# CW High School
## World History - Modern

1. **Renaissance and Reformation** (14.29%)

   **Learning Targets**

   1.1 **I can examine and analyze the primary source works of major renaissance artists, writers, and political thinkers to determine humanistic traits and techniques as it relates to the spread of Renaissance ideas in Europe.**

   | Learning Target | Descriptor | Definition |
   |:---:|:---:|---|
   | 4 | Proficient | I can examine and analyze the primary source works of major renaissance artists, writers, and political thinkers to determine humanistic traits and techniques as it relates to the spread of Renaissance ideas in Europe. |
   | 3 | Developing | I can compare and contrast humanistic works from Renaissance people. |
   | 2 | Basic | I can describe how Renaissance primary source documents display the qualities of humanistic traits and techniques. |
   | 1 | Minimal | I can identify major Renaissance people and their works. |
   | 0 | No Evidence | No evidence shown. |

   1.2 **I can contrast medieval practices with Renaissance ideas in science and religion that led to a changing world view.**

   | Learning Target | Descriptor | Definition |
   |:---:|:---:|---|
   | 4 | Proficient | I can contrast medieval practices with Renaissance ideas in science and religion that led to a changing world view. |
   | 3 | Developing | I can describe the changes in Medieval and Renaissance thought using one or two examples. |
   | 2 | Basic | I can link changes from Medieval to Renaissance ideas. |
   | 1 | Minimal | I can identify areas where Medieval and Renaissance ideas conflict. |
   | 0 | No Evidence | No evidence shown. |

2. **The Middle East** (14.26%)

   **Learning Targets**

   2.1 **I can explain the philosophy of Islam using the Five Pillars of Faith, historical accounts, Islamic Law, and the division of sects within Islam.**

   | Learning Target | Descriptor | Definition |
   |:---:|:---:|---|
   | 4 | Proficient | I can explain the philosophy of Islam using the Five Pillars of Faith, historical accounts, Islamic Law, and the division of sects within Islam. |
   | 3 | Developing | I can explain how the duties of Muslims and the Five Pillars of Faith have had upon the daily life of a Muslim, and describe the divisionary sects in relation to the beliefs of a Muslim. |
   | 2 | Basic | I can connect the duties of a Muslim to the Five Pillars of Faith, and how the faith separated after the death of Muhammad. |

# CW High School
## World History - Modern

| Learning Target | Descriptor | Definition |
| --- | --- | --- |
| 1 | Minimal | I can list the Five Pillars of Faith, and recall several key people, and concepts of Islam. |
| 0 | No Evidence | No evidence shown. |

**2.2  I can compare and contrast the philosophies and historic claims to land of Western religions within the Middle East and analyze how this leads to conflict.**

| Learning Target | Descriptor | Definition |
| --- | --- | --- |
| 4 | Proficient | I can compare and contrast the philosophies and historic claims to land of Western religions within the Middle East and analyze how this leads to conflict. |
| 3 | Developing | I can compare and contrast the philosophies and historic claims to land of Western religions within the Middle East |
| 2 | Basic | I can use a Venn diagram to compare similarities and differences between Western religions. |
| 1 | Minimal | I can give examples of religious philosophies of groups living in the middle East. |
| 0 | No Evidence | No evidence shown. |

**2.3  I can analyze examples of ongoing change and conflict in Israel, Iran, Iraq and Afghanistan as they relate to culture and resources; and evaluate how that change impacts the world.**

| Learning Target | Descriptor | Definition |
| --- | --- | --- |
| 4 | Proficient | I can analyze examples of ongoing change and conflict in Israel, Iran, Iraq and Afghanistan as they relate to culture and resources; and evaluate how that change impacts the world. |
| 3 | Developing | I can examine the nature of various Middle East conflicts and defend a position of a conflicting party. |
| 2 | Basic | I can connect the examples of conflict to disagreements over land distribution and religious philosophy. |
| 1 | Minimal | I can identify four examples of conflict within the area of the Middle East. |
| 0 | No Evidence | No evidence shown. |

# CW High School
## World History - Modern

3.  Russia and Communist Revolution  (14.29%)

**Learning Targets**

3.1  I can evaluate how the economic conditions of Czarist Russia caused a revolution, and make justification arguments for the creation of a command economy.

| Learning Target | Descriptor | Definition |
|:---:|:---:|:---|
| 4 | Proficient | I can evaluate how the economic conditions of Czarist Russia caused a revolution, and make justification arguments for the creation of a command economy. |
| 3 | Developing | I can examine the causes of revolutionary ideas connect them to actions taken by the Russian population. |
| 2 | Basic | I can connect the actions of czars to the formation of a communist party. |
| 1 | Minimal | I can identify several czars and the conditions of Russia under their rule. |
| 0 | No Evidence | No evidence shown. |

3.2  I can compare and contrast capitalism and communism; and evaluate which sectors of a population may prefer a certain economic system.

| Learning Target | Descriptor | Definition |
|:---:|:---:|:---|
| 4 | Proficient | I can compare and contrast capitalism and communism; and evaluate which sectors of a population may prefer a certain economic system. |
| 3 | Developing | I can recognize the effect each characteristic in a capitalist or communist society may have on a person's life. |
| 2 | Basic | I can define and give an example of each characteristic in a capitalist or communist society. |
| 1 | Minimal | I can identify three characteristics each of a capitalist and communist society. |
| 0 | No Evidence | No evidence shown. |

# CW High School
## World History - Modern

4. **The Soviet Union and Cold War**   (14.29%)

**Learning Targets**

**4.1  I can assess how Soviet totalitarian regimes faced conflict from external and internal sources, and evaluate the reasons why the communist experiment failed in the former Soviet Union.**

| Learning Target | Descriptor | Definition |
| --- | --- | --- |
| 4 | Proficient | I can assess how Soviet totalitarian regimes faced conflict from external and internal sources, and evaluate the reasons why the communist experiment failed in the former Soviet Union. |
| 3 | Developing | I can recall four internal and four external Soviet conflicts; and connect them to world issues and leaders. |
| 2 | Basic | I can recall two internal and two external Soviet conflicts; and connect them to world issues and leaders. |
| 1 | Minimal | I can list two Soviet conflicts and two Soviet leaders during the Cold war period. |
| 0 | No Evidence | No evidence shown. |

**4.2  I can analyze the effect nuclear proliferation and Cold War policies of the US and USSR had upon world regions.**

| Learning Target | Descriptor | Definition |
| --- | --- | --- |
| 4 | Proficient | I can analyze the effect nuclear proliferation and Cold War policies of the US and USSR had upon world regions. |
| 3 | Developing | I can connect Cold War policy to modern world issues using multiple examples. |
| 2 | Basic | I can identify four Cold War hot spots and explain the nature of the conflict. |
| 1 | Minimal | I can identify two Cold War hot spots and state one reason for each conflict. |
| 0 | No Evidence | No evidence shown. |

5. **China and East Asian History**  (14.29%)

**Learning Targets**

**5.1  I can establish a cause-and-effect relationship between dynastic periods and innovations of technology in Asia.**

| Learning Target | Descriptor | Definition |
| --- | --- | --- |
| 4 | Proficient | I can establish a cause-and-effect relationship between dynastic periods and innovations of technology in Asia. |
| 3 | Developing | I can communicate how the Silk Road was a vessel for an interchange of ideas between the East and West in different periods of time. |

# CW High School
## World History - Modern

| Learning Target | Descriptor | Definition |
|:---:|:---:|:---|
| 2 | Basic | I can describe how four innovations changed the political and cultural landscape of China. |
| 1 | Minimal | I can identify the stages of a dynasty and four innovations or inventions from Asia. |
| 0 | No Evidence | No evidence shown. |

**5.2  I can assess how fundamental philosophies of Asia have shaped Eastern thought.**

| Learning Target | Descriptor | Definition |
|:---:|:---:|:---|
| 4 | Proficient | I can assess how fundamental philosophies of Asia have shaped Eastern thought. |
| 3 | Developing | I can compare and contrast the four fundamental philosophies of Asia. |
| 2 | Basic | I can explain two attributes of each of the philosophies of Asia. |
| 1 | Minimal | I can list the four fundamental philosophies of Asia. |
| 0 | No Evidence | No evidence shown. |

**5.3  I can evaluate the significance of isolationism, imperialism, communist totalitarianism and specific individuals had upon the establishment of a modern-day political and economic China.**

| Learning Target | Descriptor | Definition |
|:---:|:---:|:---|
| 4 | Proficient | I can evaluate the significance of isolationism, imperialism, communist totalitarianism and specific individuals had upon the establishment of a modern-day political and economic China. |
| 3 | Developing | I can determine how events in the hostory of China led to new thoughts and a modern-day economic state. |
| 2 | Basic | I can link the periods of change in China to people and events that occurred. |
| 1 | Minimal | I can define the periods of isolationism, imperialism, and communist totalitarianism in China. |
| 0 | No Evidence | No evidence shown. |

# CW High School
## World History - Modern

6. Geographical Applications  (14.29%)

**Learning Targets**

6.1  I can use knowledge of physical and political world geography to analyze world conflict and identify 93% of physical and political regional world features on a map.

| Learning Target | Descriptor | Definition |
|:---:|:---:|---|
| 4 | Proficient | I can use knowledge of physical and political world geography to analyze world conflict and identify 93% of physical and political regional world features on a map. |
| 3 | Developing | I can make mental comparisons of 85% of physical and political regional world features on a map. |
| 2 | Basic | I can identify 75% of physical and political regional world features on a map. |
| 1 | Minimal | I can identify 60% of physical and political regional world features on a map. |
| 0 | No Evidence | No evidence shown. |

7. Visual/Technological Expression  (14.29%)

**Learning Targets**

7.1  I can research, cite, and use credible sources to logically and effectively convey an idea through a detailed visual representation and support that idea through various forms of technology (Russian Movie Documetary/Renaissance Power Point).

| Learning Target | Descriptor | Definition |
|:---:|:---:|---|
| 4 | Proficient | I can research, cite, and use credible sources to logically and effectively convey an idea through a detailed visual representation and support that idea through various forms of technology (Russian Movie Documetary/Renaissance Power Point). |
| 3 | Developing | I can adequately express an idea through the creation of a visual representation using multiple sources. |
| 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. |

**Submitted on 7/2/2019 by John Loy**