

Winslow Township School District
World History
Unit 2: Renaissance, Reformation, Scientific Revolution and Enlightenment

Overview: Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.

Overview	Performance Expectations	Unit Focus	Essential Questions
<p>Unit 2</p> <p>Renaissance, Reformation, Scientific Revolution and Enlightenment</p>	<p>6.2.12.CivicsPR.2.a 6.2.12.CivicsPR.2.b 6.2.12.Geo.PP.2.a 6.2.12.EconGE.2.a 6.2.12.HistoryCC.2.a 6.2.12.HistoryCC.2.b 6.2.12.HistoryCC.2.c 6.2.12.HistoryUP.2.a WIDA 1,5</p>	<ul style="list-style-type: none"> • Understand How Italy Became the Center of a Revival of Classical Culture • Analyze How the Renaissance Spread to Northern Europe • Compare the Lutheran & Anglican Perspectives of the Reformation • Understand Calvinism & the Catholic Reformation • Examine European Exploration & Trade in Asia & the Americas • Discuss Spain's Colonization of the Americas • Compare French, English & Dutch Colonization of the Americas • Understand the Atlantic Slave Trade & Triangular Trade • Understand the Columbian Exchange & Global Trade 	<p>What new ideas and values led to the Renaissance and Reformations?</p> <p>What technological advancements led to the Scientific Revolution?</p> <p>What ideas and values led to the Enlightenment?</p>
<p><i>Unit 2: Enduring Understandings</i></p>	<ul style="list-style-type: none"> • Renaissance • Reformation • Scientific Revolution • Enlightenment • The Emergence of the First Global Age: Global Interactions and Colonialism 		

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Curriculum Unit 2	Performance Expectations		Pacing	
			Days	Unit Days
Unit 2: Renaissance, Reformation, Scientific Revolution, and Enlightenment	6.2.12.CivicsPR.2a	Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim/Islamic empires of the Middle East and North Africa	2	23
	6.2.12.CivicsPR.2b	Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).	2	
	6.2.12.GeoPP.2.a:	Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.	2	
	6.2.12.EconGE.2.a	Relate the development of more modern banking and financial systems to European economic influence in the world.	2	
	6.2.12.HistoryCC.2.a	Determine the factors that led to the Reformation and the impact on European politics.	2	
	6.2.12.HistoryCC.2.b	Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).	2	
	6.2.12.HistoryCC.2.c	Assess the impact of the printing press and other technologies developed on the dissemination of ideas.	3	
	6.2.12.HistoryUP.2.a	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds	3	
	Assessment, Re-teach and Extension		5	

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Unit 2 Grade 9	
Core Ideas	Performance Expectations
Historical, contemporary, and emerging processes, rules, laws, and policies are modified as societies change in an effort to promote the common good and strive to protect human rights	6.2.12.CivicsPR.2.a: Compare the principle ideas of the Enlightenment in Europe (e.g., political, social, gender, education) with similar ideas in Asia and the Muslim / Islamic empires of the Middle East and North Africa. 6.2.12.CivicsPR.2.b: Determine the reasons for, and the consequences of, the rise of powerful, centralized nation states in Europe (i.e., the French absolute monarchy and the English limited monarchy).
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	6.2.12.GeoPP.2.a: Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.
Economic globalization affects economic growth, labor markets, rights guarantees, the environment, resource allocation, income distribution, and culture.	6.2.12.EconGE.2.a: Relate the development of more modern banking and financial systems to European economic influence in the world.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	6.2.12.HistoryCC.2.a: Determine the factors that led to the Reformation and the impact on European politics. 6.2.12.HistoryCC.2.b: Explore the factors that laid the foundation for the Renaissance (i.e., Asian and Islamic, Ancient Greek and Roman innovations).
Chronological sequencing serves as a tool for analyzing past and present events.	6.2.12.HistoryCC.2.c: Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
Complex interacting factors influence people’s perspective	6.2.12.HistoryUP.2.a: Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds

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Unit 2 Grade 9	
Assessment Plan	
<ul style="list-style-type: none"> • Chapter worksheets • Graphic Organizer • Chapter notes • Political Cartoons • Section quizzes • Unit test • Projects • Open-ended Questions 	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> • Debate • Oral Report • Role Playing • Think Pair Share • Projects • Portfolio • Presentations • Prezi • Gallery Walks
Resources	Activities
<ul style="list-style-type: none"> • Houghton Mifflin Harcourt World History 2018 • NJ Commission on Holocaust Education • NJ Amistad Commission Interactive Curriculum • Diversity, Equity & Inclusion Educational Resources <p>https://www.nj.gov/education/standards/dei/</p>	<ul style="list-style-type: none"> • Have students compare today’s government funding for the arts against that of the Renaissance period • Primary Source: The Prince • Analyze a piece of art • Create a cluster chart of Luther actions against the church • Position paper on the character and action of Henry VIII • Create a chart of different types of Protestantism • Primary Source: The Treaty of Tordesillas • Compare sources: The Legacy of Columbus <p><u>Amistad</u> Lesson on Middle Passage http://www.njamistadcurriculum.net/history/unit/emerginig-atlantic-world/lesson_plan/4429/296</p> <p>Native American Genocide https://www.nj.gov/education/holocaust/curriculum/materials/docs/holocaust_and_genocide_file2.pdf</p>

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Instructional Best Practices and Exemplars	
<ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and note taking 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Nonlinguistic representations 	<ol style="list-style-type: none"> 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Cues, questions, and advance organizers 10. Manage response rates
9.1 Personal Financial Literacy - Income And Careers & 9.2 Career Awareness, Exploration, And Preparation - Career Awareness & 9.4 Life Literacies and Key Skills	
<p>9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.</p> <p>9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.</p> <p>9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas</p> <p>9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving</p> <p>9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources</p> <p>9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations</p> <p>9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media</p> <p>9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem</p> <p>The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.</p> <p>Additional opportunities to address 9.1, 9.2 & 9.4:</p> <p>Philadelphia Mint https://www.usmint.gov/learn/kids/resources/educational-standards</p> <p>Different ways to teach Financial Literacy. https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/</p>	

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Modifications for Special Education/504

Students with special needs: The students' needs will be addressed on an individual and grade level using a variety of modalities. Accommodations will be made for those students who need extra time to complete assignment. Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Intervention Plan, and may include (but are not limited to) the following:

Presentation accommodations: Listen to audio recordings instead of reading text Learn content from audiobooks, movies, videos and digital media instead of reading print versions Use alternate texts at lower readability level Work with fewer items per page or line and/or materials in a larger print size Use magnification device, screen reader, or Braille / Nemeth Code Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone) Be given a written list of instructions Record a lesson, instead of taking notes Have another student share class notes with him Be given an outline of a lesson Be given a copy of teacher's lecture notes Be given a study guide to assist in preparing for assessments Use visual presentations of verbal material, such as word webs and visual organizers Use manipulatives to teach or demonstrate concepts Have curriculum materials translated into native language

Response accommodations: Use sign language, a communication device, Braille, other technology, or native language other than English Dictate answers to a scribe Capture responses on an audio recorder Use a spelling dictionary or electronic spell-checker Use a word processor to type notes or give responses in class Use a calculator or table of "math facts" Respond directly in the test booklet rather than on an answer sheet.

Setting accommodations: Work or take a test in a different setting, such as a quiet room with few distractions Sit where he learns best (for example, near the teacher, away from distractions) Use special lighting or acoustics Take a test in small group setting Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out) Use noise buffers such as headphones, earphones, or earplugs

Timing accommodations: Take more time to complete a task or a test Have extra time to process oral information and directions Take frequent breaks, such as after completing a task

Scheduling accommodations: Take more time to complete a project Take a test in several timed sessions or over several days Take sections of a test in a different order Take a test at a specific time of day

Organization skills accommodations: Use an alarm to help with time management Mark texts with a highlighter Have help coordinating assignments in a book or planner

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Modifications for At-Risk Students

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.
- Peer Support

English Language Learners

All WIDA Can Do Descriptors can be found at this link:
<https://wida.wisc.edu/teach/can-do/descriptors>

- Grades 9-12 WIDA Can Do Descriptors:
- Listening Speaking
 - Reading Writing
 - Oral Language

Students will be provided with accommodations and modifications that may include:

- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Teacher Modeling
- Peer Modeling
- Label Classroom Materials - Word Walls

Modifications for Gifted Students

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.

- Students can complete extend research outside of the classroom
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Project Based Learning
- Real world scenarios
- Student Driven Instruction
- [Gifted Programming Standards](#)
- [Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy](#)
- [REVISED Bloom's Taxonomy Action Verbs](#)

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Interdisciplinary Connections

CCSSELA Standards

CCSS.ELA-LITERACY.RH.9-10.1- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3-Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-LITERACY.RH.9-10.4-Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.

CCSS.ELA-LITERACY.RH.9-10.5-Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-LITERACY.RH.9-10.6-Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

CCSS.ELA-LITERACY.RH.9-10.7-Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8-Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9-Compare and contrast treatments of the same topic in several primary and secondary sources.

WHST.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant sufficient textual and non-textual evidence.

WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

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Integration of Technology Standards NJSL 8

8.1.12.F.1- Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

8.1.12.IC.3: Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.

8.2.12.ITH.1: Analyze a product to determine the impact that economic, political, social, and/or cultural factors have had on its design, including its design constraints..

8.2.12.EC.1: Analyze controversial technological issues and determine the degree to which individuals, businesses, and governments have an ethical role in decisions that are made.

8.2.12.EC.2: Assess the positive and negative impacts of emerging technologies on developing countries and evaluate how individuals, non-profit organizations, and governments have responded.

8.2.12.EC.3: Synthesize data, analyze trends, and draw conclusions regarding the effect of a technology on the individual, culture, society, and environment and share this information with the appropriate audience.

8.2.12.ETW.4: Research historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product and present the competing viewpoints.