

NJDOE MODEL CURRICULUM PROJECT

CONTENT AREA: SOCIAL STUDIES	WORLD HISTORY	UNIT #: 2	UNIT NAME: RENAISSANCE, REFORMATION, SCIENTIFIC REVOLUTION, AND ENLIGHTENMENT (1350-1700)
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Code #	CCSS and/or NJCCCS
2. 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.	
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/social science.
RH.9-10.6	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
RH.9-10.7	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
RH.9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claims.
WHST.9-10.1 a-e	Write arguments focused on <i>discipline-specific content</i> .
WHST.9-10.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
WHST.9-10.7	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
WHST.9-10.9	Draw evidence from informational texts to support analysis, reflection, and research.
6.2.12.A.2.a	Determine how the principle ideas of the Enlightenment (e.g., rationalism, secularism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, promotion by merit, and new theories of education) altered political thought in Europe, and trace the impact of these ideas over time.
6.2.12.A.2.b	Explain the paradox between the ideology of the Enlightenment and the treatment of women and non-Europeans in European

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	society.	
6.2.12.A.2.c	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).	
6.2.12.B.2.a	Relate the geographic location of Italian city-states to the fact that Italy was the center of the Renaissance.	
6.2.12.B.2.b	Relate the division of European regions during this time period into those that remained Catholic and those that became Protestant to the practice of religion in the New World.	
6.2.12.C.2.a	Relate the development of more modern banking and financial systems to European economic influence in the world.	
6.2.12.D.2.a	Determine the factors that led to the Renaissance and the impact on the arts.	
6.2.12.D.2.b	Determine the factors that led to the Reformation and the impact on European politics.	
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.	
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.	
6.2.12.D.2.e	Assess the impact of the printing press and other technologies developed on the dissemination of ideas.	
#	STUDENT LEARNING OBJECTIVES	CORRESPONDING CCSS/NJCCCS
1	<i>Use maps of trade routes (i.e., Silk Road) and excerpts from Marco Polo's book (The Travels of Marco Polo) to explain the role of geographic location (i.e., Italian city-states, Asia, Europe) in the development of trade and economic activity during the Renaissance.</i>	RH.9-10.7 6.2.12.B.2.a
2	Explain how the rise of European towns and commerce led to the need for banking and financial services (e.g., loans, usury, insurance, currency, joint stock companies).	6.2.12.C.2.a

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3	<i>Conduct short research to answer the question to what extent did Greek, Roman, Asian, and Islamic civilizations influence political, social, and cultural changes in Europe (e.g., education, ideas, inventions, art, treatment of women).</i>	WHST.9-10.7 6.2.12.D.2.c
4	Examine how the exposure to Asian and Islamic civilizations and the spirit of inquiry (i.e. scholasticism / humanism) led to the Renaissance and the importance of the commercial revolution (i.e., trade and rise of towns) on society.	6.2.12.D.2.a
5	Analyze how the discoveries of Copernicus, Galileo, Bacon, Newton, and Kepler challenged traditional teachings and beliefs.	6.2.12.D.2.d
6	<i>Use technology to display information about the accomplishments of Machiavelli, Michelangelo, Leonardo da Vinci, Raphael, and Shakespeare and relate them to the factors that led to the development of the Renaissance.</i>	WHST.9-10.6 6.2.12.D.2.a
7	<i>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).</i>	WHST.9-10.9 6.2.12.A.2.b
8	<i>Assess the extent to which the reasoning and evidence in a text support the author's claims about the origins of the Protestant Reformation (i.e., Martin Luther, John Calvin, and Henry VIII).</i>	RH.9-10.8 6.2.12.D.2.b
9	Evaluate the impact of the printing press and how technology affected society during this time period (e.g., spread of information, vernacular language, religious ideas).	6.2.12.D.2.e
10	Analyze the causes and effects of religious wars in Europe (i.e., Thirty Years War and migration to America).	6.2.12.D.2.b
11	<i>Compare the point of view of two or more authors to explain how the outcome of the Thirty Years War impacted the political and social development of Europe (e.g., France, Spain, German states).</i>	RH.9-10.6 6.2.12.B.2.b

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12	<i>Develop an argument as to whether an absolute or constitutional monarch was in the best interest of the people in a nation state (e.g., England, France, Holy Roman Empire, Russia, Spain).</i>	WHST.9-10.1 6.2.12.A.2.c
13	Explain how political ideas of the time period impacted government (i.e., divine right theory of rulers, natural rights of people, and social contract of government).	6.2.12.A.2.a
14	<i>Determine the meaning of laissez-faire economics and describe how it led to the development of a new merchant class during this time period (e.g., supply and demand, free markets, efficient production).</i>	RH.9-10.4 6.2.12.A.2.a