

Guided Questions for Planning

- What is the main focus as we will teach as a team this week?
- Is our instruction aligned? (TEKS/SE, LO, Activities, DOL)
 - What are some Multiple Response Strategies to use?
 - Can the DOLs be done in 5-10 minutes?
- Which instructional strategies are working and which are not?

6th Grade Social Studies Instructional Calendar 2023-2024

[2023-2024 ERA BREAKDOWN LINK](#)

Grade Level: 6th

Date: Nov. 4-8

3rd Six Weeks: Week 1

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<u>A/B Day</u>	<u>A</u>		<u>B</u>	<u>A</u>	<u>B</u>
TEKS/ SE	Post 6 Weeks Review/Make Up	NO STUDENTS	Post 6 Weeks Review/Make Up	Intro to Silk Road (Edpuzzle) Activity on Silk Road (Trade, spread of buddhism) 6.6C - Explain the impact of the distribution of resources on international trade and economic interdependence among and within societies. 6.16A - Explain the relationships that exist between societies and their architecture, art, music, and literature.	Intro to Silk Road (Edpuzzle) Activity on Silk Road (Trade, spread of buddhism) 6.6C - Explain the impact of the distribution of resources on international trade and economic interdependence among and within societies. 6.16A - Explain the relationships that exist between societies and their architecture, art, music, and literature.
Lesson Objective				Analyze the impact of the distribution of resources on international trade and	Analyze the impact of the distribution of resources on international trade and

Students will be able to...				economic interdependence by	economic interdependence by
DOL				Given 4 STAAR based questions, SWBAT ae distribution of resources on international trade and economic interdependence with 100%.	Given 4 STAAR based questions, SWBAT ae distribution of resources on international trade and economic interdependence with 100%.
Daily/Weekly DOL Links					
SCR				SCR	SCR

Grade Level: 6th

Date: Nov. 11-15

3rd Six Weeks: Week 2

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<u>A/B Day</u>	<u>A</u>	<u>B</u>	<u>A</u>	<u>B</u>	<u>A</u>
TEKS/ SE	<p>Simulation on Democracy</p> <p>Ancient Greece, Early Rome 6.10C, 6.16A, 6.11A, 6.17B</p> <p>6.10C - Identify historical origins of democratic forms of government such as Ancient Greece.</p> <p>6.11A - Describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States.</p>	<p>Simulation on Democracy</p> <p>Ancient Greece, Early Rome 6.10C, 6.16A, 6.11A, 6.17B</p> <p>6.10C - Identify historical origins of democratic forms of government such as Ancient Greece.</p> <p>6.11A - Describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States.</p>	<p>Intro. to Greeks and how they influenced Rome</p> <p>6.16A - Explain the relationships that exist between societies and their architecture, art, music, and literature.</p> <p>6.17B - Explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies.</p>	<p>Intro. to Greeks and how they influenced Rome</p> <p>6.16A - Explain the relationships that exist between societies and their architecture, art, music, and literature.</p> <p>6.17B - Explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies.</p>	<p>Edpuzzles + Supplemental Assignments</p> <p>Roman Empire, Fall of Rome</p> <p>6.16A - Explain the relationships that exist between societies and their architecture, art, music, and literature.</p> <p>6.16C - Identify examples of art, music, and literature that convey universal themes such as religion, justice, and the passage of time.</p>
Lesson Objective	Identify historical origins of democratic	Identify historical origins of democratic	Explain the relationships that exist	Explain the relationships that exist	Explain the relationships that exist

Students will be able to...	forms of government such as Ancient Greece by	forms of government such as Ancient Greece by	between societies and their architecture, art, music, and literature by	between societies and their architecture, art, music, and literature by	between societies and their architecture, art, music, and literature by
DOL	Given 4 STAAR based questions, SWBAT identify historical origins of democratic forms of government such as Ancient Greece with 100%.	Given 4 STAAR based questions, SWBAT identify historical origins of democratic forms of government such as Ancient Greece with 100%.	Given 4 STAAR based questions, SWBAT describe and compare roles and responsibilities of citizens in various contemporary societies with 100%.	Given 4 STAAR based questions, SWBAT describe and compare roles and responsibilities of citizens in various contemporary societies with 100%.	Given 4 STAAR based questions, SWBAT explain the relationships that exist between societies and their architecture, art, music, and literature with 100%.
Daily/Weekly DOL Links					
SCR				SCR	SCR

Grade Level: 6th

Date: Nov. 18-22

3rd Six Weeks: Week 3

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
	<u>B</u>	<u>A</u>	<u>B</u>	<u>A</u>	<u>B</u>
TEKS/ SE	Edpuzzles + Supplemental Assignments Roman Empire, Fall of Rome 6.16A - Explain the relationships that exist between societies and their architecture, art, music, and literature. 6.16C - Identify examples of art, music, and literature that convey universal themes such as religion, justice, and the passage of time.	Edpuzzles + Supplemental Assignments Roman Empire, Fall of Rome 6.16A - Explain the relationships that exist between societies and their architecture, art, music, and literature. 6.16C - Identify examples of art, music, and literature that convey universal themes such as religion, justice, and the passage of time.	Edpuzzles + Supplemental Assignments Roman Empire, Fall of Rome 6.16A - Explain the relationships that exist between societies and their architecture, art, music, and literature. 6.16C - Identify examples of art, music, and literature that convey universal themes such as religion, justice, and the passage of time.	3 Week Assessment	3 Week Assessment

Lesson Objective Students will be able to...	Explain the relationships that exist between societies and their architecture, art, music, and literature by	Explain the relationships that exist between societies and their architecture, art, music, and literature by	Explain the relationships that exist between societies and their architecture, art, music, and literature by	Display understanding of the 3 weeks content by completing a 3 week assessment.	Display understanding of the 3 weeks content by completing a 3 week assessment.
DOL	Given 4 STAAR based questions, SWBAT explain the relationships that exist between societies and their architecture, art, music, and literature with 100%.	Given 4 STAAR based questions, SWBAT explain the relationships that exist between societies and their architecture, art, music, and literature with 100%.	Given 4 STAAR based questions, SWBAT explain the relationships that exist between societies and their architecture, art, music, and literature with 100%.	Given 10-12 STAAR based questions, SWBAT display understanding of the 3 weeks content with mastery.	Given 10-12 STAAR based questions, SWBAT display understanding of the 3 weeks content with mastery.
Daily/Weekly DOL Links					
SCR				SCR	SCR

THANKSGIVING BREAK - Nov. 25 - Nov. 29

Grade Level: 6th		Date: Dec. 2-6		3rd Six Weeks: Week 4	
	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
<u>A/B Day</u>	<u>A</u>	<u>B</u>	<u>A</u>	<u>B</u>	<u>A</u>
TEKS/ SE	Edynamics	Edynamics	Silk Road, Rise of Byzantium 6.6C, 6.15A, 6.10A, 6.9B, 6.17A 6.6C - Explain the impact of the distribution of resources on international trade and economic interdependence among and within societies.	Silk Road, Rise of Byzantium 6.6C, 6.15A, 6.10A, 6.9B, 6.17A 6.6C - Explain the impact of the distribution of resources on international trade and economic interdependence among and within societies.	Later Chinese Dynasties, South East Asia, Japan and Korea 6.17A - Explain the relationships among religion, philosophy, and culture. 6.18A - Identify examples of scientific discoveries, technological innovations, and scientists and

			6.9B - Identify reasons for limiting the power of government. 6.10A - Identify and give examples of governments with rule by one, few, or many.	6.9B - Identify reasons for limiting the power of government. 6.10A - Identify and give examples of governments with rule by one, few, or many.	inventors that have shaped the world.
Lesson Objective Students will be able to...			Identify and explain the impact of the distribution of resources on international trade and economic interdependence among and within societies by	Identify and explain the impact of the distribution of resources on international trade and economic interdependence among and within societies by	Identify the relationships among religion, philosophy, and culture examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world by completing Asian Culture Jig Saw
DOL			Given 4 STAAR based questions, SWBAT identify and explain the impact of the distribution of resources on international trade and economic interdependence among and within societies with 100%.	Given 4 STAAR based questions, SWBAT identify and explain the impact of the distribution of resources on international trade and economic interdependence among and within societies with 100%.	Given 4 STAAR based questions, SWBAT identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world with 100%.
Daily/Weekly DOL Links					
SCR				SCR	SCR

Grade Level: 6th

Date: Dec. 9-13

3rd Six Weeks: Week 5

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
--	---------------	----------------	------------------	-----------------	---------------

<p>TEKS/ SE</p>	<p>Later Chinese Dynasties, South East Asia, Japan and Korea 6.17A - Explain the relationships among religion, philosophy, and culture.</p> <p>6.18A - Identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world.</p>	<p>Mali & Mansa Musa Notes & Activity</p> <p>North and East Africa</p> <p>Rise of African Empires Axum, North African Islamic Empires 6.6C, 6.15A, 6.3B, 6.17A</p> <p>6.3B - Explain ways in which human migration influences the character of places and regions.</p> <p>6.6C - Explain the impact of the distribution of resources on international trade and economic interdependence among and within societies.</p>	<p>Mali & Mansa Musa Notes & Activity</p> <p>North and East Africa</p> <p>Rise of African Empires Axum, North African Islamic Empires 6.6C, 6.15A, 6.3B, 6.17A</p> <p>6.3B - Explain ways in which human migration influences the character of places and regions.</p> <p>6.6C - Explain the impact of the distribution of resources on international trade and economic interdependence among and within societies.</p>	<p>West Africa</p> <p>6.15A - Identify and describe means of cultural diffusion such as trade, travel, and war.</p> <p>6.17A - Explain the relationship among religious ideas, philosophical ideas, and cultures.</p>	<p>West Africa</p> <p>6.15A - Identify and describe means of cultural diffusion such as trade, travel, and war.</p> <p>6.17A - Explain the relationship among religious ideas, philosophical ideas, and cultures.</p>
<p>Lesson Objective Students will be able to...</p>	<p>Identify the relationships among religion, philosophy, and culture examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world by completing Asian Culture Jig Saw</p>	<p>Identify ways in which human migration influences the character of places and regions by</p>	<p>Identify ways in which human migration influences the character of places and regions by</p>	<p>Identify and describe means of cultural diffusion such as trade, travel, and war by</p>	<p>Identify and describe means of cultural diffusion such as trade, travel, and war by</p>

DOL	Given 4 STAAR based questions, SWBAT identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world with 100%.	Given 4 STAAR based questions, SWBAT identify ways in which human migration influences the character of places and regions with 100%.	Given 4 STAAR based questions, SWBAT identify ways in which human migration influences the character of places and regions with 100%.	Given 4 STAAR based questions, SWBAT identify and describe means of cultural diffusion such as trade, travel, and war with 100%.	Given 4 STAAR based questions, SWBAT identify and describe means of cultural diffusion such as trade, travel, and war with 100%.
Daily/Weekly DOL Links					
SCR				SCR	SCR

Grade Level: 6th

Date: Dec. 16-19

3rd Six Weeks: Week 6

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
TEKS/ SE	Trans-Saharan Trade/Review 6.15A - Identify and describe means of cultural diffusion such as trade, travel, and war. 6.17A - Explain the relationship among religious ideas, philosophical ideas, and cultures.	Trans-Saharan Trade/Review 6.15A - Identify and describe means of cultural diffusion such as trade, travel, and war. 6.17A - Explain the relationship among religious ideas, philosophical ideas, and cultures.	6 Week Assessment 6.3B, 6.6C, 6.9B, 6.10C, 6.11A, 6.13B, 6.14A, 6.15A, 6.16A, 6.16C, 6.17A 6.17B, 6.18A 6.3B - Explain ways in which human migration influences the character of places and regions. 6.6C - Explain the impact of the distribution of resources on international trade and economic interdependence among and within societies.	6 Week Assessment 6.3B, 6.6C, 6.9B, 6.10C, 6.11A, 6.13B, 6.14A, 6.15A, 6.16A, 6.16C, 6.17A 6.17B, 6.18A 6.3B - Explain ways in which human migration influences the character of places and regions. 6.6C - Explain the impact of the distribution of resources on international trade and economic interdependence among and within societies.	TEACHER PREP DAY - NO STUDENTS

			6.9B - Identify reasons for limiting the power of government.	6.9B - Identify reasons for limiting the power of government.	
Lesson Objective Students will be able to...	Explain the relationship among religious ideas, philosophical ideas, and cultures by	Explain the relationship among religious ideas, philosophical ideas, and cultures by	Display understanding of TEKS from this 6 weeks	Display understanding of TEKS from this 6 weeks	
DOL	Given an SCR question, SWBAT explain the relationship among religious ideas, philosophical ideas, and cultures with mastery.	Given an SCR question, SWBAT explain the relationship among religious ideas, philosophical ideas, and cultures with mastery.	Given 20- STAAR based questions, SWBAT Display understanding of TEKS from this 6 weeks with 75% or better.	Given 20- STAAR based questions, SWBAT Display understanding of TEKS from this 6 weeks with 75% or better.	
Daily/Weekly DOL Links					
SCR					

WINTER BREAK - Dec. 23 - Jan. 3



FWISD Leadership Academy Network



Assessment Summary

LAN_CA_6W3_Gr06_SS_Eng_24-25

Assessment Summary: LAN_CA_6W3_Gr06_SS_Eng_24-25

Year: 2024-2025

Subject: History-Social Science

Total Items: 21

Total Possible Points: 22.000

Includes 0 Pilot Items

Item Type	CR	GGM	IC	MC
Item Count	1	2	1	17

Item #	Standard	Item Type	Item ID	Correct Answer	Points	Passage Name	DOK
1	SS.6.13.A	MC	KDS-E362279	<div><div>A</div><div>B</div><div>C</div><div>D</div></div>	1		Level 2: Skill/Concept
2	SS.6.19.C	MC	KDS-E362624	<div><div>A</div><div>B</div><div>C</div><div>D</div></div>	1		Level 2: Skill/Concept
3	SS.6.19.C SS.6.20.A	MC	KDS-E362921	<div><div>A</div><div>B</div><div>C</div><div>D</div></div>	1	Passage 9420	Level 2: Skill/Concept
4	SS.6.19.C SS.6.20.A	MC	KDS-E362924	<div><div>A</div><div>B</div><div>C</div><div>D</div></div>	1	Passage 9420	Level 2: Skill/Concept
5	SS.6.1.A SS.6.19.B	MC	KDS-E362149	<div><div>A</div><div>B</div><div>C</div><div>D</div></div>	1	Passage 9396	Level 2: Skill/Concept
6	SS.6.19.C	MC	KDS-E362216	<div><div>A</div><div>B</div><div>C</div><div>D</div></div>	1	Passage 9401	Level 2: Skill/Concept
7	SS.6.19.C SS.6.20.A	MC	KDS-E362936	<div><div>A</div><div>B</div><div>C</div><div>D</div></div>	1	Passage 9421	Level 2: Skill/Concept
8	SS.6.19.C	MC	KDS-E363009	<div><div>A</div><div>B</div><div>C</div><div>D</div></div>	1	Passage 9426	Level 3: Strategic Thinking
9	SS.6.19.C SS.6.20.A	MC	KDS-E363115	<div><div>A</div><div>B</div><div>C</div><div>D</div></div>	1	Passage 9433	Level 2: Skill/Concept
10	SS.6.3.B SS.6.19.B	MC	KDS-E363145	<div><div>A</div><div>B</div><div>C</div><div>D</div></div>	1	Passage 9434	Level 2: Skill/Concept
11	SS.6.3.B SS.6.19.B	MC	KDS-E363153	<div><div>A</div><div>B</div><div>C</div><div>D</div></div>	1	Passage 9434	Level 2: Skill/Concept
12	SS.6.19.C	MC	KDS-E363338	<div><div>A</div><div>B</div><div>C</div><div>D</div></div>	1	Passage 9443	Level 3: Strategic Thinking

Item #	Standard	Item Type	Item ID	Correct Answer	Points	Passage Name	DOK
13	SS.6.19.B	MC	KDS-E364148	<div><div>A</div><div>B</div><div>C</div><div>D</div></div>	1	Passage 9477	Level 3: Strategic Thinking
14	SS.6.19.C	MC	KDS-E362615	<div><div>A</div><div>B</div><div>C</div><div>D</div></div>	1		Level 2: Skill/Concept
15	SS.6.15.A SS.6.19.C	MC	KDS-E362602	<div><div>A</div><div>B</div><div>C</div><div>D</div></div>	1		Level 3: Strategic Thinking
16	SS.6.15.A	MC	KDS-E362732	<div><div>A</div><div>B</div><div>C</div><div>D</div></div>	1		Level 3: Strategic Thinking
17	SS.6.16.C	MC	KDS-E362826	<div><div>A</div><div>B</div><div>C</div><div>D</div></div>	1		Level 2: Skill/Concept
18	SS.6.3	CR	Africa Climate SCR	-	2		N/A
19	SS.6.9.A	IC	KDS-E656575	<div><div>1</div><div>2</div><div>1</div><div>2</div></div>	1		Level 2: Skill/Concept
20	SS.6.19.C	GGM	KDS-E656578	-	1		Level 2: Skill/Concept
21	SS.6.10.C	GGM	KDS-E656583	-	1		Level 2: Skill/Concept

Standard Summary

Standard	Bloom's Taxonomy							Total
	Create	Evaluate	Analyze	Apply	Understand	Remember	N/A	
SS.6.1.A trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as colonization, immigration, and trade; and Readiness Standard	0	0	0	0	0	0	1	1
SS.6.3 The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and/or globes.	0	0	0	0	0	0	1	1
SS.6.3.B explain ways in which human migration influences the character of places and regions; Readiness Standard	0	0	0	0	0	0	2	2

Standard	Bloom's Taxonomy							Total
	Create	Evaluate	Analyze	Apply	Understand	Remember	N/A	
SS.6.9.A describe and compare examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited); Readiness Standard	0	0	0	0	1	0	0	1
SS.6.10.C identify historical origins of democratic forms of government such as Ancient Greece. Supporting Standard	0	0	0	0	1	0	0	1
SS.6.13.A identify and describe common traits that define cultures and culture regions; Readiness Standard	0	0	0	0	0	0	1	1
SS.6.15.A identify and describe means of cultural diffusion such as trade, travel, and war; Readiness Standard	0	0	0	0	0	0	2	2
SS.6.16.C identify examples of art, music, and literature that convey universal themes such as religion, justice, and the passage of time. Supporting Standard	0	0	0	0	0	0	1	1
SS.6.19.B analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions; Process Standard	0	0	0	0	0	0	4	4
SS.6.19.C organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps; and Process Standard	0	0	0	0	1	0	10	11

Standard	Bloom's Taxonomy							Total
	Create	Evaluate	Analyze	Apply	Understand	Remember	N/A	
SS.6.20.A answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, places, and environments? Using latitude and longitude, where is it located?; Process Standard	0	0	0	0	0	0	4	4
Total:	0	0	0	0	3	0	26	29

Items and Rubric / Rationale

Item #: 1 ID: KDS-E362279

Answer Choice Rationales

Which of the following describes a cultural change?

B Correct answer

- A** A clothing manufacturer trains all his workers to use new sewing machines.
- B** A rural Asian village converts from Buddhism to Christianity.
- C** A Japanese child forgets to bow to his grandfather.
- D** A group of children learn a new game and teach it to their friends.

Item #: 2 ID: KDS-E362624**Answer Choice Rationales**

The map below shows the course of the Danube River in Europe.



☒ A Correct answer

The Danube River is 1,780 miles long and formed the northern border of the Roman Empire in ancient times. Centers of trade, transportation, and cultural exchange developed along the river, and it is still used today for moving goods and people. Based on the map, which of the following is true about the Danube?

- ☒ A The Danube begins in southern Germany and empties into the Black Sea.
- ☐ B The Danube creates the borders of ten countries on its way to the ocean.
- ☐ C The Danube empties into the Mediterranean Sea after passing through Austria and Hungary.
- ☐ D The Danube passes through the cities of Paris, Rome, Frankfurt, and Budapest.

Item #: 3 ID: KDS-E362921**Answer Choice Rationales**

According to the map, what do Switzerland and the Central African Republic have in common?

☒ A Correct answer

- ☒ A They are both landlocked countries.
- ☐ B They are both located near the Indian Ocean.
- ☐ C They are both located north of the Tropic of Cancer.
- ☐ D They are both Middle Eastern countries.

Item #: 4 ID: KDS-E362924**Answer Choice Rationales**

Based on the map, which of the following statements is most likely correct?

☒ B Correct answer

- ☐ A Both Central African Republic and Switzerland have desert climates.
- ☒ B The climate in Central African Republic is warmer than the climate in Switzerland.
- ☐ C Switzerland gets far more rain than Central African Republic.
- ☐ D It almost never snows in Switzerland.

Item #: 5 ID: KDS-E362149**Answer Choice Rationales**

Which of the following statements is NOT true about trade in medieval northern and western Africa?

☒ A Correct answer

- ☒ A Northern and western Africa had few natural resources to trade with other regions.
- ☐ B Traders in northern and western Africa had regular contact with Muslim merchants in Arab lands.
- ☐ C Trade in the region relied heavily on gold and salt.
- ☐ D People and goods in the region traveled east to west across the Sahara Desert.

Item #: 6 ID: KDS-E362216**Answer Choice Rationales**

In a representative democracy, citizens elect others to represent them in government. These representatives make decisions and pass laws on behalf of all people. Did Athens have a representative democracy?

☒ C Correct answer

- ☐ A Yes, because the population of Athens was small.
- ☐ B No, because the executive branch carried out the laws.
- ☒ C No, because citizens proposed and voted on laws directly.
- ☐ D Yes, because all citizens could vote.

Item #: 7 **ID: KDS-E362936****Answer Choice Rationales**

Based on the map, which of the following statements about ancient China is correct?

☒ A Correct answer

- ☒ A Natural barriers, such as deserts, mountains, and seas, isolated ancient China from other civilizations.
- ☐ B China lost much of its territory during the Han dynasty.
- ☐ C It was easy for hostile peoples from other lands to invade China from the west.
- ☐ D The people of ancient China had no contact with other cultures.

Item #: 8 **ID: KDS-E363009****Answer Choice Rationales**

Diamonds are a very valuable resource for many southern and eastern African nations. Based on the table, which of the following nations most likely has large deposits of diamonds?

☒ B Correct answer

- ☐ A Uganda
- ☒ B Namibia
- ☐ C South Sudan
- ☐ D Eritrea

Item #: 9 **ID: KDS-E363115****Answer Choice Rationales**

Which of the following cities is closest to 38°N, 24°E?

☒ B Correct answer

- ☐ A Vienna, Austria
- ☒ B Athens, Greece
- ☐ C Madrid, Spain
- ☐ D Helsinki, Finland

Item #: 10 **ID: KDS-E363145****Answer Choice Rationales**

Which of the following best explains how the Bantu-speaking peoples influenced African history and culture?

- ☐ A They arrived in Africa over 2,000 years ago and brought their culture with them.
- ☐ B They invented new farming techniques and technology.
- ☒ C They migrated throughout Africa and shared their culture with other groups.
- ☐ D They got along well with other groups, and intermarried with them.

☒ C Correct answer

Item #: 11 **ID: KDS-E363153****Answer Choice Rationales**

The way that the Bantu-speaking peoples spread their culture throughout Africa is an example of —

- ☐ A cultural traits.
- ☐ B cultural borrowing.
- ☒ C cultural diffusion.
- ☐ D cultural diversity.

☒ C Correct answer

Item #: 12 **ID: KDS-E363338****Answer Choice Rationales**

Based on the map, how did the network of roads helped Rome expand and maintain its empire?

- ☐ A People from throughout the ancient world were able to travel to Rome easily.
- ☐ B Construction of roads kept people employed.
- ☒ C The roads allowed Roman troops to move swiftly to all corners of the empire.
- ☐ D Romans could prohibit non-Romans from traveling on the roads.

☒ C Correct answer

Item #: 13 ID: KDS-E364148**Answer Choice Rationales**

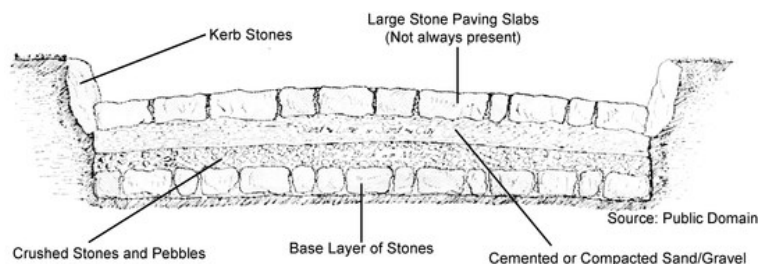
Based on the passage, which of the following would likely have the least impact on Mali's economy?

- ☐ A A long and severe drought
- ☐ B A collapse of the country's irrigation system
- ☐ C A large drop in the price of gold
- ☒ D Widespread and prolonged computer outages

☒ D Correct answer

Item #: 14 ID: KDS-E362615**Answer Choice Rationales**

The diagram below shows the construction of an ancient Roman road.



☒ B Correct answer

The Romans built sophisticated roads, connecting distant regions of their empire, in order to conduct trade, move troops, and send messages quickly. Some of these roads are so well built that they still exist today and are evidence of how effectively the Romans spread their culture. Using the diagram, which of the following is true about Roman roads?

- ☐ A Most Roman roads had seven or eight layers of sand and rock.
- ☒ B A trench was dug for the road and filled with layers of sand and rock.
- ☐ C Kerbstones were used to cover the surface of the road.
- ☐ D Compacted sand formed the base layer of the road.

Item #: 15

ID: KDS-E362602

Answer Choice Rationales

The drawing below shows a Chinese cooking utensil called a spider.



This tool is used in kitchens throughout the world now, and it is called a spider because of its web-like shape. Based on the drawing, which of the following is the primary use for this utensil?

- ☒ A Lifting food out of liquid
- ☐ B Stirring soup
- ☐ C Steeping and draining tea
- ☐ D Chopping vegetables

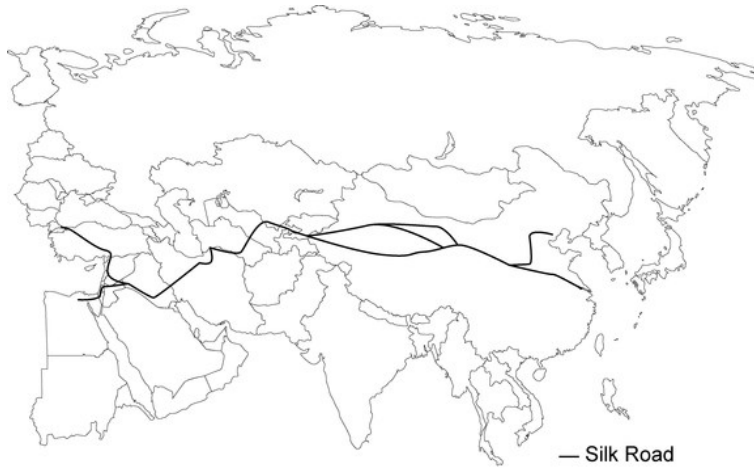
☒ A Correct answer

Item #: 16

ID: KDS-E362732

Answer Choice Rationales

The map below shows the route of the ancient trade route known as the Silk Road.



☒ A Correct answer

Based on the map, which of the following statements is true about the Silk Road?

- ☒ A The Silk Road connected many ancient cultures and helped spread ideas.
- ☐ B The Silk Road started at the Mediterranean Sea and ended in India.
- ☐ C The Silk Road was used to carry fabric from India to Greece.
- ☐ D The Silk Road was a primary route for herding sheep from China to Russia.

Item #: 17

ID: KDS-E362826

Answer Choice Rationales

Architecture from which culture has been adopted as the classical style for buildings throughout Europe and the United States?

☒ B Correct answer

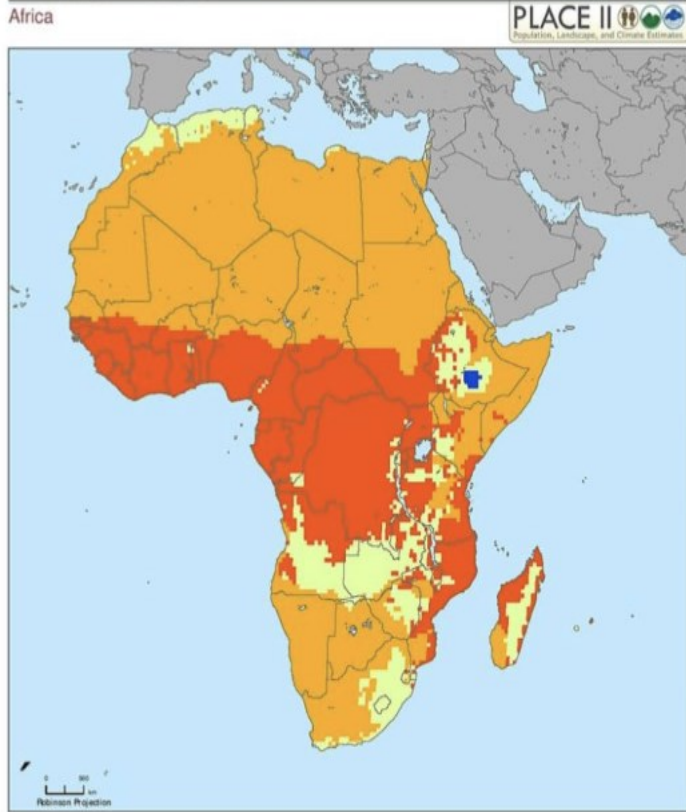
- ☐ A Scandinavian culture
- ☒ B Ancient Greek culture
- ☐ C Ancient Mesopotamian culture
- ☐ D Japanese culture

Item #: 18

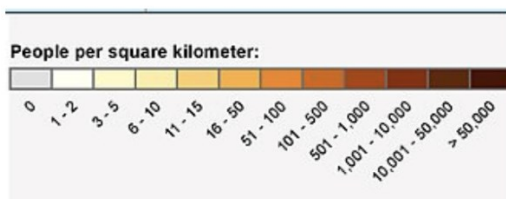
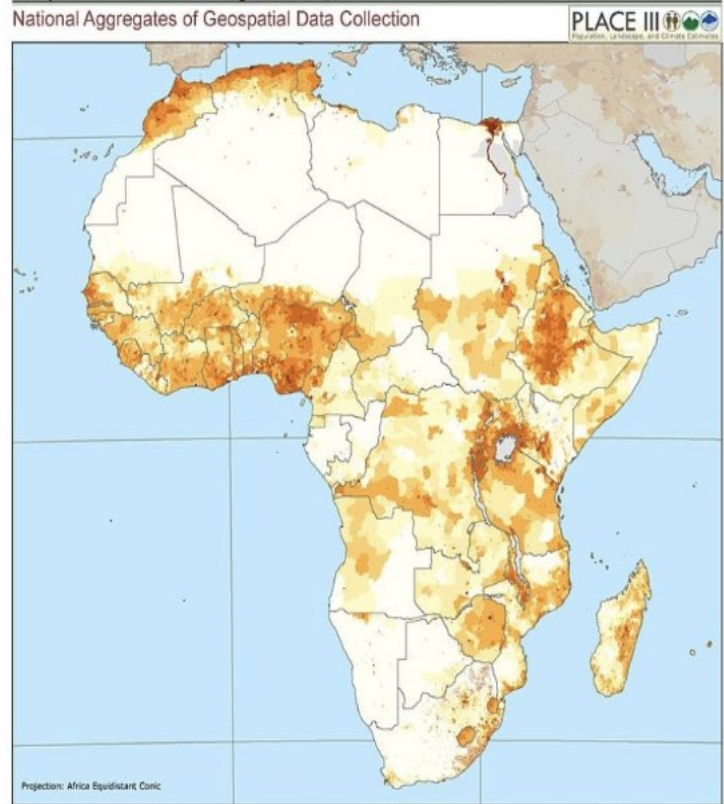
ID: Africa Climate SCR

Use the two maps of Africa to answer the following question.

Climate Zones



Population Density 1990, Africa



Generalized Climate Zones: Tropical Dry/Desert Temperate Cold Polar/Tundra

How does climate impact where people choose to live in Africa? Use details from both maps to explain your answer.

Item #: 19

ID: KDS-E656575

Answer Choice Rationales

Complete the sentence by selecting the correct answers from the drop-down menus.

In the United States, citizens vote for who they want to represent them in government. The right to vote is protected in the Constitution and in U.S. laws. This is one indication that the United States has _____ government, because _____.

Inline Choice 1:

- ☐ 1 an unlimited
- ☒ 2 a limited

Inline Choice 2:

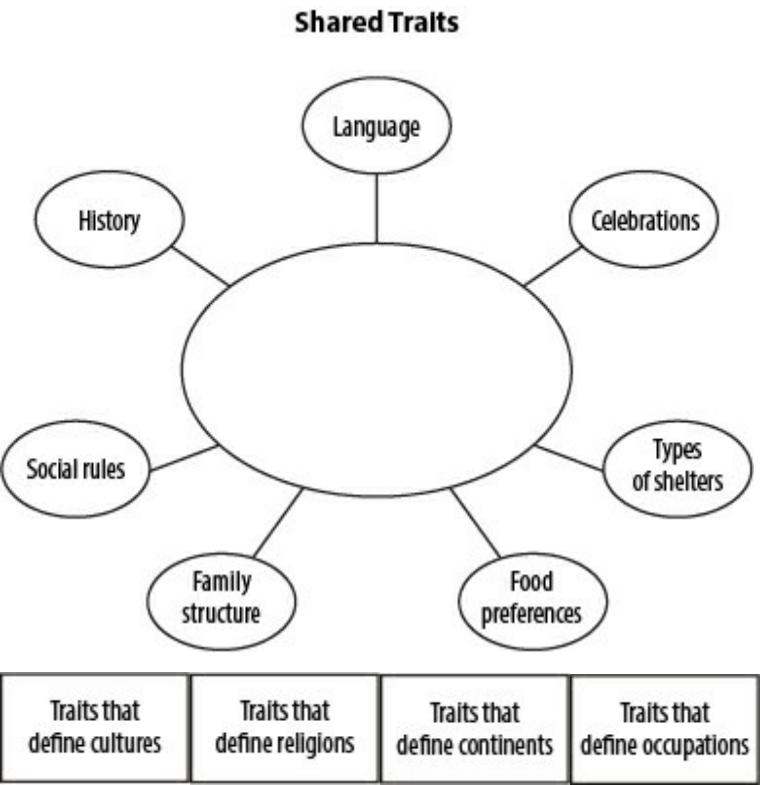
- ☒ 1 elections help ensure peaceful transitions of power
- ☐ 2 government participation is limited to voting in elections

- ☐ B One of the main purposes of limited governments is to ensure that transitions of power are peaceful. Elections help meet this goal. Citizen participation in government is not limited to elections. Citizens can also volunteer, attend local meetings, or run for office.
- ☐ A One of the main purposes of limited governments is to ensure that transitions of power are peaceful. Elections help meet this goal. Citizen participation in government is not limited to elections. Citizens can also volunteer, attend local meetings, or run for office.

The diagram illustrates the traits that certain groups of people share.

Determine which detail best completes the diagram.

Move the correct answer to the box.



Item #: 21 ID: KDS-E656583

Rubric Score

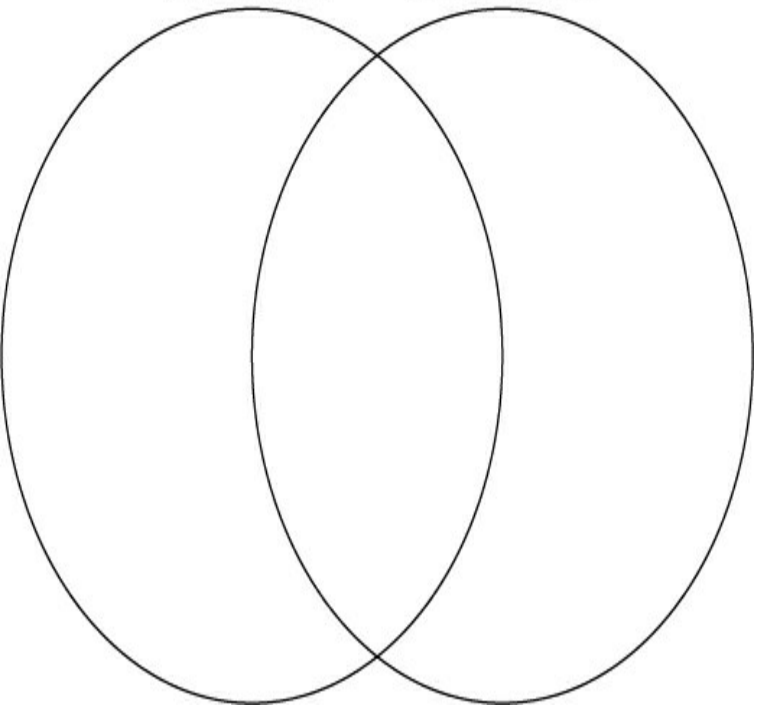
The diagram compares the government of ancient Athens and the government of the United States.

Determine which detail describes how these governments are similar.

Move the correct answer to the box.

Government of Ancient Athens

Government of the United States



monarchy ruled by one leader

oligarchy ruled by a small group

democracy ruled by the people

empire ruled by an emperor