



Marietta City Schools

2023–2024 District Unit Planner

Individuals and Societies Grade 8

Unit title	Unit 4: Georgia State Government	MYP year	3	Unit duration (hrs)	22.5 Hours
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Standards

SS8CG1 Describe the foundations of Georgia's government.

- Explain the basic structure of the Georgia state constitution (preamble, bill of rights, articles, and amendments) as well as its relationship to the United States Constitution
- Explain separation of powers and checks and balances among Georgia's three branches of government.
- Describe the rights and responsibilities of citizens according to the Georgia Constitution.
- List voting qualifications for elections in Georgia.
- Identify wisdom, justice, moderation, and courage as the four principles in the Pledge of Allegiance to the Georgia Flag.

S8CG2 Analyze the role of the legislative branch in Georgia.

- Explain the qualifications for members of the General Assembly and its role as the lawmaking body of Georgia.
- Describe the purpose of the committee system within the Georgia General Assembly.
- Explain the process for making a law in Georgia.
- Describe how the state government is funded and how spending decisions are made.

SS8CG3 Analyze the role of the executive branch in Georgia state government.

- Explain the qualifications for the governor and lieutenant governor and their role in the executive branch of state government.
- Describe how the executive branch fulfills its role through state agencies that administer programs and enforce laws.

SS8CG4 Analyze the role of the judicial branch in Georgia state government.

- Describe the ways that judges are selected in Georgia.
- Analyze the dual purpose of the judicial branch: to interpret the laws of Georgia and administer justice in our legal system.
- Explain the difference between criminal law and civil law.
- Explain the steps in the adult criminal justice system beginning with arrest.

SS8CG5 Explain how the Georgia court system treats juvenile offenders.

- a. Explain the difference between delinquent and unruly behavior and the consequences of each.
- b. Describe the rights of juveniles involved in the juvenile justice system
- c. Explain the steps in the juvenile justice system when a juvenile is first taken into custody.

SS8CG6 Analyze the role of local governments in the state of Georgia.

- a. Explain the origins and purposes of city, county, and special-purpose governments in Georgia.
- b. Describe how local government funding and spending decisions are made.

Concepts/Skills to be Mastered by Students

Information Processing Skills (IPS):

- 1. compare similarities and differences
- 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
- 7. interpret timelines, charts, and tables
- 11. draw conclusions and make generalizations
- 12. analyze graphs and diagrams

Literacy Standards (LS):

RHSS:

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).

L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

WHST:

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.

L6-8WHST9: Draw evidence from information

Key concept	Related concept(s)	Global context
Systems are sets of interacting or interdependent components. Systems provide structure and order in human, natural and built environments. Systems can be static or dynamic, simple or complex.	Ideology Power Governance	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		
Systems balance power, ideology, and governance through fairness and development.		

Inquiry questions		
<p>Factual</p> <p>How is the Georgia Constitution structured?</p> <p>List 3 rights and 3 responsibilities citizens have in the Georgia Constitution.</p> <p>What qualifications do Georgia citizens need to have in order to vote?</p> <p>What 3 principles are in the Pledge to the Georgia Flag?</p> <p>What are the qualifications to be a Georgia Senator and a Representative?</p> <p>What is the role of the job of the Legislative Branch?</p> <p>What is the purpose of the committee system?</p> <p>What are the qualifications to be the governor and lieutenant governor?</p> <p>What is the role of the executive branch?</p> <p>How are judges selected in Georgia?</p> <p>What jobs does the judicial branch have?</p> <p>What are the steps in the criminal justice system?</p> <p>Conceptual</p> <p>Explain separation of powers and the system of checks and balances.</p> <p>How does a bill become a law?</p> <p>Describe how the state government is funded and how decisions are made to spend money.</p> <p>Explain the purpose of state agencies.</p> <p>Explain the differences between civil and criminal law.</p> <p>Debatable</p> <p><i>Let us never forget that the government is ourselves and not an alien power over us. The ultimate rulers of our democracy are not a President and senators and congressmen and government officials, but the voters of this country. -- Franklin D. Roosevelt</i></p> <p>Do you agree or disagree with this statement? Explain your answer citing evidence from what you have learned about the 3 branches of government and its foundation.</p>		
MYP Objectives	Assessment Tasks	
What specific MYP <u>objectives</u> will be addressed during this unit?	Relationship between summative assessment task(s) and statement of inquiry:	List of common formative and summative assessments.
Criterion B: Investigating Criterion A: Knowing and Understanding	MYP: Public Service Announcement	Formative Assessment(s): SS8CG1 Common Checkpoint SS8CG2 Common Checkpoint SS8CG3 Common Checkpoint

		SS8CG4 Common Checkpoint SS8CG5 Common Checkpoint SS8CG6 Common Checkpoint <u>Summative Assessment:</u> Public Service Announcement
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Approaches to learning (ATL)

Category: Research

Cluster: Information Literacy Skills

Skill Indicator: In order to demonstrate understanding of balanced powers, students will make connections between various sources of information

Learning Experiences

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
SS8CG1 Describe the foundations of Georgia's government. c. Describe the rights and responsibilities of citizens according to the Georgia Constitution. d. List voting qualifications for elections in Georgia. e. Identify wisdom, justice, and moderation as the three principles in the Pledge of Allegiance to the Georgia Flag.	Own the Role - Students will place themselves in the roles of Governor and Lt. Governor of Georgia by answering certain scenarios faced by each role.	Learning Styles Self-Directed learning
SS8CG3 Analyze the role of the executive branch in Georgia state government. b. Describe how the executive branch fulfills its role through state agencies that administer programs and enforce laws	How the Governor Enforces the Law U4 "How Are Laws Enforced?"	Learning Styles Self-Directed learning

Content Resources
Rosen Learning Online Textbook (https://rosenlearningcenter.com/) https://georgiastudies.gpb.org/