**Reading: Informational Text**

#### Integration of Knowledge and Ideas:

[CCSS.ELA-LITERACY.RI.6.7](http://www.corestandards.org/ELA-Literacy/RI/6/7/)
Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

*Integration of Global Education*

* Students will analyze information about different issues facing the Middle East (or another country) by watching a video on it and taking notes, then they will use those notes and work in pairs to summarize the problem.
* Students will read a text about the same issue facing the Middle East (or another country), take notes, and in pairs summarize the problem.
* Students will review their notes and the summaries about the video and text in pairs, make comparisons, and then write a paragraph explaining the issue and why it is important or how it affect us.

*Specific Lesson Plan Modifications for Global Competencies*

* Students will watch a news clip or video on water scarcity in the Middle East and take notes and work in pairs to answer questions about why it is important and how it affects us. Students will come up with a question about the issue that they can find out more information on. This will help them to investigate the world beyond their environment and understand why it is important.
* Students will need to analyze information presented in text format about the same issue and take notes. They can then recognize different perspectives on the issue when looking and how it is presented in a text. This will help them to examine the perspectives of other people.
* Students will be able to examine multiple perspectives on water scarcity and make comparisons. They will also be able to communicate their ideas with others through their explanation and work collaboratively to explain why the issue is important and how it affects us. This will help them to investigate the world beyond their environment, recognize the perspective of others, and communicate ideas. Students can also work in groups to come up with ideas on how to improve the situation. This connects to students taking action on an issue.

*Informal Outcome Assessments*

* Students will need to answer questions about the issue in pairs, share out their work with the class and participate in a discussion. They will also need to come up with a question they can find more information about.
* Students will need to annotate the text for the gist and circle and underline important information and answer questions about what they read. They will also need to work in pairs to summarize and explain how it is similar and different from what they watched.
* Students will be able to explain in writing what the issue is and why it is important. In groups they will need to determine what actions can be taken to improve the situation. They will then create a bulletin board that raises awareness of the issue for the school and encourages individuals to take action.

**Reading: Literature**

#### Key Ideas and Details:

[CCSS.ELA-LITERACY.RL.6.1](http://www.corestandards.org/ELA-Literacy/RL/6/1/)
Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

*Integration of Global Education*

* Students will be able to recognize the differences between cultures and explain that.
* Students will notice and began to identify different perspectives of individuals living in a challenging environment.
* Students will analyze characters living in a challenging environment where there are political problems and lack of food. They will understand how challenges shape an individual.

*Specific Lesson Plan Modifications for Global Competencies*

* Students will be able to identify the differences between their culture and those of Ethiopians.
* Students will began to understand and analyze the different perspective portrayed in the novel by citing evidence that supports their ideas.
* Students will be able to read a novel such as *The Storyteller’s Beads* by Jane Kurtz that takes place in Ethiopia during the political struggles and famine of the 1980’s and cite evidence from the text to identify the challenges the characters face.
* Students will be able make inferences about the main characters by using their response to challenges that they face by using explicit evidence from the text along with their own ideas
* Students will be able to identify the challenges the characters need to overcome during the period of political strife and famine by answering text specific questions and citing explicit evidence from the text to support their ideas.

*Informal Outcome Assessments*

* Students will need to write in a blog about the evidence they find that supports text specific questions about challenges the characters face.
* Students will need to write out the inferences they have made about what overcoming a challenge tells us about a characters and use evidence to support their ideas.
* Students will write a paragraph where they compare their culture to that of Ethiopians.
* Students will need to write a two voice poem from the perspectives of two different characters in the novel and the challenges they needed to overcome.

**Number and Operations in Base Ten**

*Perform operations with multi-digit whole numbers and with decimals to hundredths*

[CCSS.MATH.CONTENT.5.NBT.B.5](http://www.corestandards.org/Math/Content/5/NBT/B/5/)
Fluently multiply multi-digit whole numbers using the standard algorithm.

*Integration of Global Education*

* Students will investigate the world beyond their environment by recognizing that other countries use different strategies to multiply multi-digit whole numbers.
* Students will compare the standard algorithm for multiplying to other methods of multiplication to help them recognize how they compute math compared to how other countries think about mathematical operations.
* Students will communicate the different strategies for multiplication.

*Specific Lesson Plan Modifications for Global Competencies*

* Students will watch videos on how to multiply multi-digit whole numbers using a Japanese method of multiplication using lines.
* Students will watch videos on how to multiply multi-digit whole numbers using a Chinese method called lettuce multiplication.
* Students will compare the different methods of multiplying, explain how they are useful, and determine which one works best for them.
* Students will need to collaboratively research a different method of multiplication that is used in a country outside of the United States.

*Informal Outcome Assessments*

* Students will need to solve multiplication problems using the Japanese method, the Chinese method, and the standard algorithm.
* Students will need to present on a different form of multiplication and explain the advantages and disadvantages of each one.