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| **Proficiency Scale Learning Goal 1** | | | |
| NJ CCCS for Social Studies 6.2 | | | |
| **Strand: 6.2.8.** | | | |
| **Topic: Africa (Ch. 16)** | | | |
| **Grade/Course: 6th 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:**   * . Students will be able to analyze and discuss the emergence of empires in Africa that resulted from the promotion of interregional trade, cultural exchanges, new technologies, urbanization, and centralized political organization. Students will become aware that the rise and spread of new belief systems unified societies, but they also became a major source of tension and conflict. Students will be able to differentiate commercial and agricultural improvements that created new wealth and opportunities for the empires and how most people's daily lives remained unchanged.   **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:  Ch. 16 Sec. 1 - plateau, savanna, natural resources, labor specialization, trans-Saharan  Ch. 16 Sec. 2 - caravan, scholarship, griot  Ch. 16 Sec. 3 - stele, Greco-Roman, monk, dynasty, stonetown  Ch. 16 Sec. 4 - caste, kinship, lineage, ethnic group, oral tradition, proverb, polyrhythmic drumming  • performs basic processes, such as:  o cooperative student discussion about issues regarding ancient Africa  **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.** | |