|  |
| --- |
| **Standards: SS.912.W.4.1, SS.912.W.4.2, SS.912.W.4.3, SS.912.W.4.4, SS.912.W.4.5, SS.912.W.4.6, SS.912.W.4.7, SS.912.W.4.8, SS.912.W.4.9, SS.912.W.4.10, SS.912.W.4.11, SS.912.W.4.12, SS.912.W.4.13, SS.912.W.4.14, SS.912.W.4.15** |
| **Unit 4:** Renaissance, Reformation, Scientific Revolution, and Age of Exploration | **Grade: 10** |
| **Score 4.0** | In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.* Research how the political and economic structure of Italian city-states was conducive to academic and artistic advancement.
 |
|
| **Score 3.0** | The student will understand that major academic, artistic, economic, political, and religious changes took place in Western Europe as a result of internal conflict and interaction with the East. The student will understand how technological advances allowed Europeans to push outwards, seeking powerful economic and religious empires abroad, and be able to explain how the decline of feudalism and the growth of the Church’s power allowed stronger kingdoms to emerge. ***Performs complex process, such as:**** + - Compare and contrast the Roman Catholic Church’s Counter and Catholic Reformation to the Protestant Reformation
		- Critique the criticisms of the Roman Catholic Church by early religious dissenters and their impact on the Reformation
		- Analyze how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods
		- Trace the development of the Scientific Revolution to early thoughts from the Middle Ages and Renaissance
		- Analyze the push/pull factors contributing to human migration in the New World
		- Assess the impact of the Columbian Exchange between Europe, Africa, Asia, and the Americas

**The student exhibits no major errors or omissions regarding the score 3.0 content.** |
| **Score 2.0** | **The student:** ***Recognizes or recalls specific terminology, such as:*** Medici, Humanism, Machiavelli, Leonardo Da Vinci, Gutenberg, Erasmus, Thomas Moore, William Shakespeare, Fleming, Michelangelo, fresco, city-state, urban society, secular, indulgences, predestination, reformation, Martin Luther, Henry VIII, John Calvin, Huguenots, Ninety Five theses, Counter-Reformation, Ignatius of Loyola, Council of Trent, Jesuits, salvation, conquistador, mercantilism, balance of trade, triangular trade, Columbian exchange, Middle Passage, Treaty of Torsedillas, Christopher Columbus, Vasco de Gama, Henry Cortes, Ferdinand Magellan, spice trade, encomienda system, Dutch East India Company ***Performs basic processes, such as:**** + - Summarize the religious reforms of key Reformation leaders
		- Identify major contributions of key individuals of the Scientific Revolution
		- Identify characteristics of Renaissance humanism in works of art
		- Identify the economic and political features that led to the rise of the Italian city-states
		- Identify the political, social, and economic development of colonies in the Americas by major European countries
		- Describe the major voyages and sponsors during the Age of Exploration
		- Identify the causes that led to the Age of Exploration

**No major errors or omissions regarding the score 2.0 content.** |
| **Score 1.0** | **With help, I know some of 2.0 and 3.0.** | **Score 0.0** | **Even with help, I am unable to understand.** |