



Marietta City Schools

2023–2024 District Unit Planner

Individuals and Societies Grade 7

Unit title	<i>Unit 3 Southern and Eastern Asia</i> <i>3A - Southern and Eastern Asia Geography and Government</i> <i>3B - Southern and Eastern Asia Economics and History</i>	MYP year	2	Unit duration (hrs)	<i>Unit 3A- 15 Hours</i> <i>Unit 3B- 20 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

Standards

U3A: Geography and Government

SS7G9 Locate selected features in Southern and Eastern Asia.

- Locate on a world and regional political-physical map: Ganges River, Huang He (Yellow River), Chang Jiang (Yangtze) River, Bay of Bengal, Indian Ocean, Sea of Japan, South China Sea, Yellow Sea, Gobi Desert, Taklimakan Desert, Himalayan Mountains, and Korean Peninsula.
- Locate on a world and regional political-physical map the countries of China, India, Japan, North Korea, South Korea, and Vietnam.

SS7G10 Explain the impact of environmental issues across Southern and Eastern Asia.

- Explain the causes and effects of pollution on the Chang Jiang (Yangtze) and Ganges Rivers.
- Explain the causes and effects of air pollution and flooding in India and China.

SS7G11 Explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southern and Eastern Asia.

- Describe how the mountain, desert, and water features of Southern and Eastern Asia impact trade and affect where people live.

SS7G12 Analyze the diverse cultural characteristics of the people who live in Southern and Eastern Asia.

- Explain the differences between an ethnic group and a religious group.
- Compare and contrast the belief systems originating in Southern and Eastern Asia: Buddhism, Hinduism, Shintoism, and Confucianism.

SS7CG4 Compare and contrast various forms of government.

- Explain the role of citizen participation in autocratic and democratic governments [i.e. explain the role of citizens in choosing the leaders of China (communist state), Japan (parliamentary

democracy), North Korea (autocracy), South Korea (presidential democracy), and India (parliamentary democracy)]

b. Describe the two predominant forms of democratic governments: parliamentary and presidential.

U3B: History and Economics

SS7H3 Analyze continuity and change in Southern and Eastern Asia.

- a. Describe how nationalism led to independence in India.
- b. Describe the impact of Mohandas Gandhi's belief in nonviolent protest.
- c. Explain the role of the United States in the rebuilding of Japan after WWII.
- d. Describe the impact of communism in China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square.
- e. Explain the reasons for foreign involvement in Korea and Vietnam in terms of containment of communism.

SS7E7 Analyze different economic systems

- a. Compare how traditional, command, and market economies answer the economic questions of 1-what to produce, 2-how to produce, and 3-for whom to produce.
- b. Explain that countries have a mixed economic system located on a continuum between pure market and pure command.
- c. Compare and contrast the economic systems in China, India, Japan, North Korea, and South Korea.

SS7E8 Explain how voluntary trade benefits buyers and sellers in Southern and Eastern Asia.

- a. Explain how specialization encourages trade between countries.
- b. Compare and contrast different types of trade barriers, such as tariffs, quotas, and embargoes.
- c. Explain why international trade requires a system for exchanging currencies between nations.

SS7E9 Describe factors that influence economic growth and examine their presence or absence in China, India, Japan, South Korea and North Korea

- a. Evaluate how literacy rates affect the standard of living.
- b. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP per capita).
- c. Explain the relationship between investment in capital goods (factories, machinery, and technology) and gross domestic product (GDP per capita).
- d. Describe the role of natural resources in a country's economy.

Concepts/Skills to be Mastered by Students

Information Processing Skills (IPS):

1. compare similarities and differences
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

Map and Globe Skills (MAGS):

4. compare and contrast the categories of natural, cultural, and political features found on maps
6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
7. use a map to explain impact of geography on historical and current event
8. draw conclusions and make generalizations based on information from maps
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
- L6-8RHSS4: 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.
- L6-8RHSS9: Analyze the relationship between a primary and secondary source on the same topic.
- 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

Key concept	Related concept(s)	Global context
Change is a conversion, transformation, or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.	Causality	Fairness and Development 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

Perceived power and privilege can lead to conflict, which causes change.

Inquiry questions

Factual:

- What are the causes and effects of water pollution on the Chang Jiang (Yangtze) River and the Ganges River?
- What are the causes and effects of air pollution in India and China?
- What are the causes and effects of flooding in India and China?
- What physical features in Southern and Eastern Asia impact trade?
- What are the four main belief systems in Southern and Eastern Asia?
- What is the role of the citizens in choosing the leaders of China, Japan, North Korea, South Korea and India?
- What is the level of economic freedom in China, India, Japan, North Korea and South Korea?
- What is an entrepreneur?
- Who led India's fight for independence using non-violent protests?
- What was the United States trying to contain when it became involved in the Korean and Vietnam wars?

Conceptual:

How has the economic development of China impacted its environment?
 How can flooding in Southern and Eastern Asia be both beneficial and harmful to the environment and economy?
 How are Buddhism and Hinduism similar and different?
 Why are Shintoism and Confucianism considered a philosophy or belief system, rather than a religion?
 How is the role of the citizen in choosing leaders similar and different in Southern and Eastern Asia countries?
 How are the economic systems of countries in Southern and Eastern Asia similar and different?
 How can the presence or absence of natural resources impact the development of a country's economy?
 How did India achieve independence from Great Britain?
 How did the United States help rebuild Japan after WWII?
 How did Mao Zedong's Great Leap Forward and Cultural Revolution impact the development of China?
 How did the event at Tiananmen Square in 1989 affect the citizens of China?

Debatable:

Which physical feature in Southern and Eastern Asia has the biggest impact on how people trade and where people live?
 What should India's government do about the pollution of the Ganges River?
 Should the United States have helped rebuild Japan after WWII?
 Should the United States have been involved in the Korean and Vietnam Wars?
 Which country of Southern and Eastern Asia has the best combined government and economic systems for its citizens?

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 A: Knowing and Understanding Criterion B: Investigating Criterion C: Communicating Criterion D: Thinking critically	Where Would You Live After investigating the geography, history, economics, and governments of South and East Asian locations, students will determine the best location to live and defend their choice with evidence from the DBQ documents and unit. Scaffolded DBQ: Where Would you Live for differentiation	<u>Formative Assessment(s):</u> Learning Checkpoint SS7H3 Learning Checkpoint SS7CG4 Learning Checkpoint SS7E7 & E8 Learning Checkpoint SS7E9 Learning Checkpoint SS7G10 & G11 Learning Checkpoint SS7G12 Learning Checkpoint SS7G9

		Summative Assessment(s): DBQ: Where Would you Live
Approaches to learning (ATL)		
Category Communication Cluster collaboration Skills Skill Indicator: Students gather information and debate the location they would most like to live.		

Learning Experiences Add additional rows below as needed.		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation
SS7H3 Analyze continuity and change in Southern and Eastern Asia. d. Describe the impact of communism in China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square.	Criteria B Assignment Criteria B With Starters: Tank Man Tank Man Analysis	
SS7H3 Analyze continuity and change in Southern and Eastern Asia. d. Describe the impact of communism in China in terms of Mao Zedong, the Great Leap Forward, the Cultural Revolution, and Tiananmen Square.	Communism in China Brain Wrinkles Communism in China presentation Historical Understandings of South and East Asia presentation notes (key) South & East Asia Video Dictionary	
SS7G10 Explain the impact of environmental issues across Southern and Eastern Asia. a. Explain the causes and effects of pollution on the Chang Jiang (Yangtze) and Ganges Rivers. b. Explain the causes and effects of air pollution and flooding in India and China.	"The Man" Students will create a political cartoon related to environmental issues in Southern and Eastern Asia. assignment direction MAN MAN 2020 assignment	

Content Resources	
Topic/Content	Link to Resource and description if needed