

REACH: Mexico

degregorior@nclack.k12.or.us

- Expected outcomes
 - Understanding of Mexico early history, impacts of Spanish colonization, and significant events since Mexican independence.
 - Understand components of, and arguments for and against, free trade
 - Understand current factors impacting Mexican politics
 - Understand factors that impact U.S.-Mexico relationship
 - Evaluate government policies from different perspectives
 - Formulate opinions based on empirical evidence

 - **Curriculum Outline**
- I. *Unit 1: Mexico's Beginnings*
 - A. Geography, Early Inhabitants, and the Spanish Conquest
 1. Quiz 1
 - a) Map
 - b) Reading questions for Early Inhabitants and the Spanish Conquest
 - c) Aztec-Spanish Encounter
 - B. "Colonial Mexico" and "Mexican Independence"
 1. Quiz 2
 - a) Reading Questions for Colonial Mexico and Mexican Independence
 - b) Political Geography of North America
 - C. Test 1
 - II. *Unit 2: An Independent Nation*
 - A. "Progress, Reform, and Order", "The Mexican Revolution", and "Remaking Mexico"
 1. Reading questions from Progress, Reform, and Order and from The Mexican Revolution and from the Remaking Mexico
 2. History in Mexican textbooks
 3. Quiz 3
 - B. "Economic Bust" and "Reforming the Economy"
 1. Reading questions from Economic Bust and Reforming the Economy
 2. Quiz 4
 - C. Project 1
 - D. Test 2
 - III. *Unit 3: Mexico Since 1990*
 - A. "Demands for Change" and "Challenges Today"
 1. Graphic organizer
 2. Reading questions from Demands for Change and Challenges Today
 3. Quiz 5
 - B. "Options for Mexico's Future" and "Mexico's Economic Future"
 1. Analysis of role
 2. Participation in role play
 3. Quiz 6
 - C. Test 3
 - D. Final Project

Course Calendar

Week	M	Tu	W	Th	F
W1 1/7	Initial Map Activity	<i>School Activity</i>	<i>School Activity</i>	<i>School Activity</i>	<i>School Activity</i>
W2 1/14	Reading questions for “Early Inhabitants” and the “Spanish Conquest” (due 1/15)	“Aztec-Spanish Encounter” Activity	Review	Quiz 1	{Symposium}
W3 1/21	MLK Day	Reading Questions for “Colonial Mexico” and “Mexican Independence” (due 1/23)	“Political Geography of North America” Activity	Review	Part 1 of Quiz 2 (½ day)
W4 1/28	Part 2 of Quiz 2 (½ day)	Review (½ day)	Review (½ Day)	School?	No School
W5 2/4	Test 1	Reading questions from “Progress, Reform, and Order”, “The Mexican Revolution” and “Remaking Mexico” (due 2/6)	“History in Mexican textbooks” Activity; Project 1 Assigned	Review	Quiz 3
W6 2/11	Reading questions from “Economic Bust” and “Reforming the Economy” (due 2/12)	Review	Quiz 4	Project 1 Work Day	{Symposium}
W7 2/18	Presidents’ Day	Present Projects	Review	Test 2	Graphic Organizer “Demands for Change” and “Challenges Today” (due 2/25)

W8 2/25	Reading Questions for "Demands for Change" and "Challenges Today" (due 2/26)	Review	Quiz 5	"Options for Mexico's Future" Activity	"Options for Mexico's Future" Activity
WS 3/4	"Options for Mexico's Future" Activity	"Mexico's Economic Future" Activity	"Mexico's Economic Future" Activity	Review; Final Project Assigned	Quiz 6
W9 3/11	Review	Review	Test 3	Final Project Work Day	Final Project Work Day
W10 3/18 Finals Week	Final Project Work Day	Final Project Presentations	Final Project Presentations	Field Trip	No School

Formative Assessments = app. 42.5% of grade

Summative Assessments = app. 57.5% of grade

E. 6 quizzes	25 points each	/150
F. 6 reading questions and graphic organizer	10 points each	/60
G. 4 short activities	20 points each	/80
H. 2 extended activities	40 points each	/80
I. 3 Tests;	100 points each	/300
J. 2 Projects	100 points each	/200

Total /870

- Late work and make-up policy
 - Work is due at start of class
 - Work will be accepted up to one week from due date for maximum of 70% of the assigned credit
 - Attendance must be made up before/after school within 2 weeks of return to class
- Key Independent Learner Traits
 - Pathways students check the blog and use the curriculum link to access materials, including handouts, daily agendas, reading materials, notes, etc.
 - Pathways students know that while persistence, organization, and time-management will not impact their grade, these independent learner characteristics are considered when evaluating a student's readiness for pathways opportunities and whether a student exhibits independent learner characteristics
 - No cheating. Cheating is not acceptable. Cheating includes copying homework, tests, plagiarizing other work, etc. All students involved in cheating will receive a zero and will be referred to Principal Sien violating the school conduct code. Cheaters are automatically are disqualified from pathways consideration

Phone Policy

1. Should not be accessed during class, unless specifically permitted by teacher.
 - a. This may happen for placing due dates in your phone's calendar, research purposes, and other academic purposes.
2. Should be turned off before class begins.
3. Life exception
 - a. Talk to me before class begins if you have a legitimate reason to need have your phone on during class.
 - b. Most phone needs do not meet the criteria as serious life emergencies. You can wait an hour.
4. Violations of above.
 - a. You will be assigned a phone pocket the first time you violate the preceding policy and must place your phone in that pocket every day at the start of class, for the remainder of the term.
 - b. Additional phone issues will result in a referral to Principal Sien