COURSE TITLE: World History

DESCRIPTION OF COURSE:

World History is primarily a freshman elective. This course is designed to provide students with a broad understanding of the development of culture. Additionally, the course will examine the development of civilization on each of the five major continents. The course will focus on the economic, political, technological, religious, and social development of these regions. Significant reading and writing will be required, including a major term paper.

MAJOR CONCEPTS AND TOPICS:

1) Political Foundations and Development
   a) Development of different political systems
   b) Political impact of weapons development
   c) Political impact of mass movements
   d) Influence of religion on political systems

2) Contacts, Exchanges, and International Relations
   a) Interactions of peoples and governments
   b) Traders and merchants
   c) Military encounters
   d) Migrations

3) World Views and Value Systems
   a) Religious conflicts
   b) Philosophic systems
   c) Social theories
   d) Role of art, music, and literature on major ideas
   e) Values and conflicts

4) Economic Systems and Technology
   a) Distribution of wealth
   b) Labor systems
   c) Medical innovations
   d) Weapons development
   e) Political and economic power

5) Social and Cultural
   a) Urbanization
   b) Religious ideas
   c) Daily life
   d) Cultural continuity
   e) Diasporas
   f) Gender roles
WORLD HISTORY COURSE COMPETENCIES

1. Students will understand that conflict and cooperation together shape local, national and international relations.

2. Students will understand that the role of citizens has evolved over time and place, and will understand the changing patterns of class, ethnicity, race and gender in social and political relations.

3. Students will understand that technological advancements and economic choices have both positive and negative impacts on the development of societies.

4. Students will understand the trade-offs between freedom and security, and individualism and the common good.

5. Students will understand that people around the world express their feelings and ideas in art, literature, music and philosophy.

SOCIAL STUDIES PROCESS SKILLS

1. The student will understand that it is important to differentiate and make relevant connections to the past, present and future as well as to changes over time.

2. The student will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias.

3. The student will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.

4. The student will understand that it is important to create and test generalizations and theses

5. The student will understand that it is important to express clear and concise personal opinion supported by evidence.

6. The student will understand that it is important to calculate effects of decisions and decision-making.

SCHOOL-WIDE ACADEMIC EXPECTATIONS

1. Apply critical thinking and reasoning skills to solve a variety of problems in multiple contexts.

2. Demonstrate the skills required for the appropriate use of technology.

3. Communicate effectively through a variety of means, including but not limited to reading, writing, speaking and artistic expression.

Drafted 10/22/08 by Jim Maloney and Kristin Ozana
Major Concept #1
Political Foundations and Development

Topics:
   a. Development of different political systems
   b. Political impact of weapons development
   c. Political impact of mass movements
   d. Influence of religion on political systems

Competencies:
1. Students will understand that conflict and cooperation together shape local, national and international relations.
2. Students will understand that the role of citizens has evolved over time and place, and will understand the changing patterns of class, ethnicity, race and gender in social and political relations.
3. Students will understand that technological advancements and economic choices have both positive and negative impacts on the development of societies.

Knowledge/Skills:
1. Describe the development of different political systems. (SS:WH:12:1.1)
2. Evaluate the strengths and weaknesses of international and regional political organizations. (SS:WH:12:1.2)
3. Analyze the impact on political institutions of mass movements. (SS:WH:12:1.4)
4. Evaluate the influence of religion on political systems. (SS:WH:12:1.5)
5. Discuss the relationship between domestic and foreign policy. (SS:WH:12:3.2)
6. Recognize the increasing economic interdependence of the world’s countries (SS:GE:12.4.3)
7. Demonstrate how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces on Earth at different scales. (SS:GE:12.4.5)
8. Evaluate how military encounters have often led to cultural exchanges. (SS:WH:12.2.2)
9. Assess the impact of migrations of peoples on the receiving societies. (SS:WH:12.2.3)
10. Evaluate the effectiveness of attempts to regulate warfare and sustain peaceful contacts. (SS:WH:12.2.4)
11. Describe how people’s difference in religion has often led to conflict in regions of the world. (SS:WH:12.3.1)
12. Consider the relationship between weapons development and political or economic power. (SS:WH:12.4.5)
13. Analyze struggles for cultural continuity by Diaspora communities. (SS:WH:12.5.3)

Process Skills:
1. The student will understand that it is important to differentiate and make relevant connections to the past, present and future as well as to changes over time.
2. The student will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias.
3. The student will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.
5. The student will understand that it is important to express clear and concise personal opinion supported by evidence.

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<td>SPA #1 Rubric</td>
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**Major Concept #2**
Contacts, Exchanges, and International Relations

Topics:

a. Interactions of peoples and governments
b. Traders and merchants

*Drafted 10/22/08 by Jim Maloney and Kristin Ozana*
c. Military encounters
d. Migrations

Competencies:
1. Students will understand that conflict and cooperation together shape local, national and international relations.
2. Students will understand that the role of citizens has evolved over time and place, and will understand the changing patterns of class, ethnicity, race and gender in social and political relations.
3. Students will understand that technological advancements and economic choices have both positive and negative impacts on the development of societies.
4. Students will understand that people around the world express their feelings and ideas in art, literature, music and philosophy.

Knowledge/Skills:
1. Describe how traders and merchants have been instrumental in spreading ideas and beliefs to new areas. (SS:WH:12.2.1)
2. Evaluate how military encounters have often led to cultural exchanges. (SS:WH:12.2.2)
3. Assess the impact of migrations of peoples on the receiving societies. (SS:WH:12.2.3)
4. Evaluate the effectiveness of attempts to regulate warfare and sustain peaceful contacts. (SS:WH:12.2.4)
5. Demonstrate how mental maps reflect the human perception of places. (SS:GE:12.1.2)
6. Analyze spatial interactions and models of spatial organization. (SS:GE:12.1.3)
7. Discuss the changing meaning and significance of place. (SS:GE:12.2.1)
8. Describe the structure of regional systems. (SS:GE:12.2.3)
9. Identify world population trends in both numbers and patterns. (SS:GE:12.4.1)
10. Recognize the increasing economic interdependence of the world’s countries. (SS:GE:12.4.3)
11. Demonstrate how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces on Earth at different scales. (SS:GE:12.4.5)
12. Appraise the significance of the global impact of human modification of the physical environment. (SS:GE:12.5.1)
13. Explain how changes in the physical environment can diminish its capacity to support human activity. (SS:GE:12.5.2)
14. Examine how the spatial distribution of resources affects patterns of human settlement. (SS:GE:12.5.4)
15. Explore how the use and development of natural resources change over time. (SS:GE:12.5.5)
16. Evaluate the management and use of renewable, non-renewable, flow and potential resources. (SS:GE:12.5.6)
17. Examine how economic interactions have occurred on an increasingly global scale. (SS:HI:12.4.4)
18. Describe the development of different political systems. (SS:WH:12.1.1)
19. Evaluate the strength and weaknesses of international and regional political organizations. (SS:WH:12.1.2)
20. Analyze the impact of weapons development on world relations during era. (SS:WH:12.1.3)
21. Analyze the impact on political institutions of mass movements. (SS:WH:12.1.4)
22. Describe how people's differences in religion have often led to conflict in regions of the world. (SS:WH:12.3.1)
23. Analyze various systems of distributing wealth. (SS:WH:12.4.1)
24. Analyze the impact of the Industrial Revolution around the world. (SS:WH:12.4.2)
25. Analyze the development and impact of various labor systems. (SS:WH:12.4.3)
26. Consider the relationship between weapons development and political or economic power. (SS:WH:12.4.5)
27. Analyze struggles for cultural continuity by Diaspora communities. (SS:WH:12.5.3)

Process Skills:
1. Students will understand that it is important to differentiate and make relevant connections to the past, present and future as well as to changes over time.
2. Students will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias.
3. Students will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.
4. Students will understand that it is important to express clear and concise personal opinion supported by evidence.
5. Students will understand that it is important to calculate effects of decisions and decision-making.

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Major Concept #3
World Views and Value Systems

Topics:
- a. Religious conflicts
- b. Philosophic systems
- c. Social theories
- d. Role of art, music, and literature on major ideas
- e. Values and conflicts

Competencies:
1. Students will understand that conflict and cooperation together shape local, national and international relations.
2. Students will understand that the role of citizens has evolved over time and place, and will understand the changing patterns of class, ethnicity, race and gender in social and political relations.
3. Students will understand that people around the world express their feelings and ideas in art, literature, music and philosophy.

Knowledge/Skills:
1. Describe how people’s differences in religion have often led to conflict in regions of the world. (SS:WH:12.3.1)
2. Analyze how philosophic systems and social theories are powerful forces throughout history. (SS:WH:12.3.2)
3. Examine how gender and ethnicity have been conceptualized in the arts. (SS:WH:12.3.3)
4. Consider how art, music, and literature often reflect or influence major ideas, values and conflicts of particular time periods. (SS:WH:12.3.4)
5. Recognize that places and regions serve as symbols for individuals and societies. (SS:GE:12.2.5)
6. Analyze how religion has influenced the political life of the nation. (SS:HI:12.1.2)
7. Analyze how the arts and science often reflect and/or influence major ideas, values and conflicts of particular time periods. (SS:HI:12.3.2)
8. Critique how the art, music and literature of our nation have been influenced by groups. (SS:HI:12.3.3)
9. Evaluate the changing roles of gender in society. (SS:HI:12.5.2)
10. Explore attitudes toward diversity held by groups and individuals. (SS:HI:12.5.3)
11. Analyze how religious ideas of morality have impacted social change. (SS:HI:12.5.5)
12. Evaluate the influence of religion on political systems. (SS:WH:12.1.5)
13. Describe how traders and merchants have been instrumental in spreading ideas and beliefs to new areas. (SS:WH:12.2.1)
14. Evaluate how military encounters have often led to cultural exchanges. (SS:WH:12.2.2)
15. Assess the impact of migrations of peoples on the receiving societies. (SS:WH:12.2.3)
16. Assess the impact of urbanization on the world environment. (SS:WH:12.5.1)
17. Examine the role and impact of religious ideas on daily life and social norms. (SS:WH:12.5.2)
18. Examine gender roles in societies. (SS:WH:12.5.4)
19. Determine the basis for ranking social groups within a given culture. (SS:WH:12.5.5)

Process Skills:

1. The student will understand that it is important to differentiate and make relevant connections to the past, present and future as well as to changes over time.
2. The student will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias
3. The student will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.
4. The student will understand that it is important to create and test generalizations and theses

**Sample Performance Assessment (SPA) #1**

You have been hired by a motion picture studio to give them background for a new series of movies on ancient civilizations. You will research and describe in a poster or PowerPoint an ancient culture detailing the geographic, political, social, cultural, and economic structures of an ancient civilization.

*Drafted 10/22/08 by Jim Maloney and Kristin Ozana*
| Topics in SPA #1 | Political systems, international and regional political organizations, political impact of weapons development, political impact of mass movements, influence of religion on political systems, Interactions of peoples and governments, traders and merchants, military encounters, migrations, regulation of warfare, sustaining peaceful contacts, religious conflicts, philosophic systems, social theories, gender and ethnicity in the arts, role of art, music, and literature on major ideas, distribution of wealth, labor systems, medical innovations, weapons development, political and economic power, urbanization, religious ideas, daily life, social norms, cultural continuity, diasporas, gender roles, social groups. |
| Social Studies Process Skills Addressed in SPA #1 | 1. The student will understand that it is important to differentiate and make relevant connections to the past, present and future as well as to changes over time.  
2. The student will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias  
3. The student will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.  
4. The student will understand that it is important to create and test generalizations and theses  
5. The student will understand that it is important to express clear and concise personal opinion supported by evidence.  
6. The student will understand that it is important to calculate effects of decisions and decision-making. |
| World History Competencies addressed in SPA #1 | 1. Students will understand that conflict and cooperation together shape local, national and international relations.  
2. Students will understand that the role of citizens has evolved over time and place, and will understand the changing patterns of class, ethnicity, race and gender in social and political relations.  
5. Students will understand that people around the world express their feelings and ideas in art, literature, music and philosophy. |
| SPA #1 Rubric | | | | |
| Level 4 | Level 3 | Level 2 | Level 1 |
| The student will produce a presentation that: Recognizes the purpose and produces a clear and insightful response; | The student will produce a presentation that: Recognizes the purpose and produces a clear response; | The student will produce a presentation that:: Recognizes the purpose or produces a clear response; | The student will produce a presentation that: Recognizes limited aspects of task; |

*Drafted 10/22/08 by Jim Maloney and Kristin Ozana*
response;
Exhibits extensive research and critical analysis;
Critically evaluates relevant information regarding an ancient civilization.

Exhibits research and critical analysis;
Evaluates relevant information regarding an ancient civilization.

Exhibits data collection;
Evaluates some information regarding an ancient civilization.

Exhibits little data collection;
Evaluates little information related to an ancient civilization.

**Major Concept #4**
**Economic Systems and Technology**

Topics:
- a. Distribution of wealth
- b. Labor systems
- c. Medical innovations
- d. Weapons development
- e. Political and economic power

Competencies:
1. Students will understand that conflict and cooperation together shape local, national and international relations.
2. Students will understand that the role of citizens has evolved over time and place, and will understand the changing patterns of class, ethnicity, race and gender in social and political relations.
3. Students will understand that technological advancements and economic choices have both positive and negative impacts on the development of societies.

Knowledge/Skills:
1. Analyze various systems of distributing wealth. (SS:WH:12.4.1)
2. Analyze the impact of the Industrial Revolution around the world. (SS:WH:12.4.2)
3. Analyze the development and impact of various labor systems. (SS:WH:12.4.3)
4. Examine the development and impact of medical innovations. (SS:WH:12.4.4)
5. Consider the relationship between weapons development and political or economic power. (SS:WH:12.4.5)
6. Discuss the relationship between domestic and foreign policy. (SS:CV:12.3.2)

*Drafted 10/22/08 by Jim Maloney and Kristin Ozana*
7. Explain how comparative advantage affects trade decisions. (SS:EC:12.5.1)
8. Examine how various national economic policies have led to changes in the international economy. (SS:EC:12.5.3)
9. Analyze spatial interactions and models of spatial organization. (SS:GE:12.1.3)
10. Describe the structure of regional systems. (SS:GE:12.2.3)
11. Utilize regions to analyze geographic issues. (SS:GE:12.2.4)
12. Classify the functions, sizes, and spatial arrangements of urban areas. (SS:GE:12.4.4)
13. Demonstrate how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces on Earth at different scales. (SS:GE:12.4.5)
14. Identify economic activities in more developed or less developed countries and their evolution. (SS:GE:12.4.6)
15. Appraise the significance of the global impact of human modification of the physical environment. (SS:GE:12.5.1)
16. Explain how changes in the physical environment can diminish its capacity to support human activity. (SS:GE:12.5.2)
17. Consider how humans perceive and react to natural hazards. (SS:GE:12.5.3)
18. Examine how the spatial distribution of resources affects patterns of human settlement. (SS:GE:12.5.4)
19. Explore how the use and development of natural resources change over time. (SS:GE:12.5.5)
20. Evaluate the management and use of renewable, non-renewable, flow and potential resources. (SS:GE:12.5.6)
21. Explain how the development of technology has both simplified and complicated work. (SS:HI:12:4.3)
22. Examine how economic interactions have occurred on an increasingly global scale. (SS:HI:12:4.4)
23. Explain how the economy over time has shaped the distribution of wealth. (SS:HI:12:4.5)
24. Analyze the impact of weapons development on world relations during eras. (SS:WH:12:1.3)
25. Describe how traders and merchants have been instrumental in spreading ideas and beliefs to new areas. (SS:WH:12:2.1)
26. Evaluate how military encounters have often led to cultural exchanges. (SS:WH:12:2.2)
27. Assess the impact of migrations of peoples on the receiving societies. (SS:WH:12:2.3)
28. Assess the impact of urbanization on the world environment. (SS:WH:12:5.1)

Process Skills:
1. Students will understand that it is important to differentiate and make relevant connections to the past, present and future as well as to changes over time.
3. Students will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.
5. Students will understand that it is important to express clear and concise personal opinion supported by evidence.
6. Students will understand that it is important to calculate effects of decisions and decision-making.

### Sample Performance Assessment (SPA) #1

**You are a Lowell mill girl in the 1880's. Write a letter home to Quebec explaining what your life is like as a mill girl.**

### Topics in SPA #1


### Social Studies Process Skills Addressed in SPA #1

1. The student will understand that it is important to differentiate and make relevant connections to the past, present and future as well as to changes over time.
4. The student will understand that it is important to create and test generalizations and theses
5. The student will understand that it is important to express clear and concise personal opinion supported by evidence.

### World History Competencies addressed in SPA #1

6. Students will understand that the growth of global interactions have impacted the political, social, and economic development of societies.
7. Students will understand that technological advancements have both positive and negative impacts on the development of societies.

### SPA #1 Rubric

<table>
<thead>
<tr>
<th>Level 4</th>
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<th>Level 2</th>
<th>Level 1</th>
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<tbody>
<tr>
<td>The student will produce a document that: Recognizes the purpose and produces a clear and insightful response; Exhibits extensive research and critical analysis; Critically evaluates the life of the Lowell mill girl and the pros and cons of the Lowell system</td>
<td>The student will produce a presentation that: Recognizes the purpose and produces a clear response; Exhibits research and critical analysis; Evaluates the life of the Lowell mill girl and the pros and cons of the Lowell system</td>
<td>The student will produce a presentation that:: Recognizes the purpose or produces a clear response; Exhibits data collection; Evaluates some of the life of the Lowell mill girl and the</td>
<td>The student will produce a presentation that: Recognizes limited aspects of task; Exhibits little data collection; Evaluates little of the life of the Lowell mill girl and the pros and cons of the Lowell system</td>
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</tbody>
</table>
Lowell system | pros and cons of the Lowell system | cons of the Lowell system

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**Major Concept #5**

Social and Cultural

Topics:

a. Urbanization
b. Religious ideas
c. Daily life
d. Cultural continuity
e. Diasporas
f. Gender roles

Competencies:

1. Students will understand that conflict and cooperation together shape local, national and international relations.
2. Students will understand that the role of citizens has evolved over time and place, and will understand the changing patterns of class, ethnicity, race and gender in social and political relations.
3. Students will understand the trade-offs between freedom and security, and individualism and the common good.

Knowledge/Skills:

1. Assess the impact of urbanization on the world environment. (SS:WH:12:5.1)
2. Examine the role and impact of religious ideas on daily life and social norms. (SS:WH:12:5.2)
3. Analyze struggles for cultural continuity by Diaspora communities. (SS:WH:12:5.3)
4. Examine gender roles in societies. (SS:WH:12:5.4)
5. Determine the basis for ranking social groups within a given culture. (SS:WH:12:5.5)
6. Demonstrate how mental maps reflect the human perception of places. (SS:GE:12:1.2)
7. Discuss the changing meaning and significance of place. (SS:GE:12:2.1)
8. Investigate how relationships between humans and the physical environment lead to the formation of ‘place’. (SS:GE:12:2.2)
9. Describe the structure of regional systems. (SS:GE:12:2.3)
10. Utilize regions to analyze geographic issues. (SS:GE:12:2.4)
11. Recognize that places and regions serve as symbols for individuals and societies. (SS:GE:12:2.5)
12. Identify world population trends in both numbers and patterns. (SS:GE:12.3.1)
13. Distinguish how culture traits shape the character of a region. (SS:GE:12:3.2)
14. Classify the functions, sizes, and spatial arrangements of urban areas. (SS:GE:12:3.4)
15. Demonstrate how cooperation and conflict are involved in shaping the distribution of social, political, and economic spaces on Earth at different scales. (SS:GE:12:3.5)
16. Examine how the spatial distribution of resources affects patterns of human settlement. (SS:GE:12:5.4)
17. Evaluate the changing roles of gender in society. (SS:HI:12:5.2)
18. Analyze how religious ideas of morality have impacted social change. (SS:HI:12:5.5)
19. Analyze how philosophic systems and social theories are powerful forces throughout history. (SS:WH:12:3.2)
20. Examine how gender and ethnicity have been conceptualized in the arts. (SS:WH:12:3.3)
21. Analyze various systems of distributing wealth. (SS:WH:12:4.1)
22. Analyze the development and impact of various labor systems. (SS:WH:12:4.3)

Process Skills:
1. Students will understand that it is important to differentiate and make relevant connections to the past, present and future as well as to changes over time.
2. Students will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias.
3. Students will understand that it is important to evaluate and critique varied sources of information and to use appropriate primary and secondary sources and to use technology to acquire information.
4. Students will understand that it is important to express clear and concise personal opinion supported by evidence.

Sample Performance Assessment (SPA) #1

You have been hired by Time magazine to contribute to an issue entitled “Important people of World History.” You will research then describe the life and impact of a historically notable person, including the influence of the person’s culture and society upon shaping them and their influence on the larger culture and society.

Topics in SPA #1

Interactions of peoples and governments, religious conflicts, philosophic systems, role of art, music, and literature on major ideas, values and conflicts, daily life, social norms, social groups.

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<td>2. Students will understand that it is important to detect cause and effect, distinguish fact from opinion, and recognize bias</td>
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<td>4. The student will understand that it is important to create and test generalizations and theses</td>
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**SPA #1 Rubric**

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<td>Recognizes the purpose and produces a clear and insightful response;</td>
<td>Recognizes the purpose and produces a clear response;</td>
<td>Recognizes the purpose or produces a clear response;</td>
<td>Recognizes limited aspects of task;</td>
</tr>
<tr>
<td>Produces a well developed and articulated focus statement;</td>
<td>Produces a well articulated opening and a closing statement;</td>
<td>Produces an opening and closing statement;</td>
<td>Produces limited organization;</td>
</tr>
<tr>
<td>Exhibits extensive research and critical analysis;</td>
<td>Exhibits research and critical analysis;</td>
<td>Exhibits data collection;</td>
<td>Exhibits little data collection;</td>
</tr>
<tr>
<td>Critically evaluates relevant information regarding the biography of the historical person.</td>
<td>Evaluates relevant information regarding the biography of the historical person.</td>
<td>Evaluates some information regarding the biography of the historical person.</td>
<td>Evaluates little information related to the biography of the historical person.</td>
</tr>
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</table>