

Unit Title:	Unit 9: Age of Discovery (The Atlantic World)
Unit Vocabulary:	Favorable Balance of Trade, Cultural Diffusion, Columbian Exchange, astrolabe, 5 Effects of Columbian Exchange, Eastern Hemisphere, Western Hemisphere, 3 G's, Mercantilism, Treaty of Tordesillas, Encomienda System, Peninsulares, Cash Crop, Prince Henry (Portugal), Triangular Trade, Ferdinand Magellan, Indentured Servants, Amerigo Vespucci, Cartography, Conquistadors, Middle Passage, slaves, caravel, joint-stock company, prime meridian

	Learning Target <i>(All Teachers)</i>	Instructional Plan <i>(Core Teacher)</i>	Differentiation <i>(ELA/Math Inclusion Teacher)</i>	Level UP/Advisory Plans <i>(Core Content Teachers)</i> <i>(Not NHI time)</i>	Teacher Tips & Notes <i>(All Teachers)</i>
M O N	<p>Unit 9</p> <p>Learning Target: I can use evidence to draw conclusions about the interactions of explorers and indigenous people of the</p>	<p>This Lesson will be assigned on Thurs., 2/5/26 Due to Snow Schedule</p> <p>Opening Strategy: <u>Warm Up:</u> The teacher will play the video PBS Christopher Columbus (4:47). Students should record at least five facts from the video.</p> <p>Core Lesson Activity: The teacher will cover the slideshow</p>	<p>SWD Differentiation Strategy:</p> <ul style="list-style-type: none"> • Simplified Instructions and Clear Visual Aids • Use Visuals: Create visual aids such as graphic organizers and anchor charts that outline steps for identifying themes. • Simplify Language: Provide instructions in simple, clear language and use key vocabulary highlighted for emphasis 	<ul style="list-style-type: none"> • Unit 9 Vocab for th... • Answer Key Vocab... • Unit 9: Age of Expl... • Unit 9 Vocabulary (t... • Unit 9 Vocabulary Blooket • 4 Hemispheres Interactive ... 	<ul style="list-style-type: none"> • Prince Hen... • The Conqu... <p>Alternative Snow Schedule Plans:</p> <ol style="list-style-type: none"> 1. Students will complete spiral review for U. 8 2. Students will use Spiral Review to

	<p>Atlantic World by using a slideshow to answer questions.</p>	<p> Christopher Columbus through a class discussion. Linked in slides.</p> <p>Student Strategy: As the class discusses the topic, students may work with their table partners to complete worksheet/ questions.</p> <p> Christopher Columbus: An A...</p> <ul style="list-style-type: none"> Teacher may choose to go over answers in the last ten minutes of class. <p>Summarizing Activity: Predict how the 3 G's - God, Gold, and Glory- will affect the age of exploration.</p> <p>Homework - Complete for homework if not finished in class.</p>			<p>complete and answer the study guide. 3. If students have not completed the Scientific Rev. One-Pager, they should do so. Students have a graphic organizer paper chart which was completed in class to help with the one pager. This is a major grade.</p>
T U E	<p>Learning Target: I can use causation to explain the multiple effects of the Columbian Exchange by reading and</p>	<p>This lesson will be assigned on Fri., 2/6/26 due to snow schedule.</p> <p>Opening Strategy: Teachers will introduce the topic of the Columbian Exchange by watching</p> <p> The Columbian Exchange [A...</p>	<p>SWD Differentiation Strategy:</p> <ul style="list-style-type: none"> Simplified Instructions and Clear Visual Aids Use Visuals: Create visual aids such as graphic organizers and anchor charts that outline steps for identifying themes. 	<ul style="list-style-type: none">  Unit 9 Vocab for th...  Answer Key Vocab...  Unit 9: Age of Expl...  Unit 9 Vocabulary (t... 	<ul style="list-style-type: none">  Prince Hen...  The Conqu...

<p>summarizing the main idea.</p> <p>Graded assignment</p>	<p>and students will answer two questions:</p> <ol style="list-style-type: none"> 1. What is the Columbian Exchange? 2. Name two effects of the Columbian Exchange. <p>Teacher may also give students a blank map with the slideshow</p> <p>4 Hemispheres Map Exercise</p> <p>Have student label the equator, prime meridian, and northwestern, south western, north eastern, and southeastern hemispheres. The teacher may choose to have a quiz on this next week. This can be used as a starter during the week to prep for a map quiz.</p> <p>Core Lesson Activities:</p> <p>Teachers will work with students and help them complete slide one and slide two, reading about what lead up to the Columbian Exchange. After each section students can either write a sentence or insert a picture telling the main idea of each section.</p> <p>Columbian Exchange Cause ...</p> <p>Student Strategy: Students will complete slide three writing three</p>	<ul style="list-style-type: none"> • Simplify Language: Provide instructions in simple, clear language and use key vocabulary highlighted for emphasis 	<ul style="list-style-type: none"> • Unit 9 Vocabulary Blooket <p>4 Hemispheres Interactive ...</p>	<p>Alternative Snow Schedule Plans:</p> <ol style="list-style-type: none"> 1. Students will complete spiral review for U. 8 2. Students will use 2nd set of Spiral Review to complete and answer the study guide. 3. If students have not completed the Scientific Rev. One-Pager, they should do so. Students have a graphic organizer paper chart which was completed in class to help with the one pager. This is a major grade.
---	--	---	---	---

		<p>causes and three effects of the Columbian Exchange</p> <p><u>Summarizing Activity:</u></p> <p>Teachers can go over it at the end of class or they can take up for grade</p> <p>Answer Key & Different Reading Levels</p> <p><u>Homework</u></p> <p><u>Additional Resources:</u></p> <ul style="list-style-type: none"> ☐ 4 Hemispheres Map Exerc... <p><u>Various Reading Levels of the reading assignment:</u></p> <ul style="list-style-type: none"> ☐ Columbian Exchange Les... 			
<p>W E D</p>	<p><u>Altered Lesson for Monday. 2/9/26</u></p> <p><u>Students will be taking the Unit 8 Test on 2/9. This lesson will be started on 2/9 after test and taught again Tues. 2/10.</u></p>	<p><u>Opening Strategy:</u></p> <p>Teachers will play</p> <ul style="list-style-type: none"> ▶ Triangular Trade Definition ... <p>and students will copy down the written information on a world map</p> <p><u>Core Lesson Activities:</u></p> <ul style="list-style-type: none"> ● Using the slideshow, with all resources linked in slides, the teacher will discuss the primary topics of triangular trade, mercantilism (precursor of capitalism), middle 	<p><u>SWD Differentiation Strategy:</u></p> <ul style="list-style-type: none"> ● Simplified Instructions and Clear Visual Aids ● Use Visuals: Create visual aids such as graphic organizers and anchor charts that outline steps for identifying themes. ● Simplify Language: Provide instructions in simple, clear language and use key vocabulary highlighted for emphasis 	<ul style="list-style-type: none"> ● ☰ Unit 9 Vocab for th... ● ☰ Answer Key Vocab... ● ☐ Unit 9: Age of Expl... ● ☐ Unit 9 Vocabulary (t... ● Unit 9 Vocabulary Booklet ☐ 4 Hemispheres Interactive ... 	<ul style="list-style-type: none"> ☐ Prince Hen... ☐ The Conqu... <p><u>Alternative Plans because of snow schedule:</u></p> <p>1. The class will complete the study guide using the written study</p>

	<p>Learning Target: I can use causation to describe triangular trade routes and how trade resulted in growing interconnectedness by completing a one-pager.</p> <p>Graded assignment</p>	<p>passage, slave trade, and cash crops. This should be a quick discussion so that students have remainder of time to complete the one pager.</p> <ul style="list-style-type: none"> ☐ Triangular Trade Teacher will cover the directions for the One-Pager on Triangular Trade. Afterwards, students will spend the remainder of the class period working on their one-pager. This will be take for a grade. ☐ One- Pager Triang... <p>Summarizing Activity:</p> <ul style="list-style-type: none"> Students should finish the one-pager for homework if it is not completed in class. 			<p>guide answers in student notebooks and the slideshow.</p> <p>☐ Interactive ...</p> <p>2. Major Grade One Pager is due today. Scientific Rev.</p>
T H U	<p>Learning Target: I can compare the countries that took part in exploration, their motivation, and how the discovery of</p>	<p>Opening Strategy: Age of exploration, What do you think circumnavigate means based on the video?</p> <p>📺 Animaniacs - Ballad of Magel...</p> <p>Core Lesson Activities: The teacher will cover the slideshow</p> <p>☐ Colonialism: Mother Country... and generate a class discussion.</p>	<p>SWD Differentiation Strategy:</p> <ul style="list-style-type: none"> Simplified Instructions and Clear Visual Aids Use Visuals: Create visual aids such as graphic organizers and anchor charts that outline steps for identifying themes. Simplify Language: Provide instructions in 	<ul style="list-style-type: none"> ☐ Unit 9 Vocab for th... ☐ Answer Key Vocab... ☐ Unit 9: Age of Expl... ☐ Unit 9 Vocabulary (t... Unit 9 Vocabulary Blooket 	<p>☐ Prince Hen...</p> <p>☐ The Conqu...</p> <p>Lesson Delayed for later date because of snow schedule.</p>

	<p>new lands changed European nations' initial purpose for exploration.</p> <p>2- Day assignment Day 1</p>	<p>The teacher and students will analyze the political cartoons featured in the first slides which explain the motivations of colonialism and mercantilism. This is a two day assignment. This slideshow is long because it covers five colonial powers: Spain, Portugal, France, England, and the Dutch. The teacher should use discretion and cover at least two to three colonial powers on Monday, and cover the remaining colonial powers on Tuesday.</p> <p>Student Strategy: While using the slideshow, students will compare colonial powers by completing the Compare Types of Colonies GO</p> <p>Summarizing Activity: Which colonial empire do you find most interesting, and explain in at least two to three sentences.</p>	<p>simple, clear language and use key vocabulary highlighted for emphasis</p>	<p>4 Hemispheres Interactive ...</p>	
F R I	<p>Learning Target: I can compare the countries that took part in exploration, their</p>	<p>Opening Strategy: Video linked in slides</p> <p>The class will watch Age of Discovery and answer the following questions in their notebooks. The</p>	<p>SWD Differentiation Strategy:</p> <ul style="list-style-type: none"> • Simplified Instructions and Clear Visual Aids • Use Visuals: Create visual aids such as graphic organizers and anchor 	<ul style="list-style-type: none"> • Unit 9 Vocab for th... • Answer Key Vocab... • Unit 9: Age of Expl... 	<ul style="list-style-type: none"> • Prince Hen... • The Conqu... <p>Lesson delayed for later date</p>

	<p>motivation, and how the discovery of new lands changed European nations' initial purpose for exploration.</p> <p>2 Day assignment Day 2</p>	<p>teacher may use these to introduce the topic with a class discussion.</p> <ol style="list-style-type: none"> 1. List as many European nations who colonized in the Age of Exploration as you can. (Hint: these are spread throughout the video.) 2. Why did Europeans desire to explore Africa? (3 reasons) 3. Why did the Pope get involved with Spain's and Portugal's colonial disputes? How did the other Protestant European powers respond? <p>Core Lesson Activities: Teaching Strategy: The teacher will cover the slideshow <input type="checkbox"/> Colonialism: Mother Country... and generate a class discussion. The teacher and students will analyze the political cartoons featured in the first slides which explain the motivations of colonialism and mercantilism. This is a two day assignment. This slideshow is long because it covers five colonial powers: Spain, Portugal, France, England, and the Dutch. The teacher should use discretion and cover at least two to</p>	<p>charts that outline steps for identifying themes.</p> <ul style="list-style-type: none"> • Simplify Language: Provide instructions in simple, clear language and use key vocabulary highlighted for emphasis 	<ul style="list-style-type: none"> • <input type="checkbox"/> Unit 9 Vocabulary (t... • Unit 9 Vocabulary Blooket • <input type="checkbox"/> 4 Hemispheres Inter... 	<p>due to the snow schedule.</p>
--	---	---	--	--	---

		<p>three colonial powers on Monday, and cover the remaining colonial powers on Tuesday.</p> <p>Student Strategy: While using the slideshow, students will compare colonial powers by completing the Compare Types of Colonies GO</p> <p>Summarizing Activity: Which colonial empire do you find most interesting, and explain in at least two to three sentences.</p>			
--	--	---	--	--	--