

**Course:** *World History*  
**Era 2** 1350 - 1770 Renaissance, Reformation, Scientific Revolution, and Enlightenment

**Year of Implementation:** 2023-2024

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## Stage One - Desired Results

**Link(s) to New Jersey Student Learning Standards for this course:**

*{provide all applicable links to standards here}*

<https://www.state.nj.us/education/cccs/2020/>

- **Unit Standards:**

- **Content Standards**

- 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).
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- 6.2.12.EconGE.2.a: Relate the development of more modern banking and financial systems to European economic influence in the world.
- 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).
- 6.2.12.HistoryCC.2.c: Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
- 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.

- **21st Century Life & Career Standards**

- 9.1.12.CFR.4: Demonstrate an understanding of the interrelationships among attitudes, assumptions, and patterns of behavior regarding money, saving, investing, and work across cultures.

- 9.1.12.EG.2: Explain why various forms of income are taxed differently.
  - 9.1.12.EG.3: Explain how individuals and businesses influence government policies.
  - 9.1.12.EG.4: Explain the relationship between your personal financial situation and the broader economic and governmental policies.
  - 9.1.12.EG.5: Relate a country's economic system of production and consumption to building personal wealth, the mindset of social comparison, and achieving societal responsibilities.
  - 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
  - 9.1.2.CAP.4: List the potential rewards and risks to starting a business.
  - 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive).
  - 9.4.2.GCA:1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
  - 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5.).
  - 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
  - 9.4.5.GCA.1: Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
  - 9.4.5.IML.6: Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
  - 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving (e.g., 1.3E.12profCR3.a).
  - 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
  - 9.4.8.IML.7: Use information from a variety of sources, contexts, disciplines, and cultures for a specific purpose (e.g., 1.2.8.C2a, 1.4.8.CR2a, 2.1.8.CHSS/IV.8.AI.1, W.5.8, 6.1.8.GeoSV.3.a, 6.1.8.CivicsDP.4.b, 7.1.NH. IPRET.8).
- **English Companion Standards**
    - NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
    - NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text.
    - NJSLSA.R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

- NJSLSA.R8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- RH.9-10.3. Analyze in detail a series of events described in a text; draw connections between the events, to determine whether earlier events caused later ones or simply preceded them.
- RH.9-10.6. Compare the point of view of two or more authors in regards to how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- RH.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claims.
- NJSLSA.W1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- ***Interdisciplinary Content Standards***
  - 1.2.12prof.Re7a: Analyze the qualities of and relationships between the components, style and preferences communicated by media artworks and artists.
  - 1.2.12prof.Re8a: Analyze the intent, meaning and perception of a variety of media artworks, focusing on personal and cultural contexts and detecting bias, opinion and stereotypes.
- ***NJ Statutes:*** NJ State law mandates the inclusion of the following topics in lesson design and instruction as aligned to elementary and secondary curriculum.

Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A. 18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Diversity and Inclusion (N.J.S.A. 18A:35-4.36a) A board of education shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the district's implementation of the New Jersey Student Learning Standards.

Asian American and Pacific Islanders (AAPI) P.L.2021, c.410 Ensures that the contributions, history, and heritage of Asian Americans and Pacific Islanders (AAPI) are included in the New Jersey Student Learning Standards (NJSLs) for Social Studies in kindergarten through Grade 12 (P.L.2021, c.416)

For additional information, see

**NJ Amistad Curriculum:** <http://www.njamistadcurriculum.net/>

**Diversity and Inclusion:** <https://www.nj.gov/education/standards/dei/index.shtml>

- (Sample Activities/ Lessons): <https://www.nj.gov/education/standards/dei/samples/index.shtml>

**Asian American and Pacific Islanders:**

- [Asian American and Pacific Islander Heritage and History in the U.S.](#)

*A Teacher's Guide from EDSITEment offering a collection of lessons and resources for K-12 social studies, literature and arts classrooms that center around the experiences, achievements and perspectives of Asian Americans and Pacific Islanders across U.S. history.*

**Transfer Goal:** Students will be able to independently use their learning to connect major ideas from this era (about art, expression, religion, government, and science) to discuss and analyze their influence on the function of modern day governments and the day to day practices of people's lives.

As aligned with LRHSD Long Term Learning Goal(s): <https://www.lrhdsd.org/Page/6163>

1. Choose and analyze appropriate sources to gain content knowledge.

2. Apply acquired content to connect past and present day events.
3. Collaborate and interact with others in a diverse and ever-changing world.
4. Independently formulate and effectively defend and articulate opinions on historical, political, economic, and social science topics.
5. Communicate effectively through written, oral, and visual means.

Enduring Understandings

Students will understand that . . .

*EU 1*

two great European movements, the Renaissance and the Reformation, ushered in cultural and social changes.  
(6.2.12.CivicsPR.2.a)

*EU 2*

historical events and developments in Europe such as the Scientific Revolution and the Enlightenment shaped the development of regions throughout the world.  
(6.2.12.HistoryCC.2.c)

Essential Questions

*EU 1*

- How do new ideas about individualism impact changes in art, religion and government?
- In what ways have religions changed and adapted to different ideas, challenges, and interpretations?
- How does technology (ie the printing press) drive broader changes in society?
- In what ways can religions change when dealing with internal conflict?
- How does art reflect society?

*EU 2*

- In discussing technological advancement, how have human societies advanced at different rates over time and what consequences are definable as a result?
- How have people tried to reconcile conflicts between religion and science?
- To what extent does new knowledge about the world impact existing knowledge and ideas?
- How are new ideas about the nature of the individual, government, and society reflected in the arts and broader culture?

	<ul style="list-style-type: none"> <li>● How can philosophical ideas about freedom be reflected in changing governmental policies?</li> </ul>
<p><u>Knowledge</u> Students will know . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>● the reasons for and consequences of the rise of powerful, centralized nation states in Europe (6.2.12.CivicsPR.2.b)</li> <li>● how the religious wars between Europe and the Islamic Empires reconnected Europe with its Greco-Roman past. (6.2.12.CivicsPR2.a)</li> <li>● the Renaissance drew inspiration from the Hellenic Era and was inspired by a number of factors. (6.2.12.HistoryCC.2.b)</li> <li>● the main reasons for and results of the Protestant movement in Europe. (6.2.12.HistoryCC.2.a)</li> <li>● that the Protestant Reformation marked a break with existing Christian traditions and both the Protestant and Catholic reformations contributed to the growth of Christianity. (6.2.12.HistoryCC.2.a)</li> <li>● the impact of the printing press and other technologies had on the dissemination of ideas in Europe. (6.2.12.History.CC.2.c)</li> <li>● the impact of new banking systems developed by families such as the Fuggers and Medicis. (6.2.12.EconGE.2.a)</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>● the influence of Enlightenment thought on the government. (6.2.12.HistoryUP.2.a)</li> <li>● the development of absolutism and limited monarchies and their influence on the Enlightenment (6.2.12.CivicsPR.2.b)</li> </ul>	<p><u>Skills</u> Students will be able to . . .</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>● read and analyze historically significant primary source documents to determine influence (RI.9-10.9)</li> <li>● compare/contrast the new religious views of Lutheranism, Calvinism etc. (6.2.12.HistoryCC.2.a:)</li> <li>● recognize and interpret different points of view (NJLSA.R6)</li> <li>● analyze the way in which banking has changed and stayed the same since the Renaissance (9.1.12.CDM.9)</li> <li>● interpret the meaning and influence of selected Renaissance artists (1.2.12prof.Re8a,1.2.12prof.Re7a)</li> <li>● utilize various forms of media (video, physical/digital art) in order to complete alternative assessments (9.4.12.Cl.1)</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>● read and interpret non-fiction writings of major Enlightenment thinkers (RI.9-10.10)</li> <li>● discuss and evaluate the role of scientists in society (6.2.12.HistoryUP.2.a)</li> <li>● compare philosophies behind representative and absolute governments (6.2.12.CivicsPR.2.b)</li> <li>● discuss how to determine the validity of sources</li> </ul>

- impact of the Gutenberg Printing Press on literacy and faith. (6.2.12.History.CC.2.c)
- how Enlightenment thought impacted the development of the New World. (6.2.12.HistoryPP.2.a)
- Scientific Revolution leads to medical, technological, and societal changes. (6.2.12.HistoyrUP.2.a)

(9.4.12.IML.2)

- analyze the role of Enlightened thinkers in laying the basis for revolutions in the 18th and 19th centuries (6.2.12.HistoryPP.2.a)

### Stage Two - Assessment

### Stage Three - Instruction

***Learning Plan:*** Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer. {place A, M and/or T along with the applicable EU number in parentheses after each statement} All knowledge and skills must be addressed in this section with a corresponding lesson/activity which teaches each concept. The following color codes are used to notate activities that correspond with interdisciplinary connections and 21st Century Life & Career Connections (which involves Technology Literacy): **Red = Interdisciplinary Connection; Purple = 21st Century Life & Career Connection**

- **Read and discuss excerpts from Machievelli's *The Prince*.** (A) (EU 2)
- Create a map detailing the Italian City-States. (A) (EU 1)
- Read excerpts from Martin Luther's "95 Theses". (A) (EU 1)
- Create a Venn Diagram comparing technology and innovations of Europe to that of the Muslim world that helped to cause or expand the Renaissance (A) (EU 1)
- Create a chart that compares/contrast the core ideas of selected Enlightenment thinkers (A) (EU 2)
- Create a map of the religious wars in Europe and overlay it with a map of religions in Europe today. (A) (EU 1)
- Organize a graphic detailing the Medici family and the impact they had on the Renaissance. (A,M) (EU 1)

- Watch short clips on how Gutenberg's printing press worked and how it impacted the global community (religions, economies, literacy, travel, trade). (A,M) (EU 1)
- Complete DBQ on the Printing Press. (A,M) (EU 1)
- Create a list of DaVinci's inventions and compare his influence to a modern-day innovator. (A,M) (EU 2)
- Create a "10 theses" document about an issue of one's choosing. (M) (EU 2)
- Write a letter protesting a policy of the Catholic Church in 1500 (M) (EU 2)
- Draw a political cartoon or comic strip that illustrates an Enlightenment idea (ie the nature of government) (M) (EU 2)
- Recreate (using medium of choice) any Renaissance work of art adding some type of modern interpretation of the work (M) (EU 2)
- Hold a mock trial of Galileo (M) (EU 2)
- Run a salon in class detailing the various Philosophes and their ideas. (M,T) (EU 2)
- Taking the role of a figure from the Scientific Revolution or Enlightenment, discuss what this person would comment on about today's world. Use a social media platform (or similar format) such as Twitter, TikTok, or Instagram. (M, T) (EU 2)
- Create a digital art museum to analyze and critique art from the Renaissance. (M,T) (EU 1)
- Trace a current technology back to a breakthrough from the Scientific Revolution. (T) (EU 2)
- Analyze a piece of Enlightenment writing (from Locke, Voltaire, Rousseau, etc) and discuss its influence in today's world. (M, T) (EU 2)
- Using enlightenment ideas students create what they feel is the "perfect government" that balances government power with freedom (T) (EU 4)
- Create a proposal trying to raise funding to increase research on a scientific topic of one's choosing (T) (EU 2)

## Pacing Guide



<b>Unit #</b>	<b>Title of Unit</b>	<b>Approximate # of teaching days</b>
0	<i>Foundations of the Modern Age</i>	15-20
1	<i>The Emergence of the First Global Age</i>	25-30
2	Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700)	25-30
3	Age of Revolutions: Political and Industrial Revolutions, Imperialism, Reform and Global Impact (1750–1914)	25-30
4	Half-Century of Crisis and Achievement: The Era of the Great Wars	30-35
5	The 20th Century Since 1945: Challenges for the Modern World	30-35
6	Contemporary Issues	40-45

### **Instructional Materials**

The teacher may include but are not limited to the following:

- Textbook
- World Maps / Classroom Atlas
- “Heimler’s History” Youtube Video Series
- John Green’s Crash Course World History Series
- World History in Documents by Peter Stearns or a similar primary source book
- Primary Source Documents
- Excerpts from “The Prince”

- *History Channel documentaries*
- *DBQs / LEQs*

## **Accommodations**

*Special Education:* The curriculum will be modified as per the Individualized Education Plan (IEP). Students will be accommodated based on specific accommodations listed in the IEP.

*Students with 504 Plans:* Students will be accommodated based on specific accommodations listed in the 504 Plan.

*English Language Learners:* Students will be accommodated based on individual need and in consultation with the ELL teacher.

*Students at Risk of School Failure:* Students will be accommodated based on individual need and provided various structural supports through their school.

*Gifted and Talented Students:* Students will be challenged to enhance their knowledge and skills through acceleration and additional independent research on the subject matter.