

UNIT 1--HISTORICAL FICTION LIT CIRCLES--HOW MUCH AGENCY DO PEOPLE HAVE?
CONTENT STANDARDS PROFICIENCY SCALE

Standard Domain		
4.0	The quality of student work demonstrates a depth of knowledge greater than what the standard expects and/or can make sophisticated and nuanced connections between/among the various components of the standards.	
	3.5	<i>In addition to score 3.0 performance, partial success at score 4.0 content</i>
3.0	<p>SS-WH.9-12.13. Describe the impact of culture and institutions on societies.</p> <ul style="list-style-type: none"> I can describe how culture and institutions affect societies. <p>SS-WH.9-12.17. Evaluate the consequences of human made and natural catastrophes on global trade, politics, and human migration.</p> <ul style="list-style-type: none"> I can evaluate the ways that human made catastrophes affect global trade, politics, and human migration. <p>SS-WH.9-12.19. Explain the influence of human migrations on patterns of settlement and culture.</p> <ul style="list-style-type: none"> I can explain how the movement of people has affected where and how people live, including their culture. <p>SS-WH.9-12.22. Analyze the influence of social, political and economic developments on gender roles and social status.</p> <ul style="list-style-type: none"> I can analyze how social, political, and economic developments shape gender roles and/or social status. 	
	2.5	<i>No major errors or omissions regarding score 2.0 content and partial success at score 3.0 content</i>
2.0	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> Agency, culture, society, institutions, catastrophes, politics, economics, migration, settlement patterns, gender roles, social status <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Identify the different institutions that affect people and society Describe the characteristics of a culture, including gender roles and social status Construct cause and effect relationships between human-made catastrophes and global trade, politics and/or human migration Identify links between the movement of people (migration) and where/how they live (settlement patterns, culture) Identify how social/political/economic developments affect people differently depending on gender and/or social status 	
	1.5	<i>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</i>
1.0	With help, partial success of 2.0 content and score 3.0 content.	
	0.5	<i>With help, partial success at score 2.0 content but not at score 3.0 content</i>
0.0	Even with help, no success	

Ainsworth, L. (2011). *Rigorous curriculum design: How to create curricular units of study that align standards, instruction, and assessment*. Englewood: Advanced Learning Press.

Bailey, K., & Jakicic, C. (2012). *Common formative assessment: A toolkit for professional learning communities at work*. (1st ed. ed.). Bloomington: Solution Tree.

Tomlinson, C. A., & McTighe, J. (2013). *Integrating differentiated instruction and understanding by design*. (1st ed. ed.). Pearson.