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| **Subject: History** | | **Grade Level: 6th** | | | **Campus:** | | **Teacher Name:** | |
| TLI.jpg | **Objective/TLW** | **CPQ/TTT** | **TEKS/**  **ELPS/ CCRS** | | **Cognitive Strategy Routine** | **Materials/ Resources** | **Lesson Strategies** | **Student Activity/ Assessment** |
| **Week 1, Day 1**  3rd Six Weeks | **TLW:** -Write the names of the countires, landforms, capital, and rivers located in South America  -Create a map legend to identify the capitals, mountains, rivers, etc.  -Create a compass rose  **Language**  **Objective:** -Use prior knowledge and experience to understand meaninngs in English  -Use accessible language and learn new and essential language in the process | **CPQ:** Why is it important to have geographic tools that collect, analyze, and interpret data to determine location? climate? River systems? Landforms?  **Think-Turn-Talk**  **Questions:** Name one special piece or location you enjoyed visiting when you were younger that took place outdoors recently.  -How can understanding a map help in your daily life?  -What is the importance of creating a map of a country? | **TEKS:** 6.3, 6.3B, 6.3C  **ELPS:** 1A, 1F  **CCRS:** | | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP#**  **Text Name:****A12-A13**  **Workbook**  **PP#**  **Teacher Master PP#** **A12-A13**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **Discovery Learning** | Handout - About my Special Place; -South America Outline Map (list, label, color) |
| **Week 1, Day 2**  3rd Six Weeks | **TLW:** Determine what type of landforms and other natural resources are located on a given map.  **Language**  **Objective:** Explain how a population distribution map helps us determine where most populated locations are in a region or country. | **CPQ:** How have the varied natural resources and the diverse climate afected where South Americans live?  **Think-Turn-Talk**  **Questions:** -What kind of climate do we see here in Brownsville?  -Name an effect which our climate creates?  -Why is climate such a powerful force in determining products from agrarian economies? | **TEKS:** 6.3, 6.3B, 6.3C  **ELPS:** 1A, 1F  **CCRS:** | | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP# A12 - A13**  **Text Name:**  **Workbook**  **PP#**  **Teacher Master PP# A12 - A13**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **Discovery Learning** | Handout - South American Outline Map  Create a picture sotry to illustrate the factors used in the selection and the deciion to settle in a new country. Be sure to include a caption with facts about the country such as its location, climate, terrain, and population to describe the place. "My South American Report" |
| **Subject: History** | | **Grade Level: 6th** | | | **Campus:** | | **Teacher Name:** | |
| TLI.jpg | **Objective/TLW** | **CPQ/TTT** | | **TEKS/**  **ELPS/ CCRS** | **Cognitive Strategy Routine** | **Materials/ Resources** | **Lesson Strategies** | **Student Activity/ Assessment** |
| **Week 1, Day 3**  3rd Six Weeks | **TLW:** -Examine the impact of European Settlement on South America, -Compare and contrast points of view about a historical event.  **Language**  **Objective:** Speak using a variety of grammatical structures, sentence lengths, sentence types, and connecting words with increasing accuracy and ease as more English is acquired. | **CPQ:** What are some questions that the Incas might have been asking themselves when the Europeans arrived?  **Think-Turn-Talk**  **Questions:** Pretend a group of people came inside your house and decided to take over your house. What would your reaction be?  -What are the advantages/disadvantages of resisting?  -How can points of view of a historical event differ among opposing groups from that time? | | **TEKS:** 6.1, 6.2, 6.2D, 6.2B  **ELPS:** 1F, 3C  **CCRS:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP# 231- 233**  **Text Name: Establishing Independence**  **Workbook**  **PP# p. 35**  **Teacher Master PP# 231-233**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**  **Other** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **Discovery Learning** | Write a letter about Pizarro's capture of the Inca's leader. Half the students will be assigned to write in a role of a Spanish soldier in Pizarro's army and the other half will be assigned the role of a Native American in Atahualpa's army. |
| **Week 1, Day 4**  3rd Six Weeks | **TLW:** Describe governments and populations in South America today.  **Language**  **Objective:** -Speak using a grade-level content area vocabulary in context to internalize new English words and build academic lanugage proficiency.  -Share information in cooperative learning interactions. | **CPQ:** What limits can people set on their own government?  **Think-Turn-Talk**  **Questions:** If you were president of the United States, would you want total control of everything? Why or why not?  -What is the advantage of having a government maintain control over all citizen rights?  -What are the dangers of a totalitarian regime? | | **TEKS:** 6.12, 6.12B  **ELPS:** 3D, 3E  **CCRS:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP# 234-235**  **Text Name:Governments of South America**  **Workbook**  **PP# p. 35**  **Teacher Master PP# p. 234-235**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **Discovery Learning** | Group Project:  -Make a political speech opposing unlimited government. In the speech, do the following:  -State resons (3) for opposing unlimited government;  -Include details that support their agreement. |

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| **Subject:** **History** | | **Grade Level:** **6th** | | **Campus:** | | **Teacher Name:** | |
| TLI.jpg | **Objective/TLW** | **CPQ/TTT** | **TEKS/**  **ELPS/ CCRS** | **Cognitive Strategy Routine** | **Materials/ Resources** | **Lesson Strategies** | **Student Activity/ Assessment** |
| **Week 1, Day 5**  3rd Six Weeks | **TLW:** Ex, 6.18Aplain how geography affects the economy of a region.  **Language**  **Objective:** Monitor understanding of spoken language during classroom instruction and interactions, and seek clarification as needed. | **CPQ:** How does a society produce distinctive tradition?  **Think-Turn-Talk**  **Questions:** Name a celebration or custom in your family.  - Where and when did it begin in your family?  -How can the traditions of an ethnic group shape its economy and government? | **TEKS:** 6.15A, 6.17, 6.18A  **ELPS:** 2D  **CCRS:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP# 238-239**  **Text Name:Building Economies and Cultures**  **Workbook**  **PP# p. 36**  **Teacher Master PP# p. 238-239**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**  **Other** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **Discovery Learning** | "Cultural Bingo" - Students will walk around the room and talk to as many students as possible and have a classmate sign in the square, noting something that they have experienced. |
| **Week 2, Day 1**  3rd Six Weeks | **TLW:** Identify South America's natural resources and industries.  **Language**  **Objective:** Use pre-reading supports such as graphic organizers, illustrations, and pre-taught topic-related vocabulary and other pre-reading activities to enhance comprehension of written text. | **CPQ:** What factors influence where products are grown in South America?  **Think-Turn-Talk**  **Questions:** If I wanted to have a garden, what factors would I need to consider?  -What are the advantages of having control of abundant natural resources such as oil?  -What type of workforce is needed to sustain an agrarian based economy? | **TEKS:** 4D, 10B  **ELPS:** 4D  **CCRS:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP# 240-241**  **Text Name:Products and Industries of South America**  **Workbook**  **PP#**  **Teacher Master PP# 240-241**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **Discovery Learning** | Create a chart to categorize aspects of the South American economy. The chart will note areas such as mineral resources, agricultural products, and manufacturing products. |

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| TLI.jpg | **Objective/TLW** | **CPQ/TTT** | **TEKS/**  **ELPS/ CCRS** | **Cognitive Strategy Routine** | **Materials/ Resources** | **Lesson Strategies** | **Student Activity/ Assessment** |
| **Week 2, Day 2**  3rd Six Weeks | **TLW:** Describe daily life and the arts in South America.  **Language**  **Objective:** Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions. | **CPQ:** What are the relationships between successful economies and the use of all types of factors of production?  **Think-Turn-Talk**  **Questions:** Who or what do you think determines how people are going to live?  What determines a person's career choice?  -What are the advantages of having a large workforce of educated citizens? | **TEKS:** 6.4D, 6.10B  **ELPS:** 3G, 3E  **CCRS:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP#**  **Text Name:**  **Workbook**  **PP#**  **Teacher Master PP#**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **Discovery Learning** | Group Activity: 4 Stations - Each station has a diferent picture with different sets of questions that must be answered as a group and posted by an assgined recorder on a chart. |
| **Week 2, Day 3**  3rd Six Weeks | **TLW:** Describe daily life and the arts in South America.  **Language**  **Objective:** use pre-reading supports such as graphic organizers to enhance the comprehension of written texts. | **CPQ:** How do you think a high literacy rate can help boost a country's economy?  **Think-Turn-Talk**  **Questions:** -What are some jobs that require knowing how to read?  -Does knowing how to read really matter?  -What are the advantages one can gain from strong literacy skils? | **TEKS:** 6.10B, 6.4D  **ELPS:** 4D  **CCRS:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP# 241-242**  **Text Name:**  **Workbook**  **PP#**  **Teacher Master PP# 241-242**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **Discovery Learning** | Use a spider map to show the different arts that come from South America. |

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| TLI.jpg | **Objective/TLW** | **CPQ/TTT** | **TEKS/**  **ELPS/ CCRS** | **Cognitive Strategy Routine** | **Materials/ Resources** | **Lesson Strategies** | **Student Activity/ Assessment** |
| **Week 2, Day 4**  3rd Six Weeks | **TLW:** -Make generalizations based on the data from a chart given. -Organize and interpret information from a chart of Life in South America.  **Language**  **Objective:** Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources. | **CPQ:** How does a chart help with reading information?  **Think-Turn-Talk**  **Questions:** -What is the difference between a bar graph and a line graph?  -What do a bar and line graph have in commmon?  -Why are charts helpful in displaying data? | **TEKS:** 6.21B, 6.21C  **ELPS:** 4J  **CCRS:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP# 241**  **Text Name:Interpreting a chart**  **Workbook**  **PP#**  **Teacher Master PP# 241**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **Discovery Learning** | Handout: Life in South America: -Make generalizations based on the data from the chart. |
| **Week 2, Day 5**  3rd Six Weeks | **TLW:** Take a test on Sections 1 and 2: "Establishing Independence and Building Economies and Cultures"  **Language**  **Objective:** Write using newly acquired basic vocabulary and content based grade-level vocabulary | **CPQ:** N/A  **Think-Turn-Talk**  **Questions:** N/A | **TEKS:** 6.3 B,C  6.1  6.21 B,D  6.15A  6.18A  6.4D  6.10B  **ELPS:** 5B  **CCRS:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP#**  **Text Name:**  **Workbook**  **PP#**  **Teacher Master PP#**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **Discovery Learning** | Teacher Made Test - Written Exam |

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| TLI.jpg | **Objective/TLW** | **CPQ/TTT** | **TEKS/**  **ELPS/ CCRS** | **Cognitive Strategy Routine** | **Materials/ Resources** | **Lesson Strategies** | **Student Activity/ Assessment** |
| **Week 3, Day 1**  3rd Six Weeks | **TLW:** Identify the regional importance of Brazil's size and its government.  **Language**  **Objective:** Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources. | **CPQ:** How does the size and population of Brazil compare to the rest of South America? Does it matter?  **Think-Turn-Talk**  **Questions:** When does size matter in life?  -How does Brazil compare to the U.S. in terms of geographic size?  -What South American countries are comparable to Brazil in terms of size in geography and population? | **TEKS:** 6.12B, 6.22D  **ELPS:** 4J  **CCRS:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP# 234-244**  **Text Name:Brazil Today**  **Workbook**  **PP# 37**  **Teacher Master PP# 234-244**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**  **Other** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **Discovery Learning** | -Describe the government of Brazil and its population.  -Draw a Venn diagram to compare the government from Brazil to the U.S. |
| **Week 3, Day 2**  3rd Six Weeks | **TLW:** Identify the regional importance of Brazil's size and its government.  **Language**  **Objective:** Demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources. | **CPQ:** How does the size and population of Brazil compare to the rest of South America? Does it matter?  **Think-Turn-Talk**  **Questions:** -When does size matter in life?  -How can population affect a country's strength, relative to other nations?  -How does the U.S. compare in population to the U.S.? | **TEKS:** 6.12B, 6.22D  **ELPS:**  **CCRS:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP# 234-244**  **Text Name:Brazil Today**  **Workbook**  **PP# 37**  **Teacher Master PP# 234-244**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **Discovery Learning** | -Describe the government of Brazil and its population.  -Continue work on creating a Venn diagram to compare the government from Brazil to the U.S. |

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| TLI.jpg | **Objective/TLW** | **CPQ/TTT** | **TEKS/**  **ELPS/ CCRS** | **Cognitive Strategy Routine** | **Materials/ Resources** | **Lesson Strategies** | **Student Activity/ Assessment** |
| **Week 3, Day 3**  3rd Six Weeks | **TLW:** - Describe Brazil's people and culture.  **Language**  **Objective:** Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participating in extended discussions. | **CPQ:** How have different ethnic groups influenced Brazilian culture?  **Think-Turn-Talk**  **Questions:** What problems can a large, populated school like Oliveira cause?  -How would you define a region's culture?  -What is the largest ethnic group in our region and how does it affect our government? | **TEKS:** 6.2A  **ELPS:** 3G  **CCRS:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP# 246-247**  **Text Name:The Culture of Brazil**  **Workbook**  **PP#**  **Teacher Master PP# 246-247**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **Discovery Learning** | Write a 3-4 sentence radio advertisement designed to motivate people to move to the new inland city of Brasilia.  -View a video segment about Brazil. |
| **Week 3, Day 4**  3rd Six Weeks | **TLW:** Review "Brazil Today" for test tomorrow  **Language**  **Objective:** Write using newly acquired basic vocabulary and content-based grade-level thinking.  -Share information in cooperative learning interactions. | **CPQ:** How would you describe your nation's government today in comparison with Brazil?  **Think-Turn-Talk**  **Questions:** -How do the different ethnic groups in a country's population influence its conditions?  -What are the effects of a country's population on its growth/stability/success?  -What in Brazil's history has led it toward its current state? | **TEKS:** 6.12B  **ELPS:** 3E, 5B  **CCRS:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP#**  **Text Name:**  **Workbook**  **PP#**  **Teacher Master PP#**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **Discovery Learning** | -The studentts will answer questions and earn points for their selected groups.  -The group that earns the most points gets a free homework social studies pass. |

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| TLI.jpg | **Objective/TLW** | **CPQ/TTT** | **TEKS/**  **ELPS/ CCRS** | **Cognitive Strategy Routine** | **Materials/ Resources** | **Lesson Strategies** | **Student Activity/ Assessment** |
| **Week 3, Day 5**  3rd Six Weeks | **TLW:** -Identify Peru's major landforms.  -Examine Peru's struggle for a stable economy and government.  **Language**  **Objective:** Internalize new basic and academic language using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment. | **CPQ:** How does geography influence the economic development of Peru?  **Think-Turn-Talk**  **Questions:** What are some barriers we experience in accomplishing what we want?  -How does geography influence where people establish settlements?  -What types of places are the most conducive to establishing settlements? Why? | **TEKS:** 6.10B  **ELPS:** 1E, 2H, 5F  **CCRS:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP# 250-253**  **Text Name:Peru Today**  **Workbook**  **PP# 38**  **Teacher Master PP# 250-253**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **Discovery Learning** | -Explain why landforms of Peru are transportation barriers and then compare them with landforms in other countries that serve as transportation corridors. (Use the map of Peru) |
| **Week 4, Day 1**  3rd Six Weeks | **TLW:** Examine Peru's struggle for a stable economy and government.  **Language**  **Objective:** Demonstrate listening comprehension of increasing complex spoken English by following directions, retelling, or summarizing spoken messages. | **CPQ:** How do you think the violence and corruption in government afffected people's daily life in Peru?  **Think-Turn-Talk**  **Questions:** -Talk about how violence can hurt our city.  -Who is affected the most by a corrupt government? Why?  -How is our nation's government viewed by the rest of the world? Stable? Corrupt? Why? | **TEKS:** 6.10B  **ELPS:** 2L  **CCRS:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP# 250-253**  **Text Name:The Economy of Peru**  **Workbook**  **PP#**  **Teacher Master PP# 250-253**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **Discovery Learning** | -Review the economy of Peru and summarize the factors affecting the struggle to implement a stable economy.  -Include aspects of the agriculture, miming, and fishing industries. |

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| TLI.jpg | **Objective/TLW** | **CPQ/TTT** | **TEKS/**  **ELPS/ CCRS** | **Cognitive Strategy Routine** | **Materials/ Resources** | **Lesson Strategies** | **Student Activity/ Assessment** |
| **Week 4, Day 2**  3rd Six Weeks | **TLW:** Create a timeline depicting the changes in Peru's government.  **Language**  **Objective:** Narrate, explainn, and describe with increasing specificity and detail as more English is required. | **CPQ:** How can the changes in a country's government affect that nation's development?  **Think-Turn-Talk**  **Questions:** -What are some changes that you may have noticed in the country's government over the years?  -How important is a stable government on a country?  -What is the importance of fair elections? | **TEKS:** 6.10B  **ELPS:** 3H, 5B, 5F  **CCRS:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP#**  **Text Name:**  **Workbook**  **PP#**  **Teacher Master PP#**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **Discovery Learning** | Create a timeline that depicts landmark events in Peru's history; Of particular focus should be the changes in government which take place during the nation's history. |
| **Week 4, Day 3**  3rd Six Weeks | **TLW:** -Continue working on timeline.  -Share and compare timelines.  -Changes in Peru's government.  **Language**  **Objective:** Narrate, describe, and explain with increasing specificity and detail as more English is required. | **CPQ:** Why was the independence of 1821 the beginning of a long struggle?  **Think-Turn-Talk**  **Questions:** -What are the differences between Peru's independence and the independence won by the U.S?  -How can a country's leader's aid in stabilizing a nation?  -What are some examples of great leaders in our country's history? | **TEKS:** 6.10B,  **ELPS:** 3H, 5B, 5F  **CCRS:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP# 250-253**  **Text Name:The Government of Peru**  **Workbook**  **PP#**  **Teacher Master PP# 250-253**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **Discovery Learning** | Share and compare timelines. |

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| TLI.jpg | **Objective/TLW** | **CPQ/TTT** | **TEKS/**  **ELPS/ CCRS** | **Cognitive Strategy Routine** | **Materials/ Resources** | **Lesson Strategies** | **Student Activity/ Assessment** |
| **Week 4, Day 4**  3rd Six Weeks | **TLW:** Describe Peru's people's daily life and culture.  **Language**  **Objective:** Express opinions, ideas, and feelings ranging from communicating signle words and short phrases to participants in extended discussions. | **CPQ:** How does Peru's culture reflect its ethic groups?  **Think-Turn-Talk**  **Questions:** How would you describe your daily life in one sentence?  -Would your daily life mirror that of most citizens?  -How can a nation help its impoverished citizens? | **TEKS:** 6.2B, 6.4D, 6.10B  **ELPS:** 3G, 3E  **CCRS:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP# 253-254**  **Text Name:Peruvian people and culture**  **Workbook**  **PP# 38**  **Teacher Master PP# 253-254**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **Discovery Learning** | -Create a picture essay about Native Americans living in Peru today.  -Research Peruvian Native American life today. Learn about their lifestyles, customs, occupations, and religious practices. |
| **Week 4, Day 5**  3rd Six Weeks | **TLW:** Describe Peru's people's daily life and culture.  **Language**  **Objective:** Express opinions, ideas, and feelings ranging from communicating single words and short phrases to participants in extended discussions. | **CPQ:** How does Peru's culture reflect its people's ethnicity?  **Think-Turn-Talk**  **Questions:** What should every citizen in a country be entitled to?  -What are the hardships which the people of Peru face on a daily basis?  -What changes can be made to advance the living conditions of the people of Peru? | **TEKS:** 6.2B, 6.4D, 6.10B  **ELPS:** 3G, 3E  **CCRS:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP# 253-254**  **Text Name:Peruvian People and Culture**  **Workbook**  **PP# 38**  **Teacher Master PP# 253-254**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **Discovery Learning** | -Continue picture-essay about Native Americans living in Peru today.  -Include photo with captions. |

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| TLI.jpg | **Objective/TLW** | **CPQ/TTT** | **TEKS/**  **ELPS/ CCRS** | **Cognitive Strategy Routine** | **Materials/ Resources** | **Lesson Strategies** | **Student Activity/ Assessment** |
| **Week 5, Day 1**  3rd Six Weeks | **TLW:** Describe Peru's people's daily life and culture.  **Language**  **Objective:** Express opinions, ideas, and feelings ranging from communicating signle words and short phrases to participants in extended discussions. | **CPQ:** How does Peru's culture reflect its ethic?  **Think-Turn-Talk**  **Questions:** How would you describe your daily life in one sentence?  -Which groups face the toughest conditions in the United States?  -How can people work toward change in the United States? | **TEKS:** 6.2B, 6.4D, 6.10B  **ELPS:** 3G, 3E  **CCRS:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP# 253-254**  **Text Name:Peruvian people and culture**  **Workbook**  **PP#**  **Teacher Master PP# 253-254**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **Discovery Learning** | -Complete picture essay about Native Americans living in Peru today.  -Each group will express their opinions on how they feel about Peru's culture. |
| **Week 5, Day 2**  3rd Six Weeks | **TLW:** Describe levels of economic development of Brazil, Argentina, and Peru for a review of assessment by creating a bar graph.  **Language**  **Objective:** -Understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations. | **CPQ:** What economic activities support the people of Peru, Argentina, and Brail?  **Think-Turn-Talk**  **Questions:** How is the culture of Peru different/the same as ours?  -How can the wages of a country's middle class affect its economy?  -What contributes most to a country's economic development? | **TEKS:** 6.10B, 6.21C  **ELPS:** 1E, 2H, 5F  **CCRS:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP# 146-149**  **Text Name:Data File**  **Workbook**  **PP# 38**  **Teacher Master PP# 146-149**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **Discovery Learning** | -Create a bar graph depicting the life expectations of Brazil, Argentina, and Peru, and compare their findings with the life expectancy of the U.S. |

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| TLI.jpg | **Objective/TLW** | **CPQ/TTT** | **TEKS/**  **ELPS/ CCRS** | **Cognitive Strategy Routine** | **Materials/ Resources** | **Lesson Strategies** | **Student Activity/ Assessment** |
| **Week 5, Day 3**  3rd Six Weeks | **TLW:** Continue with the bar graph and draw conclusions based on the data.  **Language**  **Objective:** Understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations. | **CPQ:** What economic activities support the people of Peru, Argentina, and Brazil?  **Think-Turn-Talk**  **Questions:** -What can the government do to ensure economic stability in a country?  -How can the government assist ordinary citizens in their financial condition?  -How much financial assistance should a government provide to its ciziens? | **TEKS:** 6.2B, 6.4D, 6.10B  **ELPS:** 1E, 2H, 5F  **CCRS:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP# 146-149**  **Text Name:Data File**  **Workbook**  **PP#**  **Teacher Master PP# 146-149**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **Discovery Learning** | -Draw conclusions based on the data found on the bar graph. |
| **Week 5, Day 4**  3rd Six Weeks | **TLW:** Review for test on Peru, Argentina, and Brazil by playing Round Robin.  **Language**  **Objective:** -Write using newly acquired basic vocabulary and content based grade level thinking.  -Share information in cooperative learning interactions. | **CPQ:** How do the conditions of Peru, Argentina, and Brazil compare to one another?  **Think-Turn-Talk**  **Questions:** -Which of the three countries maintain the most stable government?  -What are the differences in the economies of the three countries?  -What are the differences in geography between the three nations? | **TEKS:** 6.10B  **ELPS:** 1E, 2H, 2F  **CCRS:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP#**  **Text Name:**  **Workbook**  **PP# 38**  **Teacher Master PP#**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **Discovery Learning** | -Teacher-made questions. |

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| TLI.jpg | **Objective/TLW** | **CPQ/TTT** | **TEKS/**  **ELPS/ CCRS** | **Cognitive Strategy Routine** | **Materials/ Resources** | **Lesson Strategies** | **Student Activity/ Assessment** |
| **Week 5, Day 5**  3rd Six Weeks | **TLW:** Take an assessment on Peru, Argentina, and Brazil.  **Language**  **Objective:** Recognize directionality of English reading such as left to right and top to bottom. | **CPQ:** N/A  **Think-Turn-Talk**  **Questions:** N/A | **TEKS:** 6.10B  **ELPS:** 4B  **CCRS:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP#**  **Text Name:**  **Workbook**  **PP#**  **Teacher Master PP#**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **Discovery Learning** | Assessment - Peru, Argentina, Brazil |
| **Week 6**  3rd Six Weeks | **TLW:** Mid-term Exam Review  **Language**  **Objective:** Understand implicit ideas and information in increasingly complex spoken language commensurate with grade-level learning expectations. | **CPQ:** How are the changes in a nation's government responsible for alterations in the lives of its citizens?  **Think-Turn-Talk**  **Questions:** -How can a nation achieve financial stability?  -How can government corruption negatively impact the daily lives of its citizens?  -How can a nation's literacy level affect its economic development? | **TEKS:** 6.1A-B, 6.2A-B, 6.3A-C, 6.5A-B-C, 6.10B  **ELPS:** 1A, 3C, 3G, 2H, 1E  **CCRS:** | **Making Connections**  **Making Inferences & Predictions**  **Creating Mental Images**  **Asking Questions**  **Determining Importance & Summarizing**  **Monitoring and Clarifying** | **Text PP#**  **Text Name:**  **Workbook**  **PP#**  **Teacher Master PP#**  **Audio/Video Equip**  **Teacher Notes**  **Advanced**  **Tech :**    **Other** | **Lesson Focus/ Readiness**  **Group Discussion**  **Media/Tech Presentation**  **Guided Practice**  **Check for Understanding**  **Inquiry Method**  **Independent Practice**  **Teacher Modeling**  **Manipulatives**  **Cooperative Learning**  **Question/Answer**  **Discovery Learning** | -Numbered Heads Together: --Teacher poses a question to a group; --Studdents discuss and answer question  -Bingo Vocabulary  -Millionaire Game |