

Cuneiform Tablets and Ancient Civilizations

	4. Exceeding Standard	3. Standard Met	2. Approaching Standard	1. Standard Not Met
D.1.5.9-12 - Inquiries Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.	Determined the kinds of sources that will be helpful in answering compelling and supporting questions. Evaluated the multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.	Determined the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.	Determined the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources.	Determined the kinds of sources that will be helpful in answering compelling and supporting questions. Identified different opinions people may have on the topic.
D2.Eco.9.9-12.B - Economics Describe the roles of the rule of law in a market economy.	Explained the roles of the rule of law in a market economy. Evaluated and explained the impacts laws have in a market economy	Described the roles of the rule of law in a market economy.	Identified the roles of the rule of law in a market economy.	Understood the roles of the rule of law in a market economy.
D2.Eco.13.9-12.A - Economics Explain why advancements in technology increase economic growth and standards of living.	Compared and contrasted how advancements in technology increase economic growth and standards of living.	Explained why advancements in technology increase economic growth and standards of living.	Identified examples of advancements in technology that increase economic growth and standards of living.	Identified examples of advancements in technology.
D2.GEO.2.9-12 - Geography Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.	Used maps, satellite images, photographs, and other representations to explain relationships between locations and their political, cultural, and economic dynamics. Evaluated the impact of the location on the political, cultural, and economic dynamics of the location.	Used maps, satellite images, photographs, and other representations to explain relationships between locations and their political, cultural, and economic dynamics.	Used maps, satellite images, photographs, and other representations to explain relationships between locations and their political, cultural, or economic dynamics.	Used maps, satellite images, photographs, and other representations to identify relationships between locations and their political, cultural, or economic dynamics.

<p>D2.GEO.7.9-12.B - Geography</p> <p>Analyze how the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.</p>	<p>Analyzed and explained how the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population. Proposed ideas for how migration patterns and the distribution of human population will change in the future.</p>	<p>Analyzed and explained how the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.</p>	<p>Identified how the spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.</p>	<p>Identified examples of spatial diffusion of ideas, technologies, or cultural practices that have influenced migration patterns or the distribution of human population.</p>
<p>D2.GEO.10.9-12 - Geography</p> <p>Evaluate how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</p>	<p>Evaluated and explained how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use. Proposed changes that would possibly offer positive impacts.</p>	<p>Evaluated and explained how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade and land use.</p>	<p>Identified the changes in environmental and cultural characteristics of a place or region that influence spatial patterns of trade and land use.</p>	<p>Identified changes in environmental and cultural characteristics of a place or region.</p>
<p>D2.His.1.9-12 - History</p> <p>Evaluate how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</p>	<p>Evaluated and explained how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts. Proposed ideas about how history would have been different given different contexts.</p>	<p>Evaluated and explained how historical events and developments were shaped by unique circumstances of time and place as well as broader historical contexts.</p>	<p>Described the time and place as well as the broader historical contexts of historical events and developments.</p>	<p>Identified the time and place as well as the broader historical contexts of historical events and developments.</p>
<p>D2.His.3.9-12 - History</p> <p>Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.</p>	<p>Assessed and explained how the significance of the group's or individual's actions changes over time and is shaped by the historical context. Suggested how the significance may still change in the future.</p>	<p>Assessed and explained how the significance of the group's or individual's actions changes over time and is shaped by the historical context.</p>	<p>Described how the significance of the group's or individual's actions changed over time and was shaped by the historical context.</p>	<p>Identified examples of how the significance of the group's or individual's actions changed over time or was shaped by the historical context.</p>

<p>D2.His.4.9-12 - History</p> <p>Analyze complex and interacting factors that influenced the perspectives of people during different historical eras.</p>	<p>Analyzed and explained complex and interacting factors that influenced the perspectives of people during different historical eras. Evaluated and proposed how things might have changed or stayed the same under different factors.</p>	<p>Analyzed and explained complex and interacting factors that influenced the perspectives of people during different historical eras.</p>	<p>Analyzed and explained multiple factors that influenced the perspectives of people during different historical eras.</p>	<p>Described factors that influenced the perspectives of people during different historical eras.</p>
<p>D2.His.5.9-12 - History</p> <p>Analyze how historical contexts shaped and continue to shape people's perspectives.</p>	<p>Explained and evaluated the major contributing factors as to how historical contexts shaped and continue to shape people's perspectives.</p>	<p>Analyzed and explained how historical contexts shaped and continue to shape people's perspectives.</p>	<p>Identified how historical contexts shaped and continue to shape people's perspectives.</p>	<p>Identified historical contexts that shaped and continue to shape people's perspectives.</p>
<p>D2.His.6.9-12 - History</p> <p>Analyze the ways in which the perspectives of those writing history shaped the history that they produced.</p>	<p>Analyzed and explained the ways in which the perspectives of those writing history shaped the history that they produced. Assessed how these perspectives have impacted society.</p>	<p>Analyzed and explained the ways in which the perspectives of those writing history shaped the history that they produced.</p>	<p>Identified the ways in which the perspectives of those writing history shaped the history that they produced.</p>	<p>Identified the perspectives of those writing history that shaped the history that they produced.</p>
<p>D2.His.7.9-12 - History</p> <p>Explain how the perspectives of people in the present shape interpretations of the past.</p>	<p>Explained how the perspectives of people in the present shape interpretations of the past. Assessed how these perspectives have impacted society.</p>	<p>Explained how the perspectives of people in the present shape interpretations of the past.</p>	<p>Identified how the perspectives of people in the present shape interpretations of the past.</p>	<p>Identified perspectives of people in the present that shape interpretations of the past.</p>
<p>D2.His.9.9-12 - History</p> <p>Analyze the relationship between historical sources and the secondary interpretations made from them.</p>	<p>Analyzed and explained the relationship between historical sources and the secondary interpretations made from them. Evaluated how well the sources support these interpretations.</p>	<p>Analyzed and explained the relationship between historical sources and the secondary interpretations made from them.</p>	<p>Identified the relationship between historical sources and the secondary interpretations made from them.</p>	<p>Identified the interpretations made from historical sources.</p>

<p>D2.His.11.9-12 - History</p> <p>Critique the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.</p>	<p>Critiqued the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose. Explained how well these sources support the specific historical inquiry.</p>	<p>Critiqued the usefulness of historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.</p>	<p>Selected historical sources for a specific historical inquiry based on their maker, date, place of origin, intended audience, and purpose.</p>	<p>Identified the maker, date, place of origin, intended audience, or purpose of historical sources.</p>
<p>D2.His.13.9-12 - History</p> <p>Critique the appropriateness of the historical sources used in a secondary interpretation.</p>	<p>Critiqued the appropriateness of the historical sources used in a secondary interpretation. Explained how the sources and interpretations could be more appropriate.</p>	<p>Critiqued the appropriateness of the historical sources used in a secondary interpretation.</p>	<p>Critiqued the usefulness of the historical sources used in a secondary interpretation.</p>	<p>Critiqued the relevancy of the historical sources used in a secondary interpretation.</p>
<p>D3.1.9-12 - Evaluating Sources and Using Evidence</p> <p>Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p>	<p>Gathered relevant information from multiple authoritative sources representing a wide range of views while evaluating the origin, authority, structure, context, and corroborative value of each source to guide the selection of the most credible resources.</p>	<p>Gathered relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p>	<p>Gathered relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p>	<p>Gathered relevant information from multiple sources while using the origin, structure, and context to guide the selection.</p>