

Subject: Ancient Rome		Course: Ancient Civilizations	
		Grade Level(s): 6	
4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond instruction to the standard</p> <p>The student will:</p> <p><u>SS.6.W.3.8</u> Determine the impact of significant figures associated with ancient Rome</p> <p><u>SS.6.W.3.9</u> Explain the impact of the Punic Wars on the development of the Roman Empire</p> <p>No major errors or omissions regarding the score 4.0 content</p> <p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success</p> <p>The student will:</p> <p><u>SS.6.W.3.11</u> Explain the transition from Roman Republic to empire and Imperial Rome, and compare Roman life and culture under each one</p> <p><u>SS.6.W.3.12</u> Explain the causes for growth and longevity of the Roman Empire</p> <p><u>SS.6.W.14</u> Describe the key achievements and contributions of Roman Civilizations</p> <p><u>SS.6.W.15</u> Explain the reasons for the gradual decline of Western Roman Empire after the Pax Romana</p> <p><u>SS.6.W.3.16</u> Compare life in the Roman Republic for patricians, plebeians, women, children, and slaves</p>	<p>No major errors or omissions regarding the score 3.0 content (simple or complex)</p> <p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content</p> <p>The student recognizes and describes specific terminology such as:</p> <ul style="list-style-type: none"> Plebian Patrician Triumvirate Proconsul consul republic Punic Wars Pax Romana 	<p>The student will:</p> <p><u>SS.6.W.3.8</u> Determine the impact of significant figures associated with ancient Rome</p> <p><u>SS.6.W.3.10</u> Describe the government of the Roman Republic and its contribution to the development of Democratic principles (separation of powers, rule of law, representative government, civic duty)</p> <p>No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes</p>
3.0	<p>No major errors or omissions regarding the score 3.0 content (simple or complex)</p> <p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content</p> <p>The student recognizes and describes specific terminology such as:</p> <ul style="list-style-type: none"> Plebian Patrician Triumvirate Proconsul consul republic Punic Wars Pax Romana 	<p>The student will:</p> <p><u>SS.6.W.3.8</u> Determine the impact of significant figures associated with ancient Rome</p> <p><u>SS.6.W.3.10</u> Describe the government of the Roman Republic and its contribution to the development of Democratic principles (separation of powers, rule of law, representative government, civic duty)</p> <p>No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes</p>	<p>1.5 Partial knowledge of the score 2.0 content, but major errors or omissions regarding score 3.0 content</p>
2.0	<p>No major errors or omissions regarding the score 3.0 content (simple or complex)</p> <p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content</p> <p>The student recognizes and describes specific terminology such as:</p> <ul style="list-style-type: none"> Plebian Patrician Triumvirate Proconsul consul republic Punic Wars Pax Romana 	<p>The student will:</p> <p><u>SS.6.W.3.8</u> Determine the impact of significant figures associated with ancient Rome</p> <p><u>SS.6.W.3.10</u> Describe the government of the Roman Republic and its contribution to the development of Democratic principles (separation of powers, rule of law, representative government, civic duty)</p> <p>No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes</p>	<p>1.5 Partial knowledge of the score 2.0 content, but major errors or omissions regarding score 3.0 content</p>
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Subject: Social Studies		Course: Civics	
Topic (Keywords): Economics		Grade Level(s): 7	
<p>In addition to Score 3.0, in-depth inferences and applications that go beyond instruction to the standard</p> <p>The student will:</p>			
4.0	SS.7.E.2.3 - Identify and describe U.S laws and regulations adopted to promote economic competition		
	SS.7.E.2.4 - Identify entrepreneurs from various gender, social, and ethnic backgrounds who started business seeking to make a profit		
	SS.7.E.3.4 - Compare and contrast the standard of living in various countries today to that of the U.S. using GDP per capita as an indicator icivics.org		
	3.5	In addition to score 3.0 performance, in-depth inferences and applications with partial success	
<p>The student will:</p>			
3.0	SS.7.E.1.3 - Review the concepts of supply and demand, choice, scarcity, and opportunity cost as they relate to the development of the mixed market economy in the U.S		
	SS.7.E.1.5 - Asses how profits, incentives, and competition motivate individuals, households, and businesses in a free market economy		
	SS.7.E.1.6 - Compare the national budget process to the personal budget process		
	SS.7.E.2.1 - Explain how federal, state, and local taxes support the economy as a function of the U.S gov't		
	2.5	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content	
<p>The student recognizes and describes specific terminology such as:</p>			
	Scarcity	command economy	supply
	Resources	mixed market economy	demand
	Traditional economy	opportunity cost	surplus
	Market economy	revenue	shortage
	Solo proprietorship	financial capital	partnership
	Merger	recession	depression
	"bull market"		inflation
2.0	The student will:		
	SS.7.C.2.11 - Analyze media and political communications (bias, symbolism, propaganda)		
	SS.7.E.1.2 - Discuss the importance of borrowing and lending in the U.S. and the government's role in controlling financial institutions, and list the advantages and disadvantages of using credit		
	1.5	Partial knowledge of the score 2.0 content, but major errors or omissions regarding score 3.0 content	



Subject: Social Studies		Course: Civics
Standard: SS.7.C.1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.		
Topic (Keywords): The Constitution		
Grade Level(s): 7		
4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond instruction to the standard The student will:	<ul style="list-style-type: none"> Using a credible and current publication – newspaper, magazine, or online newspaper – find multiple pictures of how the government today still promotes the ideas listed in the Preamble. Create a collage of these pictures. Explain how each picture you selected represents the present government following the ideals set forth in the Preamble.
	No major errors or omissions regarding the score 4.0 content	
3.0	3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success	
	The student will understand how the weaknesses of the Articles of Confederation led to the development of the Constitution, and that the U.S. Constitution establishes the government and the principles upon which it is based.	<ul style="list-style-type: none"> Explain how the Constitution addressed the weaknesses of the Articles of Confederation (SS.7.C.1.5) Explain the difference between the concepts of separation of powers and checks and balances (SS.7.C.1.7) Describe how rule of law protects citizens from abusive use of government power (SS.7.C.1.9)
2.0	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:	<ul style="list-style-type: none"> Shay's Rebellion Articles of Confederation Constitutional Convention Constitution Checks and Balances Preamble Separation of Powers
	The student will:	<ul style="list-style-type: none"> Identify the goals and purposes of government as set forth in the Preamble of the Constitution (C.1.6) Identify the weaknesses of the Articles of Confederation
1.0	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.	
	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	

Subject: Social Studies

Course: Civics

Standard: SS.7.C.1.8 Explain the viewpoints of the Federalists and the Anti-Federalists regarding the ratification of the Constitution and inclusion of a bill of rights.

Topic (Keywords): Ratification of the Constitution

Grade Level(s): 7th

In addition to Score 3.0, in-depth inferences and applications that go beyond instruction to the standard
The student will:

- Create the 28th Amendment to the Constitution and write an opinion based on evidence and historical reasoning as to why it should be ratified.

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

Students will be able to explain the opposing viewpoints of the Federalists and Anti-Federalists regarding the ratification of the Constitution and the creation of the Bill of Rights.

- Define the system of Federalism as it was set forth in the Constitution.
- Compare and contrast the views of the Federalists (Madison, Hamilton, Jay) and Anti-Federalists (Jefferson, Patrick Henry.)
- Describe how the opposition by the Anti-Federalists led to the writing and inclusion of the Bill of Rights in the Constitution.

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

The student recognizes and describes specific terminology such as:

- Ratify
- Compromise
- Amendment

The student will:

- Explain the ratification process.
- Describe the difference between a Federalist and an Anti-Federalist.

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

With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.

0.5 With help, a partial understanding of the score 2.0 content, but not the score 3.0 content

Even with help, no understanding or skill demonstrated



Subject: Social Studies		Course: Civics	
Objectives: SS.7.C.1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.			
Topic 3: (Keywords): Path to Democracy Grade Level(s): 7			
4.0	In addition to Score 3.0, in-depth inferences and applications that go beyond instruction to the standard The student will: <ul style="list-style-type: none"> • Create a Classroom Social Contract. Include basic rights and responsibilities of students and the teacher. 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 understand how Enlightenment ideas influenced the thinking of our nation's Founders. <ul style="list-style-type: none"> • Students will identify how the key elements of the philosophies of Locke and Montesquieu influenced the development of American legal, political, and governmental systems (SS.7.C.1.1) • Students will examine the natural rights found in the Declaration of Independence. (SS.7.C.1.4) 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: <ul style="list-style-type: none"> • Enlightenment Period • Natural Rights • Separation of Powers • Social Contract • Limited Government • Natural Law • Individual liberties The student will: <ul style="list-style-type: none"> • Describe Montesquieu's ideas about government • Describe Locke's ideas about government 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.	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		



Subject: Social Studies		Course: Civics	
Standard: SS.7.C.3: Demonstrate an understanding of the principles, functions, and organization of government.			
Topic (Keywords): Comparative Government			
Grade Level(s): 7			
4.0	<p>In addition to Score 3.0, in-depth inferences and applications that go beyond instruction to the standard The student will:</p> <ul style="list-style-type: none"> Choose a government system that would work for a fictional country. Describe it's form and structure. 		
	<p>No major errors or omissions regarding the score 4.0 content</p> <p>3.5 In addition to score 3.0 performance, in-depth inferences and applications with partial success</p>		
3.0	<p>The student will be able to compare different forms and systems of government.</p> <ul style="list-style-type: none"> Illustrate the organizational structures of different forms of government. Recognize examples of different systems of government. Explain why specific governments might develop in certain areas. 		
	<p>No major errors or omissions regarding the score 3.0 content (simple or complex)</p> <p>2.5 No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content</p>		
2.0	<p>The student recognizes and describes specific terminology such as:</p> <ul style="list-style-type: none"> Democracy Representative Democracy Republic Direct Democracy Socialism Monarchy Constitutional Monarchy Absolute Monarchy Communism Parliamentary Oligarchy Autocracy Unitary totalitarian Federal Theocracy Dictatorship Anarchy Confederal 		
	<p>The student will:</p> <p>Be able to distinguish between forms of government and systems of government.</p>		
1.0	<p>No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes</p> <p>1.5 Partial knowledge of the score 2.0 content, but major errors or omissions regarding score 3.0 content</p>		
	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p>		
0.0	<p>0.5 With help, a partial understanding of the score 2.0 content, but not the score 3.0 content</p>		
	<p>Even with help, no understanding or skill demonstrated</p>		

