

6th Grade: USHI and USHII
Balanced Assessment Plan

Unit Topic	Learning Targets	Standards of Learning		Assessments
		USHI	USHII	
United States Geography Over Time	<ul style="list-style-type: none"> I am learning to analyze and interpret geographic information to determine patterns and trends in US History. I am learning how the lives of people in North America were shaped by their geographical location. I am learning how to describe how archaeologists recover and study material evidence of ancient settlements. I am learning how natural, human, and capital resources shaped the lives of people in North America. I am learning to analyze sources and use evidence to draw conclusions and make generalizations about European exploration in North America and its effect on various people. I am learning to analyze 	USI.1 USI.3 USI.4 USI.5(a-d)	USII.1	Diagnostic Assessments <ul style="list-style-type: none"> KWL Brainstorming Four Corners Written/Oral Assessment
				Formative Assessments <ul style="list-style-type: none"> Exit Tickets Quizzes Questioning Teacher observation
				Summative Assessments <ul style="list-style-type: none"> Teacher Created Tests/Quizzes <ul style="list-style-type: none"> MC Mapping questions Map Skills Assessment Summative Assessment Portfolio (2 parts)*

*Required common performance assessment that is cross graded using common rubric

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	<p>sources and interpret evidence so that I can describe the events and conditions that led to the colonization of America.</p> <ul style="list-style-type: none"> ● I am learning to analyze and interpret sources and geographic information to draw conclusions and make generalizations about life in the colonies. ● I am learning how to use a variety of sources to investigate and research colonial life from multiple perspectives. 			
Conflict and Change	<ul style="list-style-type: none"> ● I am learning to analyze and interpret geographic information to determine patterns and trends in US History. changed over time. ● I am learning that events are connected to each other across time and place. ● I am learning how to investigate and research early American life, using primary and secondary sources, to determine characteristics of people in US History. ● I am learning that individuals have the 	USI.1 USI.5e USI.6 USI.7 USI.8 USI.9	USHI.1	Diagnostic Assessments <ul style="list-style-type: none"> ● KWL ● Brainstorming ● Four Corners ● Written/Oral Assessment
				Formative Assessments <ul style="list-style-type: none"> ● Exit Tickets ● Quizzes ● Questioning ● Teacher observation
				Summative Assessments <ul style="list-style-type: none"> ● Teacher Created Tests/Quizzes <ul style="list-style-type: none"> ○ MC ○ Constructed/Free Response ● Performance Assessments <ul style="list-style-type: none"> ○ Summative Assessment Portfolio (2 parts)*

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	<p>ability to impact and influence events and people.</p> <ul style="list-style-type: none">● I am learning how to analyze and interpret primary sources to understand the impact of ideas in foundational American Documents.● I am learning to analyze primary and secondary sources to understand events in United States History.● I am learning to investigate the causes and effects of fundamental conflicts in early U.S. History.● I am learning how to compare and contrast historical, cultural, and political perspectives in US history.● I am learning to use evidence to draw conclusions and make generalizations● I am learning to describe how expansion impacts the development of a nation.● I am learning to describe the cultural, economic, and constitutional issues that divided the nation			
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	<p>and, ultimately, resulted in the Civil War.</p> <ul style="list-style-type: none"> ● I am learning about the role and influence of key historical figures on the Civil War. ● I am learning how to draw conclusions about the development of the civil war. ● I am learning to describe the effects of The Civil War from the perspectives of Union and Confederate soldiers, women and enslaved African Americans. 			
Progress and Perspective	<ul style="list-style-type: none"> ● I am learning to analyze and interpret geographic information to compare and contrast how the changing map of the United States reflects changing goals and priorities. after 1865. ● I am learning that events are connected to each other across time and place. ● I am learning to analyze primary and secondary sources in order to understand the impact of the 13th, 14th, and 15th Amendments and how 	USI.1	USII.1 USII.2 USII.3 USII.4	<p>Formative Assessments</p> <ul style="list-style-type: none"> ● Exit Tickets ● Quizzes ● Questioning ● Teacher observation <hr/> <p>Summative Assessments</p> <ul style="list-style-type: none"> ● Teacher Created Tests/Quizzes <ul style="list-style-type: none"> ○ MC ○ Constructed/Free Response ● Performance Assessments <ul style="list-style-type: none"> ○ Summative Assessment Portfolio (2 parts)*

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	<p>they changed the meaning of citizenship.</p> <ul style="list-style-type: none">● I am learning to analyze primary and secondary sources to determine whether the lives of people improved after the Civil War.● I am learning how segregation, the rise of “jim Crow” laws, and other systemic racial policies impacted the lives of black Americans after the Civil War.● I am learning to explain the reasons for increases in immigration and how that led to the growth of cities and challenges in those cities.● I am learning how the United States transformed from primarily an agricultural society into one based on manufacturing and services.● I am learning to analyze primary and secondary sources to determine the multiple causes and effects of the rise of organized labor.● I am learning to use primary and secondary			
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	<p>source images to show why workplace reforms were needed and how reforms changed the life of working Americans.</p> <ul style="list-style-type: none"> ● I am learning to interpret charts, graphs, and pictures to evaluate the impact of the Progressive Movement on women’s suffrage. ● I am learning to evaluate and explain the impact of the Progressive Movement on the temperance movement. 			
Turning Points and the Emergence of Modern America	<ul style="list-style-type: none"> ● What resources in their environment did each region use to grow and survive? ● How did the beliefs and traditions of early settlers influence the formation of colonial governments? 	USI.1	USII.1 USII.5 USII.6 USII.7 USII.8 USII.9	Diagnostic Assessments <ul style="list-style-type: none"> ● KWL ● Brainstorming ● Four Corners ● Written/Oral Assessment
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