

**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

#### Established Goals

**2009 NJCCC Standard(s), Strand(s)/CPI #**  
(<http://www.nj.gov/education/cccs/2009/final.htm>)

**Common Core Curriculum Standards for Math and English**  
(<http://www.corestandards.org/>)

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.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.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.C.6.d

Determine how the availability of scientific, technological, and medical

#### 21<sup>st</sup> Century Themes

([www.21stcenturyskills.org](http://www.21stcenturyskills.org))

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

#### 21<sup>st</sup> 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

advances impacts the quality of life in different countries.

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

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

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

- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

**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?
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*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

	<ul style="list-style-type: none"> <li>• of regional cultures in Latin America?</li> <li>• How does the focus on agriculture and lack of manufacturing and technology impact the development of Latin America?</li> <li>•</li> </ul> <p><i>EU 3</i></p> <ul style="list-style-type: none"> <li>• How do natural disasters expose the difficulties many Latin American nations face politically and socially?</li> </ul> <p><i>EU 4</i></p> <ul style="list-style-type: none"> <li>•</li> </ul> <p><i>EU 5</i></p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Knowledge:</b> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> <li>• Specific landforms and water systems of North America</li> <li>• Specific climatic zones of Latin America</li> <li>• Pollution types, locations and growth</li> <li>• Population distribution, growth and migration patterns</li> <li>• Unique cultural beliefs of regions within Central America, South America and the Caribbean</li> <li>• Growth of urbanization and population centers</li> <li>• Lack of transportation systems in Latin America</li> <li>• Effects of European colonization</li> <li>• The Columbian Exchange (crops, diseases, language, religion, economic ideas)</li> <li>• El Nino, La Nina and other regular climate changes</li> <li>•</li> </ul> <p><i>EU 2</i></p> <ul style="list-style-type: none"> <li>• Specific natural resources and their dispersements in Latin America</li> <li>• The major flora and fauna groups that live and migrate within the Latin America</li> </ul>	<p><b>Skills:</b> <i>Students will be able to . . .</i></p> <p><i>EU 1, EU 2, EU 3</i></p> <ul style="list-style-type: none"> <li>• read different map projections</li> <li>• create maps</li> <li>• use scale to calculate distance</li> <li>• create and interpret of charts and graphs</li> <li>• utilize research databases</li> <li>• utilize presentation tools</li> <li>• demonstrate public speaking skills</li> <li>• interpret primary and secondary sources</li> <li>• interpret weather data</li> <li>• use travel services (i.e. websites etc.)</li> <li>• use graphics/design programs</li> <li>•</li> <li>•</li> <li>•</li> </ul>

- 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
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*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.
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**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
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### Stage 3 – Learning Plan

**Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** *Consider the WHERETO 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 issue/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)

