



Marietta City Schools

District Unit Planner

Individuals and Societies World History

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

GA DoE 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>Systems 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>Personal and Cultural Expression 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		
<p>While change occurs over time, there is continuity to the basic structure of the society.</p>		
Inquiry questions		
<p>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?</p> <p>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?</p> <p>Debatable- How can changes occur while still having continuity in a society?</p>		
MYP Objectives	Assessment Tasks On Level	

<p>What specific MYP objectives will be addressed during this unit?</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p>		<p>List of common formative and summative assessments.</p>
<p>Criterion A: Knowing and Understanding</p>	<p>Renaissance Man Comparison Essay Students will compare and contrast various figures in the Renaissance and Reformation in an essay form</p>		<p>Formative Assessment(s): Renaissance Choice Board Or CFA Summative Assessment(s): Renaissance & Reformation Project https://docs.google.com/document/d/1SU3Z8EcWiLgccxMOFw916cJyOpucdyWztS6h3-Nu9Qc/edit?usp=sharing</p>
<p>MYP Objectives</p>	<p>Assessment Tasks Honors</p>		
<p>What specific MYP objectives will be addressed during this unit?</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p>		<p>List of common formative and summative assessments.</p>
<p>Criterion A: Knowing and Understanding</p>	<p>Renaissance Man Comparison Essay Students will compare and contrast various figures in the Renaissance and Reformation in an essay form</p>		<p>Formative Assessment(s): Renaissance Choice Board Summative Assessment(s): Renaissance & Reformation Project https://docs.google.com/document/d/1SU3Z8EcWiLgccxMOFw916cJyOpucdyWztS6h3-Nu9Qc/edit?usp=sharing</p>

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Approaches to learning (ATL)

Category: Social
Cluster: Collaboration Skills
Skill Indicator: Listen actively to other perspectives and ideas

Category: Communication
Cluster: Communication Skills
Skill Indicator: Write for different purposes

Learning Experiences On-Level
 Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p>SSWH9 Analyze change and continuity in the Renaissance and Reformation.</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 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>Renaissance and Reformation RAFT or ACE Writing Assignments</p> <p>SSWH9</p> <p>Students will write about various documents from the Renaissance and Reformation while providing context to the historical events.</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 Project</p>

Learning Experiences Honors Add additional rows below as needed.		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation
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SSWH9 Analyze change and continuity in the Renaissance and Reformation. a. Explain the social, economic, and political changes that contributed to the rise of Florence.	Renaissance and Reformation Choice Board Activity SSWH9 Students can choose to complete certain assignments that demonstrate their own understanding of the standards	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 Projects</p>
<p>SSWH9 Analyze change and continuity in the Renaissance and Reformation.</p> <p>a. Explain the social, economic, and political changes that contributed to the rise of Florence</p>	<p>Renaissance Man and Woman Activity</p> <p>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</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>

Content Resources

On-Level	Honors
<p>The Renaissance PowerPoint that provides the teaching and learning of the Renaissance.</p> <p>Martin Luther and the Reformation PBS Primary Sources 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>95 theses Rap music video This activity helps emphasize Luther's 95 Theses through video</p> <p>The Renaissance</p>	<p>The Renaissance PowerPoint that provides the teaching and learning of the Renaissance.</p> <p>Martin Luther and the Reformation PBS Primary Sources 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>The Renaissance PowerPoint that provides the teaching and learning of the Renaissance.</p>

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Renaissance and Reformation RAFT or Writing Activity

SSWH9

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[Renaissance Station Activity](#)

SSWH9bc

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Renaissance and Reformation Choice Board Activity

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