



Rigorous Curriculum Design

Unit Planning Organizer



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|----------------------|--|-------------------|-----------------------------|-----|
| Subject: | World History | | Grade: | 7th |
| Unit Number: | 6 | Unit Name: | Renaissance and Reformation | |
| Unit Length | Days: 30 Buffer: 5 days | | Minutes per day: 50 | |
| Unit Synopsis | Analyze the culture and diffusion of the Renaissance and Reformation | | | |

| | Current History Standards | Common Core Literacy Standards |
|-----------------------------|--|---|
| Priority Standards | <p>7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.</p> <p>7.8.5 Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).</p> <p>7.9 Students analyze the historical developments of the Reformation.</p> <p>7.9.2 Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale).</p> <p>7.9.3 Explain Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism.</p> | <p>RH</p> <p>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</p> <p>7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p>WH</p> <p>1. Write arguments focused on discipline-specific content.</p> |
| Supporting Standards | | Common Core Literacy Standards |

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| | <p>7.9.4 Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).</p> <p>7.9.5 List the causes for the internal turmoil in and weakening of the Catholic church (e.g., tax policies, selling of indulgences).</p> <p>7.9.6 Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World.</p> <p>7.9.7 Analyze how the Counter-Reformation revitalized the Catholic church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent).</p> <p>7.9.8 Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods; locate missions on a world map.</p> <p>7.9.9 Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492).</p> <p>7.8.1 Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith).</p> <p>7.8.2 Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities' importance in the spread of Renaissance ideas.</p> <p>7.8.3 Understand the effects of the reopening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes.</p> <p>7.8.4 Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing).</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>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> |
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| 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> |
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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) |
|--|--|---|---|
| Detail | advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy | Analysis | Level 4 |
| Describe | the theological, political, and economic ideas of the major figures during the Reformation | Application and Analysis | Level 4 |
| Explain | Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism | Analysis | Level 3 |

Learning Progressions of Skills and Concepts

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|---|--|---|--|
| Priority History Standard | 7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance. | | |
| Previous Grade | Current Grade | Next Grade | |
| 6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece. | | 8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy. | |

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|---|--|--|--|
| Priority History Standard | 7.9 Students analyze the historical developments of the Reformation. | | |
| Previous Grade | Current Grade | Next Grade | |
| 6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome. | | 8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government. | |
| Literacy Standard | RH 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. | | |
| Previous Grade | Current Grade | Next Grade | |
| | | | |
| Literacy Standard | WH 1. Write arguments focused on discipline-specific content | | |
| Previous Grade | Current Grade | Next Grade | |
| | | | |

| <i>Essential Questions</i> | <i>Corresponding Big Ideas</i> |
|---|--|
| <p><i>Who were the major figures of the Renaissance, and how did their ideas lead to progress?</i></p> <p><i>How did the abuses of the Catholic Church give rise to Reformation leadership?</i></p> | <p><i>Our world today is different because of Renaissance contributions.</i></p> <p><i>Corruption leads to questions and change.</i></p> |

| Unit Vocabulary Words | |
|--|---|
| Academic Cross-Curricular Vocabulary (Tier 2) | Content/Domain Specific Vocabulary (Tier 3) |
| Create, cite, revise, summarize, analyze, model, validate, integrate, research, formulate, pose, narrate, compare, contrast, conduct | Renaissance, humanism, realism, patron, urbanization, money economy, perspective, Florence, sculptor, literacy, classics, Greco-Roman Reformation, indulgences, simony, inquisition, thesis, Great Schism, Protestant, Counter Reformation, Anglicanism, Calvinism, Lutheranism, Papal Bull, excommunication, heresy |
| 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, and Vocabulary Frayer models | |

| Unit Assessments | |
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| Pre-Assessment | Post-Assessment |
| <p>Test Description: History 7 Unit 6 Pre-test</p> <p>Please see www.alvordschools.org/cfa for the most current EADMS CFA ID numbers.</p> | <p>Test Description: CFA Unit 6 Post Test</p> <p>Please see www.alvordschools.org/cfa for the most current EADMS CFA ID numbers.</p> |
| Scoring Guides and Answer Keys | |
| | |
| Assessment Differentiation | |
| Students with Disabilities | <p>Reference IEP Accommodations</p> <ul style="list-style-type: none"> Preferential seating More pictures/Visuals Premade copy of notes student can mark on. Peer reader <p>Modifications</p> <ul style="list-style-type: none"> Change number of items Give more time Different test Shorter answers Sentence frames |

Engaging Scenario Overview

(Situation, challenge, role, audience, product or performance)

Description: You live sometime during the 15th to the 17th century. You have been called before the “historical” Inquisition to defend the decisions you have made in your life that led to your place in history and ultimately changed the course of history!

*Teachers-you will play the part of “historical” Inquisition (not Catholic Inquisition). You will act as though students need to defend their decisions they made in their lives (depending on who they chose).

Situation: There is a knock on your door. You have been arrested by the “historical” Inquisition. You are awaiting your trial and have prepared your own defense. The guard comes to your cell and unlocks the door. He leads you to the trial chambers where the charges for how you changed history are read, now you must defend your decisions and why you changed history.

Days: 5

| <u>Reformers</u> | <u>Politicians</u> | <u>Artists</u> | <u>Writers</u> |
|--|--------------------|-------------------|----------------|
| Luther | Elizabeth I | Leonardo da Vinci | Shakespeare |
| Calvin | Lorenzo Medici | Michelangelo | Cervantes |
| Tyndale | Henry VIII | Brunelleschi | Machiavelli |
| Wycliffe | Queen Isabella | Durer | Dante |
| Hus | Pope Leo X | Gutenberg | Erasmus |
| Catherine of Siena (How is she a Reformer?) | | Rembrandt | Petrarch |
| | | | |

Challenge: Using the “Charges Against You” that your teacher gave out, research your life and the changes in history you made. Be able to answer all questions from the “Charges” handout to help you defend your life and your decisions.

Role: You are a major figure from the Renaissance/Reformation, or this person’s defending attorney (see above list). You must defend the decisions you made in your life that led to you changing history.

Audience: Fellow 7th grade students

Product or Performance: Trial/ Discussion along with your written defense.


Engaging Learning Experiences

Synopsis of Authentic Performance Tasks

| Authentic Performance Tasks | Description | Suggested Length of Time |
|------------------------------------|--|---------------------------------|
| Task 1: Headstone-Eulogy speech | Headstone-Eulogy speech for leading figures of the Renaissance Teacher | Days: 5 Minutes/Day: |
| Task 2: DBQ - Documents | DBQ -What Was the Most Important Consequence of the Printing Press? Teacher’s choice on documents-Can do Background Essay then choose documents to use to introduce printing press and its effect on | Days: 3 Minutes/Day: |
| Task 3: Reformation Chart | Reformation Chart-Comparing Ideologies of Reformers: -Martin Luther, Henry VIII, John Calvin, etc. Ultimate source of authority, ideas of sin and salvation, rituals and worship, community life, origins of the religion. | Days: 2 Minutes/Day: |

Authentic Performance Task 1

| Task Description | Headstone-Eulogy speech or pop-up book | Suggested Length | Days:3 Minutes/Day: |
|---|--|--|--|
| Standards Addressed | Priority Standard(s) | | |
| | <p>7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.</p> <p>7.8.5 Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare).</p> | | |
| | Supporting Standard(s) | | |
| | 7.8.1 Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith). | 7.8.2 Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice), with emphasis on the cities' importance in the spread of Renaissance ideas. | |
| | 7.8.3 Understand the effects of the reopening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes. | | 7.8.4 Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing). |
| | 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) | Who were the major figures of the Renaissance, and how did their ideas lead to progress? | | |
| Big Idea(s) | Our world today is different because of Renaissance contributions. | | |
| Bloom's | | DOK | Scoring Rubric |
| Analysis | | Level 4 | |

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|---------------------------------------|--|
| Teaching and Learning Sequence | (Suggested Instructional Strategies and Tasks) Ch 30 Leading Figures of the Renaissance TCI Text |
| Resources and Materials | (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts) Ch 30 TCI Text  Death of a Leading Figure of the Renaiss |

Strategies for Differentiation

| All Students | SWD | ELs | Enrichment |
|--------------|--|---|------------|
| | <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> <p style="text-align: center;">Modifications</p> | <p style="text-align: center;">Emerging</p> <hr/> <p style="text-align: center;">Expanding</p> <hr/> <p style="text-align: center;">Bridging</p> | |

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| Scoring Rubric | |
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Authentic Performance Task 2

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|---|---|-------------------------|-----------------------------------|
| Task Description | DBQ –Documents- “What Was the Most Important Consequence of the Printing Press?” Teacher’s choice on documents-Can do Background Essay then choose documents to use to introduce printing press and its effect on society. | Suggested Length | Days:3 Mins/Day: |
| Standards Addressed | Priority Standard(s) | | |
| | 7.8.5 Detail advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, William Shakespeare). | | |
| | Supporting Standard(s) | | |
| | 7.9.4 Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing). | | |
| | 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) | Who were the major figures of the Renaissance, and how did their ideas lead to progress? | | |
| Big Idea(s) | Our world today is different because of Renaissance contributions. | | |
| Bloom’s | | DOK | Scoring Rubric |
| Analysis | | Level 4 | |

| | |
|---------------------------------------|---|
| Teaching and Learning Sequence | (Suggested Instructional Strategies and Tasks) |
| | DBQ –Documents- “What Was the Most Important Consequence of the Printing Press?” Teacher’s choice on documents-Can do Background Essay then choose documents to use to introduce printing press and its effect on society. |
| Resources and Materials | (e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts) |
| | DBQ –Documents- “What Was the Most Important Consequence of the Printing Press?” |

Strategies for Differentiation

| | | | |
|--|---|-----------|--|
| | Reference IEP Accommodations Preferential seating More pictures/Visuals Premade copy of notes student can mark on. Peer reader Modifications Change number of items Give more time Different test Shorter answers Sentence frames | Emerging | |
| | | Expanding | |
| | | Bridging | |

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| Scoring Rubric | |
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Authentic Performance Task 3

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| Task Description | Reformation Chart-Comparing Ideologies of Reformers: -Martin Luther, Henry VIII, John Calvin, etc. Ultimate source of authority, ideas of sin and salvation, rituals and worship, community life, origins of the religion. | Suggested Length | Days:2 Minutes/Day: | | |
| Standards Addressed | Priority Standard(s) | | | | |
| | 7.9.2 Describe the theological, political, and economic ideas of the major figures during the Reformation (e.g., Desiderius Erasmus, Martin Luther, John Calvin, William Tyndale). | | | | |
| | 7.9.3 Explain Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism. | | | | |
| | Supporting Standard(s) | | | | |
| | 7.9.4 Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing). | | | | |
| | 7.9.5 List the causes for the internal turmoil in and weakening of the Catholic church (e.g., tax policies, selling of indulgences). | | | | |
| | 7.9.6 Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the New World. | | | | |
| 7.9.7 Analyze how the Counter-Reformation revitalized the Catholic church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent). | | | | | |
| 7.9.8 Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods; locate missions on a world map. | | | | | |
| 7.9.9 Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492). | | | | | |
| Target ELD Standard(s) | | | | | |
| Collaborative Adapting language choices to various contexts (based on task, purpose, audience, and text type). | | | | | |
| Interpretive Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language. | | | | | |
| 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. | | | | | |
| Essential Question(s) | How did the abuses of the Catholic Church give rise to Reformation leadership? | | | | |
| Big Idea(s) | Religious oppression leads to questions and change. | | | | |
| Bloom's | | DOK | | Scoring Rubric | |
| Application and Analysis | | Level 4 | | | |

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| Teaching and Learning Sequence | <p>(Suggested Instructional Strategies and Tasks)</p> <p>Ch. 31, Ch. 32 TCI Textbook</p> |
| Resources and Materials | <p>(e.g., Textbook References, Multi-Media Sources, Additional Print Sources and Artifacts)</p> <p>Ch 31, Ch 32 TCI Textbook</p> <p>TCI Student Workbook Ch 32 Reading Notes</p> |

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| Strategies for Differentiation |
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| All Students | SWD | ELs | Enrichment |
|--------------|--|-----------|------------|
| | <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> | Emerging | |
| | | Expanding | |
| | | Bridging | |

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| Scoring Rubric | |
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Engaging Scenario

| Detailed Description (situation, challenge, role, audience, product or performance) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--|------------------|--------------------|----------------|----------------|--------|-------------|-------------------|-------------|--------|----------------|--------------|-----------|---------|------------|--------------|-------------|----------|----------------|-------|-------|-----|------------|-----------|---------|--------------------|--|-----------|----------|--|--|--|--|------------------------------------|
| Engaging Scenario Overview (Situation, challenge, role, audience, product or performance) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Description: You live sometime during the 15th to the 17th century. You have been called before the “historical” Inquisition to defend the decisions you have made in your life that led to your place in history and ultimately changed the course of history! *Teachers-you will play the part of “historical” Inquisition (not Catholic Inquisition). You will act as though students need to defend their decisions they made in their lives (depending on who they chose).</p> <p>Situation: There is a knock on your door. You have been arrested by the “historical” Inquisition. You are awaiting your trial and have prepared your own defense. The guard comes to your cell and unlocks the door. He leads you to the trial chambers where the charges for how you changed history are read, now you must defend your decisions and why you changed history.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;"><u>Reformers</u></th> <th style="text-align: center;"><u>Politicians</u></th> <th style="text-align: center;"><u>Artists</u></th> <th style="text-align: center;"><u>Writers</u></th> </tr> </thead> <tbody> <tr> <td>Luther</td> <td>Elizabeth I</td> <td>Leonardo da Vinci</td> <td>Shakespeare</td> </tr> <tr> <td>Calvin</td> <td>Lorenzo Medici</td> <td>Michelangelo</td> <td>Cervantes</td> </tr> <tr> <td>Tyndale</td> <td>Henry VIII</td> <td>Brunelleschi</td> <td>Machiavelli</td> </tr> <tr> <td>Wycliffe</td> <td>Queen Isabella</td> <td>Durer</td> <td>Dante</td> </tr> <tr> <td>Hus</td> <td>Pope Leo X</td> <td>Gutenberg</td> <td>Erasmus</td> </tr> <tr> <td>Catherine of Siena</td> <td></td> <td>Rembrandt</td> <td>Petrarch</td> </tr> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Challenge: Using the “Charges Against You” that your teacher gave out, research your life and the changes in history you made. Be able to answer all questions from the “Charges” handout to help you defend your life and your decisions. Role: You are a major figure from the Renaissance/Reformation, or this person’s defending attorney (see above list). You must defend the decisions you made in your life that led to you changing history. Audience: Fellow 7th grade students Product or Performance: Trial/ Discussion along with your written defense.</p> | | | <u>Reformers</u> | <u>Politicians</u> | <u>Artists</u> | <u>Writers</u> | Luther | Elizabeth I | Leonardo da Vinci | Shakespeare | Calvin | Lorenzo Medici | Michelangelo | Cervantes | Tyndale | Henry VIII | Brunelleschi | Machiavelli | Wycliffe | Queen Isabella | Durer | Dante | Hus | Pope Leo X | Gutenberg | Erasmus | Catherine of Siena | | Rembrandt | Petrarch | | | | | <p>Days: 5</p> <p>Minutes/Day:</p> |
| <u>Reformers</u> | <u>Politicians</u> | <u>Artists</u> | <u>Writers</u> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Luther | Elizabeth I | Leonardo da Vinci | Shakespeare | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Calvin | Lorenzo Medici | Michelangelo | Cervantes | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Tyndale | Henry VIII | Brunelleschi | Machiavelli | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Wycliffe | Queen Isabella | Durer | Dante | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Hus | Pope Leo X | Gutenberg | Erasmus | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Catherine of Siena | | Rembrandt | Petrarch | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| All Students | SWD | ELs | Enrichment | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | <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> | <p style="text-align: center;">Emerging</p> <hr/> <p style="text-align: center;">Expanding</p> <hr/> <p style="text-align: center;">Bridging</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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 | | | |