

## American History Performance Level Descriptors

### Limited

A student performing at the **Limited Level** demonstrates a minimal command of Ohio's Learning Standards for American History. A student at this level has an emerging ability to use and evaluate primary and secondary sources, use evidence to support or refute a thesis, analyze cause, effect, sequence and correlation in historical events, interpret historic Ohio and U.S. documents, understand the history of U.S. foreign affairs, describe social change in the United States during the 19th and 20th centuries, analyze important events related to the Cold War and describe challenges facing U.S. society in the post-Cold War era.

A student at the **Limited Level** can:

- Identify one historic era in the United States from 1877–present (e.g., Industrial Revolution, World War I, Great Depression, Cold War);
- Identify sources as primary or secondary;
- Identify at least one important state or federal historic document (e.g., Declaration of Independence, Northwest Ordinance, Federalist/Anti-Federalist Papers, U.S. Constitution and U.S. Bill of Rights);
- Identify different groups of people who have immigrated to the United States from 1877–present (e.g., European, Latin American);
- Identify segregation as a system that limited the civil rights of African Americans during the first half of the 20th century;
- Identify one new method of production during the late 19th/early 20th century that showed the transition to an industrial based economy (e.g., factory system, assembly line);
- Identify a social, political, or economic event during or resulting from World War I or World War II in the United States (e.g., WWI - Red Scare, WWI - isolationist foreign policy, WWII - Japanese Internment Camps, WWII - Lend-Lease Act);
- Identify a factor that led to the beginning of the Cold War (e.g., disagreement over postwar European recovery plans, nuclear arms race, world power status).

## American History Performance Level Descriptors

### Basic

A student performing at the **Basic Level** demonstrates a partial command of Ohio's Learning Standards for American History. A student at this level has a general ability to use and evaluate primary and secondary sources, use evidence to support or refute a thesis, analyze cause, effect, sequence and correlation in historical events, interpret historic Ohio and U.S. documents, understand the history of U.S. foreign affairs, describe social change in the United States during the 19th and 20th centuries, analyze important events related to the Cold War and describe challenges facing U.S. society in the post-Cold War era.

A student at the **Basic Level** can:

- Identify historical eras and when they occurred along a chronological timeline (e.g., Industrial Revolution, World War I, Great Depression, Cold War);
- Identify one way to verify the credibility of a primary or secondary source.;
- Identify one provision from an important state or federal historic document (e.g., Declaration of Independence, Northwest Ordinance, Federalist/Anti-Federalist Papers, U.S. Constitution and U.S. Bill of Rights);
- Identify one pattern of immigration to the United States from 1877 to the present (e.g., European immigration during the Industrial Revolution and following World War I, Latin American immigration during and after the Cold War);
- Identify one historic example of institutionalized racism in the United States (e.g., racial segregation, Jim Crow Laws, limited ballot access/poll taxes/literacy tests);
- Identify one factor of the rise of industrialization in the late 19th century (e.g., technological advances, rise of corporations, mechanized farming);
- Identify one effect of World War I or World War II on American society (e.g., racial discrimination, industrialization, suburbanization, migration patterns, economic opportunities for minority groups);
- Identify factors that led to the beginning and end of the Cold War (e.g., Marshall Plan, Truman Doctrine, NATO, nuclear arms race, Vietnam War, fall of communist governments in Eastern Europe).

## American History Performance Level Descriptors

### Proficient

A student performing at the **Proficient Level** demonstrates an appropriate command of Ohio's Learning Standards for American History. A student at this level has a consistent ability to use and evaluate primary and secondary sources, use evidence to support or refute a thesis, analyze cause, effect, sequence and correlation in historical events, interpret historic Ohio and U.S. documents, understand the history of U.S. foreign affairs, describe social change in the United States during the 19th and 20th centuries, analyze important events related to the Cold War and describe challenges facing U.S. society in the post-Cold War era.

A student at the **Proficient Level** can:

- Describe short- and long-term effects of major historical events in American society (e.g., European Immigration and its relation to the Industrial Revolution, World War I, Great Depression, Cold War, etc.);
- Use primary, secondary and other credible sources of information to support or refute a thesis or position;
- Describe the governing precedents set by important state and federal historic documents (e.g., Declaration of Independence, Northwest Ordinance, Federalist/Anti-Federalist Papers, U.S. Constitution and U.S. Bill of Rights);
- Summarize social struggles of the numerous groups who immigrated to the United States from 1877 to the present (e.g., European Immigrants' fight against nativism and the KKK, Japanese-Americans' captivity in WWII relocation camps, Mexican-Americans' subjection to poor working conditions on farms
- Describe legislation/court rulings that sought to reverse long-standing discriminatory policies and laws in the United States (e.g., *Brown v. Board of Education of Topeka Kansas*, Civil Rights Acts, 1965 Immigration Act, 19<sup>th</sup> Amendment);
- Describe how the Industrial Revolution transformed the United States from an agrarian to an urban society;
- Describe how events following the end of World War I influenced the events that would ultimately lead to the beginning of World War II (e.g., Treaty of Versailles, United States' decision not to join the League of Nations, American isolationism, postwar economic struggles in Europe, etc.);
- Explain how U.S.-Soviet tensions led to major geopolitical crises in Europe, Asia, and Latin America during the second half of the 20th century.

## American History Performance Level Descriptors

### Accelerated

A student performing at the **Accelerated Level** demonstrates a strong command of Ohio's Learning Standards for American History. A student at this level has a superior ability to use and evaluate primary and secondary sources, use evidence to support or refute a thesis, analyze cause, effect, sequence and correlation in historical events, interpret historic Ohio and U.S. documents, understand the history of U.S. foreign affairs, describe social change in the United States during the 19th and 20th centuries, analyze important events related to the Cold War and describe challenges facing U.S. society in the post-Cold War era.

A student at the **Accelerated Level** can:

- Analyze the correlation between important events in American society that occurred over a prolonged time (e.g., provisions of the Treaty of Versailles leading to the outbreak of World War II, U.S. economic and military pressure contributing to the collapse of communist governments in Eastern Europe and the Soviet Union);
- Analyze and evaluate the credibility of primary and secondary sources;
- Analyze the fundamental ideas behind state and federal historic documents that have shaped the political landscape of Ohio and the nation (e.g., Declaration of Independence, Northwest Ordinance, Federalist/Anti-Federalist Papers, U.S. Constitution and U.S. Bill of Rights);
- Analyze how a Civil Rights organization fought to extend equal rights to minority groups in the United States (e.g., NOW's contribution to the passage of the Equal Pay Act and Title IX, NAACP's efforts leading to the passage of the Civil Rights Act and the ruling in *Brown v. Board of Education of Topeka, Kansas*);
- Analyze significant events that impacted legislation/court rulings that sought to reverse long-standing discriminatory policies and laws in the United States;
- Analyze the policies, laws, people and events that sought to reform negative social, political, environmental and economic effects of industrial capitalism (e.g., labor organizations, anti-trust legislation, consumer protection legislation, progressivism and muckrakers);
- Analyze and explain the motivations behind the construction of the atomic bomb and its long-term effect on establishing the United States as a world super-power;
- Analyze how the American policy of containment was carried out in a specific foreign nation or region during the second half of the 20th century (e.g., Western Europe, Korea, Vietnam and Cuba).

## American History Performance Level Descriptors

### Advanced

A student performing at the **Advanced Level** demonstrates a distinguished command of Ohio's Learning Standards for American History. A student at this level has a sophisticated ability to use and evaluate primary and secondary sources, use evidence to support or refute a thesis, analyze cause, effect, sequence and correlation in historical events, interpret historic Ohio and U.S. documents, understand the history of U.S. foreign affairs, describe social change in the United States during the 19th and 20th centuries, analyze important events related to the Cold War and describe challenges facing U.S. society in the post-Cold War era.

A student at the **Advanced Level** can:

- Analyze the long-term sequence of events that has led to a modern era political, social, economic, or environmental issue impacting the United States (e.g., political upheaval and terrorist threats in the Middle East);
- Support/refute stances on historic and government issues through the use of primary, secondary and other credible sources;
- Identify and differentiate conflicting ideologies involved in the creation of a state or federal historic document (e.g., Declaration of Independence, Northwest Ordinance, Federalist/Anti-Federalist Papers, U.S. Constitution and U.S. Bill of Rights) that shaped the political landscape of Ohio and the nation (e.g., the differing viewpoints and concerns of the Federalists and Anti-Federalists in the creation of the U.S. Constitution and Bill of Rights)
- Analyze the current and future impact on American culture generated by new demographic groups immigrating to the United States as a result of the 1965 Immigration Act (e.g., Hispanic cultural impact on American society);
- Examine and analyze the opposing views on the government's role in the economy, environmental protection, social welfare and national security between 1945 and 1994 (e.g., environmentalism vs. energy independence);
- Analyze how the American economy has been impacted by improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries;
- Analyze and explain how the U.S. government's investigations and enforcement of the policy of containment reflected Cold War fears in American society (e.g., Second Red Scare, McCarthyism);
- Analyze the political, national security and economic challenges the United States has faced in the post-Cold War period (e.g., changing role of the United States in global politics, controlling of nuclear weapons, political tension and terrorism in the Middle East).