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| Subject: Social Studies Course: Emerging Western Hemisphere I | | |
| Standard: 2009 NJCCCS | | |
| Topic (Keywords): Unit 5 – Crisis in the Colonies | | |
| Grade Level(s): 7th | | |
| 4.0 | **In addition to Score 3.0, in-depth inferences and applications that go beyond instruction to the standard**  **The student will:**   * Evaluate the extent to which the causes of the American Revolution have affected the United States politically, economically, and socially. * Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies. * Analyze from multiple perspectives how the terms of the Treaty of Paris affected United States relations with Native Americans and with European powers that had territories in North America.   **No major errors or omissions regarding the score 4.0 content** | |
|  | **3.5** | In addition to score 3.0 performance, in-depth inferences and applications with partial success |
| 3.0 | **The student will**:  ***Students will be able to learn and comprehend how the crisis in the colonies turned into a war for American Independence through the French and Indian War, Turmoil over Taxation, and protest to revolution.***  **-** Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.  - Students will be able to learn and comprehend how the crisis in the colonies turned into a war for American Independence through the French and Indian War, Turmoil over Taxation, and protest to revolution.  - Explain how taxes and government regulation can affect economic opportunities, and assess the impact of these on relations between Britain and its North American colonies.  **No major errors or omissions regarding the score 3.0 content (simple or complex)** | |
|  | **2.5** | No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content |
| 2.0 | **The student recognizes and describes specific terminology such as:**   * French and Indian War, Albany Plan of Union, Plains of Abraham, Treaty of Paris, Pontiac’s War, Proclamation of 1763, Stamp Act, petition, boycott, repeal, Townsend Acts, writ of assistance, Boston Massacre, committee of correspondence, Tea Act, Boston Tea Party, Intolerable Acts, Quebec Act, First Continental Congress, militia, minutemen, battles of Lexington and Concord   **The student will:**   * Report facts and details about causes of the Revolutionary War * Demonstrate on a map where Boston, Massachusetts is located * Describe life in the various regions of the American colonies before the American Revolution. * Identify some of the various taxes levied by Parliament on the American colonies * **No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes** | |
|  | **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.   * French and Indian War, Albany Plan of Union, Plains of Abraham, Treaty of Paris, Pontiac’s War, Proclamation of 1763, Stamp Act, petition, boycott, repeal, Townsend Acts, writ of assistance, Boston Massacre, committee of correspondence, Tea Act, Boston Tea Party, Intolerable Acts, Quebec Act, First Continental Congress, militia, minutemen, battles of Lexington and Concord | |
|  | **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 | |