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| Subject: | Grade: | Unit #: | Title: |
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UNIT OVERVIEW

| STAGE ONE: Identify Desired Results | | |
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| Established Goals/Standards | Standard 2 | Long-Term Transfer Goal |
| | CCR | <i>At the end of this unit, students will understand that transformative ideas can and have changed the world.</i> |
| | CCW | Meaning |
| | CCS | Enduring Understandings |
| | 1. Cite specific textual evidence to | Essential Questions |
| | | Acquisition |
| | <i>Students will understand that...</i> | <i>Students will consider such questions as...</i> |
| | <ul style="list-style-type: none"> • long held beliefs will be challenged by innovative thinkers • concepts of natural law, social contract, consent of the governed, and the rights of citizens influence historical events following the Enlightenment. • progressive individuals will apply the concept of people’s rights to reform movements. • Revolutions can affect future resistance and reform movements globally • cultural identity and nationalism inspire political movements that challenge previous political ideas | <ul style="list-style-type: none"> • Why did Copernicus, Galileo, and Newton frighten church authorities? • How did the ideas of Locke, Voltaire, Rousseau, and Montesquieu develop the concepts of social contract, natural laws, consent of the government and the rights of citizens? • How did Wollstonecraft and Wilberforce spark reform movements? • How do the ideas formed in the French Revolution still affect our world? • How did nationalism differ from previous political ideas? |
| | <i>What knowledge will students learn as part of this unit?</i> | <i>What skills will students learn as part of this unit?</i> |

| STAGE TWO: Determine Acceptable Evidence | |
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| | Assessment Evidence |

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| Criteria for to assess understanding: <i>(This is used to build the scoring tool.)</i> | Performance Task focused on Transfer: <ul style="list-style-type: none">• Scientific method• The universe is larger than what church authorities said• Debate• Write interview questions based on a close reading of a primary. |
| | Other Assessment Evidence: |

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| T, M, A (Code for Transfer, Meaning Making and Acquisition) | STAGE THREE: Plan Learning Experiences | |
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| | Learning Events: | Evidence of learning: <i>(formative assessment)</i> |