



Marietta City Schools

District Unit Planner

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?*

GA DoE 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

Factual—

Why do people move to major cities in Latin America?
How does the location of Latin America impact its development and growth?

Conceptual—

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?

Debatable-

How can progress cause problems?

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>
Criterion B: Investigating Criterion C: Communication	<p>Push and Pull graphic organizer: Students will create a graphic organizer for migration focusing on push and pull factors (compare and contrast)</p>	<p>Formative Assessment(s): The Influence of Europeans on Latin America Performance Matters learning activity AA6H1b African Influence on the Development of Latin America Performance Matters learning activity Summative Assessment(s): History of Latin America in Performance Matters</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
d.Explain the impact of poverty, the war on drugs, and migration to the United States on Latin America.	Latin American Migration Performance Matters learning activity SS6H1d	Read Aloud option as needed
c.Explain the impact of the Cuban Revolution and describe the current relationship between Cuba and the United States.	Teachers will choose one of the following to complete. Decision based on needs of the learners. A. History Board- Impact of Cuban Revolution - Students pull together information from learning to show mastery and understanding of the Cuban Revolution B. Decades Description Research Chart - students research the relationships between the US and Cuba from the 1950s to present day. Teachers will provide sites for learners to research the information.	Work in small groups- provide learners with reading pages differentiated for Lexile Levels
a.Describe the influence of African slavery on the development of the Americas. b.Describe the influence of the Spanish and the Portuguese on the language and religions of Latin America.	Map Analysis and Reading Task - Students will analyze an economic map and read information about the influences of enslaved Africans, the Portuguese, and the Spanish in Latin America	Adjust level of reading as needed to support various Lexiles Utilize Read Aloud options
b.Describe the influence of the Spanish and the Portuguese on the language and religions of Latin America.	Latin American Culture- Powerpoint with graphic organizer and writing task TW to Email Cathy the Presentation to adjust to align to the GSE and link for learners	Provide sentence stems Allow learners to work in small groups as needed
d.Explain the impact of poverty, the war on drugs, and migration to the United States on Latin America.	Push and Pull Graphic - Students complete the graphic organizer and write a summary of the reasons why people migrate from one location to another.	

Content Resources

[Explore Spanish, Portuguese, and African influence in Latin America](#) (Music and Dance)