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Edit page

CW High School
American History A

1. **Civil War and Reconstruction (12.00%)**

Learning Targets

1.1 **I can conclude how the strengths and weaknesses of the North and South led to Northern victory.**

Learning Target	Descriptor	Definition
4	Proficient	I can conclude how the strengths and weaknesses of the North and South led to Northern victory.
3	Developing	I can predict how the differences between the North and South could lead to victory for one side over the other.
2	Basic	I can describe the strengths and weaknesses of the North and South.
1	Minimal	I can identify the strengths and weaknesses of the North and South.
0	No Evidence	No evidence shown.

1.2 **I can determine how the turning points of the war led to the surrender of the South.**

Learning Target	Descriptor	Definition
4	Proficient	I can determine how the turning points of the war led to the surrender of the South.
3	Developing	I can explain the importance of the turning points of the war.
2	Basic	I can describe the turning points at the end of the Civil War.
1	Minimal	I can identify the turning points at the end of the Civil War.
0	No Evidence	No evidence shown.

1.3 **I can justify whether Reconstruction should be considered a success or failure based on evidence.**

Learning Target	Descriptor	Definition
4	Proficient	I can justify whether Reconstruction should be considered a success or failure based on evidence.
3	Developing	I can explain the impact of the positive and negative effects of Reconstruction.
2	Basic	I can identify how Reconstruction affected different groups of people in positive and negative ways.
1	Minimal	I can list the positive and negative effects of Reconstruction.
0	No Evidence	No evidence shown.

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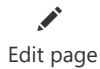
CW High School
American History A

2. **Changing the Western Frontier (12.00%)**

Learning Targets

2.1 **I can justify how Westward Expansion led to the destruction of the Native American way of life.**

Learning Target	Descriptor	Definition
4	Proficient	I can justify how Westward Expansion led to the destruction of the Native American way of life.
3	Developing	I can chart the positive and negative effects of white settlement on Native American populations.
2	Basic	I can hypothesize how white settlement in the West could affect different groups of people.
1	Minimal	I can identify the differences between cultural values of American settlers to Native American cultural values.
0	No Evidence	No evidence shown.

2.2 **I can assess the positive and negative effects that railroads had on America both socially and economically.**

Learning Target	Descriptor	Definition
4	Proficient	I can assess the positive and negative effects that railroads had on America both socially and economically.
3	Developing	I can analyze the impact that railroads would have on the American west.
2	Basic	I can outline the changes railroads would pose on America.
1	Minimal	I can identify the reasons for increased railroad building in America after the Civil War.
0	No Evidence	No evidence shown.

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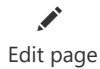
CW High School
American History A

3. **The Gilded Age (11.00%)**

Learning Targets

3.1 **I can conclude the positive or negative impact that innovations in technology and business practices had on the lives of Americans.**

Learning Target	Descriptor	Definition
4	Proficient	I can conclude the positive or negative impact that innovations in technology and business practices had on the lives of Americans.
3	Developing	I can illustrate the effects that innovations in technology and business practices had on the lives of Americans.
2	Basic	I can describe innovations in technology and business practices.
1	Minimal	I can identify technological innovations and captains of industry with their business models.
0	No Evidence	No evidence shown.

3.2 **I can critique the discriminatory practices associated with immigration at the turn of the 20th century and assess the reasons why those practices occurred.**

Learning Target	Descriptor	Definition
4	Proficient	I can critique the discriminatory practices associated with immigration at the turn of the 20th century and assess the reasons why those practices occurred.
3	Developing	I can explain the patterns of immigration and predict what discriminatory practices may arise regarding different groups of people.
2	Basic	I can identify the purposes for emigration in the late 1800s.
1	Minimal	I can define immigration and emigration.
0	No Evidence	No evidence shown.

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Edit page

CW High School
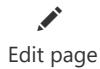## American History A

4. **The Progressive Era** (11.00%)

Learning Targets

4.1 **I can evaluate the impact Progressive programs had on the lives of average Americans at the turn of the century.**

Learning Target	Descriptor	Definition
4	Proficient	I can evaluate the impact Progressive programs had on the lives of average Americans at the turn of the century.
3	Developing	I can chart the changes that occurred in response to Progressive issues.
2	Basic	I can explain the need for Progressive reforms at the turn of the century.
1	Minimal	I can identify the issues facing America at the turn of the century.
0	No Evidence	No evidence shown.

4.2 **I can relate the political changes that occurred at the turn of the 20th century with modern day examples.**

Learning Target	Descriptor	Definition
4	Proficient	I can relate the political changes that occurred at the turn of the 20th century with modern day examples.
3	Developing	I can communicate why there was a need for political reforms.
2	Basic	I can explain how Progressive ideas changed the role of the government.
1	Minimal	I can identify the political changes that occurred during the Progressive era.
0	No Evidence	No evidence shown.

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Edit page

CW High School
American History A

5. Imperialism (9.00%)

Learning Targets

5.1 I can critique the long-lasting effects of American imperialism at the turn of the 20th century on various parts of the world.

Learning Target	Descriptor	Definition
4	Proficient	I can critique the long-lasting effects of American imperialism at the turn of the 20th century on various parts of the world.
3	Developing	I can explain why America targeted certain areas of the world to focus upon for their imperialistic policies.
2	Basic	I can summarize the reasons for American imperialism.
1	Minimal	I can define imperialism.
0	No Evidence	No evidence shown.

5.2 I can judge whether or not America was justified in their actions during the Spanish-American War using primary sources.

Learning Target	Descriptor	Definition
4	Proficient	I can judge whether or not America was justified in their actions during the Spanish-American War using primary sources.
3	Developing	I can hypothesize why America treated the countries they were aiding in different manners during the Spanish-American War.
2	Basic	I can explain why America fought in the Spanish-American War.
1	Minimal	I can identify the various locations of the Spanish-American War.
0	No Evidence	No evidence shown.

✏️
Edit page

CW High School
American History A

6. World War I (12.00%)

Learning Targets

6.1 I can defend the U.S.'s reasons for entering World War I and relate them to Wilson's 14 Points.

Learning Target	Descriptor	Definition
4	Proficient	I can defend the U.S.'s reasons for entering World War I and relate them to Wilson's 14 Points.
3	Developing	I can compare the long-term causes of World War I with the reasons why the United States entered the war.
2	Basic	I can describe how each cause would have contributed to world-wide war.
1	Minimal	I can list the causes of World War I.
0	No Evidence	No evidence shown.

6.2 I can assess how World War I was different from other wars that came before it.

Learning Target	Descriptor	Definition
4	Proficient	I can assess how World War I was different from other wars that came before it.
3	Developing	I can analyze the impact that new technology had upon warfare.
2	Basic	I can sketch an example of trench warfare using the new weapons of World War I.
1	Minimal	I can list the new weapons used in World War I.
0	No Evidence	No evidence shown.

6.3 I can judge the terms of the Treaty of Versailles and evaluate the impact it would have on Germany and the rest of the world.

Learning Target	Descriptor	Definition
4	Proficient	I can judge the terms of the Treaty of Versailles and evaluate the impact it would have on Germany and the rest of the world.
3	Developing	I can predict how the terms of the Treaty of Versailles would impact each nation involved.
2	Basic	I can summarize the terms of the Treaty of Versailles.
1	Minimal	I can identify the purpose of the Treaty of Versailles.
0	No Evidence	No evidence shown.

✏️
Edit page

CW High School
American History A

7. **Cumulative Final (10.00%)**

Learning Targets

7.1 **I can demonstrate proficient cumulative content knowledge and proficient analysis of content connectivity.**

Learning Target	Descriptor	Definition
4	Proficient	I can demonstrate proficient cumulative content knowledge and proficient analysis of content connectivity.
3	Developing	I can demonstrate proficient cumulative content knowledge and developing analysis of content connectivity.
2	Basic	I can show basic knowledge of cumulative content and analysis.
1	Minimal	I can show minimal knowledge of cumulative content.
0	No Evidence	No evidence shown.

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CW High School
American History A

8. **Research, Analyzing, and Writing (RAW) in the Social Studies Discipline (10.00%)**

Learning Targets

8.1 **I can find, cite, and use credible sources within my work to support opinions and conclusions.**

Learning Target	Descriptor	Definition
4	Proficient	I can find, cite, and use credible sources within my work to support opinions and conclusions.
3	Developing	I can find, cite, and use credible sources within my own work correctly.
2	Basic	I can find and correctly cite credible sources.
1	Minimal	I can find credible source(s).
0	No Evidence	No evidence shown.

8.2 **I can structure and produce an argument using several pieces of evidence from primary and secondary sources.**

Learning Target	Descriptor	Definition
4	Proficient	I can structure and produce an argument using several pieces of evidence from primary and secondary sources.
3	Developing	I can use primary and secondary sources to support an argument.
2	Basic	I can logically connect primary and secondary sources to an argument in an outline format.
1	Minimal	I can interpret primary and secondary sources and answer questions regarding those sources.
0	No Evidence	No evidence shown.

8.3 **I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.**

Learning Target	Descriptor	Definition
4	Proficient	I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
3	Developing	I can develop and organize a response to a prompt with no errors in mechanics and conventions.
2	Basic	I can respond to a prompt with few errors in mechanics and conventions.
1	Minimal	I can respond to a prompt with multiple errors in mechanics and conventions.
0	No Evidence	No evidence shown.

✏️
Edit page

CW High School
American History A

9. **Visual Representation (5.00%)**

Learning Targets

9.1 I can logically and effectively convey an idea through a detailed visual representation and support that idea through various forms of analysis.

Learning Target	Descriptor	Definition
4	Proficient	I can logically and effectively convey an idea through a detailed visual representation and support that idea through various forms of analysis.
3	Developing	I can adequately express an idea through the creation of a visual representation.
2	Basic	I can create a basic representation of a social studies topic with no missing elements of the genre.
1	Minimal	I can create a basic representation of a social studies topic but am missing some of the elements of the genre.
0	No Evidence	No evidence shown.

10. **Socratic Engagement (5.00%)**

Learning Targets

10.1 I can demonstrate thoughtful and active participation throughout the seminar contributing new insightful and logical ideas, and use others' ideas to expand my point of view.

Learning Target	Descriptor	Definition
4	Proficient	I can demonstrate thoughtful and active participation throughout the seminar contributing new insightful and logical ideas, and use others' ideas to expand my point of view.
3	Developing	I can demonstrate active participation throughout the seminar and support a point of view already expressed in the discussion.
2	Basic	I can demonstrate active participation throughout most of the seminar and respond to a prompt.
1	Minimal	I can participate in the seminar but may be off task or disengaged.
0	No Evidence	No evidence shown.

✏
Edit page

CW High School

American History A

11.   Contemporary Applications (3.00%)

Learning Targets

11.1 I can examine a current event by investigating the origins of the event, connecting it to events in the past, and offer my opinion on how this event may impact myself and others.

Learning Target	Descriptor	Definition
4	Proficient	I can examine a current event by investigating the origins of the event, connecting it to events in the past, and offer my opinion on how this event may impact myself and others.
3	Developing	I can describe a current event, connect it to events in the past, and offer my opinion on it.
2	Basic	I can outline an event that is currently in the news and connect it to something that happened in the past.
1	Minimal	I can state an event that is currently in the news.
0	No Evidence	No evidence shown.

Submitted on 10/31/2021 by