



Marietta City Schools
2024–2025 District Unit Planner

Individuals and Societies Grade 6

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| Unit title | <i>Unit 6-</i> <i>How Latin America's Governments and Economies Work</i> | MYP year | <i>1</i> | Unit duration (hrs) | <i>20 Hours</i> |
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

SS6CG1 Compare and contrast various forms of government.

- 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)].
- Describe the two predominant forms of democratic governments: parliamentary and presidential.

SS6E1 Analyze different economic systems.

- Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce.
- Explain that countries have a mixed economic system located on a continuum between pure market and pure command.
- Compare and contrast the basic types of economic systems found in Mexico, Cuba, and Brazil.

SS6E2 Give examples of how voluntary trade benefits buyers and sellers in Latin America.

- Explain how specialization encourages trade between countries.
- Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos.
- Explain why international trade requires a system for exchanging currencies between nations.
- Explain the functions of the United States-Mexico-Canada Agreement (USMCA).

SS6E3 Describe factors that influence economic growth and examine their presence or absence in Brazil, Cuba, and Mexico.

- Evaluate how literacy rates affect the standard of living.
- Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).
- Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).
- Describe the role of natural resources in a country's economy.
- Describe the role of entrepreneurship

Concepts/Skills to be Mastered by Students

Map and Globe Skills:

1. use a compass rose to identify cardinal directions
2. use intermediate directions
3. use a letter/number grid system to determine location
4. compare and contrast the categories of natural, cultural, and political features found on maps
5. use graphic scales to determine distances on a map
6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
7. use a map to explain the impact of geography on historical and current event
8. draw conclusions and make generalizations based on information from maps
9. use latitude and longitude to determine location

Information Processing Skills):

1. compare similarities and differences
2. organize items chronologically
3. identify issues and/or problems and alternative solutions
4. distinguish between fact and opinion
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
7. interpret timelines, charts, and tables
8. identify social studies reference resources to use for a specific purpose
9. construct charts and tables
10. analyze artifacts
11. draw conclusions and make generalizations

Literacy Standards:

RHSS:

- L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.
- L6-8RHSS2: 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.
- L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- L6-8RHSS8: Distinguish among fact, opinion, and reasoned judgment in a text.
- L6-8RHSS9: Analyze the relationship between primary and secondary sources on the same topic.

WHST:

- L6-8WHST1: Write arguments focused on discipline-specific content.
- L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes
- L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L6-8WHST7: 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

| Key concept | Related concept(s) | Global context |
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| <p>Systems are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex.</p> | <p>Power Citizenship</p> | <p>Fairness and Development Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.</p> |
| Statement of inquiry | | |
| <p>Systems influence fairness and development of a place.</p> | | |
| Inquiry questions | | |
| <p>Factual— How does globalization and sustainability impact Latin America? How do trade barriers impact Latin America? Why do people move to major cities in Latin America? Conceptual— How do global interactions influence culture and economics? How do global interactions influence governments and economics? Debatable- Where would you most like to live in Latin America- why?</p> | | |
| MYP Objectives | Assessment Tasks | |
| <p><i>What specific MYP objectives will be addressed during this unit?</i></p> | <p><i>Relationship between summative assessment task(s) and statement of inquiry:</i></p> | |
| <p>Criterion C: Communicating Criterion D: Thinking Critically</p> <p>Criterion A: Knowledge Criterion B: Investigating Criterion C: Communicating Criterion D: Thinking Critically</p> | <p>Infographic: Economics : Students will create a poster of an economic system. Command, Traditional, or Mixed Market</p> <p>DBQ and STEAM MYP Interdisciplinary Task: How does geography influence economics in Latin America? Scaffolded How does geography influence the way of life in Latin America?</p> | <p>Formative Assessment(s):</p> <p>Specialization in Latin America Performance Matters learning activity SS6E2a Voluntary Trade in Latin America Performance Matters learning activity SS6E2b</p> |

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| | Link to Project Template Link to Screencast Overview on how to create graphs Link to Graphing Spreadsheet MYP Grading Rubric | NAFTA and the USMCA AMP learning activity AA6E2d Summative Assessment(s): Government and Economics in Performance Matter |
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Approaches to learning (ATL)

Category:
Communication

Cluster:
Information Technology

Skill Indicator:
In order for students to communicate what the CIA factbook for research, exchange rate and currency, Heritage.org and OEC.world are, they must use information technology to research and explore.

Learning Experiences

Add additional rows below as needed.

| Objective or Content | Learning Experiences | Personalized Learning and Differentiation |
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| SS6CG1 Compare and contrast various forms of government. 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)]. | Complete a graphic organizer Comparing Latin American Governments showing the characteristics of governments in Brazil, Cuba, and Mexico | Work in small groups Provide conversation starters |
| SS6G1: Compare and contrast different forms of governments Elements A and B SS6CG1 Compare and contrast various forms of government. 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)]. b. Describe the two predominant forms of democratic governments: parliamentary and presidential. | Latin American Governments Choice Board Students demonstrate understanding of the government standards by choosing tasks to complete from the choice board. | Allow learners to work in groups, provide sentence and/or paragraph starters |

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| <p>SS6E1 Analyze different economic systems. a. Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce. b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command. c. Compare and contrast the basic types of economic systems found in Mexico, Cuba, and Brazil.</p> | <p>Economic Continuum–Latin America Students will analyze the economic systems of Latin American Governments and identify them on a continuum between pure command and pure market.</p> | <p>Vocabulary preview, work in small groups</p> |
| <p>SS6E1 Analyze different economic systems.</p> <p>SS6E2 Give examples of how voluntary trade benefits buyers and sellers in Latin America.</p> <p>SS6E3 Describe factors that influence economic growth and examine their presence or absence in Brazil, Cuba, and Mexico.</p> | <p>Latin American Economies Choice Board- Students demonstrate understanding of the economic standards by choosing tasks to complete from the choice board.</p> | <p>Allow learners to work in groups, provide sentence and/or paragraph starters</p> |
| Content Resources | | |
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