

FREEHOLD REGIONAL HIGH SCHOOL DISTRICT

OFFICE OF CURRICULUM AND INSTRUCTION

GLOBAL STUDIES MAGNET PROGRAM

REGIONAL STUDIES 1: LATIN AMERICA & THE CARIBBEAN

Grade Level: 11

Credits: 2.5

BOARD OF EDUCATION ADOPTION DATE:

AUGUST 28, 2017

[SUPPORTING RESOURCES AVAILABLE IN DISTRICT RESOURCE SHARING](#)

APPENDIX A: ACCOMMODATIONS AND MODIFICATIONS

APPENDIX B: ASSESSMENT EVIDENCE

APPENDIX C: INTERDISCIPLINARY CONNECTIONS

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REGIONAL STUDIES I - LATIN AMERICA & THE CARIBBEAN

COURSE PHILOSOPHY

Regional Studies I: Latin America and the Caribbean is a course in the Global Studies Learning Center. A deep understanding of 20th century history as well as contemporary issues facing both Latin America and the Caribbean is created, fostered, and solidified. The course seeks to instill the skills and knowledge necessary to assess the direction and course of 21st century Latin America and the Caribbean, as well as to apply these understandings to analyze and evaluate current issues. A student leaving *Regional Studies I* will feel confident in evaluating any modern 21st century development while utilizing the context and framework provided in their previous assessments of political, social, cultural, and economic trends in the 20th century.

COURSE DESCRIPTION

Regional Studies I: Latin America and the Caribbean is designed to expose students to political, social, cultural, and economic trends in modern Latin America and the Caribbean. Students will analyze the 20th century history of each region and use these insights as an intellectual springboard for assessing modern challenges in both. The course covers areas of study ranging from the impact of the Cold War, the rise of leftist regimes, and the unique economic challenges facing Latin America and the Caribbean. *Regional Studies I: Latin America and the Caribbean* is an essential course in the larger curriculum of the Global Studies Learning Center. Students will be introduced to several concepts, skills, and scenarios that will effectively prepare them for their future endeavors in the advanced social sciences.

COURSE SUMMARY

COURSE GOALS

CG1: Students will analyze political, social, economic, and cultural trends in Latin American and Caribbean societies, synthesizing original arguments about future trends.
CG2: Students will transfer their understanding of Latin American and Caribbean history and contemporary geopolitics to design unique policy approaches to various challenges facing societies in each respective region.

COURSE ENDURING UNDERSTANDINGS

CEU1: The unique political, social, economic, and cultural features of a society shape its specific roles and responsibilities in a particular region.

CEU2: The political organization of various world regions provides an essential framework for analyzing relationships in the modern world.

CEU3: Contemporary conditions in societies are often the by-products of unique historical contingencies.

COURSE ESSENTIAL QUESTIONS

CEQ1: What determines a society's responsibilities in the global community?

CEQ2a: Can political trends transcend national boundaries?

CEQ2b: Does geographic proximity promote cordial relations amongst states?

CEQ3: To what extent do historical phenomena impact contemporary society?

UNIT GOALS AND PACING

UNIT TITLE	UNIT GOALS	DURATION
<u>Unit 1: The Structure of Regions - An Analysis of Latin America and the Caribbean Across Time</u>	LG1: Students will analyze the unique structure of contemporary Latin American and Caribbean societies and evaluate the extent to which their modern conditions are a by-product of historical contingency or larger historical forces. LG2: Students will evaluate the extent to which world regions and sovereign nations play a role in the broader context of global affairs.	8 to 9 weeks
<u>Unit 2: Promoting Policy - Policy Initiatives for Latin America and the Caribbean</u>	LG1: Students will design focused, comprehensive policy initiatives that address a unique political, social, cultural, or economic challenge facing Latin American and Caribbean societies, while drawing on historical phenomena to properly contextualize the issue.	8 to 9 weeks

REGIONAL STUDIES I - LATIN AMERICA & THE CARIBBEAN**DURATION:****UNIT 1: THE STRUCTURE OF REGIONS - AN ANALYSIS OF LATIN AMERICA AND THE CARIBBEAN ACROSS TIME****8-9 WEEKS****UNIT OVERVIEW****UNIT LEARNING GOALS**

LG1: Students will analyze the unique structure of contemporary Latin American and Caribbean societies and evaluate the extent to which their modern conditions are a by-product of historical contingency or larger historical forces.

LG2: Students will evaluate the extent to which world regions and sovereign nations play a role in the broader context of global affairs.

UNIT LEARNING SCALE: LG1

4	<p>In addition to score 3 performances, the student can:</p> <ul style="list-style-type: none"> ● apply learned concepts to analyze similar trends in other world regions; ● apply learned concepts to probe similar research questions in other world regions; ● critique policy choices and political decision-making in various world regions, including Latin America and the Caribbean, based on learned concepts.
3	<p>The student can:</p> <ul style="list-style-type: none"> ● formulate theories about future trends in Latin American and Caribbean societies based on contemporary and historical phenomena; ● identify and analyze patterns in historical trends in Latin America and the Caribbean; ● cite evidence from various historical events to explain contemporary trends in Latin American and Caribbean life; ● critically summarize key features of Latin American and Caribbean society.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3.

UNIT LEARNING SCALE: LG2	
4	In addition to score 3 performances, the student can: <ul style="list-style-type: none"> • apply relevant learned concepts to historical phenomena and analyze the extent to which world regions throughout time have played integral roles in global affairs; • apply relevant learned concepts to historical phenomena and analyze the extent to which specific sovereign nations throughout time have played an outsized role in global affairs; • using learned concepts, critique political actions throughout history that affected the role of a region or nation in the world community.
3	The student can: <ul style="list-style-type: none"> • formulate theories about future potentialities for each respective region’s shifting roles and responsibilities in the community of nations; • cite evidence to demonstrate the role each respective region plays in the broader context of global affairs; • analyze historical and contemporary patterns to properly situate each respective region’s’ role in the global community; • critically compare various regions around the globe and their place in the community of nations.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of level 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3.

ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
CEU1: The unique political, social, economic, and cultural features of a society shape its specific roles and responsibilities in a particular region.	CEQ1: What determines a society’s responsibilities in the global community?
EU1: Debate exists over whether contemporary trends in world regions are the product of the contingent nature of historical events or the result of inevitable, historical forces playing out over time.	EQ1: To what extent are modern realities the result of historical contingency?
EU2: Relations amongst nations are often predicated on unique regional conditions.	EQ2: What defines a ‘region’? Who defines a ‘region’?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG 1, 2 CEU1, EU 1, 2 CEQ1, EQ1, 2 6.2.12.D.4.c 6.2.12.C.5.d 6.2.12.D.5.a RH.11-12.9 WHST.11-12.4, 7 DOK 4	<p>Students will run a mock campaign for the position of a fictional political position, i.e. the president of a world region (the Caribbean or Latin America).</p> <p>Students will be required to:</p> <ul style="list-style-type: none">● conduct in-depth research into various contemporary regional conditions that require political attention, taking note of historical phenomena that led to the current status of the issue;● produce a paper addressing one unique regional issue and how they would tackle it in their fictional role as 'Regional President';● create a well-researched, persuasive campaign policy speech that demonstrates their unique approaches to tackling myriad problems in the region, while also addressing their vision for the region's role in the world;● take part in mock debates with other candidates for 'Regional President;'● make informed, scholarly predictions about future trends and challenges facing the region.

TARGETED UNIT STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
Bay of Pigs Invasion Cuban Missile Crisis Fidel Castro Haitian Revolution socialism Toussaint Louverture US-Cuban Relations	Draw evidence from myriad sources to determine the historic significance of Cuba under Fidel Castro in the late-20th century (DOK 3) Cite evidence from myriad sources to determine the historic significance of the Haitian Revolution on modern Caribbean trends (DOK 3)	RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among source
nationalism regionalism	Create a scholarly paper addressing a unique policy issue in Latin America and the Caribbean (DOK 4) Produce coherent writing in which the development and organization are appropriate to task, purpose, and audience (DOK 3)	WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
(varied based on student's research)	Conduct in-depth research into various contemporary regional conditions that require political attention, taking note of historical phenomena that led to the current status of the issue, and design and perform a campaign speech laying out your proposed solution (DOK 4)	WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CARICOM CARIFTA Cuban Revolution European influence in the Caribbean Haitian Revolution Mexican Revolution	Compare and contrast various viewpoints on the origins, causes, course, and long-term importance of 20th century revolutions in Latin America and the Caribbean (DOK 3) Compare and contrast various viewpoints on the long-term impact of European imperialism in Latin America and the Caribbean (DOK 3)	6.2.12.D.4.c Assess the causes of revolution in the 20th century (i.e., in Russia, China, India, and Cuba), and determine the impact on global politics.

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
(varied based on student's research)	Apply concepts to effectively debate the best way to promote regional growth in the global community (DOK 4)	6.2.12.C.5.d Determine the challenges faced by developing nations in their efforts to compete in a global economy.
colonialism Fulgencio Batista Operation Mongoose Operation PB Success Simon Bolivar	Develop a logical argument that persuasively positions the role of European imperialism in shaping modern Latin America and Caribbean societies and present it in a Socratic Roundtable seminar format (DOK 3)	6.2.12.D.5.a Relate the lingering effects of colonialism to the efforts of Latin American, African, and Asian nations to build stable economies and national identities.

REGIONAL STUDIES I - LATIN AMERICA & THE CARIBBEAN**DURATION:****UNIT 2: PROMOTING POLICY - POLICY INITIATIVES FOR LATIN AMERICA AND THE CARIBBEAN****8-9 WEEKS****UNIT OVERVIEW****UNIT LEARNING GOAL**

Students will design focused, comprehensive policy initiatives that address a unique political, social, cultural, or economic challenge facing Latin American and Caribbean societies, while drawing on historical phenomena to properly contextualize the issue.

UNIT LEARNING SCALE

4	In addition to score 3 performances, the student can connect solutions proposed to address unique challenges in Latin America and the Caribbean to other nations and regions around the globe.
3	The student can: <ul style="list-style-type: none"> analyze complex political, social, cultural, and economic challenges facing each respective region and clearly articulate the myriad factors that contribute to them; construct unique solutions to complex problems in Latin America and the Caribbean; differentiate between challenges that exist in each respective region and others around the globe.
2	The student sometimes needs assistance from a teacher, makes minor mistakes, and/or can do the majority of score 3 performances.
1	The student needs assistance to avoid major errors in attempting to reach score 3 performances.
0	Even with assistance, the student does not exhibit understanding of the performances listed in score 3.

ENDURING UNDERSTANDINGS

CEU3: Contemporary conditions in societies are often the by-product of unique historical contingencies.

EU1: The form and substance of public policy is often the product of myriad factors in society.

ESSENTIAL QUESTIONS

CEQ3: To what extent do historical phenomena impact contemporary society?

EQ1: Who makes policy and how do they do so?

COMMON ASSESSMENT

ALIGNMENT	DESCRIPTION
LG1 CEU 3, EU 1 CEQ 3, EQ 1 WHST.11-12.1, 7 6.2.12.C.5.d DOK 4	<p>Students will design a policy proposal paper and presentation that creates viable political, economic, and social solutions to a modern issue facing Latin America or the Caribbean. Students will:</p> <ul style="list-style-type: none">● write a scholarly research paper effectively laying out proposed solutions to a unique regional issue while properly contextualizing the problem using historical trends (topics will be chosen at the student's discretion);● design an interactive presentation demonstrating the proposed solution.● make informed and scholarly predictions about future trends in the subject/issue/challenge addressed in the paper and propose potential solutions.

TARGETED UNIT STANDARDS

DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	NEW STANDARDS TO INTRODUCE
(varied based on student’s case study)	<p>Design unique written arguments that propose various solutions to complex regional problems (DOK 4)</p> <p>Create a culminating policy research paper that proposes a final solution to a complex regional problem (DOK 4)</p> <p>Write arguments introducing a precise, knowledgeable claim (DOK 3)</p>	WHST.11-12.1. Write arguments focused on discipline-specific content.
DECLARATIVE KNOWLEDGE	PROCEDURAL KNOWLEDGE	PREVIOUSLY COVERED STANDARDS TO DEVELOP FURTHER
(varied based on student’s case study)	<p>Cite evidence from various historical texts to effectively support solutions to complex regional problems (DOK 2)</p> <p>Compare and contrast multiple approaches to solving the same regional problem in a Socratic Roundtable setting (DOK 3)</p>	WHST.11-12.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
CARICOM CARIFTA MERCOSUR NAFTA	<p>Assess the economic impact of American imperialism in Latin America and the Caribbean (DOK 3)</p> <p>Critique historic policy initiatives that sought to better integrate Latin American and Caribbean economies into the broader global economy (DOK 4)</p>	6.2.12.C.5.d Determine the challenges faced by developing nations in their efforts to compete in a global economy.