

South Dakota Social Studies Unpacked Standards Template

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| <b>Anchor Standard:</b>  | H.1 Students will analyze how major events are chronologically connected and evaluate their impact on one another.   |  |
| <b>Grade Level/Band Standard:</b>  | 9-12.H.1.1 Distinguish between long-term causes and triggering events in the development and events of the Renaissance and Reformation.  |  |
| <b>Student Friendly Language:</b>  | I can identify long-term causes and the triggering events of the Renaissance and Reformation and describe the connections and differences between the eras   |  |
| <b>What prior knowledge do students need to have to be successful on this standard?</b>  |  |  |
| <ul style="list-style-type: none"> <li>Contributions and achievements of ancient civilizations and the medieval world.</li> <li>Cause and effect in history.</li> </ul>                |  |  |
| <b>Students Will Know (Factual Knowledge)....</b>  | <b>Students will Understand (Historical Inquiry)....</b>   | <b>Students Will be Able to Do (Performance Based)</b>   |
| <ul style="list-style-type: none"> <li>Triggering causes</li> <li>Long-term developmental effects</li> <li>Renaissance Artists, Writers and Philosophers</li> <li>Reformers</li> </ul> | <ul style="list-style-type: none"> <li>Long- and short-term effects contribute to how historical events unfold.</li> <li>Coincidence, causation and correlation are distinct and require evidence to support.</li> <li>Interpretations of long- and short-term effects change overtime.</li> </ul> | <ul style="list-style-type: none"> <li>Identify and describe Renaissance and Reformation ideals that had lasting impacts on the Western world.</li> <li>Identify and describe important figures and events of the Renaissance and Reformation.</li> <li>Differentiate the causes/effects both short- and long-term.</li> </ul> |
| <b>Vocabulary (Key Terms Used by Teachers and Students)</b>  | <b>What are possible misconceptions students may have with respect to this standard?</b>   |  |
| <ul style="list-style-type: none"> <li>City-States</li> <li>Humanism</li> <li>Renaissance</li> <li>Reformation</li> <li>Secular</li> </ul>   | <ul style="list-style-type: none"> <li>Differing interpretations of causes and effects of the Renaissance and Reformation</li> <li>Lasting impact of the Renaissance</li> <li>Lasting impact of the Reformation</li> </ul>   |  |

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| <ul style="list-style-type: none"> <li>● Significant individuals of the Renaissance and Reformation</li> <li>● Printing press</li> <li>● Indulgences</li> <li>● 95 Theses</li> <li>● Anabaptists</li> <li>● Counter Reformation</li> <li>● Council of Trent</li> </ul>  |   |   |
| <b><i>OSEUS Connection</i></b>  |   |   |
| <b>Essential Understanding:</b>   | <b>Descriptive Connection Between Social Studies and OSEU:</b>  |   |
| N/A   | <ul style="list-style-type: none"> <li>● N/A</li> </ul>   |   |
| <b><i>Vertical Alignment</i></b>  |   |   |
| <p><b>Previous Learning Connections</b></p> <ul style="list-style-type: none"> <li>● 6.H.1.2 Examine the chronology of historical events throughout the world to analyze their impact on the past, present, and future</li> <li>● 6.H.2.3 Analyze the development and cultural contributions including large-scale empires and major religions</li> </ul> | <p><b>Current Learning Connections</b></p> <ul style="list-style-type: none"> <li>● Examine causes and events in the development of the Renaissance and Reformation.</li> </ul> | <p><b>Future Learning Connections</b></p> <ul style="list-style-type: none"> <li>● 9-12.H.4.6 Evaluate the causes, events, and effects of reform movements stimulated from the 2nd Great Awakening. (Courses: Early, Comprehensive)</li> <li>● 9-12.H.5.4 Investigate the philosophical foundations, the causes, and the effects of the Revolutionary Era in American history. (Courses: Early, Comprehensive)</li> </ul> |
| <b><i>C3 Framework Relevant Skills and Applications</i></b>   |   |   |

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**Constructing Compelling Questions:**

- D1.1.9-12. Explain how a question reflects an enduring issue in the field.
- D1.4.9-12. Explain how supporting questions contribute to an inquiry and how, through engaging source work, new compelling and supporting questions emerge.

**Determining Helpful Resources:**

- D1.5.K-2. Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential uses of the sources.

**Evaluating Sources and Using Evidence:**

- D3.1.9-12. Gather relevant information from multiple sources representing a wide range of views while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.

**Developing Claims and Using Evidence:**

- D3.3.9-12. Identify evidence that draws information directly and substantively from the multiple sources to detect inconsistencies in evidence in order to revise or strengthen claims.

**Communicating Conclusions:**

- D4.2.9-12. Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanation given its purpose (e.g., cause and effect, chronological, procedural, technical).
- D4.5.9-12. Critique the use of the reasoning, sequencing, and supporting details of explanations.

***Example strategies to reach depth and intention of the standard***

- T chart comparing Renaissance contributions to today
- Cause and effect chart of the actions and decisions of the Renaissance and Reformation
- Facebook page on a person, place or group in the Renaissance or Reformation

***Possible Civic Engagement Activities***

These activities include the informed actions that are explicitly tied to the curriculum that are used to assess the knowledge, skills and dispositions of effective civic engagement. Civic engagement can include research, advocacy, direct or indirect action.

| Activity:   | Description on How to Use the Activity and How it Meets the Grade Level:   |
|---|--|
| <ul style="list-style-type: none"> <li>● Write an article for the school newspaper</li> </ul> | <ul style="list-style-type: none"> <li>● Students will inform readers of the origins of religious denominations located in South Dakota connecting back to the Reformation.</li> </ul> |