

Grade 6: Egypt

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to analyze the reciprocal relationships among human and physical systems by evaluating geospatial data, historical evidence, economic activity, and political decisions. - Students will demonstrate the ability to define a problem and develop a solution as a means for taking informed action. - Students will demonstrate the ability to analyze historical evidence in order to evaluate the influence and impact of perspective. - 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.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives. - Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good. - Geo.1.6-8. Construct maps to represent and explain the spatial patterns of cultural and environmental characteristics - Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics. - Geo.5.6-8. Analyze the combinations of cultural and environmental characteristics that make places both similar to and different from other places. - Geo.6.6-8. Explain how the physical and human characteristics of places and regions are connected to human identities and cultures. - His.1.6-8. Analyze connections among events and developments in broader historical contexts. - His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. - His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras. - His.5.6-8. Explain how and why perspectives of people have changed over time. - His.6.6-8. Analyze how people's perspectives influenced what	Transfer	
	<i>Students will be able to independently use their learning to understand how humans must adapt to changing environments and cultures.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - group memberships and identities provide or deny certain opportunities and power. - Earth's human systems and physical systems are in constant interaction and have reciprocal influences flowing among them. - all individuals are impacted by social change, which refers to the transformation of culture, social institutions, and social structure over time. - social structure and culture work in tandem to shape societies, but are not completely rigid.	ESSENTIAL QUESTIONS <i>What is the most important cultural aspect of a society?</i>
Acquisition		
<i>Students will know...</i> - that climate and geography impacted how the ancient Egyptians developed, both positively and negatively; - the location of Egypt's major physical features; - that Egypt's culture was heavily impacted by their religious beliefs; - that Egyptians worshipped many gods and goddesses whom they believed controlled forces of nature; - that the Pharaohs were considered gods on earth; - examples of the influence that some pharaohs had on Egypt; - why and how Egyptians mummified their dead; - why and how Egyptians built pyramids and elaborate tombs (Valley of Kings) <u>of</u> the following key players, places, events, and/or	<i>Students will be skilled at...</i> - describing the impact of organizations on people; - comparing means of changing society over time; - constructing maps to explain spatial patterns; - using geographic representations to explain relationships; - comparing and contrasting cultural and environmental characteristics; - explaining the relationship between environment and identity; - analyzing connections in history; - using questioning techniques to analyze historical significance; - explaining and analyzing influences on historical perspectives; - analyzing the influence of perspective on the historical record.	

information is available in the historical sources they created	ideas: ○ <i>Nile River, Nile Delta, Mediterranean Sea, Red Sea, Cataracts, Eastern and Western Deserts, may include deities such as: Ra, Osiris, Horus, Thoth, Seth, Anubis, etc.; may include: Ramses II, Akhenaten, Hatshepsut, Khufu etc.; Gize; Luxor (Valley of Kings)</i> <u>vocabulary</u>: papyrus, shadoof, deities, polytheism, hieroglyphics, pharaoh, embalming, mummy, pyramid	
Content Area Literacy Standards		21st Century Skills
● RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. ● 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.6-8.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). ● 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 ● 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.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. ● 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.		● <i>make judgments and decisions</i> ● <i>communicate clearly</i> ● <i>collaborate with others</i> ● <i>manage goals and time</i> ● <i>be self-directed learners</i>

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	