Unit 1: Three Worlds Meet Beginnings to 1607

Content Area: **Template**
Course(s):
Time Period:
Length:
Status: **Published**

Unit 1: Three Worlds Meet Beginnings to 1607: The First Americans Beginnings to 1400, Exploration 1400-1607

Standards

SOC.6.1.12.CivicsPI.1.a	Explain how British North American colonies adapted the British governance structure to fit their ideas of individual rights, economic growth, and participatory government.
SOC.6.1.12.EconGE.1.a	Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
SOC.6.1.12.HistoryCC.1.a	Assess the impact of the interactions and conflicts between native groups and North American settlers.

Learning Objectives

- Describe the three major farming societies of southwestern North America
- Explain where the earliest Americans may have come from
- Identify characteristics of the five major civilizations of Mesoamerica and South America
- Identify two major civilizations of central North America
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- To describe the importance on new technology in early navigation and exploration
- To describe the power shift in Europe after the defeat of the Spanish Armada
- To identify major European explorers and the areas they explored
- To identify the first European colonies and who started them

Essential Skills

- Essential Skill 1 - Copy and paste
- Essential Skill 10 - Copy and paste
- Essential Skill 2 - Copy and paste
- Essential Skill 3 - Copy and paste
- Essential Skill 4 - Copy and paste
- Essential Skill 5 - Copy and paste
- Essential Skill 6 - Copy and paste

- Essential Skill 7 - Copy and paste
- Essential Skill 8 - Copy and paste
- Essential Skill 9 - Copy and paste

Instructional Tasks/Activities

- Checks for comprehension
- Ducksters/Exit Ticket
- Map activity
- Oral check for previous lesson understanding
- Textbook readings
- Video lesson review sheet

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Modifications and Accommodations

- Access to accurate notes
- Additional time to complete classroom tests/quizzes
- Allow extra time for task completion
- Allow for oral follow-up for student to expand on written response
- Allow wait time for processing before calling on student for response
- Break down tasks into manageable units
- Edit written work with teacher guidance
- Emphasize multi-sensory presentation of data
- Frequently check for understanding
- Modified homework assignments (modify content, modify amount, as appropriate)
- Modified tests/quizzes
- Modify curriculum content based on student's ability level
- Modify the content of tests/quizzes
- Pre-teach new vocabulary
- Provide benchmarks for long-term assignments and/or projects
- Provide hands-on learning activities

- Provide modeling
- Provide option for alternative assessments
- Provide timelines for work completion
- Read directions aloud
- Read test aloud
- Refocusing and redirection
- Simplify task directions
- Small group administration of classroom tests/quizzes
- Use a consistent daily routine
- Use interests to increase motivation
- Use of calculator/math grid

Resources

- Chromebooks
- Ducksters
- Gimkit
- GoGuardian
- Google Classroom
- Internet
- Kahoot
- McGraw-Hill Text
- Multimedia platforms such as YouTube and other featured films
- Visme

Assessment Procedure

- Classwork
- Current Events
- DBQs
- Duckster Quizzes
- Exit Ticket/Entrance Ticket/Do Now
- Informal Assessments/Checks
- Other named in lesson
- Participation - weekly
- Projects
- Tests