

Lesson Plan Index

<p><b><u>Lesson Plan: Let's Discover Mexico</u></b></p> <p><i>This lesson teaches students introductory information about Mexico, including the languages spoken, time zones, as well as how to locate the country on a map.</i></p>	<p><u>Social Studies Standards Covered:</u> SS6.G.1 b</p>	<p><u>Map and Globe Skills</u> 4, 6, 8, 9, 10, 11 <u>Information Processing Skills</u> 1, 5, 6, 11, 15</p>
	<p><u>Reading Standards for Literacy in History/Social Studies</u> L6-8RHSS-1, 2, 4, 7</p>	<p><u>Writing Standards for Literacy in History/Social Studies</u> CCSS.ELA-LITERACY.WHST.6-8.7 CCSS.ELA-LITERACY.WHST.6-8.8 CCSS.ELA-LITERACY.WHST.6-8.9</p>
<p><b><u>Lesson Plan : Geography of Mexico</u></b></p> <p><i>This lesson teaches students about the location, geography, landscape, climate and ecosystems of Mexico. Students will explain the impact of environmental issues, and explain the impact of factors (location, climate, distribution of natural resources, and population distribution) in Mexico.</i></p>	<p><u>Social Studies Standards Covered:</u> SS6G1.a SS6G2.a SS6G3.a</p>	<p><u>Map and Globe Skills</u> 3, 4, 6, 8, 9, 10, 11  <u>Information Processing Skills</u> 1, 3, 5, 6, 11, 15</p>
	<p><u>Reading Standards for Literacy in History/Social Studies</u> L6-8RHSS-1, 2, 4, 7 L6-8WHST-2, 4-8,</p>	<p><u>Writing Standards for Literacy in History/Social Studies</u> CCSS.ELA-LITERACY.WHST.6-8-1, 2, 4-9</p>
<p><b><u>Lesson Plan: Mexican History</u></b></p> <p><i>This lesson teaches students about the history of indigenous cultures and how they were conquered by explorers. They will learn about the Aztec culture, Colombian Exchange and history of globalization and how it affected the language and culture of Mexico today.</i></p> <p><i>This lesson also teaches students about the Mayan number system, which students can use to reinforce various math standards involving variables.</i></p>	<p><u>Social Studies Standards Covered:</u>  SS6H1.b SS6H1.d</p>	<p><u>Map and Globe Skills</u> <b>8-11</b>  <u>Information Processing Skills</u> <b>1. 5. 6. 11. 15</b>  <u>Additional Standards Covered</u>  MGSE6.NS.2-3 MGSE6.EE.2a and 2c</p>
	<p><u>Reading Standards for Literacy in History/Social Studies</u> L6-8RHSS1, 2, 4, 7</p>	<p><u>Writing Standards for Literacy in History/Social Studies</u> CCSS.ELA-LITERACY.WHST.6-8.2, 4-7</p>
<p><b><u>Lesson Plan: Mexico's Government</u></b></p> <p><i>This lesson teaches students about the government in Mexico as well as explain citizen participation in autocratic, and democratic governments. [i.e. the role of citizens in choosing the leaders of Mexico (presidential democracy). Students will compare the governments of Mexico and those with autocratic governments like Cuba.</i></p>	<p><u>Social Studies STANDARDS Covered:</u> SS6CG1.a SS6H1.b SS6H1.d</p>	<p><u>Map and Globe Skills</u> 8-11  <u>Information Processing Skills</u> 1, 5, 11, 15</p>
	<p><u>Reading Standards for Literacy in History/Social Studies</u> L6-8RHSS1 L6-8RHSS2 L6-8RHSS4 L6-8RHSS7</p>	<p><u>Writing Standards for Literacy in History/Social Studies</u> CCSS.ELA-LITERACY.WHST.6-8.2 CCSS.ELA-LITERACY.WHST.6-8.4 CCSS.ELA-LITERACY.WHST.6-8.5 CCSS.ELA-LITERACY.WHST.6-8.6 CCSS.ELA-LITERACY.WHST.6-8.7 CCSS.ELA-LITERACY.WHST.6-8.8 CCSS.ELA-LITERACY.WHST.6-8.9</p>

## MEXICO

<p><b><u>Lesson Plan : Mexico's Economy</u></b></p> <p><i>This lesson teaches students about the economy in Mexico and has them describe factors that influence economic growth, examining their presence or absence in Mexico. They will identify the role of natural resources in Mexico's economy.</i></p> <p><i>Students will learn more about educational influences in Mexico, evaluate how literacy rates affect the standard of living, and explore the role of entrepreneurship in a country's economy through studying Frida Kahlo's art.</i></p>	<p><b><u>Social Studies Standards Covered:</u></b>                  SS6.G.3                  SS6E3.a                  SS6E3.d                  SS6E3.e                  SS6E1.a</p>				
<p><b><u>Lesson Plan: Mexican Culture (People, Food, Art and Holidays)</u></b></p> <p><i>This lesson teaches students how to play the popular game, Loteria. Students can use the vocabulary cards to reinforce various language arts standards.</i></p> <p><i>This lesson plan also teaches students about a popular holiday celebrated in Mexico. Students can use this information to reinforce various reading and writing standards.</i></p> <p><i>This lesson teaches students about Catrina makeup, whose origin was in the political space/newspapers. Students will use this information to interpret political cartoons.</i></p>	<table border="1"> <tr> <td data-bbox="808 422 1060 720"> <p><b><u>Georgia Science Standards</u></b></p> <p>GSES6E6</p> </td> <td data-bbox="1060 422 1448 720"> <p><b><u>Reading Standards for Literacy in History/Social Studies</u></b>                      L6-8RHSS1                      L6-8RHSS4                      L6-8RHSS7                      L6-8RHSS10                      L6-8RH1                      L6-8RST1                      L6-8RH2                      L6-8RH4                      L6-8RHSS7</p> </td> </tr> <tr> <td data-bbox="808 720 1060 993"> <p><b><u>Social Studies Standards Covered:</u></b>                       SS6.CG.1a</p> </td> <td data-bbox="1060 720 1448 993"> <p><b><u>Additional Standards Covered: Georgia Visual Arts Standards</u></b>                      VA6.RE.1                      VA.6.CN.1                      VA6.CR.1                      VA6.CR.2                      VA6.CR.4                      VA6.RE.1                      VA.6.CN.1                      MGSE6.RP.3d</p> </td> </tr> </table>	<p><b><u>Georgia Science Standards</u></b></p> <p>GSES6E6</p>	<p><b><u>Reading Standards for Literacy in History/Social Studies</u></b>                      L6-8RHSS1                      L6-8RHSS4                      L6-8RHSS7                      L6-8RHSS10                      L6-8RH1                      L6-8RST1                      L6-8RH2                      L6-8RH4                      L6-8RHSS7</p>	<p><b><u>Social Studies Standards Covered:</u></b>                       SS6.CG.1a</p>	<p><b><u>Additional Standards Covered: Georgia Visual Arts Standards</u></b>                      VA6.RE.1                      VA.6.CN.1                      VA6.CR.1                      VA6.CR.2                      VA6.CR.4                      VA6.RE.1                      VA.6.CN.1                      MGSE6.RP.3d</p>
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### Let's Discover Mexico

Lesson Plan Overview	Standards Covered
<p><b>Fast Facts - Lesson 1.1 and 1.2</b></p> <ul style="list-style-type: none"> <li>- Have students read Fast Facts For Friends on page 10 of the CC Magazine.</li> <li>- Discuss Fast Facts for Friends section and have students compare the facts from Mexico to that of their home country by answering the questions for Lesson 1.1 and 1.2 (slides 3 - 4) found in the student workbook.</li> <li>- Use the provided Aboki Box world map to identify the location of Mexico. Students can discuss creative ways to remember where Mexico is located using familiar landmarks.</li> <li>- Compare the location of Mexico to that of Brazil, Chile, Columbia, Cuba, and Panama. Students can practice identifying the location of all Latin American countries.</li> <li>- Have students look at the maps in their student workbooks (slide 5). Identify the time zones of North America. Discuss time zones of Mexico and compare them to your state's time zone.</li> <li>-</li> </ul> <p><b>Languages of Mexico - Lesson 1.3</b></p> <ul style="list-style-type: none"> <li>- Discuss the vocabulary words: <b>indigenous, vanished, and distribution</b>. Have students use context clues to identify the meaning of each.</li> <li>- Have students read and answer questions about indigenous languages in the student workbook (Slide 7) using the map of languages spoken in Mexico (Slide 6) .</li> </ul>	<p><u>Georgia Social Studies Standards</u> SS6G1 Locate selected features of Latin America.</p> <p>a. Locate on a world and regional political-physical map the countries of Brazil, Chile, Colombia, Cuba, Mexico, and Panama.</p> <p><u>Map and Globe Skills</u></p> <p>4. Compare and contrast the categories of natural, cultural, and political features found on maps 6. Use map key/legend to acquire information from historical, physical, political, resource, product, and conomic maps 8. Draw conclusions and make generalizations based on information from maps 9. Use latitude and longitude to determine location 10. Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities. 11. Compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations</p> <p><u>Information Processing Skills</u></p> <p>1. compare similarities and differences 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context 6. identify and use primary and secondary sources 11 draw conclusions and make generalizations 15. determine adequacy and/or relevancy of information</p> <p><u>Reading Standards for Literacy in History/Social Studies</u></p> <p><b>L6-8RHSS1:</b> Cite specific textual evidence to support analysis of primary and secondary sources. <b>L6-8RHSS2:</b> 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. <b>L6-8RHSS4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. <b>L6-8RHSS7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts</p> <p><u>Writing Standards for Literacy in History/Social Studies</u></p> <p><b>L6-8WHST7:</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. <b>L6-8WHST8:</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. <b>L6-8WHST9:</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>

<p>Additional Suggested Resources:</p>	<ul style="list-style-type: none"> <li>● <a href="#">North &amp; Central America Map:</a></li> <li>● <a href="#">Time Zone Map:</a></li> <li>● <a href="#">World Atlas-Languages Spoken in Mexico</a></li> <li>● <a href="#">Locate Latin American Countries - Practice Video</a></li> <li>● <a href="#">Mexico's History in 5 Minutes</a></li> </ul>	<p>Materials from Aboki Box:</p>	<ul style="list-style-type: none"> <li>● World Map</li> <li>● Mexico Magazine</li> <li>● Student Workbook</li> </ul>						
<p>Differentiated Supports</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="407 394 743 583" style="text-align: center;"> <b>Additional Instructional Supports</b> </th> <th data-bbox="743 394 1079 583" style="text-align: center;"> <b>Specially Designed Instruction for Special Education Students</b> </th> <th data-bbox="1079 394 1416 583" style="text-align: center;"> <b>Strategies for English Language Learners</b> </th> </tr> </thead> <tbody> <tr> <td data-bbox="407 583 743 1121"> <ul style="list-style-type: none"> <li><input type="checkbox"/> Re-voicing</li> <li>✓ Explaining</li> <li>✓ Prompting for participation</li> <li><input type="checkbox"/> Challenging or countering</li> <li><input type="checkbox"/> Asking "Why?" "How?"</li> <li><input type="checkbox"/> Reread</li> <li><input type="checkbox"/> Practice new academic vocab.</li> <li><input type="checkbox"/> Assistive technology</li> <li><input type="checkbox"/> Pre-teach &amp; re-teach in a different way</li> <li>✓ Repetition</li> <li><input type="checkbox"/> Use of manipulatives</li> <li>✓ Collaborative work</li> <li>✓ Direct/explicit instruction</li> <li><input type="checkbox"/> "Chunking"</li> <li>✓ Accommodating different learning styles</li> <li><input type="checkbox"/> Create differentiated text sets</li> </ul> </td> <td data-bbox="743 583 1079 1121"> <ul style="list-style-type: none"> <li><input type="checkbox"/> Conferencing</li> <li>✓ Additional time</li> <li><input type="checkbox"/> Small group collaboration</li> <li><input type="checkbox"/> Modify quantity of work</li> <li><input type="checkbox"/> Take student's dictation</li> <li>✓ Scaffold information</li> <li>✓ Differentiated content process or product</li> <li><input type="checkbox"/> Consistent reward system</li> <li>✓ Refer to students' IEP or 504 plan</li> <li><input type="checkbox"/> Assistive technology</li> </ul> </td> <td data-bbox="1079 583 1416 1121"> <ul style="list-style-type: none"> <li>✓ Visuals/Realia</li> <li><input type="checkbox"/> Front-loading</li> <li><input type="checkbox"/> Echoing/Choral response</li> <li><input type="checkbox"/> Color-coding</li> <li>✓ Multiple exposures in different media</li> <li>✓ Pair-share</li> <li><input type="checkbox"/> Modeling</li> <li><input type="checkbox"/> Language scaffolds: eg, sentence frames</li> <li><input type="checkbox"/> Deconstruct complex sentences and texts</li> <li>✓ increased opportunities for student-student talk</li> <li>✓ Strategic vocabulary instruction</li> <li>✓ Additional think time</li> </ul> </td> </tr> </tbody> </table>			<b>Additional Instructional Supports</b>	<b>Specially Designed Instruction for Special Education Students</b>	<b>Strategies for English Language Learners</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Re-voicing</li> <li>✓ Explaining</li> <li>✓ Prompting for participation</li> <li><input type="checkbox"/> Challenging or countering</li> <li><input type="checkbox"/> Asking "Why?" "How?"</li> <li><input type="checkbox"/> Reread</li> <li><input type="checkbox"/> Practice new academic vocab.</li> <li><input type="checkbox"/> Assistive technology</li> <li><input type="checkbox"/> Pre-teach &amp; re-teach in a different way</li> <li>✓ Repetition</li> <li><input type="checkbox"/> Use of manipulatives</li> <li>✓ Collaborative work</li> <li>✓ Direct/explicit instruction</li> <li><input type="checkbox"/> "Chunking"</li> <li>✓ Accommodating different learning styles</li> <li><input type="checkbox"/> Create differentiated text sets</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Conferencing</li> <li>✓ Additional time</li> <li><input type="checkbox"/> Small group collaboration</li> <li><input type="checkbox"/> Modify quantity of work</li> <li><input type="checkbox"/> Take student's dictation</li> <li>✓ Scaffold information</li> <li>✓ Differentiated content process or product</li> <li><input type="checkbox"/> Consistent reward system</li> <li>✓ Refer to students' IEP or 504 plan</li> <li><input type="checkbox"/> Assistive technology</li> </ul>	<ul style="list-style-type: none"> <li>✓ Visuals/Realia</li> <li><input type="checkbox"/> Front-loading</li> <li><input type="checkbox"/> Echoing/Choral response</li> <li><input type="checkbox"/> Color-coding</li> <li>✓ Multiple exposures in different media</li> <li>✓ Pair-share</li> <li><input type="checkbox"/> Modeling</li> <li><input type="checkbox"/> Language scaffolds: eg, sentence frames</li> <li><input type="checkbox"/> Deconstruct complex sentences and texts</li> <li>✓ increased opportunities for student-student talk</li> <li>✓ Strategic vocabulary instruction</li> <li>✓ Additional think time</li> </ul>
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### Geography of Mexico

Lesson Plan Overview	Standards Covered
<p><b>Border Buddies - Lesson 2.1</b></p> <ul style="list-style-type: none"> <li>- Have students label the map of Mexico in their student workbook (Student Workbook Lesson 2.1) with the landmarks and features in and around Mexico</li> <li>- Have students color code the map according to the key in their Student Workbook.</li> <li>- Students will use the map overlay to cover the Aboki Box world map. Guide students to use the coordinates of latitude and longitude to find and label the landmarks listed in the student workbook (Student Workbook Lesson 2.1 - Slide 10)</li> </ul> <p><b>Weather and Landscape - Lesson 2.2</b></p> <ul style="list-style-type: none"> <li>- Use the magazine pages to introduce the weather and landscape in Mexico (p. 14-15).</li> <li>- Have students answer the discussion questions in their Student Workbooks (Lesson 2.2 - Slides 11-12)</li> <li>- Discuss the following vocabulary words: <b>ecosystems, cenotes, and topography.</b></li> <li>- Using the map from the box, have students make predictions and inferences about the impact Mexico's location affects where people live and work.</li> <li>- Using the information from the magazine regarding weather, have students make predictions and inferences about the impact Mexico's climate affects where people live, answering the questions in their student workbook. Slide 12.</li> </ul> <p><b>Ecosystems - Lesson 2.3</b></p> <ul style="list-style-type: none"> <li>- Have students read "Ecosystems of Mexico" (Student Workbook Lesson 2.3 - Slide 13) and verbally answer &amp; discuss the introductory guiding question: Can an ecosystem be hurt?</li> <li>- Have students review the ecosystems present in Mexico using their workbook (Slide 13). Students will use this information to complete the exercise on Slide 14.</li> <li>- Have students explore the ecosystems of Mexico in depth after choosing one to explore further. After students have adequately researched the ecosystem, they will use the information from multiple sources to write an informative/explanatory piece and complete all steps of the writing process.</li> </ul>	<p><u>GA Social Studies Standards</u></p> <p>SS6G1 Locate selected features of Latin America.</p> <ol style="list-style-type: none"> <li>Locate on a world and regional political-physical map: Amazon River, Amazon Rainforest, Caribbean Sea, Gulf of Mexico, Atlantic Ocean, Pacific Ocean, Panama Canal, Andes Mountains, Sierra Madre Mountains, and Atacama Desert.</li> </ol> <p>SS6G2 Explain the impact of environmental issues in Latin America.</p> <ol style="list-style-type: none"> <li>Explain the causes and effects of air pollution in Mexico City, Mexico.</li> </ol> <p>SS6G3 Explain the impact of location, climate, distribution of natural resources, and population distribution on Latin America.</p> <ol style="list-style-type: none"> <li>Explain how the location, climate, and distribution of natural resources impact trade and affect where people live in Mexico, Brazil, and Cuba.</li> </ol> <p><u>Map &amp; Globe Skills:</u></p> <ol style="list-style-type: none"> <li>Use latitude and longitude to determine location</li> <li>Identify issues and/or problems and alternative solutions</li> <li>Compare and contrast the categories of natural, cultural, and political features found on maps</li> <li>Use map key/legend to acquire information from historical, physical, political, resource, product, and conomic maps</li> <li>Draw conclusions and make generalizations based on information from maps</li> <li>Use latitude and longitude to determine location</li> <li>Compare maps of the same place at different points in time and from different perspectives to determine changes</li> <li>Compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations</li> </ol> <p><u>Information Processing Skills</u></p> <ol style="list-style-type: none"> <li>compare similarities and differences</li> <li>identify main idea, detail, sequence of events, and cause and effect in a social studies context</li> <li>identify and use primary and secondary sources</li> <li>draw conclusions and make generalizations</li> <li>determine adequacy and/or relevancy of information</li> </ol> <p><u>Reading Standards for Literacy in History/Social Studies</u></p> <p><b>L6-8RHSS1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>L6-8RHSS2:</b> 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. <b>L6-8RHSS4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><b>L6-8RHSS7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><u>Writing Standards for Literacy in History/Social Studies</u></p> <p><b>L6-8WHST2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p><b>L6-8WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>L6-8WHST5:</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p><b>L6-8WHST6:</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p><b>L6-8WHST7:</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><b>L6-8WHST8:</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><b>L6-8WHST9:</b> Draw evidence from informational texts to support analysis reflection, and research.</p>

<p><b>Threats to the Ecosystem - Lesson 2.4</b></p> <ul style="list-style-type: none"> <li>- Have students read about pollution and smog in Mexico and how it affects the ecosystems including plants, animals, and people that live in the area (slide 15). They should answer the comprehension questions that follow in their Student Workbook (Slide 15)</li> <li>- Students will research solutions to the problem of smog and record their thoughts/ideas (slide 16).</li> </ul> <p><b>Native Animals - Lesson 2.5</b></p> <ul style="list-style-type: none"> <li>- Have students complete the Native Animals Lesson in their Student Workbook to locate the regions where each native animal lives. (Slide 17)</li> <li>- Have students compare the native animals of Mexico to some in the United States. They can research online and discuss with a partner.</li> <li>- Have students research an animal that is native to Mexico. They can write their notes in their Student Workbook (Slide 18).</li> </ul> <p><b>Destination Mexico - Lesson 2.6</b></p> <ul style="list-style-type: none"> <li>- Have students read about popular tourist destinations and the tourism industry in Mexico and reason about how this affects where people live in Mexico (CC Magazine, p. 16-19, Student Workbook Slide 19)</li> </ul>	
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<p>Additional Suggested Resources:</p>	<ul style="list-style-type: none"> <li>• <a href="#">Interactive Mexico Map</a></li> <li>• <a href="#">Map Song that addresses each feature</a></li> <li>• <a href="#">Mexico's Geography</a></li> <li>• <a href="#">Latin America Geography Unit</a></li> <li>• <a href="#">Mexico's Pollution - Causes &amp; Effects Video</a></li> <li>• <a href="#">Ecosystems in Mexico</a></li> <li>• <a href="#">Mexico's location, climate, and natural resources</a></li> <li>• <a href="#">Mexico and U.S. Trade Relationship-NAFTA</a></li> <li>• <a href="#">Natural Resources in Mexico</a></li> <li>• <a href="#">Mexico: Its Land, Resources &amp; Economy</a></li> <li>• <a href="#">Mexico's Endangered Animals</a></li> <li>• <a href="#">Interactive Longitude and Latitude Map</a></li> </ul>	<p>Materials from Aboki Box:</p>	<p>Mexico Magazine Student Workbook</p>
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Differentiated Supports

**Additional Instructional Supports**

- Re-voicing
- ✓ Explaining
- ✓ Prompting for participation
- Challenging or countering
- Asking "Why?" "How?"
- Reread
- Practice new academic vocab.
- Assistive technology
- Pre-teach & re-teach in a different way
- ✓ Repetition
- Use of manipulatives
- ✓ Collaborative work
- ✓ Direct/explicit instruction
- "Chunking"
- ✓ Accommodating different learning styles
- Create differentiated text sets

**Specially Designed Instruction for Special Education Students**

- Conferencing
- ✓ Additional time
- Small group collaboration
- Modify quantity of work
- Take student's dictation
- Scaffold information
- ✓ Differentiated content process or product
- Consistent reward system
- ✓ Refer to students' IEP or 504 plan
- Assistive technology

**Strategies for English Language Learners**

- ✓ Visuals/Realia
- Front-loading
- Echoing/Choral response
- ✓ Color-coding
- ✓ Multiple exposures in different media
- ✓ Pair-share
- ✓ Modeling
- Language scaffolds: eg, sentence frames
- Deconstruct complex sentences and texts
- ✓ increased opportunities for student-student talk
- Strategic vocabulary instruction
- ✓ Additional think time

### Mexican History

Lesson Plan Overview	Standards Covered
<p><b>Indigenous Civilizations: Lesson 3.1</b></p> <ul style="list-style-type: none"> <li>- Have students read about the History of Indigenous Civilizations in their student workbooks (Slide 21) and answer the questions.</li> <li>- Have students read and pronounce the Spanish numbers, alphabet, words and phrases in their CC Magazine (pp.24-27). Have them find similarities between English and Spanish alphabet, words (if any)..</li> </ul> <p><b>Indigenous Cultures:</b></p> <ul style="list-style-type: none"> <li>- Have students read about the Aztec Civilization in their CC Magazine (pp. 48-49) and answer the questions in their Student Workbook (slide 22).</li> <li>- Have students research another ancient civilization (Maya or Inca). They can use the resources linked in their workbook and others. They should practice taking notes and integrating information from multiple sources into a multimedia presentation.</li> </ul> <p><b>Mayan Numbers: Lesson 3.3</b></p> <ul style="list-style-type: none"> <li>- Have students read about the history behind the Mayan numbers and their advanced mathematical system in their Student Workbooks (Slide 23). Have students practice identifying the numbers using the coded display (slide 24).</li> </ul>	<p><u>GA Social Studies Standards</u>  <b>SS6H1 Explain conflict and change in Latin America.</b></p> <ul style="list-style-type: none"> <li>• Describe the influence of African slavery on the development of the Americas.</li> <li>• Describe the influence of the Spanish and the Portuguese on the language and religions of Latin America.</li> <li>• Explain the impact of poverty, the war on drugs, and migration to the United States on Latin America</li> </ul> <p><u>Information Processing Skills</u></p> <ol style="list-style-type: none"> <li>1. compare similarities and differences</li> <li>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</li> <li>6. identify and use primary and secondary sources</li> <li>11 draw conclusions and make generalizations</li> <li>15. determine adequacy and/or relevancy of information</li> </ol> <p><u>Reading Standards for Literacy in History/Social Studies</u></p> <p><b>L6-8RHSS1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>L6-8RHSS2:</b> 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. <b>L6-8RHSS4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p><b>L6-8RHSS7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><u>Writing Standards for Literacy in History/Social Studies</u></p> <p><b>L6-8WHST2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.</p> <p><b>L6-8WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>L6-8WHST5:</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p><b>L6-8WHST6:</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p><b>L6-8WHST7:</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><b>L6-8WHST8:</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><b>L6-8WHST9:</b> Draw evidence from informational texts to support analysis reflection, and research.</p> <p><u>Additional Standards</u></p> <p><u>Math</u></p> <p>MGSE6.NS.2 Fluently divide multi-digit numbers using the standard algorithm.</p> <p>MGSE6.NS.3 Fluently add, subtract, multiply, and divide multi-digit decimals using the standard algorithm for each operation.</p> <p>MGSE6.EE.2 - Write, read, and evaluate expressions in which letters stand for numbers (variables)</p> <p>MGSE6.EE.2a - Write expressions that record operations with numbers and letters standing for numbers (variables)</p> <p>MGS36.EE.2c - Evaluate expressions at specific values for their variables.</p>



*Integrated Extension Suggestions:*

Once students are comfortable with identifying the numbers, have students create multi-digit division problems and practice solving using standard algorithm. You could also have students practice on whiteboards, passing back and forth to partners to solve.

The same activity could be repeated to reinforce MGSE6.NS.3. Students could create a poster using the Mayan numbers. Divide the poster into 4 sections and students could showcase one of each operation using decimals and show how they solve using standard algorithm for each.

Additional Suggested Resources:	<ul style="list-style-type: none"> <li>● <a href="#">Incas</a></li> <li>● <a href="#">Mayans</a></li> <li>● <a href="#">Mayan History in 5 Minutes</a></li> <li>● <a href="#">Spanish vs. Portuguese</a></li> <li>● <a href="#">Read and Respond: Impact of Poverty, the War on Drugs, and Migration</a></li> <li>● <a href="#">Black History Month In Latin America: How Much Do YOU Know?</a></li> <li>● <a href="#">Spanish-Portuguese Influences</a></li> <li>● <a href="#">Indigenous Peoples of Latin America - Introduction Video</a></li> </ul>	Materials from Aboki Box:	CC Magazine Student Workbook
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Differentiated Supports	<i>See page 2 for suggestions</i>		
	<p style="text-align: center;"><b>Additional Instructional Supports</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Re-voicing</li> <li>✓ Explaining</li> <li>✓ Prompting for participation</li> <li><input type="checkbox"/> Challenging or countering</li> <li><input type="checkbox"/> Asking “Why?” “How?”</li> <li>✓ Reread</li> <li><input type="checkbox"/> Practice new academic vocab.</li> <li><input type="checkbox"/> Assistive technology</li> <li><input type="checkbox"/> Pre-teach &amp; re-teach in a different way</li> <li>✓ Repetition</li> <li><input type="checkbox"/> Use of manipulatives</li> <li>✓ Collaborative work</li> <li>✓ Direct/explicit instruction</li> <li>✓ “Chunking”</li> <li>✓ Accommodating different learning styles</li> <li><input type="checkbox"/> Create differentiated text sets</li> </ul>	<p style="text-align: center;"><b>Specially Designed Instruction for Special Education Students</b></p> <ul style="list-style-type: none"> <li>✓ Conferencing</li> <li>✓ Additional time</li> <li><input type="checkbox"/> Small group collaboration</li> <li>✓ Modify quantity of work</li> <li><input type="checkbox"/> Take student’s dictation</li> <li>✓ Scaffold information</li> <li>✓ Differentiated content process or product</li> <li><input type="checkbox"/> Consistent reward system</li> <li>✓ Refer to students’ IEP or 504 plan</li> <li><input type="checkbox"/> Assistive technology</li> </ul>	<p style="text-align: center;"><b>Strategies for English Language Learners</b></p> <ul style="list-style-type: none"> <li>✓ Visuals/Realia</li> <li><input type="checkbox"/> Front-loading</li> <li><input type="checkbox"/> Echoing/Choral response</li> <li><input type="checkbox"/> Color-coding</li> <li>✓ Multiple exposures in different media</li> <li>✓ Pair-share</li> <li>✓ Modeling</li> <li><input type="checkbox"/> Language scaffolds: eg, sentence frames</li> <li><input type="checkbox"/> Deconstruct complex sentences and texts</li> <li>✓ increased opportunities for student-student talk</li> <li><input type="checkbox"/> Strategic vocabulary instruction</li> <li>✓ Additional think time</li> </ul>

*Mexico's Government*

Lesson Plan Overview	Standards Covered
<p><b>Democratic Government - Lesson 4.1</b></p> <ul style="list-style-type: none"> <li>- Have students read about Mexico's government in the CC Magazine (p. 32-33) and answer questions in the Student Workbook (Slide 26)</li> </ul> <p><b>Latin American Governments - Lesson 4.2</b></p> <ul style="list-style-type: none"> <li>- Have students research an autocratic government online. They should compare and contrast a presidential democracy (Mexico) and an autocracy (Cuba).</li> <li>- Have students write their research findings on the Venn Diagram and Comparison Chart in their Student Workbook (Slide 27 and 28).</li> </ul> <p><b>Immigration to the U.S. - Lesson 4.3</b></p> <ul style="list-style-type: none"> <li>- Students should read the intro to what immigration is in the CC Magazine (p.33) as immigration stories/resources. Have students discuss the questions in their Student Workbook (slide 30) with a partner before answering in writing.</li> <li>- Make sure students make the connection between the border of the U.S. and Mexico and the high number of immigrants in border states.</li> <li>- Have students read Mexican immigration stories and narratives online to learn more about people's firsthand experiences and writer their thoughts on Slide 31.</li> <li>- <a href="#">Immigrant Stories of Arrival</a></li> <li>- <a href="#">Latino Immigrant Stories</a></li> <li>- <a href="#">Gabiella's Story</a></li> </ul>	<p><u>GA Social Studies Standards</u>            SS6CG1 Compare and contrast various forms of government.</p> <p>a. Explain citizen participation in autocratic, and democratic governments. [i.e. the role of citizens in choosing the leaders of Mexico (presidential democracy), Cuba (autocratic), and Brazil (presidential democracy)].</p> <p><u>Information Processing Skills</u>            1. compare similarities and differences            5. identify main idea, detail, sequence of events, and cause and effect in a social studies context            6. identify and use primary and secondary sources            11 draw conclusions and make generalizations            15. determine adequacy and/or relevancy of information</p> <p><u>Reading Standards for Literacy in History/Social Studies</u></p> <p><b>L6-8RHSS1:</b> Cite specific textual evidence to support analysis of primary and secondary sources.  <b>L6-8RHSS2:</b> 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. <b>L6-8RHSS4:</b> Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.  <b>L6-8RHSS7:</b> Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><u>Writing Standards for Literacy in History/Social Studies</u>  <b>L6-8WHST2:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.  <b>L6-8WHST4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  <b>L6-8WHST5:</b> With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  <b>L6-8WHST6:</b> Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.  <b>L6-8WHST7:</b> Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.  <b>L6-8WHST8:</b> Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.  <b>L6-8WHST9:</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p><b><u>Suggested Extension Activities:</u></b></p> <p>-Read about the history of Mexican immigration to the United States and write an informative piece going through all steps of the writing process.</p> <p>- Have students write a diary as if they are an immigrant from Mexico where they share their feelings, thoughts, and everyday hardships as they cross the border.</p> <p>- Read Names/Nombres <a href="https://www.commonlit.org/en/texts/names-nombres">https://www.commonlit.org/en/texts/names-nombres</a></p>	

<p>Additional Suggested Resources:</p>	<ul style="list-style-type: none"> <li>• <a href="#">Overview of Mexico's government</a></li> <li>• <a href="#">Forms of Government</a></li> <li>• <a href="#">Latin America's Governments - A Comparison</a></li> <li>• <a href="#">Mexico's Government Explained</a></li> </ul>	<p>Materials from Aboki Box:</p>	<p>Mexico Magazine Student Workbook</p>						
<p>Differentiated Supports</p>	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th data-bbox="407 390 743 575" style="text-align: center;"> <b>Additional Instructional Supports</b> </th> <th data-bbox="743 390 1079 575" style="text-align: center;"> <b>Specially Designed Instruction for Special Education Students</b> </th> <th data-bbox="1079 390 1416 575" style="text-align: center;"> <b>Strategies for English Language Learners</b> </th> </tr> </thead> <tbody> <tr> <td data-bbox="407 575 743 1400"> <ul style="list-style-type: none"> <li><input type="checkbox"/> Re-voicing</li> <li>✓ Explaining</li> <li>✓ Prompting for participation</li> <li><input type="checkbox"/> Challenging or countering</li> <li><input type="checkbox"/> Asking “Why?” “How?”</li> <li>✓ Reread</li> <li><input type="checkbox"/> Practice new academic vocab.</li> <li><input type="checkbox"/> Assistive technology</li> <li><input type="checkbox"/> Pre-teach &amp; re-teach in a different way</li> <li>✓ Repetition</li> <li><input type="checkbox"/> Use of manipulatives</li> <li>✓ Collaborative work</li> <li>✓ Direct/explicit instruction</li> <li>✓ “Chunking”</li> <li>✓ Accommodating different learning styles</li> <li><input type="checkbox"/> Create differentiated text sets</li> </ul> </td> <td data-bbox="743 575 1079 1400"> <ul style="list-style-type: none"> <li>✓ Conferencing</li> <li>✓ Additional time</li> <li><input type="checkbox"/> Small group collaboration</li> <li>✓ Modify quantity of work</li> <li><input type="checkbox"/> Take student’s dictation</li> <li>✓ Scaffold information</li> <li>✓ Differentiated content process or product</li> <li><input type="checkbox"/> Consistent reward system</li> <li>✓ Refer to students’ IEP or 504 plan</li> <li><input type="checkbox"/> Assistive technology</li> </ul> </td> <td data-bbox="1079 575 1416 1400"> <ul style="list-style-type: none"> <li>✓ Visuals/Realia</li> <li><input type="checkbox"/> Front-loading</li> <li><input type="checkbox"/> Echoing/Choral response</li> <li><input type="checkbox"/> Color-coding</li> <li>✓ Multiple exposures in different media</li> <li>✓ Pair-share</li> <li>✓ Modeling</li> <li><input type="checkbox"/> Language scaffolds: eg, sentence frames</li> <li><input type="checkbox"/> Deconstruct complex sentences and texts</li> <li>✓ increased opportunities for student-student talk</li> <li><input type="checkbox"/> Strategic vocabulary instruction</li> <li>✓ Additional think time</li> </ul> </td> </tr> </tbody> </table>			<b>Additional Instructional Supports</b>	<b>Specially Designed Instruction for Special Education Students</b>	<b>Strategies for English Language Learners</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Re-voicing</li> <li>✓ Explaining</li> <li>✓ Prompting for participation</li> <li><input type="checkbox"/> Challenging or countering</li> <li><input type="checkbox"/> Asking “Why?” “How?”</li> <li>✓ Reread</li> <li><input type="checkbox"/> Practice new academic vocab.</li> <li><input type="checkbox"/> Assistive technology</li> <li><input type="checkbox"/> Pre-teach &amp; re-teach in a different way</li> <li>✓ Repetition</li> <li><input type="checkbox"/> Use of manipulatives</li> <li>✓ Collaborative work</li> <li>✓ Direct/explicit instruction</li> <li>✓ “Chunking”</li> <li>✓ Accommodating different learning styles</li> <li><input type="checkbox"/> Create differentiated text sets</li> </ul>	<ul style="list-style-type: none"> <li>✓ Conferencing</li> <li>✓ Additional time</li> <li><input type="checkbox"/> Small group collaboration</li> <li>✓ Modify quantity of work</li> <li><input type="checkbox"/> Take student’s dictation</li> <li>✓ Scaffold information</li> <li>✓ Differentiated content process or product</li> <li><input type="checkbox"/> Consistent reward system</li> <li>✓ Refer to students’ IEP or 504 plan</li> <li><input type="checkbox"/> Assistive technology</li> </ul>	<ul style="list-style-type: none"> <li>✓ Visuals/Realia</li> <li><input type="checkbox"/> Front-loading</li> <li><input type="checkbox"/> Echoing/Choral response</li> <li><input type="checkbox"/> Color-coding</li> <li>✓ Multiple exposures in different media</li> <li>✓ Pair-share</li> <li>✓ Modeling</li> <li><input type="checkbox"/> Language scaffolds: eg, sentence frames</li> <li><input type="checkbox"/> Deconstruct complex sentences and texts</li> <li>✓ increased opportunities for student-student talk</li> <li><input type="checkbox"/> Strategic vocabulary instruction</li> <li>✓ Additional think time</li> </ul>
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### Mexico's Economy

Lesson Plan Overview	Standards Covered
<p><b>Natural Resources - Lesson 5.1</b></p> <ul style="list-style-type: none"> <li>- Have students read about the natural resources of Mexico in their CC Magazine (p. 34-35).</li> <li>- Have students answer comprehension questions in their Student Workbook (Slide 33).</li> <li>- Have students pick one natural resource of Mexico to learn more about by researching online - record answer on slide 33.</li> <li>- Students should create a solution for how to sustain the quality and supply of this natural resource. Consider incorporating the animal(s) impacted, based on the previous guessing activity. Students could complete this individually or with a partner.</li> </ul> <p><b>Economy: Trade - Lesson 5.2</b></p> <ul style="list-style-type: none"> <li>- Read The Economy section in the Mexico magazine (pp. 34-35)</li> <li>- Students will use this information to answer the discussion questions from the student workbook (Slide 34).</li> <li>- Have students study the peso and compare the details of the peso to American currency.</li> <li>- Students could study the different historical figures who have had their faces on currency in the U.S. and Mexico and discuss with small groups.</li> </ul> <p><b>Economy: Education - Lesson 5.3</b></p> <ul style="list-style-type: none"> <li>- Have students read the <i>Education</i> section (p.37) in their CC Magazines to learn about the education system in Mexico and why many Mexican students don't finish school.</li> <li>- They will answer questions about how literacy affects the economy in Mexico in their Student Workbooks (Slide 35).</li> <li>- Have students research more about the education gap in Mexico and write a Cause and Effect Expository piece about their findings.</li> </ul>	<p><u>GA Social Studies Standards</u></p> <p>SS6E3 Describe factors that influence economic growth and examine their presence or absence in Brazil, Cuba, and Mexico.</p> <ol style="list-style-type: none"> <li>Evaluate how literacy rates affect the standard of living.</li> <li>Describe the role of natural resources in a country's economy.</li> <li>Describe the role of entrepreneurship</li> </ol> <p>SS6.E.2 Give an example of how voluntary trade benefits buyers and sellers in Latin America</p> <ol style="list-style-type: none"> <li>Explain how specialization encourages trade between countries</li> <li>Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos</li> <li>Explain why international trade requires a system for exchanging currencies between nations</li> </ol> <p>SS6H1 Explain conflict and change in Latin America.</p> <ul style="list-style-type: none"> <li>Explain the impact of poverty, the war on drugs, and migration to the United States on Latin America.</li> </ul> <p><u>Reading Standards for Literacy in History/Social Studies</u></p> <p>L6-8RH1: Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>L6-8RST1: Cite specific textual evidence to support analysis of science and technical texts.</p> <p>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.</p> <p>L6-8RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</p> <p>L6-8RHSS7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts</p> <p><u>Writing Standards for Literacy in History/Social Studies</u></p> <p>L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.</p> <p><u>Information Processing Skills Standard</u></p> <ol style="list-style-type: none"> <li>Analyze artifacts</li> <li>Draw conclusions and make generalization</li> <li>formulate appropriate research questions</li> <li>Determine adequacy and/or relevancy of information</li> </ol> <p><u>Map &amp; Globe Skills:</u></p> <ol style="list-style-type: none"> <li>Compare and contrast the categories of natural, cultural, and political features found on maps</li> <li>Use map key/legend to acquire information from historical, physical, political, resource, product, and conomic maps</li> <li>Draw conclusions and make generalizations based on information from maps</li> <li>Use latitude and longitude to determine location</li> <li>Compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities.</li> <li>Compare maps with data sets (charts, tables, graphs) and/or readings to draw conclusions and make generalizations</li> </ol> <p><u>Other Standards</u></p> <p><u>Science</u></p> <p>GSES6E6 - Obtain, evaluate, and communicate information about the uses and conservation of various natural resources and how they impact the Earth.</p> <ol style="list-style-type: none"> <li>Design and evaluate solutions for sustaining the quality and supply of natural resources such as water, soil, and air.</li> </ol>

<p><b>Frida Kahlo: Entrepreneur - Lesson 5.4</b></p> <ul style="list-style-type: none"> <li>- Have students read about how Frida Kahlo began her own brand name and business to make a profit in their Student Workbook and answer the questions (Slide 36).</li> <li>- You could have students research modern day entrepreneurs (as there are many due to the Internet!) and research how they are able to make money and contribute to the economy.</li> </ul>	
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<p>Additional Suggested Resources:</p>	<ul style="list-style-type: none"> <li>• <a href="#">Mexico's Economy</a></li> <li>• <a href="#">Education Gaps</a></li> <li>• <a href="#">Social Entrepreneurship in Mexico</a></li> <li>• <a href="#">Specialization and Trade Explained (start at :55)</a></li> <li>• <a href="#">US - Mexico Trade</a></li> <li>• <a href="#">How do Tariffs Work?</a></li> <li>• <a href="#">Pros and Cons of Trade Barriers</a></li> </ul>	<p>Materials from Aboki Box:</p>	<p>Mexico Magazine Student Workbook Peso from Aboki Box</p>
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*Culture: People, Food, Art, and Holidays*

Lesson Plan Overview	Standards Covered
<p><b>Culture:</b></p> <p><b>Frida Kahlo - Lesson 6.1</b></p> <ul style="list-style-type: none"> <li>- Students should read the bio on Frida Kahlo &amp; Animals in their Student Workbook (Slide 38) and CC Magazine (pp. 17, 28)</li> <li>- They can answer the questions in the “Think About It” (Slide 39) section individually or with a partner.</li> <li>- Have students identify the Mexican animals in Frida’s paintings (Slide 40)</li> </ul> <p><i>Integrated Extension Suggestions:</i></p> <ul style="list-style-type: none"> <li>- Display one of the larger color paintings from the online resources each day of the week. Have students silently analyze each picture and record what they see and the inferences they make. After a designated amount of time, have students share their thoughts out loud or with a partner.</li> <li>- Have students visit the online tour of <a href="#">Frida Kahlo’s Blue House</a>.</li> <li>- Look at Frida’s self-portraits. Analyze the themes, ideas, and moods in each one. See if they can identify the theme of Frida Kahlo’s self-portraits.</li> <li>-Have students draw their own self-portrait in a similar artistic style to that of Frida Kahlo. Then, have students develop a narrative based on their art. Students will go through the writing process and then publish their writing piece.</li> <li>-Students read the informational text about Frida Kahlo from CommonLit (Lexile 1190) and answer the comprehension questions. You may also elect to have students read one of the many suggested paired texts to address additional ELA standards. The identified texts are great options for text pairings based on similar themes, literary devices, topic, or writing style. Supplement your lesson with one or more of these options and challenge students to compare and contrast the texts.</li> </ul>	<p><u>Georgia Visual Arts Standards</u></p> <p>VA6.RE.1 Reflect on the context of personal works of art in relation to community, culture, and the world</p> <ul style="list-style-type: none"> <li>a. identify how the issues of time, place, and culture are reflected in selected works of art</li> <li>b. interpret works of art considering themes, ideas, moods, and/or intentions</li> </ul> <p>VA.6.CN.1 Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.</p> <p>VA6.CR.1 Visualize and generate ideas for creating works of art.</p> <p>VA6.CR.2 Choose from a range of materials and/or methods of traditional and contemporary artistic practices to plan and create works of art.</p> <p>VA6.CR.4 Incorporate formal and informal components to create works of art</p> <ul style="list-style-type: none"> <li>a. apply color theory to create visual effects and communicate meaning (e.g. color schemes, relationships, properties).</li> </ul> <p>VA6.RE.1 Reflect on the context of personal works of art in relation to community, culture, and the world</p> <ul style="list-style-type: none"> <li>a. identify how the issues of time, place, and culture are reflected in selected works of art</li> <li>b. interpret works of art considering themes, ideas, moods, and/or intentions</li> </ul> <p>VA.6.CN.1 Develop personal artistic voice through connecting uses of art within a variety of cultural, historical, and contemporary contexts.</p> <p>MGSE6.RP.3d Given a conversion factor, use ratio reasoning to convert measurement units within one system of measurement and between two systems of measurements (customary and metric); manipulate and transform units appropriately when multiplying or dividing quantities</p> <p><u>Reading Standards for Literacy in History/Social Studies</u></p> <p>L6-8RHSS7 - Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><u>Writing Standards for Literacy in History/Social Studies</u></p> <p>CCSS.ELA-LITERACY.L.6.1.A Ensure that pronouns are in the proper case (subjective, objective, possessive). CCSS.ELA-LITERACY.L.6.1.B Use intensive pronouns (e.g., <i>myself, ourselves</i>).</p> <p>CCSS.ELA-LITERACY.L.6.1.C Recognize and correct inappropriate shifts in pronoun number and person.*</p> <p>CCSS.ELA-LITERACY.L.6.1.D Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*</p> <p>CCSS.ELA-LITERACY.L.6.1.E Recognize variations from standard English in their own and others’ writing and speaking, and identify and use strategies to improve expression in conventional language.*</p> <p>CCSS.ELA-LITERACY.L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>CCSS.ELA-LITERACY.L.6.2.A Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*</p> <p>CCSS.ELA-LITERACY.L.6.2.B Spell correctly.</p>

## Mexican Bingo: Lesson 6.2

- Explain how traditional Bingo is played for students who do not have the background knowledge.
- Have students read about "Loteria or Mexican Bingo" in their Student Workbook (Slide 42). As a class, discuss the similarities and differences between American and Mexican Bingo.
- Review the most famous Loteria cards in the student workbook and have students try translating the Spanish words into English.
- Use the Loteria cards from the Aboki box to play Lotería!
- Have students choose their favorite Lotería cards from the game and make their own Lotería sheets. They can practice drawing and writing the Spanish words. When you are playing, have students use Spanish phrases.
  - "¡Gané!" (I won!)
  - "Gano con (name of card)" (la bandera, el gallo, etc.)
  - "¡Lotería!" or "¡Buenas!" (Bingo!)

### *Integrated Extension Suggestions:*

- Go to the Lotería Google Doodle site below where students can read about Lotería and Mexican artists who created the art for the Google Doodle online digital version of the Lotería game. You can also watch the [video of the artists talking](#) about the game and their art.  
<https://www.google.com/doodles/celebrating-loteria>
- Display the Loteria cards and review the Spanish words and their meaning. Students will reinforce their understanding of any of the following Language Standards listed on the lesson plan, using the translated words.
- You may choose to use the resources section to share additional Loteria words to allow for more practice with the Language standards.
- Students can pair-share to check each other for accuracy based on the standards chosen/reinforced.

## José Guadalupe Posada & La Catrina - Lesson 6.3

- Have students read about José Posada in their Student Workbook (Slide 43)
- Have partners or small groups discuss what they learned and what they notice about the images.
- Have students read about "La Catrina" and answer the question about the meaning behind this image of a skeleton dressed in fancy clothing (Slide 44).

## Holidays:

### Día de Los Muertos

- Have students answer the questions about Día de los Muertos in their Student Workbook (Lesson 6.3).

- Have students watch [La Catrina Introduce Día de los Muertos](#) about Día de los Muertos.

As a class, discuss how Mexican people honor people who have died. Talk about why painting their faces as a "calavera" or skull, can help them accept death.

*This lesson is designed to heavily integrate 6th Grade English Language Arts standards.*

### *Integrated Extension Suggestions:*

- Have students share what they already know about "Día de los Muertos." Consider asking this discussion question: "Have you participated in celebrations in your own community?" Let students know that the goal of this activity is to compare and contrast these celebrations with Día de los Muertos.
- Using the suggested text from CommonLit, "Día de los Muertos" (Lexile - 1240), allow students to read the text independently, with a partner, or in a small group. Students should practice identifying and highlighting important information.
- Have students summarize each paragraph and identify the main ideas. Students can also answer the comprehension questions to reinforce English Language Arts standards.

### Extension Activities (Online Resources):

- Use the instructions from your Aboki Box Online - Resources to make Mexican Tissue Paper Banners.
- Dress up like a Catrina and do your makeup to look like a Catrina skeleton.
- Make tissue paper banners.
- Make Day of the Dead Bread

To include a writing component, consider having students write a written response or essay to respond to one of the following questions:

- 1) How do cultural celebrations such as Día de los Muertos make Mexican American culture unique? What other cultural celebrations take place in Mexico, and how do these celebrations teach us about other cultures and communities?
- 2) To celebrate Día de los Muertos, Mexican people give “ofrendas” to deceased relatives. Ofrendas and parades to celebrate Día de los Muertos have become more common among Mexican Americans. They celebrate the holiday not only to honor the dead, but also to show pride in their heritage, or culture. How do holidays like Día de los Muertos affect people and their identity and culture?

If you would like to give students practice on comparing and contrasting or paired text analysis, consider adding an extra day to this lesson and have students read “Celebrating the Lunar New Year” from CommonLit’s website.

In “Celebrating the Lunar New Year,” the author shares how several cultures around the globe celebrate the lunar new year. Pair “Día de los Muertos” with “Celebrating the Lunar New Year” and ask students to discuss how both texts share culture while celebrating. How are both celebrations similar? How do they differ?

Essay writing prompts:

- 1) Narrative: Pretend you are in Mexico to celebrate your very first “Día de los Muertos.” Write about your experiences throughout the day. Make sure to incorporate what you have learned from what you’ve read.
- 2) Argumentative: Why is Día de los Muertos important to the Mexican people and indigenous history? What do you believe are the most important components of Día de los Muertos? Make sure to include details from what you have learned while reading.

<p>Additional Suggested Resources:</p>	<ul style="list-style-type: none"> <li>• <a href="#">Latin America: Economy Overview &amp; Education</a></li> <li>• <a href="#">Frida Kahlo’s brief bio (school appropriate)</a></li> <li>• <a href="#">Frida Kahlo’s life becomes inspiration for her art</a></li> <li>• <a href="#">CommonLit article &amp; paired text suggestions</a></li> <li>• <a href="#">José Guadalupe Posada y La Calavera Catrina</a></li> <li>• <a href="#">Tour of Frida Kahlo’s home in Mexico</a></li> <li>• <a href="#">CommonLit Día de los Muertos</a></li> <li>• <a href="#">CommonLit “Celebrating the Lunar New Year”</a></li> <li>• <a href="#">History of La Loteria and Additional Cards</a></li> <li>• <a href="#">Lotería Google Doodle Video</a></li> <li>• <a href="#">Lotería Google Doodles Online Game</a></li> <li>• <a href="#">La Catrina Introduces Día de los Muertos</a></li> </ul>	<p>Materials from Aboki Box:</p>	<p>Mexico Magazine Student Workbook Frida Kahlo Paint Kit Loteria or Mexican Bingo (pg. 13)</p>
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### Web Resources List

#### Let's Discover Mexico

- [North & Central America Map:](#)
- [Time Zone Map:](#)
- [World Atlas-Languages Spoken in Mexico](#)
- [Locate Latin American Countries - Practice Video](#)
- [Mexico's History in 5 Minutes](#)

#### Geography of Mexico

- [Interactive Mexico Map](#)
- [Map Song that addresses each feature](#)
- [Mexico's Geography](#)
- [Latin America Geography Unit](#)
- [Mexico's Pollution - Causes & Effects Video](#)
- [Ecosystems in Mexico](#)
- [Mexico's location, climate, and natural resources](#)
- [Mexico and U.S. Trade Relationship-NAFTA](#)
- [Natural Resources in Mexico](#)
- [Mexico: Its Land, Resources & Economy](#)
- [Mexico's Endangered Animals](#)

#### Mexican History

- [Incas](#)
- [Mayans](#)
- [Mayan History in 5 Minutes](#)
- [Spanish vs. Portuguese](#)
- [Read and Respond: Impact of Poverty, the War on Drugs, and Migration](#)
- [Black History Month In Latin America: How Much Do YOU Know?](#)
- [Spanish-Portuguese Influences](#)
- [Indigenous Peoples of Latin America - Introduction Video](#)

#### Mexico's Government

- [Overview of Mexico's government](#)
- [Forms of Government](#)
- [Latin America's Governments - A Comparison](#)
- [Mexico's Government Explained](#)

#### Mexico's Economy

- [Mexico's Economy](#)
- [Education Gaps](#)
- [Social Entrepreneurship in Mexico](#)
- [Specialization and Trade Explained \(start at :55\)](#)
- [US - Mexico Trade](#)
- [How do Tariffs Work?](#)
- [Pros and Cons of Trade Barriers](#)

#### Culture: People, Food, Art, and Holidays

- [Latin America: Economy Overview & Education](#)
- [Frida Kahlo's brief bio \(school appropriate\)](#)
- [Frida Kahlo's life becomes inspiration for her art](#)
- [CommonLit article & paired text suggestions](#)
- [Tour of Frida Kahlo's home in Mexico](#)
- [La Catrina-A History](#)
- [José Guadalupe Posada y La Calavera Catrina](#)
- [La Catrina Introduces Día de los Muertos](#)
- [CommonLit Día de los Muertos](#)
- [CommonLit "Celebrating the Lunar New Year"](#)
- [History of La Loteria and Additional Cards](#)
- [Lotería Google Doodle Video](#)
- [Lotería Google Doodles Online Game](#)