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| **Proficiency Scale Learning Goal 2** | | | |
| NJ CCCS for Social Studies 6.2 | | | |
| **Strand: Soc.5-8.6.2.8.3** | | | |
| **Topic: India’s Empires** | | | |
| **Grade/Course: 5th grade/World History** | | | |
| **Score 4.0** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | | **Sample Activities** |
| * Enrichment activities |
|  | **3.5** | In addition to score 3.0 performance, in-depth inferences and applications with partial success. |  |
| **Score 3.0** | **The student will:**   * Demonstrate knowledge of the civilization of Ancient India  developed and expanded into empires of unprecedented size and diversity by creating centralized government and promoting commerce, a common culture, and social values. * Draw conclusions about how the cultural exchange and diffusion dramatically increased, and enduring world religions emerged, during the era of classical civilizations. * Compare how the classical civilizations declined as a result of internal weaknesses and external invasions, but they left lasting legacies for future civilizations.   .  **The student exhibits no major errors or omissions.** | | * Reading Checks * Section Assessment questions * myWorldhistory.com * myWorld Activities * Student Journal * assessments |
|  | **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:   + the vocabulary seen in the unit plan. * performs basic processes, such as    \*  Summarize how a cultures social structure affects the way people live and interact with each other     \*  Make observations of how religions shape a civilizations intellectual and artistic traditions as well as its daily life     \* Identify patterns of rulers who focus on the well-being of their subjects often bring peace and properity     \*  Show how to control a large region require an effective government     \* Relate how trade and an exchange of ideas can lead to great artistic and scientific achievements  **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | | * Reading Checks * Section Assessment questions * myWorldhistory.com * myWorld Activities * Student Journal * assessments |
|  | **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.** | |