

Modern World History Curriculum 2025-2026

Original Adoption: 2023 NJSL English Language Arts and English as a Second Language (8-21-24); Math NJSL Mathematics (8-21-24); 2020 NJSL Science, Social Studies, Career Readiness, Life Literacies & Key Skills, Computer Design & Thinking, Visual & Performing Arts, World Language, Comprehensive Health and Physical Education (5-11-22)

Created By: Social Studies Curriculum Team

Subject: Social Studies	Course/Level: Modern World History 9 th & 11 th
Time Frame	Unit
Unit 1: The Emergence of the First Global Age (1350-1770) ~Topics: <i>Global Encounters & Interactions. Exploration.</i>	September 9, 2025 - November 1, 2025 36 days
Unit 2: Renaissance, Reformation, Absolutism, Scientific Revolution, and Enlightenment (1350-1700)	November 4, 2025 - December 20, 2025 36 days
Unit 3: The Amistad Case & Age of Revolutions (1750-1914)	January 2, 2026 - February 28, 2026 36 days

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Unit 4: A Half-Century of Crisis and Achievement & the Holocaust (1900 – 1945)	March 2, 2026 - May 1, 2026 36 days
Unit 5 : 20th Century Since 1945 (1945 – Today)	May 4, 2026 - June 15, 2026 36 days

Alignment with State Mandates

The following colors are used throughout this document to indicate areas in which the curriculum is aligned with the following NJSA requirements:

- Holocaust and genocides ([N.J.S.A. 18A:35-28](#))
- History and contributions of African-Americans (Amistad Law) ([N.J.S.A. 18A:35-4.43](#))
- Contributions, history, and heritage of Asian Americans and Pacific Islanders ([P.L.2021, c.416](#))
- Highlight and promote diversity and inclusion (Diversity & Inclusion Law) ([N.J.S.A. 18A:35-4.36a](#))
- History of disabled and LGBT persons included in middle and high school curriculum ([Section 18A:35-4.35](#))
- Prepare students to understand how and why climate change happens, the impact it has on our local and global communities, and to act in informed and sustainable ways. [Click here](#) for specific examples (by subject).

Unit 2: Renaissance, Reformation, Absolutism, Scientific Revolution, and Enlightenment (1350-1700)

Grade Level: 9th & 11th

Time Frame: 4 1/2 weeks

Essential Questions

1. To what extent was the Renaissance truly a rebirth?
2. Would the Reformation have been as successful had the printing press not been invented?
3. How are the values of the Renaissance and Reformation still around today?
4. Can the Renaissance be considered the first modern era?
5. Was the power of the absolute monarchs more or less total than that of 20th century dictators?
6. Were Enlightenment ideas based on evidence, or were they simply the ideas of the writers?
7. How do the scientific innovations of the scientific revolution alter world views?

Focus Standards

Era 2. Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700)

- 6.2.12.CivicsPR.2.a: Compare the principal 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).
- 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.

Supplemental Standards

- 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.

Interdisciplinary Standards

English Language Arts

- L.SS.9–10.1. Demonstrate command of the system and structure of the English language when writing or speaking.
- RI.CR.9–10.1. cite a range and thorough textual evidence and make clear and relevant connections, to strongly support an analysis of multiple aspects of what an informational text says explicitly and inferentially, as well as interpretations of the text.
- RI.CI.9–10.2. Determine one or more central ideas of an informational text and analyze how it is developed and refined over the course of a text, including how it emerges and is shaped by specific details; provide an objective summary of the text.
- W.AW.9–10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient textual and non-textual evidence.
- W.SE.9–10.6. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
- W.RW.9–10.7. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
- SL.II.9–10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively, orally) evaluating the credibility and accuracy of each source.
- SL.PI.9–10.4. Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Computer Science & Design Thinking

- 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.
- 8.2.12.NT.1: Explain how different groups can contribute to the overall design of a product.
- 8.2.12.NT.2: Redesign an existing product to improve form or function.

Career Readiness, Life Literacies, & Key Skills

- 9.1.12.CFR.1: Compare and contrast the role of philanthropy, volunteer service, and charities in community development and quality of life in a variety of cultures.
- 9.1.12.CFR.6: Identify and explain the consequences of breaking federal and/or state employment or financial laws.
- 9.1.12.FP.3: Relate the concept of delayed gratification (i.e., psychological distance) to meeting financial goals, investing and building wealth over time.
- 9.1.12.FP.5: Evaluate how behavioral bias (e.g., overconfidence, confirmation, recency, loss aversion, etc.) affects decision-making.

LGBTQ/Disabilities Activities

- Describe the intense oppression of homosexual activity by the Roman Catholic Church in which they passed laws criminalizing sexual behavior.
- Analyze the creation of Sodomy laws during the Renaissance and why they were used. How can these laws be compared with the laws against the LGBTQ community today worldwide.
- Understand the ways historian Vasari in his 1550 Lives of the Painters hints that Renaissance artists like Michaelangelo and others had same-sex desires. Explaining how the author’s intentions may be to normalize same-sex behavior in a time when it was criminalized highly in the hopes of reforming those laws.
- Explain why the Enlightenment thinkers of John Locke, Voltaire, Montesquieu, Diderot, among others worked to decriminalize sexual behavior.
- A Queer History of the United States (Revisioning American History Series) by Michael Bronski

Instructional Plan

Pre-Assessment:

1. SW complete the following open-ended questions-
 - a) How does the introduction of new ideas, concepts, and beliefs lead to political, economic, and social changes?
 - b) How does conflict within and/or between societies bring about change/s?
2. SW will participate in a smart board map activity to test prior knowledge on European countries.

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SLOs WALT.....	Formative Assessments	Learning Activities	Reflection
<p>Use maps of trade routes (i.e., Silk Road) and excerpts from Marco Polo’s book (The Travels of Marco Polo) to explain the role of geographic location (i.e., Italian city-states, Asia, Europe) in the development of trade and economic activity during the Renaissance.</p> <p>Determine the factors that led to the Renaissance, and analyze its impact on the arts and politics.</p> <p>Explain how the rise of European towns and commerce led to the need for banking and financial services (e.g., loans, usury, insurance, currency, joint stock companies).</p> <p>Examine how the exposure to Asian and Islamic civilizations and the spirit of inquiry (i.e. scholasticism /</p>	<ul style="list-style-type: none"> ● Journals ● Quizzes ● DOL’s ● Written Assignments ● Oral Presentations ● Observations ● Participatory ● Rubrics ● Role Play ● Research ● Assignments ● Interviews ● Primary Source Analysis ● Open ended writing assignments ● Notebook assessments ● DO NOW’s ● Map Activities ● Homework ● Comparative Source Analysis 	<p><u>Students will explain the significance of the following academic terms:</u></p> <ul style="list-style-type: none"> ● Patron ● Perspective ● Leonardo Da Vinci ● Michelangelo ● Niccolo Machiavelli ● Vernacular ● Utopian ● Thomas More ● Shakespeare <p>Complete a mapping exercise on Renaissance Europe (cities, trade routes, fairs, etc.)</p> <p>In pairs with their textbooks have students chart various factors that contributed to the birth of the European Renaissance.</p> <p>In groups of 3-4 using iPads/or handouts have students compare Classical, Medieval, and Renaissance art.</p> <p>Explain the social, economic, and political changes that contributed to the rise of Florence and the ideas of Machiavelli.</p> <p>In groups of 3-4, students will view guided readings on the three Italian masters (Leonardo Da Vinci, Michelangelo, Raphael) and discuss/view the artistic work of the three. They will then present their findings to the class.</p>	

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<p>humanism) led to the Renaissance and the importance of the commercial revolution (i.e., trade and rise of towns) on society.</p> <p>Use technology to display information about the accomplishments of Machiavelli, Michelangelo, Leonardo da Vinci, Raphael, and Shakespeare and relate them to the factors that led to the development of the Renaissance.</p>		<p>Have students complete a chart with critical information about Renaissance writers then students will fill in a chart on the smart board.</p> <p>In groups of 3-4 using iPads/textbook/handouts students will research humanists, artists, and writers of the Northern Renaissance in order to complete an artist's profile (handout).</p> <p>Identify artistic and scientific achievements of Leonardo da Vinci, the "Renaissance man," and Michelangelo.</p> <p>Students will use a guided reading on The Northern Renaissance to help fill in a chart on the smart board.</p> <p>Have students contrast differences between the Northern European and Italian Renaissance using a T-chart.</p>	
<p>Benchmark Assessment #1:</p> <ol style="list-style-type: none"> 1. SW explain the social, economic, and political changes that contributed to the rise of Florence and the ideas of Machiavelli. 2. SW identify artistic and scientific achievements of Leonardo da Vinci, the "Renaissance man," and Michelangelo. 3. SW list the factors that led to the Renaissance and the impact on the arts and politics. 4. How did the European Renaissance affect other parts of the world? 			
<p>Analyze how the discoveries of Copernicus, Galileo, Bacon, Newton, and Kepler challenged traditional teachings and beliefs.</p> <p>Explain the main characteristics of humanism;</p>	<ul style="list-style-type: none"> ● Journals ● Quizzes ● DOL's ● Written Assignments ● Oral Presentations ● Observations ● Participatory 	<p><u>Students will explain the significance of the following academic terms:</u></p> <ul style="list-style-type: none"> ● Humanism ● Johan Gutenberg ● Engraving ● Indulgences ● Martin Luther ● Heresy 	

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<p>include the ideas of Petrarch, Dante, and Erasmus.</p> <p>Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.</p> <p>Describe how interpretations of history are subject to change as new information is uncovered.</p> <p>Explain how the work of Bacon and Descartes led to a new way of thinking called the scientific method.</p> <p>Explain how philosophy, religion, values, technology, and behavior patterns help define culture.</p> <p>Explain how religious beliefs and the role of the church affected the way people viewed scientific discoveries and teachings during the</p>	<ul style="list-style-type: none"> ● Rubrics ● Role Play ● Research ● Assignments ● Interviews ● Primary Source Analysis ● Open ended writing assignments ● Notebook assessments ● DO NOW's ● Map Activities ● Homework ● Comparative Source Analysis 	<ul style="list-style-type: none"> ● Excommunicate ● Protestant ● Reformation <p>Have students describe the scientific method. How is it different from previous attempts at explaining the natural world?</p> <p>Have students describe the differences between Ptolemy and Copernicus. How did Copernicus affect Kepler, Galileo, Newton and Harvey?</p> <p>Discuss the role Francis Bacon and Rene' Descartes had on the scientific revolution.</p> <p>Analyze the impact the scientific method had on other scientists and thinkers.</p> <p>Use three- column chart to show (1) scientist, (2) discoveries, (3) importance/impact.</p> <p>Create a time line showing advances in science.</p> <p>Have students analyze the conflict between the ideas of the Scientific Revolution and the teachings of the Church. Was this conflict resolved? Explain.</p> <p>Have students use charts/graphic organizers to show cause-and-effect relationships between the ideas of the Scientific Revolution and changing views of religious, political and cultural institutions after the Scientific Revolution.</p>	
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<p>Sixteenth and Seventeenth centuries.</p> <p>Describe various scientific discoveries and their impact on society and culture.</p>			
<p>Benchmark Assessments #2:</p> <ol style="list-style-type: none"> 1. SW explain the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds. 2. SW describe various scientific discoveries and their impact on society and culture. 3. Were the effects of humanism positive or negative? 4. Did the church draw its power from the absolute monarchs, or did the monarchs draw their power from the church? 			
<p>Evaluate the impact of the printing press and how technology affected society during this time period (e.g., spread of information, vernacular language, religious ideas).</p> <p>Explain the importance of Gutenberg and the invention of the printing press.</p> <p>Assess the extent to which the reasoning and evidence in a text support the author's claims about the origins of the Protestant Reformation (i.e., Martin Luther, John Calvin, and Henry VIII).</p>	<ul style="list-style-type: none"> ● Journals ● Quizzes ● DOL's ● Written Assignments ● Oral Presentations ● Observations ● Participatory ● Rubrics ● Role Play ● Research ● Assignments ● Interviews ● Primary Source Analysis ● Open ended writing assignments 	<p>In groups of 3-4 students will brainstorm the importance of the printing revolution using that information they will complete a fact sheet on Johann Gutenberg. Information will be recorded on the smart board.</p> <p>Have a class discussion on the invention of the printing press and how the availability of books influenced society then compare that to today's invention of the kindle/e-reader/iPad/tablet. Students will then complete an open-ended question based on these topics.</p> <p>Have student's complete guided reading sheet detailing the abuses of the Church and record answers on the smart board.</p> <p>Using iPads/textbook/handouts research Martin Luther and create a timeline and fact sheet profiling his life and impact on</p>	

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	<ul style="list-style-type: none"> ● Notebook assessments ● DO NOW's ● Map Activities ● Homework ● Comparative Source Analysis 	<p>history for display in the classroom. (Construction papers, markers, rulers, pencils, glue sticks etc...)</p> <p>In groups of 3-4 have students chart the critical information about the following Reformation leaders. (John Calvin, Henry VIII, Ulrich Zwingli, Pope Leo X, Martin Luther) Then giving each group some chart paper have student's record information and present to class.</p> <p>Develop a graphic organizer to explain the contributions of Machiavelli, da Vinci, Petrarch, Dante, Erasmus, and Gutenberg. What did they do; how did their contribution/s bring about change; what is the impact today? Record answers on the smart board.</p>	
<p>Benchmark Assessments #3:</p> <ol style="list-style-type: none"> 1. SW list the main characteristics of humanism; include the ideas of Petrarch, Dante, and Erasmus. 2. SW explain the impact of the Protestant Reformation; include the ideas of Martin Luther and John Calvin. 3. SW explain the importance of Gutenberg and the invention of the printing press. 			
<p>Describe the Counter Reformation at the Council of Trent and the role of the Jesuits.</p> <p>Describe the English Reformation and the role of Henry VIII and Elizabeth I.</p> <p>Analyze the causes and effects of religious wars in</p>	<ul style="list-style-type: none"> ● Journals ● Quizzes ● DOL's ● Written Assignments ● Oral Presentations ● Observations ● Participatory ● Rubrics ● Role Play ● Research 	<p><u>Students will explain the significance of the following academic terms:</u></p> <ul style="list-style-type: none"> ● Schism ● Thesis ● John Calvin ● Predestination ● Theocracy ● Sect ● Henry VIII ● Council of Trent 	

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<p>Europe (i.e., Thirty Years War and migration to America). Compare the point of view of two or more authors to explain how the outcome of the Thirty Years War impacted the political and social development of Europe (e.g., France, Spain, German states).</p>	<ul style="list-style-type: none"> ● Assignments ● Interviews ● Primary Source Analysis ● Open ended writing assignments ● Notebook assessments ● DO NOW's ● Map Activities ● Homework ● Comparative Source Analysis 	<p>In pairs students will complete a guided reading assignment on the Catholic Reformation (including Council of Trent, The Inquisition, witch hunts, and the Jesuits).</p> <p>Students will show where the Protestant Reformation had influence in various parts of Europe. On an outline map of 15th/16th century Europe, students will illustrate the locations of religious influence (Calvinist, Catholicism, Lutheranism, others). Using various colored pencils they will show how Protestantism spread (direction). On a second outline map of Europe, as it appears today, students will compare past to present—what is the religion of those areas today. In a written paper students will analyze why changes took place or why there were no changes. Students will support their position by addressing: role of political leaders; factors, events, or changes that contributed to the differences.</p> <p>Conduct a mock interview with—Charlemagne; Pope Gregory VII, and King Henry IV. Address religious views, political views; what changes they would bring to their area and why. Students will orally present their findings to the class.</p>	
<p>Benchmark Assessments #4:</p> <ol style="list-style-type: none"> 1. SW analyze the Counter Reformation at the Council of Trent and the role of the Jesuits. 2. SW describe the English Reformation and the role of Henry VIII and Elizabeth I. 			
<p>Explain the concept of absolutism. Develop an argument as to whether an absolute or constitutional monarch was</p>	<ul style="list-style-type: none"> ● Journals ● Quizzes ● DOL's ● Written Assignments 	<p>Compare constitutional and absolute monarchies and provide examples of each from the 1500s.</p> <p>Explain how monarchs used the argument of divine right to justify their powers.</p>	

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<p>in the best interest of the people in a nation state (e.g., England, France, Holy Roman Empire, Russia, Spain).</p> <p>Explain how political ideas of the time period impacted government (i.e., divine right theory of rulers, natural rights of people, and social contract of government).</p> <p>Analyze the impact absolute monarchs had on their countries and/or territories during their rule (e.g., Louis XIV, The Tudors, Peter the Great, Catherine the Great, Phillip I).</p> <p>Describe how European monarchs derived their power and authority.</p>	<ul style="list-style-type: none"> ● Oral Presentations ● Observations ● Participatory ● Rubrics ● Role Play ● Research ● Assignments ● Interviews ● Primary Source Analysis ● Open ended writing assignments ● Notebook assessments ● DO NOW's ● Map Activities ● Homework ● Comparative Source Analysis 	<p>Using a cause-and-effect chart have students trace the emergence of Absolute Monarchies. Discuss how the riches from newly colonized areas fueled the fires of absolutism.</p> <p>Compare and contrast the development of absolute monarchies in France and Spain.</p> <p>Have students chart the reasons why authority became centralized in the age of Absolutism. Cite examples from the time period.</p> <p>Using a flow chart, identify the characteristics of an absolute ruler. List the major absolute monarchs of Europe.</p> <p>Have students produce a newspaper about France during the reign of Louis XIV. Students might be assigned to any of the following departments: national news, international news, the arts, literature, the economy, or editorial.</p> <p>Students create a journal describing a day at the palace of Versailles.</p>
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Benchmark Assessment #5:

1. SW explain the origins of the beliefs of absolute monarchy.
2. SW explain how monarchs used the argument of divine right to justify their powers.

<p>Describe how philosophy, religion, values, technology,</p>	<ul style="list-style-type: none"> ● DOL's ● Written Assignments 	<p>Review the ideas, scientists, and philosophers of the Enlightenment and the effects on society and culture.</p>	
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<p>and behavior patterns help define culture.</p> <p>Evaluate the arguments of Enlightenment philosophers (e.g., Rousseau, Montesquieu, Hobbes, Locke, Voltaire) using primary sources.</p> <p>Analyze the benefits and limitations of separation of powers among branches of government.</p> <p>Determine the meaning of laissez-faire economics and describe how it led to the development of a new merchant class during this time period (e.g., supply and demand, free markets, efficient production).</p> <p>Explain the impact of the major ideas of the Enlightenment.</p>	<ul style="list-style-type: none"> ● Oral Presentations ● Observations ● Participatory ● Rubrics ● Role Play ● Research ● Assignments ● Interviews ● Primary Source Analysis ● Open ended writing assignments ● Notebook assessments ● DO NOW's ● Map Activities ● Homework ● Comparative Source Analysis 	<p>Examine the main ideas of Voltaire, Montesquieu, and Rousseau. After studying all three have students discuss which had the most impact on U.S. principles, practices, and government.</p> <p>Have students research and report on how the age of Enlightenment affected government, women, music, literature, and monarchs.</p> <p>Have students chart the key ideas that came out of the Enlightenment.</p> <p>Discuss the evolution of the idea of natural right and how it transformed people's thinking of government.</p> <p>Have students make a chart comparing philosophies of Thomas Hobbes and John Locke.</p> <p>Compare and contrast mercantilism and laissez-faire economic policies.</p> <p>Have students draw conclusions about the relationship between religious authority, absolute rule and mercantilism, and how Enlightenment ideas impacted these practices.</p> <p>Students complete before and after charts, which show the changes in peoples' relationship with the church, and the shift toward more democratic forms of government and capitalism. For example:</p>	
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<p>Describe and analyze the contributions of women to the Enlightenment.</p> <p>Analyze the effectiveness of Enlightenment thinking on Natural Rights.</p>		<p><u>Pre-Enlightenment Thinking</u> <u>Enlightenment Ideas</u></p> <p><u>New Beliefs</u></p> <p>Religion Political rule Economic systems</p> <p>Have students create a chart listing the major figures of the enlightenment, their ideas, and find those ideas within the U.S. Declaration of Independence and Constitution.</p> <p>Create a chart listing the Artists, philosophers, writers of the Enlightenment and the accomplishment of each.</p>	
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Benchmark Assessments #6:

1. SW Explain the impact of the major ideas of the Enlightenment.
2. SW Describe and analyze the contributions of women to the Enlightenment.
3. SW Analyze the effectiveness of Enlightenment thinking on Natural Rights.
4. Is it possible for a monarch to be absolute and enlightened at the same time?
5. How did the writers of the Enlightenment affect the American constitution?

Summative Performance Assessment

1. Develop a graphic organizer to explain the contributions of Machiavelli, da Vinci, Petrarch, Dante, Erasmus, and Gutenberg. What did they do; how did their contribution/s bring about change; what is the impact today? Choose one of the above to write a position paper—they made the greatest impact (positive or negative); providing specific examples to support your position.

Summative Written Assessment

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<p>SW complete a series of multiple-choice questions on the WALTs from throughout the unit.</p> <p>SW complete a writing task answering the Essential Question: Can the Renaissance be considered the first modern era? Explain</p>	
<p>Teacher Notes</p>	
<ul style="list-style-type: none"> ● This unit concentrates on Eastern and Western Asia and leading influences to the Renaissance and Reformation. The qualities and effects of the Renaissance and Reformation carry over into Unit 2. ● Remember, this is a World History Class, not simply Western Civics. The influence of the rest of the World on Europe must not be ignored. ● Web resources include www.historyteacher.net 	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ● AGS World History. ● Prentice Hall World History ● Other World History Textbooks ● History Alive! Renaissance (Lesson on Art). ● Art transparencies, videos on noted artists, writers, and reformers. ● The Prince, Niccolo Machiavelli. ● Readings from The Twelfth Night, Richard III, Romeo and Juliet. ● Movie: Shakespeare in Love. ● Copy of Martin Luther's 95 Theses
<p><i>Additional:</i> Summative Performance Assessment</p>	
<p>SW choose <u>1</u> of the following assignments:</p> <ol style="list-style-type: none"> 1. Find pictures (or create your own) of working conditions during the industrial revolution age (1800s) and photos from our current time. Photos can show child labor, factories, housing, etc. Put them together in a collage using multimedia. Examples might be a PowerPoint, an online photo album on a site like Snapfish, a website, scrapbook, etc. Minimum of 20 pictures. Include captions with your pictures to provide a description of the images. 2. Create a soundtrack of at least ten songs that shows the working and living conditions during the industrial revolution and/or songs about working and living conditions today. Themes you might include are sickness, stress, low pay, pollution, etc. Design the cover of the CD as well as an explanation of why you selected those songs. 	

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<p>3. Write and produce a movie based on the life of someone living during the industrial revolution. The person can be a member of the working poor, a wealthy capitalist, a middle class individual, a child laborer, etc. You can act out the movie or use software to produce it.</p> <p>4. Many inventions were created during the Industrial Revolution. These include the seed drill, the spinning jenny, cotton gin, steam engines, telephone, sewing machine, Morse Code (electrical signals over a telegraph), railroad, among many others. Select three and create instructional/user manuals for the inventions. The manuals can be hand created or computer generated using software such as Publisher.</p>	
<p>Summative Written Assessment</p>	
<p>SW complete a series of multiple-choice questions on the WALTs from throughout the unit.</p> <p>SW complete a writing task answering the essential question: How do industrialism, imperialism, secularism and political revolution connect to each other: i.e. What effect did industrialism have on secularism, or secular Darwinism on imperialism, etc?</p>	
<p>Teacher Notes</p>	
<ul style="list-style-type: none"> ● Web resources include www.historyteacher.net ● Links to the Industrial Revolution http://www.schoolshistory.org.uk/IndustrialRevolution/links.htm ● Biographies of the Inventors of the Industrial Revolution http://www.blupete.com/Literature/Biographies/Science/Inventors.htm ● Comprehensive listing of Industrial Revolution Web Links http://dewey.chs.chico.k12.ca.us/irev.html ● Industrial Revolution Game: http://www.bbc.co.uk/history/society_culture/industrialisation/ ● Women Inventors of the Industrial Revolution http://inventors.about.com/od/womeninventors/ ● Overview of Marxism http://www.arthistoryclub.com/art_history/Marxism 	<p>Suggested Resources:</p> <ul style="list-style-type: none"> ● AGS World History. ● Prentice Hall World History ● Other World History Textbooks ● History Alive!.

- Biography of Karl Marx http://en.wikipedia.org/wiki/Karl_Marx
- Overview of Imperialism <http://members.aol.com/sniper43/Imperialism.html>
- Internet Web links of European Imperialism <http://www.kn.sbc.com/wired/fil/pages/listeuropeanth.html>
- Imperialism, Colonization, Mercantilism
http://www.encyclopedia.com/html/section/imperial_ClassicImperialism.asp
- Imperialism Resources in specific world regions
http://www.ilhs.nhusd.k12.ca.us/Classes/Social_Science/Imperialism/Imperialism.html
- Imperialism Resources: <http://www.mcps.k12.md.us/departments/isa/ninvest/imperial/imperialismmainpage.htm>:

SUGGESTED OPTIONS FOR DIFFERENTIATION

English Language Learners

- Visuals
- Gesturing
- Miming and roleplaying
- Use of realia and manipulatives
- Simplified language/teacher talk/thinking aloud
- ESL Support

Strategies:

- Personal word wall/word rings
- Introducing vocabulary before lesson
- Total physical response (TPR) activities (cluck, swish, etc.)
- Cloze activities

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- Teacher modeling
- Pattern sentences (speak and/or writing)
- Choral chanting
- Small group instruction/cooperative learning
- Active Engagement using visual, auditory, kinesthetic tactile activities
- Allowing for additional wait time for student responses during conversations
- Scaffolding questions and instructional language
- Allowing for students to show uses gestures if not yet able to produce oral language
- Modeled and shared writing activities
- Providing a student buddy

Special Education

- Work longer books as skills in reading increase
- Use visuals
- Introduce key vocabulary before lesson
- Provide peer tutoring
- Use a Strong student as a “buddy” (does not necessarily have to speak the primary language)
- Choral reading
- Chants, songs
- Preferential seating
- Assign a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, Reading A-Z, Epic
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD

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- Follow all IEP modifications
- Scribe for students who can't write
- Augmentative communication system
- Active Engagement using visual, auditory, kinesthetic tactile activities

504 Plans

- Preferential seating
- Use visuals
- Introduce key vocabulary before lesson
- Choral reading
- Chants, songs
- Provide a picture or movement to vocabulary words
- Small group instruction guided reading and guided writing
- Use books on tape, reading A-Z, Epic for leveled reading books
- Istation computerized intervention program
- Allow extra time to complete assignments or tests
- Work in small group
- Use large print books, Braille, or books on CD
- Follow all modifications/504 plan

Gifted and Talented

- Writing Paper Template with more lines to encourage students to produce more text
- Reference second grade Writing Units of the same genre for above grade-level ideas to advance students
- Ask open-ended questions
- Encourage upper level intellectual behavior based on Bloom's Taxonomy (analyzing, evaluating, creating)
- Do not always be explicit, allow for discovery
- Use centers to group students according to ability or interest
- Propose interest-based extension activities. Use leveled texts and offer an advanced reader reading list

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- Ask “why” and “what if” questions
- Use varied modes of pre-assessment and assessment
- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles). Provide options, alternatives and choices to differentiate and broaden the curriculum.
- Organize and offer flexible small group learning activities
- Provide whole group enriched explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Debrief students
- Propose interest-based extension activities equipment needed
- Computer with internet access and projection capabilities
- Whiteboards
- Manipulatives
- Encourage upper level intellectual behavior based on Bloom's Taxonomy
- Discover learning
- Propose interest based extension activities
- Use leveled texts and offer an advanced reader reading list
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Organize integrated problem solving simulations
- Reading baggies
- Guided reading leveled books
- Higher level books via Epic and Reading A-Z
- Higher level turn and talk for class discussion

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- Student provided less guidance and given more independence during student discussion
- Encourage higher level work during conferencing

Students at Risk of School Failure

- Provide peer tutoring
- Use a strong student as a “buddy” (does not necessarily have to speak the primary language)
- Epic!
- Allow extra time to complete assignments or tests
- Work in small group
- Tier 2 intervention provided by the classroom teachers
- Tier 3 intervention provided by the interventionists
- One on one conferencing
- Istation computerized intervention program