

02 Renaissance, Reformation, and Scientific Revolution

Content Area: **Special Education**
Course(s):
Time Period: **Full Year**
Length: **25 days**
Status: **Published**

General Overview, Course Description or Course Philosophy

The New Jersey Core Curriculum Content Standards for Social Studies education provides learners with the knowledge, skills, and perspectives needed to become active, informed citizens and contributing members of local, state, national, and global communities in the digital age. An education in social studies fosters a population that is civic minded, globally aware, and socially responsible, exemplifies fundamental values of American citizenship through active participation in local and global communities, makes informed decisions about local, state, and global events based on inquiry and analysis, considers multiple perspectives, values diversity, and promotes cultural understanding, recognizes the implications of an interconnected global economy, appreciates the global dynamics between people, places, and resources and utilizes emerging technologies to communicate and collaborate on career and personal matters with citizens of the other world regions. In the self contained setting students will be exposed to all the essential material.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

Students will understand that:

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

CONTENT AREA STANDARDS

SOC.6.2.12.HistoryCC.2.a	Determine the factors that led to the Reformation and the impact on European politics.
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.

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources (e.g., NJSLA.W8, Social Studies Practice: Gathering and Evaluating Sources).

9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource.

LA.WHST.11-12.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

LA.WHST.11-12.9

Draw evidence from informational texts to support analysis, reflection, and research.

STUDENT LEARNING TARGETS

Declarative Knowledge

Students will understand:

- the major themes and ideas from the Renaissance such as perspective, major artists, rebirth, revival, and other important concepts from this time.
- the major themes and ideas from the Reformation such as the role of King Henry VIII, the Church of England, John Calvin, Anabaptists, Thomas More, 95 Theses, Martin Luther, reform, Protestant Church, indulgences, and other important concepts from this time.
- the effects of the printing revolution.
- the major themes and ideas from the Scientific Revolution such as improving technology, searching for the truth through science, challenging the church, Galileo, Copernicus, Galen, geocentric theory, Sir Isaac Newton, and other important concepts from this time.

Procedural Knowledge

Students will be able to:

- with guidance and assistance, identify the factors that led to the Protestant Reformation
- with guidance and assistance, research the inventions and innovations that led to the Renaissance
- with guidance and assistance, analyze the impact of the printing press and other inventions had an impact on the spreading of information and ideas

EVIDENCE OF LEARNING

Alternative:

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Benchmark:

Standards based through Pear Assessment

Benchmark Assessments

Benchmark Assessment using Pear Assessment conducted three times per year - Standards based

Formative Assessments

- Students will read primary source documents describing the Renaissance, Reformation, Scientific Revolution, and the Enlightenment.
- Students will be reviewing themes of the unit through pictures, maps, quotes, and notes.
- Students will be introduced to drawing perspectives to identify it.
- Students will conduct an experiment to follow the steps of the scientific method.
- Homework, teacher observations, class participation, group projects, entrance/exit tickets.

Summative Assessments

- End of Unit assessment or final project.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.

RESOURCES (Instructional, Supplemental, Intervention Materials)

- King and Lweinski, World History, AGS Inc. Circle Pines, MN 55014-1796
- [Crash Course Renaissance](#)
- [Crash Course Reformation](#)
- [Crash Course Scientific Revolution](#)
- [Crash Course Enlightenment](#)
- [History Channel Renaissance](#)
- [History Channel Scientific Revolution](#)
- [History Channel Reformation](#)
- [History Channel Enlightenment](#)
- [PBS World History](#)

INTERDISCIPLINARY CONNECTIONS

Technology and Multimedia

Use of Google for research

Use of Youtube for videos related to classroom content