Grade 7 - Unit 5

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

Career Readiness, Life Literacies & Key Skills

9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
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 how European nations began to explore the world. The focus of this unity will be on the Age of Exploration and the restulting Columbian Exchange.

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.c: Explain how the geographies and climates of Asia, Africa, Europe, and the Americas influenced their economic development and interaction or isolation with other societies.
- 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?

- European explorers made discoveries that brought knowledge, wealth, and influence to their countries.
- The exchange of plants, animals, ideas, and technology between the Old World and the New World brought many changes all over the world.

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.

What were the impacts of the Age of Exploration?

Important Vocabulary

Caravels, compass, astrolabe, circumnavigate, plantations, racism.

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

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.

Spiral Focus from Previous Unit

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

Key Resources

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

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.

Interdisciplinary Connections - How does this content impact the following groups

Interdisciplinary Connections:

Technology

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

Arts

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

Math

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

Language Arts - Various literacy activities and strategies.

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the te
- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the and ideas.
- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, con 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 a well as in words.
- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of 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 b compare the approaches the authors take.
- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and profici

needed.

- RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of wha 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 te summary of the text.
- RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and backg fictional portrayal of a time, place, or character and a historical account of the same period as a means of 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 complexity or above, scaffolding as needed.
- RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what 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 th objective summary of the text.
- RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influenc 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, conn 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 contribu 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 distinguishe from that of others.
- RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each 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 is relevant and sufficient to support the claims.
- RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background kno more authors writing about the same topic shape their presentations of key information by emphasizing c 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 as needed.

Science

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

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