



Marietta City Schools

District Unit Planner

Everything on the unit planner must be included on the unit curriculum approval statement.

*Individuals and Societies World History*

<b>Unit title</b>	<i>Unit 4B: Renaissance and Reformation</i>	<b>MYP year</b>	5	<b>Unit duration (hrs)</b>	9 Hours
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?***

### GSE Standards

#### Standards

#### **SSWH9 Analyze change and continuity in the Renaissance and Reformation.**

- Explain the social, economic, and political changes that contributed to the rise of Florence.
- Identify artistic and scientific achievements of the Renaissance.
- Explain the main characteristics of humanism.
- Explain the importance of Gutenberg and the invention of the printing press.
- Analyze the impact of the Protestant Reformation, include: the ideas of Martin Luther and John Calvin.
- Describe the English Reformation, include: the role of Henry VIII and Elizabeth I.
- Describe the Counter Reformation at the Council of Trent and the role of the Jesuits.

#### **SSWH13 Examine the intellectual, political, social, and economic factors that changed the world view of Europeans from the sixteenth century CE/AD to the late eighteenth century CE/AD.**

- Explain the scientific contributions of Copernicus, Galileo, Kepler, and Newton and how these ideas changed the European worldview.

#### Concepts/Skills to be Mastered by Students

##### Map and Globe Skills:

- draw conclusions and make generalizations based on information from maps

##### Information Processing Skills:

- compare similarities and differences
- draw conclusions and make generalizations

##### Literacy Skills:

**L9-10RHSS3:** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**L9-10RHSS9:** Compare and contrast treatments of the same topic in several primary and secondary sources.

**L9-10WHST1:** Write arguments focused on discipline-specific content

**L9-10WHST2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

Key concept	Related concept(s)	Global context
<p><b>Systems</b> are sets of interacting or interdependent components. Systems provide structure and order in human, natural, and built environments. Systems can be static, dynamic, simple, or complex</p>	<p>Governance Cooperation Identity</p>	<p><b>Personal and Cultural Expression</b> What is the nature and purpose of creative expression? Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>

**Statement of inquiry**

While change occurs over time, there is continuity to the basic structure of the society.

**Inquiry questions**

**Factual—**  
 Define identity.  
 Define governance.  
 Define systems.  
 What are the characteristics of the manorial and feudal system?  
 What factors led to the Renaissance?  
 What were the political and social changes that took place in Japan and China?

**Conceptual—**  
 How do Renaissance art and scientific achievements reflect the concept of humanism?  
 How did the Reformation in England differ from the Reformation in the rest of Europe?

**Debatable-**  
 How can changes occur while still having continuity in a society?

MYP Objectives	Assessment Tasks On Level
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<p><i>What specific MYP <b>objectives</b> will be addressed during this unit?</i></p>	<p><b>Relationship</b> between summative assessment task(s) and statement of inquiry:</p>	<p><i>List of common formative and summative assessments.</i></p>
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Knowing and Understanding:	Expressing knowledge on topics to complete a choice board and to take a multiple choice exam	<b>Formative Assessment(s):</b> Renaissance Choice Board <b>Summative Assessment(s):</b> Multiple Choice Exam in AMP
<b>MYP Objectives</b>	<b>Assessment Tasks Honors</b>	
<i>What specific MYP <b>objectives</b> will be addressed during this unit?</i>	<i>Relationship between summative assessment task(s) and statement of inquiry:</i>	<i>List of common formative and summative assessments.</i>
		<b>Formative Assessment(s):</b>  <b>Summative Assessment(s):</b>

<b>Approaches to learning (ATL)</b>		
<p><b>Category:</b> Social  <b>Cluster:</b> Collaboration Skills  <b>Skill Indicator:</b> Listen actively to other perspectives and ideas</p> <p><b>Category:</b> Communication  <b>Cluster:</b> Communication Skills  <b>Skill Indicator:</b> Write for different purposes</p>		

<b><u>Learning Experiences On-Level</u></b>		
Add additional rows below as needed.		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<b>SSWH9 Analyze change and continuity in the Renaissance and Reformation.</b> a. Explain the social, economic, and political changes that contributed to the rise of Florence.	<a href="#"><u>Renaissance and Reformation RAFT</u></a> SSWH9 Students will write about various documents from the Renaissance and Reformation while providing context to the historical events.	Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text SWD/504- Accommodations provided

<p>b. Identify artistic and scientific achievements of the Renaissance.</p> <p>c. Explain the main characteristics of humanism.</p> <p>d. Explain the importance of Gutenberg and the invention of the printing press.</p> <p>e. Analyze the impact of the Protestant Reformation, include: the ideas of Martin Luther and John Calvin.</p> <p>f. Describe the English Reformation, include: the role of Henry VIII and Elizabeth I.</p> <p>g. Describe the Counter Reformation at the Council of Trent and the role of the Jesuits</p>		<p>ELL- Reading Strategies and Vocabulary Supports</p> <p>Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring</p> <p>Extensions- Enrichment Tasks and Project</p>
<p><b><u>Learning Experiences Honors</u></b></p> <p>Add additional rows below as needed.</p>		
<p><b>Objective or Content</b></p>	<p><b>Learning Experiences</b></p>	<p><b>Personalized Learning and Differentiation</b></p>
<p><b>SSWH9 Analyze change and continuity in the Renaissance and Reformation.</b></p> <p>a. Explain the social, economic, and political changes that contributed to the rise of Florence.</p> <p>b. Identify artistic and scientific achievements of the Renaissance.</p> <p>c. Explain the main characteristics of humanism.</p> <p>d. Explain the importance of Gutenberg and</p>	<p><a href="#">Renaissance Station Activity</a></p> <p>SSWH9bc</p> <p>These station activities highlight artistic and academic innovations during the renaissance</p>	<p>Content scaffold learning</p> <p>Graphic Organizers</p> <p>Language Acquisition scaffolds</p> <p>Chunking text</p> <p>SWD/504- Accommodations provided</p> <p>ELL- Reading Strategies and Vocabulary Supports</p> <p>Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring</p> <p>Extensions- Enrichment Tasks and Projects</p>

<p>the invention of the printing press.  e. Analyze the impact of the Protestant Reformation, include: the ideas of Martin Luther and John Calvin.  f. Describe the English Reformation, include: the role of Henry VIII and Elizabeth I.  g. Describe the Counter Reformation at the Council of Trent and the role of the Jesuits</p>		
<p><b>SSWH9 Analyze change and continuity in the Renaissance and Reformation.</b>  a. Explain the social, economic, and political changes that contributed to the rise of Florence.  b. Identify artistic and scientific achievements of the Renaissance.  c. Explain the main characteristics of humanism.  d. Explain the importance of Gutenberg and the invention of the printing press.  e. Analyze the impact of the Protestant Reformation, include: the ideas of Martin Luther and John Calvin.  f. Describe the English Reformation, include: the role of Henry VIII and Elizabeth I.  g. Describe the Counter Reformation at the Council of Trent and the role of the Jesuits</p>	<p><a href="#"><u>Renaissance and Reformation Choice Board</u></a>  SSWH9  Students can choose to complete certain assignments that demonstrate their own understanding of the standards</p>	<p>Content scaffold learning  Graphic Organizers  Language Acquisition scaffolds  Chunking text  SWD/504- Accommodations provided  ELL- Reading Strategies and Vocabulary Supports  Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring  Extensions- Enrichment Tasks and Projects</p>
<p><b>SSWH9 Analyze change and continuity in the Renaissance and Reformation.</b>  a. Explain the social, economic, and political changes that contributed to the rise of Florence</p>	<p><a href="#"><u>Renaissance Man and Woman Writing Activity</u></a>  Students will examine the characteristics of a renaissance man and woman to complete the following: Pretend you are writing a modern day Courtier, what characteristics would you include that would describe how a young person can become accomplished and admired?</p>	<p>Content scaffold learning  Graphic Organizers  Language Acquisition scaffolds  Chunking text  SWD/504- Accommodations provided  ELL- Reading Strategies and Vocabulary Supports  Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring  Extensions- Enrichment Tasks and Projects</p>
<p><b>Content Resources</b></p>		

On-Level	Honors
<p data-bbox="91 188 277 212"><u><a href="#">The Renaissance</a></u></p> <p data-bbox="91 220 864 244">PowerPoint that provides the teaching and learning of the Renaissance.</p> <p data-bbox="91 284 723 308"><u><a href="#">Martin Luther and the Reformation PBS Primary Sources</a></u></p> <p data-bbox="91 316 1066 371">Teachers will use the inquiry kit (Library of Congress sources) about Martin Luther and his beliefs and the Protestant Reformation to teach students about the Reformation.</p>	<p data-bbox="1099 177 1285 201"><u><a href="#">The Renaissance</a></u></p> <p data-bbox="1099 209 1872 233">PowerPoint that provides the teaching and learning of the Renaissance.</p> <p data-bbox="1099 272 1731 296"><u><a href="#">Martin Luther and the Reformation PBS Primary Sources</a></u></p> <p data-bbox="1099 304 2074 360">Teachers will use the inquiry kit (Library of Congress sources) about Martin Luther and his beliefs and the Protestant Reformation to teach students about the Reformation.</p>