Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Advisory \_\_\_\_\_\_\_\_\_\_\_\_\_\_ **Unit TWO Test Study Guide**

You will need to master the following information for your upcoming **Unit 2 Test**. Use information from your **binder** to study for the following concepts.

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| **Topics** | **Questions you should be able to answer** |
| **Content- Human Evolution*** Evolution and Natural Selection
* Hominids
* The Paleolithic Age vs. the Neolithic Age
* Civilization
 | -Who was Charles Darwin? What is the theory of evolution? What is natural selection and how does it cause evolution?-What are the five hominid groups and what is each groups firsts? What order did the hominids develop?-Why is it called the stone age? Where is the Fertile Crescent? What causes the shift to the Neolithic Age? What two parts make up agriculture? How does agriculture and a stable food supply affect daily life? Who was Otzi?What are the 7 characteristics of a civilization? |
| **Skills*** Cornell Notes
* DBQ
* Sentence type- Fact/ Opinion/ Reasoned judgment
* Determining if a source is credible
* ITSO
* Inferences
 | -Can you create Cornell Notes for a section from your textbook? Do you know how to analyze for text structure (description or cause and effect) and visuals? Can you create a question using the subtitle and a how or why question that addresses a main idea from the reading?-What is a DBQ? Can you write a proper claim? Can you analyze evidence to a deep level and connect it back to the claim? -Can you define the three sentence types? Can you identify the three different sentence types? -Can you define credible? Do you know the three ways to determine if a source is credible?-What is an ITSO? Can you create an ITSO for a historic term?-What is an inference? Can you identify and create inferences?  |

**Study Plan**

Identify what and how you will study on each given day by doing the following:

\***Write the specific strategies** you will use to master that content in **each box**

\***Put an “X”** in the box a categories you choose not to study on that day

\***Do NOT use arrows** even if you are using the same strategy two days in a row. \*You must use an active strategy to review **all areas the** **night before the assessment**. (In other words, you cannot choose to not study a certain category the night before the assessment.)

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| --- | --- | --- | --- | --- | --- |
|  | **Tuesday** | **Wednesday** | **Thursday** | **Friday** | **Monday** |
| **Part 1:****Content****Content** topics to study: | **1)Answer** questions on study guide2)**Review** weekly quizzes and list topics to study in box |  |  |  |  |
| **Part 2:****Skills****Skill** topics to study: | **1)Answer** questions on study guide2)**Review** weekly quizzes and list topics to study in box | Otzi Reading and 3 inferences | Review Reading |  |  |

STUDYING STRATEGIES

* Answer study guide questions on the front!!
* Isolate “don’t know” items by looking at **weekly review** quizzes
* Answer question on **Study Guide**
* Review **Cornell Notes** and use questions and graphic organizers that you already created
* Review Chapter Summaries
* Make **Flashcards** / Actively review flash cards
* Make a **Foldable** (attached) / Actively review foldable chart
* Cover/Uncover - Cover information– say it to yourself – uncover to check
* Have someone quiz you using study guide, flashcards, practice questions, Cornell Notes
* Make up a practice quiz/take it/correct it
* Other (be very specific and be sure it is an ACTIVE strategy)