



Rigorous Curriculum Design

Unit Planning Organizer



Subject:	World History	Grade:	7th
Unit Number:	4	Unit Name:	Fall of Rome
Unit Length	Days: 10 Buffer: 5 days	Minutes per day: 50	
Unit Synopsis	Analyze the legacy and primary reasons for the “fall” of the Roman Empire.		

	Current History Standards	Common Core Literacy Standards
Priority Standards	<p>7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</p> <ol style="list-style-type: none"> 1. Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news). 	<p>RH</p> <ol style="list-style-type: none"> 4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies 7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <p>WH</p> <ol style="list-style-type: none"> 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience 7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

	Current History Standards	Common Core Literacy Standards
Supporting Standards	<p>7.1.2 Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.</p> <p>7.1.3 Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.</p>	<p>RH</p> <p>3. Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).</p> <p>5. Describe how a text presents information (e.g., sequentially, comparatively, causally).</p> <p>6. Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).</p> <p>8. Distinguish among fact, opinion, and reasoned judgment in a text.</p> <p>9. Analyze the relationship between a primary and secondary source on the same topic.</p> <p>Range of Reading and Level of Text Complexity</p> <p>10. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.</p> <p>WH</p> <p>1. Write arguments focused on discipline-specific content.</p> <p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>3.?</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from informational texts to support analysis, reflection, and research.</p>
Target ELD Standards	<p>Collaborative Adapting language choices to various contexts (based on task, purpose, audience, and text type).</p> <p>Interpretive Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>Productive Writing literacy and informational texts to present, describe, and explain ideas and information, using appropriate technology. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.</p>	

Unwrapped Priority Standards

“Unwrapped” Skills (Students need to be able to do)	“Unwrapped” Concepts (Students need to know)	Bloom’s Taxonomy (Level of Cognitive Rigor)	Depth of Knowledge (Target for Unit Mastery)
Study	the early strengths and lasting contributions of Rome and its ultimate internal weaknesses.	Level 4 Analysis	Level 3 Strategic

Learning Progressions of Skills and Concepts

Priority History Standard	7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.		
Previous Grade	Current Grade	Next Grade	
6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.		10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.	
Essential Questions		Corresponding Big Ideas	
<i>Why did the weakness of the Roman Empire not mean an end to its influence?</i>		<i>The Roman Empire’s ideas were timeless and valuable and shaped modern Western world.</i>	
Unit Vocabulary Words			
Academic Cross-Curricular Vocabulary (Tier 2)		Content/Domain Specific Vocabulary (Tier 3)	
Empire, Law, Justice, Economic, Social, Political, Philosophy, Citizenship, Engineering, Language, Architecture		Mural, Mosaic, Fresco, Vault, Dome, Cathedral, Aqueduct, Scribe, Proverbs, Latin, Cathedrals, Stoicism, Barbarian, Roads, Sewer	
Resources for Vocabulary Development (Strategies, Routines and Activities)			
<ul style="list-style-type: none"> • “Talk Show Host” (practicing unit vocabulary activity) –5 Students are up at front of room, each of the 5 add a word to complete a sentence about one vocabulary word. (Minimum of 8 words). Each student passes microphone to other student to complete the sentence. The “audience” (the rest of the class) writes the sentence on their own paper as the 5 students say it. Then 5 students choose 5 from the audience to take their places. • Budget vocabulary matrix • Word Wall • Vocabulary Frayer models 			

Unit Assessments	
Pre-Assessment	Post-Assessment
<p>Test Description: CFA Rome Pretest</p> <p>EADMS Test Id: Please see www.alvordschools.org/cfa for the most current ID numbers.</p>	<p>Test Description: AUSD CCSS HSS 07 CFA Unit 4 Post CFA Rome Post-test</p> <p>EADMS Test Id: Please see www.alvordschools.org/cfa for the most current ID numbers.</p>
Scoring Guides and Answer Keys	
Assessment Differentiation	
Students with Disabilities	<p>Reference IEP Accommodations Preferential seating More pictures/Visuals Premade copy of notes student can mark on. Peer reader</p> <p>Modifications Change number of items Give more time Different test Shorter answers Sentence frames</p>

Engaging Scenario Overview (Situation, challenge, role, audience, product or performance)		
<p>Description- Students will give a final speech justifying why they either took over Rome (if they choose to be a barbarian), or why they tried to save Rome (if they choose to be a Roman).</p> <p>Situation: Rome is coming to its final end in the years leading up to 476 A.D. Many “barbarian” groups (who were foreigners) began to invade Rome’s borders.</p> <p>Challenge: Students will choose to represent either the Romans’ viewpoint of their demise, or one of the barbarian groups’ view point of Rome’s ultimate fall.</p> <p>Role: Students can choose to take on the persona of:</p> <p><u>A Roman</u></p> <ul style="list-style-type: none"> • Roman patrician • Roman emperor/Caesar • Roman soldier • Roman slave/ gladiator • Roman woman <p><u>A Barbarian</u></p> <ul style="list-style-type: none"> • Member of the Huns or Attila the Hun (leader of the Huns) • Member of the Vandals or their leader • Member of the Goths or their leader • Member of the Franks or their leader • Member of the Ostrogoths • Member of the Alemani <p>Audience: Class members</p> <p>Product or Performance: Speech in front of class or video made and watched in class.</p>		<p>Days:3</p> <p>Minutes/Day:</p>
Engaging Learning Experiences Synopsis of Authentic Performance Tasks		
Authentic Performance Tasks	Description	Suggested Length of Time
National History Day Task #4-	Students will decide if they are going to participate in the 2016 National History Day, or classroom presentation. Students who chose to proceed with NHD will need to decide on which category they will enter and if it will be a group or individual project.	Ongoing
Task 1: Contribution mini poster/Acrostic	Mini Poster on contributions of the Romans-teacher decision	Days:1 Minutes/Day:
Task 2: DBQ –Fall of Rome Socratic	Teacher may use Background Essay of DBQ-“What Were the Primary Reasons for the “Fall” of Rome?” - to introduce reasons for fall Complete documents A-D of DBQ-“What Were the Primary Reasons for the “Fall” of Rome?”	Days:3-4 Minutes/Day:
Task 3: Socratic Seminar/ Philosophical	Socratic Seminar/Philosophical chairs on reasons for the fall-using evidence from documents A-F from -“What Were the Primary Reasons for the “Fall” of Rome?” DBQ	Days:2 Minutes/Day:

Task 4: Students create a Persona	Students will research and create a persona based on the tribes and key figures in the Engaging Scenario. <ul style="list-style-type: none"> • Find out where you (or your tribe) are from. • Find out 	Days:1-2 Minutes/Day:
Interdisciplinary Connections	Math- architectural dimensions, geometry Science- engineering	
Scoring Rubric		
21st Century Skills		
<input checked="" type="checkbox"/> Creativity and Innovation <input checked="" type="checkbox"/> Critical Thinking and Problem Solving <input checked="" type="checkbox"/> Communication and Collaboration <input checked="" type="checkbox"/> Flexibility and Adaptability <input type="checkbox"/> Globally and Financially Literate <input checked="" type="checkbox"/> Information and Media Literacy	<input checked="" type="checkbox"/> Initiative and Self-Direction <input checked="" type="checkbox"/> Social and Cross-Cultural Skills <input checked="" type="checkbox"/> Productivity and Accountability <input checked="" type="checkbox"/> Leadership and Responsibility <input type="checkbox"/> _____ <input type="checkbox"/> _____	
Connections between 21st Century Skills, CCCSS, and Unit Overview: Learning, innovation, Information, Media, Technology, Life and Career Skills <i>from P21 and Costa & Kallick, 2008, http://www.p21.org/about-us/p21-framework</i>		

Authentic Performance Task 1

Task Description	Contribution mini poster/Acrostic		Suggested Length	Days:4 Minutes/Day:
Standards Addressed	Priority Standard(s)			
	<p>7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire. 1.Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).</p>			
	Supporting Standard(s)			
	<p>7.1.2 Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.</p> <p>7.1.3 Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.</p>			
	Target ELD Standard(s)			
<p>Collaborative Adapting language choices to various contexts (based on task, purpose, audience, and text type).</p> <p>Interpretive Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>Productive Writing literacy and informational texts to present, describe, and explain ideas and information, using appropriate technology. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.</p>				
Essential Question(s)	<i>Why did the weakness of the Roman Empire not mean an end to its influence?</i>			
Big Idea(s)	<i>The Roman Empire's ideas were timeless and valuable and shaped modern Western world.</i>			
Bloom's		DOK		Scoring Rubric
Level 4 Analysis		Level 3 Strategic		

(Suggested Instructional Strategies and Tasks)

Teaching and Learning Sequence

Mini Poster on contributions of the Romans-teacher decision



Unit 4 Roman
Acrostic Collage Proje

Resources and Materials

(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)

Textbook Ch 1

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
	Reference IEP <i>Accommodations</i> Preferential seating More pictures/Visuals Premade copy of notes student can mark on. Peer reader <i>Modifications</i> Change number of items Give more time Different test Shorter answers Sentence frames	Emerging Expanding Bridging	

Scoring Rubric

Authentic Performance Task 2

Task Description	Analyzing DBQ –Fall of Rome Complete documents A-F of DBQ-“What Were the Primary Reasons for the “Fall” of Rome?”	Suggested Length	Days: 3-4 Minutes/Day:
Standards Addressed	Priority Standard(s)		
	<p>7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire. 1.Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).</p>		
	Supporting Standard(s)		
	<p>7.1.2 Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.</p> <p>7.1.3 Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.</p>		
	Target ELD Standard(s)		
<p>Collaborative Adapting language choices to various contexts (based on task, purpose, audience, and text type).</p> <p>Interpretive Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>Productive Writing literacy and informational texts to present, describe, and explain ideas and information, using appropriate technology. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.</p>			
Essential Question(s)	<i>Why did the weakness of the Roman Empire not mean an end to its influence?</i>		
Big Idea(s)	<i>The Roman Empire’s ideas were timeless and valuable and shaped modern Western world.</i>		

Bloom's	DOK		Scoring Rubric
Level 4 Analysis	Level 3 Strategic		
Teaching and Learning Sequence	(Suggested Instructional Strategies and Tasks)		
	<p>Use the DBQ -“What Were the Primary Reasons for the “Fall” of Rome?” Analyze Doc A and B-Day Analyze Doc C Analyze Doc D and E</p>		
Resources and Materials	(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)		
	Ch 1 TCI Textbook		
Strategies for Differentiation			
All Students	SWD	ELs	Enrichment
	<p>Reference IEP <i>Accommodations</i> Preferential seating More pictures/Visuals Premade copy of notes student can mark on. Peer reader</p> <p><i>Modifications</i> Change number of items Give more time Different test</p>	<p style="text-align: center;">Emerging</p> <hr/> <p style="text-align: center;">Expanding</p>	

	Shorter answers Sentence frames	Bridging	
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Scoring Rubric	
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Authentic Performance Task 3

Task Description	Socratic Seminar/ Philosophical	Suggested Length	Days: 1-2 Mins/Day:
Standards Addressed	Priority Standard(s)		
	<p>7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire. 1. Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).</p>		
	Supporting Standard(s)		
	<p>7.1.2 Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion. 7.1.3 Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.</p>		
	Target ELD Standard(s)		
<p>Collaborative Adapting language choices to various contexts (based on task, purpose, audience, and text type).</p> <p>Interpretive Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>Productive Writing literacy and informational texts to present, describe, and explain ideas and information, using appropriate technology. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.</p>			
Essential Question(s)	<i>Why did the weakness of the Roman Empire not mean an end to its influence?</i>		
Big Idea(s)	<i>The Roman Empire's ideas were timeless and valuable and shaped the modern Western world.</i>		

Bloom's	DOK	Scoring Rubric	
Level 4 Analysis	Level 3 Strategic		
Teaching and Learning Sequence	(Suggested Instructional Strategies and Tasks)		
	Socratic Seminar/Philosophical chairs on reasons for the fall-using evidence from documents A-F from -"What Were the Primary Reasons for the "Fall" of Rome?" DBQ		
Resources and Materials	(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)		
	"Fall" of Rome DBQ		
Strategies for Differentiation			
	Reference IEP <i>Accommodations</i> Preferential seating More pictures/Visuals Premade copy of notes student can mark on. Peer reader <i>Modifications</i> Change number of items Give more time Different test Shorter answers Sentence frames	Emerging	
		Expanding	
		Bridging	
Scoring Rubric			

Authentic Performance Task 4

Task Description	Students create a Persona- Students will research and create a persona based on the tribes and key figures in the Engaging Scenario.	Suggested Length	Days:1-2 Minutes/Day:
Standards Addressed	Priority Standard(s)		
	<p>7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</p> <p>1.Study the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering, and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education, and distribution of news).</p>		
	Supporting Standard(s)		
	<p>7.1.2 Discuss the geographic borders of the empire at its height and the factors that threatened its territorial cohesion.</p> <p>7.1.3 Describe the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire, with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, and their two distinct views on church-state relations.</p>		
	Target ELD Standard(s)		
	<p>Collaborative Adapting language choices to various contexts (based on task, purpose, audience, and text type).</p> <p>Interpretive Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language.</p> <p>Productive Writing literacy and informational texts to present, describe, and explain ideas and information, using appropriate technology. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas.</p>		
Essential Question(s)	<i>Why did the weakness of the Roman Empire not mean an end to its influence?</i>		
Big Idea(s)	<i>The Roman Empire’s ideas were timeless and valuable and shaped modern Western world.</i>		
Bloom’s	DOK	Scoring Rubric	
Level 4 Analysis	Level 3 Strategic		

Teaching and Learning Sequence	<p>(Suggested Instructional Strategies and Tasks)</p> <p>Students research questions for their persona that they will use for their Engaging Scenario speech.</p> <ul style="list-style-type: none"> • Where is your person or tribe from? • What was your role in the fall? • What did you want from Rome, or for Rome.
Resources and Materials	<p style="text-align: center;">(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p> <p>Textbook, websites</p>

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
	<p>Reference IEP <i>Accommodations</i> Preferential seating More pictures/Visuals Premade copy of notes student can mark on. Peer reader</p> <p><i>Modifications</i> Change number of items Give more time Different test Shorter answers Sentence frames</p>	<p style="text-align: center;">Emerging</p> <hr/> <p style="text-align: center;">Expanding</p> <hr/> <p style="text-align: center;">Bridging</p>	

Scoring Rubric	
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Engaging Scenario

Detailed Description (situation, challenge, role, audience, product or performance)

Description- Students will give a final speech justifying why they either took over Rome (if they choose to be a barbarian), or why they tried to save Rome (if they choose to be a Roman).

Situation: Rome is coming to its final end in the years leading up to 476 A.D. Many “barbarian” groups (who were foreigners) began to invade Rome’s borders.

Challenge: Students will choose to represent either the Romans’ viewpoint of their demise, or one of the barbarian groups’ view point of Rome’s ultimate fall.

Role: Students can choose to take on the persona of:

A Roman

- Roman patrician
- Roman emperor/Caesar
- Roman soldier
- Roman slave/ gladiator
- Roman woman

A Barbarian

- Member of the Huns or Attila the Hun (leader of the Huns)
- Member of the Vandals or their leader
- Member of the Goths or their leader
- Member of the Franks or their leader
- Member of the Ostrogoths
- Member of the Alemani

Audience: Class members

Product or Performance: Speech in front of class or video made and watched in class.

Strategies for Differentiation

All Students	SWD	ELs	Enrichment
	Reference IEP <i>Accommodations</i> Preferential seating More pictures/Visuals Premade copy of notes student can mark on. Peer reader	Emerging	
		Expanding	
	<i>Modifications</i> Change number of items Give more time Different test Shorter answers Sentence frames	Bridging	

Feedback to Curriculum Team

Reflect on the teaching and learning process within this unit of study. What were some successes and challenges that might be helpful when refining this unit of study?

	Successes	Challenges
Student Perspective		
Teacher Perspective	This seemed to be a clear cut unit. It was easy to follow and well put together.	