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| **Content Area** | **6th grade Social Studies** | | |
| **Grade/Course** | **6th** | | |
| **Unit of Study** | **Latin America** | | |
| **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.** | | | |
| SS6CG1 The student will compare and contrast various forms of government.  a. Describe the ways government systems distribute power: unitary, confederation, and federal.  b. Explain how governments determine citizen participation: autocratic, oligarchic and democratic.  c. Describe the two predominant forms of democratic governments: parliamentary and presidential.  SS6CG2The student will explain the structures of national governments in Latin America and the Caribbean.  a. Compare the federal-republican systems of the Federative Republic of Brazil (Brazil) and the United Mexican States (Mexico) to the dictatorship of the Republic of Cuba (Cuba), distinguishing the form of leadership and the role of the citizen in terms of voting and personal freedoms.  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. | | | |
| **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** | SS6CG2  The student will explain the structures of national governments in Latin America and the Caribbean.  See above standards  Students should know how power is distributed in different forms of government.  Students should know how citizens participate in different forms of government.  Students should know the democratic features of a parliamentary and presidential forms of government?  Students will learn how the above questions pertain to Cuba, Mexico and Brazil.  **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** | GOVERNMENT  Complete a chart with teacher assistance then create a PowerPoint, poster, brochure or other visual introducing the three types of government. | * CIA world fact book <https://www.cia.gov/library/publications/the-world-factbook/> * Powerpoint of governments |
| **2-3** | * Who is chief of state and head of the government of Brazil? * How often are the leaders elected? * What groups make of the legislature? * What is the age of suffrage? | * Teacher Notes page 19 * CIA World Facts Books * Coach Books |
| **2** |  | * South America, Central America, Caribbean Maps - (WorldAtlas.com)   [**http://worldatlas.com/aatlas/world.htm**](http://worldatlas.com/aatlas/world.htm)   * South America map and facts page.   [**http://worldatlas.com/webimage/countrys/sa.htm**](http://worldatlas.com/webimage/countrys/sa.htm)   * Central America map and facts page   <http://worldatlas.com/webimage/countrys/camerica.htm>   * Caribbean map and facts page   <http://worldatlas.com/webimage/countrys/carib.htm> |
| **2** |  | **Textbook Correlation**  create cause and effect chains showing the links between physical geography, resources, and densely populated in the countries   * South America, Central America, Caribbean Maps - (WorldAtlas.com)   [**http://worldatlas.com/aatlas/world.htm**](http://worldatlas.com/aatlas/world.htm)   * South America map and facts page.   [**http://worldatlas.com/webimage/countrys/sa.htm**](http://worldatlas.com/webimage/countrys/sa.htm)   * Central America map and facts page   <http://worldatlas.com/webimage/countrys/camerica.htm>   * Caribbean map and facts page   <http://worldatlas.com/webimage/countrys/carib.htm> |
| **2** |  | **Textbook Correlation**  Coach books pages 11-108  Glencoe Unit 2 pages 104-205 |

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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 collaborative  These 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-Share  KWL  Close Reading  Partner Reading  Who, 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 topic  Students will create their own questions to the reading and writing assigned topics and explain in their own words  Students will collaborate with peers their responses, and as well as activities assigned and/or chosen to complete  Students are to write their assignments in their agendas and ask for clarification when needed for organization  Students 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 are then asked to connect one of the stories to one of the standards for the school year.

Students will create a graphic organizer comparing the Brazilian, Cuban and Mexican governments. Students will gather the information from the PowerPoint presentation.

Homework: Students will write a summary comparing and contrasting Brazilian and Mexican governments.

**Tuesday:**

Warm Up: CNN Kids News

Students will complete the graphic organizer using the coach book for the Cuban section of the organizer. (page 53)

Totd: Which government Brazil, Cuba or Mexico’s is like the United States of America’s government ? Why?

**Wednesday:**

Warm Up: CNN Kids News

Students will create a flow chart of power - showing the structure of the governments of Brazil, Mexico and Cuba. (page 17 -18 of Teacher Notes)

**Thursday:**

Warm Up: CNN Kids News

Quiz and remediation

Students will be quizzed on CG2. After the quiz students will be remediated on their perspective low standards. (differentitation)

**Friday:** TEACHER WORK DAY