


Standard: **SS.7.C.4: Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy.**

Topic (Keywords): The Political Process

Grade Level(s):7

4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond instruction to the standard</p> <p>The student will:</p> <ul style="list-style-type: none"> Indicate an international problem the U.S. is currently not involved in and come up with an argument as to why we should be involved using U.S. foreign policy. <p>No major errors or omissions regarding the score 4.0 content</p>																														
3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success																														
3.0 	<p>Students will understand the difference between domestic and foreign policy, recognize government and citizen participation in international organizations, and describe examples of how the United States has dealt with international conflicts.</p> <ul style="list-style-type: none"> Understand the consequences of U.S. domestic and foreign policy. (SS.7.C.4.1) Describe examples of how the United States has dealt with international conflicts.(SS.7.C.4.3) Explain the United States' role in past international humanitarian and peacekeeping efforts (SS.7.C.4.3) Identify the reasons for the United States becoming involved in past international conflicts. (SS.7.C.4.3) Explain the different methods used by the United States to deal with international conflicts. (SS.7.C.4.3) Explain ways individual citizens and government can seek participation in international organizations. (SS.7.C.4.2) <p>No major errors or omissions regarding the score 3.0 content (simple or complex)</p>																														
2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content																														
2.0	<p>The student recognizes and describes specific terminology such as:</p> <table border="0" style="width: 100%;"> <tr> <td>• Alliances</td> <td>• Domestic Policy</td> <td>• Treaty</td> <td>• Organization (NATO)</td> <td>• United Nations (UN)</td> </tr> <tr> <td>• Allies</td> <td>• Embassies</td> <td>• Non-Governmental Organizations</td> <td>• International Red Cross/Red Crescent</td> <td>• World Court</td> </tr> <tr> <td>• Ambassadors</td> <td>• Foreign Policy</td> <td>• North American Free Trade Agreement (NAFTA)</td> <td>• United Nations Children's Fund (UNICEF)</td> <td>• World Trade Organization (WTO)</td> </tr> <tr> <td>• Diplomacy</td> <td>• International relations</td> <td>• North Atlantic Treaty</td> <td></td> <td>• Terrorism</td> </tr> <tr> <td>• Diplomats</td> <td>• Secretary of state</td> <td></td> <td></td> <td></td> </tr> <tr> <td>• Doctrine</td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>The student will:</p> <ul style="list-style-type: none"> Recognize the difference between domestic and foreign policy. (SS.7.C.4.1) No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes 	• Alliances	• Domestic Policy	• Treaty	• Organization (NATO)	• United Nations (UN)	• Allies	• Embassies	• Non-Governmental Organizations	• International Red Cross/Red Crescent	• World Court	• Ambassadors	• Foreign Policy	• North American Free Trade Agreement (NAFTA)	• United Nations Children's Fund (UNICEF)	• World Trade Organization (WTO)	• Diplomacy	• International relations	• North Atlantic Treaty		• Terrorism	• Diplomats	• Secretary of state				• Doctrine				
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1.5	Partial knowledge of the score 2.0 content, but major errors or omissions regarding score 3.0 content																														
1.0	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.																														
0.5	With help, a partial understanding of the score 2.0 content, but not the score 3.0 content																														

0.0	Even with help, no understanding or skill demonstrated
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