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| **Proficiency Scale** | | | |
| NJ CCCS for Social Studies | | | |
| **Strand: Soc. 6.1.8.C.S.5** | | | |
| **Topic: The Causes of the Civil War** | | | |
| **Grade/Course: 8th Grade Emerging Western Hemispheres II** | | | |
| **Score 4.0** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | | **Sample Activities** |
| * Plan and sketch a political cartoon about the issue of slavery in the western territories. Assume one of the following viewpoints: southern slaveholder, abolitionist, supporter of extending the Missouri Compromise line across the country, or supporter of popular sovereignty. Then create a cartoon that represents the opposing point of view. |
|  | **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:**   * **Recognize the Civil War resulted from complex regional differences involving political, economic, and social issues, as well as different views on slavery. The Civil War and Reconstruction had a lasting impact on the development of the United States.**   **The student exhibits no major errors or omissions.** | | * Write an outline for a compromise plan that tries to save the Union in 1861. Your plan should offer advantages to both the North and the South. Design a campaign slogan for each of the four candidates running in the presidential election of 1860. * Choose one of the candidates and design a campaign poster. |
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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 * 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 think/pair/share activity with a partner. * Vocabulary games such as SPLAT. * Read and analyze primary source documents from opposing viewpoints such as; Zachary Taylor, Stephen Douglas, Harriet Beecher Stowe, Franklin Pierce, Charles Sumer, John C. Fremont, James Buchanan, Abraham Lincoln, John Breckinridge, John Bell, John Crittenden and Jefferson Davis. |
|  | **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.** | |