

World History GSE Learning Map

Prioritized Standard: SSWH1 Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC. *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 the origins, structures, and interactions of societies in the ancient world and provide a logical argument detailing the changes in religion, culture, economics, politics, and technology across different societies</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> Compare and contrast Mesopotamian and Egyptian societies, include: religion, culture, economics, politics, and technology (SSWH1a) <u>Learning Target 2:</u> Describe the societies of India and China, include: religion, culture, economics, politics, and technology (SSWH1b) <u>Learning Target 3:</u> Explain the development of monotheism, include: the concepts developed by the ancient Hebrews (SSWH1c) <u>Learning Target 4:</u> Identify the Bantu migration patterns and contribution to settled agriculture (SSWH1d) <u>Learning Target 5:</u> Explain the rise of the Olmecs (SSWH1e)</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> specialization, monotheism, polytheism, hieroglyphics, cuneiform, silt</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify the key structures of Mesopotamian, Egyptian, Ancient Greek, and Roman societies; include religion, culture, and politics <u>Learning Target 3:</u> Identify the key structures in Indian and China societies; include religion, culture, and politics <u>Learning Target 4:</u> Describe the transition to monotheism <u>Learning Target 5:</u> Identify evidence of Bantu migration in Africa <u>Learning Target 6:</u> Describe the ancient Olmec civilization</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

World History GSE Learning Map

Prioritized Standard: SSWH2 Identify the major achievements of Chinese and Indian societies to 500 CE/AD. <i>Historical Understandings</i>	
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 the religious, philosophical, and political developments in Chinese and Indian societies and provide a logical argument explaining the rise and fall of different dynasties and empires including the impact of religion on societies</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 development of Indian civilization, include: the rise and fall of the Maurya and Gupta Empires (SSWH2a)</p> <p><u>Learning Target 2:</u> Describe the development of Chinese civilization under Zhou, Qin, and Han (SSWH2b)</p> <p><u>Learning Target 3:</u> Explain the development and impact of Hinduism and Buddhism on India, and Confucianism on China (SSWH2c)</p> <p><u>Learning Target 4:</u> Explain how geography contributed to the movement of people and ideas, include: Silk Roads and Indian Ocean Trade (SSWH2d)</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> Hinduism, Buddhism, Confucianism, Mandate of Heaven, Silk Road, Indian Ocean Trade, Han Dynasty</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify the accomplishments and downfall of the Maurya and Gupta Empires</p> <p><u>Learning Target 3:</u> Identify the major philosophies of the Zhou, Qin, and Han dynasties</p> <p><u>Learning Target 4:</u> Identify the beliefs associated with Hinduism and Buddhism and how they impacted India</p> <p><u>Learning Target 5:</u> Identify the beliefs associated with Hinduism and Buddhism and how they impacted India</p> <p><u>Learning Target 6:</u> Identify the beliefs associated with Confucianism and how they impacted China</p> <p><u>Learning Target 7:</u> Describe how geography contributed to the movement of people and ideas along the Silk Road and Indian Ocean</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

World History GSE Learning Map

Prioritized Standard: SSWH3 Examine the political, philosophical, and cultural interaction of Classical Mediterranean societies from 700 BCE/BC to 400 CE/AD. *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> Examine the political, philosophical, and cultural interaction of ClassicalMediterranean societies from 700 BCE/BC to 400 CE/AD and provide an analysis of the impacts of individuals (such as Socrates, Plato, Aristotle,Alexander the Great, Julius Caesar, and Augustus Caesar) and advancements (such as irrigation and navigational technologies) on Mediterranean societies</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> Compare the origins and structure of the Greek polis, the Roman Republic, and theRoman Empire (SSWH3a) <u>Learning Target 2:</u> Identify the ideas and impact of important individuals, include: Socrates, Plato, Aristotle, Alexander the Great, Julius Caesar, and Augustus Caesar (SSWH3b) <u>Learning Target 3:</u> Analyze the impact of Greek and Roman culture, politics, and technology (SSWH3c) <u>Learning Target 4:</u> Describe polytheism in the Greek and Roman world (SSWH3d) <u>Learning Target 5:</u> Explain the origins and diffusion of Christianity in the Roman world (SSWH3e) <u>Learning Target 6:</u> Analyze the factors that led to the collapse of the Western Roman Empire (SSWH3f)</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> polis, Alexander the Great, Rome, Julius Caesar, aqueduct, Christianity, philosophy</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify key aspects within the Greek polis, the Roman Republic, and theRoman Empire <u>Learning Target 3:</u> Identify ideas associated with Socrates, Plato, Aristotle, Alexander the Great, Julius Caesar, and Augustus Caesar <u>Learning Target 4:</u> Identify the advancements associated with Greek and Roman Culture <u>Learning Target 5:</u> Determine the role of polytheism in the Greek and Roman world <u>Learning Target 6:</u> Describe the origins of Christianity in the Roman world <u>Learning Target 7:</u> Identify factors that led to the collapse of the Western Roman Empire</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

World History GSE Learning Map

Prioritized Standard: SSWH5 Examine the political, economic, and cultural interactions within the Medieval Mediterranean World between 600 CE/AD and 1300 CE/AD. *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> Examine the political, economic, and cultural interactions within the Medieval Mediterranean World between 600 CE/AD and 1300 CE/AD and provide a logical conclusion for similarities in politics, economics, and cultures between the geographical locations; include religion, higher education, and items of trade</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> Analyze the origins of Islam and the growth of the Islamic Empire (SSWH5a) <u>Learning Target 2:</u> Understand the reasons for the split between Sunni and Shi'a Muslims (SSWH5b) <u>Learning Target 3:</u> Assess the economic impact of Muslim trade routes to India, China, Europe and Africa (SSWH5c) <u>Learning Target 4:</u> Identify the contributions of Islamic scholars in science, math, and geography (SSWH5d) <u>Learning Target 5:</u> Analyze the relationship between Judaism, Christianity, and Islam (SSWH5e)</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> Islam, Muhammad, caliphate, Sunni, Shi'a, Ibn Battuta, Baghdad</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Describe the origins of Islam <u>Learning Target 3:</u> Identify the cause for the Sunni and Shi'a Muslims split <u>Learning Target 4:</u> Identify the Muslim trade routes linking the Mediterranean, trans-Saharan caravan route, Silk Road, and Indian Ocean <u>Learning Target 5:</u> Identify reasons why the Islamic world became a center of learning <u>Learning Target 6:</u> Identify the commonalities between Judaism, Christianity, and Islam</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

World History GSE Learning Map

Prioritized Standard: SSWH6 Describe the diverse characteristics of early African societies before 1500 CE/AD. <i>Historical Understandings</i>	
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> Explain the development and decline of the Sudanic kingdoms and describe how trans-Saharan trade contributed to the rise of each</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 development and decline of the Sudanic kingdoms (Ghana, Mali, Songhai); include the roles of Sundiata, and the pilgrimage of Mansa Musa to Mecca (SSWH6a)</p> <p><u>Learning Target 2:</u> Describe the trading networks and distribution of resources by examining trans-Saharan trade in gold, salt, and slaves; include the Swahili trading cities (SSWH6b)</p> <p><u>Learning Target 3:</u> Understand the blending of traditional African beliefs with new ideas from Islam and Christianity and their impact on early African societies (SSWH6c)</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> pilgrimage, ghana, Songhai, trans-Saharan trade, Swahili, Mansa Musa, Sundiata</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Describe the role of Sundiata</p> <p><u>Learning Target 3:</u> Describe the pilgrimage of Mansa Musa to Mecca</p> <p><u>Learning Target 4:</u> Describe the trading networks used to distribute gold, salt, and slaves between the Mediterranean and sub-Saharan Africa</p> <p><u>Learning Target 5:</u> Identify how blending traditional African beliefs with Islam and Christianity impacted early African societies.</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

World History GSE Learning Map

Prioritized Standard: SSWH8 Describe the diverse characteristics of societies in Central and South America. <i>Historical Understandings</i>	
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 the rise and fall of the Mayan, Aztec, and Inca Empires to draw parallels between their peaks and differences in their downfall</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 rise and fall of the Mayan, Aztec, and Inca Empires (SSWH8a) <u>Learning Target 2:</u> Compare and contrast the Mayan, Aztec, and Incan societies, include: religion, culture, economics, politics, and technology (SSWH8b)</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> Maya, Aztec, Inca, sacrifice, conquistador, city-states, quipu</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify the reasons for the decline of the Mayan, Aztec, and Inca Empires <u>Learning Target 3:</u> Identify the religion, culture, economics, politics, and technology of the Mayan, Aztec, and Incan societies</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

World History GSE Learning Map

Prioritized Standard: SSWH9 Analyze change and continuity in the Renaissance and Reformation. <i>Historical Understandings</i>	
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 the Renaissance and Reformation and provide draw a relationship between key events and individuals of this time to the development of modern culture in Europe and America</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 social, economic, and political changes that contributed to the rise of Florence (SSWH9a) <u>Learning Target 2:</u> Identify artistic and scientific achievements of the Renaissance (SSWH9b) <u>Learning Target 3:</u> Explain the main characteristics of humanism (SSWH9c) <u>Learning Target 4:</u> Explain the importance of Gutenberg and the invention of the printing press (SSWH9d) <u>Learning Target 5:</u> Analyze the impact of the Protestant Reformation, include: the ideas of Martin Luther and John Calvin (SSWH9e) <u>Learning Target 6:</u> Describe the English Reformation, include: the role of Henry VIII and Elizabeth I (SSWH9f) <u>Learning Target 7:</u> Describe the Counter Reformation at the Council of Trent and the role of the Jesuits (SSWH9g)</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> Renaissance, indulgence, printing press, humanism, Protestant Reformation, Counter-Reformation, Jesuits</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify reasons for the rise of Florence <u>Learning Target 3:</u> Identify changes in painting and sculpture from the Medieval period to the Renaissance <u>Learning Target 4:</u> Describe humanism <u>Learning Target 5:</u> Describe the contributions of the printing press and its connection to Gutenberg <u>Learning Target 6:</u> Identify the ideas of Martin Luther and John Calvin <u>Learning Target 7:</u> Identify the significance of Henry VIII and Elizabeth I <u>Learning Target 8:</u> Determine the significance of the Council of Trent</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

World History GSE Learning Map

Prioritized Standard: SSWH10 Analyze the causes and effects of exploration and expansion into the Americas, Africa, and Asia. *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 the causes and effects of exploration and expansion into the Americas, Africa, and Asia by considering advancements in explorations to provide a logical comparison on how trade impacted each area</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 roles of explorers and conquistadors (SSWH10a) <u>Learning Target 2:</u> Analyze the global, economic, and cultural impact of the Columbian Exchange (SSWH10b) <u>Learning Target 3:</u> Explain the role of improved technology in exploration (SSWH10c) <u>Learning Target 4:</u> Examine the effects of the Transatlantic Slave Trade on Africa and on the colonies in the Americas (SSWH10d)</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> conquistador, maritime, Columbian Exchange, astrolabe, Triangular Trade, caravel, cartographer</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify the impact early explorers had on the New World <u>Learning Target 3:</u> Describe the Columbian Exchange <u>Learning Target 4:</u> Describe the four technologies that improved exploration into the Americas, Africa, and Asia <u>Learning Target 5:</u> Describe the people and goods associated with the Transatlantic Slave Trade</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

World History GSE Learning Map

Prioritized Standard: SSWH13 Examine the intellectual, political, social, and economic factors that changed the world view of Europeans from the sixteenth century CE/AD to the late eighteenth century CE/AD. *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 the intellectual, political, social, and economic factors that changed the world view of Europeans from the sixteenth century CE/AD to the late eighteenth century and draw comparisons between</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 scientific contributions of Copernicus, Galileo, Kepler, and Newton and how these ideas changed the European worldview (SSWH13a)</p> <p><u>Learning Target 2:</u> Identify the major ideas of the Enlightenment from the writings of Locke, Voltaire, and Rousseau, and their relationship to politics and society (SSWH13b)</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> scientific revolution, Copernicus, helio-centric, Enlightenment, John Locke, Voltaire, Rousseau</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Describe the key contributions of Copernicus, Galileo, Kepler, and Newton</p> <p><u>Learning Target 3:</u> Identify how the contributions of Copernicus, Galileo, Kepler, and Newton changed European's views on the universe</p> <p><u>Learning Target 4:</u> Determine the major ideas of Locke, Voltaire, and Rousseau</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

World History GSE Learning Map

Prioritized Standard: SSWH14.b Analyze the Age of Revolutions. Identify the causes and results of the revolutions in England (1689), United States (1776), France (1789), Haiti (1791), and Latin America (1808-1825). *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> Connect the standards based elements to previous content, future content, or modern-day applications. For example; comparing the revolutions in England, US and France to the revolutions that occurred during the Arab Spring</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> Identify the causes and results of the revolutions in England (1689), the United States (1776), France (1789), Haiti (1791), and Latin America (1808-1825)</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 perform basic processes:</p> <p><u>Learning Target 1:</u> Examine absolutism through a comparison of the rules of Louis XIV, Tsar Peter the Great, and Tokugawa Ieyasu <u>Learning Target 2:</u> Recognizes specific terminology such as: Absolutism, Revolution, Rebellion, Enlightenment, Glorious Revolution, American Revolution, Latin American Revolutions, Haitian Independence <u>Learning Target 3:</u> Explain the rise and fall of Napoleon and his role in the French Revolution</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

World History GSE Learning Map

Prioritized Standard: SSWH15.a Describe the impact of industrialization and urbanization. Analyze the process and impact of industrialization in Great Britain, Germany, and Japan. *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> Connect the standards based elements to previous content, future content, or modern-day applications. For example; how current instability in former European colonies such as Iraq and Syria have caused political and social upheaval and the rise of terrorist groups such as ISIS</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> Analyze the process and impact of industrialization in Great Britain, Germany, and Japan</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 perform basic processes:</p> <p><u>Learning Target 1:</u> Identify the impact of industrialization in England, Germany, and Japan, the movements for political reform, the writings of Adam Smith and Karl Marx, and urbanization including effects on women</p> <p><u>Learning Target 2:</u> Compare and contrast the rise of the nation state in Germany under Otto von Bismarck and Japan under Emperor Meiji and the role of Nationalism</p> <p><u>Learning Target 3:</u> Describe the reaction to foreign domination; include the Russo-Japanese War and Young Turks, and the Boxer Rebellion</p> <p><u>Learning Target 4:</u> Describe imperialism in Africa and Asia by comparing British policies in Africa, French policies in Indochina, and Japanese policies in Asia; include the influence of geography and natural resources</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

World History GSE Learning Map

Prioritized Standard: SSWH17.a Demonstrate an understanding of long-term causes of World War I and its global Identify causes of the war, include: nationalism, entangling alliances, militarism, and imperialism. *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> Evaluate the long-term causes of World War I and its global impact by drawing a logical connection between the industrial revolution, nationalism, and imperialism</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> Identify causes of the war, include: nationalism, entangling alliances, militarism, and imperialism</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, entangling alliances, militarism, imperialism</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify the causes of WWI include Balkan nationalism, imperialism, entangling alliances, and militarism <u>Learning Target 3:</u> Describe conditions on the war front for soldiers; describe trench warfare including significant battles, technology and casualties <u>Learning Target 4:</u> Examine anti-imperial resistance, include: Opium Wars, Boxer Rebellion, and the Indian Revolt of 1857 (SSWH16c) <u>Learning Target 5:</u> Compare and contrast the rise of the nation state in Germany under Otto von Bismarck and Japan during the Meiji Restoration (SSWH16a)</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

World History GSE Learning Map

Prioritized Standard: SSWH19.a Demonstrate an understanding of the global political, economic, and social impact of World War II. Describe the major conflicts and outcomes, include: North African, Pacific, and European theatres. *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> Consider the major conflicts and outcomes of WWII including events in the North African, Pacific, and European theatres. Compare battle strategies of the Allies and Axis powers to provide a logical argument about the outcomes of the war in the North Africa, Pacific, and European theatres.</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 major conflicts and outcomes, include: North African, Pacific, and European theatres</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> nonaggression pact, Battle of Britain, D-Day, Battle of Coral Sea, Potsdam Declaration, atomic bomb</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Describe the rise of fascism in Europe and Asia by comparing the policies of Benito Mussolini in Italy, Adolf Hitler in Germany, and Hirohito in Japan (SSWH18b)</p> <p><u>Learning Target 3:</u> Identify Nazi ideology and policies that led to the Holocaust and its consequences (SSWH19b)</p> <p><u>Learning Target 4:</u> Explain the military and diplomatic negotiations between the leaders of Great Britain (Churchill), the Soviet Union (Stalin), and the United States (Roosevelt/Truman) from Tehran to Yalta and Potsdam and the impact on the nations of Eastern Europe</p> <p><u>Learning Target 5:</u> Explain Post-World War II policies and plans for economic recovery, include: the Marshall Plan for Europe, MacArthur's plan for Japan, and the formation of the United Nations, NATO, and the Warsaw Pact (SSWH19d)</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

World History GSE Learning Map

Prioritized Standard: SSWH20.c Demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989 Analyze the rise of nationalism and the revolutionary movements in Asia (i.e. India and China) and Africa. *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 rise of nationalism and the revolutionary movements in Asia (i.e. India and China) and Africa and provide a logical argument connecting the pursuit of freedom to decolonization in India, China, and Africa</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> Analyze the rise of nationalism and the revolutionary movements in Asia (i.e. India and China) and Africa</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, guerrilla warfare, Great Leap Forward, Cultural Revolution in 1966, apartheid, Quit India movement</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify the nationalist movements in India (Gandhi, Nehru), China (Mao Zedong, Chiang Kai-shek), and Ghana (Kwame Nkrumah)</p> <p><u>Learning Target 3:</u> Analyze efforts in the pursuit of freedom; include anti-apartheid, Tiananmen Square, and the fall of the Berlin Wall (SSWH20d)</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