

04 Age of Exploration

Content Area: **Special Education**
Course(s):
Time Period: **Full Year**
Length: **15 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:

- how the transoceanic interlinking of all major regions of the world from 1450-1600 led to global transformation.
- the economical, political, and cultural interrelations among Africa, Europe, and the Americas.

CONTENT AREA STANDARDS

SOC.6.1.12.CivicsDP.3.c	Examine the origins of the antislavery movement and the impact of particular events, such as the Amistad decision, on the movement.
SOC.6.2.12.HistoryCC.1.a	Determine the extent to which various technologies (e.g., printing, marine compass, cannonry, Arabic numerals) derived from Europe's interactions with Islam and Asia provided the necessary tools for European exploration and conquest.
SOC.6.2.12.HistoryCC.1.f	Assess the political, social, and economic impact of the interactions between indigenous peoples and colonizers over different time periods (e.g., Columbian Exchange, forced labor, slave trade and slavery practices, spread of disease, lingering effects on cultures).
SOC.6.2.12.HistoryCC.1.g	Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.

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

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

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., NJSLSA.W8, Social Studies Practice: Gathering and Evaluating Sources).

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:

- major themes and ideas related to the Atlantic World such as slavery, exploration, imperialism, and trade
- key terms and people such as Prince Henry the Navigator, Christopher Columbus, Treaty of Tordesillas, Magellan, and other renowned explorers from this time
- concepts related to the Triangular Trade and the Slave trade such as the middle passage, tobacco, Portugal, Spain, assimilation, manufactured goods, cash crops and other important facts.

Procedural Knowledge

Students will be able to:

- with guidance and assistance, investigate where the antislavery movement came from.
- with guidance and assistance, research important events of the antislavery movement.
- with guidance and assistance, form conclusions of how technological advances impacted exploration.
- with guidance and assistance, analyze the interactions of the colonizers and indigenous people and how their interactions impacted the political, social, and global economy.
- with guidance and assistance, evaluate the impact of slaves and indigenous people on Europeans in the Spanish and Portuguese colonies

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 related to the Atlantic world and exploration.
- Students will be reviewing themes of the unit through pictures, maps, quotes, and notes.
- Homework, teacher observations, class participation, group projects, entrance/exit tickets.

Summative Assessments

- End of Unit assessment or final project.

RESOURCES (Instructional, Supplemental, Intervention Materials)

- King and Lwenski, World History, AGS Inc., Circle Pines, MN 55014-1796
- [NJ Amistad Commission](#)
- [Crash Course Age of Exploration](#)

- [Crash Course Columbus Comparison](#)
- [Crash Course Columbian Exchange](#)
- [History.com Age of Exploration](#)
- [History.com Explorers](#)
- [PBS World History](#)

INTERDISCIPLINARY CONNECTIONS

Technology and Multimedia

Use of Google for research

Use of Youtube for videos related to classroom content.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.