

Marking Period	Unit 3		Recommended Instructional Days
Marking Period 3	Era 2. Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700)		35-45 Days
NJSLS - World History/Global Studies 6.2 Disciplinary Strand: Disciplinary Concept:			<p><u>Recommended Activities:</u></p> <ul style="list-style-type: none"> ● Do Nows - Exit Tickets ● Foldables ● Hands-on Chapter Project (Skit What shaped the Renaissance) ● Hands-On Chapter Project (Reformation Journal) ● DBQ Renaissance Man ● DBQ What Was the Most Important Consequence of the Printing Press? ● POV diagnostics for both documents and images ● Socratic Seminars ● Debates ● Simulation of the Diet of Worms ● “Guess Who's Coming to Dinner activity” ● Explore the impact of climate change on Venice, Italy ● Small group and large group discussions
<i>Core Ideas:</i>	<i>Performance Expectation:</i>		
<p>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.</p>	<p>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.</p> <p>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).</p>		
<p>Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems</p>	<p>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 colo</p>		
<p>Economic globalization affects economic growth, labor</p>	<p>6.2.12.EconGE.2.a: Relate the development of more modern</p>		

<p>markets, rights guarantees, the environment, resource allocation, income distribution, and culture.</p>	<p>banking and financial systems to European economic influence in the world</p>	<p><u>Optional Extension Activities:</u></p> <ul style="list-style-type: none"> ● Write: <ul style="list-style-type: none"> ○ T.1 When you hear da Vinci...what comes to mind? ○ T.1 “What a glorious time to be alive.” What do you think the philosopher, Marsilio Ficino, meant? ○ T.1 Name some famous pieces of art that you know. ○ T.1 Is art important? ○ T.1 What does it mean to be human? ○ T.1 What does it mean to reform something? ○ T.1 How do you use science in your everyday life? ○ T.1 Why is it important to hear more than one person’s opinion on a subject? ○ T.1 How big is the universe? ○ T.2 Why might powerful rulers and wealthy business people choose to become patrons of the arts during the Renaissance? ○ T.2 What conditions in Italy contributed to the Renaissance? ○ T.2 Why does “the ends justify the means” according to Machiavelli? ○ T.2 Why do you think Luther’s teachings caused a split in the Catholic Church when early reforms did not? ○ T.2 An English author wrote, “The preaching of sermons is speaking to a few of mankind, but printing books is talking to the whole world.” How does this statement suggest a relationship between two of the key events discussed in this chapter. ○ T.3 Humanism was the philosophy at the heart of the Renaissance. Choose two elements of Renaissance culture: painting, sculpture, architecture, astronomy, anatomy. Explain how humanism influenced each of
<p>Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.</p>	<p>6.2.12.HistoryCC.2.a: Determine the factors that led to the Reformation and the impact on European politics.</p> <p>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).</p>	
<p>Chronological sequencing serves as a tool for analyzing past and present events.</p>	<p>6.2.12.HistoryCC.2.c: Assess the impact of the printing press and other technologies developed on the dissemination of ideas</p>	
<p>Complex interacting factors influence people’s perspective.</p>	<p>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</p>	
<p>NJSLS - Active Citizenship in the 21st Century 6.3 Disciplinary Strand: Disciplinary Concept:</p>		

your two choices. For each, give an example that supports your explanation.

- **History Alive:**

- (Lesson 28 The Renaissance Begins): Students learn about the roots of the Renaissance by exploring the elements of Classical, Medieval, and Renaissance art to understand the rebirth of Classical ideas.
- (Lesson 29 Florence: The Cradle of the Renaissance): Students take a “walking tour” of Florence to learn about various aspects of Renaissance life.
- (Lesson 30 Leading Figures of the Renaissance): Students learn about ten prominent Renaissance figures and their achievements. History Alive activity
- (Lesson 31 The Reformation Begins): The lesson introduces students to how corrupt practices can weaken an institution. History Alive activity
- (Lesson 34 The Scientific Revolution) Students will participate in an activity where they analyze a series of images to understand the importance of the scientific theories proposed by key scientists.

Interdisciplinary Connections:

- Science: Review the scientific method and the contributions of Copernicus, Galileo, Vesalius
- Technology: Build or render one of Da Vinci inventions
- Language Arts: Read the Alchemist and/or Merchant of Venice
- Art: Create a Da Vinci blueprint based on sketches from his notebook and/or study the artwork of the time and discuss

New Jersey Legislative Statutes and Administrative

- **Diversity and Inclusion Law:**

		<ul style="list-style-type: none"> ○ Analyze and determine how essential Isabella d’Este (1474–1539) was to the Renaissance period and if it would have been possible without her contributions. ● LGBT+ and Disabilities Law: N.J.S.A. 18A:35-4.35 <ul style="list-style-type: none"> ○ Evaluate and analyze the impact Leonardo Da Vinci and/or Michelangelo had on the ancient world and his accomplishments.
Core Ideas:	Performance Expectation:	
Political and civil institutions impact all aspects of people’s lives	6.3.8.CivicsPI.1: Evaluate, take, and defend a position on why government is necessary, and the purposes government should serve.	<p><u>Unit Overarching Essential Question:</u></p> <ul style="list-style-type: none"> ● A. Civics, Government, and Human Rights <ul style="list-style-type: none"> ○ How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good? ○ How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity? ● B. Geography, People, and the Environment <ul style="list-style-type: none"> ○ How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations? ● C. Economics, Innovation, and Technology <ul style="list-style-type: none"> ○ How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies? ○ How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
Governments have different structures which impact development (expansion) and civic participation.	<p>6.3.8.CivicsPI.2: Evaluate the extent to which different forms of government reflect the history and values of various societies (e.g., monarchy, democracy, republic, dictatorship).</p> <p>6.3.8.CivicsPI.3: Use a variety of sources from multiple perspectives to examine the role of individuals, political parties, interest groups, and the media in a local or global issue and share this information with a governmental or nongovernmental organization as a way to gain support for addressing the issue.</p> <p>6.3.8.CivicsPI.4: Investigate the roles of political, civil, and</p>	

	<p>economic organizations in shaping people’s lives and share this information with individuals who might benefit from this information</p>	<ul style="list-style-type: none"> ● D. History, Culture, and Perspectives <ul style="list-style-type: none"> ○ How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues? ○ How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?
<p>Civic participation and deliberation are the responsibility of every member of society</p>	<p>6.3.8.CivicsPD.1: Deliberate on a public issue affecting an upcoming election, consider opposing arguments, and develop a reasoned conclusion.</p> <p>6.3.8.CivicsPD.2: Propose and defend a position regarding a public policy issue at the appropriate local, state, or national</p>	
<p>Members of society have the obligation to become informed of the facts regarding public issues and to engage in honest, mutually respectful discourse to advance public policy solutions.</p>	<p>6.3.8.CivicsPD.3: Construct a claim as to why it is important for democracy that individuals are informed by facts, aware of diverse viewpoints,</p>	
<p>The United States system of government is designed to realize the ideals of liberty, democracy, limited government, equality under the law and of opportunity, justice, and property rights.</p>	<p>6.3.8.CivicsDP.1: Identify an issue of inequality, develop multiple solutions, and communicate the best one to an appropriate government body.</p> <p>6.3.8.CivicsDP.2: Make a claim based on evidence to determine the extent and the limitations of First Amendment rights (e.g., U.S. Supreme Court decisions).</p>	

	<p>6.3.8.CivicsDP.3: Use historical case studies and current events to explain why due process is essential for the protection of individual rights and maintenance of limited government.</p>	
<p>In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.</p>	<p>6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.</p> <p>6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</p> <p>6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).</p> <p>6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.</p>	

	<p>6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to understand how conflicting points of view are addressed in a democratic society.</p> <p>6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.</p> <p>6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.</p>	
<p>Fundamental rights are derived from the inherent worth of each individual and include civil, political, social, economic, and cultural</p>	<p>6.3.8.CivicsHR.1: Construct an argument as to the source of human rights and how they are best protected.</p>	
<p>Economic decision-making involves setting goals, weighing costs and benefits, and identifying the resources available to achieve those goals.</p>	<p>6.3.8.EconET.1: Using quantitative data, evaluate the opportunity cost of a proposed economic action, and take a position and support it (e.g., healthcare, education, transportation).</p> <p>6.3.8.EconET.2: Assess the impact of government incentives and disincentives on the economy (e.g.,</p>	

	patents, protection of private property, taxes).	
In a democratic government, there are multiple processes by which individuals can influence the creation of rules, laws, and public policy.	<p>6.3.8.CivicsPR.1: Analyze primary sources to explain how democratic ideas in the United States developed from the historical experiences of ancient societies, England, and the North American colonies.</p> <p>6.3.8.CivicsPR.2: Evaluate the effectiveness of the fundamental principles of the Constitution (i.e., consent of the governed, rule of law, federalism, limited government, separation of powers, checks and balances, and individual rights) in establishing a federal government that allows for growth and change over time.</p> <p>6.3.8.CivicsPR.3: Take a position on an issue in which fundamental ideals and principles are in conflict (e.g., liberty, equality).</p> <p>6.3.8.CivicsPR.4: Use evidence and quantitative data to propose or defend a public policy related to climate change.</p> <p>6.3.8.CivicsPR.5: Engage in simulated democratic processes (e.g., legislative hearings, judicial proceedings, elections) to</p>	

	<p>understand how conflicting points of view are addressed in a democratic society.</p> <p>6.3.8.CivicsPR.6: Seek the perspectives of multiple stakeholders with diverse points of view regarding a local budget issue and take a position on proposed policy.</p> <p>6.3.8.CivicsPR.7: Compare how ideas become laws at the local, state, and national level.</p>	
Social Studies Practices		
<ul style="list-style-type: none"> ● Developing Questions and Planning Inquiry ● Gathering and Evaluating Sources (sourcing; contextualization; corroboration) ● Seeking Diverse Perspectives ● Developing Claims and Using Evidence ● Presenting Arguments and Explanations ● Engaging in Civil Discourse and Critiquing Conclusions ● Taking Informed Action 		
Social and Emotional Learning: Competencies	Social and Emotional Learning: Sub-Competencies	

<ul style="list-style-type: none"> ● Self- awareness ● Social Awareness ● Self- Management ● Relationship Skills ● Responsible Decision-Making 	<ul style="list-style-type: none"> ● Recognizing the importance of self-confidence in handling daily tasks and challenges. ● Demonstrate an awareness of the expectations for social interactions in a variety of ways. ● Demonstrate an understanding of the need for mutual respect when viewpoints differ. ● Recognize the skills needed to establish and achieve personal and educational goals. ● Utilize positive communication and social skills to interact effectively with others. ● Develop, implement, and model effective problem solving and critical thinking skills. 	
<p style="text-align: center;">Assessments (Formative) <i>To show evidence of meeting the standard/s, students will successfully engage within:</i></p>		<p style="text-align: center;">Assessments (Summative) <i>To show evidence of meeting the standard/s, students will successfully complete:</i></p>
<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> ● Do Nows - Exit Tickets ● Foldables ● Hands-on Chapter Project (Skit What shaped the Renaissance) ● Hands-On Chapter Project (Reformation Journal) ● DBQ Renaissance Man 	<p><u>Benchmarks:</u></p> <ul style="list-style-type: none"> ● District DA ● <p><u>Summative Assessments:</u></p> <ul style="list-style-type: none"> ● Document Analysis - Research various topics of the ● DBQ: Renaissance Man <ul style="list-style-type: none"> ○ Essay/Objectives/Debate.Project 	

<ul style="list-style-type: none"> ● DBQ What Was the Most Important Consequence of the Printing Press? ● POV diagnostics for both documents and images ● Socratic Seminars ● Debates ● Simulation of the Diet of Worms ● Small group and large group discussions ● Quizzes ● Flip Books ● Debates/Discussions ● Data Based Questions ● Persuasive/Expository Writing Prompts 	<ul style="list-style-type: none"> ● DBQ: What Was the Most Important Consequence of the Printing Press? <ul style="list-style-type: none"> ○ Essay/Objectives/Debate.Project ● Tests/Assessments ● Constructed responses to Renaissance Art
--	---

**Differentiated Student Access to Content:
Teaching and Learning *Resources/Materials***

Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core Resources
<ul style="list-style-type: none"> ● McGraw Hill, <i>World History & Geography</i> ● Pearson, <i>The African-American Odyssey</i> ● Pearson's Pacemaker Series, World History ● Amistad Curriculum ● Holocaust & Genocide Education Curriculum ● DBQ Online ● JStor ● NewsELA 	<ul style="list-style-type: none"> ● Skill building activities ● Pearson's Pacemaker Series ● DBQ Online ● ProEd Shorts ● NewsELA ● Videos ● Leveled Assessments ● Choice Boards ● McGraw Hill, <i>World History & Geography</i> ● Pearson, <i>The African-American Odyssey</i> 	<ul style="list-style-type: none"> ● Bilingual dictionary ● Modified assessments and/or rubric ● Videos in their native language ● Pearson's Pacemaker Series ● ProEd Shorts ● NewsELA 	<ul style="list-style-type: none"> ● Leveled readings ● Novels; periodicals ● Leveled Assessments ● Enrichment activities & projects ● Choice Boards ● Inquiry projects ● Genius Hour Projects ● McGraw Hill, <i>World History & Geography</i> ● Pearson, <i>The African-American Odyssey</i> ● Pearson's Pacemaker Series, World History

<ul style="list-style-type: none"> ● Cicero: History Beyond the Textbook ● ArcGIS ● American Reading Company Thematic Text Sets: World Mythology & Ancient Civilizationsook ● ArcGIS 	<ul style="list-style-type: none"> ● Pearson’s Pacemaker Series, World History ● Amistad Curriculum ● Holocaust & Genocide Education Curriculum ● DBQ Online ● JStor ● NewsELA ● Cicero: History Beyond the Textbook ● ArcGIS ● American Reading Company Thematic Text Sets: World Mythology & Ancient Civilizations 		<ul style="list-style-type: none"> ● Amistad Curriculum ● Holocaust & Genocide Education Curriculum ● DBQ Online ● JStor ● NewsELA ● Cicero: History Beyond the Textbook ● ArcGIS ● American Reading Company Thematic Text Sets: World Mythology & Ancient Civilizations
Supplemental Resources			
<p>Technology:</p> <ul style="list-style-type: none"> ● Chromebooks, Geoinquiries, Zoom and Google Meets, Google Classroom, Interactive Textbooks, Jamboards, Schoology, Schoology Discussion Board, GoogleClassroom, Quizz, Quizlet, Kahoot, <p>Other:</p> <ul style="list-style-type: none"> ● Novels, Periodicals, Maps, artifacts, JStor, ARC’s Research Lab, NewsELA, DBQ Online 			
Differentiated Student Access to Content: Recommended <i>Strategies & Techniques</i>			
Core Resources	Alternate Core Resources <i>IEP/504/At-Risk/ESL</i>	ELL Core Resources	Gifted & Talented Core

<ul style="list-style-type: none"> ● Deliver instruction utilizing varied learning styles including audio, visual, and tactile/kinesthetic ● Provide individual instruction as needed ● Modify assessments and/or rubrics ● Repeat instructions as needed 	<ul style="list-style-type: none"> ● Skill building activities ● Leveled Assessments ● Choice Boards ● Multi-sensory (VAKT) approach during instruction ● Alternate presentations of skills by varying the method (repetition, simple explanations, additional examples, modeling, etc.) ● Modify test content and/or format ● Retakes ● Additional time ● Preferential seating ● Review, restate and repeat directions; written directions ● Study guides ● Break assignments into segments of shorter tasks ● Break assignments into segments of shorter tasks ● Oral rather than written answers 	<ul style="list-style-type: none"> ● Modified activities ● Extend time requirements ● Preferred seating ● Checks for understanding/review ● Oral/visual directions/prompts when necessary, supplemental materials including Bilingual dictionary ● Modified assessments and/or rubric ● Reading materials in the native language ● Watching videos in the native language 	<ul style="list-style-type: none"> ● Curriculum compacting & acceleration ● Leveled readings ● Leveled Assessments ● Enrichment activities & projects ● Choice Boards ● Inquiry projects ● Renaissance Artist Research Project ● MultiMedia Presentation on Religion on the Renaissance ● Podcast on Choice Research
---	---	---	---

<p>NJSLS CAREER READINESS, LIFE LITERACIES & KEY SKILLS</p>	<p>Disciplinary Concepts:</p> <ul style="list-style-type: none"> ● Financial health ● Financial Landscape ● Money Management
--	--

<ul style="list-style-type: none"> ● Standard 9.1 Personal Financial Literacy ● Standard 9.2 Career Awareness, Exploration, Preparation and Training ● Standard 9.3: Career and Technical Education ● Standard 9.4 Life Literacies and Key Skills 	<ul style="list-style-type: none"> ● Career Awareness and Planning ● Creativity and Innovation ● Critical Thinking and Problem-solving ● Digital Citizenship ● Global and Cultural Awareness ● Information and Media Literacy ● Technology Literacy 	
	<p>Core Ideas:</p>	<p>Standard 9.1 Personal Financial Literacy: This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers. • Standard 9.2 Career Awareness, Exploration, Preparation and Training. This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements. • Standard 9.3: This standard outlines what students should know and be able to do upon completion of a CTE Program of Study. • Standard 9.4 Life Literacies and Key Skills. This standard outline key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy* that are critical for students to develop to live and work in an interconnected global economy.</p>
	<p>Performance Expectation/s:</p>	<p>Civic Financial Responsibility (CFR) • Credit Profile (CP) • Financial Psychology (FP) • Financial Institutions (FI) • Planning and Budgeting (PB) • Risk Management and Insurance (RMI) • Economic and Government Influences (EGI) • Career Awareness and Planning (CAP) • Creativity and Innovation (CI) • Critical Thinking and Problem-Solving (CT) • Digital Citizenship (DC) • Global and Cultural Awareness (GCA) • Information and Media Literacy (IML) • Technology Literacy (TL)</p>
	<p>Career Readiness, Life Literacies, & Key Skills Practices</p>	

	<p>Continually self-reflects and seek to improve historical thinking skills:</p> <ul style="list-style-type: none"> ● Critical Thinking & Problem Solving ● Creativity and Innovation ● Collaboration, Teamwork and Leadership ● Cross-Cultural Understanding and Interpersonal Communications ● Communication and Media Fluency ● Accountability, Productivity and Ethics <p>Evaluate resources, understand author bias, and evaluate echo chambers; Uses effective communication and collaboration skills and resources to interact with a global society; Plans, executes, and alters goals in response to changing societal and economic conditions; Seeks to attain skill and content mastery to achieve success in a chosen career path.</p>
--	--

New Jersey Legislative Statutes and Administrative Code
(place an "X" before each law/statute if/when present within the curriculum map)

X	Amistad Law: <i>N.J.S.A. 18A 52:16A-88</i>		Holocaust Law: <i>N.J.S.A. 18A:35- 28</i>	X	LGBT and Disabilities Law: <i>N.J.S.A. 18A:35-4.35</i>	X	Diversity & Inclusion: <i>N.J.S.A. 18A:35-4.36a</i>	X	Standards in Action: <i>Climate Change</i>
---	---	--	--	---	--	---	--	---	---