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| **Proficiency Scale** | | | |
| NJ CCCS for Social Studies | | | |
| **Strand: Soc. 6.1.8.C.S.5** | | | |
| **Topic: Reconstruction and the Changing South** | | | |
| **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** |
| * Create a newspaper article featuring an eye witness account of President Lincoln’s assassination. * Draw a political cartoon that might have appeared during the congressional elections of 1866. Your cartoon should express a point of view about the conflict between Radical Republicans and the President over control of Reconstruction. |
|  | **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.** | | * Write a note from one member of Congress to another explaining why you think the Fourteenth or Fifteenth Amendment is necessary. * Evaluate the effectiveness of Reconstruction. First from the point of view of President Andrew Johnson and then from a Radical Republican’s viewpoint. |
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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:   + freedmen, Reconstruction, Ten Percent Plan, Amnesty, Wade-Davis Bill, Freedmen’s Bureau, Thirteenth Amendment, black codes, Radical Republican, Fourteenth Amendment, Radical Reconstruction, Reconstruction Act, impeach, Fifteenth Amendment, scalawag, carpetbagger, Conservatives, Ku Klux Klan, sharecropper, poll tax, literacy test, grandfather clause, segregation, Jim Crow Laws, *Plessy v. Ferguson*, “New South.” * 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. * Read and analyze primary source documents from opposing viewpoints such as; Andrew Johnson, Thaddeus Stevens, and Charles Sumner. |
|  | **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.** | |