

**Winslow Township School District**  
**AP World history**  
**Unit 4 Transoceanic Interconnections (c.1450 to c.1750)**

**Unit 4 Transoceanic Interconnections (c.1450 to c.1750)**

**Overview:** In this unit, students will begin by examining the motives behind and technological advancements that allowed European exploration. Students will then analyze the methods Europeans used to establish, maintain, and expand maritime empires. Finally, students will evaluate the short and long term impact of increased global interconnection.

Overview	Performance Expectations	Unit Focus	Essential Questions
<p><b><u>Unit 4</u></b>  <b>Transoceanic Interconnections (c.1450 to c.1750)</b></p>	<p>Wida 1,5            6.2.12.HistoryCC.1.a            6.2.12.GeoPP.1.a            6.2.12.GeoSV.1.a            6.2.12.GeoGE.1.c            6.2.12.GeoGE.1.b            6.2.12.HistoryCC.1.b            6.2.12.HistoryCC.1.c              6.2.12.HistoryCC.1.d            6.2.12.HistoryCC.1.f            6.2.12.HistoryCC.1.g            6.2.12.HistoryCC.1.e            6.2.12.GeoGE.1.a            6.2.12.GeoGE.1.d            6.2.12.GeoPP.2.a</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> <li>● Explain how cross-cultural interactions resulted in the diffusion of technology and facilitated changes in patterns of trade and travel from 1450 to 1750.</li> <li>● Describe the role of states in the expansion of maritime exploration from 1450 to 1750.</li> <li>● Explain the economic causes and effects of maritime exploration by the various European states.</li> <li>● Explain the causes of the Columbian Exchange and its effects on the Eastern and Western Hemispheres.</li> <li>● Explain the process of state building and expansion among various empires and states in the period from 1450 to 1750.</li> <li>● Explain the continuities and changes in economic systems and labor systems from</li> </ul>	<ul style="list-style-type: none"> <li>• What economic and cultural factors led to and enabled European voyages of exploration?</li> <li>• What internal and external factors facilitated the formation, expansion, and decline of maritime empires?</li> <li>• What strategies did rulers employ to consolidate and maintain power throughout the period from 1450 to 1750? To what extent were those strategies successful?</li> <li>• In what ways did networks of exchange change from 1450 to 1750 and in what ways did</li> </ul>

**Winslow Township School District**

**AP World history**

**Unit 4 Transoceanic Interconnections (c.1450 to c.1750)**

		<p>1450 to 1750. Explain changes and continuities in systems of slavery in the period from 1450 to 1750.</p> <ul style="list-style-type: none"><li>● Explain how rulers employed economic strategies to consolidate and maintain power throughout the period from 1450 to 1750.</li><li>● Explain the continuities and changes in networks of exchange from 1450 to 1750.</li><li>● Explain how political, economic, and cultural factors affected society from 1450 to 1750.</li><li>● Explain the similarities and differences in how various belief systems affected societies from 1450 to 1750.</li><li>● Explain the effects of the development of state power from 1450 to 1750.</li><li>● Explain how social categories, roles, and practices have been maintained or have changed over time.</li><li>● Explain how economic developments from 1450 to 1750 affected social structures over time.</li></ul>	<p>they remain the same?</p> <ul style="list-style-type: none"><li>• How did the Columbian Exchange transform the world socially, politically, economically, environmentally, and culturally?</li><li>• In what ways did economic systems and labor systems (including the system of slavery) change from 1450 to 1750</li><li>• In what ways did economic systems and labor systems (including the system of slavery) they remain the same?</li><li>• How and to what extent did various political, economic, and cultural factors affect social categories, roles, and practices from 1450 to 1750?</li></ul>
--	--	---	---

**Winslow Township School District**

**AP World history**

**Unit 4 Transoceanic Interconnections (c.1450 to c.1750)**

*Unit 4:  
Enduring  
Understandings*

- Human adaptation and innovation have resulted in increased efficiency, comfort, and security; Technological advances have shaped human development and interactions with both intended and unintended consequences.
- A variety of internal and external factors contributed to state formation, expansion, and decline; Governments maintain order through a variety of administrative institutions, policies, and procedures; Governments obtain, retain, and exercise power in different ways and for different purposes.
- The environment shapes human societies, and as populations grow and change, these populations in turn shape their environments.
- As societies develop, they affect and are affected by the ways that they produce, exchange, and consume goods and services.

**Winslow Township School District**  
**AP World history**  
**Unit 4 Transoceanic Interconnections (c.1450 to c.1750)**

Curriculum Unit 4	Performance Expectations		Pacing	
			Days	Unit Days
<b>Unit 4 Transoceanic Interconnections (c.1450 to c.1750)</b>	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.	2	20
	6.2.12.GeoPP.1.a	Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.	1	
	6.2.12.GeoSV.1.a	Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.	2	
	6.2.12.GeoGE.1.b	Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact of trade on the New World’s economy and society.	1	
	6.2.12.GeoGE.1.c	Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.	2	
	6.2.12.HistoryCC.1.b	Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.	1	
	6.2.12.HistoryCC.1.c	Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.	1	
	6.2.12.HistoryCC.1.d:	Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.	1	
	6.2.12.HistoryCC.1.e	Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.	1	

**Winslow Township School District**

**AP World history**

**Unit 4 Transoceanic Interconnections (c.1450 to c.1750)**

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).	2
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.	1
6.2.12.GeoGE.1.a:	Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.	1
6.2.12.GeoGE.1.d	Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.	1
6.2.12.GeoPP.2.a	Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.	1
Assessment, Re-teach and Extension		2

**Winslow Township School District**  
**AP World history**  
**Unit 4 Transoceanic Interconnections (c.1450 to c.1750)**

<b>Unit 4</b>	
<b>Core Ideas</b>	<b>Performance Expectations</b>
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	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.
Human settlement activities impact the environmental and cultural characteristics of specific places and regions.	6.2.12.GeoPP.1.a: Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
Geographic data can be used to analyze variations in the spatial patterns.	6.2.12.GeoSV.1.a: Use geographic representations to assess changes in political boundaries and the impact of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.	6.2.12.GeoGE.1.b: Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact of trade on the New World’s economy and society.
Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.	6.2.12.GeoGE.1.c: Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	• 6.2.12.HistoryCC.1.b: Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
Historical events and developments were shaped by the unique circumstances of time and place as well as broader historical contexts.	• 6.2.12.HistoryCC.1.c: Explain how the new social stratification created by voluntary and coerced interactions among Native Americans, Africans, and Europeans in Spanish colonies laid the foundation for conflict.
Historical events and developments	• 6.2.12.HistoryCC.1.d: Compare slavery practices and other forms of coerced labor or social bondage common in East

## Winslow Township School District

### AP World history

#### Unit 4 Transoceanic Interconnections (c.1450 to c.1750)

were shaped by the unique circumstances of time and place as well as broader historical contexts.	Africa, West Africa, Southwest Asia, Europe, and the Americas.
There are multiple and complex causes and effects of historical events.	6.2.12.HistoryCC.1.e: Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	• 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).
Understanding the interrelated patterns of change by examining multiple events allows for a clearer understanding of the significance of individuals and groups.	• 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.
Global economic activities involve decisions based on national interests, the exchange of different units of exchange, decisions of public and private institutions, and the ability to distribute goods and services safely.	6.2.12.GeoGE.1.a: Compare and contrast the economic policies of China and Japan, and determine the impact these policies had on growth, the desire for colonies, and the relative positions of China and Japan within the emerging global economy.
Economic globalization affects economic growth, labor markets, human rights guarantees, the environment, resource allocation, income distribution, and culture.	6.2.12.GeoGE.1.d: Determine the effects of increased global trade and the importation of gold and silver from the New World on inflation in Europe, Southwest Asia, and Africa.
Demographic shifts and migration patterns both influence and are impacted by social, economic, and political systems.	6.2.12.GeoPP.2.a: Make an evidence-based argument explaining the impact and development of religion in Europe on the political and cultural development of the colonies in the New World.

**Winslow Township School District**  
**AP World history**  
**Unit 4 Transoceanic Interconnections (c.1450 to c.1750)**

Unit 4	
Assessment Plan	
<p>Performance Tasks:</p> <ul style="list-style-type: none"> <li>● Independent reading</li> <li>● Use teacher-created graphic organizers to analyze and/or categorize information drawn from various primary and secondary sources.</li> <li>● Complete Cornell-style notes while reading various secondary sources.</li> <li>● Generate essential questions from various secondary readings.</li> <li>● Independent writing</li> <li>● Construct responses to Short Answer Questions (SAQ).</li> <li>● Evaluate own, sample, and peer responses to Short Answer questions.</li> <li>● Written responses to Warm Up/Do Now</li> <li>● Written responses to Summarizer/Exit Slip</li> <li>● Complete Classwork/Homework Assignments</li> </ul>	<p>Alternative Assessments:</p> <ul style="list-style-type: none"> <li>● Debate</li> <li>● Oral Report</li> <li>● Role Playing</li> <li>● Think Pair Share</li> <li>● Projects</li> <li>● Portfolio</li> <li>● Presentations</li> <li>● Prezi</li> <li>● Gallery Walks</li> </ul>
Resources	Activities
<ul style="list-style-type: none"> <li>● 2020 Bentley, Traditions and Encounters</li> <li>● NJ Amistad Commission Interactive Curriculum</li> <li>● NJ Commission on Holocaust Education</li> <li>● Diversity, Equity &amp; Inclusion Educational Resources.  <a href="https://www.nj.gov/education/standards/dei/">https://www.nj.gov/education/standards/dei/</a></li> </ul>	<p>Have students complete multiple timeline activities</p> <p>Online textbook enrichment activities</p> <p>. Reading Like a Historian: (World) History Lessons from Stanford History Education Group (SHEG)</p> <ul style="list-style-type: none"> <li>● La Malinche</li> <li>● Moctezuma and Cortes</li> <li>● Atahualpa and the Bible</li> <li>● The Middle Passage</li> </ul>



**Winslow Township School District**  
**AP World history**  
**Unit 4 Transoceanic Interconnections (c.1450 to c.1750)**

**Instructional Best Practices and Exemplars**

1. Identifying similarities and differences
2. Summarizing and note taking
3. Reinforcing effort and providing recognition
4. Homework and practice
5. Nonlinguistic representations

6. Cooperative learning
7. Setting objectives and providing feedback
8. Generating and testing hypotheses
9. Cues, questions, and advance organizers
10. Manage response rates

**9.1 Personal Financial Literacy - Income And Careers & 9.2 Career Awareness, Exploration, And Preparation - Career Awareness & 9.4 Life Literacies and Key Skills**

- 9.1.12.FP.6: Evaluate the relationship of familial patterns, cultural traditions, and historical influences on financial practice.
- 9.2.12.CAP.13: Analyze how the economic, social, and political conditions of a time period can affect the labor market.
- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- 9.4.12.CT.2: Explain the potential benefits of collaborating to enhance critical thinking and problem solving
- 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
- 9.4.12.IML.8: Evaluate media sources for point of view, bias, and motivations
- 9.4.12.IML.9: Analyze the decisions creators make to reveal explicit and implicit messages within information and media
- 9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem

The implementation of the 21st Century skills and standards for students of the Winslow Township District is infused in an interdisciplinary format in a variety of curriculum areas that include, English language Arts, Mathematics, School Guidance, Social Studies, Technology, Visual and Performing Arts, Science, Physical Education and Health, and World Language.: Additional opportunities to address 9.1, 9.2 & 9.4:

**Philadelphia Mint** <https://www.usmint.gov/learn/kids/resources/educational-standards>

**Different ways to teach Financial Literacy.**

<https://www.nea.org/professional-excellence/student-engagement/tools-tips/resources-teaching-financial-literacy>

<https://www.makeuseof.com/tag/10-interactive-financial-websites-teach-kids-money-management-skills/>

**Winslow Township School District**  
**AP World history**  
**Unit 4 Transoceanic Interconnections (c.1450 to c.1750)**

**Modifications for Special Education/504**

***Students with special needs:*** The students' needs will be addressed on an individual and grade level using a variety of modalities.

Accommodations will be made for those students who need extra time to complete assignment. Supports, Accommodations, and Modifications must be provided as stated in IEP, 504 Plan, or CST Intervention Plan, and may include (but are not limited to) the following:

**Presentation accommodations:**  Listen to audio recordings instead of reading text  Learn content from audiobooks, movies, videos and digital media instead of reading print versions  Use alternate texts at lower readability level  Work with fewer items per page or line and/or materials in a larger print size  Use magnification device, screen reader, or Braille / Nemeth Code  Use audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)  Be given a written list of instructions  Record a lesson, instead of taking notes  Have another student share class notes with him  Be given an outline of a lesson  Be given a copy of teacher's lecture notes  Be given a study guide to assist in preparing for assessments  Use visual presentations of verbal material, such as word webs and visual organizers  Use manipulatives to teach or demonstrate concepts  Have curriculum materials translated into native language

**Response accommodations:**  Use sign language, a communication device, Braille, other technology, or native language other than English  Dictate answers to a scribe  Capture responses on an audio recorder  Use a spelling dictionary or electronic spell-checker  Use a word processor to type notes or give responses in class  Respond directly in the test booklet rather than on an answer sheet.

**Setting accommodations:**  Work or take a test in a different setting, such as a quiet room with few distractions  Sit where he learns best (for example, near the teacher, away from distractions)  Use special lighting or acoustics  Take a test in small group setting  Use sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)  Use noise buffers such as headphones, earphones, or earplugs

**Timing accommodations:**  Take more time to complete a task or a test  Have extra time to process oral information and directions  Take frequent breaks, such as after completing a task

**Scheduling accommodations:**  Take more time to complete a project  Take a test in several timed sessions or over several days  Take sections of a test in a different order  Take a test at a specific time of day

**Organization skills accommodations:**  Use an alarm to help with time management  Mark texts with a highlighter  Have help coordinating assignments in a book or planner

**Winslow Township School District**  
**AP World history**  
**Unit 4 Transoceanic Interconnections (c.1450 to c.1750)**

**Modifications for At-Risk Students**

Formative and summative data will be used to monitor student success. At first signs of failure, student work will be reviewed to determine support. This may include parent consultation, basic skills review and differentiation strategies. With considerations to UDL, time may be a factor in overcoming developmental considerations

- Increase one on one time
- Teachers may modify instructions by modeling what the student is expected to do
- Oral prompts can be given.
- Using visual demonstrations, illustrations, and models
- Give directions/instructions verbally and in simple written format.

**English Language Learners**

**Modifications for Gifted Students**

All WIDA Can Do Descriptors can be found at this link:  
<https://wida.wisc.edu/teach/can-do/descriptors>

- Grades 9-12 WIDA Can Do Descriptors:
- Listening  Speaking
  - Reading  Writing
  - Oral Language

Students will be provided with accommodations and modifications that may include:

- Assist with organization
- Use of computer
- Emphasize/highlight key concepts
- Teacher Modeling
- Peer Modeling
- Label Classroom Materials - Word Walls

Students excelling in mastery of standards will be challenged with complex, high level challenges related to the topic.

- Students can complete extended research outside of the classroom
- Inquiry-based instruction
- Independent study
- Higher order thinking skills
- Adjusting the pace of lessons
- Interest based content
- Project Based Learning
- Real world scenarios
- Student Driven Instruction
- [Gifted Programming Standards](#)
- [Webb's Depth of Knowledge Levels and/or Revised Bloom's Taxonomy](#)
- [REVISED Bloom's Taxonomy Action Verbs](#)

**Winslow Township School District**  
**AP World history**  
**Unit 4 Transoceanic Interconnections (c.1450 to c.1750)**

**Interdisciplinary Connections**

**CCSS.ELA Standards**

CCSS.ELA-LITERACY.RH.9-10.1- Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

CCSS.ELA-LITERACY.RH.9-10.2-Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

CCSS.ELA-LITERACY.RH.9-10.3-Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RH.9-10.5-Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.RH.9-10.7-Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

CCSS.ELA-LITERACY.RH.9-10.8-Assess the extent to which the reasoning and evidence in a text support the author's claims.

CCSS.ELA-LITERACY.RH.9-10.9-Compare and contrast treatments of the same topic in several primary and secondary sources.

CCSS.ELA-LITERACY.RH.9-10.10-By the end of grade 10, read and comprehend history/social studies texts in the grades 9-10 text complexity band independently and proficiently.

**Integration of Technology Standards NJSLS 8**

8.1.12.IC.3. Predict the potential impacts and implications of emerging technologies on larger social, economic, and political structures, using evidence from credible sources.