Grade 7 - Unit 1

Content Area: **Social Studies**
Course(s):
Time Period: **September**
Length: **10**
Status: **Published**

Career Readiness, Life Literacies, and Key Skills

9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.

Targeted Standards

6.2.8.CivicsPI.3.a	Compare and contrast the methods (i.e., autocratic rule, philosophies, and bureaucratic structures) used by the rulers of Rome, China, and India to control and unify their expanding empires.
6.2.8.EconGE.3.a	Explain how classical civilizations used technology and innovation to enhance agricultural/manufacturing output and commerce, to expand military capabilities, to improve life in urban areas, and to allow for greater division of labor.
6.2.8.HistoryUP.3.c	Compare and contrast the tenets of various world religions that developed in or around this time period (i.e., Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Sikhism, and Taoism), their patterns of expansion, and their responses to the current challenges of globalization.

Rationale & Transfer Goals

Students will learn about the lasting legacies of the Roman Empire, including the development of their government and legal systems, science and engineering achievements, and the development of their language and literature.

Students will be completing various skill based activities, including graphic organizers and maps, which will help them to think analytically and critically about the main ideas of nonfiction-based information. They will complete shorter time-period relevant readings, including primary sources. Various projects will be assigned to allow students to use their knowledge of reading, writing, speaking, listening, and 21st century media to explore instances of themes of this unit in real life settings. The students will show mastery of the unit through a test that encompasses content knowledge, a primary source, a map, and an open ended question.

Enduring Understandings - What are the most essential conclusions that students should be guided towards throughout this unit?

- Rome's location and government helped it become a major power in the ancient world.
- Rome's tripartite government and written laws helped create a stable society and paved the way for expansion.
- Julius Caesar and Augustus led Rome's transition from a republic to an empire.
- After Augustus became emperor, the Roman Empire grew politically and economically, and life improved for the Roman people.
- Problems from both inside and outside cause the Roman Empire to split and the western half to collapse.
- Many features of Roman culture were copied by later civilizations and continue to influence our lives today.

Essential Questions - What are the questions that will guide critical thinking about the content in this unit? Essential Questions should be thought starters toward the enduring understandings.

- Was Rome more successful as a republic or an empire?
- What is the significance of Rome's lasting legacies and achievements to today's world?

Important Vocabulary

Physical features, peninsula, climate, legends, republic, dictatorship, monarchy, democracy, plebeians, patricians, consuls, veto, checks and balances, civil law, barbarians, corruption, engineering, aqueducts, Romance languages

Content/Objectives

Content - What students will know

Vocabulary: physical features, peninsula, climate, legends, republic, dictatorship, monarchy, democracy, plebeians, patricians, consuls, veto, checks and balances, civil law, barbarians, corruption, engineering, aqueducts, Romance languages

The geography of Italy made land travel difficult but helped the Romans prosper.

The Romans created a republic following a series of terrible kings

The Roman government was made up of three parts that worked together to run the city.

Civil law helped keep order in Rome.

The late Republic saw the growth of territory and trade, including conquering many areas of land around the Mediterranean Sea.

Several crises struck the republic in the later years, leading Rome to transition from a republic to an empire.

The Pax Romana was a period of peace and prosperity in the cities and the country.

Many factors contributed to Rome's fall

Many features of Roman culture were copied by later civilizations and continue to influence our lives today, such as in science and engineering, architecture, art, literature, language, government, and laws.

Skills - What students will be able to do

- Vocabulary boxes: definition and draw an image to show understanding of the unit's vocabulary
- Analyze how the location, climate, and physical features of Rome contributed to its success.
- Explain how geography affects people's lives.
- Explain the differences between a monarchy and a republic.
- Compare and contrast the lives of patricians and plebeians.
- Compare and contrast the responsibilities of Rome's tripartite government.
- Compare and contrast Rome's tripartite government to that of the United States.
- Explain the significance of having a civil law system.
- Analyze examples of specific Roman laws.
- Explain the impact of establishing trade networks.

- Summarize the Punic Wars.
- Explain Rome's crises towards the end of the Republic.
- Evaluate the attempts of various Romans, including the Gracchus Brothers and Julius Caesar, to alleviate Rome's arising issues.
- Describe the Pax Romana.
- Summarize internal and external issues the Roman government faced.
- Evaluate the strategies used by Roman Emperors to save the empire.
- Summarize Roman achievements.
- Identify Roman achievements that have withheld the test of time and are present in our lives today.

Instructional Activites

Evidence (Assessments) - How we know students have learned

Completed vocabulary boxes, section assessment, and unit test.

Assessments

Completed bellringer, notes, map activities, guided reading, Romulus and Remus comprehension questions and analytical constructed response, section assessment, and unit test.

Completed bellringer, notes, section assessment, and unit test.

Completed bellringer, notes, guided reading, section assessment, and unit test.

Completed bellringer, notes, primary source activity, section assessment, and unit test.

Complete bellringer, notes, guided reading, economics activity, Punic Wars analytical constructed response,

section assessment, and unit test.

Completed bellringer, notes, guided reading, participation, Honoring Heroes project, map activity, Cleopatra comprehension questions, Julius Caesar comprehension questions and analytical constructed response, section assessment, and unit test.

Completed bellringer, notes, guided reading, section assessment, and unit test

Completed bellringer, notes, guided reading, discussions, map activities, Barbarians, comprehension questions and analytical constructed response, section assessment, and unit test.

Completed bellringer, notes, guided reading, discussion, section assessment, and unit test.

Activities/Strategies - How we teach content and skills

- Note taking
- Vocabulary boxes assignment
- Bellringers
- Map activities
- Guided reading
- Romulus and Remus reading
- Primary Source Activity: Roman laws
- Honoring Heroes Memorial Project
- Cleopatra reading
- Julius Caesar reading
- Barbarians reading

Spiraling for Mastery - Where does this unit spiral back to other units or previous years?

Content or Skill for this Unit

- 1. Note taking skills
  2. Map skills
  3. Discussion circles
  4. Reading nonfiction texts
  5. Analytical constructed response

Instructional Activity

- - Various note-taking strategies to help students organize information in an accessible manner, to prepare them for projects and assessments.
  - Map skill activities to supplement information.
  - Nonfiction text passages to supplement information.
  - Discussions..
  - Analytical constructed response.

Spiral Focus from Previous Unit

- - Various note-taking strategies to help students organize information in an accessible manner, to prepare them for projects and assessments.
  - Map skill activities to supplement information.

- Nonfiction text passages to supplement information.
- Discussions..
- Analytical constructed response.

21st Century Skills - What are the 21st Century Skills that are a part of this unit?

9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).
9.4.8.CT.3	Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
9.4.8.IML.1	Critically curate multiple resources to assess the credibility of sources when searching for information.

Key Resources

Interdisciplinary Connections - How does this content impact the following groups

Technology

- 8.1.8.DA.1: Organize and transform data collected using computational tools to make it usable for a specific purpose.

Arts

- 1.2.8.Cr1a: Generate a variety of ideas, goals and solutions for media artworks using creative processes such as sketching, brainstorming, improvising, and prototyping with increased proficiency, divergent thinking, and opportunity for student choice.
- 1.2.8.Pr6a: Analyze and design various presentation formats and tasks in the presentation and/or distribution of media artworks.
- 1.2.8.Re7a: Compare, contrast and analyze the qualities of and relationships between the components

and style in media artworks.

- 1.2.8.Re8a: Analyze the intent and meanings and context of a variety of media artworks, focusing on intentions, forms, and detect bias, opinion, and stereotypes.

- 1.2.8.Cn10a: Access, evaluate and use internal and external resources to inform the creation of media artworks, such as cultural and societal knowledge, research and exemplary works.

Math

- 7.EE.B : Solve real-life and mathematical problems using numerical and algebraic expressions and equations.

Language Arts - Various literacy activities and strategies.

- NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

- NJSLSA.R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

- NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.

- NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

- NJSLSA.R9 Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

- NJSLSA.R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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    - RL.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

    - RL.7.2. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

    - RL.7.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.

    - RL.7.10. By the end of the year read and comprehend literature, including stories, dramas, and

poems at grade level text-complexity or above, scaffolding as needed.

- RI.7.1. Cite several pieces of textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- RI.7.5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- RI.7.6. Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- RI.7.7. Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- RI.7.8. Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- RI.7.9. Analyze and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
- RI.7.10. By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

Science

- MS-ESS3-2: Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.
- MS-ESS3-3: Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

Intersections of History

Black:

- Hannibal of Carthage

- Scipio Africanus
- Punic Wars

Hispanic:

- Influence of Latin on Spanish language

Women:

- Cleopatra
- Role of women in society