

7<sup>th</sup> Grade Humanities: Trimester 3

| Outcome   | Proficient Level  | High Performance Level  | Activities  | Evidence for (Assessment)  |
|---|---|---|---|--|
| Students will be able to clearly identify key features of the physical and political geography of Europe during the period of Roman and Byzantine history.    | Students will be able to clearly identify 10 out of 13 key features of the physical and political geography of Europe during the period of Roman and Byzantine history.           | Students will be able to identify 13 key features of the physical and political geography of Europe during the period of Roman and Byzantine history.         | Complete a map worksheet of the physical features of Europe.<br>Complete a map worksheet of the political features of Europe.<br>Pin the feature on the map of Europe game.         | Completed maps of physical and political features of Europe.<br><br>Test on the physical and political features of Europe.   |
| Student is able to explain the basic structure of government in the Roman Republic, and draw comparisons to the structure of government in the United States. | Student can correctly name and explain the roles of 4 of 6 key positions in the Roman Republic and be able to describe 3 similarities and/or differences between Rome and the US. | Student can correctly name and explain 6 of 6 key positions in Rome and being able to describe at least 2 similarities and 2 differences between Rome and US. | Create a mock republic government in the classroom where students take on the role of one key position in the republic.<br><br>Supplemental reading and taking notes.               | Evaluate students on how well they assume the role of one of the key positions in the mock Roman Republic.<br><br>Test   |
| Students will be able to identify and explain features of daily life in ancient Rome.   | Students will be able to identify and explain 3 features of daily life in ancient Rome.   | Students will be able to identify and explain more than 3 features of daily life in ancient Rome.   | Students will work in teams of 2 to 3 to create a lesson around one aspect of daily life in ancient Rome and teach it to the class.<br><br>Lesson template completed and turned in. | Students will write a 1 <sup>st</sup> person narrative as if they were a Roman and apply the various aspects of daily life to the narrative.<br><br>Lesson taught to the class |
| Students will be able to identify and explain historical theories on what caused the fall of the Roman Empire.  | Students will be able to identify and explain 3 historical theories on what caused the fall of the Roman Empire.  | Students will be able to identify and explain more than 3 historical theories on what caused the fall of the Roman Empire.                                    | Interactive slide presentation and note taking.<br><br>Film<br><br>Act-it-outs  | Completed ISN notes.<br><br>After students have looked at all of the different theories they will argue in favor of one theory.<br><br>Test on the different theories.         |

| Outcome  | Proficient Level   | High Performance Level   | Activities   | Evidence for (Assessment)   |
|--|--|--|--|---|
| Students will be able to identify and explain elements of Byzantine culture.   | Students will be able to identify and explain 2 elements of Byzantine culture.   | Students will be able to identify and explain more than 3 elements of Byzantine culture.   | <p>Students will look at art work from the Byzantine Empire and complete a worksheet.</p> <p>Students will create a personal mosaic in the tradition of Byzantine art incorporating various elements of Byzantine culture.</p> | <p>Completed personal mosaic</p> <p>Test on the elements of Byzantine culture.</p>  |
| Students will be able to identify major contributions made by Empress Theodora and Emperor Justinian to Byzantine society. | Students will be able to identify 2 major contributions made by Empress Theodora and Emperor Justinian to Byzantine Society. | Students will be able to identify more than 2 major contributions made by Empress Theodora and Emperor Justinian to Byzantine Society. | <p>Read short selections on the lives of Empress Theodora and Emperor Justinian and take notes.</p> <p>Slide presentation.</p> <p>Act-it-out</p>   | <p>Students will be assessed on their participation in their small groups.</p> <p>Accuracy of Act-it-outs</p> <p>Test</p> |