



Marietta City Schools
2023–2024 District Unit Planner

Individuals and Societies Grade 6

Unit title	<i>Unit 7: All About Canada</i>	MYP year	<i>1</i>	Unit duration (hrs)	<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 DoE Standards

SS6G5 Explain the impact of location, climate, distribution of natural resources, and population distribution on Canada.

a. Describe how Canada's location, climate, and natural resources impact trade and affect where people live.

SS6G6 Explain the impact of environmental issues in Canada.

a. Explain the causes and effects of pollution and acid rain in Canada to include the Great Lakes. b. Explain the causes and effects of the extraction of natural resources on the Canadian Shield (e.g., mining and logging).

SS6H2 Describe Quebec's independence movement

SS6CG1 Compare and contrast various forms of government.

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)

SS6E1 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.

SS6E2 Give examples of how voluntary trade benefits buyers and sellers in Latin America

a. 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.

SS6E6 Describe factors that influence economic growth and examine their presence or absence in Canada.

- 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

Map and Globe Skills:

- 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 Standards:

RHSS:

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

WHST:

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

L6-8WHST7: 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
Global interactions focuses on the connections between individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole	Interdependence Culture	Globalization and Sustainability Students will explore the interconnectedness of human- made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the commonality, diversity and interconnection and interconnectedness the impact of decision- making on humankind and environments.
Statement of inquiry		
Development is influenced by culture, environment, and interdependence.		
Inquiry questions		
Factual		

1. How does language impact Canada?
2. How are resources distributed in Canada?
3. How does Canada's location impact trade?
4. What environmental issues affect Canada?

Conceptual

1. Where do most Canadians live and why?
2. How do citizens participate in Canada's government?
3. Why do people in Quebec want independence?
4. How can humans change their impact on the environment in Canada?

Debatable

1. What is more important, Individual identity vs National identity?
2. Should Quebec become its own country? Why or why not?
3. What is the solution to pollution in Canada?

MYP Objectives	Assessment Tasks	
<i>What specific MYP objectives 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>
Criterion A. Knowledge and Understanding Criterion C. Thinking Critically	DBQ: DBQ Quebec Independence Students will analyze documents to gain understanding of the causes and effects of the Quebec Independence Movement.	Formative Assessment(s): AMP Learning Activity Canada's Physical Features AMP Learning Activity History of Canada

	DBQ Quebec Independence (Scaffolded) DBQ: Quebec Independence Vocabulary Preview	AMP Learning Activity Government of Canada AMP Learning Activity Economics of Canada Summative Assessment(s): Canada Assessment (Full Assessment) Canada Assessment (Shortened)
Approaches to learning (ATL)		
Category- Thinking Cluster- Transfer Skill Indicator- Students will combine knowledge, understanding and skills to justify how they would vote for Quebec independence. Category- Research Cluster- Information literacy skills Skill Indicator- To effectively communicate understanding of Quebec independence, students will present their information in a variety of formats including writing and graphics		

<u>Learning Experiences</u>		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation
SS6G5 Explain the impact of location, climate, distribution of natural resources, and population distribution on Canada. a. Describe how Canada's location, climate, and natural resources impact trade and affect where people live.	Canada: Where do most people live and why do they live there? Map analysis activity in Schoology to support understanding of the resources, land use, climate and locations where people live in Canada	Guided instruction
SS6H2 Describe Quebec's independence movement	Pros and Cons of Quebec's Independence Movement After investigating the reasons for independence movements in Quebec, students will complete the graphic organizer	Allow students to work in groups, provide scaffolded resources

<p>SS6CG1 Compare and contrast various forms of government.</p> <p>a. Explain the role of citizens in choosing the leader of Canada (parliamentary democracy)</p> <p>b. Describe the two predominant forms of democratic governments: parliamentary and presidential.</p>	<p>Comparing Parliamentary and Presidential Democracies Students match information to the type of democracy the statement describes. This is intended to be an anticipation guide before teaching about Canada's government since learners have compared these systems in past units. A reading passage is included to be utilized as support for learners who do not do well on the initial matching activity.</p>	<p>Read aloud text in small groups</p>
<p>SS6E1 Analyze different economic systems.</p> <p>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</p> <p>SS6E1 Analyze different economic systems.</p> <p>b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command.</p>	<p>Canada's Economic System Students complete an identification activity about Canada's economy. They use the information to create memory clues for each aspect.</p>	<p>Work in pairs or teacher directed whole-group</p>
<p>Content Resources</p>		