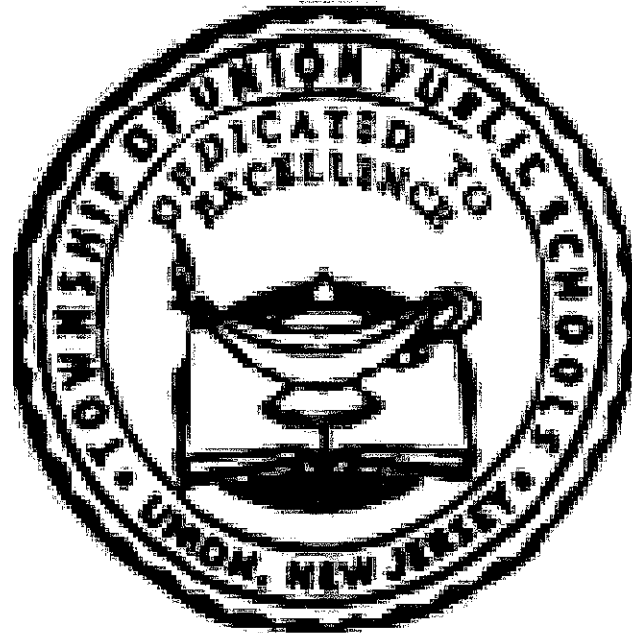


**TOWNSHIP OF UNION PUBLIC SCHOOLS**



**HONORS 7<sup>TH</sup> GRADE SOCIAL STUDIES  
CURRICULUM GUIDE  
2014**

Curriculum Guide Approved June 2014

## **Board Members**

Francis "Ray" Perkins, President

Richard Galante, Vice President

David Armínio

Susana Cooley

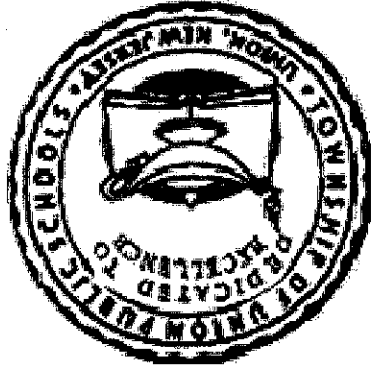
Guy Francis

Lois Jackson

Thomas Layden

Vito Nufrio

Angel Salcedo





**TOWNSHIP OF UNION PUBLIC SCHOOLS**  
**Administration**

- District Superintendent .....Dr. Patrick Martin**
- Assistant Superintendent /Director of Elementary Education.....Mr. Gregory Tatum**
- Assistant Superintendent /Director of Secondary Education.....Dr. Noreen Lishak**
- Director of Student Information/Technology .....Ms. Ann M. Hart**
- Director of Athletics, Health, Physical Education and Nurses.....Ms. Linda Ionta**

**DEPARTMENT SUPERVISORS**

- Language Arts/Social Studies K-2.....Ms. Maureen Corbett
- Language Arts/Social Studies 3-5.....Mr. Robert Ghiretti
- Mathematics/Science K-2.....Ms. Terri Matthews
- Mathematics/Science 3-5.....Ms. Deborah Ford
- Guidance K-12/SAC.....Ms. Nicole Ahern
- Language Arts6-12/Library Services K-12.....Ms. Mary Malyska
- Math 6-12.....Mr. Jason Mauriello
- Science 6-12.....Ms. Maureen Guilfoyle
- Social Studies6-12/Business 9-12.....Ms.Libby Galante
- World Language/FSL/Career Education/G&T/Technology.....Ms. Yvonne Lorenzo
- Art/Music.....Mr. Ronald Rago

**Curriculum Committee  
Academic Area**

**Peter Leone**

**Allison O'Neill**

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## **Mission Statement**

The Township of Union Board of Education believes that every child is entitled to an education designed to meet his or her individual needs in an environment that is conducive to learning. State standards, federal and state mandates, and local goals and objectives, along with community input, must be reviewed and evaluated on a regular basis to ensure that an atmosphere of learning is both encouraged and implemented. Furthermore, any disruption to or interference with a healthy and safe educational environment must be addressed, corrected, or when necessary, removed in order for the district to maintain the appropriate educational setting.

## **Philosophy Statement**

The Township of Union Public School District, as a societal agency, reflects democratic ideals and concepts through its educational practices. It is the belief of the Board of Education that a primary function of the Township of Union Public School System is to formulate a learning climate conducive to the needs of all students in general, providing therein for individual differences. The school operates as a partner with the home and community.

## **Statement of District Goals**

- **Develop reading, writing, speaking, listening, and mathematical skills.**
- **Develop a pride in work and a feeling of self-worth, self-reliance, and self discipline.**
- **Acquire and use the skills and habits involved in critical and constructive thinking.**
- **Develop a code of behavior based on moral and ethical principals.**
- **Work with others cooperatively.**
- **Acquire a knowledge and appreciation of the historical record of human achievement and failures and current societal issues.**
- **Acquire a knowledge and understanding of the physical and biological sciences.**
- **Participate effectively and efficiently in economic life and the development of skills to enter a specific field of work.**
- **Appreciate and understand literature, art, music, and other cultural activities.**
- **Develop an understanding of the historical and cultural heritage.**
- **Develop a concern for the proper use and/or preservation of natural resources.**
- **Develop basic skills in sports and other forms of recreation.**



## **Course Description**

This course of study investigates human history from its earliest stages in prehistory to the Age of exploration. The geography, history, culture, and lasting achievements of areas of the world are studied. We begin with early river civilizations, followed by the classical cultures of Greece, Rome, China, India, and Africa. The year ends with the study of the societies of Europe, Africa, and the Middle East.

As human nature is not static, these cultures will be continually analyzed alongside each other to determine similarities, differences, causes, and effects. The honors course also places a large emphasis on economics and technological advancements as the driving force in what propels humanity forward.

## **Recommended Textbooks**

Discovering Our Past: A History of the World  
McGraw Hill Education

## Course Proficiencies

By the end of seventh grade honors social studies the student will be able to:

1. Analyze how archaeology helps scientists learn about ancient civilizations. (Example: Rosetta Stone).
2. Analyze four of the earliest civilizations: Nile, Tigris-Euphrates, Indus, and Huang, and their contributions to world civilizations.
3. Determine how the rules of law have impacted civilizations throughout history and compare them to today's laws.
4. Locate the early African kingdoms and the products that were traded.
5. Analyze the legacy of the Ancient world and their contributions to the modern world.
6. Determine how the Athenian democracy and the Roman republic later influenced the development of the United States Constitution.
7. Determine which events led to the rise and eventual decline of European feudalism.
8. Explain the impact of early religions on the development of civilization: Hinduism, Buddhism, Judaism, Christianity, Islam, Polytheistic Religions (mythology).
9. Understand the birth of economics and the varying economic principles and how they have influenced both ancient and modern society.
10. Identify common themes and patterns in history.
11. Take notes by using more than one (1) source and using outline form.
12. Properly cite primary sources and professional articles in their writing.
13. Compile information using pre-write organizer and construct a five (5) paragraph essay.
14. Use critical thinking skills to determine the validity of primary sources and their implications on their respective societies.
15. Utilize writing skills using primary source documents demonstrated through sentence structure and paragraph development.

## Curriculum Units

Unit 1: Prehisotric People

Unit 2: The Fertile Crescent

Unit 3: Ancient Egypt

Unit 4: Ancient China and the Ancient Indus River Valley

Unit 5: Ancient Greece

Unit 6: The Great African Kingdoms

Unit 7: Ancient Rome

Unit 8: The Middle Ages

Unit 9: The Renaissance, Reformation, and the Age of Exploration

# Pacing Guide- Course

<u>Content</u>	<u>Number of Days</u>
Unit 1: .....	September
Unit 2: .....	October
Unit 3: .....	November
Unit 4: .....	December
Unit 5: .....	December/January
Unit 6: .....	February
Unit 7: .....	March/April
Unit 8: .....	April/May
Unit 9: .....	May/June

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
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**Unit 1: Prehistoric People**

Unit quizzes	Foldable on themes, types and tools of geography	6.2.8.D.1.b	What is prehistory?
Chapter tests	Perfect 10 activity	6.2.8.D.1.a	What is the difference between the Paleolithic Age and the Neolithic Age?
Research projects	Cause and effect chart	6.2.8.C.1.b	What were the achievements of the Paleolithic Age?
Expository writing	Reading maps	6.2.8.C.1.b	What were the achievements of the Neolithic Age?
DBQ'S	Graphic Organizers	6.2.8.D.1.a	What are the advancements in technology through the Paleolithic and Neolithic Ages?
Analysis of primary sources	Outlines	6.2.8.C.1.a	How does the agricultural revolution (including the impact of food surplus from farming) relate to population growth and the subsequent development of civilizations?
	Case study that synthesize geography and archeology		
	Line graphs: Track population growth with farming advancements		

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
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Unit 2: The Fertile Crescent

	Migration pattern map	6.2.8.B.1.a	How do the various migratory patterns of hunters/gatherers who moved from Africa to Eurasia, Australia, and the Americas impact their lives and the shaping of society?
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Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
What are the characteristics of a civilization?	6.2.8.B.2.a	Foldable on themes, types and tools of geography	Unit quizzes
How did Mesopotamians overcome the challenges of their environment?	6.2.8.B.2.a	Outlines	Chapter tests
How did the code of Hammurabi affect society?	6.2.8.A.2.b	Perfect 10 activity	Research projects
What are the origins and beliefs of the Ancient Hebrews?	6.2.8.D.2.a	Court cases based on Hammurabi's Code of Laws	Expository Writing
How did the environment affect where people settled?	6.2.8.B.2.a	Reading maps	
Where is the Fertile Crescent?	6.2.8.B.2.a	Graphs	
How far was Abraham's route from Sumer to Canaan, then to Egypt?	6.2.8.B.2.a	Quiz books	
What were the	6.2.8.D.2.a	Compare and Contrast	

**Unit 3: Ancient Egypt**

<p>Mesopotamian and Hebrews law codes</p>	<p>Cause and effect chart</p> <p>Comparative analysis of ancient and modern maps</p> <p>Primary Source: Analyze <i>The Standard of Ur</i> and various Mesopotamian artifacts</p> <p>Bartering Activity</p> <p>Simulation: communication through time without writing</p>	<p>6.2.8.A.2.c</p> <p>6.2.8.B.2.b</p> <p>6.2.8.C.2.a</p> <p>6.2.8.D.2.b</p>	<p>Achievements of the Mesopotamians?</p> <p>How did the religion of the Hebrews differ from most Mesopotamians?</p> <p>How does slavery affect the economic and social structure?</p> <p>How do the Ancient River Valley civilizations compare to their modern counterparts?</p> <p>How do technological advancements lead to greater economic specialization, improved weaponry, trade, and the development of a class system in the ancient river valley civilizations?</p> <p>How does writing transform all aspects of life?</p>
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Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
How did the geography of the Nile River Valley help the Ancient Egyptians to develop into a civilization?	6.2.8.B.2.a	Map comparison	Unit quizzes
How did the development of irrigation impact the economy of Ancient Egypt?	6.2.8.C.2.a	Case studies: Analysis of King Tut's death  T-chart	Chapter tests  Research projects
What were the important contributions of the Ancient Egyptians?	6.2.8.D.2.d	Fact book	Expository writing
What were the religious beliefs of the Ancient Egyptians, and how did it shape their customs?	6.2.8.D.2.a	Primary sources: Heiroglyphics, Palad of Creation myth	
How was the Social Pyramid organized in Ancient Egyptian society?	6.2.8.C.2.a	Cross curricular with science: mummifying fruits  Class system simulation	
Which developments in trade, technology and military helped the Ancient Egyptians to develop into an empire?	6.2.8.C.2.a	Primary sources: Heiroglyphics, various paintings	
What are the similarities and	6.2.8.B.2.b	Scale models: Cross curricular with Math  Venn diagram: Compare &	

Unit 4: Ancient India and China

	<p>contrast the Ancient Egyptians and Mesopotamians</p> <p>Comparative map analysis</p>	<p>6.2.8.B.2.b</p> <p>6.2.8.B.2.b</p>	<p>differences between the Ancient Egyptians and Mesopotamians?</p> <p>Which lands are included in the Nile River Valley?</p> <p>Which lands were added throughout the growth of the Ancient Egyptian Empire?</p>
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Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
How did the geography of South Asia contribute to the development of a society in Ancient India?	6.2.8.B.2.a	Foldable on themes, types and tools of geography  Perfect 10 activity	Unit quizzes  Chapter tests  Research projects
What role did farming, trade, and surplus play in the development of the Indus civilization?	6.2.8.C.2.a	Cause and effect chart  Primary source: Harrappan seals	Expository Writing  Journal entry: "Day in the life of..."
What developments in technology were invented by the Ancient Indus people?	6.2.8.D.2.d	Reading maps  Graphs	RAFT writing for Caste system in India
What impact did the migration of the Aryans have on the development of Hinduism?	6.2.8.D.3.e	Role play  Trace Aryan migration and analyze impact on ancient civilizations	
Where is the Indus River Valley, and what are its surrounding physical and political features?	6.2.8.B.2.a	Comparative map analysis	
How do the technological	6.2.8.B.2.b	Supply and demand activity	

**Unit 5: Ancient Greece**

<p>Surplus bartering activity</p>	<p>Primary source: Code of law</p>	<p>6.2.8.D.2.b</p>	<p>Advances of the Ancient Indus compare with those of Ancient Egypt and Mesopotamia? How does the written language impact these ancient river valley civilizations? Why did the first Indus civilization collapse? Why was the caste system important in Indian Society? Explain how dynasties rule in Ancient China.</p>
	<p>Compare and contrast Hindu/Buddhism</p>	<p>6.2.8.D.2.a</p>	<p>Explain how the religious beliefs reflect the values and beliefs of the people of Ancient China.</p>
	<p>Create code of laws based on religious beliefs of Hinduism</p>	<p>6.2.8.A.3.b</p>	<p>Describe the roles of citizens and family in Ancient China's society.</p>

Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
Analyze the social structure by comparing the rights and responsibilities of freemen, women and slaves in Ancient Greece.	6.2.8.A.3.b	Double entry journal Perfect 10 activity Cause and effect chart	Unit quizzes Chapter tests Research projects
Analyze the effects that Athenian Democracy had on the government of the United States.	6.2.8.A.3.c	Illustrate vocabulary	Expository Writing Epics
Compare and Contrast the Ancient Greek city States' structure and responsibility of their people, including Athens and Sparta.	6.2.8.A.3.d	Venn diagram: compare and contrast social hierarchies in classical Greece and India Case studies: on Spartan ideals of a Utopia	
Explain how the Geography of Ancient Greece led to the control of major Mediterranean Sea routes.	6.2.8.C.3.a	Graphs Identify central issue diagram	
How did the technological advancements of the Ancient Greeks affect them and future civilizations? Describe the Golden Age of	6.2.8.C.3.c 6.2.8.D.3.d	T-chart Information booklet	

**Unit 6: Great African Kingdoms**

	<p>Primary sources: <i>The Illiad</i> and <i>The Odyssey</i> to determine Greek culture</p> <p>Informative paragraph on the effects of trading with other city-states by unifying currency</p>	<p>6.2.8.D.3.f</p> <p>6.2.8.B.3.a</p> <p>6.2.8.D.3.a</p>	<p>Ancient Greece. Trace the events that lead to this period.</p> <p>How did the mythological beliefs of the Ancient Greeks affect their daily lives?</p> <p>Determine how geography and availability of natural resources influence the development of the political, economic, and cultural systems of each of the classical civilizations and provided modes for expansion.</p> <p>Explain how geography and the availability of natural resources led to both the development of Greek city-states and their demise.</p>
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Essential Questions	Instructional Objectives/ Skills and Benchmarks (CPIs)	Activities	Assessments
How did the geographic features of Africa affect the development of early African Kingdoms?	6.2.8.B.4.a	Reading maps: Analyze the 3 geographical zones of Africa	Unit quizzes Chapter tests
How and why did Islam spread in Africa and what impact does Islam continue to have on African society?	6.2.8.D.4.i 6.2.8.B.4.d	Graphs Cause and effect chart: Analyze 3 geographical zones of Africa and their ability to trade	Research projects Expository writing
What caused trade to flourish in West Africa during the 500's-1600's and how did this impact the other parts of the world?	6.2.8.B.4.b 6.2.8.B.4.c	Identify central issue diagram: Causes of the spread of Islam Venn diagram: Ghana and Mali Case studies: "You are the archeologist" What can you tell about this civilization based on its artifacts? Primary source: Taxation in Ghana	

**Unit 7: Ancient Rome**

Essential Questions	<p>How did geography influence the development of Roman civilization?</p> <p>How did Rome unify and control their empire?</p> <p>How did the foundational concepts of Roman government influence the development of The Constitution of The United States?</p> <p>How was Rome similar and different to other classical civilizations?</p> <p>What enabled Christianity to spread throughout The Roman Empire?</p> <p>How did the Romans use</p>	Instructional Objectives/ Skills and Benchmarks (CPIs)	<p>6.2.8.B.3.a</p> <p>6.2.8.A.3.a</p> <p>6.2.A.3.c</p> <p>6.3.D.3.d</p> <p>6.3.D.3.e</p> <p>6.2.8.C.3.c</p>	Activities	<p>Mock News Paper</p> <p>Case studies: "You are the ruler" These are the components of your civilization (geography, people, etc.) Create laws for them.</p> <p>Venn diagram: Roman republic vs. U.S. republic</p> <p>Identify central issue diagram: Rights of the accused- Rome vs. U.S.</p> <p>Graphs</p> <p>Reading maps</p> <p>Double journal entry: For reforms/Against reforms</p> <p>Case studies: "You are the</p>	Assessments	<p>Unit quizzes</p> <p>Chapter tests</p> <p>Research projects</p> <p>Essay: Legacy of ancient Rome</p>
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<p>technology to enhance agricultural/manufacturing output and commerce to expand military capabilities, to improve life in urban areas, and allow for a greater division in labor?</p> <p>How was the fall of Rome similar to the fall of other civilizations?</p>	<p>6.3.D.3.c</p>	<p>ruler” Here are your civilization’s problems and tools available. Find a solution</p> <p>Primary sources: Pictures of Roman technology (aqueducts)</p> <p>Cause and effect chart: Fall of the Roman Empire</p>	
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**Unit 8: The Middle Ages**

Assessments	Activities	Instructional Objectives/ Skills and Benchmarks (CPIs)	Essential Questions
Unit quizzes Chapter tests Research projects Expository writing	Simulation of life on a manor Double entry journal/RAFT: choose role of someone on a manor Venn diagram: European and Japanese feudalism/Free men vs. serfs Identify central issue diagram: roles of medieval society Primary sources: Magna Carta vs. Bill of Rights Cause and effect chart	6.2.8.A.4.a 6.2.8.A.4.b 6.2.8.A.4.c	How did religion unify and divide society during The Middle Ages? How was feudalism an effective system of government in Europe and Japan? How did medieval English law practices, such as the Magna Carta, affect modern democratic governments? What were the causes and effects of The Crusades? How did the plague impact Europe economically, socially, and politically? What relationships exist between agricultural production, population, and growth, urbanization, and commercialization? How do new business
	Primary sources: Froissart's Chronicles, Medieval paintings Guilds and fairs simulation Primary sources: Analyze <i>Ring around the rosey</i> nursery rhyme and write a nursery rhyme for a current event in our time	6.2.8.A.4.a 6.2.8.D.4.d 6.2.8.D.4.e 6.2.8.C.4.a 6.2.8.C.4.c	

practices and banking systems impact global trade and the development of a merchant class?

What cultural contributions and technological innovations of the medieval time period endure as legacies today?

6.2.8.D.4.j

activity

Information booklet: steps to joining a guild/Your medieval guide to how business is done

**Unit 9: The Renaissance, Reformation, and the Age of Exploration**

Assessments	Activities	Instructional Objectives/ Skills and Benchmarks (CPIs)	Essential Questions
Unit quizzes Chapter tests Research projects Expository writing: Da Vinci's influence on science, art, and medicine	Double entry journal Perfect 10 activity Cause and effect chart Primary source: Da Vinci's notebook and Da Vinci's inventions	6.2.12.A.2.a 6.2.12.D.2.a 6.2.12.B.2.b 6.2.12.B.2.a 6.2.12.D.2.c 6.2.12.D.2.b	How did the Renaissance, Reformation and Age of Exploration alter political thought in Europe and what are the lasting impacts? What are the factors that led to The Renaissance? Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World. How did Italy's geographic location help it become the center of The Renaissance? How did Asian, Islamic, and Greco-Roman culture lay the foundation for The Renaissance? What factors led to the
	Map: track changes of Catholicism and Protestantism Graphs Identify central issue diagram Venn diagram: Catholic vs. Protestant Case studies: "You are the ruler" You have this much money. What do you buy first based on goods available? Primary source: Martin		

<p>Reformation and what was the impact on European politics?</p>		<p>Luther's theses. Paraphrasing skills. Summarize his speech.</p>	
<p>What impact did the printing press and other technologies have on the dissemination of ideas?</p>	<p>6.2.12.D.2.e</p>	<p>Inference skills: Hypothesize a world without Gutenberg's invention.</p>	
<p>Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.</p>	<p>6.2.12.C.1.c</p>	<p>Information booklet  T-chart  Primary source: Travels of Marco Polo</p>	

Academic Area

**6.1 U.S. History: America in the World** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.

**6.2 World History/Global Studies** All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

**6.3 Active Citizenship in the 21st Century** All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Union Township Open-Ended Scoring Rubric



Points	Criteria
5	<ul style="list-style-type: none"> <li>• Full and balanced response to all questions</li> <li>• Accurate information</li> <li>• Clear and logical organization including strong introduction and conclusion</li> <li>• Very few, if any, grammatical errors</li> <li>• Sentences are varied and sophisticated</li> </ul>
4	<ul style="list-style-type: none"> <li>• A good response, but may be unevenly developed</li> <li>• Contains mostly accurate information</li> <li>• Clear plan of organization including introduction and conclusion</li> <li>• Few grammatical errors</li> <li>• Sentences are varied and well-constructed</li> </ul>
3	<ul style="list-style-type: none"> <li>• Competent response to the question(s)</li> <li>• May be unevenly developed with a general plan of organization</li> <li>• Attempts to formulate a conclusion, but may contain some factual errors</li> <li>• Several grammatical errors</li> <li>• Little variety in sentence structure and/or repetitious details</li> </ul>
2	<ul style="list-style-type: none"> <li>• An incomplete response</li> <li>• If it is a two part response, only one is answered</li> <li>• Poorly organized, lacks introduction and/or conclusion</li> <li>• Many grammatical errors</li> <li>• Minimal variety in sentence structure and/or many repetitious details</li> </ul>
1	<ul style="list-style-type: none"> <li>• Poor/confused response</li> <li>• Misunderstands question(s)</li> <li>• Weak in organization</li> <li>• So many grammatical errors, they distract from meaning</li> <li>• Incomplete and/or random sentences lacking variety</li> </ul>
0	<ul style="list-style-type: none"> <li>• Fails to address question(s)</li> <li>• Response is off topic or missing</li> </ul>

**New Jersey Scoring Rubric**

# NEW JERSEY REGISTERED HOLISTIC SCORING RUBRIC

(MODIFIED)

In scoring, consider the end of written language	Score	Content and Organization	Usage	Sentence Construction	Mechanics
Inadequate Command	1	<ul style="list-style-type: none"> <li>● May lack opening and/or closing</li> <li>● Attempts to focus topic; uncertain focus</li> <li>● No planning evident; disorganized</li> <li>● Details random, inappropriate, or barely apparent</li> <li>● No apparent control</li> <li>● Numerous errors</li> </ul>	<ul style="list-style-type: none"> <li>● Uneven development of details</li> <li>● Some errors that do not interfere with meaning</li> <li>● Few errors</li> </ul>	<ul style="list-style-type: none"> <li>● May lack opening and/or closing</li> <li>● Generally has opening and/or closing</li> <li>● Single focus</li> <li>● Key ideas developed</li> <li>● Logical progression of ideas</li> <li>● Moderately fluent attempts compositional risks</li> <li>● Details appropriate and varied</li> </ul>	<ul style="list-style-type: none"> <li>● May lack opening and/or closing</li> <li>● May lack elaboration, i.e., highlight paper</li> <li>● Numerous errors</li> <li>● Errors/patterns of errors may be evident</li> <li>● Some errors that do not interfere with meaning</li> <li>● Few errors</li> </ul>
Limited Command	2	<ul style="list-style-type: none"> <li>● May lack opening and/or closing</li> <li>● Attempts to focus</li> <li>● May drift or shift focus</li> <li>● Attempts organization</li> <li>● Few, if any, transitions between ideas</li> <li>● Details lack elaboration, i.e., highlight paper</li> </ul>	<ul style="list-style-type: none"> <li>● Some lapses or flaws in organization</li> <li>● May lack some transitions between ideas</li> <li>● Repeated details</li> <li>● Errors/patterns of errors may be evident</li> <li>● Some errors that do not interfere with meaning</li> </ul>	<ul style="list-style-type: none"> <li>● May lack opening and/or closing</li> <li>● Generally has opening and/or closing</li> <li>● Single focus</li> <li>● Key ideas developed</li> <li>● Logical progression of ideas</li> <li>● Moderately fluent attempts compositional risks</li> <li>● Details appropriate and varied</li> </ul>	<ul style="list-style-type: none"> <li>● May lack opening and/or closing</li> <li>● May lack elaboration, i.e., highlight paper</li> <li>● Numerous errors</li> <li>● Errors/patterns of errors may be evident</li> <li>● Some errors that do not interfere with meaning</li> <li>● Few errors</li> </ul>
Partial Command	3	<ul style="list-style-type: none"> <li>● May lack opening and/or closing</li> <li>● Usually has single focus</li> <li>● Some lapses or flaws in organization</li> <li>● May lack some transitions between ideas</li> <li>● Repeated details</li> </ul>	<ul style="list-style-type: none"> <li>● Some errors that do not interfere with meaning</li> <li>● Generally correct</li> <li>● Variety in syntax</li> <li>● Few errors</li> </ul>	<ul style="list-style-type: none"> <li>● May lack opening and/or closing</li> <li>● Generally has opening and/or closing</li> <li>● Single focus</li> <li>● Key ideas developed</li> <li>● Logical progression of ideas</li> <li>● Moderately fluent attempts compositional risks</li> <li>● Details appropriate and varied</li> </ul>	<ul style="list-style-type: none"> <li>● May lack opening and/or closing</li> <li>● May lack elaboration, i.e., highlight paper</li> <li>● Numerous errors</li> <li>● Errors/patterns of errors may be evident</li> <li>● Some errors that do not interfere with meaning</li> <li>● Few errors</li> </ul>
Adequate Command	4	<ul style="list-style-type: none"> <li>● May lack opening and/or closing</li> <li>● Generally has opening and/or closing</li> <li>● Single focus</li> <li>● Key ideas developed</li> <li>● Logical progression of ideas</li> <li>● Moderately fluent attempts compositional risks</li> <li>● Details appropriate and varied</li> </ul>	<ul style="list-style-type: none"> <li>● Some errors that do not interfere with meaning</li> <li>● Generally correct</li> <li>● Variety in syntax</li> <li>● Few errors</li> </ul>	<ul style="list-style-type: none"> <li>● May lack opening and/or closing</li> <li>● Generally has opening and/or closing</li> <li>● Single focus</li> <li>● Key ideas developed</li> <li>● Logical progression of ideas</li> <li>● Moderately fluent attempts compositional risks</li> <li>● Details appropriate and varied</li> </ul>	<ul style="list-style-type: none"> <li>● May lack opening and/or closing</li> <li>● May lack elaboration, i.e., highlight paper</li> <li>● Numerous errors</li> <li>● Errors/patterns of errors may be evident</li> <li>● Some errors that do not interfere with meaning</li> <li>● Few errors</li> </ul>
Strong Command	5	<ul style="list-style-type: none"> <li>● Opening and closing</li> <li>● Single focus</li> <li>● Sense of unity and coherence</li> <li>● Key ideas developed</li> <li>● Logical progression of ideas</li> <li>● Moderately fluent attempts compositional risks</li> <li>● Details appropriate and varied</li> </ul>	<ul style="list-style-type: none"> <li>● No consistent pattern of errors</li> <li>● Some errors that do not interfere with meaning</li> <li>● Variety in syntax</li> <li>● Few errors</li> </ul>	<ul style="list-style-type: none"> <li>● Opening and closing</li> <li>● Single focus</li> <li>● Sense of unity and coherence</li> <li>● Key ideas developed</li> <li>● Logical progression of ideas</li> <li>● Moderately fluent attempts compositional risks</li> <li>● Details appropriate and varied</li> </ul>	<ul style="list-style-type: none"> <li>● May lack opening and/or closing</li> <li>● May lack elaboration, i.e., highlight paper</li> <li>● Numerous errors</li> <li>● Errors/patterns of errors may be evident</li> <li>● Some errors that do not interfere with meaning</li> <li>● Few errors</li> </ul>

NON-SCORABLE RESPONSES	
NR = No Response Student wrote too little to allow a reliable judgment of his/her writing.	WF = Wrong Form Student did not respond in the format (or mode) designated in the prompt.
OT = Off Topic Student did not write on the assigned topic/task, or the student attempted to copy the prompt.	NE = Not English Student wrote in a language other than English.

Content/Organization	Usage	Sentence Construction	Mechanics
<ul style="list-style-type: none"> <li>● Communicates intended message to intended audience</li> <li>● Relates to topic</li> <li>● Opening and closing</li> <li>● Focused</li> <li>● Logical progression of ideas</li> <li>● Transitions</li> <li>● Appropriate details and information</li> </ul>	<ul style="list-style-type: none"> <li>● Tense formation</li> <li>● Subject-verb agreement</li> <li>● Pronouns</li> <li>● Prepositions</li> <li>● Usage/agreement</li> <li>● Word choice/meaning</li> <li>● Proper Modifiers</li> </ul>	<ul style="list-style-type: none"> <li>● Variety of types, structure, and length</li> <li>● Correct construction</li> </ul>	<ul style="list-style-type: none"> <li>● Spelling</li> <li>● Capitalization</li> <li>● Punctuation</li> </ul>

Note: All unscorable responses, (NSRs), with the exception of NR, must be coded by the Scoring Director.  
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