

## C2 History Higher Order Learning Goals (HOLGs)

Students will:

1. Analyze, interpret, and evaluate a significant span of history over a wide geographic area, and the histories of past societies and civilizations using the values and standards of their own contexts and times.
2. Articulate how significant historical forces shape the development of societies and civilizations, and use historical thinking to consider ethical issues in the past and present.

<b>C2 History Rubric</b>				
<b>Criteria</b>	<b>Exceeds Expectations (4)</b>	<b>Meets Expectations (3)</b>	<b>Needs Improvement (2)</b>	<b>Below Expectations (1)</b>
Explain a significant span of history over a particular geographic area.	Explain a significant span of history over a particular geographic area with exceptional clarity and accuracy.	Explain a significant span of history over a particular geographic area with clarity and accuracy.	Explain a significant span of history over a particular geographic area with limited clarity and accuracy.	Did not explain a significant span of history over a particular geographic area or did so with excessive errors.
Analyze histories of past societies and civilizations in their own contexts.	Analyze histories of past societies and civilizations in context with exceptional understanding and insight (e.g., depth of analysis, originality).	Analyze histories of past societies and civilizations in context with understanding and insight (e.g., depth of analysis, originality).	Analyze histories of past societies and civilizations in context with limited understanding and insight (e.g., depth of analysis, originality).	Did not analyze histories of past societies and civilizations in context or did so with excessive errors.

Articulate how historical forces shape the development of societies and civilizations.	Articulate how historical forces shape societies and civilizations with exceptionally effective argumentation, composition, technical skill, clarity, and appropriate sources.	Articulate how historical forces shape societies and civilizations with effective argumentation, composition, technical skill, clarity, and appropriate sources.	Articulate how historical forces shape societies and civilizations with partially effective argumentation, composition, technical skill, clarity, and appropriate sources.	Did not articulate how historical forces shape societies and civilizations with effective argumentation, composition, technical skill, clarity, and appropriate sources or did so with excessive errors.
Apply historical thinking to ethical issues in the past and present.	Apply historical thinking to ethical issues in the past and present with exceptional insight (e.g., depth of analysis, originality).	Apply historical thinking to ethical issues in the past and present with insight (e.g., depth of analysis, originality).	Apply historical thinking to ethical issues in the past and present with limited insight (e.g., depth of analysis, originality).	Did not apply historical thinking to ethical issues in the past and present or does so with excessive errors.

*Developed by CAWG Committee - July 2018 – Approved by the CAC December 5, 2018*

## **C2. History Core Learning Outcomes (CLOs)**

1. Demonstrate a basic understanding of a significant span of history over a wide geographic area. **(Criterion 1)**
2. Articulate in writing and discussion their understanding of the ways significant historical forces (e.g., colonization, industrialization, war, social movements) shape the development of societies and civilizations. **(Criterion 3)**
3. Exhibit historical consciousness by understanding past societies and civilizations in their own contexts and times. **(Criterion 2)**
4. Demonstrate a sense of how historical thinking can establish a valuable framework for considering ethical issues in the past and present. **(Criterion 4)**