| ***Unit 4: South America 1000 B.C.E - 1600 C.E.***  ***Timeline: April-May*** | | | | | |
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| **Targeted Standards** (Write the overall NJSLS standards that are most applicable to this unit.).  **Civics, Government, and Human Rights**   * 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.   **Geography, People and the Environment**   * 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.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.   **History, Culture, and Perspectives**   * 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. | | | | | |
| **Rationale and Transfer Goals** : *This section addresses how students will use what they learned for some useful accomplishment.* *Use a short narrative form to explain what students are learning and learning to do in this unit as a whole experience. Transfer of knowledge should 1) be based on mastery, not just rote knowledge; 2) be connected to real world contexts and/or study of other subjects (How will this help me in life, K-12 school, college, or career?); and 3) offer opportunities to develop 21st century skills and habits of mind. You may wish to include overarching questions or beliefs that guide the whole year’s work, such as “We are learning to read and write with thought and purpose.”*  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. | | | | | |
| **Enduring Understandings:** What are the most essential conclusions that students should be guided towards throughout this unit?  **Content**   * 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 scientifics 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 of this unit? Essential questions should, in part, be thought-starters toward the enduring understandings.  **Content**   * How did geography and climate impact the way American civilizations developed? | | | | | |
| **Content/Objectives** | | | **Instructional Actions** | | |
| **Content**  ***What students will know*** | **Skills**  ***What students will be able to do*** | | **Activities/Strategies**  ***How we teach content and skills*** | | **Evidence (Assessments)**  ***How we know students have learned*** |
| 1. Vocabulary: Mesoamerica, tribute, city-states, headdress, temple, polytheism, observatories, causeways, literate, merchant, artisan, codex, conquistador | * Vocabulary boxes: definition and draw an image to show understanding of the unit's vocabulary. | | * Note taking * Vocabulary boxes assignment | | Completed vocabulary boxes, section assessment, and unit test.  [Assessments](https://drive.google.com/drive/folders/14LxUBma3IBk-KzOIySJmOdPGNzH7V1co?usp=share_link) |
| 1. Geography affected early Maya civilization. | * Identify geographic features of Mesoamerica. * Explain how geography affects people’s lives. | | * Bellringer * Map activity * Note taking * Discussion * Guided reading | | Completed bellringer, map, notes, discussions, guided reading, section assessment, and unit test. |
| 1. A complex class structure shaped roles in Maya society. | * Describe the Maya social class system and responsibilities of each class. | | * Bellringer * Note taking * Discussion | | Completed bellringer, notes, discussions, section assessment, and unit test. |
| 1. The Mayas worshiped many gods and believed their kings communicated with them. | * Explain the Maya religious system. * Analyze the roles of Maya gods and goddesses within society. | | * Bellringer * Note taking * Maya God/Goddesses project | | Completed bellringer, notes, project, section assessment, and unit test. |
| 1. The Maya culture made great achievements in art, science, math, and writing. | * Summarize Maya lasting contributions. | | * Bellringer * Note taking * Discussion | | Completed bellringers, notes, discussions, section assessment, and unit test. |
| 1. The decline of the Maya civilization is a bit of a mystery, but historians have several theories as to their disappearance. | * Explain the fall of Maya society. * Defend a historical theory about the Maya disappearance. | | * Bellringer * Note taking * Guided reading * Debate | | Complete bellringers, notes, guided reading, debate, section assessment, and unit test. |
| 1. The Aztecs built an empire through warfare and trade, and created an impressive capital city in Mesoamerica. | * Explain how geography affects people’s lives. * Summarize how the Aztecs came to power. | | * Bellringer * Map activity * Note taking * Tenochtitlan daily life project | | Completed bellringers, map activity, notes, project, section assessment, and unit test. |
| 1. Aztec society was divided by social roles and by class. | * Describe the Aztec social class system and responsibilities of each class. * Compare and contrast the Maya and Aztecs. | | * Bellringer * Note taking * Discussion | | Completed bellringer, notes, discussions, section assessment, and unit test. |
| 1. Aztec religion required human sacrifice for keeping the gods happy. | * Evaluate the significance of human sacrifices to Aztec society. | | * Bellringer * Note taking * Discussion | | Completed bellringer, notes, discussions, section assessment, and unit test. |
| 1. The Aztecs had many achievements in science, art, and language. | * Summarize Aztec lasting contributions. | | * Bellringer * Note taking * Discussion * Guided reading | | Completed bellringer, notes, discussions, guided reading, section assessment, and unit test. |
| 1. Hernan Cortes conquered the Aztec Empire. | * Summarize the fall of the Aztec Empire. * Critique the actions of Moctezuma and the Aztecs upon the arrival of the Conquistadors. * Compare and contrast the Maya and Aztec civilizations. | | * Bellringer * Note taking * Discussion * Moctezuma biography * Cortes and Moctezuma reading and constructed response | | Completed bellringer, notes, discussions, biography, comprehension questions and analytical constructed response, section assessment, and unit test. |
| 1. The rise of the Inca Empire was due to conquest and the achievements of the Inca people. | * Explain how geography affects people’s lives. * Summarize how the Incas came to power. | | * Bellringer * Map activity * Note taking | | Completed bellringer, map activity, notes, section assessment, and unit test. |
| 1. For the Incas, position in society affected daily life. | * Describe the Inca social class system and responsibilities of each class. * Compare and contrast the Maya, Aztecs, and Incas. | | * Bellringer * Note taking * Discussion | | Completed bellringer, notes, discussions, section assessment, and unit test. |
| 1. The Incas made great achievements in building, art, and in oral literature. | * Summarize the Incas lasting contributions. | | * Bellringer * Note taking * Discussions | | Completed bellringer, notes, discussions, section assessment, and unit test. |
| 1. Pizarro conquered the Incas and took control of the region. | * Summarize the fall of the Inca Empire. * Critique the actions of Athalualpa and the Inca upon the arrival of the Conquistadors. * Compare and contrast the Maya, Aztec, and Inca civilizations. | | * Bellringer * Note taking * Guided reading * Athalualpa and Francisco Pizzaro reading and constructed response * Discussion * Debate | | Completed bellringer, notes, guided reading, discussions, comprehension questions and analytical constructed response, debate, section assessment, and unit test. |
| **Spiraling for Mastery**  **Where does this unit spiral back to other units from this or previous years**  **in order to ensure that students retain mastery of what they’ve learned?** | | | | | |
| **Content or Skill for this Unit** | | **Spiral Focus from Previous Unit** | | **Instructional Activity** | |
| 1. Note taking skills 2. Map skills 3. Discussion circles 4. Reading nonfiction texts 5. Analytical constructed response 6. Debate skills | | 1. Note taking skills 2. Map skills 3. Discussion circles 4. Reading nonfiction texts 5. Analytical constructed response | | * 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. | |
| **21st Century Skills:**   * CRP1. Act as a responsible and contributing citizen and employee. * CRP2. Apply appropriate academic and technical skills. * CRP4. Communicate clearly and effectively and with reason. * CRP5. Consider the environmental, social and economic impacts of decisions. * CRP6. Demonstrate creativity and innovation. * CRP8. Utilize critical thinking to make sense of problems and persevere in solving them. * CRP9. Model integrity, ethical leadership and effective management. * CRP11. Use technology to enhance productivity. * CRP12. Work productively in teams while using cultural global competence. | | | | | |
| **Key resources:**   * Online textbook * Guided reading activities * Relevant nonfiction text passages * Map activities * EdPuzzle, KAMI, and similar educational technologies | | | | | |
| **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:**  **Black:**  **Hispanic:**   * Hernan Cortes * Francisco Pizarro   **Women:**  **LGBTQ:** | | | | | |
| **Important Vocabulary:**  Mesoamerica, tribute, city-states, headdress, temple, polytheism, observatories, causeways, literate, merchant, artisan, codex, conquistador | | | | | |