

# Latin and Caribbean Studies Curriculum

## Cliffside Park High School

August 2018

**GRADE: 10-12 Elective**

**Unit Name: Introduction to the History of Latin America**

**Duration: 4-6 weeks**

**Enduring Understanding:**

- Latin America is a region with diverse geographic characteristics. The physical and human characteristics of Latin America today were shaped by forces of the past, including migration, colonization, and economic activity. These modifications to the human and physical geography of Latin America have resulted in economic growth, cultural diversity, and challenges to the environment.
- The Aztec and Inca, civilizations from Latin America's past, developed cultures that were shaped by their geography. These civilizations expanded as they modified the environment to meet food, trade, and security needs. The Aztecs and Inca empires conquered neighboring groups to support their expansion and economic growth.
- The encomienda system, which granted tribute from Indian villages to individual conquistadors as a reward for their services to the crown, in effect legalized Indian slavery. In 1542 a new code of laws reformed the system, forbidding Spaniards from enslaving the Indians while still collecting tribute from the villages.

**Essential Questions:**

- What impact did geography have on the people of Latin America throughout its history?
- What were the motivations behind Columbus's explorations? How were his voyages possible?
- Which were the cultural developments and achievements of the Native American civilizations Aztec and Inca?

**Assessments:**

**Formative:**

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses

- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit

**Summative:**

- Unit test

**Benchmarks:**

- Benchmark exam (through EdConnect) administered by all Latin and Caribbean Studies teachers upon completion of unit

**Alternative:**

- Students will create an exam that will be administered to their peers

**Relevant Standards:**

**NJSLS--Social Studies**

- 6.1.12.B.1.a--Relate regional geographic variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World.
- 6.1.12.D.3.a--Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
- 6.1.12.D.3.b--Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
- 6.2.12.A.1.a--Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, or Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.
- 6.2.12.B.1.a--Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century.
- 6.2.12.B.1.b--Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
- 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.B.3.c--Relate the role of geography to the spread of independence movements in Latin America.
- 6.2.12.C.1.b--Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.
- 6.2.12.C.1.c--Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
- 6.2.12.C.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.

- 6.2.12.D.1.a--Assess the political, social, and economic impact of the Columbian Exchange of plants, animals, ideas, and pathogens on Europeans and Native Americans.
- 6.2.12.D.1.e--Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.
- 6.2.12.D.1.f--Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.

### **English/Language Arts and Social Studies/History Literacy Standards**

- ELA-LITERACY.RH.9-10.1 through ELA-LITERACY.RH.9-10.10

### **New Jersey CRP Standards**

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

### **Technology Standards**

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

### **Interdisciplinary Activities and Connections:**

- Social Studies and ELA teachers can work together to have students write research papers that focus on topics pertaining to the Latin and Caribbean Studies unit

### **Core Instructional Materials/Resources/Digital Tools:**

- *The History of Latin America*, Marshall Eakin, 2007
- *The Americans*, McDougal Littell 1997
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint

- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<ul style="list-style-type: none"> <li>● Students will create a travel brochure powerpoint on an assigned country in Latin America, demonstrating an in-depth knowledge and understanding of the country, while developing presentation skills within the classroom environment.</li> <li>● Amplify learning by providing more challenging texts</li> <li>● Create Google Slide presentation on pertinent topics from within the unit</li> </ul>	<ul style="list-style-type: none"> <li>● Students will create a civilization set in the ancient world to gain further understanding of the issues that faced the peoples of the era</li> <li>● Allow for peer to peer collaboration when reading primary sources</li> <li>● Provide maps of early America and have ELL students list the differences to maps of today</li> <li>● Assign an English speaking mentor to help student with</li> </ul>	<ul style="list-style-type: none"> <li>● Maps of Latin America, Europe, and Africa.</li> <li>● Informative Short Essays: Analyze documents of the Treaty of Tordesillas, Encomiendas, and Primary Accounts of the Conquistadors and Aztecs.</li> <li>● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li> <li>● Students will be permitted to use 5 of the DBQ sources compared to 10+ of the general ed student population</li> <li>● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)</li> <li>● Text to speech</li> <li>● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li> <li>● Students will not be penalized for spelling and grammar errors</li> <li>● Teachers will meet with collaborative teacher to discuss individual modifications for each student</li> </ul>

	<p>language difficulties</p> <ul style="list-style-type: none"><li>● Have ELL teacher assist in appropriate modifications and accommodations for all assessments</li><li>● Use information from the WIDA testing to help facilitate individualized assessments for ELL students</li><li>● Allow student access to native dictionary to help with the understanding of vocabulary within the unit</li><li>● Student may create a Google Slide presentation and explain information in their native language</li></ul>	
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**GRADE: 10-12 Elective**

**Unit Name: Gaining Independence in Latin American Countries**

**Duration: 4-6 weeks**

**Enduring Understanding:**

- In the late eighteenth century, the Spanish colonies had a thriving class of creoles: men and women of European ancestry born in the New World. For example Simon Bolivar. Spain appointed mostly native-born Spaniards to important positions in the colonial administration. This caused discontent with the creoles.
- Latin American Revolutions were inspired by nationalism in the early 1800s similar to other revolutions (American Revolution and French Revolution). The Haitian Revolution terrified landowners in the Caribbean and northern South America, and as the situation worsened in Spain, many feared that Spain could not protect them from a similar uprising.
- In the 19 century a resurgence of slavery occurred in Brazil and the Caribbean mostly to produce sugar in Cuba and Puerto Rico and Coffee in Brazil.

**Essential Questions:**

- How did empires use their colonies for their own gain?
- How did social structure contribute to discontent in Latin America?
- How were slaves instrumental in the independence movements of Latin America?
- How did the abolition of slaves occur in Latin America?

**Assessments:**

**Formative:**

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit

**Summative:**

- Unit test

**Benchmarks:**

- Benchmark exam (through EdConnect) administered by all Latin and Caribbean Studies teachers upon completion of unit

**Alternative:**

- Students will create an exam that will be administered to their peers

**Relevant Standards:**

**NJSLS--Social Studies**

- 6.1.12.B.1.a--Relate regional geographic variations (e.g., climate, soil conditions, and other natural resources) to economic development in the New World.
- 6.1.12.D.3.a--Determine how expansion created opportunities for some and hardships for others by considering multiple perspectives.
- 6.1.12.D.3.b--Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
- 6.2.12.A.1.a--Compare and contrast the motivations for and methods by which various empires (e.g., Ming, Qing, Spanish, Mughal, or Ottoman) expanded, and assess why some were more effective than others in maintaining control of their empires.
- 6.2.12.B.1.a--Explain major changes in world political boundaries between 1450 and 1770, and assess the extent of European political and military control in Africa, Asia, and the Americas by the mid-18th century. ○
- 6.2.12.B.1.b--Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
- 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.B.3.c--Relate the role of geography to the spread of independence movements in Latin America.
- 6.2.12.C.1.b--Trace the movement of essential commodities (e.g., sugar, cotton) from Asia to Europe to America, and determine the impact trade on the New World's economy and society.
- 6.2.12.C.1.c--Assess the role of mercantilism in stimulating European expansion through trade, conquest, and colonization.
- 6.2.12.C.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.
- 6.2.12.D.1.a--Assess the political, social, and economic impact of the Columbian Exchange of plants, animals, ideas, and pathogens on Europeans and Native Americans.
- 6.2.12.D.1.e--Assess the impact of economic, political, and social policies and practices regarding African slaves, indigenous peoples, and Europeans in the Spanish and Portuguese colonies.
- 6.2.12.D.1.f--Analyze the political, cultural, and moral role of Catholic and Protestant Christianity in the European colonies.

**English/Language Arts and Social Studies/History Literacy Standards**

- ELA-LITERACY.RH.9-10.1 through ELA-LITERACY.RH.9-10.10

**New Jersey CRP Standards**

- CRP1. Act as a responsible and contributing citizen and employee.
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- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Technology Standards**

- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
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**Interdisciplinary Activities and Connections:**

- Social Studies and ELA teachers can work together to have students write research papers that focus on topics pertaining to the Latin and Caribbean Studies unit

**Core Instructional Materials/Resources/Digital Tools:**

- *The History of Latin America*, Marshall Eakin, 2007
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- YouTube, TeacherTube, Discovery Education, history.com

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
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<ul style="list-style-type: none"> <li>● Students will create a children’s storybook, to include both illustrations of historical events and description/analysis of each event</li> <li>● Amplify learning by providing more challenging texts</li> <li>● Create Google Slide presentation on pertinent topics from within the unit</li> </ul>	<ul style="list-style-type: none"> <li>● The DBQ Project/Mini-Qs in World History Volume 3, Unit 4: Latin American Independence: Why Did the Creoles Lead the Fight?</li> <li>● Allow for peer to peer collaboration when reading primary sources</li> <li>● Provide maps of early America and have ELL students list the differences to maps of today</li> <li>● Assign an English speaking mentor to help student with language difficulties</li> <li>● Have ELL teacher assist in appropriate modifications and accommodations for all assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Project-Based Evaluations</li> <li>● Enslaved Africans Essay Development</li> <li>● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li> <li>● Students will be permitted to use 5 of the DBQ sources compared to 10+ of the general ed student population</li> <li>● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)</li> <li>● Text to speech</li> <li>● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li> <li>● Students will not be penalized for spelling and grammar errors</li> <li>● Teachers will meet with collaborative teacher to discuss individual modifications for each student</li> </ul>
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	<ul style="list-style-type: none"> <li>● Use information from the WIDA testing to help facilitate individualized assessments for ELL students</li> <li>● Allow student access to native dictionary to help with the understanding of vocabulary within the unit</li> <li>● Student may create a Google Slide presentation and explain information in their native language</li> </ul>	
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**GRADE: 10-12 Elective**

<p><b>Unit Name: Latin American Revolutions</b></p> <p><b>Duration: 4-6 weeks</b></p>
<p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>● In the 19th and 20th centuries, Latin America saw several uprisings and revolutions, throwing the entire region into political and social turmoil.</li> </ul>

- While the Latin American region experienced revolutions against the established political and social orders, local "heroes" and dictators rose up to establish new power bases and social regimes.
- Through the focus of localized power structures, Latin America once again became a focus of American imperialistic policies.

**Essential Questions:**

- Why did revolutionaries in Latin America choose this time period to rise up against established social and political structures in the region?
- How did nationalism affect political, economic, and social structures within the Latin American region?
- Can dictatorships be beneficial to the people?
- Which is preferable to a local population, foreign rule or nationalistic dictatorships?

**Assessments:****Formative:**

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit

**Summative:**

- Unit test

**Benchmarks:**

- Benchmark exam (through EdConnect) administered by all Latin and Caribbean Studies teachers upon completion of unit

**Alternative:**

- Students will create an exam that will be administered to their peers

## **Relevant Standards:**

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- 6.1.12.D.3.b--Explain how immigration intensified ethnic and cultural conflicts and complicated the forging of a national identity.
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- 6.2.12.B.1.b--Determine the role of natural resources, climate, and topography in European exploration, colonization, and settlement patterns.
- 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.
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### **English/Language Arts and Social Studies/History Literacy Standards**

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- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

**Technology Standards**

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- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

**Interdisciplinary Activities and Connections:**

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- YouTube, TeacherTube, Discovery Education, history.com

<p><b>Modifications to Support Gifted and Talented Students</b></p>	<p><b>Modifications to Support English Language Learners</b></p>	<p><b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b></p>
<ul style="list-style-type: none"> <li>● Students will read <i>Before We Were Free</i>, answering guided reading</li> </ul>	<ul style="list-style-type: none"> <li>● Students will create a Facebook profile page for one of the</li> </ul>	<ul style="list-style-type: none"> <li>● Take a position on a current public policy issue and support it with historical evidence, reasoning, and constitutional analysis in a written and/or oral format.</li> </ul>

<p>questions, taking quizzes, participating in Socratic Seminars, and writing responses to essay prompts, using the fiction texts to make historical connection to the subject content.</p> <ul style="list-style-type: none"> <li>● Amplify learning by providing more challenging texts</li> <li>● Create Google Slide presentation on pertinent topics from within the unit</li> </ul>	<p>various Latin American revolutionaries of the era, and will then present their research to the class.</p> <ul style="list-style-type: none"> <li>● Allow for peer to peer collaboration when reading primary sources</li> <li>● Provide maps of early America and have ELL students list the differences to maps of today</li> <li>● Assign an English speaking mentor to help student with language difficulties</li> <li>● Have ELL teacher assist in appropriate modifications and accommodations for all assessments</li> <li>● Use information from the WIDA testing to help</li> </ul>	<ul style="list-style-type: none"> <li>● Analyze how change occurs through time due to shifting values and beliefs as well as technological advancements and changes in the political and economic landscape.</li> <li>● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li> <li>● Students will be permitted to use 5 of the DBQ sources compared to 10+ of the general ed student population</li> <li>● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)</li> <li>● Text to speech</li> <li>● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li> <li>● Students will not be penalized for spelling and grammar errors</li> <li>● Teachers will meet with collaborative teacher to discuss individual modifications for each student</li> </ul>
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	<p>facilitate individualized assessments for ELL students</p> <ul style="list-style-type: none"> <li>● Allow student access to native dictionary to help with the understanding of vocabulary within the unit</li> <li>● Student may create a Google Slide presentation and explain information in their native language</li> </ul>	
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**GRADE: 10-12 Elective**

<p><b>Unit Name: Latin America and the United States</b></p>
<p><b>Duration: 4-6 weeks</b></p>
<p><b>Enduring Understanding:</b></p> <ul style="list-style-type: none"> <li>● During the late 19th and early 20th century, the United States focused again on Latin America, using the Monroe Doctrine as a justification for American Imperialism throughout the Western Hemisphere.</li> <li>● As American influence increased, tension has developed between Latin American leaders and the government of the United States, creating several standoffs and hostilities throughout the 20th century.</li> </ul>

- During the last thirty years, the United States has become a target of Latin American immigration, both legal and illegal, creating a firestorm of debate within the government of the US. This tension has created social, economic, and political hostilities between political and economic groups within the United States.

**Essential Questions:**

- How did the interference of the United States affect the modern development of Latin America?
- What policies has the United States enacted over the last century to promote the idea of them being the global superpower in the Western Hemisphere?
- Why has immigration become such a large issue between the United States and Latin American countries?

**Assessments:****Formative:**

- Observation of student responses during whole-group and small-group discussion
- Do-now activities that will use K-W-L charts, Venn diagrams, Google Forms, individual dry erase responses
- Newsela, Vocabulary.com, izzit.org, tolerance.org--all providing assessment data within the unit

**Summative:**

- Unit test

**Benchmarks:**

- Benchmark exam (through EdConnect) administered by all Latin and Caribbean Studies teachers upon completion of unit

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- 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.
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- 8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
- 8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.
- 8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.
- 8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- 8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

**Interdisciplinary Activities and Connections:**

- Social Studies teachers will work with the Video Production classes to create a PSA pertaining to a Latin American country of their choosing
- Social Studies and ELA teachers can work together to have students write research papers that focus on topics pertaining to the Latin and Caribbean Studies unit

**Core Instructional Materials/Resources/Digital Tools:**

- *The History of Latin America*, Marshall Eakin, 2007
- *The Americans*, McDougal Littell 1997
- Google Classroom, Google Docs, Google Hangouts, Google Slides, EdConnect, Microsoft PowerPoint
- National Archives, Stanford History Education Group, Library of Congress, teachinghistory.org, worldhistorymatters.org, The DBQ Project
- YouTube, TeacherTube, Discovery Education, history.com

<b>Modifications to Support Gifted and Talented Students</b>	<b>Modifications to Support English Language Learners</b>	<b>Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)</b>
<ul style="list-style-type: none"> <li>● Gifted and Talented students will complete an author study on a famous Latin American author.</li> <li>● Amplify learning by providing</li> </ul>	<ul style="list-style-type: none"> <li>● ELL students will create a travel brochure to a Latin American country of their choosing</li> <li>● Allow for peer to peer</li> </ul>	<ul style="list-style-type: none"> <li>● Students with IEPs will create a PowerPoint presentation pertaining to one Latin American country of their choosing</li> <li>● Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports</li> </ul>

<p>more challenging texts</p> <ul style="list-style-type: none"><li>● Create Google Slide presentation on pertinent topics from within the unit</li></ul>	<p>collaboration when reading primary sources</p> <ul style="list-style-type: none"><li>● Provide maps of early America and have ELL students list the differences to maps of today</li><li>● Assign an English speaking mentor to help student with language difficulties</li><li>● Have ELL teacher assist in appropriate modifications and accommodations for all assessments</li><li>● Use information from the WIDA testing to help facilitate individualized assessments for ELL students</li><li>● Allow student access to native dictionary to help with the</li></ul>	<ul style="list-style-type: none"><li>● Students will be permitted to use 5 of the DBQ sources compared to 10+ of the general ed student population</li><li>● Students will be given flexibility with assessments (option of having alternative assessments in lieu of assessments that non-IEP/504 students are taking)</li><li>● Text to speech</li><li>● Students will have access to maps, illustrations, and other materials that will allow them to comprehend the material in a non-literacy setting</li><li>● Students will not be penalized for spelling and grammar errors</li><li>● Teachers will meet with collaborative teacher to discuss individual modifications for each student</li></ul>
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	<p>understanding of vocabulary within the unit</p> <ul style="list-style-type: none"><li>• Student may create a Google Slide presentation and explain information in their native language</li></ul>	
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