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| Topic: A Nation Dividing Subject: Social Studies Course: U.S. History Grade Level:8 | | |
| SS.8.A.4: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion; SS.8.A.5: Examine the causes, course and consequences of the Civil War and Reconstruction including its effects on American peoples; SS.8.G.2: Understand physical and cultural characteristics of places; SS.8.G.4: Understand the characteristics, distribution, and migration of human populations; SS.8.G.6: Understand how to apply geography to interpret the past and present and plan for the future; SS.8.E.1: Understand the fundamental concepts relevant to the development of a market economy; SS.8.E.2: Explain the economic impact of government policies. | | |
| 4.0 | **In addition to Score 3.0, in-depth inferences and applications that go beyond instruction to the standard**  **The student will:**   1. Investigate how political parties contribute to sectionalism today.   **No major errors or omissions regarding the score 4.0 content** | |
|  | **3.5** | In addition to score 3.0 performance, in-depth inferences and applications with partial success |
| 3.0 | **The student will** be able to explain the social and political events that led to the Civil War (sectionalism, the expansion of slavery, states’ rights, the balance of power in the Senate.)   1. Compare the positions of Steven Douglas and Abraham Lincoln during the Lincoln-Douglas debates (SS.8.A.4.2) 2. Explain the political goals of the North and South. (SS.8.A.5.1) 3. Compare the economies of the North and South and how they relate to the geography and population of each region. (SS.8.G.2.2, SS.8.G.4.6) 4. Describe the events leading to and resulting in Bleeding Kansas. (SS.8.A.5.2, SS.8.G.2.2, SS.8.G.4.6, SS.8.G.6.1) 5. Explain how *Uncle Tom’s Cabin, Dredd Scott, and Kansas-Nebraska Act* affected people’s view on slavery. (SS.8.A.5.1, SS.8.G.2.2, SS.8.A.5.2, SS.8.G.4.6, SS.8.G.6.1) 6. Explain how the Missouri Compromise, Mexican Cession, Kansas-Nebraska Act, and the Compromise of 1850 led to growing sectionalism.   **No major errors or omissions regarding the score 3.0 content (simple or complex)** | |
|  | **2.5** | No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content |
| 2.0 | **The student recognizes and describes specific terminology such as:**   1. Academic vocabulary (BAV): sectionalism, fugitive, popular sovereignty, civil war 2. Content vocabulary: Secession, Fugitive Slave Act, regionalism, isolate, Dredd Scott, Kansas-Nebraska Act, Bleeding Kansas, Harper’s Ferry, John Brown, Underground Railroad   **The student will:**   1. Identify the characteristics of agricultural and industrial economies (North and South) (SS.8.G.2.2) 2. Identify the social structures of the North and South (SS.8.G.2.2) 3. Identify ways slaves resisted oppression (SS.8.A.4.2)   **No major errors or omissions regarding the simpler details and processes but major errors or omissions regarding the more complex ideas and processes** | |
|  | **1.5** | Partial knowledge of the score 2.0 content, but major errors or omissions regarding score 3.0 content |
| 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 score 2.0 content, but not the score 3.0 content |
| 0.0 | Even with help, no understanding or skill demonstrated | |