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| **Proficiency Scale Learning Goal 1** |
| NJ CCCS for Social Studies 6.2 |
| **Strand: 6.2.8.A-D** |
| **Topic: The Byzantine Empire and Islamic Civilization** |
| **Grade/Course: 6th World History** |
| **Score 4.0** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | **Sample Activities** |
| * Create a code for present day society based on Justinian’s code.
* Compose a newspaper article critiquing Theodora and Justinian’s rule.
* Critique Theodora’s speech and compose a response.
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|  | **3.5** | In addition to score 3.0 performance, in-depth inferences and applications with partial success. |  |
| **Score 3.0** | The student will explain the emergence of empires (i.e., Asia, Africa, Europe and the Americas) resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. The rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. While commercial and agricultural improvements created new wealth and opportunities for the empires, most people's daily lives remained unchanged.**The student exhibits no major errors or omissions.** | * Create a Venn Diagram to compare the rise of Rome and the Byzantine Empire.
* Read and comprehend the text to answer questions about the rise of the Byzantine empire.
* Draw a diagram to show the trading patterns between the Byzantine Empire and the other trading regions.
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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: Byzantine, Strait, Moat, Greek fire, creed, icon, iconoclast, pope, Great Schism, Justinian Code, missionary, Cyrillic alphabet
* performs basic processes, such as:
	+ Fill in a map of the Byzantine empire.
	+ Explain the Great Schism.
	+ Discuss how the Byzantine Empire became the New Rome.

**However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | * Create a KWL chart.
* Use vocabulary from the chapter correctly in context during class discussions.
* Completion of student journal workbook activity pages correctly.
* Watch a video about the Byzantine empire and answer questions correctly.
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|  | **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.** |