



Inca Unit Assessment Framework (Teacher's Checklist)

Lesson Title: _____ Date: _____
Educator: _____ Grade Level: _____

Part 1: Pre-Lesson Preparation & Compliance *Use this section to ensure your lesson meets core educational standards and logistical requirements.*

- **NGSS Alignment:** Lesson incorporates Earth's place in the universe (e.g., tracking shadows, Earth's tilt).
- **C3 Framework Alignment:** Lesson includes historical inquiry, civic logistics, or economic decision-making (e.g., tax collection via festivals).
- **Accessibility Check:** An indoor alternative (like the "Shadow Board" or "Light-and-Sphere" method) is prepared for students unable to participate in outdoor activities.
- **Materials Ready:** Dowels, string (quipus), globes, or clay (for horizon modeling) are prepped and sorted by group.

Part 2: Active Engagement Tracking *Monitor these metrics during the simulation to ensure active problem-solving.*

- **Role Fulfillment:** Every student in the group has a specific, actionable role (Data Manager, Horizon Architect, Policy Analyst).
- **Tactile Execution:** Students are physically manipulating materials (measuring shadows, tying quipus) rather than passively reading.
- **Critical Debate:** Students are actively discussing the *why* behind the festivals (e.g., agricultural survival) rather than just the *what* (mythology).

Part 3: Tiered Proficiency Tracker *Use this rubric to grade or assess student comprehension after the unit is completed.*

Foundational Level (Base Competency)

- Can identify the difference between the solar calendar (365 days) and the ceremonial cycle (328 days).
- Can label a basic diagram showing the sun, horizon pillars, and shadows.
- Understands that Inti Raymi and Capac Raymi were tied to the solstices.

Proficient Level (Target Goal)

- Successfully maintained a 5-day observation log using the shadow marker method.



- Can explain how the appearance of the Pleiades directly dictated crop planting at different altitudes.
- Can connect the concept of religious festivals to state-mandated labor taxes and resource distribution.

Advanced Level (Exceeds Expectations)

- Evaluated the astronomical risk of famine and proposed an "Emergency Strategy" based on late planetary alignments.
- Drafted a policy memo to the Sapa Inca explaining the economic logistics of feeding the capital during the solstice.
- Successfully modeled local schoolyard topography to predict shadow changes over a 30-day period.

Educator Notes / Post-Lesson Reflection: