

## Grade 7 Social Studies GSE Learning Map

**Prioritized Standard: SS7CG1.a Compare and contrast different forms of citizen participation in government. Explain the role of citizen participation in autocratic and democratic governments. Govn/Civics**

Proficiency Scale	
4.0	<p><b>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:</b></p> <p><b><u>Learning Target 1:</u></b> Compare and contrast different forms of citizen participation in two African countries and provide a logical argument on the relationship between the rights of citizens and forms of government</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Explain the role of citizen participation in autocratic and democratic governments</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> autocracy, democracy, citizen participation, dictatorship, monarchy</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Identify how citizens participate in autocratic governments  <b><u>Learning Target 3:</u></b> Identify how citizens participate in democratic governments</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></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 7 Social Studies GSE Learning Map

**Prioritized Standard: SS7CG1.b Compare and contrast different forms of citizen participation in government. Describe the two predominant forms of democratic governments: parliamentary and presidential. Govn/Civics**

Proficiency Scale	
4.0	<p><b>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:</b></p> <p><b><u>Learning Target 1:</u></b> Analyze similarities and differences between the two predominant forms of democratic governments (parliamentary and presidential) and provide an example of each democratic system including the names of the countries and ways citizens participate in government</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Describe the two predominant forms of democratic governments: parliamentary and presidential</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> democracy, parliamentary democracy, presidential democracy</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Identify how leaders are selected in a presidential democracy  <b><u>Learning Target 3:</u></b> Identify how leaders are selected in a parliamentary democracy</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></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 7 Social Studies GSE Learning Map

**Prioritized Standard: SS7CG3.a Compare and contrast various forms of government. Explain citizen participation in autocratic and democratic governments [i.e., the role of citizens in choosing the leaders of Israel (parliamentary democracy), Saudi Arabia (autocratic monarchy), and Turkey (parliamentary democracy)]. Govn/Civics**

Proficiency Scale	
4.0	<p><b>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:</b></p> <p><b><u>Learning Target 1:</u></b> Compare and contrast citizen participation within Israel, Saudi Arabia, and Turkey and provide a logical argument for the level of participation based on the country's form of government</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Explain citizen participation in autocratic and democratic governments [i.e., the role of citizens in choosing the leaders of Israel (parliamentary democracy), Saudi Arabia (autocratic monarchy), and Turkey (parliamentary democracy)]</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> unicameral, prime minister, president, monarchy, autocracy, parliament, proportional representation</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Identify examples of citizen participation in autocratic governments  <b><u>Learning Target 3:</u></b> Identify examples of citizen participation in democratic governments</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></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 7 Social Studies GSE Learning Map

**Prioritized Standard: SS7E1.a Analyze different economic systems. Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce. *Economics***

Proficiency Scale	
4.0	<p><b>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:</b></p> <p><b><u>Learning Target 1:</u></b> Analyze similarities and differences between economic systems (market, traditional, and command) and provide an example of each economic system in today's world</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> traditional economy, command economy, market economy</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Identify how a traditional economy answers the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce  <b><u>Learning Target 3:</u></b> Identify how a command economy answers the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce  <b><u>Learning Target 4:</u></b> Identify how a market economy answers the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></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 7 Social Studies GSE Learning Map

**Prioritized Standard: SS7E1.b Analyze different economic systems. Explain that countries have a mixed economic system located on a continuum between pure market and pure command. *Economics***

Proficiency Scale	
4.0	<p><b>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:</b></p> <p><b><u>Learning Target 1:</u></b> Analyze the continuum between pure market and pure command and provide an example of a country that falls closer to pure market and an example of a country that falls closer to pure command; include reasons why each country falls closer to pure command or pure command as well as reasons why each country is still considered to have a mixed economy</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Explain that countries have a mixed economic system located on a continuum between pure market and pure command</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> continuum, mixed economy, pure market, pure command</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Identify reasons why a country has a mixed economic system but closer to pure market on a continuum  <b><u>Learning Target 3:</u></b> Identify reasons why a country has a mixed economic system but closer to pure command on a continuum</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></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 7 Social Studies GSE Learning Map

**Prioritized Standard: SS7E2.b Explain how voluntary trade benefits buyers and sellers in Africa. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes. *Economics***

Proficiency Scale	
4.0	<p><b>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:</b></p> <p><b><u>Learning Target 1:</u></b> Investigate the use of trade barriers (tariffs, quotas, and embargoes) in Africa and draw conclusions on how they benefit buyers and sellers</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> trade, trade barrier, tariff, quota, embargo, sanction, domestic market</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Identify reasons for the trade barrier, tariffs  <b><u>Learning Target 3:</u></b> Identify reasons for the trade barrier, quotas  <b><u>Learning Target 4:</u></b> Identify reasons for the trade barrier, embargos</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></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 7 Social Studies GSE Learning Map

**Prioritized Standard: SS7E9.b Describe factors that influence economic growth and examine their presence or absence in China, India, Japan, South Korea and North Korea. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita). *Economics***

Proficiency Scale	
4.0	<p><b>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:</b></p> <p><b><u>Learning Target 1:</u></b> Critique factors that influence economic growth and provide a logical argument describing how these factors affect the economies of China, India, Japan, South Korea and North Korea; include literacy rates and investment in human capital</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita)</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> human capital, gross domestic product, investment, literacy rate, standard of living</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Identify ways literacy rates affect the standard of living</p> <p><b><u>Learning Target 3:</u></b> Identify the relationship between investment in human capital and gross domestic product</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></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 7 Social Studies GSE Learning Map

**Prioritized Standard: SS7G2.a Explain environmental issues across the continent of Africa. Explain how water pollution and unequal access to water impacts irrigation, trade, industry, and drinking water. *Geography***

Proficiency Scale	
4.0	<p><b>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:</b></p> <p><b><u>Learning Target 1:</u></b> Analyze the impacts of water pollution and unequal access to water in Africa and research how countries are developing ways to increase access to clean drinking water, increase trade between nations, and improve industries' impact on the environment</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Explain how water pollution and unequal access to water impacts irrigation, trade, industry, and drinking water</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> water pollution, irrigation, trade, industry, drinking water</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Identify ways that water pollution has an impact on irrigation, trade, and industry</p> <p><b><u>Learning Target 3:</u></b> Describe how unequal access to water across the continent of Africa results in limited drinking water in certain locations</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></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 7 Social Studies GSE Learning Map

**Prioritized Standard: SS7G8.c Analyze the diverse cultural characteristics of the people who live in Southwest Asia (Middle East). Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity. *Geography***

Proficiency Scale	
4.0	<p><b>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:</b></p> <p><b><u>Learning Target 1:</u></b> Research the prominent religions (Judaism, Islam, and Christianity) in Southwest Asia and explain the similarities and differences that exist between them</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> Judaism, Christianity, Islam, monotheistic, beliefs, place of worship, sacred text</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Identify the founder, sacred text, and place of worship for followers of Judaism</p> <p><b><u>Learning Target 3:</u></b> Identify the founder, sacred text, and place of worship for followers of Islam</p> <p><b><u>Learning Target 4:</u></b> Identify the founder, sacred text, and place of worship for followers of Christianity</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></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 7 Social Studies GSE Learning Map

**Prioritized Standard: SS7G12.b Analyze the diverse cultural characteristics of the people who live in Southern and Eastern Asia. Compare and contrast the belief systems originating in Southern and Eastern Asia: Buddhism, Hinduism, Shintoism, and Confucianism. *Geography***

Proficiency Scale	
4.0	<p><b>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:</b></p> <p><b><u>Learning Target 1:</u></b> Research the four belief systems originating in Southern and Eastern Asia (Buddhism, Hinduism, Shintoism, and Confucianism) and explain the similarities and differences that exist between them</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Compare and contrast the belief systems originating in Southern and Eastern Asia: Buddhism, Hinduism, Shintoism, and Confucianism</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> polytheistic, non-theistic, Buddhism, Hinduism, Shintoism, Confucianism, reincarnation</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Identify the core beliefs and common practices for followers of Buddhism  <b><u>Learning Target 3:</u></b> Identify the core beliefs and common practices for followers of Hinduism  <b><u>Learning Target 4:</u></b> Identify the core beliefs and common practices for followers of Shintoism  <b><u>Learning Target 5:</u></b> Identify the core beliefs and common practices for followers of Confucianism</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></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 7 Social Studies GSE Learning Map

**Prioritized Standard: SS7H1.a Analyze continuity and change in Africa. Explain how the European partitioning across Africa contributed to conflict, civil war, and artificial political boundaries in Africa today. *Historical Understandings***

Proficiency Scale	
4.0	<p><b>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:</b></p> <p><b><u>Learning Target 1:</u></b> Analyze the lasting impacts of European partitioning of Africa and research how countries continue to experience conflict, civil war, and artificial political boundaries in Africa today</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Explain how the European partitioning across Africa contributed to conflict, civil war, and artificial political boundaries in Africa today</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> partition, artificial boundaries, indirect rule, ethnic groups, imperialism, civil war, genocide</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Identify when, why, and how the continent of Africa was partitioned by European nations  <b><u>Learning Target 3:</u></b> Identify examples of conflict and civil war resulting from the European partitioning of Africa  <b><u>Learning Target 4:</u></b> Identify examples of artificial political boundaries in Africa today</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></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 7 Social Studies GSE Learning Map

**Prioritized Standard: SS7H2.c Analyze continuity and change in Southwest Asia (Middle East). Describe how land and religion plays a role in continuing conflicts in the Middle East (i.e. the Palestinian-Israeli conflict, the division between Sunni and Shia Muslims, and Kurdish nationalism). *Historical Understandings***

Proficiency Scale	
4.0	<p><b>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:</b></p> <p><b><u>Learning Target 1:</u></b> Analyze the lasting impacts of political boundaries that do not align with religious and ethnic boundaries in Southwest Asia to synthesize how land and religion play a role in the Palestinian-Israeli conflict, the division between Sunni and Shia Muslims, and Kurdish nationalism</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Describe how land and religion plays a role in continuing conflicts in the Middle East (i.e. the Palestinian-Israeli conflict, the division between Sunni and Shia Muslims, and Kurdish nationalism)</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> boundary, ethnic group, religious group, terrorism, territory, minority, majority</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Identify reasons why land and religion play a role in the Palestinian-Israeli conflict  <b><u>Learning Target 3:</u></b> Identify reasons why land and religion play a role in the division between Sunni and Shia Muslims  <b><u>Learning Target 4:</u></b> Identify reasons why land and religion play a role in Kurdish nationalism</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></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 7 Social Studies GSE Learning Map

**Prioritized Standard: SS7H3.e Analyze continuity and change in Southern and Eastern Asia. Explain the reasons for foreign involvement in Korea and Vietnam in terms of containment of communism. *Historical Understandings***

Proficiency Scale	
4.0	<p><b>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:</b></p> <p><b><u>Learning Target 1:</u></b> Investigate foreign involvement in Korea and Vietnam to contain communism and draw conclusions on how foreign involvement is beneficial or detrimental to present-day Korea and Vietnam</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will</b></p> <p><b><u>Learning Target 1:</u></b> Explain the reasons for foreign involvement in Korea and Vietnam in terms of containment of communism</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b><u>Learning Target 1:</u></b> containment, communism, Cold War, armistice</p> <p><b>The student will perform basic processes:</b></p> <p><b><u>Learning Target 2:</u></b> Identify reasons for foreign involvement in Korea in terms of containment of communism  <b><u>Learning Target 3:</u></b> Identify reasons for foreign involvement in Vietnam in terms of containment of communism</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></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