



Integrated Content Instruction Unit

**Target Content Standard- 6th Grade Social Studies 6.1.1 and 6.1.3
World History and Geography: Ancient Civilizations**

Length of unit- 20 days of instruction

Guiding Question

How did the early development of humankind give rise to the agricultural revolution?

Expected Learning Outcomes (demonstration of knowledge)

Students will know how the physical and cultural development of humankind led to the agricultural revolution and be able to share this knowledge in Learning Evaluation Tasks which include a print, a product, and a performance measure.

Learning Evaluation Tasks

Print	Product	Performance
<p>Students will write research report about the development of humankind and how this led to the agricultural revolution.</p> <p>CCCS Writing 6th Grade</p>	<p>Students will create a Keynote presentation that includes information about the development of humankind and its influence on the agricultural revolution. Students will use the Keynote presentation as part of their explanation of how the development of humankind gave rise to the agricultural revolution(in the Interactive Gallery).</p> <p>CCSS</p>	<p>Students will relate, summarize, and explain their learning in an Interactive Gallery which includes parents, administrators, teachers, and students.</p> <p>CCCS Speaking 6th Grade Listening 6th Grade</p>

Supporting Questions

1. What are hunter-gatherer societies?
2. What is the agricultural revolution?
3. When did the agricultural revolution occur?
4. What is the Paleolithic era?
5. What types of tools were developed in early civilizations?
6. Where were early human communities located around the world?
7. How did humans modify their physical environment to adapt to climate change?

Content Input

Supporting Question	Source of Information	Delivery method	Reading Comprehension Focus or Language Acquisition Focus	Notes
1. What are hunter gatherer societies?				

Additional knowledge needed to meet Expected Learning Outcomes:

Vocabulary- domestication, adaptation, civilization,

Interactive Gallery (includes the Learning Outcome Evaluation) will be held on November 21, 2013.

Integrated Content Instruction

	Monday	Tuesday	Wednesday	Thursday	Friday
Language Arts Reading- Writing- Social Studies/Science					
Language Arts Reading- Writing- Social Studies/Science					
Language Arts Reading- Writing- Social Studies/Science					
Language Arts Reading- Writing- Social Studies/Science				Create and answer questions for the Interactive Gallery PRODUCT OUTCOME	Practice asking and answering questions Interactive Gallery (Learning Outcome Evaluation) PERFORMANCE OUTCOME

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Bringing knowledge back to learning

Early human development gives rise to the agricultural revolution
(research report planning sample)

life in the Paleolithic era	early physical and cultural development of humans	human modifications of physical environment	impact of early human development
<p>people</p> <ul style="list-style-type: none"> ▪ ▪ <p>location</p> <ul style="list-style-type: none"> ▪ ▪ <p>food</p> <ul style="list-style-type: none"> ▪ ▪ ▪ 	<p>hunter-gatherer societies</p> <ul style="list-style-type: none"> ▪ tools ▪ use of fire ▪ <p>adapted to environment</p>	<p>Climate change</p> <p>needs</p> <p>domestication of plants and animals</p> <ul style="list-style-type: none"> ▪ ▪ 	<p>Agricultural revolution</p> <p>clothing</p> <p>shelter</p>

Print Evaluation Task Scoring Guide

Proficient

Structure

Writes to the prompt (topic and sub-topics address the prompt)

Includes a main idea in each paragraph (could be done as a heading)

At least 4 supporting details in each paragraph

Uses at least 3 authoritative sources (provided by your teacher/with teacher help)

Response is multiple paragraphs

Descriptive Language

At least 6 adjectives

At least 2 appositives

At least 3 linking words are used to connect ideas in a category (another, for example, also, because)

At least 2 domain-specific vocabulary words are used

Sentences

At least 3 complex sentences

At least 1 compound sentence

No more than two sentences start with the same word

Topic sentence establishes purpose

Concluding statement (or section) is presented

Each paragraph has a topic sentence

Includes at least 1 quote from text

At least 1 definition is included

Key words from prompt are in the writing

Mechanics, Spelling, Production

All sentences are punctuated

Each compound sentence and/or complex sentence has an appropriate comma

All necessary capital letters are in place

All paragraphs are indented

All grade-level appropriate words are spelled correctly

Product is legible

Illustrations and/or multimedia are included if helpful

My thoughts:

Product Evaluation Task Scoring Guide

Proficient

Product

Created a Keynote presentation

The presentation has at least one video clip

Each Keynote slide moves to the next automatically

Used the presentation in the performance task (Interactive Gallery)

Process

Project journal includes at least 15 entries (short, constructed responses)

Storyboard completed

Reflective template completed

Sent at least one invitation to the Interactive Gallery

Technology/Science

Developed and shared solutions to problems with others

Effort

All work is neat and legible

Effort was consistently strong and positive

My thoughts:

Performance Evaluation Task Scoring Guide

Proficient

Performance

Participated in the Interactive Gallery

Stayed focused on answer to the question asked

Reflected and shared information learned during the unit

Used notes, the Reflective Template, or the project journal to aid presentation

Used the Keynote presentation in the performance task (Interactive Gallery)

Spoke clearly

Process

Created questions to be asked during the Interactive Gallery

Wrote answers to the questions

Practiced asking the questions

Practiced answering the questions

Social Studies

Shared at least two developments of early human communities

Discussed climate change and the need for human modifications of the physical environment

Explained how the early development of humankind leads to agricultural revolution

Explained agricultural revolution

Effort

Effort was consistently strong and positive

My thoughts:

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