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| Teacher | Rachel Stafford |
| Class | 7th World History |

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|  | **Date:**  **Mon., April 11** | **Date:**  **Tues., April 12** | **Date:**  **Wed. April 13** | **Date:**  **Thurs, April 14** | **Date:**  **Fri., April 15** |
| **Standard** | TN Core Standards   * 7.59 Describe the roots of the Scientific Revolution based upon Christian and Muslim influences. (C, H) * 7.60 Gather relevant information from multiple print and digital sources explaining the significance of new scientific theories, the accomplishments of leading figures including Sir Frances Bacon, Nicolaus Copernicus, Rene Descartes, Galileo Galilei, Johannes Kepler, and Sir Isaac Newton, and new inventions, including the telescope, microscope, thermometer, and barometer. (C, H) * 7.61 Trace how the main ideas of the Enlightenment can be traced back to such movements and epochs as the Renaissance, the Reformation, the Scientific Revolution, the Greeks, the Romans, and Christianity. (C, H, P) * 7.62 Describe the accomplishments of major Enlightenment thinkers, including Locke and Charles-Louis Montesquieu. (C, H) * 7.63 Explain the origins of modern capitalism, the influence of mercantilism, and the cottage industry; the elements and importance of a market economy in 17th century Europe; the changing international trading and marketing patterns; including their locations on a world map; and the influence of explorers and mapmakers. (C, E, G, H, P) | TN Core Standards   * 7.64 Identify the locations of the Olmecs, Mayans, Aztec, and Incas and explain the impact of the geographical features and climates of Mexico, Central America, and South America on their civilizations. (C, E, G, H, P) * 7.65 Describe the highly structured social and political system of the Maya civilization, ruled by kings and consisting of agriculturally intensive centers around independent city-states. (C, H, P) * 7.66 Create a graphic organizer or concept map explaining how and where each empire arose (how the Aztec and Incan empires were eventually defeated by the Spanish in the 16th century). (C, G, H, P) * 7.67 Explain the roles of peoples in the Aztec and Incan societies, including class structures, family life, warfare, religious beliefs and practices, and slavery. (C, H) * 7.68 Use multimedia components and visual displays in presentations to describe the artistic and oral traditions and architecture in the four civilizations (Olmecs, Mayan, Aztec, and Incan civilizations). (C, H) * 7.69 Cite several pieces of textual evidence to support the analysis of the impacts of the Mesoamerican developments in astronomy and mathematics, including the calendar, and the Mesoamerican knowledge of seasonal changes to the civilizations’ agricultural systems. (C, H)   7.70 Compare the varied economies and trade networks within and among major indigenous cultures prior to contact with Europeans and their systems of government, religious beliefs, distinct territories, and customs and traditions. 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| **Objective**  *I can…..* | **Chapter 13**  ***The Scientific Revolution and the Enlightenment***  **1500-1800**  *I can analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions. Students analyze political, social, and economic change as a result of the Age of Enlightenment in Europe.* | **Chapter 7**  ***The Americas***  **1500 B.C.- A.D. 1600**  *I can analyze the geographic, political, economic, social, and religious structures of the civilizations.*  *I can compare and contrast the geographic, political, religious, social, and economic structures of the Mesoamerican and Andean civilizations.* | **Chapter 7**  ***The Americas***  **1500 B.C.- A.D. 1600**  *I can analyze the geographic, political, economic, social, and religious structures of the civilizations.*  *I can compare and contrast the geographic, political, religious, social, and economic structures of the Mesoamerican and Andean civilizations.* | **Chapter 7**  ***The Americas***  **1500 B.C.- A.D. 1600**  *I can analyze the geographic, political, economic, social, and religious structures of the civilizations.*  *I can compare and contrast the geographic, political, religious, social, and economic structures of the Mesoamerican and Andean civilizations.* | **Chapter 7**  ***The Americas***  **1500 B.C.- A.D. 1600**  *I can analyze the geographic, political, economic, social, and religious structures of the civilizations.*  *I can compare and contrast the geographic, political, religious, social, and economic structures of the Mesoamerican and Andean civilizations.* |
| **Connections to Prior Knowledge** | Bell Work  Scientific Revolution & Enlightenment  *Macintosh HD:Users:teacher:Desktop:Screen Shot 2015-09-04 at 12.57.02 PM.png* | Bell Work  Pre-Test  Chapter 7 | Bell Work  What images come to mind when you think of early Native Americans? | Bell Work  Discuss 7-1 HW questions  Explain and illustrate how early prehistoric people reached the Americas. | Bell Work  What did early societies in North America have in common? |
| **Guiding Questions** | * How do new ideas change the way people live? * How do governments change? | * How do new ideas change the way people live? * How do governments change? | * How does geography influence the way people live? * What makes a culture unique? | * How does geography influence the way people live? * What makes a culture unique? | * How does geography influence the way people live? * What makes a culture unique? |

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| **Instructional Strategies**  *I do…* | Chapter 13 Writing Assignment  Self Reflection  Chapter 13 Writing Assignment Peer Review | Close-Read: The Americas | Lesson 1: The First Americas  Geography of the Americas   * A Diverse Region * Towering Mountains * Rolling Plains * Rushing Rivers   Settling the Americas   * Hunters & Gatherers * The Beginning of Agriculture | First American Societies   * First Planned Cities * Who were the Toltec? * Early Cultures in South America   Early Cultures in North America   * People of the SW * The Mound Builders   Who were the Mississippians? | Review lesson 1  Mid-chapter Quiz (open journal) |
| **Differentiated Tasks**  *We do …* | Chapter 13 Writing Assignment  Self Reflection  Chapter 13 Writing Assignment Peer Review | Close-Read: The Americas | Map Activity | Map Activity | Review lesson 1  Mid-chapter Quiz (open journal) |
| **Assessment**  *They do ….* | Chapter 13 Writing Assignment  Self Reflection  Chapter 13 Writing Assignment Peer Review | Close-Read: The Americas | Guided Reading | Guided Reading | Review lesson 1  Mid-chapter Quiz (open journal) |
| **Homework** |  | Homework Due Dates  Lesson 1: Thursday, April 14  Lesson 2: Wednesday, April 20 | Homework Due Dates  Lesson 1: Thursday, April 14  Lesson 2: Wednesday, April 20 | Homework Due Dates  Lesson 1: Thursday, April 14  Lesson 2: Wednesday, April 20 | Homework Due Dates  Lesson 1: Thursday, April 14  Lesson 2: Wednesday, April 20 |
| **Closure** | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. | Exit Slip  3: List 3 things you learned today  2: Explain 2 ways you contributed to class today  1: identify at least one question you still have. |
| **Resources/Materials** | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book | Computer  Projector  Student text books  Interactive journals  Colored pencils  Tape/glue  TE-online book |
| **Projected Assessments** |  | Chapter 7   * Mid-Chapter Quiz: Friday, April 15 (open journal) * Vocabulary Quiz: Wednesday, April 20 (no outside resources) * Test: Monday, April 25 (cheat card allowed) | Chapter 7   * Mid-Chapter Quiz: Friday, April 15 (open journal) * Vocabulary Quiz: Wednesday, April 20 (no outside resources) * Test: Monday, April 25 (cheat card allowed) | Chapter 7   * Mid-Chapter Quiz: Friday, April 15 (open journal) * Vocabulary Quiz: Wednesday, April 20 (no outside resources) * Test: Monday, April 25 (cheat card allowed) | Chapter 7   * Mid-Chapter Quiz: Friday, April 15 (open journal) * Vocabulary Quiz: Wednesday, April 20 (no outside resources) * Test: Monday, April 25 (cheat card allowed) |
| **Additional notes/ Upcoming Events** | Please make sure you are reviewing your notes from your interactive notebook each night. | Please make sure you are reviewing your notes from your interactive notebook each night. | Please make sure you are reviewing your notes from your interactive notebook each night. | Please make sure you are reviewing your notes from your interactive notebook each night. | Please make sure you are reviewing your notes from your interactive notebook each night. |