

Name of Unit/Course:		
Overall Unit Information (Required for MOOC participants)		Self-Check
Unit or Course Goal(s)	Latin America: The goal of this unit is to acquaint middle school students with their world. Course participants will examine Latin America through the lens of geography and history. Students will evaluate how the interaction between these domains has influenced the culture of Latin America. Students will acquire important 21 <sup>st</sup> century skills through the creation of a collaborative wiki page about a Latin American country. They will enhance their critical thinking skills through the examination of selected 20 <sup>th</sup> century issues in Latin America, including a performance task related to the construction of the Panama Canal. This unit will use the fully online model.	See A1

<p>Standards</p>	<p>Name of standards: Georgia Performance Standards                  Link to standards:  <a href="https://www.georgiastandards.org/standards/Georgia%20Performance%20Standards/Gr6-Social-Studies-Standards.pdf">https://www.georgiastandards.org/standards/Georgia%20Performance%20Standards/Gr6-Social-Studies-Standards.pdf</a>                  Location information:                  Grade/Year: 6<sup>th</sup> grade (11-12 year old students)                  Subject: Social Studies                  Standard (as written):</p> <p><b>Georgia Performance Standards:</b>                  SS6G1 The student will locate selected features of Latin America and the Caribbean.                  SS6G3 The student will explain the impact of location, climate, distribution of natural resources, and population distribution on Latin America and the Caribbean.                  SS6G4 The student will describe the cultural characteristics of people who live in Latin America and the Caribbean.                  SS6CG2 The student will explain the structures of national governments in Latin America and the Caribbean.                  SS6E1 The student will analyze different economic systems.                  SS6E3 The student will describe factors that influence economic growth and examine their presence or absence in Latin America.                  SS6H1 The student will describe the impact of European contact on Latin America.                  SS6H2 The student will explain the development of Latin America and the Caribbean from European colonies to independent nations.                  SS6H3 The student will analyze important 20th century issues in Latin America and the Caribbean.</p> <p><b>Common Core Georgia Performance Standards for Literacy in History/Social Studies:</b>                  L6-8RH1: Cite specific textual evidence to support analysis of primary and secondary sources.                  L6-8RST1: Cite specific textual evidence to support analysis of science and technical texts.                  L6-8RH2: 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.                  L6-8WHST1: Write arguments focused on discipline-specific content                  L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>See A2</p>
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## K-12 Blended and Online Learning

<p>Learner Characteristics</p>	<p>These learners are 6<sup>th</sup> graders in a suburban Georgia middle school.            Non-native English speakers: 8%            Special Education or IEP: 12% of students            Countries: Students represent 4 different countries            SES: 15% students live in low socio-economic homes            TESTING: 97% of students met expectations on the 5<sup>th</sup> grade Social Studies criterion referenced test.</p> <p>Special Education students will be accommodated in both process and product through as specified in their IEP.</p>	<p>See B1</p>
<p>Technology requirements</p>	<p>Internet connected computer            Microsoft Office or similar productivity software            Webcam or video camera and cord, speakers, microphone            It's Learning account            Wikispaces account (free to FCSS students)            Telephone</p>	<p>See D5</p>
<p>Prerequisite Skills</p>	<p>5<sup>th</sup> grade reading proficiency Differentiation will be provided.            Wikispaces for group projects            Safe and effective Internet research and navigation (information literacy skill)            PC computer use            Telephone communication skills            Synchronous communication software skills</p>	<p>See A4 &amp; D6</p>
<p>Introductory Communication Plans</p>	<p>Students will be required to join in a discussion forums with their classmates addressing content related discussion questions contained in the module. Each student be required to talk to the teacher at least once per week to check on individual progress towards learning goals. The may be on the telephone or on a web cam. All student language should be appropriate for a learning context. Students are expected to follow the communication procedures outlined in the syllabus and imparted at the beginning of the school year.</p>	<p>See A4 B9 &amp; B10</p>

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Universal Design Principles Considered	Multiple forms of representation: webpages, videos, transcripts, textbook Multiple forms of expression: quizzes, discussion forums, wikis, glogs, posters, projects, essays Multiple forms of engagement: phone, webcam, forums	See B4
Number of Modules or Weeks	This will be a six-week online unit. Each Monday students will be given access to a new module and all module assignments will be due on the following Sunday evening by 12am.	See A3

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<b>Module 1 Plan</b> (Note: “module” and “lesson” used interchangeably) (Required for MOOC participants)		<b>Self-Check</b>
Module Objective(s)	<ol style="list-style-type: none"> <li>1. Identify 16 or more of the following 20 physical and political features of Latin America on a blank outline map of the region and world: Amazon River, Caribbean Sea, Gulf of Mexico, Pacific Ocean, Panama Canal, Andes Mountains, Sierra Madre Mountains, Atacama Desert, Bolivia, Brazil, Colombia, Cuba, Haiti, Mexico, Panama, Venezuela, Argentina, Chile, Ecuador, and Peru. (SS6G1)</li> <li>2. Gain a basic understanding of Wikispaces. (NETS S 1a, 1b, 2a, 2b)</li> </ol>	See A1 & A2
Module Assessment(s)	<ol style="list-style-type: none"> <li>1. Quiz on the political and physical features of Latin America graded automatically (answer key)</li> <li>2. Discussion forum: If you were planning a trip to Latin America which country would you want to visit? What landmarks or geographic features would you visit in your country? Why did you chose this particular country? (rubric)</li> <li>3. Quiz on Wikispaces</li> </ol>	See A2 A3 C1 C2 & C5
Description of Learning Activities	<ol style="list-style-type: none"> <li>1. Students will read and complete the activities in Carole Marsh Chapter 1 (pgs. 8-16)</li> <li>2. Students will watch the Wikispaces tutorial video</li> <li>3. Students will visit websites to practice their map skills. This <a href="#">blank outline map</a> can be used to practice map skills.</li> <li>4. Students will synchronously meet with their wiki group partners to practice their editing skills on their wiki page. By the end of this module they will have posted, at a minimum, a title of their page including each group member’s name, and a map of their country.</li> <li>5. Students will participate in the module discussion forum.</li> </ol>	See A2 A3 B3 B4 & B10
Formative Evaluation & Feedback	<ol style="list-style-type: none"> <li>1. Mid-week student phone call with teacher</li> <li>2. Discussion board reflection: Which country seemed the most interesting to you? What is the most important thing you learned from this module, and why was it important?</li> <li>3. Carole Marsh Chapter One activities.</li> <li>4. Synchronous class meeting on Monday and Thursday mornings from 9am-10am with all students and teacher to discuss learning activities.</li> </ol>	See A3 C1 C3 & C5

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Physical Learning Materials	District approved workbook	See A3, A9, B1, B4, & B6
Digital Learning Objects	Carole Marsh Chapter One (digital copy to be printed off if needed) Wikispaces Tutorial video <a href="#">Latin America Wiki Project</a> class page <a href="#">World Atlas</a> website Blank <a href="#">outline map</a> of Latin America	See A3, A9, B1, B4, & B6
Plans for Differentiation	Students with limited English proficiency or a reading level below 6 <sup>th</sup> grade will be supported using a modified discussion forum rubric and the option of participating in a VoiceThread. An outline of notes for the module will be provided according to IEP suggestions. Additional teacher phone calls and the virtual tutoring center will be used to offer additional assistance and ongoing support to learners. Students will be carefully placed into collaborative wiki groups that build on individual strengths and facilitate growth among weaknesses.	See B1 B4 & B6

Module 2 Plan (Optional for MOOC participants)		Self-Check
Module Objective(s)	The student will examine the location, climate, distribution of natural resources, population distribution, and cultural characteristics of Latin America and the Caribbean through participation in a discussion forum in a manner that meets the discussion forum rubric at a minimum of 80% quality. Students will contribute to selected topics of their wiki as required by the group wiki project. Students will evaluate how the literacy rate effects the standard of living. (SS6G3, SS6G4)	See A1 & A2
Module Assessment(s)	<ol style="list-style-type: none"> <li>1. Discussion forum: How does the location, climate, and natural resources of Mexico and Venezuela affect where people live and how they trade? How does the location, climate, and natural resources of Brazil and Cuba affect where people live and how they trade? What are some results of the blending of ethnic groups in Latin America and the Caribbean? How does a country's literacy rate effect its standard of living? Provide reasons. (rubric)</li> <li>2. Quiz on Latin American climate, natural resources, population distribution, and cultural characteristics graded automatically (answer key and list of acceptable responses for final question on the quiz - <i>Why do countries trade most heavily with countries located close to them?</i>)</li> <li>3. Checklist for wiki project completion. This is a status check. (Through this module students should have completed a,b,f,g and i from the <a href="#">assignment sheet</a>.)</li> </ol>	See A2 A3 C1 C2 & C5
Description of Learning Activities	<ol style="list-style-type: none"> <li>1. Students will read and complete the activities in Carole Marsh chapters 3 and 4 (pgs. 19-26)</li> <li>2. Students will view a powerpoint presentation related to module objectives</li> <li>3. Students will participate in the module discussion forum.</li> <li>4. Students will collaborate within their wiki group to research and edit their wiki page.</li> </ol>	See A2 A3 B3 B4 & B10

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<p>Formative Evaluation &amp; Feedback</p>	<p>1. Student phone call with teacher as needed based on performance.                  2. Carole Marsh Chapter 3-4 activities.                  3. Synchronous class meeting on Monday and Thursday mornings from 9am-10am with all students and teacher to discuss learning activities. Students should have access to their completed Carole Marsh assignments to reference during the Thursday session.</p>	<p>See A3 C1 C3 &amp; C5</p>
<p>Physical Learning Materials</p>	<p>District Approved Workbook</p>	<p>See A3, A9, B1, B4, &amp; B6</p>
<p>Digital Learning Objects</p>	<p>Digital Copy of Carole Marsh Chapters 3-4                   Class wiki page - <a href="#">Latin America Wiki Project</a>:   <a href="#">CIA World Factbook World Atlas</a> website  <a href="http://www.slideshare.net/guestc39234/location-climate-natural-resources-2951087">http://www.slideshare.net/guestc39234/location-climate-natural-resources-2951087</a></p>	<p>See A3, A9, B1, B4, &amp; B6</p>
<p>Plans for Differentiation</p>	<p>Students with limited English proficiency or a reading level below 6<sup>th</sup> grade will be supported using a modified discussion forum rubric and the option of participating in a VoiceThread. An outline of notes for the module will be provided according to IEP suggestions. Additional teacher phone calls and the virtual tutoring center will be used to offer additional assistance and ongoing support to learners. Special Education students will have already been carefully placed into collaborative wiki groups that build on individual strengths and facilitate growth among weaknesses.</p>	<p>See B1 B4 &amp; B6</p>



Module 3 Plan (Optional for MOOC participants)		Self-Check
Module Objective(s)	Student will describe the impact of European contact on Latin America. Cite specific textual evidence to support analysis of primary and secondary sources. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. (CCGPS standards addressed - L6-8RH1, L6-8RH4m , GPS standards addressed - SS6H1)	See A1 & A2
Module Assessment(s)	<ol style="list-style-type: none"> <li>1. Quiz on the impact of European contact on Latin America. (answer key)</li> <li>2. Discussion Forum: What are some consequences of the conflict between the Spanish and the Aztecs and Incas? Who was Hernando Cortes? (rubric)</li> <li>3. Checklist for wiki project completion. This is a status check. (Through this module students should have completed a,b,e,f,g and i from the <a href="#">assignment sheet</a>.)</li> <li>4. Hernan Cortes Questions from this <a href="#">article</a>. (answer key and list of acceptable answers)</li> </ol>	See A2 A3 C1 C2 & C5
Description of Learning Activities	<ol style="list-style-type: none"> <li>1. Students will read and complete the activities in Carole Marsh chapters 15 (pgs. 60-66)</li> <li>2. Students will view a powerpoint presentation related to module objectives</li> <li>3. Students will participate in the module discussion forum.</li> <li>4. Discovery Education Streaming Video – <i>Hernan Cortes and the Aztec Empire</i></li> <li>5. Discovery Education Streaming Video – <i>Francisco Pizarro and the Incas</i></li> <li>4. Students will collaborate within their wiki group to research material and add/edit content on their wiki page.</li> <li>5. Students will complete a close read activity on Hernando Cortes.</li> <li>6. Students may listen to an audio recording of the close read activity.</li> </ol>	See A2 A3 B3 B4 & B10
Formative Evaluation & Feedback	<ol style="list-style-type: none"> <li>1. Student phone call with teacher as needed based on performance.</li> <li>2. Carole Marsh Chapter 15 activities.</li> <li>3. Synchronous class meeting on Monday and Thursday mornings from 9am-10am with all students and teacher to discuss learning activities. Students should have access to their completed Carole Marsh assignments to reference during the Thursday session.</li> </ol>	See A3 C1 C3 & C5

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Physical Learning Materials	District approved workbook	See A3, A9, B1, B4, & B6
Digital Learning Objects	<p>Digital Copy of Carole Marsh Chapters 15</p> <p>Class wiki page - <a href="#">Latin America Wiki Project</a></p> <p><a href="#">Hernando Cortes Close Read Assignment</a></p> <p><a href="#">Informational slide show</a> on the Aztec Empire</p>	See A3, A9, B1, B4, & B6
Plans for Differentiation	<p>Students with limited English proficiency or a reading level below 6<sup>th</sup> grade will be supported using a modified discussion forum rubric and the option of participating in a VoiceThread. An outline of notes for the module will be provided according to IEP suggestions. Additional teacher phone calls and the virtual tutoring center will be used to offer additional assistance and ongoing support to learners. Special Education students will have already been carefully placed into collaborative wiki groups that build on individual strengths and facilitate growth among weaknesses.</p>	See B1 B4 & B6

<b>Module 4 Plan (Optional for MOOC participants)</b>		<b>Self-Check</b>
Module Objective(s)	The student will explain the development of Latin America and the Caribbean from European colonies to independent nations. Students will related the concept behind social reform movements to democracy. SS6H2, SS6CG1	See A1 & A2
Module Assessment(s)	<ol style="list-style-type: none"> <li>1. Quiz on the impact of European contact on Latin America. (answer key)</li> <li>2. Discussion Forum: How did African slavery influence the development of the Americas? What effects did the Spanish and the Portuguese have on the language and religion in Latin America? Social reform is a core component of democracy. Can you think of any social reforms that have occurred in the United States? If yes, describe them. (rubric)</li> <li>3. Checklist for wiki project completion. This is a status check. (Through this module students should have completed a, b, d, e, f, g and i from the <a href="#">assignment sheet</a>.)</li> </ol>	See A2 A3 C1 C2 & C5
Description of Learning Activities	<ol style="list-style-type: none"> <li>1. Students will read and complete the activities in Carole Marsh chapter 16 (pgs. 67-74)</li> <li>2. Students will participate in the module discussion forum.</li> <li>3. Students will view the flipchart – Latin American Freedom Fighters</li> <li>4. Social Reform Activity. Students will research social reforms in the United States and discuss which reforms they think have had the most impact on our country. Format of discussion is TBD.</li> <li>5. Students will continue their collaboration and creation of their wiki.</li> </ol>	See A2 A3 B3 B4 & B10
Formative Evaluation & Feedback	<ol style="list-style-type: none"> <li>1. Student phone call with teacher as needed based on performance.</li> <li>2. Carole Marsh Chapter 16 activities.</li> <li>3. Discussion forum questions</li> <li>4. Synchronous class meeting on Monday and Thursday mornings from 9am-10am with all students and teacher to discuss learning activities. Students should have access to their completed Carole Marsh assignments to reference during the Thursday session.</li> </ol>	See A3 C1 C3 & C5

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Physical Learning Materials	District Approved Workbook	See A3, A9, B1, B4, & B6
Digital Learning Objects	<p>Digital copy of Carole Marsh Chapter 16</p> <p>Flipchart in LMS – Latin America’s Freedom Fighters</p> <p>Simone Bolivar Information  <a href="http://latinamericanhistory.about.com/od/latinamericaindependence/a/simonbolivarbiography.htm">http://latinamericanhistory.about.com/od/latinamericaindependence/a/simonbolivarbiography.htm</a></p> <p>Miguel Hidalgo Information  <a href="http://latinamericanhistory.about.com/od/latinamericaindependence/p/09mhidalgo.htm">http://latinamericanhistory.about.com/od/latinamericaindependence/p/09mhidalgo.htm</a></p> <p>Toussaint L'Ouverture Information  <a href="http://www.historywiz.com/toussaint.htm">http://www.historywiz.com/toussaint.htm</a></p> <p>Social Reform in the United States  <a href="http://www.regentsprep.org/Regents/ushisgov/themes/reform/index.htm">http://www.regentsprep.org/Regents/ushisgov/themes/reform/index.htm</a></p>	See A3, A9, B1, B4, & B6
Plans for Differentiation	<p>Students with limited English proficiency or a reading level below 6<sup>th</sup> grade will be supported using a modified discussion forum rubric and the option of participating in a VoiceThread. An outline of notes for the module will be provided according to IEP suggestions. Additional teacher phone calls and the virtual tutoring center will be used to offer additional assistance and ongoing support to learners. Special Education students will have already been carefully placed into collaborative wiki groups that build on individual strengths and facilitate growth among weaknesses.</p>	See B1 B4 & B6

<b>Module 5 Plan (Optional for MOOC participants)</b>		<b>Self-Check</b>
Module Objective(s)	The student will analyze important 20th century issues in Latin America and the Caribbean and describe factors that influence economic growth and examine their presence or absence in Latin America. SS6H3, SS6E3	See A1 & A2
Module Assessment(s)	<ol style="list-style-type: none"> <li>1. Quiz from required readings on 20<sup>th</sup> Century Latin America and Latin American Economies. (answer key)</li> <li>2. Discussion Forum: How has the relationship between the United States and Cuba been shaped by the Cuban Revolution? What are some of the political outcomes of the Zapatista Guerrilla Movement? (rubric)</li> </ol>	See A2 A3 C1 C2 & C5
Description of Learning Activities	<ol style="list-style-type: none"> <li>1. Students will read and complete the assignments in Carole Marsh Chapters 13 and 17 (pgs. 51-54 and 74-78)</li> <li>2. Students will participate in the module discussion forum.</li> <li>3. Students will view slide presentations about the Zapatista Guerrilla Movement and the Cuban Revolution.</li> <li>4. Students will complete their Latin America Wiki Project</li> </ol>	See A2 A3 B3 B4 & B10
Formative Evaluation & Feedback	<ol style="list-style-type: none"> <li>1. Student phone call with teacher as needed based on performance.</li> <li>2. Carole Marsh Chapters 13 and 17 activities.</li> <li>3. Discussion forum questions</li> <li>4. Synchronous class meeting on Monday and Thursday mornings from 9am-10am with all students and teacher to discuss learning activities. Students should have access to their completed Carole Marsh assignments to reference during the Thursday session.</li> </ol>	See A3 C1 C3 & C5
Physical Learning Materials	District Approved Workbook	See A3, A9, B1, B4, & B6

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<p>Digital Learning Objects</p>	<p>Digital copy of Carole Marsh Chapter 17</p> <p>Powerpoint Presentation – Zapatistas</p> <p>Powerpoint Presentation – the Cuban Revolution</p> <p>Class wiki page - <a href="#">Latin America Wiki Project</a></p> <p><a href="#">CIA World Factbook</a> – resource for wiki project</p> <p><a href="#">World Atlas</a> website – resource for wiki project</p>	<p>See A3, A9, B1, B4, &amp; B6</p>
<p>Plans for Differentiation</p>	<p>Students with limited English proficiency or a reading level below 6<sup>th</sup> grade will be supported using a modified discussion forum rubric and the option of participating in a VoiceThread. An outline of notes for the module will be provided according to IEP suggestions. Additional teacher phone calls and the virtual tutoring center will be used to offer additional assistance and ongoing support to learners. Special Education students will have already been carefully placed into collaborative wiki groups that build on individual strengths and facilitate growth among weaknesses.</p>	<p>See B1 B4 &amp; B6</p>

<b>Module 6 Plan (Optional for MOOC participants)</b>		<b>Self-Check</b>
Module Objective(s)	The student will analyze important 20th century issues in Latin America and the Caribbean. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to the United States' involvement in the construction of the Panama Canal. Formulate a persuasive argument. CCGPS standards - L6-8RH1, L6-8RH4, L6-8WHST1	See A1 & A2
Module Assessment(s)	1. The Building of the Panama Canal Performance Task (list of acceptable responses) 2. Traveling Through the Panama Canal Persuasive Letter (rubric) 3. Discussion Forum: What is the most valuable thing(s) you learned during the process of completing your collaborative Wiki project? Why do you believe this was important to learn? (rubric) 4. Unit Summative Assessment	See A2 A3 C1 C2 & C5
Description of Learning Activities	1. Students will watch the Streaming Video from the PBS Website: American Experience: The Panama Canal. (run time approx.. 2 hours) 2. Students will complete the performance task "Should Americans Have Tax Free Travel Through the Panama Canal?" Students will read primary source documents, view streaming videos about the history, construction of, and political repercussions of the Panama Canal. This performance task will require that students analyze primary source pictures, documents, and video. They will be tasked with writing a persuasive letter arguing that American vessels should not be taxed for passing through the canal. 3	See A2 A3 B3 B4 & B10
Formative Evaluation & Feedback	1. Student phone call with teacher as needed based on performance. 2. Discussion forum 3. Synchronous class meeting on Monday and Thursday mornings from 9am-10am with all students and teacher to discuss learning activities. Students should have completed the handout – The Building of the Panama Canal – before the synchronous session on Thursday.	See A3 C1 C3 & C5

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Physical Learning Materials	No physical materials required for this module	See A3, A9, B1, B4, & B6
Digital Learning Objects	<p>Traveling the Panama Canal youtube video:  <a href="https://www.youtube.com/watch?v=-vi19z4LEi0">https://www.youtube.com/watch?v=-vi19z4LEi0</a></p> <p>American Experience: The Panama Canal  <a href="http://video.pbs.org/video/1747929120/">http://video.pbs.org/video/1747929120/</a></p> <p><a href="#">Panama Canal Performance Task</a> (there are more digital resources within this assignment)  <i>Note that I'm still modifying this assignment for this online unit.</i>            Study Guide for Summative Test</p>	See A3, A9, B1, B4, & B6
Plans for Differentiation	Students with limited English proficiency or a reading level below 6 <sup>th</sup> grade will be supported using a modified discussion forum rubric and the option of participating in a VoiceThread. An outline of notes for the module will be provided according to IEP suggestions. Additional teacher phone calls and the virtual tutoring center will be used to offer additional assistance and ongoing support to learners.	See B1 B4 & B6