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| **Proficiency Scale Renaissance and Reformation** | | | |
| NJ CCCS for Renaissance and Reformation | | | |
| **Strand: 6.2.8.4** | | | |
| **Topic: Renaissance and Reformation** | | | |
| **Grade/Course: 6th Grade World Culture** | | | |
| **Score 4.0** | **In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.** | | **Sample Activities** |
| * Project * Artifact/Primary Source Analysis |
|  | **3.5** | In addition to score 3.0 performance, in-depth inferences and applications with partial success. |  |
| **Score 3.0** | **The student:**  Students will be able to analyze the emergence of empires in Europe 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.** | | * Projects * Unit Assessments * Venn Diagrams * Critical Thinking Questions (both verbal and written) * Independent Readings |
|  | **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:   24.1   * mercantile * Renaissance * patron   24.2   * humanism * secularism * vernacular * individualism   24.3   * utopia * satire * engraving * censor   24.4   * proportion * linear perspective * sonnet * picaresque   25.1   * Reformation * indulgence * recant * sect * predestination * theocracy   25.2   * Counter-Reformation * Jesuits * Council of Trent * ghetto   25.3   * annulment * Act of Supremacy * Huguenots * edict * armada * federalism * performs basic processes, such as:   + explain basic facts about the Renaissance   + explain what the Reformation was   **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.** | | * Guided Notes * Vocabulary Quizzes * Worksheet Activities * Map Activities |
|  | **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.** | |