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| Subject: Social Studies Course: Emerging Western Hemisphere I | | |
| Standard: 2009 NJCCCS | | |
| Topic (Keywords): Unit 3 – Exploration and Colonization | | |
| 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:**   * Indigenous societies in the Western Hemisphere migrated and changed in response to the physical environment and due to their interactions with Europeans. European exploration expanded global economic and cultural exchange into the Western Hemisphere. * Evaluate the impact of science, religion, and technological innovations on European exploration. * Analyze the world in spatial terms, using historical maps to determine what led to the exploration of new water and land routes. * Explain how interactions among African, European, and Native American groups began a cultural transformation.   **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 era of exploration and colonization.***   * Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups. * Evaluate the impact of science, religion, and technological innovations on European exploration. * Explain how interactions among African, European, and Native American groups began a cultural transformation. * The colonists adapted ideas from their European heritage and from Native American groups to develop new political and religious institutions and economic systems. The slave labor system and the loss of Native American lives had a lasting impact on the development of the United States and American culture.   **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:**   * Colony, turning point, circumnavigate, Columbian Exchange, conquistador, pueblo, presidio, mission, peninsulare, creole, mestizo, encomienda, plantation, northwest passage, Protestant Reformation, *coureur de bois,* alliance,charter, burgess, House of Burgesses, representative government, Magna Carta, Parliament, Pilgrims, established church, persecution, Mayflower Compact, precedent, Thanksgiving.   **The student will:**   * Explain why individuals and societies trade, how trade functions, and the role of trade during this period. * Evaluate the impact of the Colombian Exchange on ecology, agriculture, and culture from different perspectives. * Determine the roles of religious freedom and participatory government in various North American colonies. * Relate slavery and indentured servitude to Colonial labor systems.   **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.   * Colony, turning point, circumnavigate, Columbian Exchange, conquistador, pueblo, presidio, mission, peninsulare, creole, mestizo, encomienda, plantation, northwest passage, Protestant Reformation, coureur de bois, alliance, charter, burgess, House of Burgesses, representative government, Magna Carta, Parliament, Pilgrims, established church, persecution, Mayflower Compact, precedent, Thanksgiving. | |
|  | **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 | |