



Marietta City Schools
2023–2024 District Unit Planner

Individuals and Society Grade 7 Advanced Studies World Geography

Unit title	<i>Unit 6: Economic Geography</i>	MYP year	2	Unit duration (hrs)	<i>31.5 Hours</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

SSWG6 Examine the spatial distribution of major economic systems and analyze the role geography plays in economic development.

- Compare the levels of economic development of countries in terms of Gross Domestic Product (GDP) per capita and key demographic and social indicators (e.g., literacy rate, life expectancy, gender, access to healthcare, and UN Sustainable Development Goals for 2030).
- Explain the relationship between levels of development and economic activity in terms of primary, secondary, and tertiary activities (e.g., resource extraction, manufacturing, and services).
- Describe the factors that influence the location and spatial distribution of economic activities, including the factors of site and situation (e.g., river systems, transportation hubs, research triangles, deep seaports).
- Describe and explain causes and consequences of the worldwide trend towards urbanization in terms of development (e.g., changing employment patterns, urban sprawl, squatter settlements, and gentrification).
- Analyze the impact of trade across international borders and its impact on government relationships among countries (e.g., legal trade: NAFTA, EU, and OPEC; illegal trade: human trafficking, drug trade, and counterfeiting/black market goods).

Concepts/Skills to be Mastered by Students

Information Processing Skills:

- compare similarities and differences
- identify issues and/or problems and alternative solutions

- 4. distinguish between fact and opinion
- 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
- 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

Literacy Standards

- 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).
- L9-10RHSS6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- L9-10RHSS8: Assess the extent to which the reasoning and evidence in a text support the author’s claims.
- L9-10WHST1: Write arguments focused on discipline-specific content.
- L9-10WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 9-10WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
- L9-10WHST9: Draw evidence from informational texts to support analysis, reflection, and research

Key concept	Related concept(s)	Global context
Perspective is the position from which we observe situations, objects, facts, ideas and opinions. Perspective may be associated with individuals, groups, cultures or disciplines.	Equity Resources Globalization	Fairness and Development What are the consequences of our common humanity? Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.

Statement of Inquiry		
Concentration of authority impacts the development of a system.		
Inquiry questions		
Factual: <ol style="list-style-type: none"> What factors influence the location of economic activities? What factors influence a country's development? Conceptual: <ol style="list-style-type: none"> What is the relationship between levels of development and economic activities? What role should the government play in regulating/monitoring trade? Debatable: <ol style="list-style-type: none"> Do the benefits of the trend towards urbanization outweigh the cost? How does trade impact countries and governments? 		
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 C: Communicating Criterion D: Thinking critically	DBQ: Is Chocolate good for Cote d'Ivoire?	<u>Formative Assessment(s):</u> (no link) 7th SS AC - Unit 6 - Economic Systems CFA in AMP <u>Summative Assessment(s):</u> DBQ: Is Chocolate good for Cote d'Ivoire?
Approaches to learning (ATL)		
Category: Organization Cluster: Self Management Skills Skill Indicator: Students must manage time on task effectively in order to create expected learning products		

<p><u>Learning Experiences</u></p> <p>Add additional rows below as needed</p>		
Objective or Content	Common Learning Experiences	Personalized Learning and Differentiation
SSWG6 a. Compare the levels of economic development of countries in terms of Gross Domestic Product (GDP) per capita and key demographic and social indicators (e.g., literacy rate, life expectancy, gender, access to healthcare, and UN Sustainable Development Goals for 2030).	Comparing Levels of Development Students will choose three countries at different levels of development to research and record data on key demographic and social indicators. Students will use the data collected to complete a comparative analysis and explain which indicator they think is most significant in determining level of development.	Flexible grouping Preview new vocabulary Utilize small group instruction
SSWG6 b. Explain the relationship between levels of development and economic activity in terms of primary, secondary, and tertiary activities (e.g., resource extraction, manufacturing, and services). c. Describe the factors that influence the location and spatial distribution of economic activities, including the factors of site and situation (e.g., river systems, transportation hubs, research triangles, deep seaports).	 B/C. Site and Situation Comparison: Students will choose 2 countries to complete a Site and Situation Comparison. Students will draw the country first. Then students will research and find the listed factors of Site and Factors of Situation for each country. After evaluating the research, students will write a comparison paragraph stating which country has a better site and situation.	Flexible grouping Preview new vocabulary Utilize small group instruction
SSWG6 d. Describe and explain causes and consequences of the worldwide trend towards urbanization in terms of development (e.g., changing employment patterns, urban sprawl, squatter settlements, and gentrification).	Gentrification Case Study Students will analyze market dynamics and demographic data of selected areas in Metropolitan Atlanta, to explore the positive and negative effects of gentrification.	Flexible grouping Preview new vocabulary Utilize small group instruction Provide graphic organizer

Content Resources	
Active Classroom	
Georgia DOE SS Frameworks	
CIA World FactBook	
Population Reference Bureau	