



Marietta City Schools

District Unit Planner

Individuals and Societies Grade 6 Honors

Unit title	<i>Unit 7: Our Economy and Me</i>	MYP year	<i>1</i>	Unit duration (hrs)	<i>10 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.

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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

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 Choice Scarcity</p>	<p>Fairness and Development 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.</p>
Statement of inquiry		
<p>Making choices for consumption of scarce resources affects relationships.</p>		
Inquiry questions		
<p>Factual—</p> <p>What are the benefits of saving? 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	
<i>What specific MYP objectives will be addressed during this unit?</i>	Relationship between summative assessment task(s) and statement of inquiry:	<i>List of common formative and summative assessments.</i>
Criterion A: Knowing and Understanding Criterion B: Investigating Criterion C: Communicating	Environmental Sustainability Budget School-wide STEAM challenge Garden Budgeting Project Students apply transdisciplinary learning to build a solution to environment	Formative Assessment(s): Summative Assessment(s): Economics and Me
Approaches to learning (ATL)		
Category: Social Cluster: Collaboration Skills Skill Indicator: Students will listen actively to the ideas and perspectives of their partners when developing their food truck plan and budget. (Suggested STEAM DESIGN)		

Learning Experiences Add additional rows below as needed.		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation
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Content Resources		