

Subject: Social Studies		Course: Civics	
Standard: <b>SS.7.C.1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.</b>			
Topic (Keywords): Path to Democracy			
Grade Level(s):7			
<b>4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond instruction to the standard</b> <b>The student will:</b> <ul style="list-style-type: none"> <li>Write an editorial from the viewpoint of the British explaining the reasons why the colonists should follow the policies set forth by Parliament or write a skit depicting a debate between a member of parliament and one of the Founders regarding the need for/error of the disputed British policies. (C.1.3)</li> </ul> <b>No major errors or omissions regarding the score 4.0 content</b>		
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success		
<b>3.0</b> ★	<b>The student will understand how the colonial response to English policies led to the writing of the Declaration of Independence.</b> <ul style="list-style-type: none"> <li>Explain how the British response to colonial grievances, led to the writing of the Declaration of Independence. (C.1.3)</li> <li>Recognize the colonial complaints that are identified in the Declaration of Independence (imposing taxes without the colonial representation, suspending trial by jury, limiting judicial powers, quartering soldiers, and dissolving local legislatures. (C.1.4)</li> </ul> <b>No major errors or omissions regarding the score 3.0 content (simple or complex)</b>		
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content		
<b>2.0</b>	<b>The student recognizes and describes specific terminology such as:</b> <ul style="list-style-type: none"> <li>Taxation</li> <li>Representation</li> <li>French and Indian War</li> <li>Grievance</li> <li>Tea Act</li> <li>Boston Tea Party</li> <li>Intolerable/Coercive Acts</li> <li>Individual rights</li> <li>Quartering</li> </ul> <b>The student will:</b> <ul style="list-style-type: none"> <li>Trace the events in the colonies that led to the growing resentment of the Colonists towards the British monarchy.</li> </ul> <b>No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes</b>		
<b>1.5</b>	Partial knowledge of the score 2.0 content, but major errors or omissions regarding score 3.0 content		
<b>1.0</b>	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.		
<b>0.5</b>	With help, a partial understanding of the score 2.0 content, but not the score 3.0 content		
<b>0.0</b>	Even with help, no understanding or skill demonstrated		