

<b>Standard: 4</b>		
<b>Topic: Early American Growth</b>		
<b>Grade: 8</b>		
<b>Score 4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b>	<b>Sample Activities</b>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.	
<b>Score 3.0</b>	<p><b>The student</b> will examine the political, economic, social, and geographic transformation of the United States during the early to mid-1800s.</p> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>Students will evaluate Jacksonian Democracy on the <b>JD Review Sheet</b></li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content.	
<b>Score 2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <ul style="list-style-type: none"> <li>performs basic processes, such as: <ul style="list-style-type: none"> <li>Analyze the impact and consequences of major events and issues facing early presidential administrations</li> <li>Summarize the significance and impact of the Jacksonian Era</li> <li>Cite specific textual and visual evidence to compare the sectional economic transformations</li> <li>Analyze points of view from specific textual evidence to describe the variety of African American experiences, both slave and free</li> <li>Analyze and summarize the significance of the Abolitionist and Women’s Suffrage Movements</li> <li>Examine the concept of Manifest Destiny</li> </ul> </li> <li>recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>suppression of the Whiskey Rebellion and establishment of the government’s right to tax</li> <li>George Washington’s Farewell Address</li> <li>the Alien and Sedition Acts and the responses of the Republican Democrats in the Virginia and Kentucky Resolutions</li> <li>The impact of the presidential election of 1800</li> <li>Louisiana Purchase and the contributions of the explorations</li> <li>Marshall Court’s precedent-setting decisions</li> <li>The War of 1812</li> <li>The increased sectional tensions as the nation dealt with the expansion of slavery</li> <li>The Monroe Doctrine</li> <li>election of Andrew Jackson</li> <li>Nullification Crisis and the development of the states’ rights debates</li> <li>Native American Removals</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Students will explain the events of the <b><u>ERA OF GOOD FEELINGS</u></b></li> <li>Students will chart the line of 36 30 on the <b><u>MAP –MISSOURI COMPROMISE</u></b></li> <li>Students will illustrate the events of Jackson’s Administration with the <b><u>JACKSON PACKET</u></b></li> <li>Students will illustrate understanding of Indian Removal with a <b><u>MAP – TRAIL OF TEARS</u></b></li> </ul>

	<ul style="list-style-type: none"> <li>• manufacturing, shipping, and the developments (railroad, canals, cotton gin, slavery)</li> <li>• Underground Railroad network</li> <li>• the Second Great Awakening and the Declaration of Sentiments, and the leadership of Frederick Douglass, William Lloyd Garrison, Sojourner Truth, Susan B. Anthony, and Elizabeth Cady Stanton to the respective movements.</li> <li>• Territorial growth; Causes of the rapid settlement</li> <li>• Impact upon Native American culture and tribal lands</li> <li>• Growing sectional tensions regarding the expansion of slavery</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.	<ul style="list-style-type: none"> <li>• Students will identify vocab <b><u>through VOCAB NATIONALISM</u></b></li> </ul>
		<ul style="list-style-type: none"> <li>• Students will identify vocab through <b><u>VOCAB JACKSONIAN DEMOCRACY</u></b></li> </ul>
		<ul style="list-style-type: none"> <li>• Students will identify vocab through <b><u>-VOCAB SECTIONALISM &amp; SLAVERY</u></b></li> </ul>
		<ul style="list-style-type: none"> <li>• Students will identify vocab through – <b><u>VOCAB REFORM</u></b></li> <li>• Students will identify vocab through <b><u>-VOCAB EXPANSION TO 1840</u></b></li> <li>• Students will identify vocab through <b><u>VOCAB MANIFEST DESTINY</u></b></li> </ul>