

Latin American History Pacing Calendar: 2025-2026 School Year

Term 1: September 8, 2025 - January 23, 2026

Unit 1: The Foundations of Latin America

Unit Essential Question: How do geography and pre-Columbian civilizations shape the cultural identity of Latin America today?

Core Content: Defining Latin America, major geographic regions, Pre-Columbian civilizations (e.g., Aztecs, Maya, Inca), the Columbian Exchange, and the geographical diversity of the region.

NYS Social Studies Standards: Standard 2: World History, Standard 3: Geography

** Each Latin American Country is taught based on the spin of The Wheel of Names, whichever country we land on is the one we teach next.*

Students have the choice on what topics, historical events/figures, landmarks we discuss and learn (I allow students choice for this).

** Dates and Learning Targets are subject to change to work around students needs, time-management and school events.*

Dates	#Days	Unit Title/ Due Dates / Essential Questions/ Instructional Objective	Core Content & NG Standards	Learning Target	Resources/Materials/ Assessments
September 2025					
Sept 8	1	UT: The Foundations of Latin America	Core Content: Defining Latin America and its major	I will be able to identify the countries	Resources: Latin History textbook (Ch.

		<p>DD: Day 1</p> <p>Instructional Objective: Students will be able to identify and locate the geographic regions of Latin America.</p>	<p>geographic regions.</p> <p>NG Standards: SS Standard 3.1: The physical and human characteristics of places and regions; ELA Anchor Standard 1.</p>	<p>that make up Latin America by labeling a map.</p>	<p>1), blank Latin America maps, atlases.</p> <p>-Assessment: Map labeling quiz. -</p> <p>Vocabulary: Latin America, Mesoamerica, biodiversity. -</p> <p>Differentiated Activities:-</p> <p>Struggling/ENL: Use a word bank for the map. -Advanced: Research and present on the etymology of the term "Latin America."-SEL</p> <p>Questions:-(English) How does learning about geography help us understand where people come from?-(Spanish) ¿Cómo el</p>
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					<p>aprender geografía nos ayuda a entender de dónde viene la gente?-(Chinese) 学习地理如何帮助我们了解人们来自哪里？</p>
Sept 9	2	<p>UT: The Foundations of Latin America-DD: Day 2- Instructional Objective: Students will be able to describe the major pre-Columbian civilizations.</p>	<p>Core Content: Aztec, Maya, and Inca civilizations. -NG Standards: SS Standard 2.2: The rise and fall of civilizations; ELA Anchor Standard 2.</p>	<p>SWBAT compare and contrast the societal structures of the Aztec, Maya, and Inca empires.</p>	<p>Resources: Textbook (Ch. 2), graphic organizers, video clips. -Assessment: Comparison chart completion.- Vocabulary: Pre-Columbian, civilization, empire.</p>
Sept 10	3	<p>UT: The Columbian Exchange-DD: Day 3- Instructional Objective: Students will be able to explain the causes and effects of the Columbian</p>	<p>Core Content: Causes and effects of the Columbian Exchange on populations, culture, and disease. -NG Standards: SS Standard 2.3: Global networks of exchange;</p>	<p>I will be able to analyze primary source documents to understand the effects of the Columbian Exchange</p>	<p>Resources: Primary source excerpts (e.g., historical accounts), cause-and-effect chart. -Assessment: A short-answer analysis of a</p>

		Exchange.	ELA Anchor Standard 1.	on different populations.	<p>primary source excerpt.-Vocabulary: Columbian Exchange, indigenous, epidemic.- Differentiated Activities:- Struggling/ENL: Use visual aids and a simplified timeline.- Advanced: Research a specific food or animal exchanged and its global impact on a Latin American country.-SEL Questions:-(English) How does understanding history help us appreciate diversity?-(Spanish) ¿Cómo nos ayuda a apreciar la diversidad el entender la</p>
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					historia?-(Chinese) 了解历史如何帮助我们欣赏多样性？
Sept 11	4	<p>UT: The Columbian Exchange-DD: Day 4-</p> <p>Instructional Objective: Students will be able to evaluate the short-term and long-term effects of the Columbian Exchange.</p>	<p>Core Content: Continued analysis of the Columbian Exchange, focusing on economic and cultural consequences. -NG</p> <p>Standards: SS Standard 2.3: Global networks of exchange; ELA Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text.</p>	<p>SWBAT create an argument to support their claims about the effects of the Columbian Exchange.</p>	<p>Resources: Textbook, primary source materials, debate preparation sheets. -</p> <p>Assessment: A debate on the lasting impact of the Columbian Exchange.</p>
Sept 12	5	<p>UT: The Foundations of Latin America-DD: Day 5-</p> <p>Instructional Objective: Students will be able to identify the unique biodiversity of Latin America.</p>	<p>Core Content: The Amazon Rainforest, the Andes Mountains, and the diverse flora and fauna. -NG</p> <p>Standards: SS Standard 3.3: The relationship between the physical environment and</p>	<p>I will be able to investigate the unique biodiversity of a specific Latin American region and create a visual representation of my</p>	<p>Resources: Internet access for research, library resources, art supplies. -</p> <p>Assessment: Infographic or poster presentation.</p>

			human activities; ELA Anchor Standard 7: Integrate and evaluate content from diverse media.	findings.	
Sept 23-24	HOLIDAY	Rosh Hashanah, no classes.			
October 2025					
Oct 1	6	UT: Mexico: Pre-Hispanic and Colonial Eras- DD: Day 6- Instructional Objective: Students will be able to describe the Aztec civilization and the Spanish conquest of Mexico.	Core Content: Aztec empire, Hernán Cortés, Tenochtitlán, and the Spanish conquest. - NG Standards: SS Standard 2.4: The transfer of ideas and culture; ELA Anchor Standard 2.	I will be able to explain the societal structure of the Aztec empire and the motivations of the Spanish conquistadors.	Resources: Textbook (Ch. 3), historical maps, art from the time period.- Assessment: Short-answer quiz.- Vocabulary: Conquistador, Tenochtitlán, mestizo. -Differentiated Activities:- Struggling/ENL: Use a visual timeline with

					<p>key events and figures.-Advanced: Research and write about the impact of a specific cultural practice on the post-conquest society.-SEL Questions:-(English) What does it mean to be resilient in the face of conflict?-(Spanish) ¿Qué significa ser resiliente ante un conflicto?-(Chinese) 在冲突面前，坚韧意味着什么？</p>
Oct 2-3	HOLIDAY	Yom Kippur, no classes.			
Oct 6	7	UT: Mexico: Pre-Hispanic and Colonial Eras- DD: Day 7- Instructional Objective: Students will	Core Content: Zapotec, Olmec, and Maya civilizations in Mexico. - NG Standards: SS Standard 2.2:	SWBAT identify key contributions and societal structures of the Zapotec and	Resources: Textbook (Ch. 3), historical maps, art from the time period.-

		<p>be able to describe the major characteristics of pre-Hispanic Mexican civilizations beyond the Aztecs.</p>	<p>The rise and fall of civilizations; ELA Anchor Standard 2.</p>	<p>Olmec civilizations.</p>	<p>Assessment: Short-answer quiz.- Vocabulary: Zapotec, Olmec, glyphs. - Differentiated Activities:- Struggling/ENL: Use a visual timeline with key events and figures.-Advanced: Research and write about the impact of a specific cultural practice on the post-conquest society.-SEL Questions:-(English) How can learning about different civilizations help us appreciate the diversity of human ingenuity?-(Spanish) ¿Cómo aprender sobre</p>
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					diferentes civilizaciones nos ayuda a apreciar la diversidad del ingenio humano?-(Chinese) 学习不同文明如何帮助我们欣赏人类智慧的多样性？
Oct 7	8	UT: The Mexican Revolution- DD: Day 8- Instructional Objective: Students will be able to identify the key figures and causes of the Mexican Revolution.	Core Content: Causes of the Mexican Revolution (social inequality, land reform), key figures (Madero, Villa, Zapata), and major events. - NG Standards: SS Standard 2.2: The rise and fall of civilizations; ELA Anchor Standard 1.	I will be able to analyze the reasons for the outbreak of the Mexican Revolution by reading and interpreting primary source documents.	Resources: Textbook (Ch. 4), primary source documents (e.g., Zapata's Plan de Ayala). - Assessment: Primary source analysis worksheet.- Vocabulary: Revolution, hacienda, caudillo.
Oct 8	9	UT: Modern Mexico- DD: Day 9- Instructional Objective: Students will	Core Content: Mexican culture, cuisine, traditions (e.g., Día de los Muertos), and	SWBAT investigate and present on a specific cultural	Resources: Internet access, library resources, cultural

		<p>be able to describe the culture, cuisine, and traditions of modern Mexico.</p>	<p>biodiversity. -NG Standards: SS Standard 2.4: The transfer of ideas and culture; ELA Anchor Standard 7: Integrate and evaluate content from diverse media.</p>	<p>tradition or celebration in Mexico.</p>	<p>videos. -Assessment: Oral presentation or poster. -Vocabulary: Cuisine, tradition, celebration. - Differentiated Activities:- Struggling/ENL: Create a simple food web of Mexican cuisine. -Advanced: Research and write a paper on the economic impact of a specific cultural tradition on a Mexican community. -SEL Questions:- (English) What is a tradition or celebration from your family or culture that you are proud of? - (Spanish) ¿Cuál es una</p>
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					<p>tradición o celebración de tu familia o cultura de la que te sientes orgulloso?-(Chinese)</p> <p>你的家庭或文化中，有什么让你引以为豪的传统或庆祝活动？</p>
Oct 9	10	<p>UT: Puerto Rico: A U.S. Territory-DD: Day 10-</p> <p>Instructional Objective: Students will be able to explain the unique political status of Puerto Rico.</p>	<p>Core Content: Puerto Rico as a U.S. Territory, its history, and the debate over statehood. -NG Standards: SS Standard 5.1: The nature of government; ELA Anchor Standard 1.</p>	<p>I will be able to analyze the historical relationship between the United States and Puerto Rico to understand the arguments for and against statehood.</p>	<p>Resources: Textbook (Ch. 5), articles on the statehood debate, video clips. -</p> <p>Assessment: Short essay on the statehood debate.-Vocabulary: Territory, commonwealth, statehood.</p>
Oct 10	11	<p>UT: Puerto Rico: Culture and Cuisine-DD: Day 11-</p> <p>Instructional Objective:</p>	<p>Core Content: Puerto Rican culture, cuisine, music, and traditions. -NG Standards:</p>	<p>SWBAT create a presentation or poster showcasing a</p>	<p>Resources: Internet access, art supplies, music clips. -</p>

		Students will be able to describe the culture and traditions of Puerto Rico.	SS Standard 2.4: The transfer of ideas and culture; ELA Anchor Standard 7: Integrate and evaluate content from diverse media.	traditional Puerto Rican dish, musical style, or festival.	Assessment: Project-based assessment.
Oct 13	HOLIDAY	Indigenous Peoples' Day, no classes.			
Oct 14	12	UT: Cuba: From Colonialism to Communism- DD: Day 12- Instructional Objective: Students will be able to explain the causes and effects of the Cuban Revolution.	Core Content: The Cuban Revolution, key figures (Fidel Castro, Che Guevara), and the establishment of a communist government. - NG Standards: SS Standard 2.2: The rise and fall of civilizations; ELA Anchor Standard 1.	I will be able to analyze the historical factors that led to the Cuban Revolution and its impact on the country's political and economic system.	Resources: Textbook (Ch. 6), documentary clips, articles on the U.S. embargo. - Assessment: Short-answer questions and a class discussion. - Vocabulary: Revolution, communism, embargo. - -Differentiated Activities:- Struggling/ENL: Use a cause-and-effect graphic organizer.-

					<p>Advanced: Research and present on the impact of the U.S. embargo on Cuba's economy.-SEL</p> <p>Questions:-(English) How do historical events influence how people view the world today?-(Spanish) ¿Cómo los eventos históricos influyen en cómo la gente ve el mundo hoy en día?-(Chinese) 历史事件如何影响人们看待当今世界的方式？</p>
Oct 15	13	<p>UT: Modern Cuba-DD: Day 13-Instructional</p> <p>Objective: Students will be able to describe the culture, cuisine, and</p>	<p>Core Content: Cuban culture, music (Salsa, Son), cuisine, and the unique challenges of the post-revolution era. -NG</p>	<p>SWBAT investigate and present on a specific aspect of Cuban culture, such as Santería or a</p>	<p>Resources: Internet access, video clips, primary source interviews. -</p> <p>Assessment:</p>

		unique beliefs of modern Cuba.	Standards: SS Standard 2.4: The transfer of ideas and culture; ELA Anchor Standard 7: Integrate and evaluate content from diverse media.	traditional art form.	Presentation.
Oct 16	14	UT: Dominican Republic and Haiti- DD: Day 14- Instructional Objective: Students will be able to compare and contrast the history and development of the Dominican Republic and Haiti.	Core Content: The shared island of Hispaniola, the Haitian Revolution, and the divergent development of the two countries. - NG Standards: SS Standard 2.2: The rise and fall of civilizations; ELA Anchor Standard 1.	I will be able to analyze the historical factors that led to the different economic and political trajectories of Haiti and the Dominican Republic.	Resources: Textbook (Ch. 7), historical maps, articles on the Haitian Revolution.- Assessment: Venn diagram comparing Haiti and the Dominican Republic. - Vocabulary: Hispaniola, revolution, divergent. - Differentiated Activities:- Struggling/ENL: Use a simplified chart to compare key facts.- Advanced: Research

					<p>and write an essay on the long-term impact of the Haitian Revolution on the Americas.-SEL</p> <p>Questions:-(English) How can we be more sensitive to the different historical experiences that shape people's lives?-</p> <p>(Spanish) ¿Cómo podemos ser más sensibles a las diferentes experiencias históricas que dan forma a las vidas de las personas?-</p> <p>(Chinese) 我们如何才能对塑造人们生活的不同历史经历更加敏感？</p>
Oct 17	15	UT: Culture of	Core Content: Dominican	SWBAT create a	Resources: Internet

		<p>Hispaniola-DD: Day 15-</p> <p>Instructional Objective: Students will be able to describe the culture, cuisine, and unique traditions of the Dominican Republic and Haiti.</p>	<p>and Haitian culture, cuisine, and traditions. -NG Standards: SS Standard 2.4: The transfer of ideas and culture; ELA Anchor Standard 7: Integrate and evaluate content from diverse media.</p>	<p>presentation on the shared and unique cultural elements of Haiti and the Dominican Republic, focusing on music, art, or traditional clothing.</p>	<p>access, cultural videos, primary source interviews. - Assessment: Group project and presentation.</p>
Oct 20	16	<p>UT: Central America: An Introduction-DD: Day 16-</p> <p>Instructional Objective: Students will be able to identify the countries and key geographic features of Central America.</p>	<p>Core Content: The Isthmus of Panama, Central American countries, and the Panama Canal. -NG Standards: SS Standard 3.1: The physical and human characteristics of places and regions; ELA Anchor Standard 2.</p>	<p>SWBAT locate and label the Central American countries and the Panama Canal on a map.</p>	<p>Resources: Textbook (Ch. 8), blank Central America maps, videos on the Panama Canal. -Assessment: Map labeling quiz.- Vocabulary: Isthmus, canal, lock. - Differentiated Activities:- Struggling/ENL: Use a labeled map as a reference.-Advanced: Research and write about the history of</p>

					<p>the Panama Canal's construction.-SEL</p> <p>Questions:-(English) How does a shared history, like living on the same landmass, create both a sense of community and conflict?-(Spanish) ¿Cómo una historia compartida, como vivir en la misma masa de tierra, crea un sentido de comunidad y conflicto a la vez?-(Chinese) 共同的历史，比如生活在同一块陆地上，如何既能产生社区感又能引发冲突？</p>
Oct 21	17	UT: Costa Rica: Ecotourism and Biodiversity- DD: Day 17-	Core Content: Costa Rica's ecotourism, biodiversity, and conservation efforts. - NG	I will be able to analyze the economic benefits and	Resources: Textbook (Ch. 9), articles on ecotourism, video

		<p>Instructional Objective: Students will be able to explain the importance of ecotourism to Costa Rica's economy and environment.</p>	<p>Standards: SS Standard 4.1: The economic decisions of individuals; ELA Anchor Standard 7: Integrate and evaluate content from diverse media.</p>	<p>environmental challenges of ecotourism in Costa Rica.</p>	<p>clips of Costa Rican rainforests. - Assessment: A short-answer analysis of the pros and cons of ecotourism.- Vocabulary: Ecotourism, conservation, biodiversity.</p>
Oct 22	18	<p>UT: Guatemala: The Legacy of the Maya-DD: Day 18-Instructional Objective: Students will be able to describe the enduring legacy of the Maya civilization in modern Guatemala.</p>	<p>Core Content: The Mayan civilization, its decline, and its cultural influence in modern Guatemala. -NG Standards: SS Standard 2.2: The rise and fall of civilizations; ELA Anchor Standard 1.</p>	<p>SWBAT analyze the ways in which Mayan culture continues to influence Guatemalan society today, including language, religion, and traditions.</p>	<p>Resources: Textbook (Ch. 10), articles on Mayan traditions, videos of contemporary Guatemalan markets and festivals. - Assessment: A "then and now" comparison chart.</p>
Oct 23	19	<p>UT: El Salvador: Civil War and Migration-DD: Day</p>	<p>Core Content: The Salvadoran Civil War, U.S.</p>	<p>I will be able to evaluate the reasons</p>	<p>Resources: Textbook (Ch. 11), primary</p>

		<p>19-Instructional Objective: Students will be able to identify the causes and effects of the Salvadoran Civil War and the subsequent migration.</p>	<p>involvement, and the impact of migration on the country's economy and society. -NG Standards: SS Standard 2.2: The rise and fall of civilizations; ELA Anchor Standard 8: Delineate and evaluate the argument and specific claims in a text.</p>	<p>why people leave their home country and the challenges they face when they migrate to a new one.</p>	<p>source interviews from Salvadoran migrants, articles on remittance economy. - Assessment: A short reflection paper on the reasons for migration.- Vocabulary: Civil War, migration, remittance. - Differentiated Activities:- Struggling/ENL: Use a graphic organizer to track causes and effects.-Advanced: Research and write an essay on the long-term impact of U.S. foreign policy on El Salvador.- SEL Questions:- (English) How can we show empathy for</p>
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					<p>people who have been forced to leave their homes?-(Spanish) ¿Cómo podemos mostrar empatía por las personas que se han visto obligadas a dejar sus hogares?-(Chinese) 我们如何才能对塑造人们生活的不同历史经历更加敏感？</p>
Oct 24	20	<p>UT: Honduras and Nicaragua: Societal Challenges-DD: Day 20- Instructional Objective: Students will be able to describe the societal strengths and weaknesses of Honduras and Nicaragua.</p>	<p>Core Content: Societal challenges in Honduras and Nicaragua (e.g., political instability, poverty, gang violence). -NG Standards: SS Standard 5.2: The rights and responsibilities of citizens; ELA Anchor Standard 1.</p>	<p>SWBAT investigate a specific societal challenge in either Honduras or Nicaragua and propose a possible solution.</p>	<p>Resources: Textbook (Ch. 12), news articles, reports from humanitarian organizations. - Assessment: A short research presentation on a societal issue.</p>
Oct 27	21	<p>UT: Belize: A Unique</p>	<p>Core Content: The history of</p>	<p>I will be able to</p>	<p>Resources: Textbook</p>

		<p>Identity-DD: Day 21-</p> <p>Instructional Objective: Students will be able to explain how Belize's history as a British colony has shaped its unique identity.</p>	<p>Belize as British Honduras, its unique blend of cultures (Creole, Garifuna, Maya), and its status as a Commonwealth realm. -NG Standards: SS Standard 2.4: The transfer of ideas and culture; ELA Anchor Standard 7: Integrate and evaluate content from diverse media.</p>	<p>compare and contrast Belize's cultural identity with its Central American neighbors.</p>	<p>(Ch. 13), videos on Belizean culture and music, articles on the Garifuna people. -Assessment: A Venn diagram or comparison chart.</p>
Oct 28	22	<p>UT: Wrap-up: Central America-DD: Day 22-</p> <p>Instructional Objective: Students will be able to synthesize their knowledge of Central American countries.</p>	<p>Core Content: Review of all Central American countries (Costa Rica, Guatemala, El Salvador, Honduras, Nicaragua, Panama, Belize). - NG Standards: SS Standard 3.1: The physical and human characteristics of places and regions; ELA Anchor Standard 2.</p>	<p>SWBAT create a comprehensive study guide for the unit assessment.</p>	<p>Resources: All previous materials, notes. -Assessment: Unit assessment.</p>

Term 2: February 4, 2026 - June 15, 2026

Unit 4: South America

Unit Essential Question: How do diverse landscapes and unique historical trajectories influence the cultural and economic identities of South American countries?

Core Content: The Amazon rainforest's biodiversity, the Andes Mountains' cultural impact, unique traditions, and the economic challenges of resource-dependent nations.

NYS Social Studies Standards: Standard 2: World History, Standard 4: Economics.

NYS ELA Standards: Anchor Standard 6: Conduct research based on focused questions to demonstrate understanding of the subject under investigation. Anchor Standard 7: Gather relevant information from multiple sources... and integrate the information in writing while avoiding plagiarism.

Dates	#Days	Unit Title/ Due Dates / Essential Questions/ Instructional Objective	Core Content & NG Standards	Learning Target	Resources/Materials / Assessments
February 2026					
Feb 4	1	UT: South America: An Introduction- DD: Day 1- Instructional Objective: Students will be able to	Core Content: The Andes Mountains, the Amazon River, and the major countries of South	SWBAT locate and label all South American countries and key geographic	Resources: Textbook (Ch. 14), blank South America maps, atlases. - Assessment: Map

		<p>identify and locate the countries and major geographic features of South America.</p>	<p>America. -NG Standards: SS Standard 3.1: The physical and human characteristics of places and regions; ELA Anchor Standard 2.</p>	<p>features on a map.</p>	<p>labeling quiz.- Vocabulary: Andes, Amazon, pampas. - Differentiated Activities:- Struggling/ENL: Use a word bank for the map. - Advanced: Research and present on the formation of the Andes Mountains.-SEL Questions:-(English) What is a physical feature in your community that is important to you and why?-(Spanish) ¿Qué es un rasgo físico en tu comunidad que es importante para ti y por qué?-(Chinese) 你所在的社区里有什么对你来说很重要的地貌特征？为什么</p>
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Feb 5	2	<p>UT: Brazil: The Amazon and Carnival-DD: Day 2-</p> <p>Instructional Objective: Students will be able to describe the biodiversity of the Amazon and the cultural significance of Carnival.</p>	<p>Core Content: The Amazon rainforest, deforestation issues, and the traditions and celebration of Carnival.</p> <p>-NG Standards: SS Standard 4.1: The economic decisions of individuals; ELA Anchor Standard 7.</p>	<p>I will be able to analyze the conflict between economic development and environmental conservation in the Amazon.</p>	<p>Resources: Textbook (Ch. 15), documentary clips on the Amazon, videos of Carnival. -</p> <p>Assessment: A short written reflection on the conflict.-Vocabulary: Deforestation, sustainability, Carnival. -</p> <p>Differentiated</p> <p>Activities:-</p> <p>Struggling/ENL: Create a simple cause-and-effect chart on deforestation.-</p> <p>Advanced: Write a position paper on the role of international policy in Amazon conservation.-SEL</p> <p>Questions:-(English)</p>

					<p>How can we be a part of the solution to global environmental problems?-(Spanish) ¿Cómo podemos ser parte de la solución a los problemas ambientales globales?-(Chinese) 我们如何才能成为解决全球环境问题的一部分？</p>
Feb 6	3	<p>UT: Argentina: Culture and Economy-DD: Day 3-Instructional Objective: Students will be able to describe the culture, traditions, and economy of Argentina.</p>	<p>Core Content: Argentinian culture (tango, gauchos), economy (agriculture, beef), and societal strengths. -NG Standards: SS Standard 2.4: The transfer of ideas and culture; ELA Anchor Standard 7.</p>	<p>SWBAT investigate and present on a specific cultural element of Argentina, such as the tango or gaucho lifestyle.</p>	<p>Resources: Textbook (Ch. 16), videos of tango performances, articles on Argentinian cuisine. - Assessment: Presentation.</p>
Feb 9	4	<p>UT: Colombia and</p>	<p>Core Content:</p>	<p>I will be able to</p>	<p>Resources: Textbook</p>

		<p>Venezuela-DD: Day 4-</p> <p>Instructional Objective: Students will be able to compare the political and economic histories of Colombia and Venezuela.</p>	<p>Colombia's history of conflict and drug trade; Venezuela's oil economy and current crisis. -NG Standards: SS Standard 4.1: The economic decisions of individuals; ELA Anchor Standard 1.</p>	<p>analyze the impact of natural resources on a country's economy, using Venezuela's oil as a case study.</p>	<p>(Ch. 17), news articles on the Venezuelan crisis, charts on oil production. -Assessment: A short-answer analysis of the relationship between oil and economic stability. -Vocabulary: Caudillo, petrostate, hyperinflation. -Differentiated Activities:- Struggling/ENL: Use a graphic organizer to compare key facts.- Advanced: Research and debate the role of international sanctions in Venezuela's economic crisis.-SEL Questions:- (English) How does a person's physical environment affect their</p>
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					<p>daily life?-(Spanish) ¿Cómo afecta el entorno físico de una persona a su vida diaria?-(Chinese) 一个人的物理环境如何影响他们的日常生活？</p>
Feb 10	5	<p>UT: Chile and Peru-DD: Day 5-Instructional Objective: Students will be able to describe the unique geography and cultural heritage of Chile and Peru.</p>	<p>Core Content: Chile's unique geography, the Atacama Desert; Peru's Inca heritage, Machu Picchu, and the Andes. - NG Standards: SS Standard 2.2: The rise and fall of civilizations; ELA Anchor Standard 1.</p>	<p>SWBAT describe the impact of the Andes Mountains on the cultural and economic life of Peru and Chile.</p>	<p>Resources: Textbook (Ch. 18), videos of Machu Picchu, articles on the Atacama Desert. - Assessment: A "then and now" comparison chart.</p>
Feb 11-15	HOLIDAY	Midwinter Recess, no classes.			
Feb 23	6	<p>UT: Bolivia and Paraguay-DD: Day 6- Instructional Objective: Students will be able to</p>	<p>Core Content: Bolivia's indigenous majority, the Amazon and Altiplano; Paraguay's unique blend</p>	<p>SWBAT compare and contrast the societal structures and economies of Bolivia</p>	<p>Resources: Textbook (Ch. 19), articles on indigenous rights in Bolivia, videos on the</p>

		<p>describe the unique cultural and economic characteristics of Bolivia and Paraguay.</p>	<p>of Spanish and Guaraní culture. -NG Standards: SS Standard 2.4: The transfer of ideas and culture; ELA Anchor Standard 1.</p>	<p>and Paraguay.</p>	<p>Guaraní language in Paraguay. -Assessment: A comparison chart. -Vocabulary: Altiplano, indigenous, landlocked. -Differentiated Activities:- Struggling/ENL: Use a visual aid to compare the two countries.- Advanced: Research and write an essay on the historical and political factors that led to Bolivia's high indigenous population.- SEL Questions:- (English) How does a person's cultural identity influence their daily life? -(Spanish) ¿Cómo influye la identidad cultural de una persona</p>
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					en su vida diaria?-(Chinese) 一个人的文化认同如何影响他们的日常生活？
Feb 24	7	<p>UT: Ecuador and Uruguay-DD: Day 7-</p> <p>Instructional Objective: Students will be able to describe the unique geographic and political features of Ecuador and Uruguay.</p>	<p>Core Content: Ecuador's biodiversity (Galapagos Islands) and its unique cultural blend; Uruguay's progressive social policies and economy. -</p> <p>NG Standards: SS Standard 3.1: The physical and human characteristics of places and regions; ELA Anchor Standard 1.</p>	<p>I will be able to analyze how a country's geography can affect its economy and societal strengths, using Ecuador and Uruguay as examples.</p>	<p>Resources: Textbook (Ch. 20), documentaries on the Galapagos Islands, articles on Uruguay's social policies. -Assessment: A short-answer analysis of the connection between geography and society.-</p> <p>Vocabulary: Progressive, sustainability, biodiversity.</p>
Feb 25	8	<p>UT: South American Economies-DD: Day 8-</p> <p>Instructional Objective: Students will be able to</p>	<p>Core Content: A comparative analysis of the economies of Brazil (industrial), Argentina</p>	<p>SWBAT create a presentation that compares and contrasts the</p>	<p>Resources: Economic data charts, World Bank reports, internet access for research. -</p>

		<p>compare and contrast the economies of various South American nations.</p>	<p>(agricultural), and Venezuela (resource-dependent). -NG</p> <p>Standards: SS Standard 4.1: The economic decisions of individuals; ELA Anchor Standard 2.</p>	<p>economies of three different South American countries.</p>	<p>Assessment: Group presentation.-</p> <p>Differentiated</p> <p>Activities:-</p> <p>Struggling/ENL: Create a simple chart with icons and key terms.-</p> <p>Advanced: Write a position paper on which country's economic model is the most sustainable.-SEL</p> <p>Questions:-(English) How do economic issues in one country affect other countries?-</p> <p>(Spanish) ¿Cómo los problemas económicos en un país afectan a otros países?-(Chinese) 一个国家的经济问题如何影响其他国家？</p>
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Feb 26	9	<p>UT: Wrap-up: South America-DD: Day 9-</p> <p>Instructional Objective: Students will be able to synthesize their knowledge of South American countries.</p>	<p>Core Content: Review of all South American countries (Argentina, Bolivia, Brazil, Chile, Colombia, Ecuador, Paraguay, Peru, Uruguay, Venezuela). -</p> <p>NG Standards: SS Standard 2: World History, Standard 4: Economics; ELA Anchor Standard 2.</p>	<p>SWBAT create a comprehensive study guide for the unit assessment.</p>	<p>Resources: All previous materials, notes. -</p> <p>Assessment: Unit assessment.</p>
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Unit 5: Final Project and Reflection

Unit Essential Question: How has this course deepened my understanding of Latin American history and culture, and how can I apply this knowledge to my life and community?

Core Content: Student-driven project based on a topic of personal interest, course review, and reflection.

NYS Social Studies Standards: Standard 5: Civics, Citizenship, and Government.

NYS ELA Standards: Anchor Standard 4: Present information, findings, and supporting evidence. Anchor Standard 6: Adapt speech to a variety of contexts and communicative tasks.

Dates	#Days	Unit Title/ Due Dates /	Core Content & NG	Learning Target	Resources/Materials /
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		Essential Questions/ Instructional Objective	Standards		Assessments
March 2026					
Mar 2	10	<p>UT: Final Project Introduction-DD: Day 10-</p> <p>Instructional Objective: Students will be able to select a final project topic and begin preliminary research.</p>	<p>Core Content: Introduction to final project options (e.g., research paper, documentary, art exhibit). -NG</p> <p>Standards: ELA Anchor Standard 6: Conduct research based on focused questions; ELA Anchor Standard 4.</p>	<p>I will be able to choose a topic of interest related to Latin American history or culture and begin my research.</p>	<p>Resources: Project rubrics, list of possible topics, library and internet access. -</p> <p>Assessment: Project proposal.-Vocabulary: Synthesis, portfolio, advocacy. -</p> <p>Differentiated Activities:-</p> <p>Struggling/ENL: Provide a list of simple, scaffolded project options.-Advanced: Encourage students to design their own project.-SEL Questions:-(English)</p>

					<p>What is one topic from this course that you would like to learn more about?-(Spanish) ¿Cuál es un tema de este curso sobre el que te gustaría aprender más?-(Chinese) 这门课程中, 你最想深入了解的课题是什么?</p>
Mar 3-17	11-17	<p>UT: Final Project Work Days-DD: Day 11-17-</p> <p>Instructional Objective: Students will be able to conduct in-depth research, create a draft, and finalize their projects.</p>	<p>Core Content: Independent research and project development. -NG</p> <p>Standards: ELA Anchor Standard 6: Conduct research based on focused questions; ELA Anchor Standard 7: Gather relevant information from</p>	<p>SWBAT apply the research and writing skills learned in this course to complete my final project.</p>	<p>Resources: Laptops, library, teacher feedback.-Assessment: Ongoing check-ins, draft submission.</p>

			multiple sources.		
Mar 18-20	HOLIDAY	Parent-Teacher Conferences, no student attendance on these days.			
Mar 21	18	UT: Project Presentations- DD: Day 18- Instructional Objective: Students will be able to present their final projects to the class.	Core Content: Project presentations. - NG Standards: ELA Anchor Standard 4: Present information, findings, and supporting evidence; ELA Anchor Standard 6: Adapt speech to a variety of contexts.	I will be able to present my final project to my classmates in a clear and engaging way.	Resources: Project materials, presentation equipment. - Assessment: Final project presentation and rubric.
April 2026					
Apr 2-10	HOLIDAY	Spring Recess, no classes.			
Apr 13	19	UT: Final Project Presentations (cont.)- DD: Day 19- Instructional	Core Content: Continued final project presentations.	SWBAT deliver a concise and compelling presentation of my final	Resources: Project materials, presentation equipment. -

		<p>Objective: Students will continue to present their final projects to the class.</p>	<p>-NG Standards: ELA Anchor Standard 4: Present information, findings, and supporting evidence; ELA Anchor Standard 6: Adapt speech to a variety of contexts.</p>	<p>project.</p>	<p>Assessment: Final project presentation and rubric.</p>
<p>Apr 14- May 21</p>	<p>20-35</p>	<p>UT: Final Review-DD: Day 20-35-Instructional</p> <p>Objective: Students will be able to synthesize their knowledge and prepare for the final exam.</p>	<p>Core Content: Comprehensive review of all course units, key themes, vocabulary, and historical figures. -NG Standards: SS Standard 2: World History, Standard 4: Economics; ELA Anchor Standard 2.</p>	<p>I will be able to effectively summarize the key themes and content covered throughout the course to prepare for the final exam.</p>	<p>Resources: Review packets, previous notes, practice questions. - Assessment: Final Exam review activities.</p>
<p>May 2026</p>					

May 25	HOLIDAY	Memorial Day, schools closed.			
May 27	HOLIDAY	Eid al-Adha, schools closed.			
June 2026					
June 4	HOLIDAY	Anniversary Day/Chancellor's Conference Day, students do not attend.			
June 5	HOLIDAY	Clerical Day, no classes for students.			
June 15	36	<p>UT: Final Class & Wrap-Up-DD: Day 36-</p> <p>Instructional Objective: Students will be able to reflect on their learning and the course as a whole.</p>	<p>Core Content: Final reflections, course feedback, and closing remarks. -NG</p> <p>Standards: ELA Anchor Standard 1: Read closely; ELA Anchor Standard 10:</p>	<p>I will be able to articulate what I have learned in this course and how it has changed my perspective on the world.</p>	<p>Resources: Course feedback forms, journals.-Assessment: Student reflection. -SEL</p> <p>Questions:-(English) What is one new thing you learned about yourself during this</p>

			Apply knowledge of language to understand how language functions in different contexts.		course?-(Spanish) ¿Cuál es una cosa nueva que aprendiste sobre ti mismo/a durante este curso?-(Chinese) 在这门课程中，你对自己学到了什么新东西？
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