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| Subject: Social Studies Course: Emerging Western Hemisphere I  |
| Standard: 2009 NJCCCS  |
| Topic (Keywords): The American Revolution – Unit 6 |
| 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 American Revolution has continued to impact the United States politically, economically, and socially.
* Explain why the Declaration of Independence was written and how its key principles evolved to become unifying ideas of American democracy.
* Examine the roles and perspectives of various socioeconomic groups (e.g., rural farmers, urban craftsmen, northern merchants, and southern planters), African Americans, Native Americans, and women during the American Revolution, and determine how these groups were impacted by the war.

**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 analyze, comprehend, and discuss the political, military, and social impact of the American Revolutionary War.**** Examine the ideals found in the Declaration of Independence, and assess the extent to which they were fulfilled for women, African Americans, and Native Americans during this time period.
* Explain why New Jersey's location played an integral role in the American Revolution.
* Analyze the impact of George Washington as general of the American revolutionary forces and as the first president of the United States.
* Analyze how prominent individuals and other nations contributed to the causes, execution, and outcomes of the American Revolution.
* 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 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:*** Olive Branch Petition, Green Mountain Boys, Continental Army, Patriot, Loyalist, Battle of Bunker Hill, blockade, mercenary, *Common Sense*, traitor, Declaration of Independence, preamble, natural rights, Battle of Long Island, Battle of Trenton, Battle of Saratoga, ally, cavalry, Valley Forge, Battle of Cowpens, guerilla, siege, Battle of Yorktown, Treaty of Paris, ratify

**The student will:*** Report facts and details about events that occurred during the Revolutionary War
* Demonstrate on a map how New Jersey played a key role in events of the Revolutionary War
* Describe life in the various regions of the American colonies/states during the American Revolution.
* Identify the effects of the Revolutionary War

**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.* Olive Branch Petition, Green Mountain Boys, Continental Army, Patriot, Loyalist, Battle of Bunker Hill, blockade, mercenary, Common Sense, traitor, Declaration of Independence, preamble, natural rights, Battle of Long Island, Battle of Trenton, Battle of Saratoga, ally, cavalry, Valley Forge, Battle of Cowpens, guerilla, siege, Battle of Yorktown, Treaty of Paris, ratify
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|  | **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 |