

Essential Standard: SS6G1 Locate selected features of Latin America

<b>Proficiency Scale</b>	
4.0	<p>Learning Target 1: Identify and label all countries of Latin America on a map. Guatemala, Honduras, El Salvador, Nicaragua, Costa Rica, Belize, Haiti, Dominican Republic, Puerto Rico, Ecuador, Venezuela, Guyana, Peru, Bolivia, Paraguay, Uruguay, Argentina, Suriname, French Guiana, Jamaica, Bahamas</p> <p>Learning Target 2: Identify the capital cities of Brazil, Chile, Colombia, Cuba, Mexico, and Panama.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>Learning Target 1: Label, on a blank map of Latin America, the list physical features from the standard.</p> <p>Learning Target 2: Label, on a blank map of Latin America, the list of political features from the standard.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>The student will recognize or recall specific vocabulary:</p> <p><b>Learning Target 1:</b> Amazon River, Amazon Rainforest, Caribbean Sea, Gulf of Mexico, Atlantic Ocean, Pacific Ocean, Panama Canal, Andes Mts., Sierra Madre Mts., Atacama Desert, Brazil, Chile, Colombia, Cuba, Mexico, Panama</p> <p><b>Learning Target 2:</b> Identify the location of listed physical features on a map of Latin America.</p> <p><b>Learning Target 3:</b> Identify the location of listed political features on a map of Latin America.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no success

Essential Standard: SS6G3 Explain the impact of location, climate, distribution of natural resources, and population distribution on Latin America.

<b>Proficiency Scale</b>	
4.0	<b>Learning Target 1:</b> Compare how the location, climate, and distribution of natural resources of Mexico, Cuba, and Brazil differ from the location, climate, and distribution of natural resources of Germany, United Kingdom, and Russia.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will:</b></p> <p><b>Learning Target 1:</b> Explain the impact of location, climate, distribution of natural resources, and population distribution on Cuba, Mexico, and Brazil.</p> <p><b>The student exhibits no major errors or omissions</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p>The student will recognize or recall specific vocabulary:</p> <p><b>Learning Target 1:</b> population distribution, climate, natural resources, trade, hydroelectricity, precipitation</p> <p>The student will perform basic processes:</p> <p><b>Learning Target 2:</b> Identify how Mexico, Brazil, and Cuba’s location on the map impacts their population distribution.</p> <p><b>Learning Target 3:</b> Identify how Mexico, Brazil, and Cuba’s climate impacts their population distribution</p> <p><b>Learning Target 4:</b> Identify how Mexico, Brazil, and Cuba’s natural resources impact population distribution</p> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no success

**SS6E3 Describe factors that influence economic growth and examine their presence or absence in Brazil, Cuba, and Mexico.**

- a. Evaluate how literacy rates affect the standard of living.
- b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).
- c. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).
- d. Describe the role of natural resources in a country's economy.
- e. Describe the role of entrepreneurship.

<b>Proficiency Scale</b>	
4.0	<p><b>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</b></p> <p><b>Learning Target 1:</b> Choose a Latin American country (other than Brazil, Cuba, or Mexico) and research the investment in human capital, capital goods, the role of natural resources, and the role of entrepreneurship in that country.</p> <p><b>Learning Target 2:</b> Compare your findings to either Cuba, Brazil, or Mexico. Create either a Venn diagram or a double bubble map to show their similarities and differences.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p><b>The student will :</b></p> <p><b>Learning Target 1:</b> Describe factors that influence economic growth and examine their presence or absence in Brazil, Mexico, and Cuba.</p> <p><b>The student exhibits no major errors or omissions.</b></p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p><b>There are no major errors or omissions regarding the simpler details and processes.</b></p> <p><b>The student will recognize or recall specific vocabulary:</b></p> <p><b>Learning Target 1:</b> literacy rate, standard of living, human capital, gross domestic product, capital goods, natural resources, entrepreneur</p> <p>The student will perform basic processes:</p> <p><b>Learning Target 2:</b> Identify ways literacy rates affect the standard of living</p> <p><b>Learning Target 3:</b> Identify the relationship between investment in human capital (education and training) and gross domestic product</p> <p><b>Learning Target 4:</b> Identify the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product</p> <p><b>Learning Target 5:</b> Identify the role of natural resources in a country's economy</p> <p><b>Learning Target 6:</b> Identify the role of entrepreneurship</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content

1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no success

**SS6E2 Give examples of how voluntary trade benefits buyers and sellers in Latin America.**  
d. Explain the functions of the United States-Mexico-Canada Agreement (USMCA).

	<b>Proficiency Scale</b>
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.</p> <p>For example, the student will:</p> <p>Learning Target 1: Compare and contrast the functions of the USMCA to the European Union in a Venn Diagram or Double Bubble Map.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p>Learning Target 1: Explain what the USMCA is.</p> <p>Learning Target 2: Explain why the USMCA exists.</p> <p>Learning Target 3: Explain how the USMCA benefits and/or hinders trade between Mexico, the United States, and Canada.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p>Learning Target 1: voluntary trade, trade barrier, tariff, quota, embargo, sanction, specialization, domestic market, function</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no success

Essential Standard: SS6G4 Locate selected features of Canada

<b>Proficiency Scale</b>	
4.0	<p>Learning Target 1: Prince Edward island, Nova Scotia, Labrador and Newfoundland, Manitoba, British Colombia, Alberta, Saskatchewan, Ontario, New Brunswick, Nunavut, Yukon, Northwest Territory</p> <p>Learning Target 2: Identify the capital cities of Ottawa and Quebec City as well as other major cities Toronto, Winnipeg, and Regina.</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>Learning Target 1: Label, on a blank map of Canada, the list physical features from the standard.</p> <p>Learning Target 2: Label, on a blank map of Canada, the list of political features from the standard.</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>The student will recognize or recall specific vocabulary:</p> <p><b>Learning Target 1:</b> Province of Quebec, physical features: St. Lawrence River, Hudson Bay, Atlantic Ocean, Pacific Ocean, Great Lakes, Canadian Shield, Rocky Mountains</p> <p><b>Learning Target 2:</b> Identify the location of listed physical features on a map of Canada.</p> <p><b>Learning Target 3:</b> Identify the location of listed political features on a map of Canada.</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no success

Essential Standard: SS6G7 Locate selected features of Europe

<b>Proficiency Scale</b>	
4.0	Learning Target 1: Locate and label a minimum of half of the countries of Europe on a blank political map.
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	Learning Target 1: Label, on a blank map of Europe, the list physical features from the standard.  Learning Target 2: Label, on a blank map of Europe, the list of political features from the standard.
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	The student will recognize or recall specific vocabulary:  <b>Learning Target 1:</b> the Danube River, Rhine River, English Channel, Mediterranean Sea, European Plain, the Alps, Pyrenees, Ural Mountains, and Iberian Peninsula, France, Germany, Italy, Russia, Spain, Ukraine, and United Kingdom <b>Learning Target 2:</b> Identify the location of listed physical features on a map of Europe.  <b>Learning Target 3:</b> Identify the location of listed political features on a map of Europe.
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no success

Essential Standard: SS6G8 Explain environmental issues of Europe.

<b>Proficiency Scale</b>	
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p>Learning Target 1: Analyze the environmental issues in Europe and <u>their impacts on citizens and surrounding countries</u>; include acid rain in Germany, air pollution in the United Kingdom, and the nuclear disaster in the Ukraine</p>
3.5	In addition to score 3.0 performance, partial success at score 4.0 content
3.0	<p>The student will</p> <p>Learning Target 1: Explain environmental issues in Europe The student exhibits no major errors or omissions</p>
2.5	No major errors or omissions regarding score 2.0 content and partial success at score 3.0
2.0	<p>There are no major errors or omissions regarding the simpler details and processes. The student will recognize or recall specific vocabulary:</p> <p>Learning Target 1: acid rain, emissions, smog, air pollution, fallout, contamination, Chernobyl The student will perform basic processes:</p> <p>Learning Target 2: Identify reasons for acid rain in Germany</p> <p>Learning Target 3: Identify reasons for air pollution in the United Kingdom</p> <p>Learning Target 4: Identify reasons for the nuclear disaster in Chernobyl, Ukraine</p> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes</p>
1.5	Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content
1.0	With help, partial success at score 2.0 and score 3.0
0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no success



**Essential Standard:**

**SS6H3.a Explain conflict and change in Europe. Describe the aftermath of World War I: the rise of communism, the Treaty of Versailles, the rise of Nazism, and worldwide depression. Historical Understandings**

	<b>Proficiency Scale</b>
4.0	<p>In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught. For example, the student will:</p> <p>Learning Target 1: How did the outcome of World War II contribute to the advancement of the Cold War?</p> <p>Learning target 1 will be achieved through analyzing conflict and change in Europe during the aftermath of World War I by evaluating the rise of communism, the Treaty of Versailles, the rise of Nazism, and worldwide depression</p>
3.5	<p>In addition to score 3.0 performance, partial success at score 4.0 content</p>
3.0	<p>The student will</p> <p>Learning Target 1: Describe the aftermath of World War I: the rise of communism, the Treaty of Versailles, the rise of Nazism, and worldwide depression</p> <p>This will be shown through the use of a DBQ.</p> <p>The student exhibits no major errors or omissions.</p>
2.5	<p>No major errors or omissions regarding score 2.0 content and partial success at score 3.0</p>
2.0	<p>There are no major errors or omissions regarding the simpler details and processes.</p> <p>The student will recognize or recall specific vocabulary:</p> <p>Learning Target 1: communism, fascism, treaty, worldwide depression, Nazism, alliances, armistice The student will perform basic processes:</p> <p>Learning Target 2: Identify reasons for the rise of communism following World War I</p> <p>Learning Target 3: Identify the important terms or agreements that were included in the Treaty of Versailles</p> <p>Learning Target 4: Identify reasons for the rise of Nazism following World War I</p> <p>Learning Target 5: Identify reasons for worldwide economic depression following World War I However, the student exhibits major errors or omissions regarding the more complex ideas and processes</p>
1.5	<p>Partial success at score 2.0 content and major errors or omissions regarding score 3.0 content</p>
1.0	<p>With help, partial success at score 2.0 and score 3.0</p>

0.5	With help, partial success at score 2.0 content but not at score 3.0 content
0	Even with help, no success