



**Marietta City Schools**  
**2023–2024 District Unit Planner**

*Individuals and Societies Grade 6 Honors*

<b>Unit title</b>	<i>Unit 6: Geography and Economic Systems</i>	<b>MYP year</b>	<i>1</i>	<b>Unit duration (hrs)</b>	<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 DiE Standards**

**Standards**

**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.

**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.

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

**SS6E4 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. Describe the economic system of Canada.

**SS6E10 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. Describe the economic system used in Australia.

**SS6E11 Give examples of how voluntary trade benefits buyers and sellers in Australia.**

- a. Explain how specialization makes trade possible between countries.
- b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes.
- c. Explain why international trade requires a system for exchanging currency between nations.

**SS6E12 Describe factors that influence economic growth and examine their presence or absence in Australia.**

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

**SS7E1 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 economic systems in South Africa, Nigeria, and Kenya.

**SS7E2 Explain how voluntary trade benefits buyers and sellers in Africa.**

- a. Explain how specialization encourages trade between countries.
- b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes.
- c. Explain why international trade requires a system for exchanging currencies between nations.

**SS7E3 Describe factors that influence economic growth and examine their presence or absence in Nigeria, South Africa, and Kenya.**

- a. Evaluate how literacy rates affect the standard of living.
- b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).
- c. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).
- d. Explain how the distribution of natural resources affects the economic development of Africa.

e. Describe the role of entrepreneurship

**SS7E4 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 economic systems in Israel, Saudi Arabia, and Turkey.

**SS7E5 Explain how voluntary trade benefits buyers and sellers in Southwest Asia (Middle East).**

- a. Explain how specialization encourages trade between countries.
- b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes.
- c. Explain why international trade requires a system for exchanging currencies between nations.
- d. Explain the primary function of the Organization of Petroleum Exporting Countries (OPEC).

**SS7E6 Describe factors that influence economic growth and examine their presence or absence in Israel, Saudi Arabia, and Turkey.**

- a. Evaluate how literacy rates affect the standard of living.
- b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).
- c. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).
- d. Explain how the distribution of oil has affected the development of Southwest Asia (Middle East).
- e. Describe the role of entrepreneurship.

**SS7E7 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 economic systems in China, India, Japan, North Korea, and South Korea.

**SS7E8 Explain how voluntary trade benefits buyers and sellers in Southern and Eastern Asia.**

- a. Explain how specialization encourages trade between countries.
- b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes.
- c. Explain why international trade requires a system for exchanging currencies between nations.

**SS7E9 Describe factors that influence economic growth and examine their presence or absence in China, India, Japan, South Korea and North Korea**

- a. Evaluate how literacy rates affect the standard of living.
- b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).
- c. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).
- d. Describe the role of natural resources in a country's economy.
- e. 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
12. analyze graphs and diagrams
14. formulate appropriate research questions
15. determine adequacy and/or relevancy of information
16. check for consistency of information
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 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).

L6-8RHSS7: 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 a primary and secondary source on the same topic.

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.

L6-8WHST8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

L6-8WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

Key concept	Related concept(s)	Global context
<b>Global interaction</b> focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole	Globalization Cooperation Trade	<b>Globalization and Sustainability</b> How is everything connected? Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world interconnectedness; the impact of decision-making on humankind and the environment

**Statement of inquiry**

Cooperation among groups can affect globalization and trade.

**Inquiry questions**

**Factual—**

What are the three main economic systems?

What are the three main economic questions every nation must answer?

What is the most common economic system in each region?

What are trade barriers?

What is standard of living?

What is GDP?

What are trading blocs (OPEC, ASEAN, USMCA)?

#### **Conceptual—**

How do different economic systems answer the three main economic questions?

How does globalization and sustainability impact regions and nations?

How do global interactions influence culture and economics?

How do global interactions influence governments and economics?

How does location impact trade?

How can a nation improve GDP?

How do trading blocs impact the economy?

How does OPEC control gasoline prices in the United States?

Why do investments in human capital and capital goods impact GDP?

How does the presence or absence of natural resources impact an economy?

#### **Debatable-**

How do trade barriers affect a country?

What is the best way for nations to improve their economy and standard of living?



Why are GDP and standard of living important?

Are trading blocs more good or bad for the economy?

Should OPEC be banned?

Which type of economic system is the best for citizens?

MYP Objectives	Assessment Tasks	
<i>What specific MYP <b>objectives</b> will be addressed during this unit?</i>	<i><b>Relationship</b> between summative assessment task(s) and statement of inquiry:</i>	<i>List of common formative and summative assessments.</i>
A: Knowing and Understanding Criterion B: Investigating Criterion D: Thinking critically	<a href="#"><u>Economic Systems Skit, Economic Continuum</u></a> . After previewing vocabulary with the teacher and watching economic videos, students will complete some short activities (summaries, sketch, AEIOU). Students will be divided up into groups, assigned an economy, and answer some “background questions” on their assigned economies. Student groups will then create a short skit, “acting out” their assigned economies. Students will then explore heritage.org to gain an understanding of economic freedom. Students will then complete an economic continuum activity and a closing activity. Rubrics are provided.	<p><b><u>Formative Assessment(s):</u></b></p> <p><a href="#"><u>Economic Systems RAFT Activity</u></a> : Students will choose roles listed on the RAFT. One role selected must come from numbers 1-2 and the second role selected must come from 3-4. The roles selected will be the point students will take to complete the activity. MYP Rubric</p> <p>Criterion A: Knowing and Understanding  Criterion D: Thinking critically</p> <p><b><u>Summative Assessment(s):</u></b></p> <p><a href="#"><u>The World Economies</u></a>: After learning about economic systems, measurements of economic activities, and GDP, students will complete a graphic organizer using the CIA World FactBook and The Heritage Foundation’s Economic Freedom Index. They will then determine what type of economic system the nation has and provide evidence to support their choice.</p>
Approaches to learning (ATL)		
<b>Category-</b> Communication <b>Cluster-</b> Communication Skills <b>Skill Indicator-</b> In order for students to communicate their solutions to increase global standard of living, they must use a variety of communication skills: writing, presentations, discussions, etc.		

<p style="text-align: center;"><b><u>Learning Experiences</u></b></p> <p style="text-align: center;">Add additional rows below as needed.</p>		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<b>SS6E7 Analyze different economic systems.</b> 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.	 Economics Systems Skit, Economic Continuum- Honors SS - After previewing vocabulary with the teacher and watching economic videos, students will complete some short activities (summaries, sketch, AEIOU). Students will be divided up into groups, assigned an economy, and answer some “background questions” on their assigned economies. Student groups will then create a short skit, “acting out” their assigned economies. Students will then explore heritage.org to gain an understanding of economic freedom. Students will then complete an economic continuum activity and a closing activity. Rubrics are provided.	Activity reaches a multitude of learners. This could be printed out, or completed electronically.
<b>SS6E8 Analyze the benefits of and barriers to voluntary trade in Europe.</b> d. Describe the purpose of the European Union and the relationship between member nations.	<a href="#">European Union Activity</a> Students will define economic vocabulary terms, advantages and disadvantages of the European Union and Choose two countries to focus on regarding the EU	Activity can be done in part or in whole for the individual student needs
SS7E5: Explain how voluntary trade benefits buyers and sellers in Southwest Asia (Middle East). D. Explain the primary function of the Organization of Petroleum Exporting Countries (OPEC)	<a href="#">DBQ: OPEC in SW Asia</a> Students will explore OPEC through primary and secondary sources and write an argument to answer the question: <i>Should OPEC be Banned?</i> citing evidence from their learning to support their position.	Activity can be done in part or in whole for the individual student needs
<b>SS6E2 Give examples of how voluntary trade benefits buyers and sellers in Latin America</b> b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargos. d. Explain the functions of the United States-Mexico-Canada Agreement (USMCA)	USMCA Activity Students will read information about NAFTA and the USMCA and answer questions about trade barriers and trade agreements.	Read information aloud/whole group Preview vocabulary
SS7E2 Explain how voluntary trade benefits buyers and sellers Explain how specialization encourages trade between countries. b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes.	 Copy of SS7E2 Benefits of Trade 1. Students complete the foldable on the vocabulary terms tariffs, quota, embargo, currency exchange, and exchange rate. Students will then be asked to create a product and answer questions based on what and why is there an importance to these types of taxes. Then, students will work in groups of 3-4 and develop a video that discusses their given vocabulary word. Videos will be uploaded into	



<p><b>SS6E9 Describe factors that influence economic growth and examine their presence or absence in the United Kingdom, Germany, and Russia.</b>  <b>Describe factors that influence economic growth and examine their presence or absence in Australia.</b>  <b>SS7E3 Describe factors that influence economic growth and examine their presence or absence in Nigeria, South Africa, and Kenya.</b>  <b>SS7E6 Describe factors that influence economic growth and examine their presence or absence in Israel, Saudi Arabia, and Turkey.</b>  <b>SS7E9 Describe factors that influence economic growth and examine their presence or absence in China, India, Japan, South Korea and North Korea</b>  a. Evaluate how literacy rates affect the standard of living.  b. Explain the relationship between investment in human capital goods (education and training) and gross domestic product (GDP per capita).  c. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP per capita).</p>	<p><a href="#">Factors that Influence Economic Growth Activity</a>: 1. Students will create a frayer model with the following words: Literacy rate, Human capital, Gross Domestic Product, Gross Domestic Product Per Capita, Natural Resources, Standard of Living, Capital goods, and investment in Fixed capital. 2. Students will examine a chart to compare and analyze different economic factors. 3. Students will complete an I notice, questions I have, and connections activity based on the information in the chart.</p>	
<p>All for the Unit</p>	<p><a href="#">The World Economies</a>- After learning about economic systems, measurements of economic activities, and GDP, students will complete a graphic organizer using the CIA World FactBook and The Heritage Foundation's Economic Freedom Index. They will then determine what type of economic system the nation has and provide evidence to support their choice.</p>	<p>Teacher may choose to Jig Saw this task  Allow students to work in teams  Guide students through several examples</p>
<p><b>Content Resources</b></p>		
<p>Active Classroom  CIA World Factbook  Heritage.org  DBQ Project</p>		