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| **Proficiency Scale** | | | |
| NJ CCCS for Social Studies | | | |
| **Strand: Soc. 6.1.8.C.S.5** | | | |
| **Topic: 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** |
| * Both the Union and the Confederate navies developed ironclad ships during the Civil War. Use the Internet to research technological advances in modern naval vessels. Prepare an oral presentation including pictures. * A monument is being built to honor the courageous African American soldiers of the Civil War. Write a poem to be inscribed on the monument, highlighting their contributions. |
|  | **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.** | | * Imagine that you are an army officer in the South at the beginning of the war. Would you side with the Union or with the Confederacy? Give at least two reasons for your decision. * Write an essay explaining what Frederick Douglas meant when he said, “This is no time to fight with one hand when both hands are needed. This is no time to fight with only your white hand, and allow your black hand to remain tied.” * Write a diary entry describing conditions in the South during the later days of the Civil War. |
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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:   + Missouri Compromise, Wilmot Proviso, popular sovereignty, Free-Soil party, secede, fugitive, civil war, Compromise of 1850, Fugitive Slave Act, *Uncle Tom’s Cabin*, Kansas-Nebraska Act, Border Ruffians, guerilla warfare, lawsuit, *Dred Scott v. Sandford*, Republican Party, arsenal, treason, martyr, unamendable. * 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. * List the major events of the years 1863-1865. * Read and analyze primary source documents from opposing viewpoints such as; Lincoln, Robert E. Lee, Sheridan, Pickett, Grant, Sherman, African-American soldiers, Confederate soldiers, union soldiers, etc. |
|  | **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.** | |