**MS Summative Assessment Task Sheet**

| **Grade: 6**  **Unit Title: Local and Global Markets Due date: Mar 18 (AB), Mar 17 (CD)** | **Summative Assessment Title:**  **Local and Global Markets: Part 2 - Create Your Own Business** |
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| **Task Description and Relationship to Statement of Inquiry:** | |
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| **Goal:** To create your own fictional business using the vocabulary terms correctly.  **Role:** You are the CEO of your own business.  **Audience:** Other CEOs and potential investors (G6 students).  **Scenario:** You are to use the graphic organiser to create your own business and answer questions about vocabulary and apply them to your own business.  **Performance:** You will present to investors (G6 students) in a Shark-Tank presentation. You will also turn in your graphic handwritten organiser so that the teacher can assess your understanding of vocabulary.  **Relationship to Statement of Inquiry:** The Statement of Inquiry—"Systems of trade can affect the sustainability of markets, commodities, and commercialization."—frames how students will explore the impact of trade on business success and long-term sustainability. In the summative assessment, students will create a fictional business and present it in a Shark Tank-style pitch. Through this process, they will:   * Analyze systems of trade by determining whether their business operates in the private or public sector and how it fits into larger economic structures. * Examine sustainability by considering how their business decisions affect resources, markets, and long-term viability. * Explore markets, commodities, and commercialization by defining business concepts, providing real-world examples, and applying them to their business idea. * By developing and pitching their business, students actively engage with the Statement of Inquiry—demonstrating how different systems of trade influence market sustainability, the availability of commodities, and how businesses commercialize products or services.   This task encourages students to think critically about how businesses function, what makes them sustainable, and how trade shapes the success of markets—aligning directly with the Key Concept (Systems), Global Context (Markets, Commodities, Commercialization), and Related Concepts (Trade, Sustainability).  **Instructions for students:** For Part Two, students will apply their understanding of business concepts through the lens of the Private and Public Sectors and Sustainability by further developing and pitching their fictional business idea. Students Should be able to:   * Define Business Concepts – Clearly define key business terms related to private and public sectors and sustainability. * Provide Real-World Examples – Support your definitions with real-world business examples. * Apply Your Knowledge – Connect these concepts to your fictional business idea. * Final Presentation: Shark Tank Pitch   Students will present their business idea in a Shark Tank-style pitch to their classmates (acting as "sharks"). The goal is to convince the sharks to (fictionally) invest in your business. Your presentation should include:   * A clear explanation of your business concept * How it fits within the private/public sector * Its sustainability impact * Why it is a good investment opportunity | |

| **Criteria & Strands:** | |
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For Part One students will produce their own research questions in regards to the systems of production, consumption, distribution as well as globalization and sustainability. They will develop an action plan to decide how they will conduct an investigation to research a local business at the ICS Community Market on Saturday, January 25, and will collect and record relevant information when conducting their interviews. They will then transcribe their research in order to reflect on their process and the results of their investigation to their classmates. Students will be assessed on Criteria B (Investigating). The due date for part one is AB: Fri Feb 7, CD: Tue Feb 4.

| **Criteria B: Investigating** | | | | | |
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| **Criteria** | **0** | **1-2** | **3-4** | **5-6** | **7-8** |
| i explain the choice of a research question | Does not reach the standard of any descriptors. | **Few** Debatable, Conceptual, and Factual questions are identified. | **Most** Debatable, Conceptual, and Factual questions are created and described. | **Most** Debatable, Conceptual, and Factual questions are created and described in detail. | **All** Debatable, Conceptual, and Factual questions are created, explained, and justified. |
| ii follow an action plan to explore a research question | Does not reach the standard of any descriptors. | Follows an action plan in a **limited** way to explore a research question about production, consumption, or distribution, as well as globalization and or sustainability. | **Partially** follows an action plan to explore a research question for production, consumption, and distribution, as well as globalization and sustainability. | **Mostly** follows an action plan to explore a research question about production, consumption, and distribution, as well as globalization and sustainability. | **Effectively** follows an action plan to explore a research question about production, consumption, and distribution, as well as globalization and sustainability. |
| iii collect and record relevant information consistent with the research question | Does not reach the standard of any descriptors. | Interviews businesses and documents **some** answers by collecting and record information to a limited extent. | **Partially** interviews businesses respectfully with follow up questions and successfully documents all answers by using some relevant information. | **Mostly** interviews businesses respectfully with follow up questions and successfully documents all answers by mostly using relevant information. | **Effectively** interviews businesses respectfully with follow up questions and successfully documents all answers by using relevant information. |
| iv reflect on the process and results of the investigation | Does not reach the standard of any descriptors. | With guidance, reflects in a limited in the reflection slides. | With guidance, reflects by completing some prompts in the reflection slides. | Reflects by completing most prompts in the reflection slides. | Thoroughly reflects by completing all prompts in the reflection slides. |