



Marietta City Schools

District Unit Planner

*Individuals and Societies Grade 6 Honors*

Unit title	Unit 5: Geography and Governmental Systems	MYP year	1	Unit duration (hrs)	15 Hours
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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.**

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.

**SS6CG2 Explain citizen participation in the Canadian government.**

a. Explain the role of citizens in choosing the leader of Canada (parliamentary democracy).

**SS6CG3 Compare and contrast various forms of government.**

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)].

b. Describe the two predominant forms of democratic governments: parliamentary and presidential.

**SS6CG4 Explain forms of citizen participation in government.**

a. Explain citizen participation in democratic governments [i.e. the role of citizens in choosing the leaders of Australia (parliamentary democracy)].

**SS7CG1 Compare and contrast different forms of citizen participation in government.**

a. Explain the role of citizen participation in autocratic and democratic governments.

b. Describe the two predominant forms of democratic governments: parliamentary and presidential.

c. Explain the role of citizens in choosing the leaders of South Africa (parliamentary democracy), Nigeria (presidential democracy), and Kenya (presidential democracy).

**SS7CG2 Analyze how government instability in Africa impacts standard of living.**

a. Describe the impact of government instability on access to education and the distribution of medicine and food to combat diseases and famine across Africa.

**SS7CG3 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 Israel (parliamentary democracy), Saudi Arabia (autocratic monarchy), and Turkey (presidential democracy)].

b. Describe the two predominant forms of democratic governments: parliamentary and presidential.

**SS7CG4 Compare and contrast various forms of government.**

a. Explain the role of citizen participation in autocratic and democratic governments [i.e. explain the role of citizens in choosing the leaders of China (communist state), Japan (parliamentary democracy), North Korea (autocracy), South Korea (presidential democracy), and India (parliamentary democracy)].

b. Describe the two predominant forms of democratic governments: parliamentary and presidential.

**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
11. draw conclusions and make generalizations

**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**

L6-8RHSS1: 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.

L6-8RHSS6: Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

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.

L6-8WHST6: 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
<b>Systems</b> 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.	Governance Citizenship Ideologies	<b>Fairness and Development</b> What are the consequences of our common humanity? 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.

Statement of inquiry		
Decisions and Interactions of people and communities can impact the individual, society, culture and environment.		
Inquiry questions		
<p><b>Factual—</b></p> <p>How do world governments structure their government?            What is the difference between a Parliamentary and Presidential democracy?            What are ways citizens can participate in government?</p> <p><b>Conceptual—</b></p> <p>How does conflict cause change?            How do beliefs influence governmental systems?            How does citizen participation differ within the governmental systems?</p> <p><b>Debatable-</b></p> <p>Why do we need a government?            How do global interactions influence governments?            Which governmental system do you think is the best for citizen participation?</p>		
MYP Objectives	Assessment Tasks	
<i>What specific MYP <b>objectives</b> will be addressed during this unit?</i>	<i>Relationship between summative assessment task(s) and statement of inquiry:</i>	<i>List of common formative and summative assessments.</i>

<p>Criterion A. Knowing and Understanding Criterion C. Communicating</p>	<p><b>DBQ <a href="#">Citizen Participation in World Governments</a></b> Students analyze and explore citizen participation around the globe. They will create a public service announcement in the format of their choice.</p>	<p><b>Formative Assessment(s):</b> Comparing Parliamentary and Presidential Democracies Document analysis</p> <p><b>Summative Assessment(s):</b> Political Geography Performance Matters TEST</p>
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**Approaches to learning (ATL)**




**Category:** Research

**Cluster:** Information Literacy Skills

**Skill Indicator:** Students will present information about citizen participation in regional governments in their choice of product

**Learning Experiences**

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p><b>SS6CG1 Compare and contrast various forms of government.</b> a. Explain citizen participation in autocratic, and democratic governments. [i.e. the role of citizens in choosing the leaders of Mexico b. Describe the two predominant forms of democratic governments: parliamentary and presidential.(presidential democracy), Cuba (autocratic), and Brazil (presidential democracy).</p>	<p> Autocracy/Democracy Learning Experiences 5 activities Students will use the resources linked to strengthen knowledge on Autocracy and Democracy.</p> <p> Governments of Latin America- Presidential and Parliamentary Systems Students will complete a chart focusing on the Presidential/Parliamentary systems of countries in Latin America. Because of the nature of the vocabulary, being abstract, tools and resources are below the chart to help students and teachers. This could be completed as a group, or individually.</p>	<p>Group Discussion Self-Directed Learning Student Learning Modes Independent work</p>
<p><b>Canada SS6CG2 Explain citizen participation in the Canadian government.</b> a.Explain the role of citizens in choosing the leader of Canada (parliamentary democracy)</p>	<p> Copy of Canada government learning activity Honors Unit 5 Students will add 3 facts about Canada’s government, 2 “because” statements and 1 question they may have about Canada’s government. This activity is done after the lesson on Canada’s government.</p>	<p>Graphic organizer for organization of information</p>
<p><b>SS7CG2 Analyze how government instability in Africa impacts standard of living.</b></p>	<p><a href="#">Graffiti Wall on Government Instability in Africa</a> Create a graffiti wall that protests government instability in Africa. Use important facts, key vocabulary, symbols, images, etc., to petition African governments to increase</p>	<p>Choice</p>

a. Describe the impact of government instability on access to education and the distribution of medicine and food to combat diseases and famine across Africa.	access to education and the distribution of medicine and food to combat diseases and famine.	
<b>Content Resources</b>		
The DBQ Project		