

# Challenges Faced by Children in the Spanish-Speaking World

(Sample Unit)\*

**Proficiency:** Advanced Low

**Language:** Spanish

**Theme:** Global Issue/Families and Communities

*This sample gives the framework for a thematic unit that integrates all the components of the Model Curriculum. Teachers can modify this unit for language and proficiency level, and can include specific lessons and content that align with the local course or curriculum.\**

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Ohio Department of Education, June 2014

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A.

STANDARDS: [K-12](#) [6-12](#) [9-12](#)

1. Communication
2. Cultures

**Competency, Process and Content Statements**

**Interpretive:**

**1. Derive meaning from more detailed messages and texts using listening, reading and viewing strategies.**

- a. Focus on the overall meaning of the message or text to avoid stumbling on unknown words and expressions.
- b. Understand new words, phrases, sentences or the main idea with the help of visuals and graphics that accompany texts.
- c. Make use of print and digital resources to understand the meaning of new words and expressions.
- d. Utilize knowledge of word families/characters and cognates to figure out the meaning of new words and expressions.
- e. Use knowledge of the situation, the purpose of communication or context clues to understand more detailed messages.
- f. Interpret gestures, intonation and tone to comprehend a range of verbal and nonverbal messages.

**2. Analyze how authentic sources convey viewpoints and use authentic sources critically.**

- a. Identify authentic sources and evaluate their suitability for specific tasks.
- b. Analyze the viewpoints of authentic sources by determining who produced the texts, when, why and for whom.
- c. Synthesize information about the same topic or event from multiple authentic sources, noting important similarities and differences in the points of view they represent.
- d. Use information and viewpoints from authentic sources to inform or enhance a more sophisticated conversation, presentation or expression of creativity.

**3. Comprehend and interpret more detailed information in authentic messages and informational texts.**

- b. Provide more detailed answers to questions about authentic messages and informational texts.
- c. Identify, sequence and classify people, places, things or events based on detailed descriptions.
- d. Examine essential elements of written informational texts to differentiate the main and relevant details from extraneous information.

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- e. Draw conclusions and justify inferences based on more nuanced ideas and details derived from authentic messages and informational texts.
- f. Synthesize information from authentic sources to solve complex problems, complete multistep tasks or reinforce concepts across the curriculum.

**Interpersonal:**

**1. Negotiate meaning using more sophisticated requests, clarifications and conversation strategies.**

- a. Use a range of expressions to make requests and seek clarification.
- b. Ask and answer a wide range of questions to seek or clarify information.
- c. Paraphrase, elaborate or use circumlocution to clarify meaning and ambiguities.
- d. Observe or use more sophisticated nonverbal clues to help clarify meaning.
- e. Use a wider variety of conversation strategies to steer interactions.

**2. Interact with others using culturally appropriate language and gestures on familiar and some unfamiliar topics.**

- a. Identify authentic sources and evaluate their suitability for specific tasks.
- b. Analyze the viewpoints of authentic sources by determining who produced the texts, when, why and for whom.
- c. Synthesize information about the same topic or event from multiple authentic sources, noting important similarities and differences in the points of view they represent.
- d. Use information and viewpoints from authentic sources to inform or enhance a more sophisticated conversation, presentation or expression of creativity.

**3. Express preferences, feelings, emotions and opinions about familiar and some unfamiliar topics.**

- b. Provide more detailed answers to questions about authentic messages and informational texts.
- c. Identify, sequence and classify people, places, things or events based on detailed descriptions.
- d. Examine essential elements of written informational texts to differentiate the main idea and relevant details from extraneous information.
- e. Draw conclusions and justify inferences based on more nuanced ideas and details derived from authentic messages and informational texts.
- f. Synthesize information from authentic sources to solve complex problems, complete multistep tasks or reinforce concepts across the curriculum.

**Presentational:**

**1. Convey more sophisticated meaning using writing processes and presentation strategies.**

- a. Plan more sophisticated texts and presentations by brainstorming ideas and choosing vocabulary, phrases and sentence patterns.

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- b. Organize thoughts and choose resources.
- c. Produce initial drafts/presentations while keeping audience, context and purpose in mind.
- d. Revise and edit texts/presentations using tools that promote reflection on meaning, form and mechanics.
- e. Produce final drafts/presentations with aesthetic appeal using tools that help to convey meaning.
- f. Rehearse presentations using a wider range of delivery strategies.
- g. Use appropriate techniques to cite sources and avoid plagiarism.

**2. Present information, concepts and viewpoints on familiar and some unfamiliar topics from across disciplines.**

- c. Describe people, places or things in greater detail to educate or entertain others.
- d. Explain a more complex process or concept.
- e. Provide or demonstrate more complex rules, regulations and/or policies.
- h. Motivate others to meet or exceed personal or shared goals.
- i. Propose solutions to more complex issues or problems.
- j. Advise others about options, ideas, plans or perspectives using more complex language.
- k. Present a formal, persuasive argument for or against a current or past issue of shared concern or course of action.
- l. Synthesize detailed interdisciplinary information and content to create and present more extensive reports, presentations and/or projects.

**Cultures:**

**1. Analyze and explain relationships among products, practices and perspectives and compare them across cultures.**

- a. Investigate, explain and demonstrate patterns of behavior.
- b. Analyze why people meet their basic needs in different ways and share findings with others.
- c. Analyze and compare a variety of products, practices and perspectives of the U.S. and target cultures.

**2. Experience the target language and culture(s) and share information and personal reactions with others.**

- b. Experience and react to a wide variety of expressive products.
- d. Use authentic digital and print media.
- e. Investigate and experience target community organizations and their resources.
- f. Interact and collaborate with a variety of target language speakers around a wide range of interests.
- h. Analyze and explain why people in different cultures might have differing viewpoints on a variety of issues.

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**B.**

**CONTENT ELABORATIONS**

**Unit Theme:** Global Issues/Families and Communities

**Unit Topic(s):** The inequalities and challenges that the children of the Spanish-speaking world face and how the global community reacts to these issues

**Essential Question(s):**

- What are the social, political and environmental challenges that children in the Spanish-speaking world face?
- What are the origins of these challenges?
- What are some possible solutions to these challenges?
- How do individuals contribute to the well-being of the community?
- What roles do nonprofit organizations play in the different Spanish-speaking communities in the world? How do they impact families?

**Communicative Context:**

In this lesson, the student will explore the challenges of the Spanish-speaking world, in particular those that affect children and their well-being. In addition, the student will learn about global and community organizations and how they react to these challenges and problems.

The student will synthesize information from a variety of texts in order to:

- Examine the problems of children of various ages in diverse Spanish-speaking communities in the world, paying attention to the following questions:
  - What are the social, political and environmental problems that the societies of the world face?
  - What are the origins of these challenges?
- Explore agencies and principal organizations dedicated to the well-being of children:
  - UNICEF, which “works in 193 countries and territory to help guarantee to children the right to survive and to develop from infancy to adolescence. UNICEF is the major provider of vaccines in developing countries; it works to improve infant health and nutrition; to supply safe drinking water; to promote equality basic education for all children and to protect children from violence, exploitation and HIV/AIDS.”
  - The World Banking Group with its mission of “helping to reduce poverty.”

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- UNESCO, whose mission is “contributing to the consolidation of peace, the eradication of poverty, sustainable development and intercultural dialogue by means of education, science, culture communication and information.”
- Learn about the foundations that, even though they are more focused on certain aspects of the lives of children, still provide opportunities to better their lives physically as well as socially, psychologically and educationally:
  - Game Time of Bogota, Colombia <http://www.tiempodejuego.org>
  - The National System of Youth Orchestras and Choirs of Venezuela (Audiovisual source: *José Antonio Abreu en Tocar y luchar*)  
<http://www.fesnojiv.gob.ve/es/videos/1060-jose-antonio-abreu-en-tocar-y-luchar.html>
  - Lights for Learning, “an initiative of OEI (Organización of Estados Iberoamericanos para Education, Science and Culture)that will bring light and the Internet to more than 66.000 schools in Iberoamérica, situated in rural areas or areas difficult to access.” <http://lucsparaprender.org/>
  - Asociación Pukllasunchis <http://pukllasunchis.org/>
- Use their research to analyze the authentic sources in order to answer the question:
  - What are some possible solutions to these problems?
- Arrive at an understanding of possible solutions by examining:
  - How do individuals contribute to the well-being of their communities?
  - What roles do nonprofit organizations assume in different Spanish-speaking communities in the world, and what is their impact on families?
- Gain a deep understanding of culture, which will be present throughout the lesson as the basis of our investigations.
- Examine the products and practices of the communities in which the challenges and problems exist. Determine how these challenges influence the perspectives of the same communities and our own perspectives.

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C.

## UNIT SUMMATIVE ASSESSMENT

### Integrated Performance Assessment (IPA)

**IPA Theme:** How does the local and world community react to these problems?

*(NOTE: It would be best to use rubrics or scoring guidelines that you have shared with your students ahead of time. If you routinely use AP, IB or other scoring guidelines, these would be the best to use for each of the tasks listed in the IPA):*

#### Authentic resources:

<http://www.tiempodejuego.org/> Tiempo de Juego de Bogotá, Colombia

<http://www.fesnojiv.gob.ve/es/videos/1060-jose-antonio-abreu-en-tocar-y-luchar.html> El Sistema Nacional de Orquestas y Coros Juveniles e Infantiles de Venezuela (Fuente audiovisual: José Antonio Abreu en Tocar y Luchar)

<http://lucsparaaaprender.org/> Luces para aprender, «una iniciativa de la OEI que llevará luz e internet a más de **66.000 escuelas en Iberoamérica**, situadas en zonas rurales y de difícil acceso.»

<http://pukllasunchis.org/> Asociación Pukllasunchis

<http://www.unicef.org/lac/> UNICEF: La importancia de la niñez y su centralidad en el desarrollo de sus respectivos países de Latinoamérica y el Caribe

<http://www.unkilodeayuda.org.mx/> (mapas de la desnutrición) Es un programa integral que busca medir, intervenir y modificar conductas a través de acciones que promueven el desarrollo físico, mental y emocional de los niños.

[http://www.unicef.org/lac/Libro-pobreza-infantil-America-Latina-2010\(1\).pdf](http://www.unicef.org/lac/Libro-pobreza-infantil-America-Latina-2010(1).pdf) El gráfico de la prevalencia de la anemia en la América Latina y el Caribe

<http://www.bvsde.paho.org/texcom/nutricion/LOW/LOW-3c.pdf> Estimación del costo total de la desnutrición global en dólares y porcentaje del PIB América Latina (13 países), 20042005 (gráfico)

<http://actualidad.rt.com/actualidad/view/25803-EI-problema-de-esclavitud-laboral-infantil-en-Am%C3%A9rica-Latina-subsiste-en-regi%C3%B3n> El problema de la esclavitud laboral infantil en Latinoamérica

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[http://itammun.org.mx/sitio/pdfs/PMA\\_A\\_2012.pdf](http://itammun.org.mx/sitio/pdfs/PMA_A_2012.pdf) La Organización de las Naciones Unidas para la Alimentación y la Agricultura (FAO) indica que 52 millones de personas padecen desnutrición. Esto incluye al 7% de los niños. Sin embargo, dicho porcentaje está distribuido solamente en algunos países.


[http://siteresources.worldbank.org/EXTLACREGTOPNUT/Resources/4160377-1357590589927/8996498-1357590799892/BENCHMARKING\\_ES.pdf](http://siteresources.worldbank.org/EXTLACREGTOPNUT/Resources/4160377-1357590589927/8996498-1357590799892/BENCHMARKING_ES.pdf) Análisis comparativo de las intervenciones prioritarias en materia de nutrición.

[http://siteresources.worldbank.org/EXTLACREGTOPNUT/Resources/4160377-1357590589927/8996498-1357590827922/8996561-1357612027585/1\\_UNICEF\\_Enrique.pdf](http://siteresources.worldbank.org/EXTLACREGTOPNUT/Resources/4160377-1357590589927/8996498-1357590827922/8996561-1357612027585/1_UNICEF_Enrique.pdf) Disparidades nutricionales en América Latina y el Caribe protegiendo la nutrición de madres y niños en tiempos de crisis.

<http://guatemala.nutrinet.org/guatemala/situacion-nutricional/112-nutricion-y-desarrollo-humano> Desnutrición crónica de Guatemala es la más alta de Latinoamérica, dice UNICEF.

<http://player.vimeo.com/video/17380836> La Oficina Regional de UNICEF para América Latina y el Caribe entrevistó a los Ministros de Argentina, Bolivia, Brasil, Costa Rica y Paraguay sobre la situación de la educación y la inequidad en éstos países.

<http://www.unmultimedia.org/radio/spanish/2013/01/joven-indigena-quechua-habla-sobre-la-discriminacion-a-esos-pueblos/> 30/01/2013 Joven indígena quechua habla sobre la discriminación a esos pueblos.

[http://www.unicef.org/lac/DIEGO\\_TORRES\\_FINAL\\_COSTARICAweb.mpg](http://www.unicef.org/lac/DIEGO_TORRES_FINAL_COSTARICAweb.mpg) Spot de UNICEF Costa Rica con el cantautor argentino Diego Torres, Embajador de Buena Voluntad  motiva a niños, niñas y adolescentes de terminar el colegio para lograr un mejor futuro.

[http://www.unesco.org/archives/multimedia/index.php?s=films\\_details&pg=33&id=1757](http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=1757) Alfabetización digital para las mujeres de Atacama (Chile).



### **INTERPRETIVE:**

Go back and think about the essential questions:

- *How do individuals contribute to the well-being of the community?*
- *What roles do nonprofit organizations play in the different Spanish-speaking communities in the world? How do they impact families?*

Choose three authentic sources to refer to in thinking about the questions above: one printed source, one audio or audiovisual source, and one source in the form of a map, table or graph. Then ask the students to interpret them. This could be done individually, in pairs or in groups.

Design the following evaluations to give students the opportunity to show what they have learned and how they can use the interpreted information:

### **INTERPERSONAL:**

1. Design an interpersonal conversation or a [Socratic discussion](#) to interpret the sources, to show comprehension and to demonstrate thinking more deeply about the content.

2. Have students design a blog or use another way for them to share their ideas and opinions, plus conclusions and analysis of the three sources.

### **PRESENTATIONAL:**

1. Ask students to conduct more research and plan presentations. An example:

- Search the Internet for programs that exist in the United States to support at-risk youth and children. After finding them, decide which one you would like to investigate and make a presentation to the class. You could include the following points:
  - What similarities do you see between the programs from the three class resources and the program that you have found? What are some differences?
  - Who supports the program in the United States?
  - What is the process of selecting the participants?
  - Why are these programs important? What impact have they had on society?

2. An essay or presentation on Prezi:

For the purpose of differentiation, you could offer students the option of writing an essay or preparing a Prezi to answer the following question: Why is it important that society, through its nonprofit foundations and organizations, support the children of the world?

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D.

**EXPECTATIONS FOR LEARNING**

For teachers: [Standards Alignment Tool](#)

For students: [Can-Do Statements](#)

**Learning targets for this unit:**

**Interpretive:**

**I can understand descriptions and stories of events that have happened or will happen.**

**I can understand the main idea of popular genres.**

- I can comprehend the main idea and relevant details in a variety of age-appropriate live, written and recorded messages, personal anecdotes and narratives in the language.
- I can derive meaning through the use of listening, viewing and reading strategies.
- I can derive meaning from tables, charts and graphs of information and use the information to evaluate various cultural aspects of the target language communities of the world.
- I can reinforce and expand my knowledge across disciplines as I acquire information and distinctive viewpoints directly through authentic audio and audiovisual digital language and culture sources.
- I can derive substantial meaning from some connected texts typically understood by advanced-level listeners although I may have gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language.

**I can find and use information for practical purposes.**

**I can read texts that compare and contrast information.**

- I can understand and interpret authentic texts ranging from articles in contemporary magazines, newspapers and Internet sources to children’s stories and classical literary texts.
- I can reinforce and expand my knowledge across disciplines as I acquire information and distinctive viewpoints directly through authentic print, nonprint and digital language and culture sources.
- I can understand some connected texts featuring description and narration although I may have occasional gaps in understanding due to a limited knowledge of the vocabulary, structures, and writing conventions of the language.
- I can interpret and synthesize information from a variety of target language texts

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and use the information gained to evaluate the content, draw conclusions and propose solutions.

**Interpersonal:**

**I can participate in conversations on a wide variety of topics that go beyond my everyday life.**

**I can compare and contrast life in different locations and in different times.**

**Presentational:**

**I can meet basic school and academic writing needs.**

- I can plan, write and deliver a well thought out presentation in which I evaluate the problem of inequality of access to basic needs among children in Spanish-speaking communities of the world and present my findings to others, also suggesting a course of action.
- I can synthesize basic and somewhat detailed interdisciplinary information and content to create and present reports, presentations and/or projects to others.

**Intercultural:**

**I can explain how people's practices and behaviors reflect their cultures.**

**I can explore topics of personal and professional interest.**

**I can explain how people's actions reflect their cultural beliefs.**

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E.

## UNIT CONTENT and AUTHENTIC RESOURCES

### Content

**Structures:** Structures are reviewed according to student need.

**Vocabulary:** Students keep a running list of vocabulary they need as they do their research.

### [Authentic / Other Resources](#)

(audio, video or text related to this unit)

<http://www.tiempodejuego.org/> Tiempo de Juego de Bogotá, Colombia

<http://www.fesnojiv.gob.ve/es/videos/1060-jose-antonio-abreu-en-tocar-y-luchar.html> El Sistema Nacional de Orquestas y Coros Juveniles e Infantiles de Venezuela (Fuente audiovisual: José Antonio Abreu en Tocar y Luchar)

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<http://actualidad.rt.com/actualidad/view/25803-EI-problema-de-esclavitud-laboral-infantil-en-Am%C3%A9rica-Latina-subsiste-en-regi%C3%B3n> El problema de la esclavitud laboral infantil en Latinoamérica.

[http://itammun.org.mx/sitio/pdfs/PMA\\_A\\_2012.pdf](http://itammun.org.mx/sitio/pdfs/PMA_A_2012.pdf) La Organización de las Naciones Unidas

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[http://siteresources.worldbank.org/EXTLACREGTOPNUT/Resources/4160377-1357590589927/8996498-1357590827922/8996561-1357612027585/1\\_UNICEF\\_Enrique.pdf](http://siteresources.worldbank.org/EXTLACREGTOPNUT/Resources/4160377-1357590589927/8996498-1357590827922/8996561-1357612027585/1_UNICEF_Enrique.pdf) Disparidades nutricionales en América Latina y el Caribe protegiendo la nutrición de madres y niños en tiempos de crisis.

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<http://player.vimeo.com/video/17380836> La Oficina Regional de UNICEF para América Latina y el Caribe entrevistó a los Ministros de Argentina, Bolivia, Brasil, Costa Rica y Paraguay sobre la situación de la educación y la inequidad en éstos países.

<http://www.unmultimedia.org/radio/spanish/2013/01/joven-indigena-quechua-habla-sobre-la-discriminacion-a-esos-pueblos/> 30/01/2013 Joven indígena quechua habla sobre la discriminación a esos pueblos.

[http://www.unicef.org/lac/DIEGO\\_TORRES\\_FINAL\\_COSTARICAweb.mpg](http://www.unicef.org/lac/DIEGO_TORRES_FINAL_COSTARICAweb.mpg) Spot de UNICEF Costa Rica con el cantautor argentino Diego Torres, Embajador de Buena Voluntad - motiva a niños, niñas y adolescentes de terminar el colegio para lograr un mejor futuro.

[http://www.unesco.org/archives/multimedia/index.php?s=films\\_details&pg=33&id=1757](http://www.unesco.org/archives/multimedia/index.php?s=films_details&pg=33&id=1757) Alfabetización digital para las mujeres de Atacama (Chile).

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F.

## INSTRUCTIONAL STRATEGIES

### FORMATIVE ASSESSMENTS

#### Pr-Assessment of Prior Knowledge

Divide the class into groups of two or three. Ask students to list the challenges and problems that children in our society face. Afterward, ask them to share their lists with the class.

Recombine the class. Ask students to list on the board the vocabulary associated with the needs of a child or of humanity in general.

#### Instructional strategies and Formative Assessments

##### Interpretive Tasks and Strategies:

- Listening inventory
- Table for note taking/graphic organizer
- Activation of prior knowledge
- Cooperative learning
- Semantic web
- Fill-in the blank comprehension activities
- Concept maps
- Strategies for inferring and drawing conclusions
- KWL charts
- Word family techniques
- Socratic seminar discussions
- Analysis of cause and effect

##### Interpersonal Tasks and Strategies:

- Circumlocution and clarifying strategies

##### Presentational Tasks and Strategies:

- Formal presentation strategies and graphic organizers (thesis, development with evidence from sources used and conclusion)
- Formal writing strategies: Thesis statement with elaboration, two to three paragraphs each with a main point and evidence cited from sources referenced, and conclusion with evaluation and synthesis
- Self-editing strategies

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### **Formative Tasks:**

Individually, each student will write a paragraph to describe a nonprofit organization he or she knows of and why it is important to the community. Students should ask themselves, “What does this foundation or organization contribute to the well-being of others?”

Divide the class into pairs. Ask each pair to explore the problems that confront children of the world by watching or listening to one of the following sources. Then they should complete the table that follows these websites:

- Child Labor - *Esclavitud laboral de niños*: <http://actualidad.rt.com/actualidad/view/25803-El-problema-de-esclavitud-laboral-infantil-en-Am%C3%A9rica-Latina-subsiste-en-regi%C3%B3n>
- Education - *Entrevistas a los Ministros de Educación*: La Oficina Regional de UNICEF para América Latina y el Caribe entrevistó a los Ministros de Educación de Argentina, Bolivia, Brasil, Costa Rica y Paraguay sobre la situación de la educación y la inequidad en estos países: <http://player.vimeo.com/video/17380836>
- Education - *Bolivia: El problema de la distancia para tener acceso a la educación*: <http://vimeo.com/41705459>
- Violence Against Children - *La violencia contra los niños, niñas y adolescentes en América Latina y el Caribe*: <http://vimeo.com/26443423>
- Child Labor - Radio ONU *Características y magnitud del trabajo infantil y adolescente en Paraguay* <http://www.unmultimedia.org/radio/spanish/2013/05/caracteristicas-y-magnitud-del-trabajo-infantil-y-adolescente-en-paraguay/>
- Hunger - Radio ONU *América Latina avanza en la lucha contra el hambre* <http://www.unmultimedia.org/radio/spanish/2013/04/america-latina-avanza-en-la-lucha-contra-el-hambre/index.html>

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**Analysis of Sources**

***Each pair of students will use this table to organize their data.***

Title and source:

Speaker and persons interviewed:

Region or country:

Purpose of the audiovisual or printed source	Problem, who is affected and why it occurs	Figures, dates and other key information	Analysis, evaluation and conclusions	Vocabulary learned: Definitions in Spanish

**Class Presentations**

***Each pair will present their analysis of the source they viewed, listened to or read.***

***The students in the audience will take notes on the presentations using this organizer or a similar one.***

Presenters	Title and purpose of the audio or video source	Problem, who is affected and why it occurs	Figures, dates and other key information	Analysis, evaluation and conclusions given	Vocabulary learned Definitions in Spanish

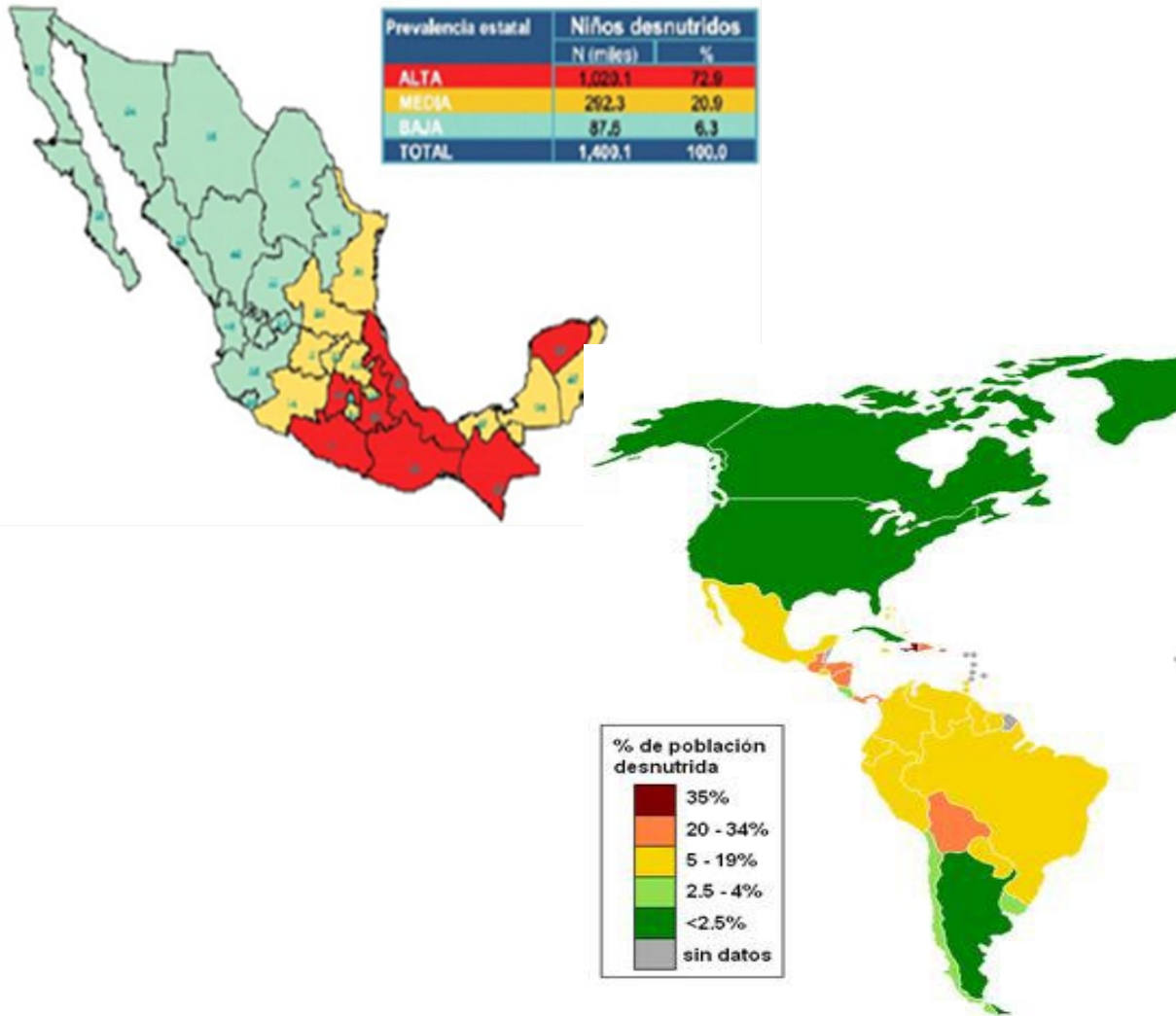
The student will synthesize information from a variety of printed sources in the form of tables, maps and graphs.

Each student has the responsibility of studying tables, maps and graphs such as the two examples that follow. Students can work individually, in pairs or groups, according to the class and their experience with this type of source.



## Desnutrición:

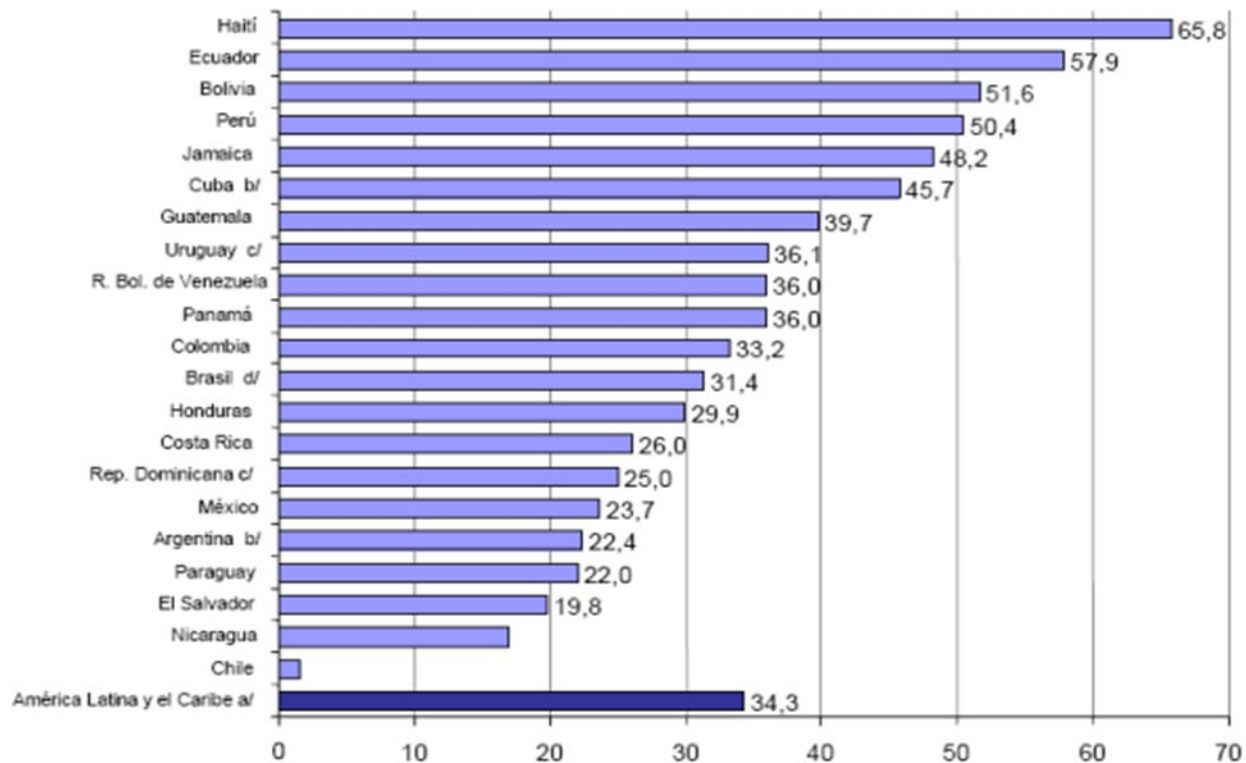
CUADRO 4. MAPA DE LA DESNUTRICIÓN EN MÉXICO



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**Gráfico II.4**  
**AMÉRICA LATINA Y EL CARIBE (21 PAÍSES): PREVALENCIA DE LA ANEMIA (HB < 11G/DL) EN NIÑAS Y NIÑOS MENORES DE 5 AÑOS**  
*(En porcentajes)*



**Analysis: Maps, Tables and Graphs**

Design a variety of multiple-choice questions based on the maps, tables and graphs to evaluate these aspects of content:

- Comprehension of problems and challenges
- Critical analysis of problems and challenges
- Analysis and inferences of meaning from vocabulary
- Cultural analysis through connections and comparisons between the cultures presented and the student's culture
- Analysis of the products and practices of the targeted culture and how these influence the perspectives of the community, both local and global, with respect to the problems/challenges.
- Evaluation of the consequences of the problems/challenges presented.

**Compare and Contrast:** In a Socratic discussion, ask questions so that the students compare and contrast the tables, maps and graphs.

- What have we learned about the problems or challenges presented?
- How are the problems/challenges presented related?
- What are the consequences of the information presented?
- What are the implications for the future according to our sources?
- In what manner does malnutrition affect the problem of inequality of education?
- Which of the problems is the most serious or dangerous? Why?
- What predictions or inferences can we make about the well-being of children from the targeted cultures?

**Diverse Learners:**

- Activation of prior knowledge in pre-assessments
- Differentiation in choices for summative assessment (last section)
- Variety of resources and text types, as well as questioning techniques; peer learning options

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G.

**CONNECTIONS**

**21<sup>st</sup>-Century Skills:**

- Inferring, evaluating, synthesizing, predicting and forming conclusions
- Civic global awareness
- Environmental literacy
- Entrepreneurial literacy

**Technology:**

- Most resources will be Internet based.
- Students may learn to use Prezi.
- Students may have access to blogging, such as from your teacher Web page.

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