

Global Education and International Programs:



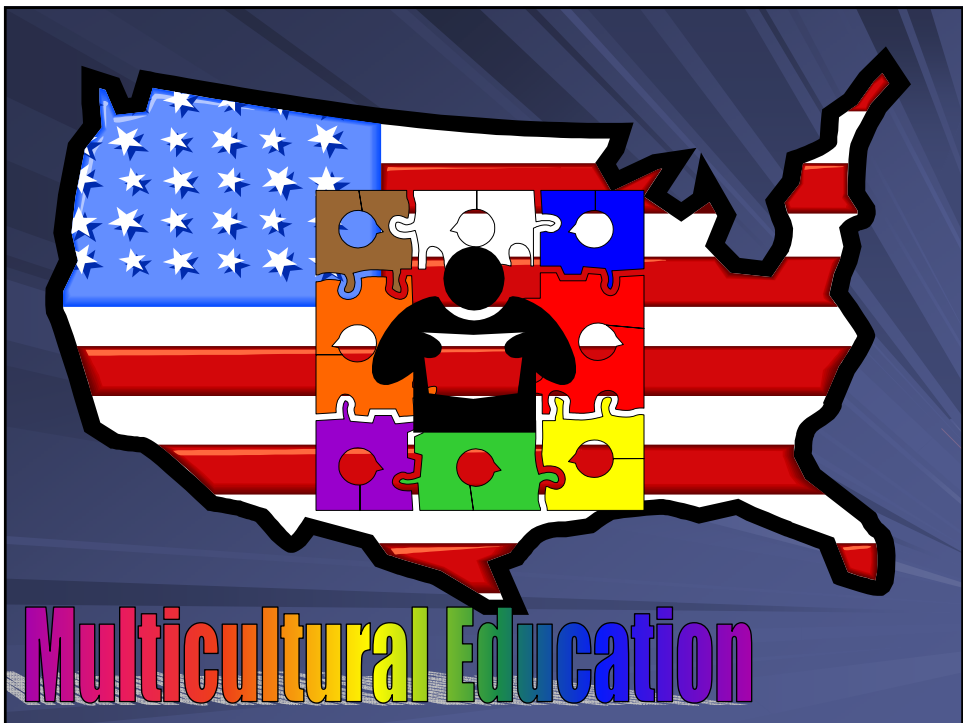
Preparing Palm
Beach County
Students for
Success



Department of Multicultural Education

District Mission

The School Board of Palm Beach County is committed to excellence in education and preparation of all our students with **knowledge, skills, and ethics required for responsible citizenship and productive employment.**





...preparing students for Palm Beach...



...preparing students for Florida...



...preparing students for the USA...








Participate

Communicate

Know

- 📖 Core Curriculum/Literacy
- 📖 Multicultural Curriculum
- 📖 International Studies



BRIDGES LINKING CULTURES

**CULTURAL CONNECTIONS
THROUGH THE CURRICULUM**

Over 120 Lessons Including Haitian, Hispanic, Women's, Holocaust, Immigrant Studies, and Globalization lessons

Social Studies Multicultural Education Curriculum Matrix 6-12
 CLICK EACH LESSON IN GREEN TO DOWNLOAD INDIVIDUAL LESSON PLANS AND STUDENT ACTIVITIES/READING PASSAGES
 Lessons Correlate with State Benchmarks, Adopted Textbooks, and Content Enhancement Units listed in red below. To view online go to:
www.palmbeach.k12.fl.us/multicultural

	6TH World Cultures and Geography	7TH Civics	8TH The American Journey	9TH World Geography	10TH World History: Patterns of Interaction	11TH The American Vision	12TH Sem. I U.S. Government Sem. II Economics
Haitian and Haitian-American Studies F.S. 228-391	Haitian American: Week 2010 to 2014 Foundations of Citizenship: Haitian Struggle Government and the Economy: The Paper Chase Continues	Foundations of Citizenship: Haitian Struggle Government: Participating in State and Local Government: Points for Migration to the United States	Different Worlds Meet: The Early History of Haiti The Growing Nation: Jean-Pierre Toussaint Government: Participating in State and Local Government: Points for Migration to the United States	Latin America: Facing Economic Trials and the Caribbean Government: Participating in State and Local Government: Points for Migration to the United States	Connecting Hemispheres: Irish Emigration and Colonization** Government: Participating in State and Local Government: Points for Migration to the United States	These Worlds Meet: Expansion Era of the Spanish/French Empire** A Changing Society: Jean-Baptiste DuRoi*** Government: Participating in State and Local Government: Points for Migration to the United States	Government: Participating in State and Local Government: Points for Migration to the United States
6-12 Haitian/Haitian-American Teacher Resources and Student Reading Passages							
Hispanic/Latino Studies F.S. 1003.42 (2) (g)	Latin American: Week 2010 to 2014 Foundations of Citizenship: Spanish Influence in United States Culture** Government: Participating in State and Local Government: Points for Migration to the United States	Foundations of Citizenship: Spanish Influence in United States Culture** Government: Participating in State and Local Government: Points for Migration to the United States	The New Republic: Bernardo de Calvo: Supporter of the American Revolution The Growing Nation: Founding of Los Angeles Government: Participating in State and Local Government: Points for Migration to the United States	Latin America: Carlos J. Fajó – and “Golden Frame” • Barón and the Dominican Republic Government: Participating in State and Local Government: Points for Migration to the United States	Connecting Hemispheres: • Creative Exchange *** Government: Participating in State and Local Government: Points for Migration to the United States	These Worlds Meet: • A Tale of Upheaval: Using Primary Sources to the Midwestern East and East II *** Government: Participating in State and Local Government: Points for Migration to the United States	Government: Participating in State and Local Government: Points for Migration to the United States
6-12 Hispanic/Latino Teacher Resources and Activities for Hispanic/Latino Heritage Month							
Holocaust Studies F.S. 1003.42 (2) (f)	Holocaust: Week 2010 to 2014 The United States and the World: • “Comrades” – one day lesson • Tell Benji We Remember Government: Participating in State and Local Government: Points for Migration to the United States	The United States and the World: • “Comrades” – one day lesson • Tell Benji We Remember Government: Participating in State and Local Government: Points for Migration to the United States	Turbulent Decades: • Shared Lives: Flying Against the Wind • Tell Benji We Remember Government: Participating in State and Local Government: Points for Migration to the United States	Europe and the American: Voyage of the St. Louis – one day lesson *** Government: Participating in State and Local Government: Points for Migration to the United States	The World at War: • Concentration Camps – one day lesson *** • Remember Books That Have to Be Forgotten** Government: Participating in State and Local Government: Points for Migration to the United States	The Birth of Modern America: • Introduction to the 1930’s – one day lesson** • A Tale of Upheaval: Using Primary Sources to the Midwestern East and East II *** Government: Participating in State and Local Government: Points for Migration to the United States	Government: Participating in State and Local Government: Points for Migration to the United States
6-12 Holocaust Teacher Resources							
Multicultural Studies F.S. 228-391	Multicultural: Week 2010 to 2014 The United States and the World: Comparative Government Government: Participating in State and Local Government: Points for Migration to the United States	The United States and the World: Comparative Government Government: Participating in State and Local Government: Points for Migration to the United States	Turbulent Decades: Shared Lives: Values of World War II Government: Participating in State and Local Government: Points for Migration to the United States	East Asia/Southeast Asia: The U.S. and the Philippines: Exile & Truth** Government: Participating in State and Local Government: Points for Migration to the United States	New Directions in Government and Society: Shared Lives: Values of World War II Exile & Truth** Government: Participating in State and Local Government: Points for Migration to the United States	The Birth of Modern America: • Shared Lives: Values of World War II Exile & Truth** Government: Participating in State and Local Government: Points for Migration to the United States	Government: Participating in State and Local Government: Points for Migration to the United States
6-12 Multicultural Studies Teacher Resources							
Women's Studies F.S. 1003.42 (2) (g)	Women's: Week 2010 to 2014 United States and Canada: State Law Government: Participating in State and Local Government: Points for Migration to the United States	United States and Canada: State Law Women Studies Government: Participating in State and Local Government: Points for Migration to the United States	Women, Expansion, and War: • Women in Science Government: Participating in State and Local Government: Points for Migration to the United States	5 Themes of Geography: Women in the World Government: Participating in State and Local Government: Points for Migration to the United States	The World at War: Women and Peace Service: Film *** Government: Participating in State and Local Government: Points for Migration to the United States	The Crisis of Unions: Mary O'Leary: Congressional Model of House Respects ** Government: Participating in State and Local Government: Points for Migration to the United States	Government: Participating in State and Local Government: Points for Migration to the United States
6-12 Women's Studies Teacher Resources							
International Global Studies	Introduction to World Cultures and Geography: Global Traditions Government and the Economy: International Trade and its Benefits	Government and the Economy: International Trade and its Benefits Government: Participating in State and Local Government: Points for Migration to the United States	Turning Points: What is Globalization? Positive or Negative Government: Participating in State and Local Government: Points for Migration to the United States	5 Themes of Geography: Sources of the World: Global Environment Government: Participating in State and Local Government: Points for Migration to the United States	Perspectives on the Present: International Use of Resources: The Lizard*** Government: Participating in State and Local Government: Points for Migration to the United States	A Changing Society: Global Conflict: The Battle of the Bulge*** Government: Participating in State and Local Government: Points for Migration to the United States	The Global Economy: The Wide World of Trade Government: Participating in State and Local Government: Points for Migration to the United States
6-12 International / Globalization Teacher Resources							

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United States Foreign Policy and International Trade

There are many goals of the United States Foreign Policy. The main goals are in national security, stopping terrorism world peace, human rights and democracy, and trade. Our country has committed to increase international trade because they realize the benefits. Our country has established two goals for encouraging trade with other countries. One is to get other countries to buy American goods, and the other is for our partners, through trade, to support and agree with us with world issues.

Trade is beneficial to the United States economy, and trade is usually beneficial to all parties involved. Encouraging trade throughout various countries in the world provides a market to purchase other peoples goods and for countries to sell their own goods in order to increase their economies.

There are rules and regulations for the trade market. Each country decides upon "trade measures" or the terms in which they will trade with other countries. Sometimes there are **quotas** (or **limits**) to how much foreign product can be sold in a particular country, others regulations include **taxes** (or **tariffs**) of products that come and leave certain countries. Sometimes there are **sanctions or embargos**, or regulations, which stops trade with another country in order to try to change their behavior. For example, in 1960, President Eisenhower initiated an **embargo** (a law forbidding trade) on arms, sugar, and oil against Cuba in an attempt to punish the island for negotiating with the Soviet Union. This embargo continues today, and has increased in strength. In addition, today, U.S. citizens are not permitted to travel to Cuba, U.S. companies may not trade anything with Cuba, and Cuba cannot buy food or medical supplies from the U.S.



TRADE ACTIVITY



Directions:

1. Set up paper lunch bags with names of countries on the outside and different candy/snacks on the inside.
2. Set up one brown bag per child in the class.
3. Repeat countries' names at least twice. (So that two people have the same country name)
4. Place different kinds of candy in different countries bags. Place smaller amounts of candy/snack bags of chips into countries with smaller economies and a larger amount of candy into countries with higher economies.

Begin the activity:

1. Tell students to look in their bag, don't tell others what they have (let them know some people may have different things) and ask them to rate how they like what is inside on a scale from 1-10. Also, tell them to notice the country on their bag. Do they know where it is in the world?
2. Place the chart on the overhead, and write everyone's rating in the boxes as they tell you one by one, aloud.
3. Tell students now, that they will be allowed to trade only "within" their own country for the next 5 minutes. Thus, they must find someone with a bag that has the same country name. They can decide to trade, or not to trade, depending upon what they find out.
4. Place the chart of the overhead, and ask students: *For those who traded, why did you trade? For those that did not, why not? Did anyone trade twice? Now, that you have traded, tell me the rating of your bag? Are you a just a bit happier now than before, did you stay the same, or are you less happy with the contents of your bag?* Write the ratings on the chart for all to see.
5. Now, tell students that they will be allowed to trade internationally! Tell them to explore the world for what they want, and they may trade or not trade with other countries unlimited for then next five minutes.



6. Bring the group together again and ask the same questions as above. Write the new ratings for this round on the chart for all to see. Complete the following extension activities:

Extensions:

1. Look at the chart, ask students to explain why the numbers, as a whole, generally go up in rating as the activity went on. Why is this?
 - What would have happened if I would have restricted you and ended the game only with intra-country, or national trade?
 - How did you treat countries that did not have what you wanted?
 - What were you willing to do or say to countries that had something you wanted?
 - What countries had the most to trade?
 - What countries had the least to trade?
2. Ask students to explain why some countries had more to trade, in the beginning, than others; ask them to explain the implications of a country that has nothing to trade.
3. Remind students, in a real world situation, what else would have accompanied their trade? Taxes, shipping, time, possible employees, lawyers, custom agents, etc.
4. Tell students to research their country for the geography, population, and import/export trade statistics.

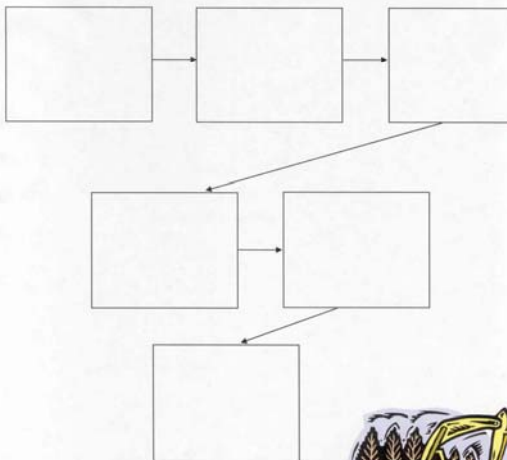




CAUSE AND EFFECT

One thing happens because of another. Brainstorm problems that were found in the book. Starting with the first tree that was cut down, write down events that occurred because of another event happened.

Main concept: All decisions have consequences.



QUIZ INTERNATIONAL TRADE

Name _____ Date _____



Directions: Choose the best answer to the following questions based on the reading passage.

- How has the united states showed that they value international trade?
 - They have encouraged people to travel and trade with other countries.
 - They have placed it as a main goal in U.S. Foreign Policy.
 - They have invited all countries to trade with the U.S. for free.
 - They have increased their purchases from other countries.
- Which is an example of how the U.S. used trade regulations to change a country's policies and world dealings?
 - Placing limits on sugar purchases
 - Using embargos on Canada
 - Using embargos on Cuba
 - Creating NAFTA for Mexico and Canada
- Which is an example of how trade helped the economy of a country or countries?
 - The creation of NAFTA in 1994.
 - Issuing an embargo on Cuba in 1960.
 - Establishing limits on foreign goods in the U.S.
 - Issuing an embargo on Mexico in 1960.

4. Use details from the reading passage and your experience in your trade activity to explain the benefits of international trade.







Participate

Communicate

Know

- ESOL Program
- Dual Language Program
- World Language Program
- Chinese Distance Learning Program



Participate

Communicate

Know

- Recruitment
- Partnerships
 - ✓ Mexico
 - ✓ France
 - ✓ Spain
- Department of State Overseas Schools
- Confucius Institute
- International Spanish Academies



The World is Flat





The World Is Flat

