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|  | **PASSING** |  | **NOT PASSING** |  |
|  | 4-Exceeds Expectations | 3-Meets Expectations | 2-Partially Meets Expectations | 1-Minimally Meets Expectations |
| Analyzes the multiple causes of change and conflict in US History.  IC-Understand concepts such as change & conflict. | Describes the background of the conflict including **all** of the following:   * who was involved in the conflict, * what was the conflict was, * when the conflict took place, and * where the conflict took place. | Describes the background of the conflict including **three** of the following:   * who was involved in the conflict, * what was the conflict was, * when the conflict took place, and * where the conflict took place. | Describes the background of the conflict including **two** of the following:   * who was involved in the conflict, * what was the conflict was, * when the conflict took place, and * where the conflict took place. | Describes the background of the conflict including **one** of the following:   * who was involved in the conflict, * what was the conflict was, * when the conflict took place, and * where the conflict took place. |
| Demonstrates an understanding of the causes of a conflict by explaining ideas/beliefs/perspectives.  IC-Understands how and why events may be interpreted differently depending upon the perspectives of participants, witnesses, reporters, and historians. | Demonstrates an understanding of the causes of the conflict by explaining relevant ideas/beliefs/perspectives from at least **four** points of view (college student, parent, governor, senator, etc). | Demonstrates an understanding of the causes of the conflict by explaining relevant ideas/beliefs/perspectives from at least **three** points of view (college student, parent, governor, senator, etc). | Demonstrates an understanding of the causes of the conflict by explaining relevant ideas/beliefs/perspectives from at least **two** points of view (college student, parent, governor, senator, etc). | Demonstrates an understanding of the causes of the conflict by explaining relevant ideas/beliefs/perspectives from at least **one** point of view (college student, parent, governor, senator, etc). |
| Understands and creates timelines to show how historical events are caused by other events.  Use the timeline to identify patterns related to change and/or conflict.  IC-Understand patterns of social reform.  IC-Understand significant events & people, including women and minorities, in a major era of history.  IC-Understand relationships between and among significant events. | Identifies on a timeline **four** events related to the causes of the conflict.  Describes, in the paper or presentation, how each of the **four** events on the timeline served as a cause of the conflict. | Identifies on a timeline **three** events related to the causes of the conflict.  Describes, in the paper or presentation, how each of the **three** events on the timeline served as a cause of the conflict. | Identifies on a timeline **two** event related to the causes of the conflict.  Describes, in the paper or presentation, how each of the **two** events on the timeline served as a cause of the conflict. | Identifies on a timeline **one** event related to the causes of the conflict.  Describes, in the paper or presentation, how the **one** event on the timeline served as a cause of the conflict. |
| Prepares a list of resources including the title, author, type of source, date published, and publisher for each source and arranges sources alphabetically.  IC-Understand processes such as using a variety of sources. | Lists **three** sources including the title, author, type of source, and date of each source. | Lists **two** sources including the title, author, type of source, and date of each source. | Lists **one** source including the title, author, type of source, and date of each source. | Lists source(s) but does NOT include the title, author, type of source, and date of the source for any of them. |