

Ancient Rome

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

Course Pacing Guide

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 Times	2-3	4
Civilizations of the Americas	3	4
Europe's Renaissance and Reformation	3-4	4
Europe Enters the Modern Age	4	4

4

Unit Overview

In this unit, students will learn about ancient Rome's people, cultures, and ideas. They will:

- learn about the founding of Rome, and examine images to identify evidence of Etruscan and Greek influences on Rome.
- learn how the struggle between patricians and plebeians that led to a more democratic government in the Roman Republic
- explore and record events leading to the expansion of Roman territory and the creation of the empire
- learn about eight aspects of ancient Roman life—such as education and family life—and explore how a

teenager might have experienced each.

- learn about the development and spread of Christianity in the Roman Empire
- discover how aspects of Roman culture, such as art and language, influence modern life.

Enduring Understandings

- Rome's location on the Italian Peninsula brought it in contact with the Etruscans and the Greeks, who influenced Roman culture in the fields of engineering, sports, architecture, writing, art, and religion.
- A long struggle for power in the early Republic was between a small elite who had power and wealth, the patricians, and the majority of Romans, plebeians, who had no voice in the government.
- The increase of Rome's power happened gradually and came at a price - the loss of the Republic
- Daily life drastically differed for the rich and the poor and also varied greatly for men and women.
- Christianity began in the Middle East and by 380 BCE was the official religion of the Roman Empire
- Rome's influence survives in areas such as modern art, architecture, engineering, language, philosophy, and law, and still continue to shape the modern world.

Essential Questions

- How did the Etruscans and the Greeks influence Rome?
- What were the characteristics of the Roman Republic and how did they change over time?
- How did wealth affect daily life in the Roman Empire?
- Did the benefits of Roman Expansion outweigh the costs?
- How did Christianity originate and spread?

- How are Christian lives shaped by the beliefs and practices of Christianity?
- To what extent does ancient Rome influence us today?

New Jersey Student Learning Standards (No CCS)

Determine how geography and the availability of natural resources influenced the development of Rome and provided motivation for expansion. (6.2.8.B.3.a)

Compare and contrast social hierarchies in Rome as they relate to power, wealth, and equality. (6.2.8.D.3.a)

Compare and contrast the tenets of Christianity with other religions, and its pattern of expansion (6.2.8.D.3.d)

Analyze the role of religion and economics in shaping Rome's social hierarchy, and evaluate the impact these hierarchical structures had on the lives of the wealthy and poor women and men.

(6.2.8.D.4.a)

Amistad Integration

Understand African origins were not unusual in urban centers of the [Roman Empire](#) as far north as Britannia by analyzing Roman Slavery and the question of race

Holocaust/Genocide Education

Analyze two possible cases of genocide in the ancient world: the [Roman](#) destruction of [Carthage](#) in 146 BCE and the Athenian massacre at Melos in 416 BCE and discuss the consequences

Interdisciplinary Connections

Cite specific textual evidence to support analysis of primary source from Ancient Rome (LA.6-8.RH.6-8.1)

Technology Standards

Understand and use technology systems(TECH.8.1.8.A.CS1)

21st Century Themes/Careers

- CRP11: Use technology to enhance productivity.
- CRP6. Demonstrate creativity and innovation.

Financial Literacy Integration

- Explain the economic principle of supply and demand (9.1.8.D.5)

Instructional Strategies & Learning Activities

- In a Problem Solving Groupwork activity, students explore and record events leading to the expansion of Roman territory and the creation of the empire
- Read alouds and note taking
-
- Working in pairs to match modern images with the ancient Roman examples that influenced them.
- 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
- Collaborative group work and problem solving (create commemorative columns)
- Use of Google Earth and VR technology (Rome Reborn Project)
- Analyze parables

- Game-based learning (Rome to Home Scattergories,)
- Use of piktochart, digital storyboard, and other online resources.
- Jigsaw activities.
- Flipped instruction as appropriate
- timeline development
- Rome Escape Room activity
- DBQ on the “fall” of Rome

Differentiated Instruction

- Mind Map; Word Clouds
- Inquiry/Problem-Based Learning
- 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
- Use of piktochart, digital storyboard, and other online resource
- Jigsaw activities.
- Flipped instruction as appropriate
- timeline development.
- Use of text differentiation using TCI textbook features
- Learning preferences integration (visual, auditory, kinesthetic)
- Sentence & Discussion Stems
- Tiered Learning Targets
- Learning through play
- Meaningful Student Voice & Choice
- Relationship-Building & Team-Building

- Self-Directed Learning
- Choice Boards
- LMS use
- The Hot Seat/Role-Play
- Mastery Learning (feedback toward goal)
- Goal-Setting & Learning Contracts
- Game-Based Learning
- Grouping
- Socratic Seminar
- Learning Menus
- Jigsaws
- Learning Through Workstations
- Concept Attainment
- Flipped Classroom

Formative Assessments

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

TCI Lesson Games

Summative Assessment

- Quiz: Multiple Choice and Short Answers

- Tests
- Explanatory Paragraphs
- Document Based Questions (DBQ)

Benchmark Assessments

Link It Assessments

Departmental Diagnostic Assessments

Alternate Assessments

Performance Assessments

- column creation detailing expansion
- dialogue creation and role play Roman life
- digital portfolio on Roman achievements linked to today
- designing Etruscan coins to reflect influences on Rome

Resources & Technology

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

BOE Approved Texts

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

Closure

- Snowstorm - Students write down what they learned on a piece of scratch paper and wad it up. Given a signal, they throw their paper snowballs in the air. Then each learner picks up a nearby response and reads it aloud.
- Exit Tickets using google classroom questions
- DJ Summary - Learners write what they learned in the form of a favorite song.
- 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
- Low-Stakes Quizzes - Give a short quiz using technologies like Kahoot or a Google form.
- Have students write down three quiz questions (to ask at the beginning of the next class

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

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.
- Average grades out when assignments are reworked, or grade on corrected work.

504

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

At Risk

Actions include:

- 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

Gifted and Talented

Gifted and Talented students read Trade Routes and Currency Help the Romans Build a Stronger Empire (TCI - Explore section) and create journal entries

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