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CW High School

American History B

1. The Roaring 1920s (8.00%)

Learning Targets

1.1 I can assess how the political, economic, and social changes of the 1920s impacted the lives of Americans.

Learning Target	Descriptor	Definition
4	Proficient	I can assess how the political, economic, and social changes of the 1920s impacted the lives of Americans.
3	Developing	I can analyze the causes of the political, economic, and social changes of the 1920s.
2	Basic	I can describe the political, economic, and social changes of the 1920s.
1	Minimal	I can identify the political, economic, and social changes of the 1920s.
0	No Evidence	No evidence shown.

1.2 I can evaluate the importance of various historical figures by describing how they impacted society and culture during the 1920s.

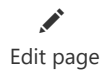
Learning Target	Descriptor	Definition
4	Proficient	I can evaluate the importance of various historical figures by describing how they impacted society and culture during the 1920s.
3	Developing	I can explain how historical figures represented social changes in American values and culture in the 1920s.
2	Basic	I can connect historical figures from the 1920s with their contributions to society.
1	Minimal	I can identify historical figures from the 1920s.
0	No Evidence	No evidence shown.

2. The Great Depression (11.00%)

Learning Targets

2.1 I can evaluate the impact the Great Depression and the Dust Bowl had on average Americans in the 1930s.

Learning Target	Descriptor	Definition
4	Proficient	I can evaluate the impact the Great Depression and the Dust Bowl had on average Americans in the 1930s.
3	Developing	I can outline the effects of the Great Depression and the Dust Bowl.
2	Basic	I can explain the causes of the Great Depression and the Dust Bowl.
1	Minimal	I can identify the causes of the Great Depression and the Dust Bowl.



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Learning Target	Descriptor	Definition
0	No Evidence	No evidence shown.

2.2 I can evaluate the different policies of Hoover and Roosevelt in response to the Great Depression, and conclude which was better for the American people.

Learning Target	Descriptor	Definition
4	Proficient	I can evaluate the different policies of Hoover and Roosevelt in response to the Great Depression, and conclude which was better for the American people.
3	Developing	I can deduce how the policies of Hoover and Roosevelt in response to the Great Depression would impact the American people in different ways.
2	Basic	I can explain the different policies of Hoover and Roosevelt in response to the Great Depression.
1	Minimal	I can identify Hoover and Roosevelt's policies in response to the Great Depression.
0	No Evidence	No evidence shown.

2.3 I can determine if the New Deal was a success or a failure.


Learning Target	Descriptor	Definition
4	Proficient	I can determine if the New Deal was a success or a failure.
3	Developing	I can communicate the purpose of the New Deal programs.
2	Basic	I can describe the need for New Deal programs.
1	Minimal	I can identify New Deal programs.
0	No Evidence	No evidence shown.

3. World War II (13.00%)

Learning Targets

3.1 I can evaluate how the causes of World War II collectively led to the deadliest war in history.

Learning Target	Descriptor	Definition
4	Proficient	I can evaluate how the causes of World War II collectively led to the deadliest war in history.
3	Developing	I can examine the causes of World War II and argue which was the most significant step that led to war.
2	Basic	I can explain the causes of World War II.
1	Minimal	I can list the causes of World War II.


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Learning Target	Descriptor	Definition
0	No Evidence	No evidence shown.

3.2 I can assess the battle strategies of the U.S. in both the Pacific and European Theaters and determine how each led to victory for the Allied Powers.

Learning Target	Descriptor	Definition
4	Proficient	I can assess the battle strategies of the U.S. in both the Pacific and European Theaters and determine how each led to victory for the Allied Powers.
3	Developing	I can outline the military strategies of the U.S. in both the Pacific and European Theaters.
2	Basic	I can summarize the reasons why the U.S. engaged in armed conflict with Germany, Italy, and Japan.
1	Minimal	I can identify the battles of World War II.
0	No Evidence	No evidence shown.

3.3 I can conclude how Nazi ideology led to the genocide of millions of people, and propose how to prevent this type of genocide in the future.

Learning Target	Descriptor	Definition
4	Proficient	I can conclude how Nazi ideology led to the genocide of millions of people, and propose how to prevent this type of genocide in the future.
3	Developing	I can deduce how the Holocaust was able to happen.
2	Basic	I can explain the steps to the Holocaust.
1	Minimal	I can list the steps to the Holocaust.
0	No Evidence	No evidence shown.

3.4 I can critique policies the U.S. implemented in response to World War II and determine their level of success.

Learning Target	Descriptor	Definition
4	Proficient	I can critique policies the U.S. implemented in response to World War II and determine their level of success.
3	Developing	I can chart the changes in U.S. policies created in response to World War II.
2	Basic	I can describe the purposes of the U.S. policies created in response to World War II.
1	Minimal	I can identify U.S. policies in response to World War II.
0	No Evidence	No evidence shown.



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3.5 I can determine if President Truman made the correct decision when dropping the atomic bomb.

Learning Target	Descriptor	Definition
4	Proficient	I can determine if President Truman made the correct decision when dropping the atomic bomb.
3	Developing	I can infer why an atomic bomb would be used on a population.
2	Basic	I can explain the impact an atomic bomb would have on a population.
1	Minimal	I can identify the program that created the atomic bomb.
0	No Evidence	No evidence shown.

4. The Cold War (11.00%)


Learning Targets

4.1 I can critique the origins of the Cold War and decide if the tension between the United States and the Soviet Union could have been avoided.

Learning Target	Descriptor	Definition
4	Proficient	I can critique the origins of the Cold War and decide if the tension between the United States and the Soviet Union could have been avoided.
3	Developing	I can outline policies the United States implemented in response to the Cold War and determine if they were successes or failures.
2	Basic	I can explain why the United States and the Soviet Union were in a cold war.
1	Minimal	I can define cold war.
0	No Evidence	No evidence shown.

4.2 I can determine whether the Korean War and the Vietnam War should be considered successes or failures from the perspective of the United States.

Learning Target	Descriptor	Definition
4	Proficient	I can determine whether the Korean War and the Vietnam War should be considered successes or failures from the perspective of the United States.
3	Developing	I can communicate the causes of the Korean War and the Vietnam War.
2	Basic	I can describe the Korean War and the Vietnam War.
1	Minimal	I can identify terms from the Korean War and the Vietnam War.


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Learning Target	Descriptor	Definition
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0	No Evidence	No evidence shown.
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4.3 I can analyze how various Cold War conflicts were examples of political and technological competition between the USSR and the US for global influence.

Learning Target	Descriptor	Definition
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4	Proficient	I can analyze how various Cold War conflicts were examples of political and technological competition between the USSR and the US for global influence.
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3	Developing	I can communicate the causes of cold war conflicts outside of the United States.
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2	Basic	I can describe cold war conflicts occurring outside of the United States.
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1	Minimal	I can identify incidences of cold war conflict outside of the United States.
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0	No Evidence	No evidence shown.
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5. Civil Rights (9.00%)

Learning Targets

5.1 I can conclude how the three branches of government served to promote or hinder civil rights in the 20th Century.

Learning Target	Descriptor	Definition
4	Proficient	I can conclude how the three branches of government served to promote or hinder civil rights in the 20th Century.
3	Developing	I can research the roles the three branches of government had in civil rights in the 20th Century.
2	Basic	I can explain the roles of the three branches of government.
1	Minimal	I can list the three branches of government.
0	No Evidence	No evidence shown.

5.2 I can evaluate the success of movements by different minorities in their struggle to achieve civil rights.

Learning Target	Descriptor	Definition
4	Proficient	I can evaluate the success of movements by different minorities in their struggle to achieve civil rights.
3	Developing	I can differentiate between the strategies of different groups of minorities in their struggle to achieve civil rights.
2	Basic	I can describe why certain groups of people were discriminated against.
1	Minimal	I can identify ways in which people were discriminated against in the 20th century.
0	No Evidence	No evidence shown.

5.3 I can justify the importance of key figures in movements to end discrimination, and predict how the fight for civil rights would have been different without their participation.

Learning Target	Descriptor	Definition
4	Proficient	I can justify the importance of key figures in movements to end discrimination, and predict how the fight for civil rights would have been different without their participation.
3	Developing	I can research the significance of key figures in movements to end discrimination.
2	Basic	I can explain the role of key figures in movements to end discrimination.
1	Minimal	I can identify key figures in movements to end discrimination.
0	No Evidence	No evidence shown.



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6. The Conservative Era (9.00%)

Learning Targets

6.1 I can evaluate why there was a desire for a shift towards conservatism and how that change impacted society.

Learning Target	Descriptor	Definition
4	Proficient	I can evaluate why there was a desire for a shift towards conservatism and how that change impacted society.
3	Developing	I can outline the goals of the conservative movement.
2	Basic	I can describe the difference between liberal and conservative ideas.
1	Minimal	I can identify liberal and conservative ideas.
0	No Evidence	No evidence shown.

6.2 I can justify how the Watergate scandal changed Americans' perception of their government and the role of the press.

Learning Target	Descriptor	Definition
4	Proficient	I can justify how the Watergate scandal changed Americans' perception of their government and the role of the press.
3	Developing	I can sequence the events of the Watergate scandal and its aftermath.
2	Basic	I can explain why the Watergate scandal occurred.
1	Minimal	I can identify terms and people associated with the Watergate scandal.
0	No Evidence	No evidence shown.

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7. Terrorism and Foreign Policy (8.00%)

Learning Targets

7.1 I can justify the role of the United States in the Middle East in regards to foreign policy and wars.

Learning Target	Descriptor	Definition
4	Proficient	I can justify the role of the United States in the Middle East in regards to foreign policy and wars.
3	Developing	I can analyze the role of the United States in the Middle East.
2	Basic	I can explain why the United States has interests in the Middle East.
1	Minimal	I can identify areas where the United States is involved in the Middle East.
0	No Evidence	No evidence shown.

7.2 I can analyze the outcome of various wars in the Middle East and determine the success or failure of each.

Learning Target	Descriptor	Definition
4	Proficient	I can analyze the outcome of various wars in the Middle East and determine the success or failure of each.
3	Developing	I can examine the impact of various wars in the Middle East.
2	Basic	I can summarize the various wars in the Middle East.
1	Minimal	I can identify the causes of various wars in the Middle East.
0	No Evidence	No evidence shown.



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8. Research, Analyzing, and Writing (RAW) in the Social Studies Discipline (15.00%)

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.



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9. Visual Representation (6.00%)

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 (7.00%)

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 seminar and supports a view point 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.



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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