|  |  |  |
| --- | --- | --- |
| Subject: Social Studies Course: Emerging Western Hemisphere I | | |
| Standard: 2009 NJCCCS | | |
| Topic (Keywords): Creating a Republic – Unit 7 | | |
| 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 effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time. * Evaluate the impact of the Constitution and Bill of Rights on current day issues.   **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 the events that allowed the new, united American nation to take shape as each of the 13 original states in turn ratified the Constitution***   * Determine the role that compromise played in the creation and adoption of the Constitution and Bill of Rights. * Determine the extent to which the geography of the United States influenced the debate on representation in Congress and federalism by examining the New Jersey and Virginia plans. * **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:**   * Constitution, bill of rights, Articles of Confederation, cede, currency, Land Ordinance of 1785, Northwest Ordinance, depression, Shay’s Rebellion, Constitutional Convention, Virginia Plan, legislative branch, executive branch, judicial branch, New Jersey Plan, compromise, Great Compromise, Three-Fifths Compromise, Founding Fathers, republic, dictatorship, dictatorship, Magan Carta, English Bill of Rights, habeas corpus, separation of powers   **The student will:**   * Report facts and details about events that occurred during the creation of the American Republic * Demonstrate on a diagram the roles of the three branches of government * Describe the Three-Fifths Compromise * Identify the influence on Greek, Roman, and English philosophy on the American Republic   **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.   * Constitution, bill of rights, Articles of Confederation, cede, currency, Land Ordinance of 1785, Northwest Ordinance, depression, Shay’s Rebellion, Constitutional Convention, Virginia Plan, legislative branch, executive branch, judicial branch, New Jersey Plan, compromise, Great Compromise, Three-Fifths Compromise, Founding Fathers, republic, dictatorship, dictatorship, Magan Carta, English Bill of Rights, habeas corpus, separation of powers | |
|  | **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 | |