

Unit 2: The Renaissance

Content Area: **Template**
Course(s):
Time Period:
Length:
Status: **Published**

State Mandated Topics Addressed in this Unit

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Amistad Law: N.J.S.A. 18A 52:16A-88	Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.
LGBT and Disabled Mandate	History of disabled and LGBT persons: N.J.A.S.A. 18A:35-4.35 mandates a board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards
History and Contributions of Asian American and Pacific Islanders	A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.

Unit 2: The Renaissance

Learning Objectives

- Objective 1 - Copy and paste
- Objective 2 - Copy and paste

- Objective 3 - Copy and paste
- Objective 4 - Copy and paste
- Objective 5 - Copy and paste
- Objective 6 - Copy and paste
- Objective 7 - Copy and paste
- Objective 8 - Copy and paste
- Objective 9 - Copy and paste

Essential Skills

- Essential Skill 1 - Copy and paste
- Essential Skill 10 - Copy and paste
- Essential Skill 2 - Copy and paste
- Essential Skill 3 - Copy and paste
- Essential Skill 4 - Copy and paste
- Essential Skill 5 - Copy and paste
- Essential Skill 6 - Copy and paste
- Essential Skill 7 - Copy and paste
- Essential Skill 8 - Copy and paste
- Essential Skill 9 - Copy and paste

Standards

NJSLS Social Studies Standards

6.2.12.HistoryCC.2.b, 6.2.12.HistoryCC.2.c, 6.2.12.HistoryUP.2.a

Career Education/ Life Skills Standards

9.2.12 A,C,D

Performing Arts Standards

Technological Literacy Standards

SOC.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).

SOC.6.2.12.HistoryCC.2.c

Assess the impact of the printing press and other technologies developed on the

dissemination of ideas.

SOC.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.

Instructional Tasks/Activities

- Chapter 14 Lesson 4&5 - Ducksters: Middle Ages 'Guilds'
- Chapter 14 Renaissance Key Figures Project
- Chapter 14 Summary
- Chapter 14 Summary and Review - Renaissance Key Figures Project Intro
- Current Event
- Discuss the meaning of the Renaissance and what it means to be a Renaissance person. Use Da Vinci as an example and complete a graphic organizer of his many inventions
- Examine different Renaissance figures and conduct individual research on a figure to create an art project. Soap carving and or recreating a panel from the Sistine Chapel are possible examples of this project.
- Guided Reading / Outlining / Notes
- Review games
- Textbook Chapter 14

Assessment Procedure

- Classroom Total Participation Technique
- Classwork
- DBQ
- Essay
- Exit Ticket/Entrance Ticket/Do Now
- Journal / Student Reflection
- Kahoot
- Other named in lesson
- Peer Review
- Performance
- Problem Correction
- Project
- Quiz
- Rubric
- Teacher Collected Data
- Test
- TRL Activities
- Worksheet

Recommended Technology Activities

- Appropriate Content Specific Online Resource
- Chromebook
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Copy/Paste Content Specific Link Here
- Gimkit
- GoGuardian
- Google Classroom
- Google Docs
- Google Forms
- Google Slides
- Kahoot
- MagicSchool AI
- Other- Specified in Lesson
- Quiziz
- Screencastify

Accommodations & Modifications & Differentiation

Accommodations and Modifications should be used to meet individual needs. Their IEP and 504 plans should be used in addition to the following suggestions.

Gifted and Talented

- Compare & Contrast
- Conferencing
- Debates
- Jigsaw
- Peer Partner Learning
- Problem Solving
- Structured Controversy
- Think, Pair, Share
- Tutorial Groups

Instruction/Materials

- alter format of materials (type/highlight, etc.)
- color code materials
- eliminate answers
- extended time
- extended time
- large print
- modified quiz
- modified test
- Modify Assignments as Needed
- Modify/Repeat/Model directions
- necessary assignments only
- Other (specify in plans)
- other- named in lesson
- provide assistance and cues for transitions
- provide daily assignment list
- read class materials orally
- reduce work load
- shorten assignments
- study guide/outline
- utilize multi-sensory modes to reinforce instruction

Environment

- alter physical room environment
- assign peer tutors/work buddies/note takers
- assign preferential seating
- individualized instruction/small group
- modify student schedule (Describe)
- other- please specify in plans
- provide desktop list/formula

Honors Modifications

N/A

Resources

- Activities from publishers Teacher Resource Library
- Film—The Agony and the Ecstasy
- Internet research
- Reading level appropriate on-line text (www.ducksters.com)
- Textbook: Pearson/AGS Globe World History ISBN:0-7854-6405-0