



Grade 08 Social Studies Unit 01 Exemplar Lesson 03: Mexico

This lesson is one approach to teaching the State Standards associated with this unit. Options are encouraged to customize this lesson by supplementing with district-approved resources, materials, and activities to best meet the needs of learners. The duration for this lesson is only a recommendation, and districts may modify the time frame to meet students' needs. To better understand how your district may be implementing CSCOPE lessons, please contact your child's teacher. (For your convenience, please find linked the TEA Commissioner's List of [State Board of Education Approved Instructional Resources](#) and [Multiple State-Adopted Instructional Materials](#).)

Lesson Synopsis

This lesson helps students understand Mexico's government and economy. Students learn about cultural traits in Mexico and how they are both similar to and different from the U.S. While countries can be part of the same geographic region, their national cultures may be very different. One idea that contributes to a nation's culture is its level of economic development, which is dependent on many factors and can look very different in different countries even when factors of production are similar. Students look at the nation's artwork and how it contributes to its culture, learning about and viewing examples of murals and their significance to Mexican culture.

TEKS

The Texas Essential Knowledge and Skills (TEKS) listed below are the standards adopted by the State Board of Education, which are required by Texas law. Any standard that has a strike-through (e.g., ~~comprehended~~) indicates that portion of the standard is taught in a previous or subsequent unit. The TEKS are available on the Texas Education Agency website at <http://www.tea.state.tx.us/adopted/adopted148>.

- ~~8.1~~ **Geography.** The student understands the factors that influence the locations and characteristics of locations of various contemporary societies on maps and globes and uses latitude and longitude to determine absolute locations. The student is expected to:
 - ~~8.1C~~ Explain ways in which human migration influences the character of places and regions.
- ~~8.2~~ **Economics.** The student understands the factors of production in a society's economy. The student is expected to:
 - ~~8.2A~~ Describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies.
 - ~~8.2B~~ Identify problems and issues that may arise when one or more of the factors of production is in relatively short supply.
- ~~8.10~~ **Economics.** The student understands categories of economic activities and the data used to measure a society's economic level. The student is expected to:
 - ~~8.10A~~ Define and give examples of agricultural, wholesale, retail, manufacturing (goods), and service industries.
 - ~~8.10B~~ Describe levels of economic development of various societies using indicators such as life expectancy, gross domestic product (GDP), GDP per capita, and literacy.
- ~~8.15~~ **Culture.** The student understands that all societies have basic institutions in common even though the characteristics of these institutions may differ. The student is expected to:
 - ~~8.15A~~ Identify institutions basic to all societies, including government, economic, educational, and religious institutions.
 - ~~8.15B~~ Culture. The student understands the relationship that exists between the arts and the

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RJ Shavelson



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Table of Contents Kindergarten Social Studies Unit 01 Exemplar Lesson 03

1. Understanding the eBook Kindergarten Social Studies Unit 01 Exemplar Lesson 03
 - The Rise of Digital Reading Kindergarten Social Studies Unit 01 Exemplar Lesson 03
 - Advantages of eBooks Over Traditional Books
2. Identifying Kindergarten Social Studies Unit 01 Exemplar Lesson 03
 - Exploring Different Genres
 - Considering Fiction vs. Non-Fiction
 - Determining Your Reading Goals
3. Choosing the Right eBook Platform
 - Popular eBook Platforms
 - Features to Look for in an Kindergarten Social Studies Unit 01 Exemplar Lesson 03
 - User-Friendly Interface
4. Exploring eBook Recommendations from Kindergarten Social Studies Unit 01 Exemplar Lesson 03
 - Personalized Recommendations
 - Kindergarten Social Studies Unit 01 Exemplar Lesson 03 User Reviews and Ratings
 - Kindergarten Social Studies Unit 01 Exemplar Lesson 03 and Bestseller Lists
5. Accessing Kindergarten Social Studies Unit 01 Exemplar Lesson 03 Free and Paid eBooks
 - Kindergarten Social Studies Unit 01 Exemplar Lesson 03 Public Domain eBooks
 - Kindergarten Social Studies Unit 01 Exemplar Lesson 03 eBook Subscription Services

- Kindergarten Social Studies Unit 01 Exemplar Lesson 03 Budget-Friendly Options
- 6. Navigating Kindergarten Social Studies Unit 01 Exemplar Lesson 03 eBook Formats
 - ePub, PDF, MOBI, and More
 - Kindergarten Social Studies Unit 01 Exemplar Lesson 03 Compatibility with Devices
 - Kindergarten Social Studies Unit 01 Exemplar Lesson 03 Enhanced eBook Features
- 7. Enhancing Your Reading Experience
 - Adjustable Fonts and Text Sizes of Kindergarten Social Studies Unit 01 Exemplar Lesson 03
 - Highlighting and Note-Taking Kindergarten Social Studies Unit 01 Exemplar Lesson 03
 - Interactive Elements Kindergarten Social Studies Unit 01 Exemplar Lesson 03
- 8. Staying Engaged with Kindergarten Social Studies Unit 01 Exemplar Lesson 03
 - Joining Online Reading Communities
 - Participating in Virtual Book Clubs
 - Following Authors and Publishers Kindergarten Social Studies Unit 01 Exemplar Lesson 03
- 9. Balancing eBooks and Physical Books Kindergarten Social Studies Unit 01 Exemplar Lesson 03
 - Benefits of a Digital Library
 - Creating a Diverse Reading Collection Kindergarten Social Studies Unit 01 Exemplar Lesson 03
- 10. Overcoming Reading Challenges
 - Dealing with Digital Eye Strain
 - Minimizing Distractions
 - Managing Screen Time
- 11. Cultivating a Reading Routine Kindergarten Social Studies Unit 01 Exemplar Lesson 03
 - Setting Reading Goals Kindergarten Social Studies Unit 01 Exemplar Lesson 03
 - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Kindergarten Social Studies Unit 01 Exemplar Lesson 03
 - Fact-Checking eBook Content of Kindergarten Social Studies Unit 01 Exemplar Lesson 03
 - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
 - Utilizing eBooks for Skill Development
 - Exploring Educational eBooks
- 14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

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