

| Level  | Specific Learning Target  |
|--|---|
|  | <b>The student will be able to answer the question: What were the Roots to American Democracy &amp; the US Constitution?</b>  |
| 4.0  | Student demonstrated knowledge, inferences and/or applications above and beyond the required learning target.   |
| 3.5  | The Student demonstrated knowledge, inferences and/or applications of required learning target with first best instructional practices.   |
| 3  | No major errors or gaps in the following TARGETED, COMPLEX ideas and processes; Students demonstrate knowledge of all of the following:   |
|  | The student will apply & analyze the concept of federalism in the American governmental system.   |
|  | The student will apply & analyze the weaknesses of the Articles of Confederation and their strengthening in the US Constitution.  |
|  | The student will apply, analyze and synthesize the concepts of the Roots to American Democracy & the US Constitution.   |
|  | The student will understand the basic knowledge behind the concept of federalism.   |
|  | The student will understand the basic knowledge that the weaknesses of the Articles of Confederation & Shay's Rebellion demonstrated the need for a new governing document for the United States. |
|  | The student will understand the basic knowledge of the Articles of Confederation as a building block of early colonial government and the first Constitution of the United States.                |
|  | The student will understand the basic knowledge behind the Declaration of Independence as a building block of early colonial government & the fundamental statement of American freedom.          |
|  | The student will understand the basic knowledge behind the First & Second Continental Congress as a building block of early colonial government   |
|  | The student will understand the basic knowledge behind the Mayflower Compact as a building block of early colonial government   |
| The student will understand the basic knowledge behind the House of Burgesses as a building block of early colonial government |   |
| The student will understand the basic knowledge behind the Parliament as an early influence on colonial government             |   |
| The student will understand the basic knowledge behind the Magna Carta as an early influence on colonial government            |   |
| 2.5  | The Student has demonstrated knowledge of 10 out of 12 learning targets.  |
| 2.0  | The Student has demonstrated knowledge of 9 out of 12 learning targets.   |
| 1.5  | The Student has demonstrated knowledge of 8 out of 12 learning targets.   |
| 1  | The Student has demonstrated knowledge of less than 7 out of 12 learning targets.   |

Students will be able to make a standard presentation before or after school (see course description for appointments) to demonstrate that they have achieved proficiency to advance to the next level. If a student is going to demonstrate proficiency they must show that they have a deep understanding of the learning target by analyzing, synthesizing and/or evaluating the learning activities completed in the unit. If the student is able to demonstrate these higher order thinking skills to the satisfaction of the teacher they may be advanced to the next level.