TRENTON BOARD OF EDUCATION
“Children come first, Los niños son primero”

TRENTON PUBLIC SCHOOLS
SECONDARY CURRICULUM GUIDE
LATIN AMERICAN STUDIES ELECTIVE

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With Special Thanks to Jackson Hoover
POLICY

2230 CURRICULUM GUIDES

The Board of Education directs the preparation of a guide for each approved course of study in order to direct and assist teaching staff members toward the attainment of goals addressed by that course.

Each curriculum guide will contain, as appropriate to the course of study, content standards; objectives, concepts, and skills to be taught; attitudes and appreciations to be developed; suggested activities designed to achieve the objectives; suggested methods of instruction; performance indicators; evaluation criteria intended to test the extent to which learning objectives have been achieved; and a reading list of supplemental titles for the guidance of teachers.

The curriculum guides will be the basic instructional tool for each course of study.

Each teacher shall conduct the course of study as required by the curriculum guide. Any deviation from the content of the guide must be approved by the Assistant Superintendent for Curriculum, Instruction, and Assessment in advance of its implementation.

The Superintendent shall be responsible for the preparation of curriculum guides, and shall develop a plan for such preparation that includes the participation of appropriate staff members and resource personnel; the participation of members of the community; the participation of pupils at appropriate grade levels; continuing research in instructional methods, materials, and activities; systematic review of all curriculum guides to ensure their continuing usefulness in achieving goals set by the Board; and a system of administrative review to ensure that curriculum guides are being followed by teaching staff members to the degree of conformity desired by the Board.

All new curriculum guides and revisions of existing guides shall be submitted to the Board for approval before they are implemented.

Copies of all current curriculum guides shall be kept on file in the office of the Assistant Superintendent for Curriculum, Instruction, and Assessment.


Adopted:
**Mission Statement**

"All students will graduate with a vision for their futures, motivated to learn continually and prepared to succeed in their choice of college or career."

Trenton Public School District

**Introduction**

Curriculum is a written plan that drives instruction. It delineates the skills and concepts taught and evaluated to enhance student achievement. The Trenton Public School District Curriculum Guide includes:

- Alignment to the New Jersey Core Curriculum Content Standards and Supporting Cumulative Progress Indicators
- Common Core State Standards
- "Big ideas" that are essential, enduring, have value beyond the classroom and answer the question, Why is this topic worth studying?
- Content (students will know ...) and skills (students will be able to ...)
- Assessments
- Teaching strategies and resources
- Cross curricular connections
- A scope and sequence
- A pacing guide
- Technology integration
- Modifications for special education students, English language learners and gifted students
Latin American Studies / Course ID(s):SOC504
Grade(s): 10-12 Credit: 2.5 Term: Semester
Prerequisite: Successful Completion of World History
Graduation Credit: 2.5 Elective Campuses Offered: All

Course Description: Latin American Studies is a half-year elective course that explores the Latin American experience from the pre-colonial period to contemporary 21st Century America. Various forms of pedagogy, with a multi-disciplinary analysis of the social sciences, will be utilized in order to help students gain a comprehensive understanding.

Purpose & Objectives
To explore Latin America, the richly diverse and fascinating areas of the world that includes Mesoamerica, South America and the Caribbean, from a cultural perspective focusing on food, gender, race, and class to understand the experiences and processes that have shaped the region. Students will reflect on identity, revolutions, nation-state formation, modernization and social mobilization based on analysis of primary sources such as cinema, music, literature, art and historical documents along with secondary sources. Interdisciplinary study of Latin America offers a unique insight into the lives and thoughts of Latin American peoples

- Students will discuss the multiple and changing identities of Latinos in America.
- Students will explore the cultural and life realities of Latinos and increase their empathy towards the latter.
- Students will be able to analyze key events in 20th century Latin American history to make informed decisions on contemporary issues.
- Students will discuss what it means to be global citizens.
• Students will evaluate the involvement of the United States in Latin American historical events and contemporary events.

**Essential Questions:**

- How are prejudice and bias created? How do we overcome differences?
- What is empathy?\(^4\)
- What does it mean to be a global citizen?
- Is there a universal moral obligation?
- Can literature serve as a vehicle for social change?
- When should an individual take a stand against what he/she believes to be an injustice? What are the most effective ways to do this?
- Do we have choices concerning fairness and justice?
- Does labeling and stereotyping influence how we look at and understand the world?
- What does it mean to be invisible?
- In what ways can a minority keep their issues on the larger culture’s “radar screen?”
- What creates prejudice and what can an individual do to overcome it?
- What are the causes and consequences of prejudice and injustice, and how does an individual’s response to them reveal his/her true character?
- What allows some individuals to take a stand against prejudice/oppression while others choose to participate in it?
- What are the causes and consequences of prejudice and how does an individual’s response to it reveal his/her moral, ethics, and values?
- Does culture/community/institution have the right to censor its artists?
- How has economic dependency created the present position of Latin America in the global community?
- Who and what makes up Latin America?
- How do cultural history events shape today’s Latin America?
- Are there two sides to history?
- How has economic dependency created the present position of Latin America in the global community?
- How does the economic situation in Latin America lead to the current immigration pattern?
- How does the economy play a role in identity?
• What makes you a global citizen?
• What daily actions do you take that make you a global citizen?

Assessments
Students will be presented with multiple pathways through which complex understandings can be demonstrated. The course and individual units will be anchored by a core set of themes, objectives and essential questions. Assessments are offered as a means to measure a student’s evolving ability to address core questions and themes and provide an open forum for learners to express unique interpretations. The vehicles learners select to exhibit intellectually growth will be varied and in most cases, generated from collaboration between teachers and students.

Formal and Informal Assessments
• Students will also be engaged in daily formative assessment activities such as whole class and small group discussion, individual and group presentation, oral and written explications, journal and open-ended responses (both hand-written and electronic) and contributions to forum discussions and chat sessions.

Semester Long Inquiries
• Students will examine the how the Latino population in Trenton has evolved over the past 100 years; closely analyzing census data and partnering with the community to interview citizens of the town and township. Additionally, the guided inquiry will focus on the high school publishing a socio-cultural history and bridging the generation gap that exists today.
• Strand Project- students will be required to select a topic in Latin American Studies i.e., current events, sociology, politics, economics, culture, environment, history, heroes, accomplishments, or holidays and follow the thread throughout the course. Students will build a thesis and at the end of the year share a product that represents a thorough and complex understanding of the topic.

Primary Resource: http://www.latinamericanstudies.org/

Primary Text: http://www.worldpress.org/americas.htm
Latin American Studies encourages students to explore, discuss and debate contemporary issues impacting Latin Americans and Latino communities. Latin America is defined as Mexico, Central America, South America and the Caribbean according to the Center of Latin American Studies, University of Chicago.

Social Studies: Latin America
- **6.1 U.S. History: America in the World** All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
  - **A. Civics, Government, and Human Rights**
    - 6.1.12.A.1.b Analyze how gender, property ownership, religion, and legal status affected political rights.
    - 6.1.12.A.3.a Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.
    - 6.1.12.A.3.b Determine the extent to which America’s foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.
    - 6.1.12.A.3.c Assess the role of geopolitics in the development of American foreign relations during this period.
    - 6.1.12.A.5.c Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
    - 6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
    - 6.1.12.A.11.e Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
    - 6.1.12.A.13.a Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey’s Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.
    - 6.1.12.A.14.c Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.
    - 6.1.12.A.15.b Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.
    - 6.1.12.A.15.f Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
    - 6.1.12.A.16.a Determine the impact of media and technology on world politics during this time period.
- **B. Geography, People, and the Environment**
  - 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.B.14.a Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
6.1.12.B.16.a Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.

C. Economics, Innovation, and Technology

6.1.12.C.1.a Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.

6.1.12.C.12.b Assess the impact of agricultural innovation on the world economy.

6.1.12.C.13.a Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.

6.1.12.C.16.a Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.

History, Culture, and Perspectives

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.

6.1.12.D.5.b Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.


6.1.12.D.12.a Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.

6.1.12.D.13.c Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.

6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.

6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.

6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.


6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.

6.1.12.D.16.b Explain how and why technology is transforming access to education and educational practices worldwide.

6.1.12.D.16.e Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.

6.2 World History/Global Studies All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.

A. Civics, Government, and Human Rights
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.A.3.a Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions.

6.2.12.A.3.b Determine the extent to which the American, French, and Haitian revolutions influenced independence movements in Latin America.

6.2.12.A.3.c Relate the responses of various governments to pressure for self-government or self-determination to subsequent reform or revolution.

6.2.12.A.3.d Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities.

6.2.12.A.3.e Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.

6.2.12.A.5.a Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances, and periodic military clashes.

6.2.12.A.5.e Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.

6.2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.

6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.

6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.

B. Geography, People, and the Environment

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.b Relate the Industrial Revolution to population growth, new migration patterns, urbanization, and the environment.

6.2.12.B.3.c Relate the role of geography to the spread of independence movements in Latin America.

6.2.12.B.5.a Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.

6.2.12.B.5.c Determine the impact of migration on way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.

6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.

C. Economics, Innovation, and Technology
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.C.3.a Analyze interrelationships among the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of land holding.
6.2.12.C.3.b Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.
6.2.12.C.3.d Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.
6.2.12.C.3.f Determine the extent to which Latin American political independence also brought about economic independence in the region.
6.2.12.C.4.a Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
6.2.12.C.5.d Determine the challenges faced by developing nations in their efforts to compete in a global economy.
6.2.12.C.5.g Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
6.2.12.C.6.a Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
6.2.12.C.6.b Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.

D. History, Culture, and Perspectives
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.b Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
6.2.12.D.1.c Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
6.2.12.D.1.d 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.
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.
6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
6.2.12.D.2.e Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
6.2.12.D.3.a Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.

6.2.12.D.3.d Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.

6.2.12.D.3.e Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.

6.2.12.D.4.c Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.

6.2.12.D.4.k Analyze how the arts represent the changing values and ideals of society.

6.2.12.D.5.a Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.

6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.

6.2.12.D.5.d Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries.

6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.

6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

A. Civics, Government, and Human Rights

6.3.12.A.2. Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

C. Economics, Innovation, and Technology

6.3.12.C.1 Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.

D. History, Culture, and Perspectives

6.3.12.D.1 Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights
Key Ideas and Details:

**COMMON CORE STATE STANDARDS**

CCSS.ELA-LITERACY.RH.11-12.1
Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2
Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3
Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

Craft and Structure:

CCSS.ELA-LITERACY.RH.11-12.4
Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

CCSS.ELA-LITERACY.RH.11-12.5
Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

CCSS.ELA-LITERACY.RH.11-12.6
Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RH.11-12.7
Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

CCSS.ELA-LITERACY.RH.11-12.8
Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

CCSS.ELA-LITERACY.RH.11-12.9
Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

Range of Reading and Level of Text Complexity:
By the end of grade 12, read and comprehend history/social studies texts in the grades 11-CCR text
complexity band independently and proficiently.

**ANCHOR STANDARDS FOR READING**

**Key Ideas and Details:**
- Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

**Craft and Structure:**
- Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- Assess how point of view or purpose shapes the content and style of a text.

**Integration of Knowledge and Ideas:**
- Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

**Range of Reading and Level of Text Complexity:**
- Read and comprehend complex literary and informational texts independently and proficiently.

**ANCHOR STANDARDS FOR WRITING**

**Text Types and Purposes:**
- Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-LITERACY.CCRA.W.2
Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CCSS.ELA-LITERACY.CCRA.W.3
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing:
CCSS.ELA-LITERACY.CCRA.W.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.CCRA.W.5
Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
CCSS.ELA-LITERACY.CCRA.W.6
Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge:
CCSS.ELA-LITERACY.CCRA.W.7
Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
CCSS.ELA-LITERACY.CCRA.W.8
Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
CCSS.ELA-LITERACY.CCRA.W.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing:
CCSS.ELA-LITERACY.CCRA.W.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

ANCHOR STANDARDS FOR SPEAKING & LISTENING

Comprehension and Collaboration:
CCSS.ELA-LITERACY.CCRA.SL.1
Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.
CCSS.ELA-LITERACY.CCRA.SL.2
Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
CCSS.ELA-LITERACY.CCRA.SL.3
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas:
CCSS.ELA-LITERACY.CCRA_SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.CCRA_SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-LITERACY.CCRA_SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

Conventions of Standard English:

CCSS.ELA-LITERACY.CCRA.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.CCRA.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language:

CCSS.ELA-LITERACY.CCRA.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.CCRA.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCSS.ELA-LITERACY.CCRA.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.CCRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Additional Resources:

Tulane University
http://stonecenter.tulane.edu/pages/detail/203/K-12-Curricula

Harvard College
http://writingcenter.fas.harvard.edu/

Columbia University
http://ilas.columbia.edu/resourcespublications/latin_american_research_resources

The WWW Virtual Library International Affairs Resources
http://www2.etown.edu/vl/latamer.htm
TRENTON PUBLIC SCHOOLS:

LATIN AMERICAN STUDIES

Pacing Guide

This academic elective course is designed for students to learn about Latin America from both historical and cultural lenses. Students will be able to explore native culture in the Pre-Columbian period and the impact of colonization. An emphasis will be placed on the hybrid culture created but also interactions between Latin America and the United States.

Students will also interpret this history through class dialogue, debates, select readings, internet-based activities, and extensive media analysis. The course allows students to learn how to analyze both primary and secondary sources as well as works in a historical and a cultural context.

The course is standards-based and is aligned with the 2014 New Jersey Core Curriculum Content Standards (6.1 US History, 6.3 Active Citizenship), and the Common Core State Standards for English Language Arts and Literacy in History/ Social Studies.

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<thead>
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<th>Unit #</th>
<th>Unit Title</th>
<th>Marking Periods</th>
<th>Approx. # of Total Days</th>
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</thead>
<tbody>
<tr>
<td>1a</td>
<td>What is Latin America?</td>
<td>MP1 or MP3</td>
<td>22</td>
</tr>
<tr>
<td>1b</td>
<td>Independence</td>
<td>MP1 or MP3</td>
<td>22</td>
</tr>
<tr>
<td>2a</td>
<td>Revolutions and Identity</td>
<td>MP2 or MP4</td>
<td>22</td>
</tr>
<tr>
<td>2b</td>
<td>Latin America and the United States</td>
<td>MP2 or MP4</td>
<td>22</td>
</tr>
</tbody>
</table>
Unit 1 Desired Results

NJ Core Content Curriculum Standards Addressed in this Unit

○ 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.

Common Core State Standards Addressed in this Unit

RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

WHST.11-12.1 Write arguments focused on discipline-specific content.

WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<table>
<thead>
<tr>
<th>Essential Questions</th>
<th>Enduring Understandings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What impact did geography have on the people of Latin America throughout its</td>
<td>• 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.</td>
</tr>
<tr>
<td>history?</td>
<td></td>
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<tr>
<td>2. What were the motivations behind Columbus’s explorations? How were his voyages</td>
<td>• Europeans carried diseases to North America, killing much of the population (some estimates as high as 90%).</td>
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<tr>
<td>possible?</td>
<td></td>
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<tr>
<td>3. Which were the cultural developments and achievements of the Native American</td>
<td>• Europeans brought horses, cattle, sugar, tools, and guns. Native Americans gave Europeans tobacco, maize, potatoes, corn, beans, squash and cassava.</td>
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<tr>
<td>civilizations Aztec and Inca?</td>
<td></td>
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<tr>
<td>4. How did Spain construct the New World empire in the 1500s?</td>
<td>• 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.</td>
</tr>
<tr>
<td>5. What was the impact of the mining industry on the origin and expansion of Iberian</td>
<td>• The wealth of the Spanish colonies was based on the exploitation of both the native population and slaves imported from Africa. The Spanish took over roles once assumed by native leaders, who had also extracted labor and tribute from their subjects.</td>
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<tr>
<td>exploration, settlement and political development of the region?</td>
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<tr>
<td>6. What was the Encomienda system? Discuss the importance of the Encomienda in the</td>
<td>• 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.</td>
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<tr>
<td>expansion of Spanish settlement. Explain how the Encomienda system affected the</td>
<td></td>
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<tr>
<td>Native American populations.</td>
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<tr>
<td>7. What was the decline and fall of the Encomienda system in Latin America? Identify</td>
<td>• The Spanish employed Indians and African slaves primarily in gold and silver mines, on sugar plantations, and on huge horse, cattle, and sheep ranches. The Spanish deliberately leveled American cities, building, cathedrals and monasteries on sites once occupied by Aztec and Mayan temples.</td>
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<td>and explain the nature of the system that took its place.</td>
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<tr>
<td>8. What were the overall effects of colonial rule on Native American societies?</td>
<td>• Some conquistadors buried written records they found. With their traditional ways of life in disarray, many demoralized Native Americans of Mesoamerica accepted the Christian religion brought to New Spain by Franciscan and Dominican priests.</td>
</tr>
<tr>
<td>9. What was the impact of religion and the Catholic Church on both the Native</td>
<td>• The Spanish actively sought to convert to Catholicism in the early 1600s. Because Native Americans equated knowledge (writing) and the ability to fight diseases such as smallpox with being in God’s favor, many who wanted those benefits converted.</td>
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<tr>
<td>American populations and the colonial government and society?</td>
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<tr>
<td>10. What development of the colonial administration in Latin America in the</td>
<td></td>
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<tr>
<td>1500’s?</td>
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<tr>
<td>11. What was the rationale of empire for the Iberian monarchs? In what way did</td>
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<td>empire strengthen these nations? Why did the Iberian monarchs feel it was necessary</td>
<td></td>
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<td>to gain and maintain tight control of their New World Empire?</td>
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<tr>
<td>12. How was the African experience in Latin America and what were the early</td>
<td></td>
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<tr>
<td>contributions they made to Latin American society?</td>
<td></td>
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<tr>
<td>Essential Content (List Chronologically):</td>
<td>Essential Skills:</td>
</tr>
<tr>
<td>------------------------------------------</td>
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</tr>
<tr>
<td><strong>Latin American Geography</strong></td>
<td><strong>Chronological Thinking</strong></td>
</tr>
<tr>
<td>• Geography of the World</td>
<td>- Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned</td>
</tr>
<tr>
<td>• Geography of Central America</td>
<td>- Analyze how change occurs through time to shifting values and benefits as well as technological advancements and changes in the political and economic landscape.</td>
</tr>
<tr>
<td>• Geography of South America</td>
<td><strong>Spatial Thinking</strong></td>
</tr>
<tr>
<td>• Geography of the Caribbean</td>
<td>- Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.</td>
</tr>
<tr>
<td><strong>The Conquest and The Beginning of Colonial Society</strong></td>
<td>- Relate current events to the physical and human characteristics of places and regions.</td>
</tr>
<tr>
<td>• Catholic Kings sponsor Columbus’ First Voyage, 1492</td>
<td><strong>Critical Thinking</strong></td>
</tr>
<tr>
<td>• Columbus in the Caribbean, Next Three Voyages, 1492-1503</td>
<td>- Distinguish valid arguments from false arguments when interpreting current and historical events.</td>
</tr>
<tr>
<td>• Treaty of Tordesillas, Partition of the World, 1494</td>
<td>- Evaluate sources for validity and credibility to detect propaganda, censorship, and bias.</td>
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<tr>
<td>• <em>Encomiendas, Repartimentos</em> of Indians in the Caribbean (1503-1519)</td>
<td><strong>Presentation Skills</strong></td>
</tr>
<tr>
<td>• Hernán Cortés and the Conquest of Mexico (Aztecs), Beginning in 1519</td>
<td>- Take a position on a current public policy issues and support such with historical evidence, reasoning analysis in a written and/or oral format.</td>
</tr>
<tr>
<td>• Francisco Pizarro and the Conquest of Peru (Incans), Beginning of 1532</td>
<td><strong>Suggested Performance Task &amp; Criteria:</strong></td>
</tr>
<tr>
<td>• The Creation of Colonial Society (i.e. The New laws of 1542, Bartolomé de las Casas and Ginés de Sepúlveda Debate Whether Indians were Natural Slaves, Francisco de Toledo’s <em>Reducciones</em>, or Concentration Camps of Indians)</td>
<td><strong>Latin America Brochure Project</strong></td>
</tr>
<tr>
<td><strong>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.</strong></td>
<td><strong>Ancient Civilizations Project</strong></td>
</tr>
<tr>
<td><strong>Students will create a civilization set in the ancient world to gain further understanding of the issues that faced the peoples of the era.</strong></td>
<td><strong>Broken Spears Mini-DBQ Assignment</strong></td>
</tr>
<tr>
<td><strong>Students will read the Broken Spears account of the Spanish conquest of Aztec Mexico and will then write a mini-DBQ essay, using the source document to gain an understanding of how resource-based writing is to be done.</strong></td>
<td></td>
</tr>
</tbody>
</table>
Unit 1 Learning Plan

Suggested Instructional Activities/Strategies to enable students to achieve desired results:

- Maps of Latin America, Europe, and Africa.
- Informative Short Essays: Analyze documents of the Treaty of Tordesillas, Encomiendas, and Primary Accounts of the Conquistadors and Aztecs.

Accommodations for ELL and Special Education Students:

As per IEPs and ELL Department Suggestions

Unit Resources

- Primary Text: [http://www.worldpress.org/americas.htm](http://www.worldpress.org/americas.htm)

Films:
1. When Worlds Collide: The Untold Story of the Americas After Columbus DVD
2. The Magnificent Voyage of Christopher Columbus DVD
3. National Geographic Special Presentation: Guns, Germs, and Steel DVD

Technology Integration

- Microsoft Office Applications
- Desktop Computers/Mobile Laptop Carts
- Cicero: Beyond the Textbook (Code: WW08100)
  - [http://phs.newcaneyisd.org/ourpages/auto/2012/5/21/56617189/Chapter%201%20Workbook.pdf](http://phs.newcaneyisd.org/ourpages/auto/2012/5/21/56617189/Chapter%201%20Workbook.pdf)
  - [http://www.pbs.org/kcet/when-worlds-collide/](http://www.pbs.org/kcet/when-worlds-collide/)
  - [http://clacs.as.nyu.edu/object/clacs.k12outreach.curricularmaterials](http://clacs.as.nyu.edu/object/clacs.k12outreach.curricularmaterials)
  - [http://www2.hawaii.edu/~rrath/hist460/Leon-Portilla%20-%20Broken%20Spears.pdf](http://www2.hawaii.edu/~rrath/hist460/Leon-Portilla%20-%20Broken%20Spears.pdf)
  - [https://www.georgiastandards.org/Frameworks/GSO%20Frameworks/SS%20Gr%206%20Unit%207.pdf](https://www.georgiastandards.org/Frameworks/GSO%20Frameworks/SS%20Gr%206%20Unit%207.pdf)
Unit 1b: Independence
Content Area/Course: Latin American Studies

Pacing: 22 Days

Unit 1b Desired Results

NJ Core Content Curriculum Standards Addressed in this Unit

○ 6.1.12.A.3.a Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.
○ 6.1.12.A.3.b Determine the extent to which America’s foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.
○ 6.1.12.C.1.a Explain how economic ideas and the practices of mercantilism and capitalism conflicted during this time period.
○ 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.3.a Explain how and why various ideals (e.g., liberty, popular sovereignty, natural rights, democracy, and nationalism) became driving forces for reforms and revolutions.
○ 6.2.12.A.3.b Determine the extent to which the American, French, and Haitian revolutions influenced independence movements in Latin America.
○ 6.2.12.A.3.d Assess the extent to which revolutions during this time period resulted in the expansion of political, social, and economic rights and opportunities.

○ 6.2.12.D.1.b Compare slavery practices and other forms of coerced labor or social bondage common in East Africa, West Africa, Southwest Asia, Europe, and the Americas.
○ 6.2.12.D.1.c Analyze various motivations for the Atlantic slave trade and the impact on Europeans, Africans, and Americans.
○ 6.2.12.D.1.d 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.
○ 6.2.12.D.3.a Explain how individuals and groups promoted revolutionary actions and brought about change during this time period.
○ 6.2.12.D.3.b Analyze the extent to which racism was both a cause and consequence of imperialism, and evaluate the impact of imperialism from multiple perspectives.
○ 6.2.12.D.3.c Analyze the impact of the policies of different European colonizers on indigenous societies, and explain the responses of these societies to imperialistic rule.

Common Core State Standards Addressed in this Unit

RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

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SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

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L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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<th>Essential Questions</th>
<th>Enduring Understandings</th>
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</thead>
<tbody>
<tr>
<td>1. How did empires use their colonies for their own gain?</td>
<td>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.</td>
</tr>
<tr>
<td>2. How did social structure contribute to discontent in Latin America?</td>
<td>• The Spanish New World Empire produced many goods, including coffee, cacao, textiles, wine, minerals and more. But the colonies were only allowed to trade with Spain, and at rates advantageous for Spanish Merchants. Many took to selling their goods illegally to British and American Merchants. Trade was controlled with many restrictions causing a difficult trade system.</td>
</tr>
<tr>
<td>3. How were slaves instrumental in the independence movements of Latin America?</td>
<td>• 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.</td>
</tr>
<tr>
<td>4. How did the abolition of slaves occur in Latin America?</td>
<td>• In 1788, Charles III of Spain, a competent ruler, died and his son Charles IV took over. Charles IV was weak and indecisive and unable to rule an empire. Spain joined with Napoleonic France and began fighting the British. With a weak ruler and the Spanish military tied up, Spain’s presence in the New World decreased markedly and he creoles felt ignored, Spain’s control over the colonies lessened even more.</td>
</tr>
<tr>
<td>5. What aspects of African culture remain today in Brazil, Central American and the Caribbean?</td>
<td>• 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.</td>
</tr>
</tbody>
</table>

Note: Spanish Caribbean. Brazil also increases its dependence on slaves for the production of coffee.
<table>
<thead>
<tr>
<th>Essential Content (List Chronologically): Slavery &amp; Independence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spanish American Independence and the Creation of New Nations:</td>
</tr>
<tr>
<td>• The Bourbon Reforms and the Modernization of Colonial Society, 1759-1789</td>
</tr>
<tr>
<td>• The Napoleonic Invasion of Iberia and the 1812 Constitution of Cádiz, 1808-1814</td>
</tr>
<tr>
<td>• Declaring Independence, 1811-1821</td>
</tr>
<tr>
<td>• The New Nation-States</td>
</tr>
</tbody>
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<tr>
<th>Societies of Slavery in Brazil and the Spanish Caribbean:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Overview of Brazil and the Spanish Empire in the Nineteenth Century</td>
</tr>
<tr>
<td>• The Cultures of Slavery in Brazil and the Spanish Caribbean (Emphasize the Production of Coffee and Sugar)</td>
</tr>
<tr>
<td>• Abolition in Puerto Rico (1873), Cuba (1886) and Brazil (1888)</td>
</tr>
<tr>
<td>• José Martí and the Cuban Race(less) Nation, ca. 1871-1895</td>
</tr>
<tr>
<td>• The Spanish American War and the Independence of Cuba (Emphasize the Roll of Black Freemen in the Cuban Struggle for Independence), 1898</td>
</tr>
<tr>
<td>• The Fate of Puerto Rico, The Foraker Act, the Jones Act</td>
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<thead>
<tr>
<th>Essential Skills: Chronological Thinking</th>
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<tr>
<td>• Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned</td>
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<tr>
<th>Spatial Thinking</th>
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<tr>
<td>• Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.</td>
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<tr>
<td>• Relate current events to the physical and human characteristics of places and regions.</td>
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<th>Critical Thinking</th>
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<tr>
<td>• Distinguish valid arguments from false arguments when interpreting current and historical events.</td>
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<td>• Evaluate sources for validity and credibility to detect propaganda, censorship, and bias.</td>
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<tr>
<th>Presentation Skills</th>
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<tr>
<td>• Take a position on a current public policy issues and support such with historical evidence, reasoning analysis in a written and/ or oral format.</td>
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<tr>
<th>Suggested Performance Task &amp; Criteria:</th>
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**Enslaved Africans Essay Assignment**

**Storybook Project**

Students will create a children’s storybook, to include both illustrations of historical events and description/analysis of each event, relating the details of the following events:

- 1500s-1700s - Spanish/French conquest of Latin America
- 1791-1804 - Haitian Revolution
- 1812- Simon Bolívar leads revolution in Venezuela
- 1810-1818 - Jose De San Martin leads liberation of Argentina
- 1810-1821 - Mexican War of Independence
- 1821-1829 - Spanish attempt at re-conquest of Mexico
Other Evidence (Formative & Summative):

<table>
<thead>
<tr>
<th>Formative Assessments</th>
<th>Summative Assessments</th>
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<tr>
<td>• Differentiated Interactive Notebook Entries</td>
<td>• Project-Based Evaluations</td>
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<tr>
<td>• Socratic Seminar Group Sessions</td>
<td>• Enslaved Africans Essay Development</td>
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<tr>
<td>• Teacher Observation</td>
<td>• Storybook Project #1</td>
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<tr>
<td>• Exit Slips &amp; 3-2-1 Reflections Quizzes</td>
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</table>

Unit 1b Learning Plan

Suggested Instructional Activities/Strategies to enable students to achieve desired results:

- Narrative Writing Project: Enslaved African Writing Assignment (see appendix)
- The DBQ Project/Mini-Qs in World History Volume 3, Unit 4: Latin American Independence: Why Did the Creoles Lead the Fight? (see appendix)

Accommodations for ELL and Special Education Students:

As per IEPs and ELL Department Suggestions

Unit Resources

Primary Text: [http://www.worldpress.org/americas.htm](http://www.worldpress.org/americas.htm)

Technology Integration

- Microsoft Office Applications
- Desktop Computers/Mobile Laptop Carts
- Cicero: Beyond the Textbook (Code: WW08100)
- See Appendix for additional technology integration
- See Social Studies Department Webpage for Comprehensive list of General Resources
Unit 2a: Revolutions and Identity
Content Area/Course: Latin American Studies

Unit 2 Desired Results

NJ Core Content Curriculum Standards Addressed in this Unit

- 6.1.12.A.3.a Assess the influence of Manifest Destiny on foreign policy during different time periods in American history.
- 6.1.12.A.3.b Determine the extent to which America’s foreign policy (i.e., Tripoli pirates, the Louisiana Purchase, the War of 1812, the Monroe Doctrine, the War with Mexico, and Native American removal) was influenced by perceived national interest.
- 6.1.12.A.3.c Assess the role of geopolitics in the development of American foreign relations during this period.
- 6.1.12.A.5.c Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
- 6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.

- 6.1.12.C.12.b Assess the impact of agricultural innovation on the world economy.
- 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.
- 6.1.12.D.5.b Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.
- 6.1.12.D.13.c Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
- 6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.

- 6.2.12.A.3.c Analyze the relationship between industrialization and the rise of democratic and social reforms, including the expansion of parliamentary government.
- 6.2.12.A.5.a Explain how and why differences in ideologies and policies between the United States and the USSR resulted in a cold war, the formation of new alliances, and periodic military clashes.
- 6.2.12.A.5.e Assess the progress of human and civil rights around the world since the 1948 U.N. Declaration of Human Rights.
- 6.2.12.A.6.a Evaluate the role of international cooperation and multinational organizations in attempting to solve global issues.

- 6.2.12.B.3.b Relate the Industrial Revolution to population growth, new migration patterns, urbanization, and the environment.
- 6.2.12.B.5.a Determine the impact of geography on decisions made by the Soviet Union and the United States to expand and protect their spheres of influence.
- 6.2.12.C.3.a Analyze interrelationships among the “agricultural revolution,” population growth, industrialization, specialization of labor, and patterns of land holding.
- 6.2.12.C.3.b Analyze interrelationships among the Industrial Revolution, nationalism, competition for global markets, imperialism, and natural resources.
- 6.2.12.C.3.d Determine how, and the extent to which, scientific and technological changes, transportation, and new forms of energy brought about massive social, economic, and cultural changes.
- 6.2.12.C.4.a Analyze government responses to the Great Depression and their consequences, including the growth of fascist, socialist, and communist movements and the effects on capitalist economic theory and practice.
- 6.2.12.D.2.d Analyze the impact of new intellectual, philosophical, and scientific ideas on how humans viewed themselves and how they viewed their physical and spiritual worlds.
- 6.2.12.D.2.e Assess the impact of the printing press and other technologies developed on the dissemination of ideas.
- 6.2.12.D.4.c Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.
6.2.12.D.5.a Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.

Common Core State Standards Addressed in this Unit

RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

RH.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11-12.8 Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.

RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

WHST.11-12.1 Write arguments focused on discipline-specific content.

WHST.11-12.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

WHST.11-12.9 Draw evidence from informational texts to support analysis, reflection, and research.

WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.11-12.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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**Essential Questions**

1. Why did revolutionaries in Latin America choose this time period to rise up against established social and political structures in the region?

2. How did nationalism affect political, economic, and social structures within the Latin American region?

3. Can dictatorships be beneficial to the people? Which is preferable to a local population, foreign rule or nationalistic dictatorships?

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**Enduring Understandings**

- In the 19th and 20th centuries, Latin America saw several uprisings and revolutions, throwing the entire region into political and social turmoil.

- 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 Content (Chronologically):**

The Mexican Revolution:
- Mexico under Porfirio Diaz (1877-1911)
- Revolution Begins, 1910
- Zapata, Pancho Villa and Communal Land

Latin American Dictatorships:
- Somoza (ruled 1936-1956), Anastasio Somoza Debayle, (ruled 1967-1979)
- Rafael Leonidas Trujillo (Dominican Republic), 1930-1961
- Fulgencio Batista (Cuba), 1940-1944, 1952-1959
- Duvalier Dynasty (Haiti), 1957-1986

**Essential Skills:**

**Chronological Thinking**
- Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned
- 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.

**Spatial Thinking**
- Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.
  - Relate current events to the physical and human characteristics of places and regions.

**Critical Thinking**
- Distinguish valid arguments from false arguments when interpreting current and historical events.
- Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.

**Presentation Skills**
- 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.

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**Suggested Performance Task & Criteria:**

**Facebook Profile Project**
Students will create a Facebook profile page for one of the various Latin American revolutionaries of the era, and will then present their research to the class.

**Novel - Before We Were Free**
Students will read Before We Were Free, answering guided reading 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.

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**Other Evidence (Formative & Summative):**
**Stage 3 – Unit 2a Learning Plan**

**Suggested Instructional Activities/Strategies to enable students to achieve desired results:**
Facebook Profile Projects
Short answer responses to guided prompts

**Accommodations for ELL and Special Education Students:**
As per IEPs and ELL Department Suggestions

**Unit Resources**

**Primary Resource:** [http://www.latinamericanstudies.org/](http://www.latinamericanstudies.org/)

**Primary Text:** [http://www.worldpress.org/americas.htm](http://www.worldpress.org/americas.htm)

**Technology Integration**

- Microsoft Office Applications
- Desktop Computers/Mobile Laptop Carts
- Cicero: Beyond the Textbook (Code: WW08100)
- See Appendix for additional technology integration
- See Social Studies Department Webpage for Comprehensive list of General Resources
Unit 2b Desired Results

NJ Core Content Curriculum Standards Addressed in this Unit

- 6.1.12.A.3.c Assess the role of geopolitics in the development of American foreign relations during this period.
- 6.1.12.A.5.c Analyze the effectiveness of governmental policies and of actions by groups and individuals to address discrimination against new immigrants, Native Americans, and African Americans.
- 6.1.12.A.8.c Relate social intolerance, xenophobia, and fear of anarchists to government policies restricting immigration, advocacy, and labor organizations.
- 6.1.12.A.11.e Assess the responses of the United States and other nations to the violation of human rights that occurred during the Holocaust and other genocides.
- 6.1.12.A.13.a Analyze the effectiveness of the New Jersey Constitution of 1947, New Jersey Supreme Court decisions (i.e., Hedgepeth and Williams v. Trenton Board of Education), and New Jersey’s Law Against Discrimination (i.e., P.L. 1945, c.169) in eliminating segregation and discrimination.
- 6.1.12.A.14.c Assess the merit and effectiveness of recent legislation in addressing the health, welfare, and citizenship status of individuals and groups.
- 6.1.12.A.15.b Determine the effectiveness of the United States in pursuing national interests while also attempting to address global political, economic, and social problems.
- 6.1.12.A.15.f Evaluate the effectiveness of United States policies and actions in supporting the economic and democratic growth of developing nations.
- 6.1.12.A.16.a Determine the impact of media and technology on world politics during this time period.
- 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.B.14.a Determine the impact of recent immigration and migration patterns in New Jersey and the United States on demographic, social, economic, and political issues.
- 6.1.12.B.16.a Explain why natural resources (i.e., fossil fuels, food, and water) continue to be a source of conflict, and analyze how the United States and other nations have addressed issues concerning the distribution and sustainability of natural resources.
- 6.1.12.C.12.b Assess the impact of agricultural innovation on the world economy.
- 6.1.12.C.13.a Explain how individuals and organizations used economic measures (e.g., the Montgomery Bus Boycott, sit downs, etc.) as weapons in the struggle for civil and human rights.
- 6.1.12.C.16.a Evaluate the economic, political, and social impact of new and emerging technologies on individuals and nations.
- 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.
- 6.1.12.D.5.b Evaluate how events led to the creation of labor and agricultural organizations that protect the rights of workers.
- 6.1.12.D.5.d Relate varying immigrants’ experiences to gender, race, ethnicity, or occupation.
- 6.1.12.D.12.a Analyze the impact of American governmental policies on independence movements in Africa, Asia, the Caribbean, and the Middle East.
- 6.1.12.D.13.c Analyze the successes and failures of women’s rights organizations, the American Indian Movement, and La Raza in their pursuit of civil rights and equal opportunities.
- 6.1.12.D.14.d Evaluate the extent to which women, minorities, individuals with gender preferences, and individuals with disabilities have met their goals of equality in the workplace, politics, and society.
- 6.1.12.D.14.e Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.
- 6.1.12.D.14.f Determine the influence of multicultural beliefs, products (i.e., art, food, music, and literature), and practices in shaping contemporary American culture.
6.1.12.D.16.a Analyze the impact of American culture on other world cultures from multiple perspectives.
6.1.12.D.16.b Explain how and why technology is transforming access to education and educational practices worldwide.
6.1.12.D.16.c Determine past and present factors that led to the widening of the gap between the rich and poor, and evaluate how this has affected individuals and society.
6.2.12.A.6.b Analyze the relationships and tensions between national sovereignty and global interest in matters such as territory, economic development, use of natural resources, and human rights.
6.2.12.A.6.d Assess the effectiveness of responses by governments and international organizations to tensions resulting from ethnic, territorial, religious, and/or nationalist differences.
6.2.12.B.5.c Determine the impact of migration on way of life (e.g., social, economic, and political structures) in countries of origin and in adopted countries.
6.2.12.B.6.a Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.
6.2.12.C.5.d Determine the challenges faced by developing nations in their efforts to compete in a global economy.
6.2.12.C.5.g Evaluate the role of the petroleum industry in world politics, the global economy, and the environment.
6.2.12.C.6.a Evaluate efforts of governmental, nongovernmental, and international organizations to address economic imbalances and social inequalities.
6.2.12.C.6.b Compare and contrast demographic trends in industrialized and developing nations, and evaluate the potential impact of these trends on the economy, political stability, and use of resources.
6.2.12.D.5.a Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.
6.2.12.D.5.c Assess the influence of television, the Internet, and other forms of electronic communication on the creation and diffusion of cultural and political information, worldwide.
6.2.12.D.5.d Analyze how feminist movements and social conditions have affected the lives of women in different parts of the world, and evaluate women’s progress toward social equality, economic equality, and political equality in various countries.
6.2.12.D.6.a Assess the role of increased personal and business electronic communications in creating a “global” culture, and evaluate the impact on traditional cultures and values.

A. Civics, Government, and Human Rights
6.3.12.A.2. Compare current case studies involving slavery, child labor, or other unfair labor practices in the United States with those of other nations, and evaluate the extent to which such problems are universal.

C. Economics, Innovation, and Technology
6.3.12.C.1 Participate in a real or simulated hearing about a social issue with a related economic impact (e.g., growing health care costs, immigration), and justify conclusions after weighing evidence from multiple experts and stakeholders.

D. History, Culture, and Perspectives
6.3.12.D.1 Analyze current laws involving individual rights and national security, and evaluate how the laws might be applied to a current case study that cites a violation of an individual's constitutional rights

Common Core State Standards Addressed in this Unit

RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

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RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).

RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11-12.6 Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.

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WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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SL.11-12.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

SL.11-12.3 Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

SL.11-12.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.11-12.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.11-12.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

L.11-12.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

L.11-12.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.11-12.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

**Essential Questions**

1. How did the interference of the United States affect the modern development of Latin America?

2. 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?

3. Why has immigration become such a large issue between the United States and Latin American countries?

**Enduring Understandings**

- 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.

- 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.

- 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.
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<tr>
<th>Essential Content (List Chronologically):</th>
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<tbody>
<tr>
<td>† Gunboat Diplomacy</td>
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<td>† Dollar Diplomacy.</td>
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<tr>
<td>† Cold War Interventions</td>
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<tr>
<th>Become an expert on one group that moved to the U.S. from somewhere else and tell its story.</th>
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<tbody>
<tr>
<td>† Create a timeline of the history of this group’s immigration to the U.S.</td>
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<tr>
<td>† What forces drove this group to emigrate from their homeland to the U.S.?</td>
</tr>
<tr>
<td>† What challenges did this group face as immigrants upon arriving in the U.S.? What challenges do they continue to face today?</td>
</tr>
<tr>
<td>† How has geography shaped this group?</td>
</tr>
<tr>
<td>† How have social and political forces in the U.S./world shaped this group?</td>
</tr>
<tr>
<td>† How have economic forces in the U.S./world shaped this group?</td>
</tr>
<tr>
<td>† How have religious forces in the U.S./world shaped this group?</td>
</tr>
<tr>
<td>† Analyze the role of this group in American History.</td>
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<tr>
<td>† What traditions has this group brought to the U.S. from their home country and how have these contributed to the culture of the U.S.?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Essential Skills:</th>
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</thead>
<tbody>
<tr>
<td><strong>Chronological Thinking</strong></td>
</tr>
<tr>
<td>† Compare present and past events to evaluate the consequences of past decisions and to apply lessons learned</td>
</tr>
<tr>
<td><strong>Spatial Thinking</strong></td>
</tr>
<tr>
<td>† Construct various forms of geographic representations to show the spatial patterns of physical and human phenomena.</td>
</tr>
<tr>
<td>† Relate current events to the physical and human characteristics of places and regions.</td>
</tr>
<tr>
<td><strong>Critical Thinking</strong></td>
</tr>
<tr>
<td>† Distinguish valid arguments from false arguments when interpreting current and historical events.</td>
</tr>
<tr>
<td>† Evaluate sources for validity and credibility and to detect propaganda, censorship, and bias.</td>
</tr>
<tr>
<td><strong>Presentation Skills</strong></td>
</tr>
<tr>
<td>† 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.</td>
</tr>
</tbody>
</table>
**Suggested Performance Task & Criteria:**

**Storybook Project**  
Students will create a children’s storybook, to include both illustrations of historical events and description/analysis of each event, relating the details of the following events:  
1898 - Spanish-American war begins, US acquires Puerto Rico  
1910 - Mexican Revolution against Diaz regime (Diaz backed by U.S., Taft first president to visit Mexico)  
1943 - Zoot Suit Riots in L.A.  
1959 - Cuban Revolution  
1986 - Immigration Reform and Control Act (IRCA)  
1991 - NAFTA (North American Free Trade Act)

**Textbook Bias Essay**  
Students will research the two primary history textbooks of Trenton Central High School to determine the extent to which Latin Americans are represented, then write a persuasive essay based on the premise that they need to suggest changes to the publishers to better represent Latin Americans in high school textbooks.

**Local History Capstone Project**  
For this project we will be examining the history, demographics, and issues facing the local Trenton/Mercer County Latin-American population. In order to complete the assigned tasks you will first need to carefully read the comprehensive report, “Latinos in Mercer County: A Reflection of the Changing Latino Population in the Northeast” (L. Escobar, G. Haskins) published in 2004 by the United Way of Greater Mercer County. Through reading the report and classroom discussions focused on its information, you will use the information within it to complete the following assignments.

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**Other Evidence (Formative & Summative):**

<table>
<thead>
<tr>
<th>Formative Assessments</th>
<th>Summative Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiated Interactive Notebook Entries</td>
<td>Project-Based Evaluations</td>
</tr>
<tr>
<td>Socratic Seminar Group Sessions</td>
<td>Storybook Project #2</td>
</tr>
<tr>
<td>Teacher Observation</td>
<td>Textbook Bias FRQ Essay</td>
</tr>
<tr>
<td>Exit Slips &amp; 3-2-1 Reflections Quizzes</td>
<td>Local History Capstone Project</td>
</tr>
</tbody>
</table>
Accommodations for ELL and Special Education Students:

As per IEPs and ELL Department Suggestions

Unit Resources

Primary Resource: http://wwwlatinamericanstudies.org/
Primary Text: http://wwwworldpress.org/americas.htm

(immigrationpolicy.org) http://www.lai.su/se/research/research-projects
http://www.macalester.edu/academics/las/majorsminors/capstoneprojects/
http://lasa.international.pitt.edu/members/special-projects/fordcurrentcycle.asp
http://www.latinamericalearning.org/
http://www.teachthought.com/learning/a-better-list-of-ideas-for-project-based-learning/
http://lasp.einaudi.cornell.edu/outreach_latinamerica

Technology Integration

- Microsoft Office Applications
- Desktop Computers/Mobile Laptop Carts
- Cicero: Beyond the Textbook (Code: WW08100)
- See Appendix for additional technology integration
- See Social Studies Department Webpage for Comprehensive list of General Resources