Unit 1: Global Interactions (1400-1650) Copied from: World History, Copied on: 02/21/22

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Belleville Public Schools

Curriculum Guide

WORLD HISTORY, ACADEMIC 9TH GRADE

UNIT 1 GLOBAL INTERACTIONS

Belleville Board of Education

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Unit Overview

- Unit 1 examines the world of European exploration in the Middle East during 1400-1650 and it's effect on the organization of Italian city-states.
- Unit 1 also examines The Renaissance, Scientific Revolution, Reformations, and Enlightenment as cultural, economic, religious and social movements that inspired a new way of thinking.
- The theme of this unit is innovation as means for progress.
- Students will finish the unit having learned how various changes in society, thinking and ideology has set up the world for new beginnings based on interactions with other parts of the world.

Enduring Understanding

1. Wealth and power accumulated from European trade with the Middle East, fostered national pride in the Italian cities.

2. The methods of and motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among various nations.

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

4. The shift in importance from religion to humanism based on the ideas developed during the Renaissance, Scientific Revolution, Reformation and Enlightenment.

Essential Questions

1. How does migration of people affect civilization?
2. How does interaction (i.e. trade, conquest) influence societies and cultures?
3. What motivates societies to explore and interact?
4. What is the concept and impact of a national religion?
5. What factors impact a society's economy?
6. What makes some regions/societies more vulnerable to conquest?
7. What factors can contribute to globalization?

Exit Skills

By the end of Unit 1,

- Students should be able to apply domain-specific vocabulary in their verbal and written responses, essays and papers.
- Students should be able to choose a side to a query and provide logical argument for their choice.
- Students should be able to deductively use new information and logically apply this evidence to a related problem.
- Students should be able to inductively gather information and deduce a theory based on their findings.

- Students should be able to gather information in meaningful clusters and apply their findings to specific problems.

New Jersey Student Learning Standards (NJSLS-S)

SOC.6.2.12.2	Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350-1700)
SOC.6.2.12.D.2.a	Determine the factors that led to the Renaissance, the significance of the location of the Italian city-states as the center of the Renaissance, and the impact on the arts.
SOC.6.2.12.D.2.b	Determine the factors that led to the Reformation and the impact on European politics.
SOC.6.2.12.D.2.c	Justify how innovations from Asian and Islamic civilizations, as well as from ancient Greek and Roman culture, laid the foundation for the Renaissance.

SOC.6.2.12.CS2	Renaissance, Reformation, Scientific Revolution, and Enlightenment: Ideas developed during the Renaissance, Scientific Revolution, Reformation, and Enlightenment led to political, economic, and cultural changes that have had a lasting impact.

Interdisciplinary Connections

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.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.RST.9-10.9	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.

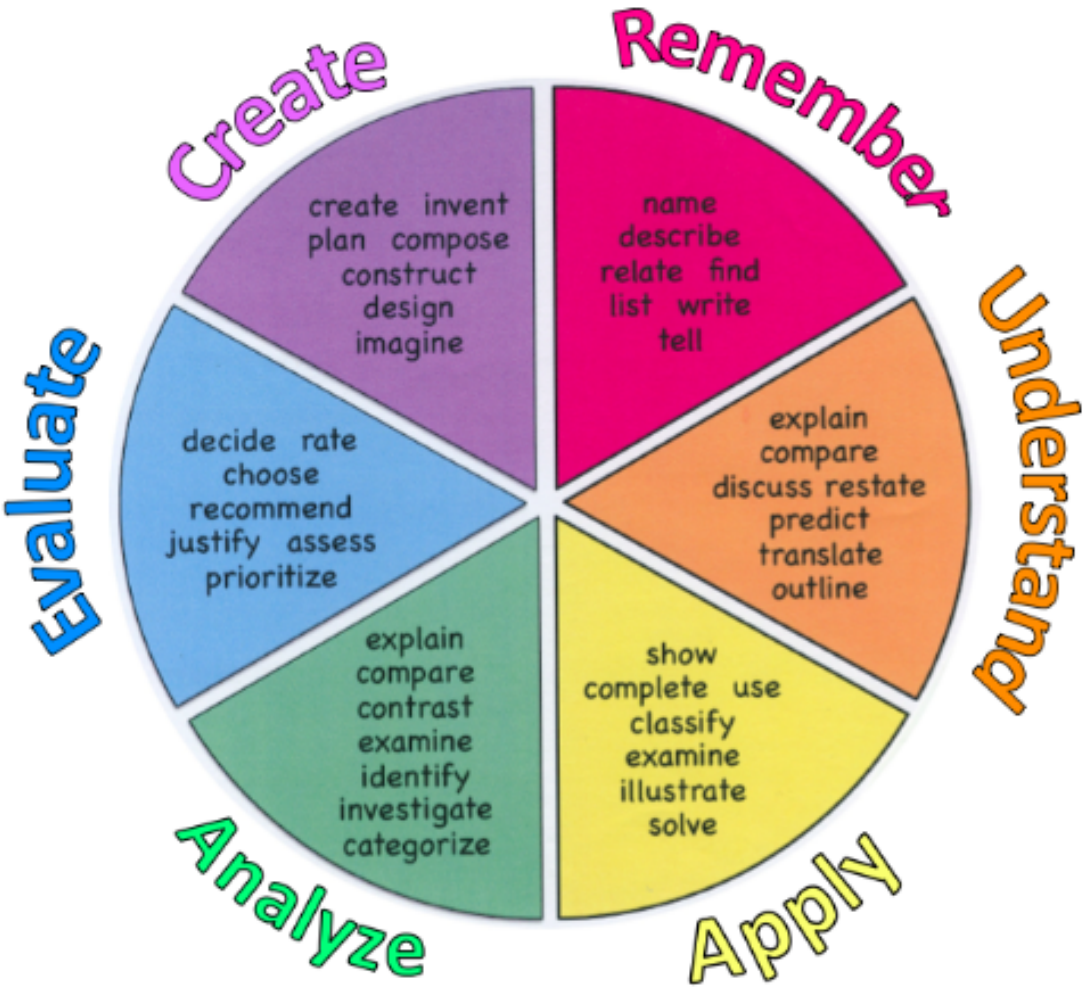
Learning Objectives

Students will be able to:

- discuss the way in which the revival of classical learning and the arts fostered a new interest in humanism.
- explain the importance of Florence as a central city in the early stages of the Renaissance and the growth of independent trading cities (Venice), with emphasis on the cities' importance in the spread of Renaissance ideas.
- identify the contributions made from African and Middle Eastern exploration on European society, economy and trade markets
- describe the growth and various effects of new ways of disseminating information. (e.g., the printing press)
- discuss advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy, and the impact they had on society
- identify and explain the causes of the internal turmoil of the Catholic church and how the church began to lose its political power.
- identify and explain the theological, political, and economic ideas of the major figures of Reformation
- compare and Contrast The Italian vs Northern Renaissances
- compare and contrast the major protestant sects that arose out of the Reformation.
- define humanism
- analyze how the Counter-Reformation revitalized the Catholic church and the forces that fostered the movement
- compare and contrast the motivations and effects of both The Protestant Reformation and The Catholic Reformation
- discuss and explain the economic, social, religious, and political impact of the Plague

- identify the shifts in importance from religion to humanist

Remember	Understand	Apply	Analyze	Evaluate	Create
Choose	Classify	Choose	Categorize	Appraise	Combine
Describe	Defend	Dramatize	Classify	Judge	Compose
Define	Demonstrate	Explain	Compare	Criticize	Construct
Label	Distinguish	Generalize	Differentiate	Defend	Design
List	Explain	Judge	Distinguish	Compare	Develop
Locate	Express	Organize	Identify	Assess	Formulate
Match	Extend	Paint	Infer	Conclude	Hypothesize
Memorize	Give Examples	Prepare	Point out	Contrast	Invent
Name	Illustrate	Produce	Select	Critique	Make
Omit	Indicate	Select	Subdivide	Determine	Originate
Recite	Interrelate	Show	Survey	Grade	Organize
Select	Interpret	Sketch	Arrange	Justify	Plan
State	Infer	Solve	Breakdown	Measure	Produce
Count	Match	Use	Combine	Rank	Role Play
Draw	Paraphrase	Add	Detect	Rate	Drive
Outline	Represent	Calculate	Diagram	Support	Devise
Point	Restate	Change	Discriminate	Test	Generate
Quote	Rewrite	Classify	Illustrate		Integrate
Recall	Select	Complete	Outline		Prescribe
Recognize	Show	Compute	Point out		Propose
Repeat	Summarize	Discover	Separate		Reconstruct
Reproduce	Tell	Divide			Revise
	Translate	Examine			Rewrite
	Associate	Graph			Transf
	Compute	Interpolate			
	Convert	Manipulate			
	Discuss	Modify			
	Estimate	Operate			
	Extrapolate	Subtract			
	Generalize				
	Predict				



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Suggested Activities & Best Practices

- Build foundation through vocabulary and key people identification such as Shakespeare, DaVinci, and Machiavelli.
- Analyze Machiavelli's The Prince and create a Google Slides to explain the impact on future Revolutionary events.
- Use of maps and interactive time likes to understand the context surrounding the time period / event including maps of Italy and the Northern Regions.
- Use a map of the Europe and show how each area was impacted by the beliefs of the Reformation.
- Use of primary sources from multiple perspectives including view point, culture and class
- Use of Ebook to interactively use the text book through videos, pictures, audio etc

Assessment Evidence - Checking for Understanding (CFU)

Use of Exit Tickets to conclude the lesson on Italians and how their lives were affected by Renaissance.- formative assessment

Unit test-summative assessment

-benchnmark assessments (see below)

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-alternate assessments (see below)

Student Presentations on a idealogies of the Reformation and use Evaluation Rubrics

Compare and contrast life in Renaissance times to today. Explain in an essay.

- Admit Tickets
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Illustration
- Journals
- KWL Chart
- Multimedia Reports
- Outline
- Question Stems
- Quizzes
- Self- assessments
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Unit review/Test prep
- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

- HMH World History Textbook
- HMH World History Ebook

Ancillary Resources

- NEWSELA
- COMMONLIT
- History.com- HMH login additional resources
- HMH Player App
- Reading Like A Historian
- Biographical Dictionary (HMH)
- Close Read Screencasts
- Connect One
- Interactive Timelines

Differentiation

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed

- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments
- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills

- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

Extended time for Journals from the perspective of various members of the European society during the Renaissance.

Check students progress as they take notes on events within the Renaissance and Reformation.

Provide master notes for reference

- printed copy of board work/notes provided
- additional time for skill mastery
- assistive technology
- behavior management plan
- Center-Based Instruction
- check work frequently for understanding
- computer or electronic device utilizes
- extended time on tests/ quizzes

- have student repeat directions to check for understanding
- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

allowing students to work with other English speaking students on specific assignments

true/false assessments about DaVinci and other Renaissance thinkers.

use of translation technology for all assignments

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student’s learning;
- allowing students to correct errors (looking for understanding)
- allowing the use of note cards or open-book during testing
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher’s notes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments

- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

At Risk

provide a unit syllabus to help students stay focused

use real life examples when teaching about the changes throughout European society when the Renaissance began.

- allowing students to correct errors (looking for understanding)
- teaching key aspects of a topic. Eliminate nonessential information
- allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning
- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of workpresented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Technology Infusion

Use of Google Chrome Books, Google Classroom, Various Online tools from HMH Text, and Online Databases from BHS Media Center

Alignment to 21st Century Skills & Technology

Mastery and infusion of **21st Century Skills & Technology** and their Alignment to the core content areas is essential to student learning. The core content areas include:

- English Language Arts;
- Mathematics;
- Science and Scientific Inquiry (Next Generation);
- Social Studies, including American History, World History, Geography, Government and Civics, and Economics;
- World languages;
- Technology;
- Visual and Performing Arts.

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- ICT (Information, Communications and Technology) Literacy
- Information Literacy
- Life and Career Skills
- Media Literacy

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.
CAEP.9.2.12.C.5	Research career opportunities in the United States and abroad that require knowledge of world languages and diverse cultures.

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

PFL.9.1.12.A.5	Analyze how the economic, social, and political conditions of a time period can affect the labor market.
PFL.9.1.12.A.8	Analyze different forms of currency and how currency is used to exchange goods and services.

Talented and Gifted Learning (T&G)

debate if the Renaissance affected today's society and how

investigate the ways the Reformation changed society today.

identify the role of literature in the spread of ideas

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text
- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

Sample Lesson

Unit Name: Renaissance

NJSLS

Interdisciplinary Connection: English/Literature

Statement of Objective: See below

Anticipatory Set/Do Now: Journal Question

Learning Activity: chart; coop groups

Student Assessment/CFU's:Misconception Check; Exit tickets

Materials: Textbook; Primary Sources

21st Century Themes and Skills: Media Literacy

Differentiation: Pairing oral instructions with visuals

Integration of Technology:

9/10 - M

OBJ: To understand how wars/changes affect history.

Explain the journal assignment (Each unit will have a journal to be handed in at the end of the unit).

Journal #1: Analyze quote: pg 344 - Shakespeare Quote

"All the world's a stage/And all the men and women merely players/They have their exits and their entrances/And one man in his time plays many parts."

1. What does this quote mean?
2. How can you relate it to history?
3. Do you agree? Disagree?

Explain to students: How is the quote related to history?

a. History is like a play. Every event has its own settings, plot, players/actors, story, etc.

b. All people are involved directly/indirectly.

c. One man (leader) could play many roles: positively/negatively

Students find one example in groups.

Hmwk:

How does this affect the memory/historical impact of 9/11 to today? Research what happened; what changes have been made to prevent this in the future; how has this affected society today?