



**Marietta City Schools**  
**2023–2024 District Unit Planner**

*Individuals and Society Grade 7 Honors World Geography*

<b>Unit title</b>	<i>Unit 5: Environmental Geography</i>	<b>MYP year</b>	2	<b>Unit duration (hrs)</b>	
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit):** *What will students learn?*

**GA DoE Standards**

**Standards**

**SWG5 Analyze human interactions with the world’s environments.**

- Describe how and why agricultural techniques and technology have changed over time (e.g., irrigation, crop rotation, green revolution, and GMO’s).
- Analyze the impact of water insecurity around the world (e.g., drought, desertification, water rights, and depletion of the Aral Sea).
- Analyze the economic, political and environmental impacts associated with industrialization and natural resource management around the world (e.g., fracking, strip mining, building of dams and reservoirs, deforestation, sustainable development, and renewable vs. nonrenewable resources).
- Analyze international and varied local governmental responses to natural disasters in countries around the world (e.g., hurricanes, earthquakes, and tsunamis).
- Evaluate how global trade systems impact environmental sustainability in both importing and exporting countries (e.g., plantation farming in Africa and Central/South America, overfishing of global waterways, and international lumber trade).

**Concepts/Skills to be Mastered by Students**

**Information Processing Skills:**

- compare similarities and differences
- identify issues and/or problems and alternative solutions
- distinguish between fact and opinion
- identify and use primary and secondary sources
- interpret timelines, charts, and tables

8. identify social studies reference resources to use for a specific purpose
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

**Map and Globe Skills:**

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
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
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

**SS Reading Standards 6-8**

- 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.
- L6-8RHSS3: Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- 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.

**SS Writing Standards 6-8:**

- 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.
- L6-8WHST8: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- L6-8WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

**Key Terms:**

Irrigation, crop rotation, green revolution, GMO, drought, desertification, water rights, depletion, fracking, strip mining, reservoirs, deforestation, sustainable developments, renewable and nonrenewable resources, natural disasters, global trade systems, plantation farming, global waterways, lumber, international

Key concept	Related concept(s)	Global context
<b>Global interactions</b> focus on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.	Patterns and Trends Disparity and Equity Sustainability	<b>Globalization and Sustainability</b> How is everything connected? Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global

		processes; how local experiences mediate the global; the opportunities and tensions provided by world interconnectedness; the impact of decision-making on humankind and the environment
<b>Statement of Inquiry</b>		
Knowledge and understanding the patterns and trends of a place result in the need to innovate to address disparity.		
<b>Inquiry questions</b>		
<p><b>Factual:</b>            What is crop rotation?            What is the foundation of the Green Revolution?            What factors lead to water insecurity?            What industrial and natural resource management practices cause conflicts?            What is the main difference between renewable and nonrenewable resources?            What does it mean to import resources?            What does it mean to export resources?</p> <p><b>Conceptual:</b>            How did the Green Revolution change our culture?            How is water insecurity a dividing force for some regions?            How do industrialization and natural resource management cause economic, political, and environmental impacts?            How do nations manage natural disasters?            How do global trade systems impact environmental sustainability in both importing and exporting countries?            Why do nations participate in trade?</p> <p><b>Debatable:</b>            Why should people who have plenty of water be concerned about water insecurity?            Why is it important to manage our natural resources for sustainability?            Why are responses to natural disasters in countries around the world varied?            Who gains most from global trade, the importing or exporting countries?</p>		

MYP Objectives	Assessment Tasks	
<i>What specific MYP <b>objectives</b> will be addressed during this unit?</i>	<i><b>Relationship</b> between summative assessment task(s) and statement of inquiry:</i>	<i>List of common formative and summative assessments.A</i>
Criterion A. Knowing and Understanding Criterion B: Investigating Criterion C. Communicating	<b>DBQ: What are the effects of human actions on the environment?</b> Students will analyze documents related to the impact of human behaviors on the world around us with emphasis on the environment. Students will demonstrate mastery of learning through their choice of activities from a provided <a href="#">choice board</a> .	<b><u>Formative Assessment(s):</u></b> Vocabulary Task <b><u>Summative Assessment(s):</u></b> AMP Assessment
<b>Approaches to learning (ATL)</b>		
<b>Category:</b> Research <b>Cluster:</b> Information Literacy Skills <b>Skill Indicator:</b> Students must find and interpret information from primary and secondary sources to be informed and to inform others		

<b><u>Learning Experiences</u></b>		
Add additional rows below as needed		
Objective or Content	Common Learning Experiences	Personalized Learning and Differentiation
<b>SSWG5 Analyze human interactions with the world's environments.</b>  a. Describe how and why agricultural techniques and technology have changed over time (e.g., irrigation, crop rotation, green revolution, and GMO's).	<a href="#">The Green Revolution and Geopolitical Policy</a> : Prior to watching the video, students will think-pair-share the following questions: What do you think the Green Revolution is? What do you think would change as a result of a Green Revolution? Students will record their responses. Students will take notes from the video. After the video, students will discuss and compare their pre-video responses with their post-video responses.	Chunk video to discuss throughout Utilize small group instruction Preview new vocabulary Provide a partially completed graphic organizer or word bank Collaborative partners- turn and discuss ideas

<p><b>SSWG5 Analyze human interactions with the world's environments.</b></p> <p>b. Analyze the impact of water insecurity around the world (e.g., drought, desertification, water rights, and depletion of the Aral Sea).</p>	<p><a href="#">Current Events: Ecotourism: An Answer to Environmental Challenges?</a> Students will read article(s) regarding human interactions with the environment. Students will answer questions and explore pros and cons from the readings. Students will make recommendations for the development of an ecotourism park.</p>	<p>Flexible grouping Utilize read aloud features when available Provide hard-copies of readings Utilize small group instruction Preview new vocabulary Provide a partially completed graphic organizer or word bank Collaborative partners- turn and discuss ideas</p>
<p><b>Content Resources</b></p>		
<p><b>Active Classroom:</b></p> <p><a href="#">Agricultural Revolutions and Industrialization</a></p> <p><a href="#">How to Analyze Maps and Atlases: Population and Threatened Rainforests</a></p> <p><a href="#">Everyday Life: Human Impact on the Environment</a></p> <p><a href="#">Big Eras of World History: Population Explosion &amp; Environmental Change (1945–2000)</a></p> <p><a href="#">Water Water Everywhere</a></p>		