

Unit A -- Enlightenment

Content Area: **Social Studies**
Course(s): **World History**
Time Period: **September**
Length: **2-3 Weeks**
Status: **Published**

Unit Overview

This unit will cover the Scientific Revolution, Enlightenment, and American Revolution. Students will learn how the past effects the future, how modern science came to be, how new ideas in government has modernized the world, and how the American Revolution was influenced by enlightened ideas. The unit will cover the following:

- * Copernicus, Kepler, Galileo, Newton, Hooke
- * Old Science vs. New Science
- * Hobbes and Locke
- * New Way of Thinking in Science and Government
- * Classicism
- * Romanticism
- * American Revolution
- * Montesquieu and Voltaire
- * Bill of Rights

Essential Questions

- Are modern civilizations more “civilized” than ancient ones?
- How am I connected to those in the past?
- How does the evaluation of past events help us to make future decisions?
- What are the significant symbols and icons of civilizations/cultures?
- What causes change over time?
- What does it mean to be civilized?

Enduring Understandings

- Knowledge of the past helps one understand the present and make decisions about the future.
- The study of political, social and economic patterns reveals continuity and change over time.

- The study of the continuum of human civilization reveals the ideals, beliefs, values, and institutions of its people.

Lesson Titles

- Introduction to the Course
- Chapter Pre-Reading Activity
- Scientific Revolution
- Enlightenment
- American Revolution
- Amendments Activity
- Review

Standards/Indicators

SOC.6.2.12.A.3.a	Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, nationalism) became driving forces for reforms and revolutions, their influence on Latin American independence movements, and evaluate their impact on government, society, and economic opportunities.
SOC.6.2.12.A.3.b	Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.
SOC.6.2.12.D.2.d	Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.

Standards/Indicators/Student Learning Objectives (SLOs)

*Analyze how the discoveries of Copernicus, Galileo, Bacon, Newton, and Kepler challenged traditional teachings and beliefs.

*Draw evidence from informational text to explain the impact of the Enlightenment on social change in Europe regarding the treatment of women (e.g., property, marriage) and the toleration of minority groups (e.g., religious, ethnic).

21st Century Skills and Career Ready Practices

- Communications and Collaborations
- Critical Thinking and Problem Solving

- Information Literacy
- Media Literacy

PFL.9.1.12.B.5	Analyze how changes in taxes, inflation, and personal circumstances can affect a personal budget.
SOC.9-12.1.1.1	Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned.
CAEP.9.2.12.C.1	Review career goals and determine steps necessary for attainment.
CAEP.9.2.12.C.2	Modify Personalized Student Learning Plans to support declared career goals.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.

Inter-Disciplinary Connections

ELA

Sociology

LA.RH.9-10.1	Accurately cite strong and thorough textual evidence, to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
LA.RH.11-12.1	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of primary and secondary sources, connecting insights gained from specific details to develop an understanding of the text as a whole.
LA.RH.11-12.2	Determine the theme, central ideas, information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary of how key events, ideas and/or author's perspective(s) develop over the course of the text.
LA.RH.9-10.2	Determine the theme, central ideas, key information and/or perspective(s) presented in a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
LA.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.
LA.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 and the social sciences; analyze the cumulative impact of specific word choices on meaning and tone.
LA.RH.9-10.5	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
LA.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.
MA.N-Q.A.1	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
LA.RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text, to analyze information presented via different mediums.
LA.RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
LA.RH.9-10.9	Compare and contrast treatments of the same topic, or of various perspectives, in several primary and secondary sources; analyze how they relate in terms of themes and significant historical concepts.

LA.WHST.9-10.1.A	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
LA.WHST.9-10.1.B	Develop claim(s) and counterclaims using sound reasoning, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
LA.WHST.9-10.1.C	Use transitions (e.g., words, phrases, clauses) to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
LA.WHST.9-10.1.D	Establish and maintain a style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
LA.WHST.9-10.1.E	Provide a concluding paragraph or section that supports the argument presented.
SOC.9-12.2.2.1	Ethnocentrism
SOC.9-12.2.2.4	American values
SOC.9-12.2.3.1	Social institutions such as: family, education, religion, economy, and government
SOC.9-12.2.3.2	Social statuses and roles
SOC.9-12.2.4.1	Shifting historical context such as: industrial revolution, urbanization, globalization, the internet age
SOC.9-12.3.1.1	Primary agents of socialization: family, peers, media, schools, and religion
SOC.9-12.3.3.2	Primary and secondary groups
SOC.9-12.3.3.3	In-groups and out-groups
SOC.9-12.4.1.1	Privilege
SOC.9-12.4.1.2	Power
SOC.9-12.4.1.4	Class inequality

Instructional Strategies, Learning Activities, and Levels of Blooms/DOK

Blooms:

Students will define new terms for the unit (Remembering).

Students will recognize how new scientific ideas have influenced today (Understanding).

Students will interpret primary sources (Applying).

Students will compare and contrast scientific ideas from the Enlightenment and today (Analyzing).

Students will rate which scientific/enlightenment ideas have made a bigger impact on the world (Evaluating).

Students will create and develop a new amendment that will benefit society (Creating).

- Analyze Primary Sources
- Compare and Contrast
- Delsea One

- Historical Simulation
- In Class Reading
- Internet
- Lecture/Discussion
- Map Activity
- Media Center
- Pre-Test
- Review Game
- SWAG
- Video Analysis
- Vocabulary Exercise

Modifications:

ELL Modifications

- Be flexible with time frames and deadlines
- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience
- Delsea One
- Group students
- Offer alternate/or modify assessments
- Provide ELL students with multiple literacy strategies
- Sheltered English Instruction
- SWAG
- Tap prior knowledge
- Use visuals
- Utilize explicit learning strategies that are well planned in advance (intentional planning)

IEP & 504 Modifications

- if not directly testing directly for reading comprehension offering paraphrasing of quotes, etc... if the student is expected to be testing on understanding that paragraph or quote to answer future questions. Use with historical documents.
- monitoring student moods/behavior fluctuation patterns to report to casemanager
- Use visuals
- allowing co-teaching with general education and special education teachers/aides in the same classroom so that the special education teacher can re-teach students with special needs in a different way in a smaller group (pulled to the side)

- allowing student to take notes in class for reinforcement but also providing a copy (digital or print) of completed/correct notes to study from
- breaking larger assignments/projects into shorter tasks with clear deadlines for each section
- Delsea One
- if not in a co-teaching setting allowing time in the schedule for a special education teacher to consult with general education teachers on what specifically can be modified or how to paraphrase things in a different way specific to that lesson
- less questions per page (so not visually overwhelming) divide matching into smaller sections or limit to ten
- Projects can be submitted digitally or paper
- Repeat reword and clarify
- speaking to students privately when redirecting behaviors
- SWAG
- Test in small groups

G&T Modifications

- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Delsea One
- Employ differentiated curriculum to keep interest high.
- Maps with keys/ word banks
- Media literacy to evaluate credible sources
- Read test aloud
- SWAG
- Thematic learning

At Risk Modifications

- Meetings at Delsea One
- Calls to parents
- Verbal reminders during class tasks
- Contact guidance counselors
- Use comments section in gradebook for work student has missed
- Meeting with other teachers/coaches of student to develop a plan for improvement
- Contact administration
- Allow extra time for completion of homework dependent upon circumstances
- SWAG

Formative Assessment

Warm-Up:

Current Event Activity

Idea Spinner

Current Event Quizzes

Journal Entry

Anticipatory Set:

Amendments

How History and Science Work Together

Importance of Current Events

Prepare and Motivate Students Before Their Test/Quiz

What to Expect For the Course

Why Learn History?

Closure:

Debriefing

Exit Card

Homework Assignments

Quizzes on Scientific Revolution, Enlightenment, and American Revolution

Self Assessment

Linkage

Summative Assessment

- Essay on Enlightenment
- Notebook
- Test on the Enlightenment

Benchmark

Skills-based assessment

Reading responses

Writing responses

Alternative Assessment

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Resources & Materials

- Amendments Website
- Chapter Primary Sources
- Historical Maps of the 13 Colonies
- Textbook : History Connections To Today

Technology

- Amendments Website -- <http://constitution.findlaw.com/amendments.html>
- Chromebooks
- Google Classroom
- Kahoot.com

- Quizlet
- Smartboard
- Sporcle.com
- Turnitin.com
- YouTube.com -- <http://www.youtube.com/watch?v=gtdiHDxh3LU>

TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.CS1	Understand and use technology systems.
TECH.8.1.12.A.CS2	Select and use applications effectively and productively.
TECH.8.1.12.B.CS2	Create original works as a means of personal or group expression.
TECH.8.2.12.B.4	Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
TECH.8.2.12.B.CS4	The influence of technology on history.