

Grade 7: Renaissance, Reformation, and the Push for Exploration

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to analyze the roles of individuals, laws, institutions, and social mechanisms in order to justify the existence of social and political systems. - Students will demonstrate the ability to analyze causal relationships in an economic system by explaining the roles of buyers/sellers, innovation, and entrepreneurship in a market economy. - Students will demonstrate the ability to analyze the reciprocal relationships among human and physical systems by evaluating geospatial data, historical evidence, economic activity, and political decisions. - Students will demonstrate the ability to evaluate causal relationships in order to analyze change and continuity over time. - Students will demonstrate the ability to analyze and summarize text and integrate knowledge to make meaning of discipline-specific materials. - Students will demonstrate the ability to produce coherent and supported writing in order to communicate effectively for a range of discipline-specific tasks, purposes, and audiences. - Students will demonstrate the ability to speak purposefully and effectively by strategically making decisions about content, language use, and discourse style. <u>Content Standards:</u> - Civ.6.6-8. Describe the roles of political, civil, and economic organizations in shaping people's lives. - Civ.9.6-8. Compare deliberative processes used by a wide variety of groups in various settings. - Civ.10.6-8. Explain the relevance of personal interests and perspectives, civic virtues, and democratic principles when people address issues and problems in government and civil society. - Civ.14.6-8. Compare historical and contemporary means of changing societies, and promoting the common good. - Geo.2.6-8. Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions, and changes in their environmental characteristics. - Geo.3.6-8. Use paper based and electronic mapping and graphing	Transfer	
	<i>Students will be able to independently use their learning to make informed decisions based upon their understanding of the individual's impact in a society influenced by powerful forces.</i>	
	Meaning	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - the ideals of a society are reflected in its artistic expression. - no historical event or development occurs in a vacuum; each one has prior conditions and causes, and each one has consequences. - each place on Earth has a unique set of local conditions and connections to other places. - economic decision making involves setting goals, identifying the resources available to achieve those goals, and weighing the additional benefit of an action against the additional cost.	ESSENTIAL QUESTIONS - Does technology change world views? - Does it matter what a society believes is important? - How much power should one person have?
	Acquisition	
	<i>Students will know...</i> - that the wealth and independence of the Italian city-states cleared the way for the Renaissance - that there were Greek/Roman, secular, and humanistic ideals of the Renaissance as reflected in Italian Renaissance art - that diplomacy and systems of banking began under the Medici and others - that the Renaissance ideas were able to spread into Western Europe following the 100 Years' War along with the rise of Ferdinand and Isabella - that there were concerns about Church practice voiced by Martin Luther and others. - that there are differences in belief and practice between the Roman Catholic Church and the new Protestant denominations. - that economic factors led to exploration, including for example, the closing of the Silk Road. - that there was a rise in the practice of mercantilism by Western Europe's new powerful nations.	<i>Students will be skilled at...</i> - describing the impact of organizations on people. - comparing varied deliberative processes. - explaining the relevance of personal interests and perspectives. - comparing means of changing society over time. - explaining the impact of economic decisions. - explaining the roles of buyers and sellers. - analyzing the role of innovation in an economy. - using mapping and graphing techniques to analyze spatial patterns. - explaining how innovation impacts cultural practices. - explaining how environment influences trade. - analyzing connections in history, and classifying

techniques to represent and analyze spatial patterns of different environmental and cultural characteristics. • Geo.7.6-8. Explain how changes in transportation and communication technology influence the spatial connections among human settlements and affect the diffusion of ideas and cultural practices. • Geo.10.6-8. Analyze the ways in which cultural and environmental characteristics vary among various regions of the world. • Geo.11.6-8. Explain how the relationship between the environmental characteristics of places and production of goods influences the spatial patterns of world trade. • Geo.12.6-8. Explain how global changes in population distribution patterns affect changes in land use in particular places. • His.1.6-8. Analyze connections among events and developments in broader historical contexts. • His.2.6-8. Classify series of historical events and developments as examples of change and/or continuity. • His.3.6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. • His.4.6-8. Analyze multiple factors that influenced the perspectives of people during different historical eras. • His.5.6-8. Explain how and why perspectives of people have changed over time. • His.11.6-8. Use other historical sources to infer a plausible maker, date, place of origin, and intended audience for historical sources where this information is not easily identified. • His.12.6-8. Use questions generated about multiple historical sources to identify further areas of inquiry and additional sources. • His.14.6-8. Explain multiple causes and effects of events and developments in the past. • His.15.6-8. Evaluate the relative influence of various causes of events and developments in the past. • His.16.6-8. Organize applicable evidence into a coherent argument about the past. • Eco.1.6-8. Explain how economic decisions affect the well-being of individuals, businesses, and society. • Eco.3.6-8. Explain the roles of buyers and sellers in product, labor, and financial markets. • Eco.7.6-8. Analyze the role of innovation and entrepreneurship in a market economy.	• that commerce in Western Europe began during this time. • that the search for a water route to Asia led to the beginnings of exploration by Europeans. • that important new technologies arose after the Middle Age including, for example, the printing press, the caravel, and the astrolabe. • that Christianity, like all religions, is multi-faceted. • that the Renaissance began in the Italian city-states and spread throughout Europe. It sparked an age of exploration and discovery. • that European nations sought direct trade routes to Asia in order to bypass Turkish traders. They set sail to the Americas and along western Africa to India. As a result, the West African gold and slave trade developed. • that European nation-states competed for power based on wealth. Portugal, Spain, England, France, and the Netherlands explored North American and set up colonies to provide raw materials, markets, and trade goods. • technological advances and economic gains go hand in hand. • that Mesoamerica's geography had an impact on their history. • that the Mesoamericans had a very advanced civilization. • that indigenous people were greatly impacted by the arrival of the Europeans. vocabulary: renaissance, humanism, secular, diplomat, ambassador, vernacular, printing press, protest, denomination, mercantilism, colony, invest, joint-stock, cottage industry, import, export, commerce, Henry the Navigator, Vasco da Gama, Christopher Columbus, Ferdinand Magellan	events. • explaining and analyzing influences on historical perspectives. • using multiple historical sources. • explaining and evaluating cause and effect relationships. • organizing evidence into a coherent argument.
Content Area Literacy Standards		21st Century Skills
• RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources. • RH.6-8.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions. • RH.6-8.3 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). • RH.6-8.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.		• <i>make judgements and decisions</i> • <i>communicate clearly</i> • <i>access and evaluate information</i> • <i>think creatively</i> • <i>collaborate with others</i>

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| <ul style="list-style-type: none">• RH.6-8.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).• RH.6-8.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.• RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.• WHST.6-8.1 Write arguments focused on <i>discipline-specific content</i>.• WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.• WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.• WHST.6-8.5 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.• WHST.6-8.7 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.• WHST.6-8.8 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.• WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research. | |
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Stage 2 - Evidence	
<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan	
Summary of Key Learning Events and Instruction	
<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	