Students will demonstrate their understanding of the American Revolution byidentifying a current conflict and demonstrating how it encourages cooperation. Students will also evaluate the effectiveness of cooperation as a strategy in solving conflicts. Students will use examples from the American Revolution period to support your argument(s).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Criteria | Advanced | Proficient | Partially Proficient | Unsatisfactory |
| Identify examples of how cooperation is used as a strategy to deal with  conflicts. (CAS History GLE 2). | Identifies four or more examples of how cooperation has been used to deal with conflicts and each example is explained thoroughly. | Identifies three examples of how cooperation has been used to deal with conflicts and each example is explained thoroughly. | Identifies less than three examples of how cooperation has been used to deal with conflicts | Identifies no examples of how cooperation has been used to deal with conflicts |
| Identify the ideals of the American Revolution and explain how they still affect the world today. (CAS History GLE 2). | Identifies four or more ideals of the American Revolution and thoroughly explains explain how they still affect the world today. | Identifies three ideals of the American Revolution and thoroughly explains explain how they still affect the world today. | Identifies less than three ideals of the American Revolution | Identifies no ideals of the American Revolution |
| Cite specific textual evidence to support analyses of primary and secondary  sources (CCSS Reading History/Social Studies.6–8.1). | Cites four or more specific pieces textual evidence to support analyses of primary and secondary  Sources and thoroughly explains how evidence supports analysis | Cites three specific pieces textual evidence to support analyses of primary and secondary  Sources and thoroughly explains how evidence supports analysis | Cites less than three specific pieces textual evidence to support analyses of primary and secondary  Sources | Cites no pieces textual evidence to support analyses of primary and secondary  Sources |
| Create well‐developed thesis statements (CCSS Writing History/Social  Studies, Science, and Technical Subjects.6–8.1). | A clear controlling idea/thesis guides the writing and concisely states the position to be argued. | A controlling idea/thesis guides the writing and states the position to be argued. | A controlling idea/thesis is present but may be general or indirectly stated. | The controlling idea/thesis is not present. |
| Academic Language | Accurately and meaningfully uses 15 or more examples of the Academic Language from the Unit | Accurately and meaningfully uses 14-10 examples of the Academic Language from the Unit | Uses less than ten examples of the Academic Language from the Unit and/or examples are not used in the correct context | Uses no examples of the Academic Language from the Unit |