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| **WORLD CULTURES COMPETENCY 1 of 5: *Acquiring Information***  ***Competency Description:*** *Students will demonstrate proficiency in acquiring information, establishing its meaning and determining its importance from a variety of primary and secondary sources.* | | | |
| **Common Core Standards Addressed:**  WHST.11-12.8, WHST.11-12.9, RH.11-12.2, RH.11-12.4, L.11-12.6.  **21st Century Learning Skills Addressed:** Information Literacy; Media Literacy; Initiative & Self-Direction. | | | |
| **Competency Elements and Assessment Rubric:** | | | |
| 4  Proficient with Distinction | 3  Proficient | 2  Partially Proficient | 1  Not Proficient |
| A. Students will be able to distinguish between a primary and secondary source, identifying multiple types of each and specifically how information from all can be used, as well as being able to conduct other methods, such as surveys, observations and statistical analysis to acquire relevant information. (e.g. historical scholarly writing versus primary source letters) | A. Students will be able to distinguish between a primary and secondary source and identify how the information from each can be used, as well as identify other methods, such as surveys, observations and statistical analysis that can be used to acquire relevant information. (e.g. historical scholarly writing versus primary source letters) | A. Students will be able to distinguish between a primary and secondary source and identify how the information from each can be used, with some assistance, and only possess a superficial understanding of information available using other methods. (e.g. historical scholarly writing versus primary source letters) | A. Students are generally unable to distinguish between a primary and secondary without significant assistance and struggle to identify how information gained from each can be used.(e.g. historical scholarly writing versus primary source letters) |
| B. Students will be able to acquire an abundant amount of relevant information from a variety of informational text sources by consistently selecting appropriate and efficient reading strategies independently to engage with the text and context clues to make insightful connections with key terms and concepts. (e.g. examining a variety of documents for expressed information.) | B. Students will be able to acquire relevant information from a variety of informational text sources using appropriate reading strategies for the given task to engage with the text and context clues to decode and understand key terms and concepts. (e.g. examining a variety of documents for expressed information.) | B. Students will be able to acquire some relevant information from a limited number of informational text sources, using appropriate reading strategies for the given task with some assistance and context clues inconsistently to arrive at underdeveloped understandings. (e.g. examining a variety of documents for expressed information.) | B. Students are able to acquire only a few basic facts from secondary sources, usually copying information from the source, without being able use strategies to develop even a basic understanding of the text. (e.g. examining a variety of documents for expressed information.) |
| C. Students will be able to acquire an abundant amount of relevant information from a variety of non-text informational sources, such as images, cartoons, graphs, maps, charts, and other media sources, consistently and efficiently using strategies to engage with the content and context clues to make insightful connections with key terms and concepts. (e.g. examining a variety of documents for expressed information.) | C. Students will be able to acquire relevant information from a variety of non-text informational sources, such as images, cartoons, graphs, maps, charts, and other media sources, using strategies to engage with the content and context clues to decode and understand key terms and concepts.  (e.g. examining a variety of documents for expressed information.) | C. Students will be able to acquire some relevant information from a limited number of non-text informational sources, using strategies and context clues inconsistently to arrive at underdeveloped understandings. (e.g. examining a variety of documents for expressed information.) | C. Students are able to acquire only a few basic facts from non-text informational sources, usually writing basic descriptions of the source, without being able use strategies to develop even a basic understanding of its content. (e.g. examining a variety of documents for expressed information.) |
| D. Students will be able to accurately identify the main idea, even in complex texts, providing an accurate and succinct summary with multiple supporting details and well-developed analysis. (e.g. organizing and executing the French Revolution document based essay) | D. Students will be able to accurately identify the main idea from a variety of informational sources and can provide an accurate summary using supporting details and limited analysis. (e.g. organizing and executing the French Revolution document based essay) | D. Students are able to identify the main idea from a few information sources, at times with some difficulty or lacking accuracy, summarizing central ideas with often less relevant or inaccurate details. (e.g. organizing and executing the French Revolution document based essay) | D. Students are able to infrequently able to independently identify the main idea from an informational source and often copy parts of the reading instead of using summarizing. (e.g. organizing and executing the French Revolution document based essay) |
| E. Students will be able to organize information by grouping data into categories according to multiple appropriate criteria, as well as being able to place information in proper sequence, such as by order of importance or in visual or tabular formats that significantly demonstrate mastery of the information. (e.g. timelines, charting the escalation of events leading to the American Revolution, or creating a table of similarities and differences between Daoism, Confucianism and Legalism) | E. Students will be able to organize information by grouping data in categories according to appropriate criteria, as well as being able to place information in proper sequence, such as by order of importance or in visual or tabular formats. (e.g. timelines, charting the escalation of events leading to the American Revolution, or creating a table of similarities and differences between Daoism, Confucianism and Legalism) | E. Students will be able to organize information by grouping data in categories according to a limited set of criteria, as well as being able to somewhat inconsistently place information in proper sequence or in a tabular format, all with some assistance.(e.g. timelines, charting the escalation of events leading to the American Revolution, or creating a table of similarities and differences between Daoism, Confucianism and Legalism) | E. Students are largely unable to organize information either by grouping data in categories or by placing data in sequences or tabular format without significant assistance. (e.g. timelines, charting the escalation of events leading to the American Revolution, or creating a table of similarities and differences between Daoism, Confucianism and Legalism) |
| **Sample Performance Assessments:** Reading comprehension questions, subheading reading assignments, vocabulary activities, flashcards, two-column notes**,** reading quizzes using multiple assessment question types, graphic organizers, activities involving charts, tables, graphs, and illustrations. | | | |

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| **WORLD CULTURES COMPETENCY 2 of 5: *Analyzing Information***  ***Competency Description:*** *Students will demonstrate proficiency in analyzing a variety of sources, evaluating for tone, purpose, significance and historical context, as well as identifying and correcting errors.* | | | |
| **Common Core Standards Addressed:** RH.11-12.1, RH.11-12.3, RH.11-12.5, RH.11-12.6, SL.11-12.3.  **21st Century Learning Skills Addressed:** Critical Thinking & Problem Solving; Information Literacy; Media Literacy | | | |
| **Competency Elements and Assessment Rubric:** | | | |
| 4  Proficient with Distinction | 3  Proficient | 2  Partially Proficient | 1  Not Proficient |
| A. Students will be able to analyze a wide variety of primary sources, accurately being able to describe, in detail, the document’s purpose, point of view, audience, and context, demonstrating an insightful ability to draw inferences from this information. (e.g. using A.P.P.A.R.T.T.S. to analyze primary source documents) | A. Students will be able to independently analyze many types of primary sources, correctly identifying the document’s purpose, point of view, audience and context, also demonstrating some ability of drawing inferences from this information. (e.g. using A.P.P.A.R.T.T.S. to analyze primary source documents) | A. Students will be able to analyze some primary sources for purpose, point of view, audience and context accurately, with some assistance, but are usually unable to draw inferences from this information. (e.g. using A.P.P.A.R.T.T.S. to analyze primary source documents) | A. Students will be able to identify some primary sources for purpose, point of view, audience or context with some inaccuracies and only with significant assistance, frequently only copying excerpts from the text. (e.g. using A.P.P.A.R.T.T.S. to analyze primary source documents) |
| B. Students will be able to accurately distinguish between fact, interpretation and opinion in a wide range of informational sources and demonstrate an ability to extend their analysis of this to other events or concepts. (e.g. using A.P.P.A.R.T.T.S. to analyze primary source documents) | B. Students will be able to accurately and independently distinguish between fact, interpretation and opinion in an informational source most of the time and demonstrate some ability of drawing inferences from this information. (e.g. using A.P.P.A.R.T.T.S. to analyze primary source documents) | B. Students will be able to distinguish between fact and opinion using many informational sources and can demonstrate some ability of drawing inference from this information with limited assistance. (e.g. using A.P.P.A.R.T.T.S. to analyze primary source documents) | B. Students can distinguish between fact and opinion in an informational source less than half of the time and draws inaccurate inferences from the information based on this misunderstanding. (e.g. using A.P.P.A.R.T.T.S. to analyze primary source documents) |
| C. Students will be able to evaluate and explain level of validity and credibility of a variety of informational sources, demonstrating an ability to accurately describe a source’s bias and limitations in detail. (e.g. analyzing a document for point of view based on the speakers gender, nationality, profession, or position in society.) | C. Students will be able to evaluate the validity and credibility of an informational source, with some ability to recognize bias and to explain the limitations of the information in the source. (e.g. analyzing a document for point of view based on the speakers gender, nationality, profession, or position in society.) | C. Students will be able to superficially evaluate an informational source in terms of its validity, credibility and bias, demonstrating some inaccuracies and requiring some assistance. (e.g. analyzing a document for point of view based on the speakers gender, nationality, profession, or position in society.) | C. Students are generally unable to identify whether an informational source is credible, valid or biased and can develop misunderstandings of the source based on those limitations. (e.g. analyzing a document for point of view based on the speakers gender, nationality, profession, or position in society.) |
| D. Students are able to compare and contrast key events and concepts according to multiple sets of criteria and can demonstrate a nuanced ability to draw insightful conclusions from that information. (e.g. comparing the propaganda and images used by Cyrus the Great of Persia, Alexander the great, and Caesar Augustus). | D. Students will be able to compare and contrast key events and concepts according to one set of criteria, such by identifying similarities and differences, and can draw some limited inferences from that information. (e.g. comparing the propaganda and images used by Cyrus the Great of Persia, Alexander the great, and Caesar Augustus). | D. Students are able to compare and contrast key events and concepts according to one set of criteria, with some assistance, but demonstrate some inaccuracies in drawing inferences from that information. (e.g. comparing the propaganda and images used by Cyrus the Great of Persia, Alexander the great, and Caesar Augustus). | D. Students are unable to compare and contrast key events and concepts without significant assistance without doing so with major inaccuracies. (e.g. comparing the propaganda and images used by Cyrus the Great of Persia, Alexander the great, and Caesar Augustus). |
| E. Students will be able to describe in detail all elements of the decision making process for a given problem, including multiple causes and involved parties, as well as offering multiple relevant, accurate and effective solutions with an evaluations of the strengths and weaknesses in the policy’s implementation. (e.g. examining the necessity of America declaring its independence from England.) | E. Students will be able to accurately identify elements of the decision making process for a given problem, including 1-2 causes and involved parties, as well as describe several possible solutions and issues with implementation. (e.g. examining the necessity of America declaring its independence from England.) | E. Students are able to identify at least one cause and one affected party in the decision making process for a given problem, providing 1-2 alternative solutions and a limited analysis of issues with implementation. (e.g. examining the necessity of America declaring its independence from England.) | E. Students are able to identify the elements of the decision making process for a given problem, including its cause, outcomes and possible solutions, with some lack of detail and only with some assistance. (e.g. examining the necessity of America declaring its independence from England.) |
| **Sample Performance Assessments:** APPARTTS document analysis training and assessment, Document Based Question document analysis chart, primary source jigsaw assessments, multiple choice questions, decision making analysis charts or posters, Venn diagrams. | | | |

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| **WORLD CULTURES COMPETENCY 3 of 5: *Communicating Information***  ***Competency Description:*** *Students will demonstrate proficiency in communicating historical information in visually, orally and in writing, within the context of an argument using relevant supporting evidence****.*** | | | |
| **Common Core Standards Addressed:** SL.11-12.1, SL.11-12.4, SL.11-12.5, WHST.11-12.2/W.11-12.2, W.11-12.1.  **21st Century Learning Skills Addressed:** Creativity & Innovation**;** Critical Thinking & Problem Solving; Communication & Collaboration; Technological Literacy. | | | |
| **Competency Elements and Assessment Rubric:** | | | |
| 4  Proficient with Distinction | 3  Proficient | 2  Partially Proficient | 1  Not Proficient |
| A. Students will be able to participate in debates and discussions with multiple relevant and appropriate examples that expand the topic, demonstrating a high level of preparation while exhibiting respectful active listening and leadership skills. (e.g. participating in and moderating test review discussions) | A. Students will be able to participate in debates and discussions that exhibit preparation in the use of examples, thoughtful and appropriate comments, and respectful active listening skills. (e.g. participating in and moderating test review discussions) | A. Students will be able to make appropriate comments during debates and discussions related to the topic and are mostly attentive throughout activity. (e.g. participating in and moderating test review discussions) | A. Students are not able to make any relevant topics during debates and discussion and lack respect and attention throughout activity. (e.g. participating in and moderating test review discussions) |
| B. Students will be able to make highly structured presentations that include abundant relevant and well-developed evidence using verbal and non-verbal communication skills that actively engage the audience. (e.g. the Age of Absolutism group essay) | B. Students will be able to make structured presentations that utilize relevant and well-developed evidence and effective verbal and non-verbal communication skills.  (e.g. the Age of Absolutism group essay) | B. Students will be able to make basic presentations lacking cohesive structure that is overly dependent on notes does not keep the audience engaged with verbal and non-verbal communication skills. (e.g. the Age of Absolutism group essay) | B. Students present information in a disorganized manner with few examples that is poorly organized and does not engage the audience. (e.g. the Age of Absolutism group essay) |
| C. Students will be able to answer all parts of a range of short answer questions in a well-structured manner with ample relevant and accurate evidence that connects to other topics and themes while using proper grammar conventions, voice and sentence fluency. (e.g. writing identifications for key people or events while using at least four pieces of evidence and explaining significance) | C. Students will be able to answer most parts of a range of short answer questions in a structured manner, with relevant and accurate evidence and word choices, that follow proper grammar conventions. (e.g. writing identifications for key people or events while using at least four pieces of evidence and explaining significance) | C. Students will be able to respond to short answer questions with a few supporting examples that may be underdeveloped, lack structure and fail to follow proper grammar conventions. (e.g. writing identifications for key people or events while using at least four pieces of evidence and explaining significance) | C. Students fail to answer most parts of short answer questions with any substantive level of detail, offering disorganized, incomplete sentences that only vaguely reference topic.  (e.g. writing identifications for key people or events while using at least four pieces of evidence and explaining significance) |
| D. Students will be able to write essays that are cohesively structured, well-developed with substantial, relevant evidence and utilize proper conventions for grammar, sentence fluency and voice. (e.g. the Hinduism versus Buddhism essay) | D. Students will be able to write structured essays that use relevant and accurate voice, evidence and word choices that follow proper conventions for grammar and sentence fluency. (e.g. the Hinduism versus Buddhism essay) | D. Students will be able to respond to essay prompts using basic structural elements that may not be fully developed or supported fully with evidence that may not follow some conventions for grammar and sentence fluency. (e.g. the Hinduism versus Buddhism essay) | D. Students respond to essay prompts with a few disjointed and unsupported sentences that do not follow many basic grammar conventions. (e.g. the Hinduism versus Buddhism essay) |
| E. Students will be able to conduct research projects by reading, extensively analyzing, applying and properly citing information from a wide range of sources in an essay or other format (e.g. the Revolutions research project) | E. Students will be able to conduct research projects in by reading, applying and properly citing information from a variety of written and other sources in an essay or other format. (e.g. the Revolutions research project) | E. Students will be able to conduct research projects by reading and applying information from a few sources in an essay or other format that may lack accuracy in citations. (e.g. the Revolutions research project) | E. Students will conduct research projects using an insufficient number of sources, lacking in application and analysis and that may be partially or entirely plagiarized without citations. (e.g. the Revolutions research project) |
| **Sample Performance Assessments:** Oral presentations, Powerpoint presentations, group presentations, formal and informal debates, formal and informal discussions, short answer prompts, exam essay questions, five paragraph essays, research assignments, research projects and papers. | | | |

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| **WORLD CULTURES COMPETENCY 4 of 5: *Connecting Information***  ***Competency Description:*** *Students will be able to take historical information and content knowledge and make connections to overarching themes and in their applications using multiple formats****.*** | | | |
| **Common Core Standards Addressed:**  RH.11-12.7, RH.11-12.8, RH.11-12.9, SL.11-12.2, W.11-12.2.  **21st Century Learning Skills Addressed:** Creativity & Innovation; Critical Thinking & Problem Solving; Information Literacy; Flexibility & Adaptability**.** | | | |
| **Competency Elements and Assessment Rubric:** | | | |
| 4  Proficient with Distinction | 3  Proficient | 2  Partially Proficient | 1  Not Proficient |
| A. Students will be able to evaluate cause and effect relationships over a wide range of key events and concepts by developing in detail the connections that led to each. (e.g. the impact of the Protestant Reformation and Catholic Counter Reformation on the Christian Church) | A. Students will be able to identify cause and effect relationships between two given events or concepts and explain the important factors that connect them independently. (e.g. the impact of the Protestant Reformation and Catholic Counter Reformation on the Christian Church) | A. Students will be able to determine the cause of an event independently and briefly explain 1-2 factors underlying the relationship. (e.g. the impact of the Protestant Reformation and Catholic Counter Reformation on the Christian Church) | A. Students are able to identify the cause of an event and a factor underlying the relationship only with assistance. (e.g. the impact of the Protestant Reformation and Catholic Counter Reformation on the Christian Church) |
| B. Students will be able to identify and explain, in detail, multiple key terms and events using multiple themes and find connections across the entire set. (e.g. identifying and diagnosing the symptoms that lead to Revolution) | B. Students will be able to accurately identify and briefly explain several key terms and concepts independently into a given set of themes. (e.g. identifying and diagnosing the symptoms that lead to Revolution) | B. Students will be able to independently sort events and concepts according into a given set of themes with some inaccuracies. (e.g. identifying and diagnosing the symptoms that lead to Revolution) | B. Students will sort events and concepts according to a theme with multiple errors or inaccuracies unless significant assistance is provided. (e.g. identifying and diagnosing the symptoms that lead to Revolution) |
| C. Students will be able to connect key concepts and events accurately and efficiently using chronological ordering and can reinterpret events in terms of what might have happened, and show their impact.(e.g. explaining the sequence of events of events that led to the development of democracy in Ancient Greece and examining the impact of Athenian democracy on future civilizations. ) | C. Students will be able to connect key concepts and events using chronological ordering and can draw inferences about this sequence in terms of the impact of the time and context. (e.g. explaining the sequence of events of events that led to the development of democracy in Ancient Greece and examining the impact of Athenian democracy on future civilizations. ) | C. Students will be able to connect key events and concepts using chronological ordering, and can draw somewhat accurate inferences about the time and context with assistance. (e.g. explaining the sequence of events of events that led to the development of democracy in Ancient Greece and examining the impact of Athenian democracy on future civilizations. ) | C. Students will be able to connect key events using chronological ordering with some assistance, but struggle to draw any accurate inferences from the impact of the sequence of these events.(e.g. explaining the sequence of events of events that led to the development of democracy in Ancient Greece and examining the impact of Athenian democracy on future civilizations. ) |
| D. Students will be able to independently brainstorm and explain in detail how a set of events of concepts have changed or remained the same over time, making future predictions or even connecting them to a new set of events or concepts. (e.g. explaining how the Nile impacted Egyptian culture and caused Egyptian art, architecture, and social hierarchy to remain static). | D. Students will be able to identify and briefly describe multiple examples of continuity and change over time of a given set of events or concepts. (e.g. explaining how the Nile impacted Egyptian culture and caused Egyptian art, architecture, and social hierarchy to remain static). | D. Students will be able to provide some examples of continuity or change over time of a given set of events or concepts with some overgeneralizations or inaccuracies. (e.g. explaining how the Nile impacted Egyptian culture and caused Egyptian art, architecture, and social hierarchy to remain static). | D. Students will be able to provide some examples of continuity or change over time of a given set of events or concepts only with significant assistance.(e.g. explaining how the Nile impacted Egyptian culture and caused Egyptian art, architecture, and social hierarchy to remain static). |
| E. Students will be able to insightfully describe the connection between key events and concepts being studied, extending their analysis to in depth applications to subsequent or contemporary events and concepts. (e.g. using their understanding of revolutions to assess if the United States needs to be concerned about one). | E. Students will be able to connect key events and concepts being studied to real world scenarios, identifying basic similarities to subsequent or contemporary events and concepts. (e.g. using their understanding of revolutions to assess if the United States needs to be concerned about one). | E. Students will be able to connect some concepts and events being studied to events and concepts in subsequent or contemporary settings, with some overgeneralizations and some assistance. (e.g. using their understanding of revolutions to assess if the United States needs to be concerned about one). | E. Students are unable to make any significant or accurate connections between the key concepts and events being studied and subsequent or contemporary issues without significant assistance.(e.g. using their understanding of revolutions to assess if the United States needs to be concerned about one). |
| **Sample Performance Assessments:** Historical timelines, Unit exam multiple choice sections, historical visual assignments, historical simulations, thematic projects, graphic organizers. | | | |

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| **World Cultures Competency 5 of 5: *Content Knowledge***  ***Competency Description:*** *Students will demonstrate proficiency in the knowledge of the significant terms, movements, people and events in World History from early man to 1815.* | | | |
| **State Frameworks Addressed: WH1, WH2, WH3, WH4, and WH5**  **21st Century Learning Skills Addressed:** Social and Cross-Cultural Skills; Global Awareness; Information Literacy; Productivity & Accountability**.** | | | |
| **Competency Elements and Assessment Rubric:** | | | |
| 4  Proficient with Distinction | 3  Proficient | 2  Partially Proficient | 1  Not Proficient |
| Students will demonstrate a sophisticated understanding of major events, ideas and issues pertaining to **the history of governance from ancient Sumer to the Congress of Vienna.** | Students will demonstrate a firm understanding of the major ideas, issues and events pertaining to **the history of governance from ancient Sumer to the Congress of Vienna.** | Students will demonstrate a basic understanding of the major ideas, issues and events pertaining to **the history of governance from ancient Sumer to the Congress of Vienna.** | Students will demonstrate a limited understanding of the major ideas, issues and events pertaining to **the history of governance from ancient Sumer to the Congress of Vienna.** |
| Students will demonstrate a sophisticated understanding **of the interactions of peoples and governments from ancient Sumer to the Congress of Vienna.** | Students will demonstrate a firm understanding **of the interactions of peoples and governments from ancient Sumer to the Congress of Vienna.** | Students will demonstrate a basic understanding **of the interactions of peoples and governments from ancient Sumer to the Congress of Vienna.** | Students will demonstrate a limited understanding **of the interactions of peoples and governments from ancient Sumer to the Congress of Vienna.** |
| Students will demonstrate a sophisticated understanding **of conceptions of reality, ideals, guidelines of behavior and their forms of expression from ancient Sumer to the Congress of Vienna.** | Students will demonstrate a firm understanding **of conceptions of reality, ideals, guidelines of behavior and their forms of expression from ancient Sumer to the Congress of Vienna.** | Students will demonstrate a basic understanding **of conceptions of reality, ideals, guidelines of behavior and their forms of expression from ancient Sumer to the Congress of Vienna.** | Students will demonstrate a limited understanding **of conceptions of reality, ideals, guidelines of behavior and their forms of expression from ancient Sumer to the Congress of Vienna.** |
| Students will demonstrate a sophisticated understanding of the changing forms **of production, distribution and consumption of goods and services from ancient Sumer to the Congress of Vienna.** | Students will demonstrate a firm understanding of the changing forms **of production, distribution and consumption of goods and services from ancient Sumer to the Congress of Vienna.** | Students will demonstrate a basic understanding **of production, distribution and consumption of goods and services from ancient Sumer to the Congress of Vienna.** | Students will demonstrate a limited understanding **of production, distribution and consumption of goods and services from ancient Sumer to the Congress of Vienna.** |
| Students will demonstrate a sophisticated understanding of the diversity **of values, beliefs, and practices of individuals and groups from ancient Sumer to the Congress of Vienna.** | Students will demonstrate a firm understanding **of the diversity of values, beliefs, and practices of individuals and groups from ancient Sumer to the Congress of Vienna.** | Students will demonstrate a basic understanding **of the diversity of values, beliefs, and practices of individuals and groups from ancient Sumer to the Congress of Vienna.** | Students will demonstrate a limited understanding **of the diversity of values, beliefs, and practices of individuals and groups from ancient Sumer to the Congress of Vienna.** |
| Sample Assessments: Discussion (rubric), responsible learning (rubric), listening/following directions ( rubric), unit tests, geography tests, multiple choice, short response, essays (writing rubric), group essays, group quizzes, etc. | | | |