

Grade 6: Prehistory

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to evaluate causal relationships in order to analyze change and continuity over time. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good. - His.1.6-8. Analyze connections among events and developments in broader historical contexts. - His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity. - His.10.6-8. Detect possible limitations in the historical record based on evidence collected from different kinds of historical sources. - His.14.6-8. Explain multiple causes and effects of events and developments in the past.	Transfer	
	Students will be able to independently use their learning to analyze an aspect of life today and connect it to a time in history.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - Each place on Earth has a unique set of local conditions and connections to other places. - Human-environment interactions are essential aspects of human life in all societies and they occur at local-to-global scales.	ESSENTIAL QUESTIONS Will humans stop evolving?
	Acquisition	
	Students will know... - that different types of historical evidence include primary sources, secondary sources, and artifacts; - that humans have developed ways to adapt to their environment; - that early humans made many important advancements in prehistoric times; - that the Agricultural Revolution changed the way people lived; - of the following key players, places, events, and/or ideas: - Otzi the Iceman, Agricultural Revolution <u>vocabulary:</u> Prehistory, Paleolithic, nomad, technology, cave drawings, stone age, Neolithic, Agricultural (Farming Revolution), domestication, specialization	Students will be skilled at... - comparing means of changing society over time; - constructing maps to explain spatial patterns; - comparing and contrasting cultural and environmental characteristics; - explaining the relationship between environment and identity; - explaining cause and effect relationships; - analyzing connections in history; - classifying events;
Content Area Literacy Standards		21st Century Skills
RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.		make judgments and decisions

- RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- RH.6-8.9 Analyze the relationship between a primary and secondary source on the same topic.
- WHST.6-8.1 Write arguments focused on discipline-specific content.
- WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.6-8.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.

- *communicate clearly*
- *collaborate with others*
- *manage goals and time*
- *be self-directed learners*

Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	