



Marietta City Schools

District Unit Planner

Individuals and Societies Grade 6

Unit title	<i>Unit 9: Our Economy and Me</i>	MYP year	<i>1</i>	Unit duration (hrs)	<i>15 Hours</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GSE Standards

Standards

SS6E13 Understand that a basic principle of effective personal money management is to live within one's income.

- a. Understand that income is received from work and is limited.
- b. Understand that a budget is a tool to plan the spending and saving of income.
- c. Understand the reasons and benefits of saving.
- d. Understand the uses and costs of credit.

Concepts/Skills to be Mastered by Students

Information Processing Skills:

- 3. identify issues and/or problems and alternative solutions
- 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
- 8. identify social studies reference resources to use for a specific purpose
- 11. draw conclusions and make generalizations
- 15. determine adequacy and/or relevancy of information
- 16. check for consistency of information

Literacy Standards:

RHSS:
L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

L6-8RHSS9: Analyze the relationship between a primary and secondary source on the same topic.

WHST:

L6-8WHST1: Write arguments focused on discipline-specific content.

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
<p>Identity is the state or fact of being the same. It refers to the particular features which define individuals, groups, things, eras, places, symbols and styles. Identity can be observed, or it can be constructed, asserted, and shaped by external and internal influences.</p>	<p>Consumption Scarcity</p>	<p>Identities and Relationships Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human.</p>
Statement of inquiry		
<p>One person can make a positive difference in their world community.</p>		
Inquiry questions		
<p>Factual—</p> <p>What are the benefits of saving?</p> <p>What is income?</p> <p>Conceptual—</p> <p>Why is it important to manage your money and live within your income?</p> <p>Debatable-</p> <p>Is it necessary to have savings? Why or why not?</p>		
MYP Objectives	Assessment Tasks	
<p><i>What specific MYP objectives will be addressed during this</i></p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p>	<p><i>List of common formative and summative assessments.</i></p>

<i>unit?</i>		
Criterion B: Investigating Criterion D: Thinking Critically	STEAM Project Environmental Sustainability Budget	<p><u>Formative Assessment(s):</u></p> <p>Economics and Budgeting: Income -Performance Matters</p> <p>Economics and Budgeting: Budget and Saving Performance Matters</p> <p>Economics and Budgeting: Credit Performance Matters</p> <p><u>Summative Assessment(s):</u></p> <p>STEAM Project Garden Budget</p>
Approaches to learning (ATL)		
<p>Category: Research Skills Cluster: Information Literacy Skill Indicator: Students find, interpret, judge and create information to identify solutions and make decisions for their garden design budget.</p> <p>Category: Thinking Skills Cluster: Critical Thinking Skill Indicator: Students analyze information and evaluate issues and ideas related to sustainable farming</p>		

Learning Experiences

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
	Clairmont Press Activity/Guided Reading: Chapter 16: Manage your Money.	Choral reading, individual and group work
SOR vocabulary and GIST	SOR: Vocabulary practices and GIST reading strategies	Common vocabulary words and additional practices for unknown vocabulary in each class.

Content Resources

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