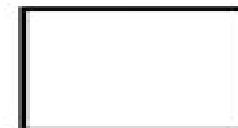




SOCIAL STUDIES QUIZ

6th Grade – IV Partial



Student's Name: _____

Teacher's Name: Jocabel Ayala Score: _____

School Year: 2020-2021 Points: 20%

Topics: American West, Indians of the west,
Colonial Heritage, Jamestown, The thirteen colonies

Date: _____

Teacher Comment:

PART I. MULTIPLE CHOICE

5 Points (1pt each)

Instructions: Read the following statements and select the correct answer.

1. Is a system of mountain ranges which reaches from the Arctic Circle to the southern tip of South America. They are the longest mountain chain in the earth.:
A. The Cordillera B. The Mediterranean C. "The Rockies"
2. This place is known for having some of the most spectacular scenery on earth:
A. The dog B. The western third of North America C. The American Bison
3. THEY are made up of more than 60 mountain ranges and extend approximately 3,000 miles.:
A. The Rockies B. sea of grass C. The Everest
4. Is the name of the highest peak in Colorado:
A. The Artic Circle B. Mt. Elbert C. Montana
5. Is the word used to refer to the animals of a specific region:
A. beautiful flowers B. Flora C. Fauna



PART II. SHORT ANSWER

5 Points (1 pt. each)

Instructions: Read carefully each question and write the correct answer.

1. What is the Yellowstone Lake?

2. What is a wildlife preserve?

3. Where can be observed many of the natural wonders of the Rocky Mountains?

4. What is the Steamboat Geyser?

Ohio 6th Grade Social Studies Pretest

United States. Office of Education



Ohio 6th Grade Social Studies Pretest:

Resources in Education ,2000-04 **Teaching History for the Common Good** Keith C. Barton,Linda S.

Levstik,2004-07-13 In Teaching History for the Common Good Barton and Levstik present a clear overview of competing ideas among educators historians politicians and the public about the nature and purpose of teaching history and they evaluate these debates in light of current research on students historical thinking In many cases disagreements about what should be taught to the nation s children and how it should be presented reflect fundamental differences that will not easily be resolved A central premise of this book though is that systematic theory and research can play an important role in such debates by providing evidence of how students think how their ideas interact with the information they encounter both in school and out and how these ideas differ across contexts Such evidence is needed as an alternative to the untested assumptions that plague so many discussions of history education The authors review research on students historical thinking and set it in the theoretical context of mediated action an approach that calls attention to the concrete actions that people undertake the human agents responsible for such actions the cultural tools that aid and constrain them their purposes and their social contexts They explain how this theory allows educators to address the breadth of practices settings purposes and tools that influence students developing understanding of the past as well as how it provides an alternative to the academic discipline of history as a way of making decisions about teaching and learning the subject in schools Beyond simply describing the factors that influence students thinking Barton and Levstik evaluate their implications for historical understanding and civic engagement They base these evaluations not on the disciplinary study of history but on the purpose of social education preparing students for participation in a pluralist democracy Their ultimate concern is how history can help citizens engage in collaboration toward the common good In Teaching History for the Common Good Barton and Levstik discuss the contribution of theory and research explain the theory of mediated action and how it guides their analysis and describe research on children s and adults knowledge of and interest in history lay out a vision of pluralist participatory democracy and its relationship to the humanistic study of history as a basis for evaluating the perspectives on the past that influence students learning explore four principal stances toward history identification analysis moral response and exhibition review research on the extent to which children and adolescents understand and accept each of these and examine how the stances might contribute to or detract from participation in a pluralist democracy address six of the principal tools of history narrative structure stories of individual achievement and motivation national narratives inquiry empathy as perspective taking and empathy as caring and review research and conventional wisdom on teachers knowledge and practice and argue that for teachers to embrace investigative multi perspectival approaches to history they need more than knowledge of content and pedagogy they need a guiding purpose that can be fulfilled only by these approaches and preparation for participatory democracy provides such purpose Teaching History for the Common Good is essential reading

for history and social studies professionals researchers teacher educators and students as well as for policymakers parents and members of the general public who are interested in history education or in students thinking and learning about the subject *Resources in Education* ,1997 *Supporting Reading in Grades 6-12* Sybil M. Farwell,Nancy L.

Teger,2012-06-11 This book presents a curricular framework for students grades 6 12 that school librarians and teachers can use collaboratively to enhance reading skill development promote literature appreciation and motivate young people to incorporate reading into their lives beyond the required schoolwork *Supporting Reading Grades 6 12 A Guide* addresses head on the disturbing trend of declining leisure reading among students and demonstrates how school librarians can contribute to the development of lifelong reading habits as well as improve students motivation and test scores The book provides a comprehensive framework for achieving this the READS curriculum which stands for Read as a personal activity Explore characteristics history and awards of creative works Analyze structure and aesthetic features of creative works Develop a literary based product and Score reading progress Each of these five components is explained thoroughly describing how school librarians can encourage students to read as individuals in groups and as school communities support classroom teachers instruction and connect students to today s constantly evolving technologies Used in combination with an inquiry information skills model the READS curriculum enables school librarians to deliver a dynamic balanced library program that addresses AASL s Standards for the 21st Century Learner *Research in Education* ,1974 *The Software Encyclopedia* 2001 ,2001 **Comprehensive Dissertation Index, 1861-1972: Education** Xerox University Microfilms,1973

Dissertation Abstracts International ,1970 **Pacesetters in Innovation** United States. Office of Education,1968 Information on Projects to Advance Creativity in Education in the form of a compilation of planning and operational grants **Library and Information Science Annual** Bohdan S. Wynar,1988-06

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