

# Civilizations of the Americas

Content Area: **Social Studies**  
Course(s):  
Time Period: **Marking Period 1**  
Length: **3-4 weeks**  
Status: **Published**

## Course Pacing Guide

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Unit	MP/Trimester	Weeks
Ancient Rome	1	4
Europe During Medieval Times	1	4
Islam in Medieval Times	1-2	4
The Culture and Kingdoms of West Africa	2	4
Imperial China	2	4
Japan During Medieval Timew	2-3	4
Civilizations of the Americas	3	4
Europe's Renaissance and Reformation	3-4	4
Europe Enters the Modern Age	4	4

## Unit Overview

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In this unit, students will learn about the civilizations that developed in Mexico, Central America, and South America:

- The Maya Civilization
- The Aztecs
- Daily Life in Tenochtitlan
- The Inca Empire
- Achievements of the Maya, Aztecs, and Incas

## **Enduring Understandings**

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- Aspects of Mayan culture - The Development of Maya Civilization , Class Structure and Family Life, Religious Beliefs and Practices, and Agricultural Techniques
- The rise of the Aztecs from a band of nomads to the masters of a great empire - from the Valley of Mexico in the mid-1200s C.E., the building of their great capital, Tenochtitlán around 1325, and their 100 year empire
- Daily life in Tenochtitlan - class structure, marriage, food, religion, recreation
- The rise of the Inca Empire, its class structure, family life and religion, and its relationships with other people
- Great achievements - their writing system, calendar, knowledge of astronomy, and architecture of the Mayas, the great capital city of the Aztecs, and the engineering and medicine of the Incas

## **Essential Questions**

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- What led to the rise, flourishing, and fall of the Maya civilization?
- How did the Aztecs rise to power?
- What was daily life like for Aztecs in Tenochtitlán?
- How did the Incas manage their large and remote empire?
- What were the significant achievements of the Maya, Aztecs, and Incas?

## **New Jersey Student Learning Standards (No CCS)**

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Analyze the role of religion and other means Mayan, Incan and Aztec rulers used to unify and centrally govern. .SOC.6.2.8.A.4.a

Explain how geography influenced the development of the political, economic, and cultural centers of each

empire as well as the empires' relationships with other parts of the world.SOC.6.2.8.B.4.a

Explain how the geographies and climates of the Americas influenced their economic development and interaction or isolation with other societies. SOC.6.2.8.B.4.f

Explain how and why the interrelationships among improved agricultural production, population growth, urbanization, and commercialization led to the rise of and fall of the Mayan, Incan and Aztec empires  
SOC.6.2.8.B.4.a

Analyze the role of religion and economics in shaping each empire's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of various groups of people. SOC.6.2.8.D.4.a

Evaluate the importance and enduring legacy of the major achievements of the Mayan, Incan and Aztec empires .SOC.6.2.8.D.4.g

Cite specific textual evidence to support analysis of sources regarding the causes and reasons for the rise and fall of these civilizations LA.6-8.RH.6-8.1

Determine the central ideas or information of a primary or secondary source regarding descriptions of each civilization's culture, providing an accurate summary of the source distinct from prior knowledge or opinions.LA.6-8.RH.6-8.2

Write informative/explanatory texts, including the origin and advances of the of one of the three cultures .LA.6-8.WHST.6-8.2

Write arguments focused on the theories behind the fall of the Aztec empire LA.6-8.WHST.6-8.1

### **Amistad Integration**

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Students explore perspectives of the likelihood of Olmecs of MesoAmerica were a black civilization of African origins and are they a legitimate example of African diaspora

### **Holocaust/Genocide Education**

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Students examine the depopulation of many MesoAmerican cultures from Spain's colonization of Central and South America. and present a summary of their findings

### **Interdisciplinary Connections**

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Students write arguments focused on the theories behind the fall of the Aztec empire LA.6-8.WHST.6-8.

### **Technology Standards**

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TECH.8.1.8.B.CS2 Create original works as a means of personal or group expression.

### **21st Century Themes/Careers**

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CAEP.9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career

### **Financial Literacy Integration**

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Relate earning power to quality of life across cultures (9.1.8.A.4)

### **Instructional Strategies & Learning Activities**

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- Complete an authentic task using a Sacred Round. Interpret the meaning of the Sacred Round to solve

four problems of Maya culture.

- Create glyphs to represent four important aspects of Maya culture.
- Analyze several images to learn about the development of the Aztec Empire.
- Design a flag depicting important details about the Aztec empire.
- Simulate relaying a message from one part of the Incan empire to another by passing a message down a line of students.
- Complete two Venn diagrams comparing and contrasting aspects of the Incan civilization to your own society.
- Analyze an image of the geography of the Incan empire
- Read-alouds
- Note taking
- Think-pair-share
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- jigsaw
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- timeline development

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### **Differentiated Instruction**

- Read alouds and note taking

- Completion of T-charts and venn diagram.
- Interactive lessons contained in digital student notebook of History Alive The Ancient World
- Think-Pair-Share using stations (reading and note taking), along with cartoon-captioning
- Analysis of artwork
- Use of piktochart, digital storyboard, and other online resources.
- Jigsaw activities.
- Flipped instruction as appropriate
- Timeline development

### **Formative Assessments**

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- Observations
- Questioning using TCI section reading notes
- Student self assessments
- Exit slips using Google Classroom Questions
- Note-taking using section TCI Reading notes

TCI digital lesson games

### **Summative Assessment**

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- Quiz: Multiple Choice and Short Answers
- Tests
- Explanatory and Argumentative Paragraphs
- Document Based Questions (DBQ)

### **Benchmark Assessments**

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Link It Assessments

Departmental Diagnostic Assessments

## **Alternate Assessments**

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Performance Assessments

- Complete an authentic task using a Sacred Round. Interpret the meaning of the Sacred Round to solve four problems of Maya culture.
- Create an infographic of the Development of the Aztec empire

## **Resources & Technology**

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- Student chromebook
- Promethean Board
- Rome Reborn app
- Google Earth
- Class Flow
- Active cast
- Google G suite

## **BOE Approved Texts**

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- TCI'S History Alive!: The Medieval World and Beyond

## **Closure**

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Google Classroom Question at the end of class as exit ticket

Class Flow activities including text responses, polls, T/F, multiple choice

Students use Active cast to display of drawings or answers from TCI Reading Notes

Gallery Walk - On chart paper, small groups of students write and draw what they learned. After the completed works are attached to the classroom walls, others students affix post-its to the posters to extend on the ideas, add questions.

Sequence It - create timelines of major events discussed

Have students exchange cards and answer the question they have acquired.

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## **ELL**

- Text differentiation feature offered by TCI textbook
- Read aloud features offered by TCI textbook
- Dynamic vocabulary links offered by TCI textbook
- Extended Time
- Teacher Modeling
- Simplified Written and Verbal Instructions
- Frequent Breaks
- Google Translate

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## **Special Education**

Including but not limited to :

- Shorten assignments to focus on mastery of key concepts.
- Shorten spelling tests to focus on mastering the most functional words.
- Substitute alternatives for written assignments (clay models, posters, panoramas, collections, etc.)



- Specify and list exactly what the student will need to learn to pass.
- Evaluate the classroom structure against the student's needs (flexible structure, firm limits, etc.).
- Keep workspaces clear of unrelated materials.
- Keep the classroom quiet during intense learning times.
- Reduce visual distractions in the classroom (mobiles, etc.).
- Provide a computer for written work.
- Seat the student close to the teacher or a positive role model.
- Use a study carrel. (Provide extras so that the student is not singled out.)
- Provide an unobstructed view of the chalkboard, teacher, movie screen, etc.
- Keep extra supplies of classroom materials (pencils, books) on hand.
- Maintain adequate space between desks.
- Give directions in small steps and in as few words as possible.
- Number and sequence the steps in a task.
- Have student repeat the directions for a task.
- Provide visual aids.
- Go over directions orally.
- Provide a vocabulary list with definitions.
- Permit as much time as needed to finish tests.
- Allow tests to be taken in a room with few distractions (e.g., the library).
- Have test materials read to the student, and allow oral responses.
- Divide tests into small sections of similar questions or problems.
- Allow the student to complete an independent project as an alternative test.
- Give progress reports instead of grades.
- Grade spelling separately from content.
- Allow take-home or open-book tests.
- Show a model of the end product of directions (e.g., a completed math problem or finished quiz).
- Stand near the student when giving directions or presenting a lesson.

- Mark the correct answers rather than the incorrect ones.
- Permit a student to rework missed problems for a better grade

## **504**

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Accommodations in 504 plans include but are not limited to:

- preferential seating
- extended time on tests and assignments
- reduced homework or classwork
- verbal, visual, or technology aids
- modified textbooks or audio-video materials
- behavior management support
- adjusted class schedules or grading
- verbal testing
- excused lateness, absence, or missed classwork
- pre-approved nurse's office visits and accompaniment to visits
- occupational or physical therapy

## **At Risk**

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Instruction and action included but not limited to:

- Use of mnemonics
- Have student restate information
- Provision of notes or outlines
- Concrete examples
- Use of a study carrel
- Assistance in maintaining uncluttered space

- Weekly home-school communication tools (notebook, daily log, phone calls or email messages)
- Peer or scribe note-taking
- Lab and math sheets with highlighted instructions
- Graph paper to assist in organizing or lining up math problems
- Use of manipulatives
- No penalty for spelling errors or sloppy handwriting
- Follow a routine/schedule
- Teach time management skills
- Verbal and visual cues regarding directions and staying on task
- Adjusted assignment timelines
- Visual daily schedule
- Immediate feedback
- Work-in-progress check
- Pace long-term projects
- Preview test procedures
- Film or video supplements in place of reading text
- Pass/no pass option
- Cue/model expected behavior
- Use de-escalating strategies
- Use peer supports and mentoring
- Have parent sign homework/behavior chart
- Chart progress and maintain data

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### **Gifted and Talented**

Gifted and Talented Students read “Walking Across Space: Inca Rope Bridges “ (TCI text) and write persuasive paragraphs, assuming the role of a tour guide to convince visitors to walk the rope bridges

Gifted and Talented Students read "How did Religion Effect the Aztecs" and write down evidence which support a claim about the effect, using four primary sources provided by TCI

Gifted and Talented students are provided encouragement and opportunities, as appropriate, to

- Focus on effort and practice
- Offer the Most Difficult First
- Offer choice
- Speak to Student Interests
- Allow G/T students to work together
- Encourage risk taking