

“Up to the Starting Line”**NAME:** _____**Unit 1, Week 1: *Guns, Germs, and Steel*****Content Objective:**

I can *explain the characteristics of modern humans, where they originated, and when.*

Language Objective:

I can *identify the main idea of a text and cite evidence to support it.*

I can *write an objective summary of the chapter*

1. Identify 3 characteristics of modern humans. Distinguish the characteristics of modern humans from the humans that came before them.

2. Where did modern humans originate?

3. When did modern humans originate?

4. In one sentence, what is the main idea of the chapter, “Up to the Starting Line”?

5. Use your course reader identify 3 pieces of evidence that support your claims from above.

6. Write a short, objective summary of the text. Identify the main idea and describe the details that support that main idea.

Unit 1, Week 1: GGS “Up to the Starting Line”

Objective	NG	Does Not Meet	Developing	Proficient	Exceeds
I can explain the characteristics of modern humans, where they originated, and when.		Inaccurate description of modern humans and/or their origins	Describes characteristics of modern humans and their origins with few or minor inaccuracies	Sufficiently and accurately describes the characteristics of modern humans, where they originated and when.	Provides numerous and/or detailed explanations of characteristics of modern humans and a time and place of origin. Makes informed, reasonable prediction about alternate or future evolution

Objective	NG	Does Not Meet	Developing	Proficient	Exceeds
I can identify the main idea of a text and cite evidence to support it.		Student does not show understanding of the main idea of the text. Student does not reference the text in their discussion.	Student identifies key information from the text but does not clearly identify one main idea. Student references the text but is not specific or clear, or the choices are not relevant to the point being made.	Student identifies one main, clear, and supported main idea from the text. Student can reference specific and relevant details from the text in order to support ideas.	Student identifies an interesting, critical, and original main idea from the text. Student references and accurately cites relevant supporting evidence from the text in their support. The referenced material is in-depth, useful, and thought-provoking
I can write an objective summary of the chapter		Student summarizes information that is inaccurate or irrelevant from the chapter.	Student can identify important details from the chapter. The importance or significance of the details is unclear. The summary is not objective.	Student can identify a clear and significant main idea. Student can list significant and relevant details that support the main idea. Student writes objectively.	Student identifies important and thought-provoking main idea. Student can list and quote specific and interesting details to support the main idea. Student writes objectively and accurately cites their evidence in MLA

Notes/Comments: