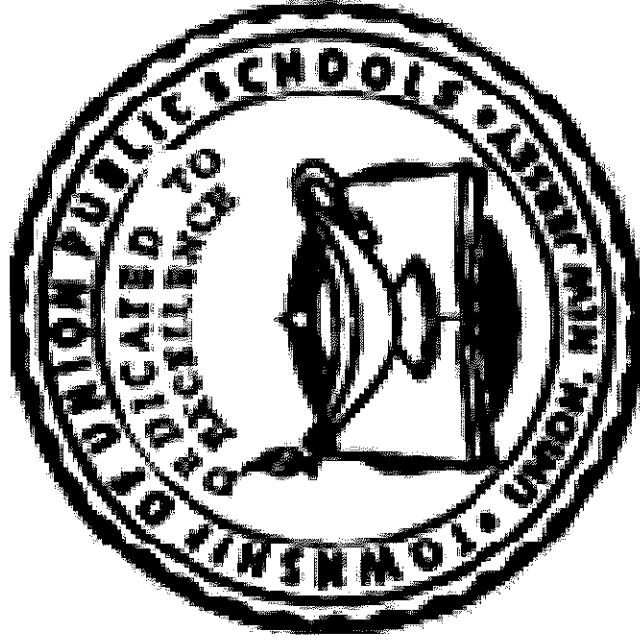
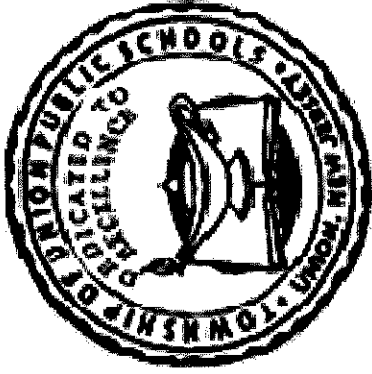


TOWNSHIP OF UNION PUBLIC SCHOOLS



**SS370 Advanced Placement European History
Curriculum Guide 2015**

Curriculum Guide Approved June 2015



Board Members

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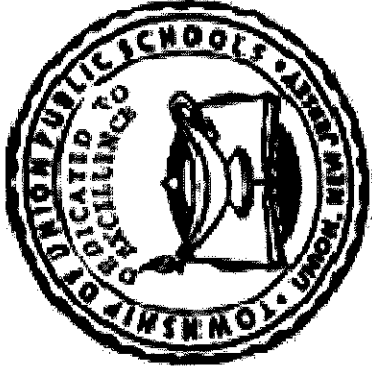
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TOWNSHIP OF UNION PUBLIC SCHOOLS
Administration

- District Superintendent **Mr. Martin Tatum**
- Assistant Superintendent **Dr. Noreen Lishak**
- Director of Curriculum K-12 **Dr. Noreen Lishak**
- Director of Student Information/Technology **Ms. Ann M. Hart**
- Director of Athletics, Health, Physical Education and Nurses **Ms. Linda Ionta**

DEPARTMENT SUPERVISORS

Language Arts/Social Studies 3-5	Mr. Robert Ghiretti
Mathematics/Science 3-5	Ms. Terri Mathews
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Curriculum Committee

James L. Laird

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Mission Statement

The Township of Union Board of Education believes that every child is entitled to an education, designed to meet his or her individual needs, in an environment that is conducive to learning. State standards, federal and state mandates, and local goals or objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary removed in order for the district to maintain the appropriate educational setting.

Philosophy Statement

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

Statement of District Goals

- Develop reading, writing, speaking, listening, and mathematical skills.
- Develop a pride in work and a feeling of self-worth, self-reliance, and self-discipline.
- Acquire and use the skills and habits involved in critical and constructive thinking.
- Develop a code of behavior based on moral and ethical principles.
- Work with others cooperatively.
- Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.
- Acquire a knowledge and understanding of the physical and biological sciences.
- Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.
- Appreciate and understand literature, art, music, and other cultural activities.
- Develop an understanding of the historical and cultural heritage.
- Develop a concern for the proper use and/or preservation of natural resources.
- Develop basic skills in sports and other forms of recreation.

Course Description

Following in the tradition of academic excellence established by A.P. Psychology and A.P. US History, A.P. European History will provide students with the opportunity to earn valuable college credit. It is a labor-intensive course, designed for motivated students who are used to working independently. It is a must for anyone who intends to pursue a college major in the Social Sciences and is recommended for those who will be entering a Liberal Arts Program or those who intend to pursue a Law major in college.

The course will be conducted at a college level; the amount of material mandates that it will be reading and labor intensive. Instruction will emphasize the application of higher order thinking skills as well as the analyses and investigation of issues and events essential to the various time periods. Students who successfully complete the class will come away with a wealth of information as well as critical skills in analysis and communication. Central to this process will be the Document-Based-Question and other open-ended writing responses preparing them for the Advanced Placement European History Exam administered by the College Board in May of the school year.

This college-level course begins where World History left off in freshman year and is designed to be a natural complement to the Humanities course. The curriculum will cover, in depth, the political, social, economic, and cultural history of Europe from the Renaissance to the present. A variety of strategies and processing skills will be incorporated to communicate the content of the course. Primary source documents, individual and group research, as well as selected pieces of art, music and literature will supplement the core material.

As with any Advanced Placement course, the culmination of the year will be taking the A.P. Exam in May affording students the opportunity to earn valuable college credit.

Recommended Textbooks

A History of Western Society - John McKay, Bennett Hill, John Buckler, 10th Edition. Bedford/St. Martin's 2011
ISBN-13: 978-0-312-64058-3

Course Proficiencies

Students will be able to...

- Assess the importance of the Renaissance as a bridge between the Middle Ages and the Modern World.
- Explain how the Reformation changed religion from a unifying to a divisive element in Europe.
- Assess the impact of the Age of Discovery in guaranteeing the ascendancy of Europe on the world stage.
- Trace the transition of Europe from the system of feudalism to that of the modern centralized state.
- Compare and contrast the political philosophies of absolutism and constitutionalism.
- Weigh the impact of the Scientific Revolution and Enlightenment during the 16th, 17th, and 18th Centuries on the formation of the modern mind.
- Analyze how the convergence of socio-economic reality and new intellectual ideas led to the upheaval of the French Revolution.
- Analyze the positive and negative social and economic consequences of the Industrial Revolution as the major force shaping the modern world.
- Explain how politics from 1815-1900 inherited trends from the previous century and forecast the events to come during the 20th Century.
- Assess the effect of new ideas and theories on the 19th Century European mind.
- Analyze the cataclysmic events that created the 20th Century mind.
- Evaluate political and economic conditions in of Europe as it progresses through the 21st Century.

Curriculum Units

<p>Unit 1: <u>A New Mind</u></p> <p style="text-align: center;">Renaissance and Reformation</p>	<p>Unit 2: <u>A New Strength</u></p> <p style="text-align: center;">Age of Exploration / Absolutism-Constitutionalism</p>
<p>Unit 3: <u>A New World and Society</u></p> <p style="text-align: center;">Scientific Revolution-Enlightenment Proto-Industrialization</p>	<p>Unit 4: <u>Revolutions</u></p> <p style="text-align: center;">French Revolution / Industrial Revolution 19th Century Politics</p>
<p>Unit 5: <u>National Armageddon</u></p> <p style="text-align: center;">Nationalism / Imperialism World War I</p>	<p>Unit 6: <u>Anxiety and Catastrophe</u></p> <p style="text-align: center;">Inter-War Years / Second World War</p>
<p>Unit 7: <u>Building Our World</u></p> <p style="text-align: center;">Cold War Modern European Society Europe in the 21st Century</p>	

Pacing Guide – Course

Content	Number of Days
<u>Unit 1: A New Mind</u>	18
<u>Unit 2: A New Strength</u>	18
<u>Unit 3: A New World and Society</u>	17
<u>Unit 4: Revolutions</u>	29
<u>Unit 5: National Armageddon</u>	20
<u>Unit 6: Anxiety and Catastrophe</u>	22
<u>Unit 7: Building Our World</u>	25

Unit 1: A New Mind

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Analyze socio-political developments in the early Italian Renaissance	<i>McKay 374-378</i> Machiavelli's <i>The Prince</i>	6.2.12.D.2.a 6.2.12.D.2.c
2.	Define and examine Italian Humanism	<i>McKay 378-393</i> Pico's <i>Oration on the Dignity of Man</i> Bruni's <i>Humanist Educational Program</i>	6.2.12.D.2.a 6.2.12.D.2.d
3.	Trace the social implications of the Italian Renaissance	<i>McKay 393-397</i> Castiglione's <i>Courtier</i>	6.2.12.D.2.d 6.2.12.D.2.e
4.	Compare/Contrast the Northern with the Italian Renaissance	<i>McKay 378-387</i> Erasmus' <i>Praise of Folly</i> More's <i>Utopia</i>	6.2.12.D.2.d 6.2.12.D.2.e
5.	Contrast the paths taken by England, France, and Spain in centralization	<i>McKay 397-403</i>	6.2.12.A.2.b
6.	Establish the socio-political roots of the Reformation	<i>McKay 408-419</i>	6.2.12.D.2.b
7.	Assess the impact of Martin Luther on European history	<i>McKay 408-422</i> 433-437 Luther's <i>On Christian Liberty</i>	6.2.12.D.2.b 6.2.12.D.2.e
8.	Compare the phenomenon of Calvinism to Luther's outlook	<i>McKay 422-428</i> Calvin's <i>On Prayer</i>	6.2.12.D.2.d
9.	Analyze the political nature of the English Reformation	<i>McKay 422-428</i>	6.2.12.B.2.a
10.	Examine the effectiveness of the reaction of the Catholic/Counter Reformation	<i>McKay 428-433</i> Ignatius Loyola: <i>Spiritual Exercises</i>	6.2.12.B.2.a

Unit 2: A New Strength

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Examine European motives for long distance exploration	<i>McKay</i> 444-461	6.2.12.B.1.b 6.2.12.C.1.e
2.	Compare the colonization of North America with that of Meso-America	<i>McKay</i> 448-461	6.2.12.B.1.a
3.	Analyze the implications of the discovery of the Americas	<i>McKay</i> 461-464 Columbus' <i>Letter</i>	6.2.12.D.1.e 6.2.12.D.1.f
4.	Assess the phenomenon of African slavery	<i>McKay</i> 464-475	6.2.12.D.1.b
5.	Evaluate the global impact of the Columbian Exchange and the development of the commercial revolution and mercantilism	<i>McKay</i> 464-472 569-581	6.2.12.C.1.c 6.2.12.C.1.d
6.	Analyze the literature & arts of the Baroque Era	<i>McKay</i> 514-515 Montaigne <i>On Cannibals</i>	6.2.12.D.2.d
7.	Examine widespread social change throughout 16 th century Europe	<i>McKay</i> 480-486	6.2.12.D.2.d
8.	Connect European exploration with political centralization	<i>McKay</i> 480-486 Hobbes - <i>Leviathan</i>	6.2.12.A.2.b
9.	Analyze the conduct and impact of the Thirty Years War	<i>McKay</i> 480-486	6.2.12.B.2.a
10.	Trace the development of French absolutism from Henri IV through Mazarin	<i>McKay</i> 486-494 Richelieu - <i>Political Will & Testament</i>	6.2.12.A.2.b

11.	Assess the benefits and pitfalls of the reign of Louis XIV	McKay 486-494 Louis XIV – <u>Advice to Son</u> St. Simon – <u>The</u> <u>Cat & the King</u>	6.2.12.A.2.b
12.	Compare the process of Habsburg centralization with that of the Hohenzollerns in Prussia	McKay 494-497 von Hornick - <u>Austria Over All If</u> <u>She Only Will</u> Frederick Wilhelm – <u>Secret Letter</u>	6.2.12.A.2.b
13.	Contrast Russian politics with those of western and central Europe	McKay 497-505 Peter – <u>Correspondence</u> <u>with Alexei</u>	6.2.12.A.2.b
14.	Assess the effectiveness of the Ottoman system	McKay 497-505	6.2.12.A.1.a
15.	Examine the non-democratic nature of English constitutionalism	McKay 506-513 Locke – <u>Second</u> <u>Treatise on</u> <u>Government</u>	6.2.12.A.2.b
16.	Explain the reasons for the success and decline of the United Provinces	McKay 506-513	6.2.12.A.2.b

Unit 3: A New World and Society

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Analyze the inductive and deductive components of the scientific method	<p>McKay 520-530 Copernicus - <u>Revolutions of the Heavenly Spheres</u> Bellarmine - <u>Attack on the Copernican Theory</u> Galileo - <u>Letter to the Grand Duchess Christina</u> Bacon - <u>Novum Organum</u> Descartes - <u>Discourse on Method</u> Newton - <u>Principia Mathematica</u></p>	6.2.12.D.2.d
2.	Analyze the individuals associated with the early Enlightenment and each of their outlooks	<p>McKay 530-541 Locke - <u>Concerning Human Understanding</u> Voltaire - <u>Tolerance and Reason</u> Diderot - <u>Encyclopedia</u></p>	6.2.12.A.2.a

3.	Contrast the ideas of the later Enlightenment with the early <i>philosophes</i>	<p>McKay 530-541 Kant - <u>Enlightenment & Morals</u> d'Holbach - <u>Good Sense</u> Rousseau - <u>Social Contract</u> Condorcet - <u>Progress of the Human Mind</u></p>	6.2.12.A.2.a
4.	Debate the "enlightened" nature of 18 th century government	<p>McKay 541-549 Frederick - <u>Forms of Government</u> Beccaria - <u>Crimes and Punishment</u></p>	6.2.12.D.2.d
5.	Assess the role of the Second Agricultural Revolution in causing British industrializing	McKay 554-560	6.2.12.C.3.a
6.	Examine the birth of the fledgling textile industry	McKay 560-566	6.2.12.C.3.a
7.	Debate the benefits of the new employment opportunities on British social institutions	McKay 560-569	6.2.12.D.3.b
8.	Compare the simultaneous effects of the Enlightenment and proto-industrialization on family, religion, and medicine	McKay 586-614	6.2.12.D.2.d

Unit 4: Revolutions

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Analyze the ideas that set the tone in pre-revolutionary Europe	McKay 620-625	6.2.12.A.3.a
2.	Investigate the origins of the French Revolution from the Estates General through the formation of National Assembly	McKay 625-633 Abbe Sieyes – <u>What Is the Third Estate?</u>	6.2.12.D.3.a
3.	Use the French Revolution as the template for the chain of events governing modern revolutions	McKay 633-644 <u>Declaration of the Rights of Man</u> Wollstonecraft <u>Vindication of the Rights of Women</u> Robespierre - <u>Republic of Virtue</u>	6.2.12.A.3.a 6.2.12.D.3.a
4.	Assess the motivations, impact, and legacy of Napoleon Bonaparte	McKay 644-651	6.2.12.D.3.a
5.	Assess proto-industrial conditions in 18 th century Britain	McKay 656-665	6.2.12.C.3.a
6.	Trace developments in energy and transportation	McKay 656-665	6.2.12.C.3.d
7.	Follow industrialization as it spreads to become a continental phenomenon	McKay 665-672	6.2.12.C.3.d
8.	Assess the goals and the effectiveness of the Congress of Vienna	McKay 686-690	6.2.12.A.3.b
9.	Compare and contrast liberalism, socialism, and Marxism	McKay 691-697 773-777 Mill – <u>On Liberty</u> Marx – <u>Communist Manifesto</u>	6.2.12.C.3.c 6.2.12.D.3.a
10.	Evaluate the levels of success of early reform and revolution	McKay 701-707	6.2.12.A.3.b 6.2.12.D.3.a

11.	Debate the effectiveness of the Revolutions of 1848 in transforming European politics	McKay 707-713	6.2.12.A.3.b 6.2.12.D.3.a
12.	Identify the characteristics of Romanticism, Realism, Impressionism, Post-Impressionism	McKay 697-701	6.2.12.D.2.d 6.2.12.D.3.a
13.	Examine changes in the standard of living in the industrialized cities	McKay 718-723 Malthus – <i>Essay on the Principle of Population</i>	6.2.12.C.3.d
14.	Evaluate the nature of the new 19 th century social structure	McKay 672-681 723-732 Spencer - <i>Principles of Biology</i>	6.2.12.A.3.c 6.2.12.A.3.d
15.	Trace developments in family, gender relations, and sexuality in post-1850 Europe	McKay 732-741 Freud – <i>Civilization and Its Discontents</i>	6.2.12.A.3.d 6.2.12.D.3.b
16.	Measure the impact of science in the latter decades of the 19 th century	McKay 741-745	6.2.12.C.3.d

Unit 5: National Armageddon

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Trace the evolution of a unified Italy and devolution of the Habsburg domains	<i>McKay</i> 752-758	6.2.12.A.3.b
2.	Examine the Nietzschean use of “will” in Bismarck’s “blood & iron” approach	<i>McKay</i> 752-758 Nietzsche – <i>The Will to Power</i>	6.2.12.A.3.b
3.	Investigate the foundations of revolution in late 19 th century Russia	<i>McKay</i> 759-765	6.2.12.A.3.b
4.	Debate the causes & effects of worldwide imperialism and emigration	<i>McKay</i> 782-794 J.A. Hobson - <i>Imperialism: A Study</i>	6.2.12.A.3.e
5.	Examine the impact of imperialism on Africa	<i>McKay</i> 794-803	6.2.12.B.3.a
6.	Contrast European methods throughout Asia with those in Africa	<i>McKay</i> 794-809	6.2.12.C.3.e 6.2.12.D.3.d 6.2.12.D.3.e
7.	Compare “enlightened” society in late 19 th century Britain and France	<i>McKay</i> 750-752 Zola – <i>J’Accuse!</i>	6.2.12.A.3.c
8.	Investigate the phenomenon of the responsive nation state	<i>McKay</i> 766-773	6.2.12.A.3.b
9.	Assess whether or not Europe’s new balance of power made a general war inevitable	<i>McKay</i> 816-821 von Treitschke - <i>History of Germany in the Nineteenth Century</i>	6.2.12.D.4.a
10.	Debate the significance of the various causes of the First World War	<i>McKay</i> 816-821	6.2.12.D.4.a

11.	Identify the elements of "total war"	<i>McKay 821-833</i> Bertrand Russell - <i>War and Non-Resistance</i> Remarque - <i>All Quiet on the Western Front</i>	6.2.12.C.4.b 6.2.12.D.4.g
12.	Connect the First World War to the upheaval in Russia	<i>McKay 833-838</i> Lenin - <i>What Is to Be Done?</i>	6.2.12.D.4.c
13.	Debate the justness of the Versailles Accords	<i>McKay 838-848</i> Wilson - <i>Fourteen Points</i>	6.2.12.D.4.b

Unit 6: Anxiety and Catastrophe

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCCS
1.	Explore the philosophy of anxiety	<i>McKay 854-861</i> <i>Nietzsche – <u>Death of God</u></i> <i>Sorel - <u>Reflections on Violence</u></i> <i>Sartre - <u>Existentialism</u></i>	6.2.12.C.3.d
2.	Examine the nature of the arts in the early 20 th century	<i>McKay 861-866</i>	6.2.12.D.4.k
3.	Analyze the ebb and flow of 1920's economics	<i>McKay 866-874</i>	6.2.12.C.4.c
4.	Compare the various national remedies to the Great Depression	<i>McKay 874-883</i>	6.2.12.C.4.a
5.	Distinguish between authoritarianism, fascism, and totalitarianism	<i>McKay 888-891</i> <i>898-900</i>	6.2.12.A.4.a 6.2.12.C.4.d
6.	Trace the evolution of Soviet society under Stalin's form of totalitarianism	<i>McKay 891-898</i> <i>Stalin - <u>Trotskyism or Leninism</u></i>	6.2.12.A.4.a 6.2.12.A.4.c 6.2.12.C.4.d
7.	Examine the evolution of Nazism from its obscure origins to its control of German society	<i>McKay 900-909</i> <i>Hitler – <u>Mein Kampf</u></i>	6.2.12.A.4.a 6.2.12.C.4.d
8.	Evaluate the national policies of German expansionism and Anglo-French appeasement	<i>McKay 900-909</i>	6.2.12.D.4.d 6.2.12.D.4.e
9.	Trace the events of the Holocaust and the concluding moves of the Second World War	<i>McKay 909-919</i>	6.2.12.A.4.c 6.2.12.A.4.d 6.2.12.D.4.i 6.2.12.B.4.b 6.2.12.C.4.b 6.2.12.C.4.c

Unit 7: Building Our World

#	STUDENT LEARNING OBJECTIVES	In Class Sources	CORRESPONDING CCSS/NJCCS
1.	Apportion blame for the origins of the Cold War	<i>McKay</i> 924-933 <i>Churchill – Iron Curtain Speech</i>	6.2.12.B.4.d 6.2.12.A.5.a 6.2.12.B.5.a
2.	Investigate the impact of the Cold War throughout Europe and around the globe	<i>McKay</i> 924-933	6.2.12.A.5.a 6.2.12.B.5.a 6.2.12.C.5.c
3.	Trace the recovery of postwar Europe	<i>McKay</i> 933-937	6.2.12.C.5.a 6.2.12.C.5.b
4.	Analyze the “modernization” of European society and the influence of American culture	<i>McKay</i> 933-937	6.2.12.C.5.b
5.	Assess the evolution of Soviet policy from Stalin through Brezhnev	<i>McKay</i> 937-944 <i>Khrushchev – Speech to 20th Party Congress</i>	6.2.12.B.5.b
6.	Examine relations between Europe and the rest of the world in the post-colonial era	<i>McKay</i> 944-950	6.2.12.B.5.e 6.2.12.C.5.d 6.2.12.A.6.a 6.2.12.A.6.b
7.	Assess the extent of progress made by women and young people	<i>McKay</i> 950-955 970-980	6.2.12.D.5.d
8.	Examine the economic and social crises of the 1970’s	<i>McKay</i> 960-970 970-980	6.2.12.C.5.b 6.2.12.C.5.g
9.	Investigate developments in issues such as environmentalism and immigration	<i>McKay</i> 970-980	6.2.12.B.5.c
10.	Evaluate the impact of Gorbachev and Solidarity	<i>McKay</i> 980-985	6.2.12.B.5.b

11.	Trace the snowballing effect of the collapse of the Soviet bloc	<i>McKay 985-991</i> <i>Havel - <u>Towards a</u></i> <i><u>Civil Society</u></i>	6.2.12.B.5.b
12.	Assess the effectiveness of post-Soviet Eastern European governments	<i>McKay 996-1002</i>	6.2.12.C.6.c
13.	Examine the pattern of genocide in the Balkans	<i>McKay 996-1002</i>	6.2.12.A.5.d
14.	Trace the evolution of modern European unity	<i>McKay 1003-1009</i>	6.2.12.C.5.f
15.	Evaluate the impact of technology and globalization on European society	<i>McKay 1003-1009</i>	6.2.12.D.5.c 6.2.12.A.6.a 6.2.12.C.6.d
16.	Identify demographic changes in European society	<i>McKay 1010-1015</i>	6.2.12.B.5.c 6.2.12.B.6.a
17.	Evaluate Europe's response to human rights issues	<i>McKay 1015-1023</i>	6.2.12.A.5.e 6.2.12.C.6.a
18.	Assess the impact of the debt crisis of 2008	<i>News Media</i>	6.2.12.C.6.c
19.	Compare aggression in Eastern Europe with the 1930's	<i>News Media</i>	6.2.12.A.6.b 6.2.12.A.6.d
20.	Project and predict the condition of Europe in 2020	<i>News Media</i>	6.2.12.A.6.c 6.2.12.D.6.a

New Jersey Core Curriculum Content Standards Language Arts

Standard 6.RL.1-10 (Reading Literature)

Standard 6.RIT.1-10 (Reading Informational Text)

Standard 6.W.1-10 (Writing)

Standard 6.SL.1-6 (Speaking & Listening)

Standard 6.L.1-6 (Language)

New Jersey Scoring Rubric

New Jersey Registered Holistic Scoring Rubric

	Inadequate Command	Limited Command	Partial Command	Adequate Command	Strong Command	Superior Command
Score:	1	2	3	4	5	6
	May lack opening and/or closing	May lack opening and/or closing	May lack opening and/or closing	Generally has opening and/or closing	Opening and closing	Opening and closing
	Minimal response to topic; uncertain focus	Attempts to focus May drift or shift focus	Usually has single focus	Single focus	Single focus	Single, distinct focus
Content and Organization	No planning evident; disorganized	Attempts organization Few, if any, transitions between ideas	Some lapses or flaws in organization May lack some transitions between ideas	Ideas loosely connected Transitions evident	Logical progression of ideas Moderately fluent	Logical progression of ideas Fluent, cohesive
Usage	Details random, inappropriate, or barely apparent	Details lack elaboration, i. e., highlight paper	Repetitious details Several unelaborated details	Uneven development of details	Attempts compositional risks	Compositional risks successful
	No apparent control	Numerous errors	Errors/ patterns of errors may be evident	Some errors that do not interfere with meaning	Few errors	Very few, if any, errors
	Severe/ numerous errors	Excessive monotony/ same structure	Little variety in syntax	Some variety	Variety in syntax appropriate and effective	Precision and/or sophistication
Sentence Construction	Assortment of incomplete and/ or incorrect sentences	Numerous errors	Some errors	Generally correct	Few errors	Very few, if any, errors
Non-Scorable Responses	NR	No Response	Student wrote too little to allow a reliable judgment of his/her writing.			
	OT	Off Topic/Off Task	Student did not write on the assigned topic/ task, or the student attempted to copy the prompt.			
	NE	Not English	Student wrote in a language other than English.			
	WF	Wrong Format	Student refused to write on the topic, or the writing task folder was blank.			

Content/ Organization	Usage	Sentence Construction	Mechanics
<ul style="list-style-type: none"> Communicates intended message to intended audience Relates to topic Opening and closing Focused Logical progression of ideas Transitions Appropriate details and information 	<ul style="list-style-type: none"> Tense formation Subject- verb agreement Pronouns usage/ agreement Word choice/ meaning Proper Modifiers 	<ul style="list-style-type: none"> Variety of type, structure, and length Correct construction 	<ul style="list-style-type: none"> Spelling Capitalization Punctuation

Language Arts Literacy Open-Ended Scoring Rubric

Points Criteria

- 4** A 4-point response clearly demonstrates understanding of the task, completes all requirements, and provides an insightful explanation/opinion that links to or extends aspects of the text.
- 3** A 3-point response demonstrates an understanding of the task, completes all requirements, and provides some explanation/opinion using situations or ideas from the text as support.
- 2** A 2-point response may address all of the requirements, but demonstrates a partial understanding of the task, and uses text incorrectly or with limited success resulting in an inconsistent or flawed explanation.
- 1** A 1-point response demonstrates minimal understanding of the task, does not complete the requirements, and provides only a vague reference to or no use of the text.
- 0** A 0-point response is irrelevant or off-topic.