# 7th Grade World Regional Studies II CURRICULUM



**Grade Level(s):** 7

**Curriculum Author(s):** Vincent Pisano

**Course Description:** This curriculum utilizes the geography, economy, history and civic standards presented in the Connecticut Elementary and Secondary Social Studies Frameworks. Each unit fosters students developing questions, planning inquiries, applying concepts and tools, choosing sources, and using evidence to communicate conclusions and take informed actions. Global regional focus includes the Middle East/North Africa, Europe, and Latin America. Each unit embraces personalized learning by the inclusion of inquiries, source analyses, and opportunities for students to communicate evidence-based conclusions. General themes such as Movement and Cultural Diffusion, Governance and Human Rights, and Regional and Global Economics will be explored through both historical and modern lenses within each region. In addition, the curriculum design guides students through the development of Western civilization to the beginning of European colonization in the New World, providing a firm background to exploring Early American history in 8th grade social studies.

| Year At A Glance | | | |
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| **Unit Title** | **Overarching Essential Question** | **Overarching Enduring Understanding** | **Vision of A Learner "I Can" Statements** |
| Middle East/North Africa | How does geography and ideology contribute to cooperation and conflict in societies both past and present? | Factors such as geography and religion have played important roles in the ways that societies grow, organize and interact with one another. | TCC2(6-8), CCE4(6-8), DE2(6-8), TI1(6-8), P2(6-8), AA2(6-8) |
| Europe | How do political and scientific innovations affect the growth of societies both past and present? | The development of Western values and economic success can be traced through important innovations during major epochs of European history. | TCC2(6-8), CCE4(6-8), DE2(6-8), TI1(6-8), P2(6-8), AA2(6-8) |
| Latin America | How does the availability and use of natural resources contribute to the success and failure of societies both past and present? | Societies throughout history have modified their environments and used their natural resources to generate wealth and stability, both successfully and unsuccessfully. | TCC2(6-8), CCE4(6-8), DE2(6-8), TI1(6-8), P2(6-8), AA2(6-8) |

# Unit 1 - Middle East/North Africa

## Desired Results - Goals, Transfer, Meaning, Acquisition

**Established Goals:**

**Connecticut Secondary Social Studies Frameworks**

**Geography**
- **7.Geo.7.b.** Describe how growth in communication technology has led to the diffusion of ideas and cultural practices
- **7.Geo.8.a.** Analyze how human-environment interactions influence movement and settlement
- **7.Geo.4.a.** Explain how norms regarding gender and sexuality influence the daily lives of people

**History**
- **7.His.2.a.** Describe a series of political events and developments that reflect change and continuity throughout the history of a region
- **7.His.9.a.** Classify the kinds of historical sources used in a secondary interpretations of a globally or regionally significant event or issue

**Civics**
- **7.Civ.1.a.** Identify the powers and responsibilities of individuals, groups, and media in addressing human rights issues in both governmental and nongovernmental contexts

**Economics**
- **7.Eco.6.a.** Explain how changes in supply and demand have influenced the price and quantity of a good or service in a region
- **7.Eco.9.a.** Describe the role of labor unions, corporations, and non-profits within the market economy of a region
- **7.Eco.13.a.** Describe tools and resources that are used to measure standard of living
- **7.Eco.13.b.** Explain how improvements in productivity enhance the standard of living in a region

**Inquiry**
- **7.Inq.1.a.** Explain how compelling and supporting questions represent key ideas about geography or other social science disciplines in the study of a world region
- **7.Inq.1.b.** Develop compelling and supporting questions that are mutually reinforcing
- **7.Inq.4.b.** Construct explanations using summary, sequence, examples, and data
- **7.Inq.4.f.** Assess individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes

**Vision of A Learner Attributes:** Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

- **TCC1(6-8):** I can ask relevant questions to evaluate possible solutions.
- **CCE3(6-8):** I can participate in collaborative conversations by actively listening, formulating questions, making connected comments and providing various types of feedback to my peers.

- **DE2(6-8):** I can recognize feelings in myself and others and respond with respect and empathy.
- **TI1(6-8):** I can create a plan with manageable steps to reach my goals.
- **P1(6-8):** I can build a personal tool-box to identify my personal strengths and challenges and develop strategies to practice overcoming any obstacles.
- **AA3(6-8):** I can accept my mistakes in social and academic settings while learning to grow from them.

**Understandings:** Students will understand that...

- Historians and archaeologists use primary and secondary sources to learn about the past
- Geography and resources were the prime factors in the development of early civilizations
- The innovations of ancient civilizations had widespread impact geographically and historically (agriculture, writing, mathematics, etc.)
- The region's identity is closely tied to the development of the three major monotheistic religions (Judaism, Christianity, Islam)
- Nations in the region can vary greatly culturally and economically (resources, GDP, etc.)
- The rights of individuals can vary widely depending on numerous factors (religion, gender, societal norms, etc.)
- Contemporary conflicts have deep and often complex historical roots
- Relationships with Western powers (U.S., E.U., etc.) can vary widely depending on numerous factors (alliances, trade, terrorism, etc.)
- Recent activist efforts can be found within the region to gain more individual rights from governments (Arab Spring, education for girls, etc.)
- Communication technologies (social media, etc.) play key roles in the region (activist organization, etc.)

**Essential Questions:**

- How did geography influence the development and characteristics of ancient Mesopotamia and Egypt?
- What impact did the innovations and contributions of Mesopotamia and Egypt have on later civilizations and the modern world?
- How have the historical events and cultural developments of the Middle East/North Africa shaped its modern identity?
- How do the major religions originating in the Middle East/North Africa influence the region's culture, politics, and daily life?
- What are the root causes of conflicts in the Middle East/North Africa, and how have these conflicts evolved over time?
- How do Middle Eastern/North African countries interact with global powers, and what are the implications of these relationships?

**Students will know...**

- Primary and secondary sources offer vital insight into the past
- Geography and resources are essential factors in the development and survival of civilizations
- The basic characteristics and accomplishments of ancient

**Students will be able to...**

- Create and define criteria that make for successful, evidence-based arguments in debate, Socratic seminar, informal discussion, written, and presentation settings
- Take initiative by selecting interest-based topics, developing

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| Mesopotamia and Egypt<br>• The innovations of ancient Mesopotamia and Egypt impacted later civilizations and the modern world<br>• Religion plays a crucial role in the region's identity (theocracies, holy sites, etc.)<br>• Resources (oil, water, etc.) impact a nation's wealth and trade<br>• Conflict within the region often dates back generations and often includes the participation of Western powers (colonialism, military intervention, etc.)<br>• Terrorism in the region is a concern for international security<br>• Protest movements have been present but often meet with little success<br>• Social media can have negative and beneficial consequences to the region | guiding questions, and planning steps for research and production<br>• Collaborate with classmates to set and achieve goals while developing leadership skills<br>• Critically analyze written and visual sources, considering strengths and weaknesses of the source material<br>• Engage respectfully in discussions, acknowledging similar and different perspectives<br>• Defend an argument using relevant evidence from credible sources<br>• Present the findings of research through clear visuals and speaking<br>• Ask questions to drive learning and challenge the viewpoints of others<br>• Discuss key people, events, and concepts related to the region |
| **Key Vocabulary:** prehistory, history, Mesopotamia, Fertile Crescent, cuneiform, Hammarabi's Code, ziggurats, city-states, pharaohs, pyramids, hieroglyphics, Nile River, Tigris River, Euphrates River, archaeology, polytheism, monotheism, Judaism, Christianity, Islam, Torah, Quran, Bible, Mecca, Five Pillars of Islam, Sunni, Shia, theocracy, anti-semitism, GDP, Arabian Peninsula, Persian Gulf, Sahara Desert, Arabian Desert, zionism, OPEC, Arab Spring, terrorism | |
| **Assessment Evidence** | |
| **Performance Tasks:**<br>• **Summative:** Students complete a writing task on the historical analysis of primary and secondary sources. **TCC2, TI1, P2, CCE4**<br>• **Summative:** Students complete a performance task which demonstrates the lasting benefits of technological innovation. This task may be in the form of an essay, debate, Socratic seminar, or similar project, considering potential connections to current topics **TCC2, TI1, P2, CCE4**<br>• **Summative:** Students complete a performance task which shows the development and historical impact of the major Abrahamic religions. This task may be in the form of an essay, debate, Socratic seminar, or similar project, considering potential connections to current topics **TCC2, TI1, P2, CCE4** | **Other Evidence:**<br>• **Interim:** As part of an investigation of historical research, students will complete an oral history assignment. **TCC4, DE1, TI3**<br>• **Interim:** Students will complete DBQs culminating in informational and persuasive writing practice.**TCC2, TCC3, DE1, P1, AA4**<br>• **Interim:** Students will demonstrate an understanding of the political and physical geography of the region through both digital and paper maps.**TCC2, TI2, AA1**<br>• **Interim:** Students will complete close-reading assignments demonstrating comprehension and critical thinking. **TCC2, CCE3, DE2, TI3**<br>• **Interim:** Students will complete performance tasks |

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| • **Summative:** Students complete a research-based performance task about a modern Middle Eastern/North African country, demonstrating an understanding of current political, cultural, and/or economic issues **TCC2, TI1, P2, AA3, CCE4** | demonstrating understanding of key concepts and vocabulary. **TI1, P1, AA2** |

**Learning Plan**

- Teach research skills of locating and evaluating sources, searching for and skimming through resources, and citing material **TCC2, TI1**
- Demonstrate map and source analysis to create informed inferences **TCC2**
- Develop success criteria for debates, seminars, projects, and presentations by viewing negative and positive models, considering prior experiences, etc. **AA2**
- Discuss and model positive peer feedback strategies for group activities **DE4**
- Reading assignments with SBA-style questions **P2**
- Content-based quiz on key vocabulary and concepts **P2**
- Written responses and/or discussions on videos and articles **CCE4**
- Participation assessments (i.e. guided notes, Pear Deck, etc.) **CCE4**
- DBQs **TCC2**

**Teacher Resources:** Digital Inquiry Group (formerly The Stanford History Education Group), Junior Scholastic, Newsela, PBS Education, DBQ Project, World History Encyclopedia, World Book Online, CommonLit, Fordham University Internet History Sourcebooks Project, Historychannel.com, Nonnewaug/WMS LMC databases and resources, Children And Youth In History, Teach Mideast

# Unit 2 - Europe

## Desired Results - Goals, Transfer, Meaning, Acquisition

**Established Goals:**

**Connecticut Secondary Social Studies Frameworks**

**Geography**
- **7.Geo.3.a.** Analyze cultural diffusion among regions using paper based and digital mapping techniques
- **7.Geo.10.a.** Analyze how cultural characteristics vary among regions and shape diversity of local communities
- **7.Geo.10.b.** Analyze how environmental characteristics vary among regions

**History**
- **7.His.2.a.** Describe a series of political events and developments that reflect change and continuity throughout the history of a region
- **7.His.9.a.** Classify the kinds of historical sources used in a secondary interpretations of a globally or regionally significant event or issue

**Civics**
- **7.Civ.1.a.** Identify the powers and responsibilities of individuals, groups, and media in addressing human rights issues in both governmental and nongovernmental contexts
- **7.Civ.2.a.** Explain how political participation varies within different types of government in different eras and contexts
- **7.Civ.6.a.** Describe the roles of political and economic organizations in shaping lives of individuals and groups in a region
- **7.Civ.12.a.** Evaluate the effectiveness of rules, laws, and agreements as a means of addressing regional and global problems
- **7.Civ.13.a.** Analyze the purpose, implementation, and consequences of a policy in both historical and contemporary contexts

**Inquiry**
- **7.Inq.1.c.** Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of views represented in the sources
- **7.Inq.2.a.** Apply disciplinary knowledge and practices to demonstrate an understanding of world regional studies content
- **7.Inq.3.a.** Gather relevant evidence from multiple sources using both print and digital resources and databases (e.g., origin, authority, structure, context, credibility)
- **7.Inq.3.b.** Organize and prioritize relevant evidence from multiple sources to support claims
- **7.Inq.4.a.** Construct arguments using evidence from multiple sources
- **7.Inq.4.c.** Critique arguments and explanations presented about events or issues in a world region

**Vision of A Learner Attributes:** Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

- **TCC2(6-8):** I can evaluate data gathered from multiple perspectives and draw conclusions.
- **CCE2(6-8):** I can use rubrics, peer editing, conferences, and other feedback to revise my work and increase my learning.
- **DE1(6-8):** I can search for multiple perspectives and compare and contrast those perspectives.

- **TI2(6-8):** I can identify my objectives and apply the best resources to my learning.
- **P2(6-8):** I can identify my relative strengths as well as areas for improvement. I can set goals, use strategies for improvement, and monitor my own learning through various means of self-assessment in order to experience growth.
- **AA4(6-8):** I can seek opportunities to learn more and continue to push my thinking.

| **Understandings:** Students will understand that... | **Essential Questions:** |
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| • Ancient Greece provided the political and cultural bedrock of Western civilization (democracy, etc.)<br>• Ancient Rome's influence spread throughout Europe and reshaped the region culturally, linguistically, and politically, the effects of which can still be seen today<br>• Feudalism created a strict class divide which stifled economic and political innovation<br>• Major events (Black Death, etc.) caused economic, social, and political upheaval<br>• The Crusades and the Mongol Invasions exposed Europe to new ideas and technologies<br>• Invasions and migrations transformed European territories religiously, linguistically, and economically<br>• Increased trade, classical learning, and new inventions (printing press, etc.) contributed to creating the Renaissance<br>• The Renaissance was a fervent period of European cultural, artistic, political and economic "rebirth" following the Middle Ages<br>• Modern Europe is a region of varied languages, traditions, and cultural traditions<br>• The European Union increased trade, developed a single currency, and promotes democracy and rule of law<br>• Europe plays a large role in the global economy, forming important alliances and trade agreement across the planet<br>• Contemporary conflicts have deep and often complex historical roots<br>• Many European countries have powerful economies which develop and promote important scientific and technological innovations | • How did representative government develop in the Classical World?<br>• What are the enduring legacies of the Classical World?<br>• How did feudalism structure medieval European society, and what were its economic, social, and political implications?<br>• What factors led to economic, social, and political changes in Late Medieval Europe and the Renaissance, and what impact did they have?<br>• How do European countries interact with global powers, and what is Europe's role in international relations?<br>• What are the geopolitical challenges facing Europe, such as regional conflicts and relations with neighboring regions? |
| **Students will know...** | **Students will be able to...** |

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| • Ancient Greece introduced democracy and important mathematical/scientific discoveries to the world<br>• Ancient Rome's influence can still be seen in Romance languages, republicanism, architecture, and engineering<br>• Feudalism created a strict class divide which stifled economic and political innovation<br>• Major events, like the Black Death, caused increase in wages and trade<br>• Invasions exposed Europe to new ideas and technologies, especially from Asia and the Middle East<br>• Invasions and migrations affected the spread of religious ideas and language<br>• Increased trade, classical learning, and new inventions (printing press, etc.) contributed to creating the Renaissance<br>• The Renaissance was a fervent period of European cultural, artistic, political and economic "rebirth" following the Middle Ages<br>• Modern Europe is a region of varied languages, traditions, and cultural traditions<br>• The European Union increased trade, developed a single currency, and promotes democracy and rule of law<br>• Europe plays a large role in the global economy, forming important alliances and trade agreement across the planet<br>• Europe is a place of relative peace, but has seen recent conflicts that put the world's security at risk<br>• Many European countries have powerful economies which develop and promote important scientific and technological innovations | • Create and define criteria that make for successful, evidence-based arguments in debate, Socratic seminar, informal discussion, written, and presentation settings<br>• Take initiative by selecting interest-based topics, developing guiding questions, and planning steps for research and production<br>• Collaborate with classmates to set and achieve goals while developing leadership skills<br>• Critically analyze written and visual sources, considering strengths and weaknesses of the source material<br>• Engage respectfully in discussions, acknowledging similar and different perspectives<br>• Defend an argument using relevant evidence from credible sources<br>• Present the findings of research through clear visuals and speaking<br>• Ask questions to drive learning and challenge the viewpoints of others<br>• Discuss key people, events, and concepts related to the region |
| **Key Vocabulary:** monarchy, democracy, republic, philosophy, empire, senate, medieval, feudalism, manor, serf, vassal, chivalry, Crusades, guild, monastery, Black Death, knight, Magna Carta, Renaissance, European Union, globalization, euro, Brexit, single market, Shengen area, totalitarianism, dictatorship, migration, NATO, International Criminal Court, International Court of Justice, Red Cross, World Trade Organization, Athens, Sparta, Tiber River, Danube River, Rhine River, Mediterranean Sea, Aegean Sea, British Isles, Balkans, Baltic, Iberian, Alps, Carpathians, Scandinavia | |
| **Assessment Evidence** | |

| Performance Tasks: | Other Evidence: |
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| • **Summative:** Students complete a performance task demonstrating an understanding of the characteristics of civilization (e.g. application of the G.R.A.P.E.S. acronym). This task may be in the form of an essay, debate, Socratic seminar, or similar project, considering potential connections to current topics. **TCC3, CCE2, TI2, P3, AA3**<br>• **Summative:** Students will complete a writing task considering structure and representation in Classical governments. **TCC2, TI1, P2, CCE4**<br>• **Summative:** Students will complete a performance task demonstrating knowledge of the achievements and/or legacy of the Classical World. This task may be in the form of an essay, debate, Socratic seminar, or similar project, considering potential connections to current topics. **TCC3, CCE2, TI2, P3, AA3**<br>• **Summative:** Students will complete a performance task demonstrating an understanding of the sources and impacts of change in medieval and Renaissance Europe.This task may be in the form of an essay, debate, Socratic seminar, or similar project, considering potential connections to current topics. **TCC3, CCE2, TI2, P3, AA3**<br>• **Summative:** Students complete a research-based performance task about a modern European country, demonstrating an understanding of current political, cultural, and economic issues. **TCC2, TI1, P2, AA3, CCE4**<br>• **Summative:** Students will complete a student-led research project based upon personal interests related to the region. **TCC3, CCE4, DE4, TI4, P4, AA4** | • **Interim:** Students will complete DBQs culminating in informational and persuasive writing practice. **TCC2, TCC3, DE1, P1, AA4**<br>• **Interim:** Students will demonstrate an understanding of the political and physical geography of the region through both digital and paper maps. **TCC2, TI2, AA1**<br>• **Interim:** Students will complete close-reading assignments demonstrating comprehension and critical thinking. **TCC2, CCE3, DE2, TI3**<br>• **Interim:** Students will complete performance tasks demonstrating understanding of key concepts and vocabulary. **TI1, P1, AA2** |

**Learning Plan**

- Teach research skills of locating and evaluating sources, searching for and skimming through resources, and citing material **TCC2, TI1**
- Demonstrate map and source analysis to create informed inferences **TCC2**
- Develop success criteria for debates, seminars, projects, and presentations by viewing negative and positive models, considering prior experiences, etc. **AA2**
- Discuss and model positive peer feedback strategies for group activities **DE4**

- Reading assignments with SBA-style questions **P2**
- Content-based quiz on key vocabulary and concepts **P2**
- Written responses and/or discussions on videos and articles **CCE4**
- Participation assessments (i.e. guided notes, Pear Deck, etc.) **CCE4**
- DBQs **TCC2**

**Teacher Resources:** Digital Inquiry Group (formerly The Stanford History Education Group), Junior Scholastic, Newsela, PBS Education, DBQ Project, World History Encyclopedia, World Book Online, CommonLit, Fordham University Internet History Sourcebooks Project, Historychannel.com, Nonnewaug/WMS LMC databases and resources, Children And Youth In History

# Unit 3 - Latin America

## Desired Results - Goals, Transfer, Meaning, Acquisition

**Established Goals:**

**Geography**

- **7.Geo.7.a.** Explain how changes in transportation have led to regional and global connections among human settlements
- **7.Geo.8.a.** Analyze how human-environment interactions influence movement and settlement
- **7.Geo.9.a.** Evaluate the influences of long-term human-induced environmental change on spatial patterns of conflict and cooperation within a region
- **7.Geo.12.a.** Explain how global changes in population distribution patterns have affected land use in a region

**History**

- **7.His.6.a.** Analyze how maps represent the perspectives of individuals and groups during different eras
- **7.His.2.a.** Describe a series of political events and developments that reflect change and continuity throughout the history of a region
- **7.His.9.a.** Classify the kinds of historical sources used in a secondary interpretations of a globally or regionally significant event or issue

**Economy**

- **7.Eco.4.a.** Describe different types of economies
- **7.Eco.4.b.** Describe the role of competition in a market economy
- **7.Eco.5.a.** Explain ways in which money facilitates the exchange of goods and services in both historical and contemporary contexts
- **7.Eco.6.a.** Explain how changes in supply and demand have influenced the price and quantity of a good or service in a region
- **7.Eco.7.a.** Analyze the role of innovation and entrepreneurship in a market economy
- **7.Eco.12.a.** Explain how economic fluctuations and cycles affect individuals and groups in a region
- **7.Eco.14.a.** Explain how a trade barrier has shaped global or regional trade in historical and contemporary contexts

**Inquiry**

- **7.Inq.3.c.** Develop claims and counterclaims in response to a compelling question.
- **7.Inq.4.d.** Present arguments and explanations about local, regional, and global issues to reach a target audience using print, oral, and digital technologies.
- **7.Inq.4.e.** Analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

**Vision of A Learner Attributes:** Students will be able to independently use their learning to... (“I can” statements to be demonstrated)

- **TCC2(6-8):** I can evaluate data gathered from multiple perspectives and draw conclusions.
- **CCE2(6-8):** I can use rubrics, peer editing, conferences, and other feedback to revise my work and increase my learning.
- **DE1(6-8):** I can search for multiple perspectives and compare and contrast those perspectives.
- **TI2(6-8):** I can identify my objectives and apply the best resources to my learning.

- **P3(6-8):** I can receive and provide constructive feedback and understand the need to adjust my goals/learning journey.
- **AA4(6-8):** I can seek opportunities to learn more and continue to push my thinking.

| **Understandings:** Students will understand that... | **Essential Questions:** |
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| • People's societies reflect the geography around them and the resources available to them<br>• The Maya, Aztecs, and Incas were advanced civilizations with complex social, political and economic structures<br>• The Aztecs and Incas dramatically modified their environments in order to grow their civilizations (Tenochtitlan, chinampas, etc.)<br>• Europeans possessed geographic advantages that allowed for dominated of indigenous peoples<br>• European colonization had devastating consequences for indigenous peoples<br>• Modern Latin America is a region of diverse cultures, economies, and qualities of life<br>• The languages of cultures of Latin America reflect the legacy of European colonization<br>• The region faces serious environmental challenges (deforestation, etc.)<br>• Many Latin American countries have begun looking towards sustainability to preserve their natural resources (ecotourism, etc.)<br>• Latin America is a region economically reliant on agriculture<br>• Economic difficulties contribute heavily to migration from various Latin American countries<br>• Latin American countries have a wide variety of economic and political ties with other countries | • What were the major pre-Columbian civilizations in Latin America, and what are their key contributions to world history?<br>• How did pre-Columbian civilizations modify their environments to sustain large populations?<br>• How did European colonization impact the indigenous populations and cultures of Latin America?<br>• What are the major environmental challenges facing Latin America, and how are they being addressed?<br>• How do issues such as poverty, inequality, and globalization affect development and sustainability in Latin American countries?<br>• How do current political and economic trends and conflicts in Latin America influence regional and global politics? |
| **Students will know...** | **Students will be able to...** |
| • The Maya, Aztecs, and Incas were advanced civilizations who achieved remarkable innovations<br>• How indigenous societies modified their environments to meet their needs<br>• The geographic advantages that allowed Europeans to conquer indigenous people | • Create and define criteria that make for successful, evidence-based arguments in debate, Socratic seminar, informal discussion, written, and presentation settings<br>• Take initiative by selecting interest-based topics, developing guiding questions, and planning steps for research and production |

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| • How European conquest affected indigenous peoples and the planet<br>• The locations of Latin American countries and important geographic areas<br>• How countries use their natural resources to generate their economies<br>• The advantages and disadvantages of different types of economies<br>• The environmental challenges facing various Latin American countries<br>• How some Latin American countries are employing sustainability to preserve their natural resources<br>• How economic issues contribute to migration throughout the region<br>• Countries within the region have ties to various global powers which can differ widely politically and economically | • Collaborate with classmates to set and achieve goals while developing leadership skills<br>• Critically analyze written and visual sources, considering strengths and weaknesses of the source material<br>• Engage respectfully in discussions, acknowledging similar and different perspectives<br>• Defend an argument using relevant evidence from credible sources<br>• Present the findings of research through clear visuals and speaking<br>• Ask questions to drive learning and challenge the viewpoints of others<br>• Discuss key people, events, and concepts related to the region |
| **Key Vocabulary:** Amazon Rainforest, Amazon River, Andes Mts., Pampas, Patagonia, Yucatan Peninsula, Caribbean Sea, Gulf of Mexico, pre-Columbian, Mesoamerica, indigenous, terrace farming, chinampas, quipu, Tikal, Tenochtitlan, Teotihuacan, Cuzco, Machu Picchu, conquistador, Treaty of Tordesillas, Columbian Exchange, isthmus, embargo, inflation, command economy, free market, NAFTA, socialism, Latino/Latina/Latinx, biodiversity, deforestation, eco-tourism, sustainability, immigration, natural resources | |
| **Assessment Evidence** | |
| **Performance Tasks:**<br><br>• **Summative:** Students complete a performance task demonstrating an understanding of the relationship between pre-Columbian societies and their environments. This task may be in the form of an essay, debate, Socratic seminar, or similar project, considering potential connections to current topics. **TCC2, TI1, P2, CCE4**<br>• **Summative:** Students complete a writing task considering the geographic advantages of European colonizers and their impacts on indigenous peoples. **TCC2, TI1, P2, CCE4**<br>• **Summative:** Students complete a performance task researching challenges within the region and offering plausible solutions. This task may be in the form of an essay, debate, | **Other Evidence:**<br><br>• **Interim:** Students will complete DBQs culminating in informational and persuasive writing practice.**TCC2, TCC3, DE1, P1, AA4**<br>• **Interim:** Students will demonstrate an understanding of the political and physical geography of the region through both digital and paper maps.**TCC2, TI2, AA1**<br>• **Interim:** Students will complete close-reading assignments demonstrating comprehension and critical thinking. **TCC2, CCE3, DE2, TI3**<br>• **Interim:** Students will complete performance tasks demonstrating understanding of key concepts and vocabulary. **TI1, P1, AA2** |

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| Socratic seminar, or similar project, considering potential connections to current topics. **TCC2, TI1, P2, CCE4**<br>• **Summative:** Students will complete a student-led research project based upon personal interests related to the region. **TCC3, CCE4, DE4, TI4, P4, AA4** | |

**Learning Plan**

- Teach research skills of locating and evaluating sources, searching for and skimming through resources, and citing material **TCC2, TI1**
- Demonstrate map and source analysis to create informed inferences **TCC2**
- Develop success criteria for debates, seminars, projects, and presentations by viewing negative and positive models, considering prior experiences, etc. **AA2**
- Discuss and model positive peer feedback strategies for group activities **DE4**
- Reading assignments with SBA-style questions **P2**
- Content-based quiz on key vocabulary and concepts **P2**
- Written responses and/or discussions on videos and articles **CCE4**
- Participation assessments (i.e. guided notes, Pear Deck, etc.) **CCE4**

**Teacher Resources:** Digital Inquiry Group (formerly The Stanford History Education Group), Junior Scholastic, Newsela, PBS Education, DBQ Project, World History Encyclopedia, World Book Online, CommonLit, Fordham University Internet History Sourcebooks Project, Historychannel.com, Nonnewaug/WMS LMC databases and resources, Children And Youth In History