

Williamsville Central School District

Discipline Social Studies
Course/Grade Grade 6: Eastern Hemisphere

The grade 6 social studies program emphasizes the interdependence of all people, keying on the Eastern Hemisphere. Many of the lessons and activities for this grade level draw on specific examples of nations and regions in the Eastern Hemisphere chosen by the district. It is highly recommended that lessons also compare and contrast this specific information with similar data from the United States, Canada and Latin America.

The grade 6 program focuses on a social science perspective emphasizing the interaction of geography and economics. The core disciplines of geography and economics are used to develop and draw relationships and understandings about social/cultural, political and historic aspects of life in the Eastern Hemisphere. Historical insights are used as a means of developing a total perspective rather than an organizing framework. The focus should be on major turning points that sequence into the 7th grade social history of the United States.

Suggested Pacing Chart

These units may be re-ordered, the sequence is independent

Units	Weeks of Study
Geography is infused through all units	
Early Humans	3-4
Religions and Belief Systems (Confucianism, Hinduism, Buddhism, Judaism, Christianity, Islam) <i>Note: the various religions can be taught chronologically as they occur in the curriculum or as a separate unit</i>	3-4
Early River Civilizations: Mesopotamia, Egypt, India, China	6-7
Early Civilizations: Greece and Rome	5-6
Middle Ages	3-4
Renaissance and Reformation	5-6
Industrial Revolution through the 20th Century	5-6

Essential Questions

Essential questions are those that require students to construct knowledge and make sense of the integration of prior and new knowledge. They have no right answer, are arguable, embrace the standards of a course, recur in later life, require higher level thinking, raise new questions, sustain engaged inquiry, raise important conceptual or philosophical issues, provide purpose for learning, are tied to assessments, and lead to enduring understandings.

- **Early Humans**
 - Did fire or farming have a greater impact on early humans?
- **Religions and Belief Systems**
 - Do religions and other belief systems unite and/or divide people? (Confucianism, Hinduism, Buddhism, Judaism, Christianity and Islam)?
- **Early River Valley Civilizations: Mesopotamia, Egypt, India and China**
 - Was the development of irrigation the most important contribution of early civilizations?
- **Early Civilizations: Greece and Rome**
 - Did the political or social legacies of early civilizations have a greater influence on our modern day lives?
- **Middle Ages**
 - Did the feudal system help or hinder the people of the Middle Ages?
- **Renaissance and Reformation**
 - Did the effects of the Renaissance or the Reformation have a greater impact on today's society?
- **Industrial Revolution Through the 20th Century**
 - Did the Neolithic Revolution or the Industrial Revolution have a greater impact on humans?

Guide to Curriculum-Related Vocabulary

Guaranteed and Viable Curriculum

Guaranteed: The guaranteed curriculum is what is **imperative** to teach—a curriculum that is communicated and assured to all groups; clear guidance to teachers regarding what knowledge is **expected** to be learned in courses or at grade levels.

Viable: a viable curriculum is a curriculum that can be realistically taught during the time available during the course of a school year. Its focus is on what is **essential vs. supplemental** to teach in a school year. It must be organized and sequenced to enable effective student learning—that is, to say, checking to make sure the essentials are being taught **AND** learned. The focus is on the standards that are most essential and demand the greatest amount of time.

Curriculum: the sequencing and pacing of essential declarative and procedural knowledge, common assessments along with the experiences students must have with that content.

Power Performance Indicators

Power performance indicators are an essential part of the curriculum and define the essential (inescapable) knowledge, understandings, skills, and processes of a particular course of study. They should be designated based on their endurance, leverage (capacity of the standard to be applied) and importance for higher level learning in the discipline. **Power Performance Indicators are denoted in bold print.**

Essential Components

Declarative Knowledge: Answers the questions, “what do students need to know and understand?” Includes, facts, concepts, principles, generalizations, cause/effect sequences, time sequences, and vocabulary terms.

Procedural Knowledge: Answers the question, “What do students need to be able to do and at what level of application (Bloom’s Taxonomy). Includes skills and processes that result in construction of models, shaping of ideas, and internalization of knowledge (practice to achieve automaticity and fluency).

Key Vocabulary/Glossary: Vocabulary deemed essential to the curriculum.

K-12 Social Studies Concepts Matrix

Concept	K	1	2	3	4	5	6-12
<u>Change</u>	I	R	R	R	R	R	R
<u>Choice</u>	I	R	R	R	R	R	R
<u>Citizenship</u>	I	R	R	R	R	R	R
<u>Civic Values</u>	I	R	R	R	R	R	R
<u>Culture</u>	I	R	R	R	R	R	R
<u>Decision Making</u>	I	R	R	R	R	R	R
<u>Diversity</u>	I	R	R	R	R	R	R
<u>Environment</u>	I	R	R	R	R	R	R
<u>Identity</u>	I	R	R	R	R	R	R
<u>Justice</u>	I	R	R	R	R	R	R
<u>Needs & Wants</u>	I	R	R	R	R	R	R
<u>Places & Regions</u>	I	R	R	R	R	R	R
<u>Empathy</u>		I	R	R	R	R	R
<u>Government</u>		I	R	R	R	R	R
<u>Human Rights</u>		I	R	R	R	R	R
<u>Scarcity</u>		I	R	R	R	R	R
<u>Economic Systems</u>			I	R	R	R	R
<u>Environment & Society</u>			I	R	R	R	R
<u>Factors of Production</u>			I	R	R	R	R
<u>Interdependence</u>			I	R	R	R	R

Williamsville Central School District
Grade 6 Social Studies Curriculum

Concept	K	1	2	3	4	5	6-12
<u>Movement of People & Goods</u>			I	R	R	R	R
<u>Physical Systems</u>			I	R	R	R	R
<u>Science & Technology</u>			I	R	R	R	R
<u>Urbanization</u>			I	R	R	R	R
<u>Power</u>			I	R	R	R	R
<u>Conflict</u>			I	R	R	R	R
<u>Uses of Geography</u>			I	R	R	R	R
<u>Belief Systems</u>				I	R	R	R
<u>Political Systems</u>				I	R	R	R
<u>World in Spatial Terms</u>				I	R	R	R
<u>Human Systems</u>					I	R	R
<u>Imperialism</u>					I	R	R
<u>Nation - State</u>					I	R	R
<u>Nationalism</u>					I	R	R

I= Introduce Concept
R= Reinforce Concept

K-12 Social Studies Concepts – History

Belief System	means an established orderly way that groups or individuals look at religious faith or philosophical tenets.
Conflict	is a clash of ideas, interests, or wills that result from incompatible opposing forces.
Change	involves the basic alterations in things, events, and ideas.
Choice	means the right or power to select from a range of alternatives.
Culture	means the patterns of human behavior that includes ideas, beliefs, values, artifacts, and ways of making a living, which any society transmits, to succeeding generations to meet its fundamental needs.
Diversity	means understanding and respecting others and oneself including similarities and differences in language, gender, socioeconomic class, religion, and other human characteristics and traits.
Empathy	means the ability to understand others through being able to identify in one's self responses similar to the experiences, behaviors, and responses of others.
Identity	means awareness of one's own values, attitudes and capabilities as an individual and as a member of different groups.
Interdependence	means reliance upon others in mutually beneficial interactions and exchanges.
Imperialism	means the domination by one country of the political and/or economic life of another country or region.
Movement of People and Goods	refers to the constant exchange of people, ideas, products, technologies, and institutions from one region or civilization to another that has existed throughout history.
Nationalism	means the feeling of pride in and devotion to one's country or the desire of a people to control their own government, free from foreign interference or rule.
Urbanization	means movement of people from rural to urban areas.

K-12 Social Studies Concepts – Geography

The World in Spatial Terms	Geography studies the relationships between people, places, and environments by mapping information about them into a spatial context.
Places and Regions	This identities and lives of individuals and peoples are rooted in particular places and in those human constructs called regions.
Physical Systems	Physical processes shape Earth's surface and interact with plant and animal life to create, sustain, and modify ecosystems.
Human Systems	People are central to geography in that human activities help shape Earth's surface, human settlements and structures are part of Earth's surface, and humans complete for control of Earth's surface.
Environment and Society	The physical environment is modified by human activities, largely as a consequence of the ways in which human societies value and use Earth's natural resources, and human activities are also influenced by Earth's physical features and processes.
The Uses of Geography	Knowledge of geography enables people to develop an understanding of the relationships between people, places, and environments over time - that is, of Earth as it was, is, and might be.
Environment	means the surroundings, including natural elements and elements created by humans.

K-12 Social Studies Concepts - Economics

Needs and Wants	refer to those goods and services that are essential such as food, clothing, and shelter (needs), and those goods and services that people would like to have to improve the quality of their lives, (i.e., wants - education, security, health care, entertainment).
Economic Systems	include traditional, command, market and mixed systems. Each must answer the three basic economic questions: What goods and services shall be produced and in what quantities? How shall these goods and services be produced? For whom shall goods and services be produced?
Factors of Production	are human, natural, and capital resources which when combined become various goods and services (e.g., How land, labor, and capital inputs are used to produce food).
Scarcity	means the conflict between unlimited needs and wants and limited natural and human resources.
Science and Technology	means the tools and methods used by people to get what they need and want.

K-12 Social Studies Concepts - Civics, Citizenship, and Government

Justice	means the fair, equal, proportional, or appropriate treatment rendered to individuals in interpersonal, societal, or government interactions.
Nation-state	means a geographic/political organization uniting people by a common government.
Citizenship	means membership in a community (neighborhood, school, region, state, nation, and world) with its accompanying rights, responsibilities, and dispositions.
Political Systems	such as monarchies, dictatorships, and democracies address certain basic questions of government such as: What should a government have the power to do? What should a government not have the power to do? A political system also provides for ways that parts of that system interrelate and combine to perform specific functions of government.
Power	refers to the ability of people to compel or influence the actions of other. "Legitimate power is called authority."
Government	means the "formal institutions and processes of a politically organized society with authority to make, enforce, and interpret laws and other binding rules about matters of common interest and concern. Government also refers to the group of people, acting in formal political institutions at national, state and local levels, who exercise decision making power or enforce laws and regulations." (Taken from: Civics Framework for the 1998 National Assessment of Educational Progress, NAEP Civics Consensus Project, the National Assessment Governing Board, United States Department of Education, p. 19).
Decision Making	means the processes used to "monitor and influence public and civic life by working with others, clearly articulating ideals and interests, building coalitions, seeking consensus, negotiating compromise, and managing conflict." (Taken from: Civics Framework, p.18).
Civic Values	refer to those important principles that serve as the foundation for our democratic form of government. These values include justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property.
Human Rights	are those basic political, economics, and social rights that all human beings are entitled to, such as the right to life, liberty, and the security of person, and a standard of living adequate for the health and well-being of himself and of his family. Human rights are inalienable and expressed by various United Nations Documents including the United Nations Charter and Universal Declaration of Human Rights.

Grade 6: The Eastern Hemisphere

Geography

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Vocabulary
<ul style="list-style-type: none"> • The use of various grids, symbols and notations makes it possible to locate specific places and indicate distance and direction in the Eastern Hemisphere. • Special purpose maps can be used to show various geographic aspects of Earth's surface as seen in the Eastern Hemisphere. • The nations of the Eastern Hemisphere can be studied using maps, globes, aerial and other photographs, satellite-produced images and models. • The geographic diversity of the Eastern Hemisphere has significantly influenced physical mobility and the course of human development. • The environment is affected by people as they interact with it. • The effects of geographic conditions are moderated by technology. • A region is an area which is tied together for some identifiable reason, such as physical, political, economic or cultural features. • The geographic diversity of the 	<ul style="list-style-type: none"> • locate on a map or globe the major countries of the Eastern Hemisphere. • identify the location of major cities of the Eastern Hemisphere using lines of longitude and latitude. • locate on a world map or globe the regions of Western Europe, Eastern Europe, the Middle East, North Africa, Eurasia, and all seven continents and major bodies of water. • identify geographic, social, economic and political trends, (such as abundance of resources, overpopulation, per capita income, political boundaries) using a variety of maps of the Eastern Hemisphere. • discuss how people adapt to changes in their environment and attempt to change their 	<ul style="list-style-type: none"> • acropolis • cataract • citadel • delta • desert • equator • flood plain • flood waters • hemisphere • hill • landform • latitude • loess • longitude • mountain • mountain pass • mountain range • oasis • peninsula • plain • plateau • rapids • river mouth • silt • soil fertility • strait • subcontinent • topsoil • tributary

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Vocabulary
<p>Eastern Hemisphere has significantly influenced physical mobility and the course of human development.</p> <ul style="list-style-type: none"> The environment is affected by people as they interact with it. 	<p>environment to meet their needs.</p> <ul style="list-style-type: none"> Categorize features which tie an area together known as a region, as physical, political, economic, or cultural features. 	

Grade 6: The Eastern Hemisphere

Early Humans

Essential Question

- Did fire or farming have a greater impact on early humans?

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<ul style="list-style-type: none"> • Time can be measured in years, decades, centuries and millennia. • The Neolithic Revolution was a technological development that radically changed the nature of human society. • Geographic features and climatic conditions in the Eastern Hemisphere influenced land use. 	<ul style="list-style-type: none"> • discuss how early humans changed from hunting and gathering to farming and herding and explain that they were able to settle in permanent communities and this enabled them to develop their cultures and civilizations (religion, language, political and economic systems, arts, architecture, etc.) • explain that people of the Eastern Hemisphere are affected by their natural environment including landforms, climate, availability of natural and human resources. • illustrate the geographic diversity of the Eastern Hemisphere has significantly influenced physical mobility and the course of human development. 	<ul style="list-style-type: none"> • Agricultural Revolution • BC/AD • BCE/CE • domestication • history • hunting and gathering society • Neolithic Revolution • nomad • Paleolithic Age • pre-history • Scarcity • surplus

Grade 6: The Eastern Hemisphere
Religions and Belief Systems

Essential Question

- Do religions and other belief systems unite and/or divide people? (Confucianism, Hinduism, Buddhism, Judaism, Christianity, Islam)

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<ul style="list-style-type: none"> • Religions and other belief systems (Confucianism, Hinduism, Buddhism, Judaism, Christianity, Islam) have both united and divided the peoples of the Eastern Hemisphere. • Slavery has existed across eras and regions in the Eastern Hemisphere. • The migration of groups of people has led to cultural diffusion because people carry their ideas and ways of life with them when they move from one place to another. 	<ul style="list-style-type: none"> • identify ways in which the migration of people has led to cultural diffusion in the Eastern Hemisphere and has changed the lives of people in this area and throughout the world. • compare and contrast the monotheistic religions of Judaism, Christianity and Islam as they developed in the Middle East. • compare and contrast Buddhism, Confucianism and Hinduism as they developed in Asia. • discuss how different belief systems and religions have both united and divided the peoples of the Eastern Hemisphere. 	<ul style="list-style-type: none"> • belief system • Buddhism • Christianity • Confucianism • cultural diffusion • Hinduism • Islam • Judaism • monotheism • polytheism • religion

Grade 6: The Eastern Hemisphere

Early River Valley Civilizations: Mesopotamia, Egypt, India, China

Essential Question

- Was the development of irrigation the most important contribution of early civilizations?

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<ul style="list-style-type: none"> • As river civilizations of the Eastern Hemisphere (Mesopotamia, Egypt, China and the Indus Valley) turned to agriculture, world populations grew. • Across time, technological innovations have had both positive and negative effects on people, places and regions. For example, the invention of writing made more complex civilizations and more advanced technologies possible. • From the earliest times, networks of trade have connected the various civilizations of the Eastern Hemisphere. • Civilizations developed where geographic conditions were most favorable. • Urbanization has been a characteristic of the civilizations and cultures of the Eastern Hemisphere. • The three basic economic questions that must be addressed by every society are: What goods and 	<ul style="list-style-type: none"> • identify reasons early civilizations developed near river valleys and how this environment enhanced the growth of cities and advanced culture. • understand that as human settlement patterns changed over time, new forms of political order developed to meet the more complex needs of societies. • describe the social, political, economic and technological legacies and advancements of the early river civilizations and explain how these legacies and advancements influenced future civilizations. • compare and contrast early civilizations of the Indus Valley, China, Egypt and 	<p>Mesopotamia</p> <ul style="list-style-type: none"> • Arable land • barter/trade • city state • civilization • Code of Hammurabi • cuneiform • Drought • Famine • Fertile Crescent • import/export • Irrigation • Legacy • Overpopulation • Scribe • Silt • Social order • Supply/demand • Urbanization

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<p>services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?</p> <ul style="list-style-type: none"> • Family, clan and tribal groups act to maintain law and order. • As settlement patterns changed, new forms of political order developed to meet the more complex needs of societies. 	<p>Mesopotamia.</p> <ul style="list-style-type: none"> • describe how trade networks played a role in cultural diffusion and further development of early civilizations. • explain how early civilizations answered the questions: What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced? 	<ul style="list-style-type: none"> • Ziggurat <p>Egypt</p> <ul style="list-style-type: none"> • delta • desert • dynasty • hieroglyph • oasis • pharaoh • pyramid • Rosetta Stone • slavery <p>India</p> <ul style="list-style-type: none"> • Caste system • citadel • Indus Valley • Monsoons • Plateau • subcontinent <p>China</p> <ul style="list-style-type: none"> • Dynasty • networks of trade • Silk Road

Grade 6: The Eastern Hemisphere
Early Civilizations: Greece and Rome

Essential Question

- Did the political or social legacies of Greece and Rome have a greater influence on our modern day lives?

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<ul style="list-style-type: none"> • Civilizations and cultures of the Eastern Hemisphere (Greece and Rome) are explored through the arts and sciences, key documents and other important artifacts. • The civilizations and cultures of the Eastern Hemisphere have contributed important ideas, beliefs and traditions, to the history of humankind. Examples of these legacies include code of laws and monotheism. • Internal and external factors, such as a mercenary army and invasions by barbarians, altered civilizations in the Eastern Hemisphere and eventually contributed to their decline. • The ways resources are used impact the economic, political and historic aspects of life throughout the world. • Governments change over time and place to meet the changing needs and wants of their people including monarchy, oligarchy, tyranny, democracy. 	<ul style="list-style-type: none"> • classify the legacies of the Greeks and Romans which remain today into the following categories: architecture, government, poetry, drama, philosophy. • understand that Athens and Sparta were differing examples of city-states and that these differences led to warfare and the eventual downfall of Greece. • explain how the Alexander the Great spread Greek ideas (cultural diffusion) throughout the world • summarize Roman history through the: monarchy under the Etruscans, Republic after the Plebian revolt, Rome after the death of Julius Caesar, Pax Romana under Caesar Augustus, 	<p>Greece</p> <ul style="list-style-type: none"> • Acropolis • agora • alliance • architecture • Athenian democracy • city-state • legacy • myth • peninsula • philosophy <p>Rome</p> <ul style="list-style-type: none"> • aqueduct • basin • civil war

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<ul style="list-style-type: none"> • Present systems of government have their origins in the past. • Political boundaries change over time and place. 	<p>decline and fall of the Roman Empire.</p> <ul style="list-style-type: none"> • compare and contrast Athenian democracy with the Roman Republic. 	<ul style="list-style-type: none"> • empire • legacy • patrician • plebeian • Roman dictator • Roman Republic • Twelve Tables

Grade 6: The Eastern Hemisphere

Middle Ages

Essential Question

- Did the feudal system help or hinder the people of the Middle Ages?

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<ul style="list-style-type: none"> • Different peoples may view the same event or issue from different perspectives. • Individuals and groups in the Eastern Hemisphere have played important roles and made important contributions to world history. • People have unlimited needs and wants which they must meet with limited resources. • A nation with limited natural resources must interact with other nations to secure its resource needs. • Throughout the Eastern Hemisphere, there is a great diversity in the standard of living. • Governments change over time and place to meet the changing needs and wants of their people. 	<ul style="list-style-type: none"> • recall that after the fall of the Roman Empire, the Christian Church became a powerful institution during the Middle Ages. • categorize the roles of each of the following as they relate to the feudal system: clergy, lord, vassal, knight, serf. • illustrate the causes and effects of the Crusades and show how people may view the same event or issue from different perspectives. • discuss the urban problems that Europe encountered as towns grew at the end of the Middle Ages. • analyze how interactions between nations and regions grew out of the needs and wants of different groups of people who had limited resources. 	<ul style="list-style-type: none"> • Crusades • feudalism • guild • king • knight • lord • medieval • monarch • plague • serf • vassal • clergy • Magna Charta • Manor • Middle class • parliament

Grade 6: The Eastern Hemisphere

Renaissance and Reformation

Essential Question

- Did the effects of the Renaissance or the Reformation have a greater impact on today's society?

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<ul style="list-style-type: none"> • In Europe, the Renaissance was marked by major achievements in literature, music, paintings, sculpture and architecture. • In many areas of the world, improvement in life expectancy and health care has contributed to rapid population growth. • As the economic systems of the global community have become more interdependent, decisions made in one nation or region has implications for all regions. • Some of the nations of the Eastern Hemisphere play leadership roles in the global economy. • Different peoples may view the same event or issue from different perspectives. 	<ul style="list-style-type: none"> • understand that Europe came out of the Middle Ages with the rebirth of education and arts called the Renaissance. • identify the major contributions of key individuals--Michelangelo, DaVinci, Gutenberg, Copernicus, Galileo, Isaac Newton, Shakespeare, and Martin Luther. • discuss how the explosion of knowledge during the 1400-1600s, the need for more resources, and the growth of population in Europe led to the Age of Exploration. • explain why the Reformation occurred and its impact on the Christian Church. • recall that during the rise of nations in Europe, powerful monarchies developed in England, Spain, France and Russia. 	<ul style="list-style-type: none"> • Absolute monarchy • Age of Reason • Constitutional monarchy • Enlightenment • Reformation • Renaissance

Grade 6: The Eastern Hemisphere

Europe Enters the Modern Age

Essential Question

- Did the Neolithic Revolution or the Industrial Revolution have a greater impact on humans?

Declarative Knowledge	Procedural Knowledge POWER PERFORMANCE INDICATORS ARE IN BOLD PRINT	Key Vocabulary
<ul style="list-style-type: none"> • The Industrial Revolution is a period in European history during the early 1800s when products once made by hand in homes began to be made by machines in factories. • Concepts such as scarcity, supply and demand, markets, opportunity costs, resources, productivity, economic growth and systems can be used to study the economies and economic systems of the various nations of the Eastern Hemisphere. • The economic systems of the world have become an interdependent network. • Different economic systems have evolved to deal with economic decision making. • As colonialism and imperialism weakened, nationalism became a major force in the world and spawned many revolutions including the American and French revolutions. • There are benefits and weaknesses of traditional, market, command and mixed economies and these exist in countries in the Eastern Hemisphere. 	<ul style="list-style-type: none"> • trace the growth of industry from the guilds to cottage industry to the factory system in England during the Industrial Revolution. • Define economic systems that exist in countries in the Eastern Hemisphere, such as traditional, market, command, and mixed • Recognize the similarities and differences between economic systems such as traditional, market, command, and mixed • Understand that as colonialism and imperialism weakened, nationalism became a major force in the world and spawned many revolutions including the American and French and revolutions 	<ul style="list-style-type: none"> • Industrial Revolution • imperialism • colonialism • nationalism • goods and services • human rights • capitalism • urbanization

ASSESSMENT FORMAT

Name of Assessment	Benchmark Formative	Common Formative	Summative	Screening	Diagnostic	Window of Administration	Access to Results
Grade 6 District Assessment: Social Studies			X			June: Modified exam week	WITS