**Course Title – World Geography**

**Implement start year – 2014-2015**

**Revision Committee Members, email, extension** – Jerry Boggs-Lenape 8337 (bboggs@lrhsd.org), Jay Donoghue-Seneca 8841 (jdonoghue@lrhsd.org) Chris Lynn-Cherokee 8638 (clynn@lrhsd.org) Eric O'Neill-Shawnee 8005 (eoneill@lrhsd.org)

**Unit #4, topic – Latin America**: Transfer Goal: The students will be able to independently use their learning to analyze the causes and effects of the interactions between human and environmental systems in Latin America

## Stage 1 – Desired Results

<table>
<thead>
<tr>
<th>Established Goals</th>
<th>21st Century Themes <a href="http://www.21stcenturyskills.org">www.21stcenturyskills.org</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>6.2.12.C.6.b</td>
<td>Global Awareness</td>
</tr>
<tr>
<td>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.</td>
<td>Financial, Economic, Business and Entrepreneurial Literacy</td>
</tr>
<tr>
<td>6.2.12.B.6.a</td>
<td>Determine the global impact of increased population growth, migration, and changes in urban-rural populations on natural resources and land use.</td>
</tr>
<tr>
<td>6.2.12.C.6.b</td>
<td>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.</td>
</tr>
<tr>
<td>6.2.12.C.6.d</td>
<td>Determine how the availability of scientific, technological, and medical</td>
</tr>
<tr>
<td></td>
<td>care affects the potential impact of these trends on the economy, political stability, and use of resources.</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**21st Century Themes**

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

**21st Century Skills**

- **Learning and Innovation Skills**:  
  - Creativity and Innovation  
  - Critical Thinking and Problem Solving  
  - Communication and Collaboration

- **Information, Media and Technology Skills**:  
  - Information Literacy  
  - Media Literacy  
  - ICT (Information, Communications and Technology) Literacy

- **Life and Career Skills**:  
  - Flexibility and Adaptability
Enduring Understandings:
*Students will understand that...*

**EU 1**
Changing environmental factors (natural and man-made) influence the way people live, work, and interact.

**EU 2**
Flora, fauna and access to natural resources determine settlement, movement and the development of economic and political systems.

**EU 3**
Natural disasters have dramatically impacted migration, politics and economics in the region.

**EU 4**

**EU 5**

---

Essential Questions:

**EU 1**
- How does the destruction of the rainforests impact weather, fauna and people in the region?
- How do environmental factors impact political and economic change within a region?
- How did the Columbian Exchange alter the physical and political landscape of Latin America?
- How did Europeans influence the environmental and political development of Latin America?

**EU 2**
- How does the lack of natural resources impact the economic and political systems of Latin America?
- How have climate zones impacted the creation and development...
### Knowledge:
**Students will know . . .**

**EU 1**
- Specific landforms and water systems of North America
- Specific climatic zones of Latin America
- Pollution types, locations and growth
- Population distribution, growth and migration patterns
- Unique cultural beliefs of regions within Central America, South America and the Caribbean
- Growth of urbanization and population centers
- Lack of transportation systems in Latin America
- Effects of European colonization
- The Columbian Exchange (crops, diseases, language, religion, economic ideas)
- El Nino, La Nina and other regular climate changes

**EU 2**
- Specific natural resources and their dispersements in Latin America
- The major flora and fauna groups that live and migrate within the Latin America

### Skills:
**Students will be able to . . .**

**EU 1, EU 2, EU 3**
- read different map projections
- create maps
- use scale to calculate distance
- create and interpret of charts and graphs
- utilize research databases
- utilize presentation tools
- demonstrate public speaking skills
- interpret primary and secondary sources
- interpret weather data
- use travel services (i.e. websites etc.)
- use graphics/design programs

**EU 4**
- 

**EU 5**
- 

How does the focus on agriculture and lack of manufacturing and technology impact the development of Latin America?

**EU 3**
- How do natural disasters expose the difficulties many Latin American nations face politically and socially?
- Different government styles that exist in Latin America
- Mixed, market and command economies
- Trade issues of Latin America
- Major agricultural, livestock and fishing exports of the regions
- Financial concerns of the region

**EU 3**
- Specific examples of natural disasters (i.e. Hurricanes, Earthquakes, Volcanic Eruptions)
- Income gaps and issues with lack of education, health services and poverty.

**Stage 2 – Assessment Evidence**

**Recommended Performance Tasks:** *Each unit must have at least 1 Performance Task. Each EU must be addressed in a performance task. Consider the GRASPS form.*
Other Recommended Evidence: Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.

- Tests/quizzes on vocab and basic information
- Create/Fill-in different types of maps (demographic, projections etc.)
- Ticket to Leave
- Objective and Subjective Essays
- Presentations (PowerPoint, Prezi)
- Class Discussions
- DBQ
- Creation of Charts and Graphs
- Timeline creation
- Film study and review
Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Consider the WHERE TO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

- List suggested learning activities here in a logical sequence. Choose A, M, or T from the drop down box. (A)
- Label political and physical maps. (A)
- Map the Columbian exchange. (A)
- Create a trip itinerary to visit three Latin American countries. Include flights, historical sites, cultural experiences. (T)
- Write an essay comparing the economic strengths and weaknesses of the United States or Canada to a South American country. (M)
- Create a chart comparing the economic structure of Cuba to two other Latin American nations. (M)
- Have a Latin American culture celebration. Students will research food, dance, music, games, holidays and other unique cultural activities of the region and present in class. (M)
- Make a travel brochure of a Latin American country. (A)
- Present an environmental issues/concern to the class of a Latin American nation and provide a solution for it. (M)
- Watch, comment and discuss clips from Planet Earth or the Human Planet or other documentary. (A)
- Create a presentation or zoological review of unique flora and fauna of the Galapagos Islands, Patagonia or the Rainforest. (A)
- Create a presentation which compares the music of the Caribbean Islands to that of the United States. (A)
- Create a charity that addresses a current environmental issue in Latin America. (T)
- Write a proposal to alter the celebration of Columbus Day from the point of view of a citizen of a Latin American country. (M)
- Teacher led lecture and PowerPoint. (A)
- Class discussion on current geographical issues in Latin America. (A)
- Write a research paper or create a presentation that discusses the environmental hardships faced by tribal groups that live within the Amazon Rainforest. (M)
- Create a chart of exports from a Latin American country. Infer the economic needs of that country from those charts. (M)
- Write an essay that compares the customs of tribal groups living in two distinct and different geographic regions within Latin America. (M)
- Write an essay that catalogues and explains important and unique flora of the Amazon Rainforest. (M)