

Key Outcomes Addressed

Student “I can” Statements

The Physical Landscape

(p. 152 – 157)

Values and Attitudes

8.3.1 appreciate how a society’s worldview influences the society’s choices, decisions and interactions with other societies (C,I)

8.3.2 appreciate how Aztec and Spanish identities and worldviews were affected by intercultural contact (TCC, GC, I)

8.3.3 appreciate and recognize how rapid adaptation can radically change a society’s beliefs, values and knowledge (TCC, GC)

Knowledge and Understanding

8.3.4.1 What were the key elements of the worldview of the Aztec civilization prior to contact with the Spanish? (TCC, I, CC)

8.3.4.2 How did the Aztec civilization’s worldview influence its choices, decisions and customs? (TCC, CC, PADM)

Skills and Processes

8.S.1.1 analyze the validity of information based on context, bias, source, objectivity, evidence and reliability to broaden understanding of a topic or an issue

8.S.1.3 demonstrate the ability to analyze local and current affairs

The Sacred Landscape

(p. 158 – 164)

Values and Attitudes

8.3.1 appreciate how a society’s worldview influences the society’s choices, decisions and interactions with other societies (C,I)

8.3.2 appreciate how Aztec and Spanish identities and worldviews were affected by intercultural contact (TCC, GC, I)

8.3.3 appreciate and recognize how rapid adaptation can radically change a society’s beliefs, values and knowledge (TCC, GC)

Knowledge and Understanding

8.3.4.1 What were the key elements of the worldview of the Aztec civilization prior to contact with the Spanish? (TCC, I, CC)

The Physical Landscape

(p. 152 – 157)

Values and Attitudes

I can describe how a society’s worldview influences the society’s choices, decisions and interactions with other societies.

I can explain how Aztec and Spanish identities and worldviews were affected by intercultural contact.

I can understand how rapid adaptation can radically change a society’s beliefs, values and knowledge.

Knowledge and Understanding

I can identify key elements of the worldview of the Aztec civilization prior to contact with the Spanish.

I can give examples of how the Aztec civilization’s worldview influenced its choices, decisions and customs.

Skills and Processes

I can understand the importance of using a variety of sources and analyzing information for objectivity and reliability.

I can determine the validity of information based on context, bias, source, objectivity, evidence and reliability as I learn more about the topic or issue.

I can analyze a variety of sources of information to develop understandings of values, beliefs and lifestyle of the Aztecs.

I can identify examples of worldview in events that are occurring in my community and around the world.

The Sacred Landscape

(p. 158 – 164)

Values and Attitudes

I can describe how a society’s worldview influences the society’s choices, decisions and interactions with other societies.

I can explain how Aztec and Spanish identities and worldviews were affected by intercultural contact.

I can understand how rapid adaptation can radically change a society’s beliefs, values and knowledge.

Knowledge and Understanding

I can identify key elements of the worldview of the Aztec civilization prior to contact with the Spanish.

8.3.4.2 How did the Aztec civilization's worldview influence its choices, decisions and customs? (TCC, CC, PADM)

Skills and Processes

- 8.S.1.3 demonstrate the ability to analyze local and current affairs
- 8.S.1.2 critically evaluate ideas, information and positions from multiple perspectives
- 8.S.2.3 analyze the historical contexts of key events of a given time period
- 8.S.9.2 examine the values, lifestyles and points of view represented in a media message

Expanding the Empire

(p. 165 – 169)

Values and Attitudes

- 8.3.1 appreciate how a society's worldview influences the society's choices, decisions and interactions with other societies (C,I)
- 8.3.2 appreciate how Aztec and Spanish identities and worldviews were affected by intercultural contact (TCC, GC, I)
- 8.3.3 appreciate and recognize how rapid adaptation can radically change a society's beliefs, values and knowledge (TCC, GC)

Knowledge and Understanding

- 8.3.4.1 What were the key elements of the worldview of the Aztec civilization prior to contact with the Spanish? (TCC, I, CC)
- 8.3.4.2 How did the Aztec civilization's worldview influence its choices, decisions and customs? (TCC, CC, PADM)

Skills and Processes

- 8.S.1.3 demonstrate the ability to analyze local and current affairs
- 8.S.3.4 define geographic problems and issues and pose geographic questions
- 8.S.4.8 use networks to brainstorm, plan and share ideas with group members
- 8.S.8.1 communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration

I can give examples of how the Aztec civilization's worldview influenced its choices, decisions and customs.

Skills and Processes

- I can analyze examples of worldview in events that are occurring in my community and around the world.
- I can understand how different people would feel about an issue.
- I can analyze the historical contexts of key events of a given time period.
- I can identify values, lifestyle and points of view when presented in chart forms and/or paintings

Expanding the Empire

(p. 165 – 169)

Values and Attitudes

- I can describe how a society's worldview influences the society's choices, decisions and interactions with other societies.
- I can explain how Aztec and Spanish identities and worldviews were affected by intercultural contact.

- I can understand how rapid adaptation can radically change a society's beliefs, values and knowledge.

Knowledge and Understanding

- I can identify key elements of the worldview of the Aztec civilization prior to contact with the Spanish.

- I can give examples of how the Aztec civilization's worldview influenced its choices, decisions and customs.

Skills and Processes

- I can identify examples of worldview in events that are occurring in my community and around the world.
- I can define geographic problems and issues and pose geographic questions.
- I can participate in networks to brainstorm, plan and share ideas with group members.
- I can communicate persuasively in a variety of ways with consideration of audience and purpose.

Key Outcomes Addressed

Student “I can” Statements

<p><i>The Aztec Social Hierarchy</i> (p. 172 – 179) Values and Attitudes 8.3.1 appreciate how a society’s worldview influences the society’s choices, decisions and interactions with other societies (C,I)</p> <p>Knowledge and Understanding 8.3.4.1 What were the key elements of the worldview of the Aztec civilization prior to contact with the Spanish? (TCC, I, CC) 8.3.4.2 How did the Aztec civilization’s worldview influence its choices, decisions and customs? (TCC, CC, PADM)</p> <p>Skills and Processes 8.S.1.3 demonstrate the ability to analyze local and current affairs 8.S.4.3 propose and apply strategies or options to solve problems and deal with issues 8.S.8.1 communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration</p> <p><i>Aztec Education</i> (p. 180 – 184) Values and Attitudes 8.3.1 appreciate how a society’s worldview influences the society’s choices, decisions and interactions with other societies (C,I)</p> <p>Knowledge and Understanding 8.3.4.1 What were the key elements of the worldview of the Aztec civilization prior to contact with the Spanish? (TCC, I, CC) 8.3.4.2 How did the Aztec civilization’s worldview influence its choices, decisions and customs? (TCC, CC, PADM)</p> <p>Skills and Processes 8.S.1.3 demonstrate the ability to analyze local and current affairs 8.S.5.2 consider the needs and perspectives of others 8.S.5.4 access, retrieve and share information from electronic sources such as common files 8.S.7.9 plan and conduct a search, using a wide variety of electronic sources 8.S.8.1 communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration</p>	<p><i>The Aztec Social Hierarchy</i> (p. 172 – 179) Values and Attitudes I can recognize that the worldview the Aztecs held created a unique social structure different from what I live in today.</p> <p>Knowledge and Understanding I can identify key elements of the worldview of the Aztec civilization prior to contact with the Spanish. I can give examples of how the Aztec civilization’s worldview influenced its choices, decisions and customs.</p> <p>Skills and Processes I can identify examples of worldview in events that are occurring in my community and around the world. I can suggest a variety of strategies or options to solve problems and deal with issues. I can communicate persuasively in a variety of ways with consideration of audience and purpose.</p> <p><i>Aztec Education</i> (p. 180 – 184) Values and Attitudes I can recognize that the worldview of the Aztecs created a unique social structure and education system different from what I live in today.</p> <p>Knowledge and Understanding I can identify key elements of the worldview of the Aztec civilization prior to contact with the Spanish. I can give examples of how the Aztec civilization’s worldview influenced its choices, decisions and customs.</p> <p>Skills and Processes I can identify examples of worldview in events that are occurring in my community and around the world. I can consider other peoples’ needs and perspectives. I can use technology to access, retrieve and share information. I can plan and conduct a search using a wide variety of electronic sources. I can communicate persuasively in a variety of ways with consideration of audience and purpose.</p>
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<p>Contributing to Society (p. 185 – 191) Values and Attitudes 8.3.1 appreciate how a society’s worldview influences the society’s choices, decisions and interactions with other societies (C,I)</p> <p>Knowledge and Understanding 8.3.4.1 What were the key elements of the worldview of the Aztec civilization prior to contact with the Spanish? (TCC, I, CC) 8.3.4.2 How did the Aztec civilization’s worldview influence its choices, decisions and customs? (TCC, CC, PADM)</p> <p>Skills and Processes 8.S.1.2 evaluate ideas, information and positions from multiple perspectives 8.S.1.3 demonstrate the ability to analyze local and current affairs 8.S.2.3 analyze the historical contexts of key events of a given time period 8.S.4.8 use networks to brainstorm, plan and share ideas with group members 8.S.7.2 develop a position supported by information gathered through research 8.S.8.1 communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration</p>	<p>Contributing to Society (p. 185 – 191) Values and Attitudes I can describe how a society’s worldview influences the society’s choices, decisions and interactions with other societies.</p> <p>Knowledge and Understanding I can identify key elements of the worldview of the Aztec civilization prior to contact with the Spanish. I can give examples of how the Aztec civilization’s worldview influenced its choices, decisions and customs.</p> <p>Skills and Processes I can understand how different people would feel about an issue. I can identify examples of worldview in events that are occurring in my community and around the world. I can analyze the historical contexts of key events of a given time period. I can participate in networks to brainstorm, plan and share ideas with group members. I can defend a position based on information gathered through research. I can communicate persuasively in a variety of ways with consideration of audience and purpose.</p>
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Spain Looks Westward 9

Key Outcomes Addressed

Student “I can” Statements

<p>Geography and Religion (p. 194 – 200) Values and Attitudes 8.3.1 appreciate how a society’s worldview influences the society’s choices, decisions and interactions with other societies (C,I)</p> <p>Knowledge and Understanding 8.3.4.3 What key elements of Spain’s worldview led to the desire to expand its empire? (TCC, I, PADM) 8.3.4.5 To what extent were the divergent worldviews of the Spanish and Aztecs factors in the dominance of one nation over the other? (TCC, CC, GC, PADM)</p> <p>Skills and Processes 8.S.1.3 demonstrate the ability to analyze local and current affairs 8.S.2.2 use historical and community resources to organize the sequence of historical events</p>	<p>Geography and Religion (p. 194 – 200) Values and Attitudes I can describe how a society’s worldview influences the society’s choices, decisions and interactions with other societies.</p> <p>Knowledge and Understanding I can describe the key elements of Spain’s worldview that led to the desire to expand its empire. I can explain the impact of the divergent worldviews of the Spanish and Aztecs in the dominance of one nation over the other.</p> <p>Skills and Processes I can identify examples of worldview in events that are occurring in my community and around the world. I can organize the sequence of historical events when I use historical and community resources.</p>
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<p>8.S.3.1 interpret historical maps to broaden understanding of historical events</p> <p>8.S.4.8 use networks to brainstorm, plan and share ideas with group members</p> <p>8.S.8.1 communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration</p> <p>Creating a Christian Spain (p. 201 – 206)</p> <p>Values and Attitudes</p> <p>8.3.1 appreciate how a society’s worldview influences the society’s choices, decisions and interactions with other societies (C,I)</p> <p>Knowledge and Understanding</p> <p>8.3.4.3 What key elements of Spain’s worldview led to the desire to expand its empire? (TCC, I, PADM)</p> <p>8.3.4.5 To what extent were the divergent worldviews of the Spanish and Aztecs factors in the dominance of one nation over the other? (TCC, CC, GC, PADM)</p> <p>Skills and Processes</p> <p>8.S.1.1 analyze the validity of information based on context, bias, source, objectivity, evidence and reliability to broaden understanding of a topic or an issue</p> <p>8.S.1.3 demonstrate the ability to analyze local and current affairs</p> <p>8.S.4.8 use networks to brainstorm, plan and share ideas with group members</p> <p>8.S.8.1 communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration</p> <p>8.S.8.2 use skills of informal debate to persuasively express differing viewpoints regarding an issue</p> <p>8.S.9.2 examine the values, lifestyles and points of view represented in a media message</p> <p>Gold and Glory (p. 207 – 213)</p> <p>Values and Attitudes</p> <p>8.3.1 appreciate how a society’s worldview influences the society’s choices, decisions and interactions with other societies (C,I)</p> <p>Knowledge and Understanding</p> <p>8.3.4.3 What key elements of Spain’s worldview led to the desire to expand its empire? (TCC, I, PADM)</p> <p>8.3.4.5 To what extent were the divergent worldviews of the Spanish and Aztecs factors in the dominance of one nation over the other? (TCC, CC, GC, PADM)</p>	<p>I can interpret historical maps to increase my understanding of historical events.</p> <p>I can participate in networks to brainstorm, plan and share ideas with group members.</p> <p>I can communicate persuasively in a variety of ways with consideration of audience and purpose.</p> <p>Creating a Christian Spain (p. 201 – 206)</p> <p>Values and Attitudes</p> <p>I can describe how a society’s worldview influences the society’s choices, decisions and interactions with other societies.</p> <p>Knowledge and Understanding</p> <p>I can describe the key elements of Spain’s worldview that led to the desire to expand its empire.</p> <p>I can explain the impact of the divergent worldviews of the Spanish and Aztecs in the dominance of one nation over the other.</p> <p>Skills and Processes</p> <p>I can understand the importance of using a variety of sources and analyzing information for objectivity and reliability.</p> <p>I can determine the validity of information based on context, bias, source, objectivity, evidence and reliability as I learn more about the topic or issue.</p> <p>I can analyze a variety of sources of information to develop understandings of values, beliefs and lifestyle of the Aztecs.</p> <p>I can identify examples of worldview in events that are occurring in my community and around the world.</p> <p>I can participate in networks to brainstorm, plan and share ideas with group members.</p> <p>I can communicate persuasively in a variety of ways with consideration of audience and purpose.</p> <p>I can use my skills of informal debate to persuade.</p> <p>I can identify values, lifestyle and points of view when presented in paintings and other media forms.</p> <p>Gold and Glory (p. 207 – 213)</p> <p>Values and Attitudes</p> <p>I can describe how a society’s worldview influences the society’s choices, decisions and interactions with other societies.</p> <p>Knowledge and Understanding</p> <p>I can describe the key elements of Spain’s worldview that led to the desire to expand its empire.</p> <p>I can explain the impact of the divergent worldviews of the Spanish and Aztecs in the dominance of one nation over the other.</p>
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<p>Skills and Processes</p> <p>8.S.1.1 analyze the validity of information based on context, bias, source, objectivity, evidence and reliability to broaden understanding of a topic or an issue</p> <p>8.S.4.8 use networks to brainstorm, plan and share ideas with group members</p> <p>8.S.7.4 determine how information serves a variety of purposes and that accuracy or relevance may need verification</p> <p>8.S.8.1 communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration</p> <p>8.S.9.1 examine techniques used to enhance the authority and authenticity of media messages</p> <p>8.S.9.2 examine the values, lifestyles and points of view represented in a media message</p>	<p>Skills and Processes</p> <p>I can understand the importance of using a variety of sources and analyzing information for objectivity and reliability.</p> <p>I can determine the validity of information based on context, bias, source, objectivity, evidence and reliability as I learn more about the topic or issue.</p> <p>I can analyze a variety of sources of information to develop understandings of values, beliefs and lifestyle of the Aztecs.</p> <p>I can participate in networks to brainstorm, plan and share ideas with group members.</p> <p>I can describe how information serves a variety of purposes and explain its accuracy and/or relevance.</p> <p>I can communicate persuasively in a variety of ways with consideration of audience and purpose.</p> <p>I can recognize and explain techniques used to enhance the authority and authenticity of media messages.</p> <p>I can identify values, lifestyle and points of view when presented in media messages.</p>
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A Deadly Meeting 10

Key Outcomes Addressed

Student “I can” Statements

<p>Cortes, the Conquistador (p. 216 – 222)</p> <p>Values and Attitudes</p> <p>8.3.1 appreciate how a society’s worldview influences the society’s choices, decisions and interactions with other societies (C,I)</p> <p>8.3.2 appreciate how Aztec and Spanish identities and worldviews were affected by intercultural contact (TCC, GC, I)</p> <p>8.3.3 appreciate and recognize how rapid adaptation can radically change a society’s beliefs, values and knowledge (TCC, GC)</p> <p>Knowledge and Understanding</p> <p>8.3.4.2 How did the Aztec civilization’s worldview influence its choices, decisions and customs? (TCC, CC, PADM)</p> <p>8.3.4.4 In what ways did factors such as technology and disease contribute to the dominance of the Spanish over the Aztec civilization? (ER, LPP)</p> <p>8.3.4.5 To what extent were the divergent worldviews of the Spanish and Aztecs factors in the dominance of one nation over the other? (TCC, CC, GC, PADM)</p>	<p>Cortes, the Conquistador (p. 216 – 222)</p> <p>Values and Attitudes</p> <p>I can describe how a society’s worldview influences the society’s choices, decisions and interactions with other societies.</p> <p>I can explain how Aztec and Spanish identities and worldviews were affected by intercultural contact.</p> <p>I can understand how rapid adaptation can radically change a society’s beliefs, values and knowledge.</p> <p>Knowledge and Understanding</p> <p>I can give examples of how the Aztec civilization’s worldview influenced its choices, decisions and customs.</p> <p>I can explain how technology and disease contributed to the dominance of the Spanish over the Aztec civilization.</p> <p>I can explain the impact of the divergent worldviews of the Spanish and Aztecs in the dominance of one nation over the other.</p>
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Skills and Processes

- 8.S.1.3 demonstrate the ability to analyze local and current affairs
- 8.S.2.1 distinguish cause, effect, sequence and correlation in historical events, including the long and short-term causal relations
- 8.S.3.1 interpret historical maps to broaden understanding of historical events
- 8.3.3 appreciate and recognize how rapid adaptation can radically change a society's beliefs, values and knowledge (TCC, GC)

An Unequal Fight

(p. 223 -228)

Values and Attitudes

- 8.3.1 appreciate how a society's worldview influences the society's choices, decisions and interactions with other societies (C,I)
- 8.3.2 appreciate how Aztec and Spanish identities and worldviews were affected by intercultural contact (TCC, GC, I)
- 8.3.3 appreciate and recognize how rapid adaptation can radically change a society's beliefs, values and knowledge (TCC, GC)

Knowledge and Understanding

- 8.3.4.2 How did the Aztec civilization's worldview influence its choices, decisions and customs? (TCC, CC, PADM)
- 8.3.4.4 In what ways did factors such as technology and disease contribute to the dominance of the Spanish over the Aztec civilization? (ER, LPP)
- 8.3.4.5 To what extent were the divergent worldviews of the Spanish and Aztecs factors in the dominance of one nation over the other? (TCC, CC, GC, PADM)

Skills and Processes

- 8.S.1.3 demonstrate the ability to analyze local and current affairs
- 8.S.1.6 access diverse viewpoints on particular topics, using appropriate technologies

- 8.S.7.3 draw conclusions based upon research and evidence
- 8.S.7.5 organize and synthesize researched information

Invasion

(p. 229 -235)

Values and Attitudes

- 8.3.1 appreciate how a society's worldview influences the society's choices, decisions and interactions with other societies (C,I)
- 8.3.2 appreciate how Aztec and Spanish identities and worldviews were affected by intercultural contact (TCC, GC, I)
- 8.3.3 appreciate and recognize how rapid adaptation can radically change a society's beliefs, values and knowledge (TCC, GC)

Skills and Processes

- I can identify examples of worldview in events that are occurring in my community and around the world.
- I can identify the differences in long and short term causes as well as list the sequence of events and their effects.
- I can interpret historical maps to increase my understanding of historical events.
- I can understand how rapid adaptation can radically change a society's beliefs, values and knowledge.

An Unequal Fight

(p. 223 -228)

Values and Attitudes

- I can describe how a society's worldview influences the society's choices, decisions and interactions with other societies.
- I can explain how Aztec and Spanish identities and worldviews were affected by intercultural contact.

- I can understand how rapid adaptation can radically change a society's beliefs, values and knowledge.

Knowledge and Understanding

- I can give examples of how the Aztec civilization's worldview influenced its choices, decisions and customs.
- I can explain how technology and disease contributed to the dominance of the Spanish over the Aztec civilization.

- I can explain the impact of the divergent worldviews of the Spanish and Aztecs in the dominance of one nation over the other.

Skills and Processes

- I can identify examples of worldview in events that are occurring in my community and around the world.
- I can use technology to access diverse viewpoints on specific topics

- I can support my conclusions with evidence I have researched.
- I can organize and synthesize information I have researched.

Invasion

(p. 229 -235)

Values and Attitudes

- I can describe how a society's worldview influences the society's choices, decisions and interactions with other societies.
- I can explain how Aztec and Spanish identities and worldviews were affected by intercultural contact.
- I can understand how rapid adaptation can radically change a society's beliefs, values and knowledge.

<p>Knowledge and Understanding 8.3.4.2 How did the Aztec civilization’s worldview influence its choices, decisions and customs? (TCC, CC, PADM) 8.3.4.4 In what ways did factors such as technology and disease contribute to the dominance of the Spanish over the Aztec civilization? (ER, LPP) 8.3.4.5 To what extent were the divergent worldviews of the Spanish and Aztecs factors in the dominance of one nation over the other? (TCC, CC, GC, PADM)</p> <p>Skills and Processes 8.S.1.2 critically evaluate ideas, information and positions from multiple perspectives 8.S.1.3 demonstrate the ability to analyze local and current affairs 8.S.1.4 re-evaluate personal opinions to broaden understanding of a topic or an issue 8.S.2.1 distinguish cause, effect, sequence and correlation in historical events, including the long and short-term causal relations 8.S.2.2 use historical and community resources to organize the sequence of historical events 8.S.4.8 use networks to brainstorm, plan and share ideas with group members</p>	<p>Knowledge and Understanding I can give examples of how the Aztec civilization’s worldview influenced its choices, decisions and customs. I can explain how technology and disease contributed to the dominance of the Spanish over the Aztec civilization. I can explain the impact of the divergent worldviews of the Spanish and Aztecs in the dominance of one nation over the other.</p> <p>Skills and Processes I can understand how different people would feel about an issue. I can identify examples of worldview in events that are occurring in my community and around the world. I can re-evaluate my own opinion to help me broaden my understanding of a topic or an issue. I can identify the differences in long and short term causal relations as well as list the sequence of events and their effects. I can organize the sequence of historical events when I use historical and community resources. I can participate in networks to brainstorm, plan and share ideas with group members.</p>
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Worldviews in Conflict 11

Key Outcomes Addressed

Student “I can” Statements

<p>Changing a Worldview (p. 238 -245) Values and Attitudes 8.3.1 appreciate how a society’s worldview influences the society’s choices, decisions and interactions with other societies (C,I) 8.3.2 appreciate how Aztec and Spanish identities and worldviews were affected by intercultural contact (TCC, GC, I) 8.3.3 appreciate and recognize how rapid adaptation can radically change a society’s beliefs, values and knowledge (TCC, GC)</p> <p>Knowledge and Understanding 8.3.4.1 What were the key elements of the worldview of the Aztec civilization prior to contact with the Spanish? (TCC, I, CC) 8.3.4.2 How did the Aztec civilization’s worldview</p>	<p>Changing a Worldview (p. 238 -245) Values and Attitudes I can describe how a society’s worldview influences the society’s choices, decisions and interactions with other societies. I can explain how Aztec and Spanish identities and worldviews were affected by intercultural contact. I can understand how rapid adaptation can radically change a society’s beliefs, values and knowledge.</p> <p>Knowledge and Understanding I can identify key elements of the worldview of the Aztec civilization prior to contact with the Spanish. I can give examples of how the Aztec civilization’s worldview influenced its choices, decisions and</p>
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influence its choices, decisions and customs? (TCC, CC, PADM)

8.3.4.4 In what ways did factors such as technology and disease contribute to the dominance of the Spanish over the Aztec civilization? (ER, LPP)

8.3.4.5 To what extent were the divergent worldviews of the Spanish and Aztecs factors in the dominance of one nation over the other? (TCC, CC, GC, PADM)

Skills and Processes

8.S.1.3 demonstrate the ability to analyze local and current affairs

8.S.2.5 identify patterns in organized information

8.S.7.11 develop a process to manage volumes of information that can be made available through electronic sources

A New Worldview Emerges

(p. 246 -256)

Values and Attitudes

8.3.1 appreciate how a society's worldview influences the society's choices, decisions and interactions with other societies (C,I)

8.3.2 appreciate how Aztec and Spanish identities and worldviews were affected by intercultural contact (TCC, GC, I)

8.3.3 appreciate and recognize how rapid adaptation can radically change a society's beliefs, values and knowledge (TCC, GC)

Knowledge and Understanding

8.3.4.1 What were the key elements of the worldview of the Aztec civilization prior to contact with the Spanish? (TCC, I, CC)

8.3.4.2 How did the Aztec civilization's worldview influence its choices, decisions and customs? (TCC, CC, PADM)

8.3.4.4 In what ways did factors such as technology and disease contribute to the dominance of the Spanish over the Aztec civilization? (ER, LPP)

8.3.4.5 To what extent were the divergent worldviews of the Spanish and Aztecs factors in the dominance of one nation over the other? (TCC, CC, GC, PADM)

Skills and Processes

8.S.1.3 demonstrate the ability to analyze local and current affairs

8.S.2.1 distinguish cause, effect, sequence and correlation in historical events, including the long and short-term causal relations

8.S.2.5 identify patterns in organized information

8.S.5.4 access, retrieve and share information from electronic sources such as common files

8.S.7.3 draw conclusions based upon research and evidence

8.S.7.9 plan and conduct a search, using a wide variety of electronic sources

customs.

I can explain how technology and disease contributed to the dominance of the Spanish over the Aztec civilization.

I can explain the impact of the divergent worldviews of the Spanish and Aztecs in the dominance of one nation over the other.

Skills and Processes

I can identify examples of worldview in events that are occurring in my community and around the world.

I can use technology to show patterns in information.

I can use technology to organize the volumes of information that I have gathered and have these accessible electronically.

A New Worldview Emerges

(p. 246 -256)

Values and Attitudes

I can describe how a society's worldview influences the society's choices, decisions and interactions with other societies.

I can explain how Aztec and Spanish identities and worldviews were affected by intercultural contact.

I can understand how rapid adaptation can radically change a society's beliefs, values and knowledge.

Knowledge and Understanding

I can identify key elements of the worldview of the Aztec civilization prior to contact with the Spanish.

I can give examples of how the Aztec civilization's worldview influenced its choices, decisions and customs.

I can explain how technology and disease contributed to the dominance of the Spanish over the Aztec civilization.

I can explain the impact of the divergent worldviews of the Spanish and Aztecs in the dominance of one nation over the other.

Skills and Processes

I can identify examples of worldview in events that are occurring in my community and around the world.

I can identify the differences in long and short term causes as well as list the sequence of events and their effects.

I can use technology to show patterns in information.

I can use technology to access, retrieve and share information.

I can support my conclusions with evidence that I have researched.

I can plan and conduct a search using a wide variety of electronic sources.

<p>8.S.7.11 develop a process to manage volumes of information that can be made available through electronic sources</p> <p>8.S.8.1 communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration</p> <p>p. 257 culminating activity</p> <p>8.S.7.13 make connections among related, organized data and assemble various pieces into a unified message</p> <p>8.S.8.1 communicate in a persuasive and engaging manner through speeches, multimedia presentations and written and oral reports, taking particular audiences and purposes into consideration</p>	<p>I can use technology to organize the volumes of information that I have gathered and have these accessible electronically.</p> <p>I can communicate persuasively in a variety of ways with consideration of audience and purpose.</p> <p>p. 147 culminating activity</p> <p>I can use technology to show connections among related, organized data and assemble a variety of pieces of data into a unified message.</p> <p>I can communicate persuasively in a variety of ways with consideration of audience and purpose.</p>
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