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# CW Middle School

## Social Studies 8 C

### 1. Expanding West (14.29%)

#### Learning Targets

##### 1.1 I can evaluate changes made to the democratic process and the office of president during the Jacksonian Era

| Learning Target | Descriptor  | Definition  |
|-----------------|-------------|---|
| 4               | Proficient  | I can evaluate changes made to the democratic process and the office of president during the Jacksonian Era                               |
| 3               | Developing  | I can give examples of changes to the democratic process and the office of president during the Jacksonian Era. (Bank, SPOILS, campaigns) |
| 2               | Basic       | I can list two ways Jackson appealed to the common voter.   |
| 1               | Minimal     | I can define campaigns and populism.  |
| 0               | No Evidence | No evidence shown.  |


##### 1.2 I can evaluate Jackson's presidency based on the Indian Removal Act and other actions.

| Learning Target | Descriptor  | Definition  |
|-----------------|-------------|---|
| 4               | Proficient  | I can evaluate Jackson's presidency based on the Indian Removal Act and other actions.  |
| 3               | Developing  | I can explain government rationale for the need for a national bank and the Indian Removal Act, and identify where the journey took place.        |
| 2               | Basic       | I can explain government rationale for the Indian Removal Act, give examples of hardships endured, and identify where Native Americans were sent. |
| 1               | Minimal     | I can identify native groups moved by Jackson, and recall conditions endured.   |
| 0               | No Evidence | No evidence shown.  |

##### 1.3 I can analyze the causes and effects of Americans moving into Mexican territory.

| Learning Target | Descriptor  | Definition   |
|-----------------|-------------|--|
| 4               | Proficient  | I can analyze the causes and effects of Americans moving into Mexican territory.       |
| 3               | Developing  | I can explain the reasons for expansion, and how this changed the Western frontier.    |
| 2               | Basic       | I can identify trails going west and link them to trade routes and hardships suffered. |
| 1               | Minimal     | I can define Manifest destiny and vocabulary associated with the movement.             |
| 0               | No Evidence | No evidence shown.   |

##### 1.4 I can analyze the causes and effects of the Mexican-American War on a variety of groups (Native Americans, African Americans, Texans, settlers, governments). citing key people and concepts.

  
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| Learning Target | Descriptor  | Definition  |
|-----------------|-------------|---|
| 4               | Proficient  | I can analyze the causes and effects of the Mexican-American War on a variety of groups (Native Americans, African Americans, Texans, settlers, governments). citing key people and concepts. |
| 3               | Developing  | I can explain the role Texas independence had upon US conflict with Mexico and identify historical persons associated.  |
| 2               | Basic       | I can explain why conflict arose between Mexicans and US citizens living in the west.   |
| 1               | Minimal     | I can identify groups and territory effected affected by the Mexican American War.  |
| 0               | No Evidence | No evidence shown.  |



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### 2. Research, Analyzing, and Writing (Mexican War DBQ) (14.29%)

#### Learning Targets

#### 2.1 I can find, cite, and use credible sources within my work to support opinions and conclusions.

| Learning Target | Descriptor  | Definition   |
|-----------------|-------------|--|
| 4               | Proficient  | I can find, cite, and use credible sources within my work to support opinions and conclusions. |
| 3               | Developing  | I can find, cite, and use credible sources within my own work correctly.                       |
| 2               | Basic       | I can find and correctly cite credible sources.  |
| 1               | Minimal     | I can find credible source(s).   |
| 0               | No Evidence | No evidence shown.   |

#### 2.2 I can structure and produce an argument using several pieces of evidence from primary and secondary sources.

| Learning Target | Descriptor  | Definition   |
|-----------------|-------------|--|
| 4               | Proficient  | I can structure and produce an argument using several pieces of evidence from primary and secondary sources. |
| 3               | Developing  | I can use primary and secondary sources to support an argument.  |
| 2               | Basic       | I can logically connect primary and secondary sources to an argument in an outline format.                   |
| 1               | Minimal     | I can interpret primary and secondary sources and answer questions regarding those sources.                  |
| 0               | No Evidence | No evidence shown.   |

#### 2.3 I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

| Learning Target | Descriptor  | Definition   |
|-----------------|-------------|--|
| 4               | Proficient  | I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| 3               | Developing  | I can develop and organize a response to a prompt with no errors in mechanics and conventions.   |
| 2               | Basic       | I can respond to a prompt with few errors in mechanics and conventions.  |
| 1               | Minimal     | I can respond to a prompt with multiple errors in mechanics and conventions.   |
| 0               | No Evidence | No evidence shown.   |



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### 3. The North (14.29%)

#### Learning Targets

#### 3.1 I can explain the origins and functions of steam power and industrial mills on waterways.

| Learning Target | Descriptor  | Definition   |
|-----------------|-------------|--|
| 4               | Proficient  | I can explain the origins and functions of steam power and industrial mills on waterways.      |
| 3               | Developing  | I can explain the manufacturing process by diagraming a textile mill and steam engine process. |
| 2               | Basic       | I can diagram how water and steam mills operate.   |
| 1               | Minimal     | I can identify where mills were built and what products they manufactured.                     |
| 0               | No Evidence | No evidence shown.   |

#### 3.2 I can analyze how technology contributed to shaping labor unionization and daily life of mill workers.

| Learning Target | Descriptor  | Definition   |
|-----------------|-------------|--|
| 4               | Proficient  | I can analyze how technology contributed to shaping labor unionization and daily life of mill workers. |
| 3               | Developing  | I can compare advantages and hardships of workers within two unique northern mills.                    |
| 2               | Basic       | I can discuss how new technologies changed life for the average American worker.                       |
| 1               | Minimal     | I can list hardships endured by mill workers.  |
| 0               | No Evidence | No evidence shown.   |

#### 3.3 I can compare the development and use of canals to railroads during the mid-1800s, and give a presentation on how they affect business, travel, and communication in the U.S.

| Learning Target | Descriptor  | Definition  |
|-----------------|-------------|---|
| 4               | Proficient  | I can compare the development and use of canals to railroads during the mid-1800s, and give a presentation on how they affect business, travel, and communication in the U.S. |
| 3               | Developing  | I can compare the development and use of canals to railroads during the mid-1800s, and explain how they affected business, travel, and communication in the U.S.              |
| 2               | Basic       | I can explain how each mode of transportation effects business, travel, and communication.  |
| 1               | Minimal     | I can identify advantages of each mode of transportation.   |
| 0               | No Evidence | No evidence shown.  |

### 4. The South (14.29%)

#### Learning Targets



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### 1 I can analyze the benefit and cost of growing cotton based on multiple variables in the southern region of the US.

| Learning Target | Descriptor  | Definition   |
|-----------------|-------------|--|
| 4               | Proficient  | I can analyze the benefit and cost of growing cotton based on multiple variables in the southern region of the US. |
| 3               | Developing  | I can explain how the invention of the cotton gin affected Southern society.                                       |
| 2               | Basic       | I can explain the process of producing cotton for market.  |
| 1               | Minimal     | I can identify 3 factors that encouraged the growth of cotton.   |
| 0               | No Evidence | No evidence shown.   |

### 4.2 I can analyze demographic data on the southern population prior to the Civil War.


| Learning Target | Descriptor  | Definition  |
|-----------------|-------------|---|
| 4               | Proficient  | I can analyze demographic data on the southern population prior to the Civil War. |
| 3               | Developing  | I can contrast the different social groups in the South.                          |
| 2               | Basic       | I can explain the daily life of five social classes living in the south.          |
| 1               | Minimal     | I can identify four distinct social classes in the south prior to the Civil War.  |
| 0               | No Evidence | No evidence shown.  |

### 4.3 I can describe the challenges and culture created by the system of slavery using slave codes and division of labor.

| Learning Target | Descriptor  | Definition  |
|-----------------|-------------|---|
| 4               | Proficient  | I can describe the challenges and culture created by the system of slavery using slave codes and division of labor. |
| 3               | Developing  | I can explain the purpose of five slave codes created prior to the Civil War.                                       |
| 2               | Basic       | I can list three examples of slave codes.   |
| 1               | Minimal     | I can identify what a slave code is and give an example.  |
| 0               | No Evidence | No evidence shown.  |

### 4.4 I can evaluate the success of three forms of resistance to slavery.

| Learning Target | Descriptor | Definition  |
|-----------------|------------|---|
| 4               | Proficient | I can evaluate the success of three forms of resistance to slavery.                   |
| 3               | Developing | I can connect people (Douglas, Tubman) to forms of protest and resistance to slavery. |
| 2               | Basic      | I can identify three methods of protest to and resistance of slavery.                 |

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| Learning Target | Descriptor  | Definition                                       |
|-----------------|-------------|--|
| 1               | Minimal     | I can define abolition and Underground Railroad. |
| 0               | No Evidence | No evidence shown.                               |



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### 5. A Divided Nation (14.26%)

#### Learning Targets

5.1 I can differentiate between reasons that led voters to align themselves to a political party or politician, and how parties affected the outcome of pre-civil war elections.

| Learning Target | Descriptor  | Definition   |
|-----------------|-------------|--|
| 4               | Proficient  | I can differentiate between reasons that led voters to align themselves to a political party or politician, and how parties affected the outcome of pre-civil war elections. |
| 3               | Developing  | I can connect regional concerns to party platforms and associate key people with their pre-Civil War party.  |
| 2               | Basic       | I can state the platforms of newly established parties on slavery.   |
| 1               | Minimal     | I can identify political parties established in the pre-Civil War period.  |
| 0               | No Evidence | No evidence shown.   |

5.2 I can critique the effectiveness of compromises made over the issue of slavery.

| Learning Target | Descriptor  | Definition   |
|-----------------|-------------|--|
| 4               | Proficient  | I can critique the effectiveness of compromises made over the issue of slavery.          |
| 3               | Developing  | I can describe the pro-slavery and abolitionist compromises using key people and events. |
| 2               | Basic       | I can categorize events as being either pro or anti-slavery.                             |
| 1               | Minimal     | I can identify the positions that pro-slavery and abolitionists had.                     |
| 0               | No Evidence | No evidence shown.   |

5.3 I can describe and analyze the role each of the branches of government played in the slavery argument and other causes of the Civil War.

| Learning Target | Descriptor  | Definition   |
|-----------------|-------------|--|
| 4               | Proficient  | I can describe and analyze the role each of the branches of government played in the slavery argument and other causes of the Civil War. |
| 3               | Developing  | I can explain the role government branches played in three slavery events using details and key people.                                  |
| 2               | Basic       | I can identify two pro and con slavery events and link it to a branch of government.   |
| 1               | Minimal     | I can identify a pro and a con slavery event.  |
| 0               | No Evidence | No evidence shown.   |

### 6. The Civil War (14.29%)



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## Social Studies 8 C

### Learning Targets

6.1 I can compare and contrast the strengths, weaknesses, and strategies of the Union and Confederacy.

| Learning Target | Descriptor  | Definition   |
|-----------------|-------------|--|
| 4               | Proficient  | I can compare and contrast the strengths, weaknesses, and strategies of the Union and Confederacy.       |
| 3               | Developing  | I can explain how the strategies used by each side were supported by their advantages and disadvantages. |
| 2               | Basic       | I can state and illustrate the strategies of the Union and Confederacy.                                  |
| 1               | Minimal     | I can identify two strengths, two weaknesses, and two attributes of the Union and the Confederacy.       |
| 0               | No Evidence | No evidence shown.   |

6.2 can explain reactions to several political and economic events during the war from multiple perspectives. (Emancipation Proclamation, Fort Sumter, Conscription, Gettysburg Address)


| Learning Target | Descriptor  | Definition   |
|-----------------|-------------|--|
| 4               | Proficient  | can explain reactions to several political and economic events during the war from multiple perspectives. (Emancipation Proclamation, Fort Sumter, Conscription, Gettysburg Address) |
| 3               | Developing  | I can explain how significant events during the Civil War changed the outcome.   |
| 2               | Basic       | I can identify five significant events of the Civil War using key vocabulary.  |
| 1               | Minimal     | I can identify four significant events during the Civil War.   |
| 0               | No Evidence | No evidence shown.   |

6.3 I can recall five battles and state the significance of each battle to the outcome of the war using maps, key people, and terms.

| Learning Target | Descriptor  | Definition   |
|-----------------|-------------|--|
| 4               | Proficient  | I can recall five battles and state the significance of each battle to the outcome of the war using maps, key people, and terms. |
| 3               | Developing  | I can identify and map five battles of the Civil War and state their outcome using key people.                                   |
| 2               | Basic       | I can identify and map five battles of the Civil War and state their outcome.  |
| 1               | Minimal     | I can identify and map three battles of the Civil War.   |
| 0               | No Evidence | No evidence shown.   |

6.4 I can evaluate leadership decisions made throughout the war from the perspective of each side. (Sherman's March, Surrender terms, naming generals)




  
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| Learning Target | Descriptor  | Definition   |
|-----------------|-------------|--|
| 4               | Proficient  | I can evaluate leadership decisions made throughout the war from the perspective of each side. (Sherman's March, Surrender terms, naming generals) |
| 3               | Developing  | I can explain the impact key leadership positions had upon multiple groups of people.  |
| 2               | Basic       | I can connect key leaders to major events or decisions during the Civil War.   |
| 1               | Minimal     | I can identify key leaders for each side during the Civil War.   |
| 0               | No Evidence | No evidence shown.   |

### 7. Contemporary and Geographical Applications: (14.29%)

#### Learning Targets

7.1 I can use knowledge of physical and political US geography to create a visual representation of physical and political regional features.

| Learning Target | Descriptor  | Definition  |
|-----------------|-------------|---|
| 4               | Proficient  | I can use knowledge of physical and political US geography to create a visual representation of physical and political regional features. |
| 3               | Developing  | I can make mental comparisons of 85% of physical and political regional features on a map.  |
| 2               | Basic       | I can identify 75% of physical and political regional features on a map.  |
| 1               | Minimal     | I can identify 60% of physical and political regional world features on a map.  |
| 0               | No Evidence | No evidence shown.  |

7.2 I can examine a current event using several sources by investigating the origins of the event, connect past events to present events, and offer my opinion on how this event may impact myself and others.

| Learning Target | Descriptor  | Definition   |
|-----------------|-------------|--|
| 4               | Proficient  | I can examine a current event using several sources by investigating the origins of the event, connect past events to present events, and offer my opinion on how this event may impact myself and others. |
| 3               | Developing  | I can describe a current event, connect it to past events, and offer my opinion on it.   |
| 2               | Basic       | I can outline an event that is currently in the news and connect it to a past event.   |
| 1               | Minimal     | I can state an event that is currently in the news   |
| 0               | No Evidence | No evidence shown.   |

Submitted on 2/8/2022 by Ellen Stabenow