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| **Proficiency Scale** |
| NJ CCCS for Social Studies |
| **Strand: Soc 6.1.8.D.4.b** |
| **Topic: The Reform Movement in America (1820-1860)** |
| **Grade/Course: Emerging Western Hemispheres II 8th Grade** |
| **Score 4.0** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | **Sample Activities** |
| * Research how organizations today combat alcohol or drug abuse and create a presentation for the class.
* Imagine you are a conductor on the Underground Railroad. You have a cousin in NJ whose home you want to use as a station. Write a letter describing what your cousin will need to do. Include a map showing the route you will be taking.
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|  | **3.5** | In addition to score 3.0 performance, in-depth inferences and applications with partial success. |  |
| **Score 3.0** | **The student will be able to:*** Describe the efforts to reform education, woman’s rights, slavery and other issues during the Antebellum Period.

**The student exhibits no major errors or omissions.** | * Conduct a debate between; abolitionists and slave owners.
* Design a clever and attractive poster that expresses the feelings of early women’s rights crusaders. Include a brief slogan.
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|  | **2.5** | No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content. |  |
| **Score 2.0** | **There are no major errors or omissions regarding the simpler details and processes as the student:*** recognizes or recalls specific terminology, such as:
	+ social reform, predestination, Second Great Awakening, revival, debtor, temperance movement, American Colonization Society, abolitionist, The Liberator, Underground Railroad, Seneca Falls Convention, Women’s right movement, Hudson River School, transcendentalist, individualism, civil disobedience.
* performs basic processes, such as:
	+ answering comprehension questions, labeling maps, completing graphic organizers, reading and analyzing primary source documents

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | * Complete a pair/share activity with a partner.
* Vocabulary games such as SPLAT.
* Read and analyze primary source documents from viewpoints of the different reform leaders such as; Charles Finney, Dorothea Dix, Horace Mann, Frederick Douglas, William Lloyd Garrison and Harriet Tubman.
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|  | **1.5** | Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content. |  |
| **Score 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 2.0 content, but not the 3.0 content. |
| **Score 0.0** | **Even with help, no understanding or skill demonstrated.** |