



Marietta City Schools

District Unit Planner

Everything on the unit planner must be included on the unit curriculum approval statement.

Individuals and Societies Grade 6

Unit title	<i>Unit 5 The History of Latin America</i>	MYP year	<i>1</i>	Unit duration (hrs)	<i>10 Hours</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GSE Standards

Standards

SS6H1 Explain conflict and change in Latin America.

- Describe the influence of African slavery on the development of the Americas.
- Describe the influence of the Spanish and the Portuguese on the language and religions of Latin America.
- Explain the impact of the Cuban Revolution and describe the current relationship between Cuba and the United States.
- Explain the impact of poverty, the war on drugs, and migration to the United States on Latin America.

Concepts/Skills to be Mastered by Students

Map and Globe Skills:

- use a compass rose to identify cardinal directions
- use intermediate directions
- use a letter/number grid system to determine location
- compare and contrast the categories of natural, cultural, and political features found on maps
- use graphic scales to determine distances on a map
- use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
- use a map to explain the impact of geography on historical and current event
- draw conclusions and make generalizations based on information from maps
- use latitude and longitude to determine location
- compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities

Information Processing Skills):

- compare similarities and differences
- organize items chronologically
- identify issues and/or problems and alternative solutions

https://docs.google.com/document/d/1n6aG1rVCiHTXmhGKu7sFehl_DCdbWh7a_IR-Jd706Q/edit4. distinguish between fact and opinion

5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. identify and use primary and secondary sources
7. interpret timelines, charts, and tables
8. identify social studies resources to use for a specific purpose
9. construct charts and tables
10. analyze artifacts
11. draw conclusions and make generalizations
12. analyze graphs and diagrams
14. formulate appropriate research questions
15. determine adequacy and/or relevancy of information
16. check for consistency of information
17. interpret political cartoons

Literacy Standards:

RHSS:

- L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.
- L6-8RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- L6-8RHSS8: Distinguish among fact, opinion, and reasoned judgment in a text.
- L6-8RHSS9: Analyze the relationship between a primary and secondary sources on the same topic.

WHST:

- L6-8WHST1: Write arguments focused on discipline-specific content.
- L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
- L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- L6-8WHST6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- L6-8WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration

Key concept	Related concept(s)	Global context
Change allows examination of the forces that shape the world: past, present and future. The causes and effects of change can be natural and artificial; intentional and unintentional; positive, negative or neutral.	Conflict Cooperation Change	Personal and Cultural Expression Students will explore the ways in which products, systems express ideas, culture, beliefs and values
Statement of inquiry		
Interactions between groups with differing cultures can create opportunities and challenges		

Inquiry questions		
<p>Factual—</p> <p>Why do people move to major cities in Latin America? How does the location of Latin America impact its development and growth?</p> <p>Conceptual—</p> <p>How does movement and migration change a country’s culture? How do one’s beliefs shape a society? How does conflict lead to change in a society?</p> <p>Debatable-</p> <p>How can progress cause problems?</p>		
MYP Objectives	Assessment Tasks	
<i>What specific MYP objectives will be addressed during this unit?</i>	<i>Relationship between summative assessment task(s) and statement of inquiry:</i>	<i>List of common formative and summative assessments.</i>
<p>Criterion B: Investigating Criterion C: Communication</p>		<p><u>Formative Assessment(s):</u></p> <p>The Influence of Europeans on Latin America AMP learning activity AA6H1b</p> <p>African Influence on the Development of Latin America AMP learning activity</p> <p>Latin American Migration AMP learning activity SS6H1d</p> <p><u>Summative Assessment(s):</u></p> <p>History of Latin America in AMP</p>

Approaches to learning (ATL)

Category: Communication
Cluster: Information Technology
Skill Indicator: In order for students to communicate effectively they will need to use information technology to explore and research migration processes and conflict and change.

Learning Experiences

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation

Content Resources

STEAM Connection: George Washington Carver
STEAM Connection: African Rice Cultivation