



Marietta City Schools

District Unit Planner

Everything on the unit planner must be included on the unit curriculum approval statement.

Individuals and Societies Grade 6

Unit title	<i>Unit 4- Where in the World is Latin America?</i>	MYP year	<i>1</i>	Unit duration (hrs)	<i>15 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

SS6G1 Locate selected features of Latin America.

- a. Locate on a world and regional political-physical map: Amazon River, Amazon Rainforest, Caribbean Sea, Gulf of Mexico, Atlantic Ocean, Pacific Ocean, Panama Canal, Andes Mountains, Sierra Madre Mountains, and the Atacama Desert.
- b. Locate on a world and regional political-physical map the countries of Brazil, Chile, Colombia, Cuba, Mexico, and Panama.

SS6G2 Explain the impact of environmental issues in Latin America.

- a. Explain the causes and effects of air pollution in Mexico City, Mexico.
- b. Explain the environmental issue of destruction of the rainforest in Brazil.

SS6G3 Explain the impact of location, climate, distribution of natural resources, and population distribution on Latin America.

- a. Explain how the location, climate, and distribution of natural resources impact trade and affect where people live in Mexico, Brazil, and Cuba.

Concepts/Skills to be Mastered by Students

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 the 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
10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities

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

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.
- L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- 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 primary and secondary sources on the same topic.

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
- L6-8WHST4: 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.
- L6-8WHST7: 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
Time, Place and Space refers to the absolute or relative position of people, objects and ideas. Time, place and space focuses on how we construct and use our understanding of location (“where” and “when”).	Resources Sustainability	Scientific and Technological Innovation Students will explore the natural world; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt

		environments to their needs
Statement of inquiry		
The characteristics and development of a place are impacted by an ever changing world.		
Inquiry questions		
<p>Factual—</p> <p>How does Latin America’s location impact economic development and culture? How does globalization and sustainability impact Latin America?</p> <p>Conceptual—</p> <p>What is the relationship between globalization and sustainability?</p> <p>Debatable-</p> <p>Why is cooperation needed for solving environmental issues What environmental issue causes the most damage in Latin America - why? How can progress cause problems?</p>		
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 B. Investigating Criterion C: Communication	<p>DBQ and STEAM MYP Interdisciplinary Task: How does geography influence economics in Latin America? DBQ and STEAM MYP Interdisciplinary Task Students will begin this DBQ during the geography unit and then complete it in Unit 6- Government and Economics.</p> <p>Scaffolded How does geography influence the way of life in Latin America? DBQ and STEAM MYP Interdisciplinary Task</p> <p>Link to Project Template</p> <p>Link to Screencast Overview on how to create graphs</p> <p>Link to Graphing Spreadsheet</p>	<p>Formative Assessment(s):</p> <p>Latin America Physical and Political Map AMP learning activity Causes and Effects of Air Pollution in Mexico AMP learning activity SS6G2b</p> <p>Climate and Resources in Latin America AMP learning activity SS6G3</p>

	MYP Grading Rubric	Summative Assessment(s): Geography of Latin America in AMP
Approaches to learning (ATL)		
<p> Category- Communication Cluster- Collaboration Skill Indicator-In order for students to effectively explain how geography affects economic activities in Latin America, they must collaborate for learning byl actively listening to perspectives and ideas of their peers. </p> <p> Category- Thinking Cluster- Transfer Skill Indicator- To support an argument about the influence of geography on human activities, students combine knowledge, understanding and skills. </p> <p> Category- Research Cluster- Information Literacy Skill indicator- To create and support their essay with evidence, students will research supporting information utilizing document analysis. </p>		

Learning Experiences

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
Content Resources		