Grade 7 - Unit 4

Content Area: **Social Studies**
Course(s):
Time Period: **April**
Length: **10**
Status: **Published**

Career Readiness, Life Literacies & Key Skills

9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.12	Use relevant tools to produce, publish, and deliver information supported with evidence for an authentic audience.
9.4.8.IML.14	Analyze the role of media in delivering cultural, political, and other societal messages.
9.4.8.IML.15	Explain ways that individuals may experience the same media message differently.
9.4.8.TL.2	Gather data and digitally represent information to communicate a real-world problem (e.g., MS-ESS3-4, 6.1.8.EconET.1, 6.1.8.CivicsPR.4).
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.

Rationale & Transfer Goals

Students will learn about the development of the civilizations in Central and South America. This unit is heavily concentrated on the Maya, Aztec, and Inca Empires. It will also explore how the Age of Exploration affected continued development in the regions.

Students will be completing various skill based activities, including graphic organizers and maps, which will help them to think analytically and critically about the main ideas of nonfiction-based information. They will complete shorter time-period relevant readings, including primary sources. Various projects will be assigned to allow students to use their knowledge of reading, writing, speaking, listening, and 21st century media to explore instances of themes of this unit in real life settings. The students will show mastery of the unit through a test that encompasses content knowledge, a primary source, a map, and an open ended question.

Targeted Standards

6.2.8.CivicsPI.4.a	Analyze the role of religion and other means rulers used to unify and centrally govern expanding territories with diverse populations.
6.2.8.GeoHE.4.a	Explain how geography influenced the development of the political, economic, and cultural centers of each empire as well as the empires' relationships with other parts of the world.
6.2.8.HistoryCC.4.g	Evaluate the importance and enduring legacy of the major achievements of the people living Asia, Africa (Islam), Europe and the Americas over time.

Enduring Understandings - What are the most essential conclusions that students should be guided towards throughout this unit?

The landforms and climate of the Americas affected farming and the development of early cultures.

The Maya civilization was characterized by great cities, trade, and achievements in art, science, and technology.

The Aztecs developed complex social, religious, artistic, and scientific systems in their empires in Central Mexico.

The Incas built a huge empire in South America and made many great achievements in architecture, art, and oral literature.

Essential Questions - What are the questions that will guide critical thinking about the content in this unit? Essential Questions should be thought starters toward the enduring understandings.

How did geography and climate impact the way American civilizations developed?

Important Vocabulary

Mesoamerica, tribute, city-states, headdress, temple, polytheism, observatories, causeways, literate, merchant, artisan, codex, conquistador

Content/Objectives

Content - What students will know

Vocabulary: Mesoamerica, tribute, city-states, headdress, temple, polytheism, observatories, causeways, literate, merchant, artisan, codex, conquistador

Geography affected early Maya civilization.

A complex class structure shaped roles in Maya society.

The Mayas worshiped many gods and believed their kings communicated with them.

The Maya culture made great achievements in art, science, math, and writing.

The decline of the Maya civilization is a bit of a mystery, but historians have several theories as to their disappearance.

The Aztecs built an empire through warfare and trade, and created an impressive capital city in Mesoamerica.

Aztec society was divided by social roles and by class.

Aztec religion required human sacrifice for keeping the gods happy.

The Aztecs had many achievements in science, art, and language.

Hernan Cortes conquered the Aztec Empire.

The rise of the Inca Empire was due to conquest and the achievements of the Inca people.

For the Incas, position in society affected daily life.

The Incas made great achievements in building, art, and in oral literature.

Pizarro conquered the Incas and took control of the region.

Instructional Activites

Evidence (Assessments) - How we know students have learned

Assessments

Completed bellringer, notes, map activities, postcard, guided reading, section assessment, and unit test.

debate, constructed response, section assessment, research project, advertisement

discussions, biography, comprehension questions and analytical constructed response

Spiraling for Mastery - Where does this unit spiral back to other units or previous years?

Content or Skill for this Unit

1. Note taking skills
2. Map skills
3. Research skills
4. Discussion circles
5. Reading nonfiction texts
6. Analytical constructed response
7. Debate skills

Instructional Activity

- Various note-taking strategies to help students organize information in an accessible manner, to prepare them for projects and assessments.
- Map skill activities to supplement information.
- Nonfiction text passages to supplement information.
- Discussions and debates.
- Research-based projects.
- Analytical constructed response.

Spiral Focus from Previous Unit

1. Note taking skills
2. Map skills
3. Discussion circles
4. Reading nonfiction texts
5. Analytical constructed response

21st Century Skills - What are the 21st Century Skills that are a part of this unit?

9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

Key Resources

- Online textbook
- Guided reading activities
- Relevant nonfiction text passages
- Map activities
- EdPuzzle, KAMI, and similar educational technologies

Interdisciplinary Connections - How does this content impact the following groups

- Technology
    - 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

  Arts
    - 1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.
    - 1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.
    - 1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components and style in media artworks.
    - 1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.
    - 1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.

  Math
    - 7.EE.B : Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

  Language Arts - Various literacy activities and strategies.

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to

build knowledge or to compare the approaches the authors take.

- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

- RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

- RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

- RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

- RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.

- RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

- RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

- RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

- RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

- RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.

- RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.

- RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).

- RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

- RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

- RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Science

- MS-ESS3-2: Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
- MS-ESS3-3: Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

Intersections of History

Black:

- Serfdom vs. Enslavement
- Manors vs. Plantations

Hispanic:

- Muslim (Moor) invasions of Spain from Northern Africa
- Reconquista and Inquisition

Women:

- Eleanor of Aquitaine
- Joan of Arc
- Queen Isabella
- Role of women in society