

Standard: 5		
Topic: Causes of the Civil War and the Civil War		
Grade: 8		
<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>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.
<b>Score 3.0</b>	<b>The student will analyze the social and political transformation of the United States as a result of the causes, course, and consequences of the American Civil War during the period of 1850 to 1865.</b>	
	<b>The student exhibits no major errors or omissions.</b>	
	<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>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b>	
	<ul style="list-style-type: none"> <li>● performs basic processes, such as: <ul style="list-style-type: none"> <li>● Cite specific textual and visual evidence to summarize the importance of slavery as a principal cause of increased sectional polarization</li> <li>● Cite specific textual and visual evidence to analyze the significance and results of the presidential election of 1860</li> <li>● Compare the advantages and disadvantages of the Union and the Confederacy upon the eve of the war</li> <li>● Identify and summarize the consequences of the major turning points of the war</li> </ul> </li> <li>● recognizes or recalls specific terminology, such as: <ul style="list-style-type: none"> <li>● Compromise of 1850 as a last attempt to reach a compromise regarding slavery</li> <li>● Publication of Uncle Tom’s Cabin as fuel for anti-slavery sentiments</li> <li>● Kansas-Nebraska Act as it established the principle of popular sovereignty in new territories, repealed the Missouri Compromise, and led to factional feuds in Bleeding Kansas.</li> <li>● Dred Scott v. Sanford case which declared slaves as property and motivated John Brown’s Raid on the federal arsenal at Harper’s Ferry</li> <li>● Secession of South Carolina</li> <li>● Goal of President Abraham Lincoln to preserve the Union</li> <li>● Formation of the Confederate States of America</li> <li>● Opening attack on Fort Sumter</li> <li>● Rising tensions over the strategic Border States</li> <li>● Anaconda Plan and Total War Strategy</li> <li>● Battle of Antietam as a catalyst for the issuance of the Emancipation Proclamation and its role in expanding the goals of the war to include the ending of slavery,</li> <li>● Battle of Gettysburg as inspiration for the Gettysburg Address and how Lincoln’s speech clarified the Union’s motivations for winning the war,</li> <li>● Capture of Vicksburg in securing the Union’s control of the Mississippi River,</li> <li>● Excerpts from Lincoln’s Second Inaugural Address of President Lincoln, calling for national reconciliation,</li> </ul> </li> </ul>	

	<ul style="list-style-type: none"> <li>• Generosity of the North in terms of surrender demands as offered to General Lee at Appomattox Courthouse, and</li> <li>• Impact of Lincoln’s assassination and loss of his leadership on plans for reconstruction.</li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	
	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.
<b>Score 1.0</b>	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
	<b>0.5</b>	With help, a partial understanding of the 2.0 content, but not the 3.0 content.
<b>Score 0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	