Updated: Unit 4 Civilizations of South America/Global Convergence (7th Grade)

Content Area: **Social Studies**
Course(s):
Time Period: **MP4**
Length: **9 weeks**
Status: **Published**

Targeted Standards

6.2.8.HistoryUP.3.b	Compare the status of groups in the Ancient World to those of people today and evaluate how individuals perceived the principles of liberty and equality then and now (i.e., political, economic, and social).
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.GeoPP.4.a	Explain why the Arabian Peninsula's physical features and location made it the epicenter of Afro-Eurasian trade and fostered the spread of Islam into Africa, Europe, and Asia.
6.2.8.GeoPP.4.b	Assess how maritime and overland trade routes impacted urbanization, transportation, communication, and the development of international trade centers (i.e., the African caravan and Silk Road).
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.b	Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of powerful states and kingdoms (i.e., Europe, Asia, Americas).
6.2.8.HistoryCC.4.f	Analyze the role of religion and economics in shaping each empire's social hierarchy and evaluate the impact these hierarchical structures had on the lives of various groups of people.
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.

21st Century Skills: Career Readiness, Life Literacies & Key Skills

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.7	Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.

Rationale/Goals

This unit introduces students to the rich and diverse civilizations of the Americas before European contact by

exploring the achievements of the Maya, Aztec, and Inca. Students will investigate how geography influenced the development of each civilization, compare their systems of government, economy, religion, technology, and social structure, and examine the lasting cultural contributions these civilizations made to the modern world. Through historical inquiry and analysis of primary and secondary sources, students will recognize that advanced civilizations developed independently across the globe and that the peoples of the Americas created sophisticated societies with remarkable accomplishments in mathematics, astronomy, architecture, engineering, agriculture, and governance.

This unit examines the period of global convergence when previously separated regions of the world became increasingly connected through exploration, trade, migration, and cultural exchange. Students will explore how European exploration transformed relationships between continents and led to significant changes in economies, societies, cultures, and environments. Through the study of exploration, the Columbian Exchange, the rise of global trade networks, and the effects of European expansion, students will analyze how increased connections between societies created both opportunities and challenges.

Essential Questions: Main Essential Question

How did geography, culture, and innovation shape the rise, success, and lasting legacy of the Maya, Aztec, and Inca civilizations?

How did increased connections between societies during the Age of Exploration transform the world and shape the global community we live in today?

Essential Questions: Guiding Questions

- How did geography influence where the Maya, Aztec, and Inca settled and how they lived?
- What factors allowed the Maya, Aztec, and Inca civilizations to become powerful and successful?

- How were the governments of the Maya, Aztec, and Inca similar and different?
- What role did religion play in the daily lives and governments of these civilizations?
- How did the Maya, Aztec, and Inca use science, mathematics, engineering, and technology to solve problems?
- What were the major achievements and contributions of each civilization?
- How did trade, agriculture, and natural resources support the growth of these civilizations?
- What can we learn by comparing the social structures and cultures of the Maya, Aztec, and Inca?
- Why were the Spanish able to conquer the Aztec and Inca Empires, and what were the consequences of the conquest?
- How do the achievements and cultures of the Maya, Aztec, and Inca continue to influence the Americas and the world today?

- Why did European nations begin exploring the world beyond their borders?
- How did geography, technology, and new inventions make global exploration possible?
- What were the major goals of European explorers, and how did those goals influence their actions?
- How did the voyages of explorers change connections between Europe, Africa, Asia, and the Americas?
- How did the Columbian Exchange transform the economies, environments, and cultures of different regions of the world?
- What were the positive and negative effects of the exchange of goods, ideas, plants, animals, and diseases between continents?
- How did European exploration impact Indigenous civilizations and societies in the Americas?
- How did the growth of trade networks change the relationships between different regions of the world?
- How did the Atlantic slave trade develop, and what were its effects on Africa, Europe, and the Americas?
- How did European colonization change political, economic, and social systems around the world?
- How can the same historical event create different experiences and perspectives for different groups of people?
- How did global convergence shape the modern world and the connections between societies today?

Vocabulary

People	Terms	Places/Events
Maya:	Maya	Events:
Pacal the Great (K'inich Janaab' Pakal I)	Aztec	

Lady Six Sky

Yax K'uk' Mo'

Jasaw Chan K'awiil I

Aztec:

Acamapichtli

Itzcoatl

Moctezuma I

Ahuitzotl

Moctezuma II (Montezuma II)

Cuitláhuac

Cuauhtémoc

Inca:

Manco Cápac

Pachacuti

Topa Inca Yupanqui (Túpac Inca Yupanqui)

Huayna Capac

Huáscar

Atahualpa

Manco Inca Yupanqui

Inca

Mesoamerica

Andes Mountains

Yucatán Peninsula

Tenochtitlán

Cuzco (Cusco)

Chichén Itzá

Machu Picchu

City-state

Empire

Emperor

Tribute

Terrace farming

Chinampas

Irrigation

Aqueduct

Quipu

Terrace agriculture

Road system

Suspension bridges

Calendar

Astronomy

Mathematics

Glyphs

Codex (Codices)

Pyramid

Temple

Key Places

Maya Civilization

- Mesoamerica
- Yucatán Peninsula
- Guatemala Highlands
- Tikal
- Chichén Itzá
- Palenque
- Copán
- Uxmal
- Calakmul

Aztec Civilization

- Valley of Mexico
- Lake Texcoco
- Tenochtitlán
- Tlatelolco
- Texcoco
- Tlacopan (Tacuba)
- Aztec Empire
- Triple Alliance

Inca Civilization

- Andes Mountains
- Inca Empire (Tawantinsuyu)
- Cusco (Cuzco)
- Machu Picchu

Human sacrifice

Polytheism

Priest

Social hierarchy

Nobility

Commoners

Artisan

Merchant

Maize

Conquistador

Smallpox

Alliance

Conquest

Indigenous peoples

Civilization

Engineering

Trade network

Cultural diffusion

Legacy

- Sacred Valley
- Lake Titicaca
- Quito
- Sacsayhuamán
- Inca Road System (Qhapaq Ñan)

Spanish Conquest

- Hispaniola
- Mexico
- Peru
- Caribbean Islands
- Gulf of Mexico
- Atlantic Ocean

Key Events

Maya Civilization

- Rise of Maya City-States
- Development of Maya Writing System
- Creation of Maya Calendar Systems
- Construction of Maya Temples and Pyramids
- Classic Maya Period
- Decline of Major Maya Cities

Aztec Civilization

- Founding of Tenochtitlán (1325)
- Formation of the

Triple Alliance

- Expansion of the Aztec Empire
- Growth of Aztec Trade Networks
- Arrival of Hernán Cortés
- Spanish Conquest of the Aztec Empire (1519–1521)
- Fall of Tenochtitlán (1521)

Inca Civilization

- Founding of Cusco
- Expansion of the Inca Empire
- Reign of Pachacuti
- Construction of Machu Picchu
- Development of the Inca Road System
- Inca Civil War
- Arrival of Francisco Pizarro
- Spanish Conquest of the Inca Empire (1532–1533)

People **Terms** **Events/Places**

Voyages:

Prince Henry the Navigator

Christopher Columbus

Ferdinand Magellan

Vasco da Gama

Bartolomeu Dias

Pedro Álvares Cabral

John Cabot

Amerigo Vespucci

Jacques Cartier

Francisco Pizarro

Hernán Cortés

Spanish Empire and Exploration

- Queen Isabella I of Spain
- King Ferdinand II of Spain
- King Charles V
- Hernán Cortés
- Francisco Pizarro
- Moctezuma II (Montezuma II)
- Atahualpa
- Bartolomé de las Casas
- Malinche (Doña Marina)

Portuguese Exploration and Empire

- Prince Henry the Navigator
- King John II of Portugal
- Vasco da Gama
- Bartolomeu Dias

Voyages of Discovery / Age of Exploration

- Age of Exploration
- Global Convergence
- Exploration
- Navigator
- Caravel
- Compass
- Astrolabe
- Cartography
- Mapmaking
- Navigation
- Maritime Technology
- Trade Route
- Northwest Passage
- God, Gold, and Glory
- Imperialism
- Colony
- Colonization
- Conquistador
- Treaty of Tordesillas
- Line of Demarcation
- Christopher Columbus
- Ferdinand Magellan
- Vasco da Gama
- Bartolomeu Dias
- Prince Henry the Navigator

Spanish Empire

Key Places

Voyages of Discovery / Age of Exploration

- **Europe**
- **Atlantic Ocean**
- **Mediterranean Sea**
- **Africa**
- **Asia**
- **India**
- **Spice Islands (Moluccas)**
- **Cape of Good Hope**
- **Caribbean Islands**
- **Bahamas**
- **Hispaniola**
- **North America**
- **South America**
- **Pacific Ocean**

Spanish Empire and Exploration

- **Spain**
- **New World**
- **Caribbean Colonies**
- **Hispaniola**
- **Cuba**
- **Mexico**
- **Tenochtitlán**

- Pedro Álvares Cabral
- Afonso de Albuquerque

Global Trade and Economic Change

- Christopher Columbus
- Ferdinand Magellan
- Amerigo Vespucci
- Queen Isabella I of Spain
- King Ferdinand II of Spain
- Charles V
- Adam Smith

Atlantic Slave Trade

- Olaudah Equiano
- King Afonso I of Kongo
- Queen Nzinga of Ndongo and Matamba
- John Hawkins
- John Newton
- William Wilberforce
- Harriet Tubman
- Frederick Douglass

- Spanish Empire
- Spain
- Monarch
- Queen Isabella I
- King Ferdinand II
- Hernán Cortés
- Francisco Pizarro
- Aztec Empire
- Inca Empire
- Conquest
- Tribute System
- Encomienda System
- Mission
- Viceroy
- Colony
- Indigenous Peoples
- Mestizo
- Hacienda
- Gold and Silver
- New World
- Old World

Portuguese Exploration and Empire

- Portugal
- Portuguese Empire
- Prince Henry the Navigator
- Vasco da Gama
- Bartolomeu Dias

- **Aztec Empire**
- **Peru**
- **Inca Empire**
- **Cusco**
- Andes Mountains
- Potosí Silver Mines
- Spanish Colonies in the Americas

Portuguese Exploration and Empire

- **Portugal**
- **Lisbon**
- **West Coast of Africa**
- **Cape of Good Hope**
- **Indian Ocean**
- **India**
- **Calicut**
- **Brazil**
- **Portuguese Trading Posts**
- **East Indies**

Global Trade Networks

- **Atlantic Ocean**
- **Indian Ocean Trade Routes**
- **Europe**
- **Africa**
- **Asia**

- Pedro Álvares Cabral
- Spice Trade
- Trade Network
- Trading Post
- Cape of Good Hope
- East Indies
- Maritime Empire

Global Trade and Economic Change

- Global Trade
- Columbian Exchange
- Mercantilism
- Capitalism
- Supply and Demand
- Resources
- Raw Materials
- Cash Crops
- Plantation System
- Triangular Trade
- Atlantic Trade Network
- Cultural Diffusion
- Migration
- Exchange of Goods
- Disease
- Epidemic
- Imports
- Exports

Atlantic Slave Trade

- **Americas**
- **Caribbean Islands**
- **Plantation Colonies**
- **Sugar Plantations**
- **Triangular Trade Routes**
- **Colonial Ports**

Atlantic Slave Trade

- **West Africa**
- **Central Africa**
- **Gulf of Guinea**
- **Atlantic Ocean**
- **Middle Passage**
- **Caribbean Islands**
- **Brazil**
- **North American Colonies**
- **European Slave Ports**
- **Plantation Regions**

Key Events

Voyages of Discovery / Age of Exploration

- **Rise of European Exploration (1400s)**
- **Prince Henry the Navigator’s Exploration Program**
- **Portuguese Exploration of the African Coast**
- **Bartolomeu Dias Reaches the Cape of Good Hope (1488)**
- **Christopher Columbus’s First Voyage to the**

- Atlantic Slave Trade
- Transatlantic Slave Trade
- Triangular Trade
- Middle Passage
- Enslavement
- Forced Migration
- Slave Labor
- Plantation Economy
- Sugar Plantations
- Slavery
- African Diaspora
- Resistance
- Abolition
- Abolitionist
- Indentured Servitude
- Slave Trade Routes
- European Colonies
- West Africa
- Caribbean
- Americas

Americas (1492)

- **Treaty of Tordesillas (1494)**
- **Vasco da Gama Reaches India (1498)**
- **Ferdinand Magellan's Expedition Around the World (1519–1522)**

Spanish Empire and Colonization

- **Spanish Exploration of the Americas**
- **Establishment of Spanish Colonies**
- **Conquest of the Aztec Empire (1519–1521)**
- **Conquest of the Inca Empire (1532–1533)**
- **Rise of the Spanish Empire**
- **Establishment of the Encomienda System**
- **Discovery and Mining of Silver in the Americas**
- **Spread of Spanish Language and Catholicism**

Portugal and Global Expansion

- **Portuguese Exploration of Africa**
- **Creation of Portuguese Trading Posts**
- **Establishment of Sea Routes to Asia**
- **Portuguese Arrival in India (1498)**
- **Portuguese Arrival in Brazil (1500)**
- **Expansion of the Portuguese Empire**

Global Trade and the Columbian Exchange

- **Columbian Exchange**
- **Introduction of New World Crops to Europe, Africa, and Asia**
- **Arrival of European Diseases in the Americas**

- **Growth of Atlantic Trade Networks**
- **Rise of Mercantilism**
- **Expansion of Plantation Economies**
- **Development of Triangular Trade**

Atlantic Slave Trade

- **Beginning of the Atlantic Slave Trade (1500s)**
- **Growth of Plantation Systems in the Americas**
- **Middle Passage**
- **Expansion of European Slave Trading Networks**
- **Resistance by Enslaved Africans**
- **Abolition Movements (1700s–1800s)**
- **Long-Term Effects of the Atlantic Slave Trade**

Content/ Enduring Understanding

Voyages of Discovery and the Age of Exploration

- Causes of European exploration, including the search for wealth, new trade routes, resources, and religious expansion
- The motivations of God, Gold, and Glory
- Advances in navigation, shipbuilding, cartography, and technology that made exploration possible
- Major explorers and their voyages, including:
    - Christopher Columbus
    - Vasco da Gama
    - Ferdinand Magellan
    - Bartolomeu Dias
    - Prince Henry the Navigator
- European competition for overseas exploration and control of new territories
- The impact of European exploration on Europe, Africa, Asia, and the Americas
- Encounters between European explorers and Indigenous civilizations

Spanish Empire and Portuguese Expansion

- Reasons Spain and Portugal became leaders in overseas exploration
- The Treaty of Tordesillas and the division of newly explored lands
- Portuguese exploration of Africa, India, and trade routes to Asia
- Spanish exploration and conquest of the Americas
- The rise of the Spanish Empire and its colonial system
- The role of conquistadors, including:
    - Hernán Cortés
    - Francisco Pizarro

- The impact of Spanish conquest on Indigenous civilizations, including the Aztec and Inca Empires
- The spread of European languages, religions, and cultural practices through colonization
- The exchange of resources and wealth between colonies and European nations

Global Trade and the Columbian Exchange

- The creation of new global trade networks connecting Europe, Africa, Asia, and the Americas
- The Columbian Exchange and the movement of:
    - Plants
    - Animals
    - Diseases
    - People
    - Goods
    - Ideas
- The impact of American crops, such as potatoes, maize, and tomatoes, on global populations
- The effects of European diseases on Indigenous populations
- The growth of mercantilism and the importance of colonies and resources
- The development of triangular trade routes connecting Europe, Africa, and the Americas
- The economic impact of global trade on nations and societies

The Atlantic Slave Trade

- The causes and development of the transatlantic slave trade
- The role of European colonies and plantation economies
- The forced migration of millions of Africans to the Americas
- The Middle Passage and the experiences of enslaved Africans
- The relationship between slavery, labor systems, and the growth of global economies
- The effects of the slave trade on African societies, European nations, and the Americas
- The lasting social, cultural, and economic impacts of the Atlantic slave trade

Enduring Understandings

1. Exploration and technological innovation can transform connections between societies.

Improvements in navigation and transportation allowed Europeans to explore new regions and create worldwide connections.

2. Economic and political goals often motivate nations to expand their influence.
   European nations explored and colonized new lands in pursuit of wealth, resources, trade, and power.

3. Global encounters can create both opportunities and challenges.
   Exploration led to exchanges of goods, ideas, and technologies while also causing conflict, exploitation, and cultural change.

4. Empires grow by gaining control over resources, land, and trade networks.
   Spain and Portugal expanded their power by establishing colonies and controlling valuable trade routes.

5. The exchange of goods, people, and ideas can permanently change societies.
   The Columbian Exchange reshaped diets, economies, populations, and cultures around the world.

6. Historical events often have different effects on different groups of people.
   European exploration brought wealth and power to some groups while causing loss of land, independence, and population decline for others.

7. The pursuit of economic growth can lead to systems of inequality and exploitation.
   The Atlantic slave trade developed because of labor demands and created lasting consequences for millions of people and societies.

8. Global connections created during the Age of Exploration continue to influence the modern world.
   Current cultures, economies, and relationships between nations have been shaped by centuries of exploration, trade, and migration.

Skills

- compare and contrast
- use maps
- describe
- determine
- explain
- evaluate
- analyze
- use evidence
- use geographical models

- compare
- use primary and secondary sources
- identify
- cite information

Learning Targets (examples)

Learning Targets: Lesson 1 – The Maya Civilization

Students will be able to:

1. Identify the geographic location of the Maya civilization and explain how the environment influenced Maya settlement and development.
2. Describe the major characteristics of Maya civilization, including their cities, government, social structure, religion, and economy.
3. Explain how Maya city-states functioned and analyze the role of rulers, priests, artisans, farmers, and merchants within Maya society.
4. Analyze how the Maya adapted to their environment through advanced agricultural techniques, including farming methods and resource management.
5. Identify and explain major Maya achievements in mathematics, astronomy, writing, architecture, and engineering.
6. Evaluate how Maya innovations, such as the calendar system, writing system, and architectural achievements, demonstrate the complexity of their civilization.
7. Compare the Maya civilization to other ancient civilizations by examining similarities in government, religion, technology, and cultural achievements.
8. Use historical evidence from maps, images, and primary and secondary sources to develop conclusions about the Maya civilization.
9. Explain the lasting cultural contributions and influence of the Maya people in the Americas today.

Learning Targets: Lesson 2 – Aztec Civilization

1. Identify the geographic location of the Aztec civilization and explain how the geography of the Valley of Mexico influenced the growth of their society.
2. Describe the origins of the Aztec people and explain the significance of the founding of Tenochtitlán.
3. Explain how the Aztecs built a powerful empire through military conquest, alliances, and the tribute system.

4. Analyze the structure of Aztec government and describe the roles of the emperor, nobles, priests, warriors, merchants, artisans, and farmers.

5. Explain how agriculture, including the use of chinampas, helped the Aztecs support a large population.

6. Identify major Aztec achievements in engineering, architecture, mathematics, astronomy, and trade.

7. Describe the importance of religion in Aztec society and explain how religious beliefs influenced government, traditions, and daily life.

8. Analyze how the city of Tenochtitlán demonstrated Aztec innovation and advanced engineering skills.

9. Explain the causes and effects of the Spanish conquest of the Aztec Empire, including the roles of Hernán Cortés, Indigenous alliances, and disease.

Learning Targets: Lesson 3 – The Inca Civilization

1. Identify the geographic location of the Inca civilization and explain how the Andes Mountains influenced the development of Inca society.

2. Describe the origins and expansion of the Inca Empire, including the growth of Tawantinsuyu into one of the largest empires in the Americas.

3. Explain how the Inca government was organized and analyze the role of the Sapa Inca, nobles, administrators, warriors, farmers, and workers in maintaining the empire.

4. Describe how the Inca used roads, bridges, and communication systems to connect and control a large empire.

5. Analyze how Inca agricultural techniques, including terrace farming and irrigation, allowed them to adapt to their challenging environment.

6. Identify and explain major Inca achievements in engineering, architecture, mathematics, and technology, including Machu Picchu and the Inca road system.

7. Explain the importance of religion and beliefs in Inca society and how they influenced government, traditions, and daily life.

8. Describe the role of quipu and other methods used by the Inca to organize information and manage their empire.

9. Analyze the causes and effects of the Spanish conquest of the Inca Empire, including internal conflicts, the arrival of Francisco Pizarro, and the impact of European diseases.

10. Compare the Inca civilization with the Maya and Aztec civilizations by examining similarities and differences in geography, government, agriculture, achievements, and culture.

11. Use evidence from maps, artifacts, and historical sources to support conclusions about the achievements, challenges, and lasting legacy of the Inca civilization.

Voyages of Discovery and the Age of Exploration

1. Explain the motivations behind European exploration, including the desire for wealth, new trade routes, religious expansion, and national power.
2. Describe how advances in technology, navigation, and shipbuilding allowed Europeans to explore and travel across oceans.
3. Identify major European explorers and analyze the significance of their voyages and discoveries.
4. Explain how European exploration connected previously separated regions of the world and increased global interactions.
5. Analyze the impact of European exploration on Indigenous societies, European nations, and global relationships.

Spanish Empire and Portuguese Exploration

1. Explain why Spain and Portugal became leaders in overseas exploration during the Age of Exploration.
2. Describe how Portugal developed new trade routes around Africa and into Asia.
3. Analyze how Spain built a powerful empire through exploration, conquest, and colonization.
4. Explain the role of conquistadors, including Hernán Cortés and Francisco Pizarro, in expanding the Spanish Empire.
5. Evaluate the effects of Spanish colonization on Indigenous civilizations, including changes to land, culture, population, and resources.

Impact of Global Trade and the Columbian Exchange

1. Explain how exploration led to the development of new global trade networks connecting Europe, Africa, Asia, and the Americas.
2. Describe the Columbian Exchange and analyze how the movement of plants, animals, diseases, goods, and people changed societies around the world.
3. Evaluate the positive and negative effects of increased global trade on different regions and groups of people.
4. Explain how mercantilism encouraged European nations to establish colonies and control resources.
5. Analyze how global trade contributed to economic growth, cultural exchange, and competition among nations.

Atlantic Slave Trade

1. Explain the causes of the Atlantic slave trade and its connection to European colonization and plantation economies.
2. Describe the development of triangular trade and the role of Europe, Africa, and the Americas in this global system.
3. Analyze the experiences and impact of forced migration on enslaved Africans and their descendants

Resources (Savvas My World Interactive: World History Copyright Savvas Learning Company LLC. 2023)

Topic:	Lesson	Subtopic
Topic 13: Civilizations of South America	Lesson 1: Mayans week of April 19th	*Main Focus* -Settlement and Geography of the Americas -Who Were the Olmecs and Zapotecs -Civilization of the Maya *Additional Focus* -Fall of the Maya -Mayan Achievements
	Lesson 2: Aztecs week of April 26th	*Main Focus* -Where did the Aztecs Live? -How was the Aztec Empire Ruled? -Aztec Society -Aztec Achievements *Additional Focus* -Social Structure
	Lesson 3: Incas week of May 3rd	*Main Focus* -How did the geography of the Andes shape life? -How did the Incan Empire expand?

		-Incan Achievements
		Additional Focus
		-Huayna Capac
		Main Focus
		-What motivated Europeans to explore the seas?
		-Portugal take the lead.
Topic 16:	Lesson 1:	-Explorers find new routes.
	Voyages of Discovery	-What new tools aided exploration?
Global Convergence	week of May 10th	*Additional Focus*
		-Vasco Da Gama
		-Columbus sails West
		-Magellan's Feat
		Main Focus
	Lesson 3: Spanish Empire	-Expanding the Spanish Empire
	week of May 17th	-Colonial Society and Culture
		-Effects on Native Americans
		Additional Focus
		-Social Classes
		-What was life like on the plantation?
	Lesson 4:	*Main Focus*
	Portugal	-How did the Portuguese Colonize Brazil?
	week of May 24th	-Portugal's Trade Empire in Asia
		-How did the Portuguese Empire decline/

	-
Lesson 5: Impact of Global Trade Week of May 31st	*Additional Focus* -Treaty of Tordesillas -Settlement of Brazil -Portugal joins spice trade *Main Focus* -What was the Columbian Exchange? -What was mercantilism? -A commercial revolution in Europe. -Asia leads the world.
Lesson 7: Atlantic Slave Trade week of June 7	*Additional Focus* -Key features of capitalism *Main Focus* -The Long History of Slavery -Origins of the Atlantic Slave Trade -The Atlantic Trade Network -What was life like under slavery? *Additional Focus* -Horrors of the Middle Passage
Benchmark Review/Benchmark week of June 14th	

Supplemental Activities

- Savvas textbook
- Timelines
- Maps
- BrainPop
- EdPuzzle
- Nearpod
- National Geographic
- Metropolitan Museum of Art
- TED-Ed
- PBS Learning Media
- Smithsonian Learning
- Library of Congress
- History Channel Learning Videos
- Kahoot/Blooket Games
- Reading passages, Readworks, NewsELA

Evidence/Assessments

- chucked tests/quizzes
- writing
- primary source analysis
- benchmark assessment
- image analysis
- map and chart analysis
- warm ups
- exit tickets

Interdisciplinary Connections

- 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

Blacks:

- Atlantic Slave Trade
- forced migration
- Middle Passage
- plantation economies
- African resistance
- abolition
- African Diaspora

Hispanics:

- Malinche (Doña Marina)
- Aztec and Inca Empires
- Spanish Empire
- mestizo
- encomienda
- hacienda
- Spanish language
- Catholicism
- effects of Spanish colonization on Indigenous peoples

Women:

- Lady Six Sky
- Queen Isabella I
- Malinche
- Queen Nzinga
- Harriet Tubman