

**Expansion of Civilization Sample Unit Plan and Explanation Page for unit 1**

Assignments that are similar are not included due to available space on grid.

Unit 1 Maya 100 BC – AD 1000

SCIENCE	CIVILIZATIONS	LITERATURE	VOCABULARY
	<b>Maya</b> 100 BC – 1000 AD	L-1a Note taking and outlines	arid servile stucco quetzel rhyolite
Name of Civilization. This data answers Question 1 on your Civilization Questionnaire.	Questionnaire	L-1b Book selection	<p><b>Vocabulary Words:</b> Define the word, place or term. Use the best definition that pertains to the unit's civilization.</p> <p><b>Suggested Methods:</b> Utilize note cards to be used for drill work. Type and insert into student's coursebook.</p> <p><b>Optional Components:</b> Definition Language of Origin or Root Pronunciation Use term in a sentence applicable to unit's study.</p>
Time span of Civilization or unit. This is the date you use on your Civilization Questionnaire, Question 2.	Under this subject heading labeled "Civilization" the student will complete a <i>Civilization Questionnaire</i> when "Questionnaire" is listed. There is a short and long version of the civilization form. Unless a short form is specified by the unit grid, you will use the long form.	Book	
		L-1c M	
		Maya	
		L-1d Translating	
		L-1e Compare/Contrast	
		<i>Popol Vuh</i>	
S-1a Agriculture	Mark Map 2 Include MAPS Details	L-1f Short story	<b>MAPS Details</b>
"S" = Science Topic The "Number" defines assignment number.	Worksheet 1 Maya	Add map details to <i>unit map</i> . The blank maps are included in the research forms packet. You may also mark the extent of the unit's civilization on your map.	Yucatan Peninsula Caribbean Sea Bay of Campeche Belize River Usumacinta River Gulf of Tehuantepec Gulf of Mexico Pacific Ocean Tikal Palenque
	Units have <i>worksheets</i> designed with questions pertaining just to that Unit's topic. Worksheets are found in the Student Pack.		
<b>Other Interests</b>		<b>Comparisons</b>	<b>Biography</b>
Toltec Chimu Nazca Tiauanaco Mayan math sacred ball game	Subject ideas for expanded research.	Give your opinion of theories about ancient civilizations based on analyzing written records vs. those formed without written records.	Biography section will list notable men and women. These are suggestions for book reports, mini research papers, or additional enrichment for further immersion into the civilization's history.
Pacific Ocean Tikal Palenque		Should be discussed or written out. Develops Critical Thinking.	

Unit 1

ART	MUSIC	ARCHITECTURE	RHETORIC
Blank grid spaces for teacher notes, unit supplies and field trips.			R-1a Definitions
<p><b>Unit Plan Layout:</b> Double line for division of assignments. Depending on your school schedule and calendar, units can be 1 or 2 weeks. You may also choose to spend more time on a unit and skip others. Before starting a TRISMS Volume develop a plan for covering your units. This will help your student keep on track and moving ahead. You may not have time to do everything listed on the unit grid, but the grid is designed to be flexible in providing study material to match your student's learning level. The TRISMS unit grid page is good for writing in the student's individual lesson plans. Don't forget to add other subjects to the grid that you may be studying, such as math, to get a good overview of your week.</p>			"R" denotes a rhetoric assignment followed by the unit number and assignment letter. Included is a short description of assignment or topic.
	Questionnaire	Temple of the Cross Questionnaire	R-1b Introduction to Classical Rhetoric
Zoomorph P also known as Turtle of Quirigua Questionnaire	The word "Questionnaire" means the student will complete the corresponding questionnaire for this humanities assignment. The questionnaires are labeled "Art", Music" or "Architecture Questionnaire". They are found in the student pack. Completed questionnaires are added to the student's TRISMS coursebook. If the word "Questionnaire" isn't followed by a peculiar topic, the topic is the civilization being studied.		
			R-1c Coursebook
<p><i>Historical Events</i> can be plotted on a timeline. Timelines can be a continuous sheet or individual timeline for each unit that can be added to the student's coursebook. Accompanying each event the student can write 3-4 sentences or a short paragraph describing the event. This description can be included on the timeline page or on a separate page and then added to the coursebook. Students can add pictures, colors, short facts, research information or trivia to the timeline sheet to add interest. See Orientation section under "timelines" for more information on constructing timelines. <i>Historical Events</i> can be topic ideas for short writing assignments, essays, research papers and for teacher ideas for home or co-op classroom instruction.</p>			Students will construct coursebooks that will incorporate all their TRISMS assignments from this volume. See Orientation section for more on constructing coursebooks.
<b>HISTORICAL EVENTS</b>			<b>PHILOSOPHERS</b>
1000 BC Maya enter Central America			Read " <i>An Introduction to Philosophy</i> " in the Orientation
100 BC the Maya migrate to Mexico			
AD 320 Old Empire			
Calendar developed			
700 the Maya abandon Palenque			
987 New Empire			Expanded study or an introduction
If an event doesn't have a date it is because the date can't be pinned down exactly.			
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