

<b>Grade: 6</b>	<b>Subject Area: Social Studies (IB)</b>	<b>Planning Team: Belinda,</b>
<b>Big Idea(s): What do I need to understand? Global impacts of trade, Consumer decisions drive markets</b>		<b>Unit Guiding Question(s): What the effects of trade on people and the environment?</b>
<b>Key Vocabulary: globalization, economy, interdependence, evidence, plan, action, inquirer</b>		
	<b>Curricular Language</b>	<b>Student Friendly Language</b>
<b>What do students need to know? Content Goals</b>	globalization and economic interdependence	I know what globalization, economy and interdependence mean I know how globalization connects to the economy I know how countries are interdependent
<b>What do students need to do? Curricular Competency Goals</b>	Ask questions, corroborate inferences, and draw conclusions about the content and origins of a variety of sources, including mass media (evidence)	I can find evidence to support my thinking and opinions
<b>What do students need to do? Curricular Competency Goals</b>	Develop a plan of action to address a selected problem or issue	I can identify a problem or issue I can make a plan/ come up with strategies to solve a problem or issues
<b>What do students need to do? Curricular Competency Goals</b>	Use Social Studies inquiry processes and skills to — ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions	I can be an inquirer, thinker and communicator in social studies
<b>Who do student need to be? Core Competency Goals</b>	<b>We are personally aware and responsible by: PAR1b, PAR2c, PAR3b, PAR3c, PAR4b, PAR4f</b>	I know what I need and can be responsible for my own actions and my own learning