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| Subject: Social Studies Course: Emerging Western Hemisphere I  |
| Standard: 2009 NJCCCS  |
| Topic (Keywords): Unit 4 - The Thirteen English 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:*** Analyze how 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.
* Analyze the impact of triangular trade on multiple nations and groups.
* Analyze the power struggle among European countries, and determine its impact on people living in Europe and the Americas.

**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 Thirteen English Colonies, the roots of self-government, and life in the colonies.**** Determine factors that impacted emigration, settlement patterns, and regional identities of the colonies.
* Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
* Compare and contrast how the search for natural resources resulted in conflict and cooperation among European colonists and Native American groups in the New World.
* Compare and contrast the voluntary and involuntary migratory experiences of different groups of people, and explain why their experiences differed.

**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:*** Puritans, General Court, Fundamental Orders of Connecticut, religious tolerance, Sabbath, town meeting, patron, proprietary colony, royal colony, Quakers, Pennsylvania Dutch, cash crop, Mason-Dixon Line, Act of Toleration, Bacon’s Rebellion, indigo, debtor, slave code, racism, mercantilism, export, import, Navigation Acts, Yankee, triangular trade, legislature, Glorious Revolution, bill of rights, English Bill of Rights, gentry, middle class, indentured servant, Great Awakening, public school, tutor, apprentice, dame school, Enlightenment, libel

**The student will:*** Explain how race, gender, and status affected social, economic, and political opportunities during Colonial times.
* 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.* Puritans, General Court, Fundamental Orders of Connecticut, religious tolerance, Sabbath, town meeting, patron, proprietary colony, royal colony, Quakers, Pennsylvania Dutch, cash crop, Mason-Dixon Line, Act of Toleration, Bacon’s Rebellion, indigo, debtor, slave code, racism, mercantilism, export, import, Navigation Acts, Yankee, triangular trade, legislature, Glorious Revolution, bill of rights, English Bill of Rights, gentry, middle class, indentured servant, Great Awakening, public school, tutor, apprentice, dame school, Enlightenment, libel
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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 |