



Marietta City Schools

District Unit Planner

Grade 6 Individuals and Societies

Unit title	<i>3- How Europe's Governments and Economies Work</i>	MYP year	<i>1</i>	Unit duration (hrs)	<i>20 Hours</i>
-------------------	---	-----------------	----------	----------------------------	-----------------

Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Standards

SS6CG3 Compare and contrast various forms of government.

- Explain citizen participation in autocratic and democratic governments. [i.e., role of citizens in choosing the leaders of the United Kingdom (parliamentary democracy), Germany (parliamentary democracy), and Russia (presidential democracy)].
- Describe the two predominant forms of democratic governments: parliamentary and presidential.

SS6E7 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 the basic types of economic systems found in the United Kingdom, Germany, and Russia.

SS6E8 Analyze the benefits of and barriers to voluntary trade in Europe.

- Explain how specialization encourages trade between countries.
- Compare and contrast different types of trade barriers such as tariffs, quotas, and embargoes.
- Explain why international trade requires a system for exchanging currencies between nations.
- Describe the purpose of the European Union and the relationship between member nations.

SS6E9 Describe factors that influence economic growth and examine their presence or absence in the United Kingdom, Germany, and Russia.

- Evaluate how literacy rates affect the standard of living.
- Explain the relationship between investment in human capital goods (education and training) and gross domestic product (GDP per capita).
- Explain the relationship between investment in capital (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

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
14. formulate appropriate research questions
17. interpret political cartoons

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

Literacy Skills

L6-8RHSS3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

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.

L6-8WHST2: 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.

L6-8WHST6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

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
<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>Globalization Power</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—</p> <p>How do European governments structure their government? What is the difference between a Parliamentary and Presidential democracy? What economic systems exist in Europe? What are the three main economic questions every nation must answer? What is the most common economic system in Europe?</p> <p>Conceptual—”</p> <p>How does conflict cause change? How did changes in Russia affect other communist countries in Europe? How do beliefs influence governments and economic systems? How do different economic systems answer the three main economic questions?</p> <p>Debatable-</p> <p>Why does Europe’s location affect its trade? How do trade barriers affect a country?</p>		

MYP Objectives	Assessment Tasks	
What specific MYP objectives will be addressed during this unit?	Relationship between summative assessment task(s) and statement of inquiry:	List of common formative and summative assessments.
Criterion C: Communicating Criterion D: Thinking critically	<p>Cumulative (history, government and economics) DBQ: USSR: What should textbooks emphasize? In this DBQ students will create an argument defending topics they believe are most important to include in a textbook about the former Soviet Union.</p> <p>USSR: What should textbooks emphasize?</p> <p>Scaffolded USSR What should textbooks emphasize?</p>	<p>Formative Assessment(s):BU</p> <p>European Governments Today Performance Matters learning activity or Quiz SS6CG3</p> <p>The European Union Performance Matters or Quiz learning activity SS6E8d</p> <p>Summative Assessment(s):</p> <p>Europe Government and Economics Performance Matters Summative Assessment</p>

Approaches to learning (ATL)

Category- Communication

Cluster- Interactive Skills

Skill Indicator- In order for students to communicate what USSR textbooks should explain they must use a variety of communication skills (writing, (presentations, writing, discussions, etc.)

Learning Experiences

Add additional rows below as needed

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p>S6CG3 Compare and contrast various forms of government.</p> <p>a. Explain citizen participation in autocratic and democratic governments. [i.e., role of citizens in choosing the leaders of the United Kingdom (parliamentary democracy), Germany (parliamentary democracy), and Russia (presidential democracy)].</p> <p>b. Describe the two predominant forms of democratic governments: parliamentary and presidential.</p>	<p>Comparison Chart and additional information Students use the comparison chart to create an infographic about Parliamentary and Presidential Democracies</p>	

<p>SS6E8 Analyze the benefits of and barriers to voluntary trade in Europe.</p> <p>a. Explain how specialization encourages trade between countries.</p> <p>b. Compare and contrast different types of trade barriers such as tariffs, quotas, and embargoes.</p> <p>c. Explain why international trade requires a system for exchanging currencies between nations.</p> <p>d. Describe the purpose of the European Union and the relationship between member nations.</p>	<p>Trade Barriers Using provided resources, students investigate trade barriers</p> <p>Edpuzzle you tube video https://youtu.be/c6xBo0_WCYU for trade barrier activity.</p>	
Content Resources		
<p>DoE SS 6th Grade Inspire Site</p> <p>SS 6th Grade Teacher Notes</p> <p>GA Global Information Systems (GIS) Site</p> <p>Discovery Education Experience (searchable by subject- login required: student Google Email)</p>		