

Social Studies Assessment: Grade 6

Geography Anchor Standard One: Students will develop a personal geographic framework, or "mental map," and understand the uses of maps and other geo-graphics [MAPS].

1a: Students will demonstrate mental maps of the world and its sub-regions which include the relative location and characteristics of major physical features, political divisions, and human settlements

Geography Anchor Standard Two: Students will develop a knowledge of the ways humans modify and respond to the natural environment [ENVIRONMENT].

2a: Students will apply a knowledge of the major processes shaping natural environments to understand how different peoples have changed and been affected by, physical environments in the world's sub-regions

Geography Anchor Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places [PLACES].

3a: Students will analyze patterns of cultural activity associated with different world regions in order to explain the reasons for the cultural development of a place

Geography Anchor Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them [REGIONS].

4a: Students will understand the processes affecting the location of economic activities in different world regions.

Geography Assessments

The standards above will be assessed in the assessments below. TCI Assessments in blue / Performance Plus or DOE Assessments in Orange. Note: It is always important to backward plan when preparing your lessons. It is especially important with units that culminate in a Performance Plus assessment, because the curriculum is TCI but the assessment is DDOE.

Maps	Environment	Holocaust Expedition Unit	Places	Regions
<p>1. Building Global Mental Maps (1a)</p> <p>SS DRC Performance Task with Rubric</p>	<p>1. SS DRC Lesson: Humans Interact with the Environment (2a)</p> <p>SS DRC Transfer Task with Rubric</p> <p>Performance Plus Assessment Social Studies G6 - Colorado River</p>	<p>DOE Echoes & Reflections Unit (3a)</p> <ul style="list-style-type: none"> • Define “genocide” and “antisemitism” • Explain how prejudice can lead to violence • Identify positive actions to prevent prejudice and violence 	<p>1. SS DRC Lesson: Cultural Patterns and Diffusion (3a)</p> <p>SS DRC Group Transfer Task with Rubric</p>	<p>1. SS DRC Lesson: Reasons for Regions (4a)</p> <p>SS DRC Transfer Task with Rubric</p>