



Rigorous Curriculum Design

Unit Planning Organizer



Subject:	World History	Grade:	7th
Unit Number:	3	Unit Name:	Medieval Meso-America
Unit Length	Days:15 days	Minutes per day: 50	
Unit Synopsis	Analyze the culture and diffusion of medieval Meso-America		

	Current History Standards	Common Core Literacy Standards
Priority Standards	<p>7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</p> <p>7.3 Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.</p>	<p>RH</p> <p>4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies</p> <p>9. Analyze the relationship between a primary and secondary source on the same topic.</p> <p>WH</p> <p>7. Conduct short research projects to answer a question drawing on several sources and generating additional related focused questions that allow for multiple avenues of exploration.</p>

	Current History Standards	Common Core Literacy Standards
Supporting Standards	<p>7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</p> <p>.1 Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.</p> <p>.2 Study the roles of people in each society, including class structures, family life, war-fare, religious beliefs and practices, and slavery.</p> <p>.4 Describe the artistic and oral traditions and architecture in the three civilizations.</p> <p>.5 Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems.</p>	<p>RH</p> <p>3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>6. Identify aspects of a text that reveal an author's point of view or purpose</p> <p>WH</p> <p>1. 2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting,</p>
Target ELD Standards	<p>Collaborative Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</p> <p>Productive Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology Justifying own arguments and evaluating others' arguments in writing</p> <p>Interpretive Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p>	

Unwrapped Priority Standards

“Unwrapped” Skills (Students need to be able to do)	“Unwrapped” Concepts (Students need to know)	Bloom’s Taxonomy (Level of Cognitive Rigor)	Depth of Knowledge (Target for Unit Mastery)
Compare / Contrast	geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.	Level 2 Knowledge	Level 3 Strategic
Explain	how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.	Level 2 Knowledge	Level 2 Skill/concept

Learning Progressions of Skills and Concepts

Priority History Standard	7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.		
Previous Grade	Current Grade	Next Grade	
Not addressed		10.4 Students analyze patterns of global change in the era of New Imperialism in Latin America.	
Priority History Standard	7.3 Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.		
Previous Grade	Current Grade	Next Grade	
Not addressed		10.10 Students analyze instances of nation-building in the contemporary world in Mexico and other parts of Latin America.	
Essential Questions		Corresponding Big Ideas	
<p><i>How were the Mayans, Aztecs and Incans alike?</i></p> <p><i>How and why were both the Aztecs and Incans defeated by the Spanish?</i></p>		<p><i>Different cultures are often very similar because of their locations.</i></p> <p><i>More technologically advanced civilizations usually overtake less advanced civilizations.</i></p>	


Unit Vocabulary Words	
Academic Cross-Curricular Vocabulary (Tier 2)	Content/Domain Specific Vocabulary (Tier 3)
Identify, summarize, reflect, connect, elaborate, annotate, format, validate, analyze, respond, contrast, point of view, perspective, primary source, cite, hierarchy.	<p>Mesoamerican/ Andean Civilizations:</p> <p>Maya: Chichen Itza, Tikal, Copan, hieroglyphic, Yucatan Peninsula, Guatemala, Belize, halach uinic, quetzal, match maker, Copal, obsidian, human sacrifice, pok-a-tok, Sacred Round, pyramid, polytheistic, slash-burn, solar year, stele</p> <p>Aztec: Tenochtitlan, mercenary, alliance, Lake Texcoco, Teotihuacan, Tolec, plaza, causeway, tribute, chinampas, Huitzilopochtli, Montezuma, tlachtli, semi-divine, hereditary, pochteca, calpulli, ward, dowry, polygamy, maize, barter, pictographs, Hernando Cortez, conquistador, small pox, Spain</p> <p>Inca: Andes Mountains, Atacama Desert, Peru, Cuzco, Lake Titicaca, quipu, llamas, Sapa Inca, litter, Inti, ayllu, communal, curacus, mit'a, amautas, divination, oracle, mamaconas, suspension bridge, trephination, Francisco Pizzaro</p>
Resources for Vocabulary Development (Strategies, Routines and Activities)	
<ul style="list-style-type: none"> • “Talk Show Host” (practicing unit vocabulary activity) –5 Students are up at front of room, each of the 5 add a word to complete a sentence about one vocabulary word. (Minimum of 8 words). Each student passes microphone to other student to complete the sentence. The “audience” (the rest of the class) writes the sentence on their own paper as the 5 students say it. Then 5 students choose 5 from the audience to take their places. • Budget vocabulary matrix • Word Wall • Vocabulary Frayer models 	
Unit Assessments	
Pre-Assessment	Post-Assessment
<p>Test Description: CFA Pretest Medieval Meso-America</p> <p>EADMS Test Id: 212033</p>	<p>Test Description: CFA Post test Medieval Meso America</p> <p>EADMS Test Id: 212032</p>
Scoring Guides and Answer Keys	

Assessment Differentiation

Students with Disabilities

- Reference IEP**
- Accommodations*
- Preferential seating**
- More pictures/Visuals**
- Premade copy of notes student can mark on.**
- Peer reader**

- Modifications*
- Change number of items**
- Give more time**
- Different test**
- Shorter answers**
- Sentence frames**

Engaging Scenario Overview (Situation, challenge, role, audience, product or performance)		
<p>Description:</p> <p>Situation: You (or you and a partner) are a docent(s) at the Bowers Museum of History in Santa Ana, California.</p> <p>Challenge: You will create a museum exhibit on one major medieval Latin American civilization (Maya, Aztec, Inca) and tour students through it. Your exhibit must include:</p> <ul style="list-style-type: none"> • A detailed map with colors, compass rose, and key. • Three examples of major contributions from that culture (pictures and/or 3D objects). • Written descriptions to accompany contributions. • Include a through explanation of the demise of the civilization. • A quiz (selected response, sentence frames, constructed response) that you created so other students can show their learning from your presentation. <p>Role: You are a docent from the Bowers Museum of History.</p> <p>Audience: 7th grade students attending Arizona, Loma Vista, Villegas, and Wells. Pictures of exemplary work uploaded to the P Drive.</p> <p>Product or Performance: You will role play being a docent touring students through a medieval Latin American exhibit of your creation.</p> <ul style="list-style-type: none"> • Each student or partner group will need a display board (poster board, tag board, foam board, etc.) • On the day of presentation, docents will be divided into groups of three (to represent all three civilizations). Each group will present their museum exhibit to the other two groups; then give a quiz at the end of their presentation. 	<p>Days:3</p> <p>Minutes/Day:</p>	
Engaging Learning Experiences Synopsis of Authentic Performance Tasks		
Authentic Performance Tasks	Description	Suggested Length of Time
National History Day Task #3	Students will continue researching their 2016 National History Day topic and adding to their annotated bibliography.	Ongoing
Task 1: Map activity/ geography discussion	Geo Challenge Unit 6 pgs.256-257 with corresponding questions from TCI materials. Include discussions regarding reasons for trade, transportation, geographical barriers. (see additional map resources below)	Days:1 Minutes/Day:
Task 2: Postcards to Compare and Contrast	Create a category of postcards + summary. Students will be divided into groups. Each group will create 3 postcards, one on each civilization for that category. Teacher will assign the categories for each group. See Postcard resources for categories. Each group will then present their category postcards to compare and contrast each civilization.  Postcards template.docx (see additional resources below)	Days:3 Minutes/Day:
Interdisciplinary Connections	Math- Number System Science- Astronomy, Calendar	

Scoring Rubric**21st Century Skills**

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|---|---|
| <input checked="" type="checkbox"/> Creativity and Innovation
<input checked="" type="checkbox"/> Critical Thinking and Problem Solving
<input checked="" type="checkbox"/> Communication and Collaboration
<input checked="" type="checkbox"/> Flexibility and Adaptability
<input type="checkbox"/> Globally and Financially Literate
<input checked="" type="checkbox"/> Information and Media Literacy | <input checked="" type="checkbox"/> Initiative and Self-Direction
<input checked="" type="checkbox"/> Social and Cross-Cultural Skills
<input checked="" type="checkbox"/> Productivity and Accountability
<input checked="" type="checkbox"/> Leadership and Responsibility
<input type="checkbox"/> _____
<input type="checkbox"/> _____ |
|---|---|

Connections between 21st Century Skills, CCCSS, and Unit Overview:**Learning, innovation, Information, Media, Technology, Life and Career Skills**

from P21 and Costa & Kallick, 2008, <http://www.p21.org/about-us/p21-framework>

Authentic Performance Task 1

Task Description	Geo Challenge Unit 6 pgs.256-257 with corresponding questions from TCI materials. Include discussions regarding reasons for trade, transportation, geographical barriers. (see additional map resources below)	Suggested Length	Days:1 Minutes/Day:
Standards Addressed	Priority Standard(s)		
	<p>7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</p> <p>7.3 Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.</p>		
	Supporting Standard(s)		
	<p>7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</p> <p>.1 Study the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies.</p> <p>.2 Study the roles of people in each society, including class structures, family life, war-fare, religious beliefs and practices, and slavery.</p> <p>.4 Describe the artistic and oral traditions and architecture in the three civilizations.</p> <p>.5 Describe the Meso-American achievements in astronomy and mathematics, including the development of the calendar and the Meso-American knowledge of seasonal changes to the civilizations' agricultural systems.</p>		
	Target ELD Standard(s)		
<p>Collaborative Offering and justifying opinions, negotiating with and persuading others in communicative exchanges</p> <p>Productive Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology Justifying own arguments and evaluating others' arguments in writing</p> <p>Interpretive Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language</p>			
Essential Question(s)	<p><i>How were the Mayans, Aztecs and Incans alike?</i></p> <p><i>How and why were both the Aztecs and Incans defeated by the Spanish?</i></p>		
Big Idea(s)	<p><i>Different cultures are often very similar because of their locations.</i></p> <p><i>More technologically advanced civilizations usually overtake less advanced civilizations.</i></p>		

Bloom's	DOK	Scoring Rubric
Level 2 Knowledge	Level 3 Strategic	See TCI T.E.

Optional Teaching and Learning Sequence	
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Resources and Materials	<p>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p> <ul style="list-style-type: none"> • “The Maya: What was their Most Remarkable Achievement?” Doc A-Mayan Trade Network pg. 62- 63. • TCI textbook pgs. 256-257 • Fiesta Parent letter <p>Youtube.com</p> <p>Brainpop.com</p> <p>www.mrroughton.com</p>
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Strategies for Differentiation

All Students	SWD	ELs	Enrichment
	<p>Reference IEP <i>Accommodations</i> Preferential seating More pictures/Visuals Premade copy of notes student can mark on. Peer reader</p> <p><i>Modifications</i> Change number of items Give more time Different test Shorter answers Sentence frames</p>	<p>Emerging</p> <hr/> <p>Expanding</p> <hr/> <p>Bridging</p>	

Scoring Rubric	
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Authentic Performance Task 2

Task Description	Create a category of postcards + summary. Students will be divided into groups. Each group will create 3 postcards, one on each civilization for that category. Teacher will assign the categories for each group. See Postcard resources for categories. Each group will then present their category postcards to compare and contrast each civilization.	Suggested Length	Days: 2 Minutes/Day:
	Priority Standard(s)		
Standards Addressed	<p>7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</p> <p>7.3 Explain how and where each empire arose and how the Aztec and Incan empires were defeated by the Spanish.</p>		
	Supporting Standard(s)		
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Big Idea(s)	<i>Different cultures are often very similar because of their locations. More technologically advanced civilizations usually overtake less advanced civilizations.</i>		
Bloom's	DOK	Scoring Rubric	
Level 2 Knowledge	Level 2 Skill/concept		
Optional Teaching and Learning Sequence	<p>Print out Postcard template, or have students create their own from the template.</p> <p>Create groups on each category from the postcard template.</p> <p>Have students use textbook, or other resources to find information for their postcards.</p> <p>Each group will share out to explain their category and show how it compares with each civilization.</p>		
Resources and Materials	<p>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p> <ul style="list-style-type: none"> • Skim and scan Ch 23 of TCI Textbook • DBQ "The Maya: What was their Most Remarkable Achievements?" Doc B, C, and D pgs. 64-69. • Background Essay for "The Aztecs: Should Historians Emphasis Agriculture or Human Sacrifice?" DBQ pg. 343. • Skim and scan Ch 24 & 25 of TCI textbook • <div style="text-align: center;">  Postcards template.docx </div>		

Engaging Scenario

Detailed Description (situation, challenge, role, audience, product or performance)

Description:

Situation: You (or you and a partner) are a docent(s) at the Bowers Museum of History in Santa Ana, California.

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Grading_Rubric_for_Museum Display Pres

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
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Feedback to Curriculum Team

Reflect on the teaching and learning process within this unit of study. What were some successes and challenges that might be helpful when refining this unit of study?

		Successes	Challenges
Student Perspective		<p>Students enjoyed learning about this unit as a stand-alone unit. Something 7th grade history has not done for many years. Students also were introduced to the Age of Exploration in this unit, which will help students later on in the year.</p>	<p>Time became a challenge for this unit. We needed students to develop their museum display boards before leaving for the Thanksgiving break.</p>
Teacher Perspective			