

7th Grade: Ancient Civilizations and World Geography Unit 2 Prehistory

Unit Big Idea:

1. Historical evidence is used to examine the processes of human migration and settlement and how humans interact with their environment in order to survive.

Unit Essential Questions:

1. How do we (historians) know about the past?
2. How did humans adapt to their environments in order to survive? (Migration, clothes, tools, shelter, technology, etc...)
3. How and why did hunter gatherers transition to permanent farming communities?

| Literacy Standards | Content Standards |
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| <p>R.CS.6-8.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.</p> | <p>H-B1b Comprehend the forces of change and continuity that shape human history through the following persistent organizing themes: human communities and their relationships with climate, subsistence base, resources, geography, and technology</p> |
| <p>R.IK.6-8.9 Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p> | <p>H-A4 Understand that history relies on the interpretation of evidence.</p> |
| <p>R.RR.6-8.10 By the end of grade 8, read and comprehend science/technical texts in the grades 6-8 text complexity band independently and proficiently.</p> | <p>Supporting Standards:</p> <p>H-A1 <i>understand chronological frameworks for organizing historical thought and place significant ideas, institutions, people, and events within time sequences;</i></p> <p>H-A2 <i>Know that the interpretation of history may change as new evidence is discovered;</i></p> <p>H-B4 <i>Recognize the importance of time, ideas, institutions, people, places, cultures, and events in understanding large historical patterns;</i></p> <p>H-C2 <i>Use historical data from a variety of primary resources, including letters, diaries, oral accounts, archeological sites and artifacts, art, maps, photos, historical sites, documents, and secondary research materials, including almanacs, books, indices, and newspapers;</i></p> <p>H-C3 <i>Apply thinking skills, including classifying, interpreting, analyzing, summarizing, synthesizing, and evaluating, to understand the historical record;</i></p> |

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|---|-------------------|
| <p>W.PD.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W.RW.6-8.10 Write routinely over extended time frames (time for reflection and revision) and shorter timeframes (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> | |

