

United States History GSE Learning Map

Prioritized Standard: SSUSH1 Compare and contrast the development of English settlement and colonization during the 17th Century. *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 development of English settlements in the colonies to other European settlements in present-day North America during the 17th Century and provide a logical argument detailing colonists' economic, religious, and political motives for establishing colonies</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> Investigate how mercantilism and trans-Atlantic trade led to the development of colonies (SSUSH1a) <u>Learning Target 2:</u> Explain the development of the Southern Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development (SSUSH1b) <u>Learning Target 3:</u> Explain the development of the New England Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development (SSUSH1c) <u>Learning Target 4:</u> Explain the development of the Mid-Atlantic Colonies, including but not limited to reasons established, impact of location and place, relations with American Indians, and economic development (SSUSH1d)</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> mercantilism, indentured servants, trans-Atlantic trade, raw materials, compact, religious tolerance</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify ways that mercantilism and trans-Atlantic trade led to the development of colonies <u>Learning Target 3:</u> Identify reasons for the development of the Southern Colonies, including but not limited to: why it was established, the impact of location and place, relations between the colonists and American Indians, and economic or trade opportunities <u>Learning Target 4:</u> Identify reasons for the development of the New England Colonies, including but not limited to: why it was established, the impact of location and place, relations between the colonists and American Indians, and economic or trade opportunities <u>Learning Target 5:</u> Identify reasons for the development of the Mid-Atlantic Colonies, including but not limited to: why it was established, the impact of location and place, relations between the colonists and American Indians, and economic or trade opportunities</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

United States History GSE Learning Map

Prioritized Standard: SSUSH3 Analyze the causes of the American Revolution. <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> Analyze the causes of the American Revolution to draw conclusions about American colonists' justifications, tactics, ideology, and level of support and success against England</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 French and Indian War and the 1763 Treaty of Paris laid the groundwork for the American Revolution (SSUSH3a)</p> <p><u>Learning Target 2:</u> Explain colonial response to the Proclamation of 1763, the Stamp Act, and the Intolerable Acts as seen in the Sons and Daughters of Liberty and the Committees of Correspondence (SSUSH3b)</p> <p><u>Learning Target 3:</u> Explain the importance of Thomas Paine's Common Sense to the movement for independence (SSUSH3c)</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> colonial trade, regional trade, trade laws, tax laws, westward expansion, revolution, tariff</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify economic, political, and military changes in British policy towards the American colonies after the French and Indian War</p> <p><u>Learning Target 3:</u> Describe the roles of the Sons and Daughters of Liberty and the Committees of Correspondence as colonial responses to British policies such as the Proclamation of 1763, the Stamp Act, and the Intolerable Acts</p> <p><u>Learning Target 4:</u> Determine how Thomas Paine's Common Sense influenced the movement for independence from England</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

United States History GSE Learning Map

Prioritized Standard: SSUSH6 Analyze the challenges faced by the first five presidents and how they responded. *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 challenges and successes of the first five presidents and draw conclusions on the impact each had on the territorial, economic, and political changes of their 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> Examine the presidency of Washington, including the precedents he set (SSUSH6a) <u>Learning Target 2:</u> Explain the presidency of John Adams including the Sedition Act and its influence on the election of 1800 (SSUSH6b) <u>Learning Target 3:</u> Explore Jefferson’s expansion of presidential power including the purchase and exploration of the Louisiana Territory (SSUSH6c) <u>Learning Target 4:</u> Explain James Madison’s presidency in relation to the War of 1812 and the war’s significance in the development of a national identity (SSUSH6d) <u>Learning Target 5:</u> Explain James Monroe’s presidency in relation to the Monroe Doctrine (SSUSH6e)</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> precedent, cabinet system, alien, sedition, territory, national identity, foreign policy</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify important case precedents set by President George Washington <u>Learning Target 3:</u> Identify actions taken by John Adams during his presidency and determine how these actions had an impact on the election of 1800 <u>Learning Target 4:</u> Identify the expansion of presidential power during Thomas Jefferson’s presidency <u>Learning Target 5:</u> Identify actions taken by President James Madison in relation to the War of 1812 and determine how these actions aided the development of a national identity <u>Learning Target 6:</u> Identify the role of President James Monroe as it relates to foreign policy</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

United States History GSE Learning Map

Prioritized Standard: SSUSH8 Explore the relationship between slavery, growing north-south divisions, and westward expansion that led to the outbreak of the Civil 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> Explain significant factors leading up to the outbreak of the Civil War and explain how key events, legislative acts, and westward expansion contributed to the divide between north and south</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 impact of the Missouri Compromise on the admission of states from the Louisiana Territory (SSUSH8a) <u>Learning Target 2:</u> Examine James K. Polk’s presidency in the fulfillment of Manifest Destiny including the Texas annexation and Oregon (SSUSH8b) <u>Learning Target 3:</u> Analyze the impact of the Mexican War on growing sectionalism (SSUSH8c) <u>Learning Target 4:</u> Explain how the Compromise of 1850 arose out of territorial expansion and population growth (SSUSH8d) <u>Learning Target 5:</u> Evaluate the Kansas-Nebraska Act, the failure of popular sovereignty, Scott v. Sanford, John Brown’s Raid on Harper’s Ferry, and the election of 1860 as events leading to the Civil War (SSUSH8e)</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> territory, annexation, westward expansion, sectionalism, treaty, compromise, popular sovereignty</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Describe what occurred as result of the Missouri Compromise <u>Learning Target 3:</u> Determine how James Polk contributed to the fulfillment of Manifest Destiny <u>Learning Target 4:</u> Describe how the Mexican War impacted sectionalism <u>Learning Target 5:</u> Describe the events and actions that led to the Compromise of 1850 <u>Learning Target 6:</u> Identify what occurred during or as result of the following five incidents: (1) Kansas-Nebraska Act, (2) the failure of popular sovereignty, (3) Scott v. Sanford, and (4) John Brown’s Raid on Harper’s Ferry on Harper’s Ferry, and (5) the election of 1860 as events leading to the Civil 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

United States History GSE Learning Map

Prioritized Standard: SSUSH9 Evaluate key events, issues, and individuals related to the Civil War <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 roles of key individuals, events, and issues related to the Civil War and draw conclusions on how decisions, battles, geography, and economic disparity played a role in the destruction experienced by both sides</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 importance of the growing economic disparity between the North and the South through an examination of population, functioning railroads, and industrial output (SSUSH9a)</p> <p><u>Learning Target 2:</u> Discuss Lincoln's purpose in using emergency powers to suspend habeas corpus, issuing the Emancipation Proclamation, and delivering the Gettysburg and Second Inaugural Addresses (SSUSH9b)</p> <p><u>Learning Target 3:</u> Examine the influences of Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, William T. Sherman, and Jefferson Davis (SSUSH9c)</p> <p><u>Learning Target 4:</u> Explain the importance of Fort Sumter, Antietam, Vicksburg, Gettysburg, and Atlanta, as well as the impact of geography on these battles (SSUSH9d)</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 disparity, secession, habeas corpus, Confederate, Union</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify reasons for the growing economic disparity between the North and South</p> <p><u>Learning Target 3:</u> Determine Abraham Lincoln's purpose in suspending habeas corpus, issuing the Emancipation Proclamation, and delivering the Gettysburg Address and the Second Inaugural Address</p> <p><u>Learning Target 4:</u> Describe the role of key people related to the Civil War: Ulysses S. Grant, Robert E. Lee, Thomas "Stonewall" Jackson, William T. Sherman, and Jefferson Davis</p> <p><u>Learning Target 5:</u> Describe the importance of key locations related to the Civil War and how geography impacted battles fought there; include Fort Sumter, Antietam, Vicksburg, Gettysburg, and Atlanta</p> <p><u>Learning Target 6:</u> Describe the significance of the following in relation to Reconstruction: Lincoln's Assassination, Johnson's impeachment, 13th amendment, 14th amendment, 15th amendment, Freedman's Bureau, Election of 1876</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

United States History GSE Learning Map

Prioritized Standard: SSUSH9 Evaluate key events, issues, and individuals related to the Civil War *Historical Understandings*

Proficiency Scale

United States History GSE Learning Map

Prioritized Standard: SSUSH11 Examine connections between the rise of big business, the growth of labor unions, and technological innovations. *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 changing landscape of the United States including the rise of monopolies, introduction of labor unions, and increased number of immigrants to draw connections between concerns from this era to contemporary society</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 effects of railroads on other industries including steel and oil (SSUSH11a) <u>Learning Target 2:</u> Examine the significance of John D. Rockefeller and Andrew Carnegie in the rise of trusts and monopolies (SSUSH11b) <u>Learning Target 3:</u> Examine the influence of key inventions on U.S. infrastructure, including but not limited to the telegraph, telephone, and electric light bulb (SSUSH11c) <u>Learning Target 4:</u> Describe Ellis and Angel Islands, the change in immigrants' origins and their influence on the economy, politics, and culture of the United States (SSUSH11d) <u>Learning Target 5:</u> Discuss the origins, growth, influence, and tactics of labor unions including the American Federation of Labor (SSUSH11e)</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> innovation, mass production, labor union, monopoly, Ellis Island, Angel Island, industrialization</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Describe how the railroad industry had effects on other industries after the Civil War <u>Learning Target 3:</u> Identify the roles of John D. Rockefeller and Andrew Carnegie and their impact on American businesses <u>Learning Target 4:</u> Identify how key inventions impacted American infrastructure <u>Learning Target 5:</u> Determine how immigration following the Civil War impacted different geographical areas; including the impact on the economy, politics, and culture <u>Learning Target 6:</u> Identify reasons for the development of labor unions and their influence on the American workplace</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

United States History GSE Learning Map

Prioritized Standard: SSUSH14 Explain America’s evolving relationship with the world at the turn of the twentieth century. <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 influence of America on the world stage and compare America's relationship with the world at the turn of the twentieth century to America's relationship with the world at the turn of the twenty-first century</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 how the Spanish-American War, war in the Philippines, and territorial expansion led to the debate over American imperialism (SSUSH14a)</p> <p><u>Learning Target 2:</u> Examine U.S. involvement in Latin America, as reflected by the Roosevelt Corollary to the Monroe Doctrine and the creation of the Panama Canal (SSUSH14b)</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> American Imperialism, annexation, American expansionism, trans-oceanic</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Describe the debate for and against American imperialism</p> <p><u>Learning Target 3:</u> Identify acquired territories from American Imperialism</p> <p><u>Learning Target 4:</u> Describe the connection between the Roosevelt Corollary and Monroe Doctrine</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

United States History GSE Learning Map

Prioritized Standard: SSUSH17 Analyze the causes and consequences of the Great Depression. *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 factors leading up the Great Depression and provide a logical argument describing how these factors could or could not lead to another Great Depression in America; include ideas on wealth disparity, overproduction, and underconsumption</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 causes, including overproduction, underconsumption, and stock market speculation that led to the stock market crash of 1929 and the Great Depression (SSUSH17a)</p> <p><u>Learning Target 2:</u> Explain factors (include over-farming and climate) that led to the Dust Bowl and the resulting movement and migration west (SSUSH17b)</p> <p><u>Learning Target 3:</u> Explain the social and political impact of widespread unemployment that resulted in developments such as Hoovervilles (SSUSH17c)</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> overproduction, underconsumption, stock market speculation, Great Depression, Stock Market Crash of 1929, Dust Bowl, Hoovervilles</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify causes of the Great Depression</p> <p><u>Learning Target 3:</u> Identify factors that led to the Dust Bowl</p> <p><u>Learning Target 4:</u> Identify results of the Dust Bowl</p> <p><u>Learning Target 5:</u> Describe the social and political impacts of the Great Depression</p> <p><u>Learning Target 6:</u> Describe Roosevelt's attempts at relief, recovery, and reform reflected in various New Deal programs (SSUSH18a)</p> <p><u>Learning Target 7:</u> Explain the passage of the Social Security Act as a part of the second New Deal (SSUSH18b)</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

United States History GSE Learning Map

Prioritized Standard: SSUSH19 Examine the origins, major developments, and the domestic impact of World War II, including the growth of the federal government. *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 extent that the United States limited rights to citizens during and after World War II to another time period in order to promote security</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> Investigate the origins of U.S. involvement in the war including Lend-lease and the Japanese attack on Pearl Harbor (SSUSH19a) <u>Learning Target 2:</u> Examine the Pacific Theater including the difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops, the Battle of Midway, Manhattan Project and the dropping of the atomic bombs (SSUSH19b) <u>Learning Target 3:</u> Examine the European Theater including difficulties the U.S. faced in delivering weapons, food, and medical supplies to troops, D-Day, and the Fall of Berlin (SSUSH19c) <u>Learning Target 4:</u> Investigate the domestic impact of the war including war mobilization, as indicated by rationing, wartime conversion, and the role of women and African Americans or Blacks (SSUSH19d) <u>Learning Target 5:</u> Examine Roosevelt's use of executive powers including the integration of defense industries and the internment of Japanese-Americans (SSUSH19e)</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> Lend-Lease Acts, cash and carry, neutrality, atomic weapons, rationing, European Theater, Pacific Theater</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Describe the progression of the United States from neutrality to entry into World War II <u>Learning Target 3:</u> Describe the difficulties created by geography of the European Theater and the Pacific Theater <u>Learning Target 4:</u> Identify what occurred in the Manhattan Project <u>Learning Target 5:</u> Identify Japanese internment as an example of rights limitations during World War II <u>Learning Target 6:</u> Identify the roles that women and African Americans played because of war mobilization</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

United States History GSE Learning Map

Prioritized Standard: SSUSH20 Analyze U.S. international and domestic policies including their influences on technological advancements and social changes during the Truman and Eisenhower administrations. *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> Explain the reasons why greater gains towards equality were made for women and African Americans in the post-World War II Era</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 international policies and actions developed as a response to the Cold War including containment, the Marshall Plan, the Truman Doctrine, and the Korean War (SSUSH20a)</p> <p><u>Learning Target 2:</u> Connect major domestic issues to their social effects including the G.I. Bill, Truman's integration policies, McCarthyism, the National Interstate and Defense Highways Act, and Brown v. Board of Education (SSUSH20b)</p> <p><u>Learning Target 3:</u> Examine the influence of Sputnik on U.S. technological innovations and education (SSUSH20c)</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> containment, Cold War, integration, communism, Marshall Plan, Truman Doctrine</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify specific events of the Cold War: US involvement in Cuba, the Korean War</p> <p><u>Learning Target 3:</u> Identify what was included in the international policies such as the Marshall Plan and Truman Doctrine</p> <p><u>Learning Target 4:</u> Describe the impact of major domestic issues during the Truman and Eisenhower administrations: G.I. Bill, Truman's integration policies, McCarthyism, the National Interstate and Defense Highways Act, and Brown v. Board of Education</p> <p><u>Learning Target 5:</u> Describe the launch to Sputnik and how it impacted U.S. technological innovations</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

United States History GSE Learning Map

Prioritized Standard: SSUSH23 Assess the political, economic, and technological changes during the Reagan, George H.W. Bush, Clinton, George W. Bush, and Obama administrations. *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 challenges and successes of the Reagan, Bush, Sr., Clinton, Bush, and Obama administrations and draw conclusions about the impact each president had on technology, economics, and relationships with other countries</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 challenges by recent presidents including the collapse of the Soviet Union, Clinton's impeachment, the attacks of September 11, 2001, and the war against terrorism (SSUSH23a)</p> <p><u>Learning Target 2:</u> Examine economic policies of recent presidents including Reagonomics (SSUSH23)</p> <p><u>Learning Target 3:</u> Examine the influence of technological changes on society including the personal computer, the Internet, and social media (SSUSH23c)</p> <p><u>Learning Target 4:</u> Examine the historic nature of the presidential election of 2008 (SSUSH23d)</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> impeachment, terrorism, Reagonomics</p> <p>The student will perform basic processes:</p> <p><u>Learning Target 2:</u> Identify the major challenges faced by recent presidents: (1) the collapse of the Soviet Union, (2) impeachment, (3) the attacks of September 11, 2001, and (4) the war against terrorism</p> <p><u>Learning Target 3:</u> Identify the key components of Reagonomics</p> <p><u>Learning Target 4:</u> Determine how technology improved during recent presidential administrations</p> <p><u>Learning Target 5:</u> Determine reasons why the presidential election of 2008 was a historical event</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