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| **Content Area** | **6th grade Social Studies** |
| **Grade/Course** | **6th** |
| **Unit of Study** | **Economics** |
| **Instructional Period** | **6th Social Studies** |
| **Insert a standard(s) below (include code). HIGHLIGHT the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.** |
| SS6E1 The student will 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 how most countries have a mixed economy located on a continuum between pure market and pure command.c. Compare and contrast the basic types of economic systems found in Canada, Cuba, and Brazil.SS6E2The student will give examples of how voluntary trade benefits buyers and sellers in Latin America and the Caribbean and Canada.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 the functions of the North American Free Trade Agreement (NAFTA).d. Explain why international trade requires a system for exchanging currencies between nations.SS6E3 The student will describe factors that influence economic growth and examine their presence or absence in Latin America.a. Explain the relationship between investment in human capital (education and training) andgross domestic product (GDP).b. Explain the relationship between investment in capital (factories, machinery, and technology)and gross domestic product (GDP).c. Describe the role of natural resources in a country’s economy.d. Describe the role of entrepreneurship.Common Core Connection: ELACC6-8RH7 Students will integrate visual information with other information in print or digital texts. |
| **List Behaviors****(what students should be able to do; focus on verbs)** | **List Content****(what students should know; focus on concepts)** | **Determine DOK****(align to instruction and assessment)** |
| **Complete a chart with teacher assistance then create a PowerPoint, poster, brochure or other visual introducing the three types of government.****Ask, answer, describe, write, recount, demonstrate, identify and locate** | See above standardsStudents will answer the questions of What to create? How to create? And for Whom to create? Identify physical trade barriers such as being a landlocked country (Bolivia) and trade barriers such as tariffs, quotas, and embargos and discuss how they affect trade.• In small groups have students discuss and list the problems involved when working with different currencies. Have them answer these questions. \*Why doesn’t everything cost the same in every currency? \*Why isn’t there just one currency throughout the world? SCIS Latin America in Transition- Lesson 3, Activity 2- What are the Pros and Cons of NAFTA? (pgs. 63-67) NAFTA LessonSouthern Center for International Studies pp. 63-67, Lesson 3, Activity 2**Common Core Connection: ELACC6-8RH7** Students will integrate visual information with other information in print or digital texts.  | **DOK Levels** | **DOK Ceiling** |
| **Cause and Effect****Create** **Compare****Organize****Summarize****Differentiate****Critique** |  |

**Pre-Planning Worksheet**

**TAPS 1, 2**

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| **DOK Level****TAPS 2, 3, 4, 5** | **Possible Aligned Activities and Questions** | **Resources** **(on/offline)** |
| **2-3** | Economics • Why are the benefits of voluntary trade important for buyers and sellers? • How do the physical geography and physical features of the region promote and/or prevent trade? • • How do trade barriers (tariffs, quotas, and embargoes) prevent international trade from occurring between countries? • How do governments impose trade barriers? • Why is it necessary to exchange currencies for nations to trade?   | • http://www.state.gov/r/pa/ei/bgn/ • http://www.state.gov/countries/ https://www.cia.gov/library/publications/the-world-factbook/index.htmlIdentify physical trade barriers such as being a landlocked country (Bolivia) and trade barriers such as tariffs, quotas, and embargos and discuss how they affect trade.• In small groups have students discuss and list the problems involved when working with different currencies. Have them answer these questions. \*Why doesn’t everything cost the same in every currency? \*Why isn’t there just one currency throughout the world? SCIS Latin America in Transition- Lesson 3, Activity 2- What are the Pros and Cons of NAFTA? (pgs. 63-67) NAFTA LessonSouthern Center for International Studies pp. 63-67, Lesson 3, Activity 2 U.S. Dept. of State Background Notes on Countrieshttp://www.state.gov/r/pa/ei/bgn/ |
| **2** |  | **Textbook Correlation**Economic Overview Mapping GDP: Economic Freedom Index (EFI)• http://www.heritage.org/Index/Country/Cuba• http://www.heritage.org/Index/Country/Brazil |
| **2** |  | **Textbook Correlation** |

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| **Standards (Primary)** | **DOK (Ceiling)** | **Integrated** |
| All EnduriUnit | 2-4 |  |
| **KNOW/UNDERSTAND** | **Essential Question/Enduring Understanding:**How do the federal governments in Brazill, Mexico and Cuba differ?What forms of leadership do the governments in Brazil, Mexico and Cuba have, and how are the leaders of these countries chosen?What level of voting rights and personal freedoms do citizens have in Brazil, Mexico and Cuba? |
| **KNOWLEDGE & SKILLS****TAPS 2, 3**(Key Vocabulary) |
| **Vocabulary- Tier 1*****Words using to teach Tiers 2-3**** President
* Elections
* Bicameral
* Voluntary
* Voting
* Natural resources
* Investment
* econonmy

  | **Vocabulary Tier 2*****Academic vocabulary across content-areas**** Bicameral
* Head of State
* Chief of State
* Suffrage
* Human capital
* Gross domestic product
* Entrepreneurs
* Capital goods
* Entrepreneurship
* NAFTA
* Currencies
* Traditional
* Command
* Mixed
* Pure market
* Pure command
* Economic growth
* Tariffs
* Quotas
* Embargoes
* Trade barriers
* Exchange rates
* Per capita
 |  |
| **Pre-assessment to Inform Instruction**Students have no prior knowledge to assess determined by the government standards as they pertained to Australia.  |  | * Location
* Climate

natural resources |
| **Assessment for Learning** or **Assessment of Learning**Students will be quizzed on CG2 standards on Thursday. Student scores from previous test will be used to remediate students after the test on Thursday. **TAPS 2, 3, 4** |
| **DO** |  | **Content** | **Process** | **Product** |
| **Advanced** | Students will be reviewed on basic prior knowledge on topics drawing from real-life situations that they can relate to | Students will complete assignments based on inquiry and individualized learning and instruction; less teacher directed and more student-led | Complete choice tasks—individual and collaborative  |
| **Ready** | Students will be reviewed on basic prior knowledge on topics drawing from real-life situations that they can relate to | Students will complete assignments based on inquiry and individualized learning and instruction; less teacher directed and more student-led with some support when needed. | Complete choice tasks—individual and collaborative |
| **Need Prerequisites** | Students will be reviewed on basic prior knowledge on topics drawing from real-life situations that they can relate to. | Students will complete assignments based on inquiry and individualized learning and instruction; teacher will assist; however, will allow for individual progress once students reaches understanding of topic. | Complete choice tasks—individual and collaborativeThese will be guided and more teacher assisted |
| **Steps to Deliver the Lesson Using WICOR** https://my.avid.org/_images/helper_mascot.pngAVID®**TAPS 2, 3, 5, 6, 8** |
| **Engage**(Hook, introduction to lesson concepts)***WICOR:*** | **Mini-Lesson**Think-Pair-ShareKWLClose ReadingPartner ReadingWho, What, When and Where Graphic Organizer |
| **Explore/Explain**(teaching content all students need to know, understand and be able to do as determined by unpacked standard)***WICOR:*** | Teacher will introduce; explain and analyze PowerPoint/video or presentation, students will use primary and secondary sources to complete assignments.Students will write a response to the assigned topicStudents will create their own questions to the reading and writing assigned topics and explain in their own wordsStudents will collaborate with peers their responses, and as well as activities assigned and/or chosen to completeStudents are to write their assignments in their agendas and ask for clarification when needed for organizationStudents are assigned reading tasks from various primary and secondary sources |

**Monday:**

Warm Up: CNN Kids news

Students will watch the news and write a short summary/4w + R.

Students will review the quiz from Friday and make corrections for homework.

Students will create cornell notes to answer the questions of Who produces? What to produce? And for whom to produce?

Homework: Students will pick two choice tasks to submit for homework by Friday.

**Tuesday:**

**Warm Up: CNN kids news**

**Lesson: Choice task based on understanding of quiz; students will choose which format they’d like to complete Government-related task to.**

**TOD- Complete questions based on topic in Coach book; students will also summarize work completed for day.**

**Wednesday:**

**Warm Up:**

**Lesson: Part 1: Students will look at standard of each Economic-Based information. Students will choose vocabulary words to find the definition to. Afterwards, students will complete a government and Benchmark-related activity tailored to their performance on benchmark.**

**Part 2: Students will then rate their understanding of each Latin-America standard; according to their rating, they will complete task to help with proficiency.**

**TOD: Review questions.**

**Thursday:**

**Warm Up: Cnn kids news. 4ws + R**

**Lesson: Part 1: Students will look at standard of each Economic-Based information. Students will choose vocabulary words to find the definition to. Afterwards, students will complete a government and Benchmark-related activity tailored to their performance on benchmark.**

**Part 2: Students will then rate their understanding of each Latin-America standard; according to their rating, they will complete task to help with proficiency.**

**TOD: Review questions.**

**Friday: Quiz**