:</u> Identify locations where groups emigrated from at the turn of the century <u>Learning Target 4:</u> Identify where different groups settled when immigrating to the United States at the turn of the century</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 5 Social Studies GSE Learning Map

Prioritized Standard: SS5H2.a Describe U.S. involvement in World War I and post-World War I America. Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the Lusitania and concerns over safety of U.S. ships, U.S. contributions to the war, and the impact of the Treaty of Versailles in 1919. *Historical Understandings*

	Proficiency Scale
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Analyze the decisions made by the United States during World War I including the decisions of remaining neutral, declaring war, and contributing to the Treaty of Versailles</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Explain how German attacks on U.S. shipping during the war in Europe (1914-1917) ultimately led the U.S. to join the fight against Germany; include the sinking of the Lusitania and concerns over safety of U.S. ships</p> <p><u>Learning Target 2:</u> Explain the U.S. contributions to the war</p> <p><u>Learning Target 3:</u> Explain the impact of the Treaty of Versailles in 1919</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> nationalism, militarism, alliances, isolationism, treaty, cease fire, reparations</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify why Germany attacked U.S. ships, including the Lusitania, during the war in Europe</p> <p><u>Learning Target 3:</u> Identify the U.S. contributions to the war</p> <p><u>Learning Target 4:</u> Identify the important terms or agreements that were included in the Treaty of Versailles in 1919</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 5 Social Studies GSE Learning Map

Prioritized Standard: SS5H3.a Explain how the Great Depression and New Deal affected the lives of millions of Americans. Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens. *Historical Understandings*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Analyze the affects of the Great Depression by considering how Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens impacted Americans</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Discuss the Stock Market Crash of 1929, Herbert Hoover, Franklin Roosevelt, the Dust Bowl, and soup kitchens</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> economic depression, stock market crash, drought, Dust Bowl, soup kitchen, government assistance, unemployment</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify what occurred during the Stock Market Crash of 1929 <u>Learning Target 3:</u> Identify the roles of Herbert Hoover and Franklin Roosevelt during the Great Depression <u>Learning Target 4:</u> Identify what occurred during the Dust Bowl <u>Learning Target 5:</u> Identify what soup kitchens are and why they were needed</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 5 Social Studies GSE Learning Map

Prioritized Standard: SS5H4.b Explain America’s involvement in World War II. Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust. *Historical Understandings*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Compare and contrast America’s involvement in major events occurring in the European and Pacific theaters during World War II</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Describe major events in the war in both Europe and the Pacific; include Pearl Harbor, Iwo Jima, D-Day, VE and VJ Days, and the Holocaust</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> genocide, theater, atomic bomb, Allies, Axis, Holocaust, island hopping</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify the major events of World War II that occurred in the European theater including D-Day and V-E Day <u>Learning Target 3:</u> Identify major events of World War II that occurred in the Pacific theater including Pearl Harbor, Iwo Jima, and V-J Day <u>Learning Target 4:</u> Identify what occurred during the Holocaust</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 5 Social Studies GSE Learning Map

Prioritized Standard: SS5H4.e Explain America’s involvement in World War II. Describe the effects of rationing and the changing role of women and African Americans or Blacks; include “Rosie the Riveter” and the Tuskegee Airmen. *Historical Understandings*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Analyze the impact of WWII on citizens on the homefront by explaining rationing, the changing role of women in the work place, and the changing role of African Americans or Blacks in the military and work force</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Describe the effects of rationing and the changing role of women and African Americans or Blacks; include Rosie the Riveter and the Tuskegee Airmen</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> propaganda, rationing, ration cards, serviceman, workforce, homefront, industry</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify reasons for rationing in America during World War II</p> <p><u>Learning Target 3:</u> Identify how the role of women changed in America during World War II; include "Rosie the Riveter"</p> <p><u>Learning Target 4:</u> Identify how the role of African Americans or Blacks changed in America during World War II; include the Tuskegee Airmen</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 5 Social Studies GSE Learning Map

Prioritized Standard: SS5H5.b Discuss the origins and consequences of the Cold War. Explain how the United States sought to stop the spread of communism through the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization. *Historical Understandings*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Critique how the United States sought to stop the spread of communism by analyzing the tactics used during the Berlin Airlift, in the Korean War, and in creating the North Atlantic Treaty Organization</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Explain how the United States sought to stop the spread of communism through the Berlin airlift, the Korean War, and the North Atlantic Treaty Organization</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> communism, airlift, totalitarian, dictatorship, democracy, containment, treaty</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify how the United States sought to stop the spread of communism through the Berlin Airlift <u>Learning Target 3:</u> Identify how the United States sought to stop the spread of communism through the Korean War <u>Learning Target 4:</u> Identify how the United States sought to stop the spread of communism through the North Atlantic Treaty Organization</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 5 Social Studies GSE Learning Map

Prioritized Standard: SS5H5.d Discuss the origins and consequences of the Cold War. Discuss the importance of the Cuban Missile Crisis and the Vietnam War. *Historical Understandings*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Analyze the Cuban Missile Crisis and the Vietnam War and how they impacted America during the Cold War</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Discuss the importance of the Cuban Missile Crisis and the Vietnam War</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> nuclear weapons, bomb shelter, anti-war, demonstrations, tensions, Cold War</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify the nations and leaders involved in the Cuban Missile Crisis <u>Learning Target 3:</u> Identify reasons why the Cuban Missile Crisis impacted the United States <u>Learning Target 4:</u> Identify reasons why the United States entered the Vietnam War</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 5 Social Studies GSE Learning Map

Prioritized Standard: SS5H6.b Describe the importance of key people, events, and developments between 1950-1975. Explain the key events and people of the Civil Rights movement: Brown v. Board of Education (1954), Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Lyndon B. Johnson, Cesar Chavez, Rosa Parks, and Martin Luther King, Jr. *Historical Understandings*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Synthesize how key people and events of the Civil Rights movement contributed to developments in America between 1950 and 1975</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Explain the key events and people of the Civil Rights movement; Brown v. Board of Education (1954), Montgomery Bus Boycott, the March on Washington, Civil Rights Act, Voting Rights Act, and civil rights activities of Thurgood Marshall, Lyndon B. Johnson, César Chavez, Rosa Parks, and Martin Luther King, Jr.</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> segregation, civil rights, nonviolent protest, boycott, discrimination, activist</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify key events of the Civil Rights movement including Brown v. Board of Education (1954), Montgomery Bus Boycott, the March on Washington, Civil Rights Act, and Voting Rights Act</p> <p><u>Learning Target 3:</u> Identify key people and the role they served during the Civil Rights movement including Thurgood Marshall, Lyndon B. Johnson, César Chavez, Rosa Parks, and Martin Luther King, Jr.</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success

Grade 5 Social Studies GSE Learning Map

Prioritized Standard: SS5H7.b Trace important developments in America from 1975 to 2001. Describe the events of September 11, 2001, and analyze their impact on American life. *Historical Understandings*

Proficiency Scale	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p><u>Learning Target 1:</u> Analyze the events of September 11, 2001 and explain how the events had a lasting impact on American life including the War on Terrorism and American troops in Afghanistan</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p><u>Learning Target 1:</u> Describe the events of September 11, 2001, and analyze their impact on American life</p> <p>The student exhibits no major errors or omissions.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p><u>Learning Target 1:</u> terrorism, Osama Bin Laden, Al-Qaeda, Saddam Hussein, Afghanistan</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify the events that occurred on September 11, 2001</p> <p><u>Learning Target 3:</u> Explain how the events of September 11, 2001 changed life in America</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0.0	Even with help, no success