



Marietta City Schools
2023–2024 District Unit Planner

The US and World Affairs

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| Unit title | <i>Unit 1: Influence of Geography on Human Activities</i> | Unit duration (hours) | <i>10 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:

Topic 1: Geography

Topic 2- Regional Characteristics

Topic 3: Interdependence

Information Processing Skills:

1. compare similarities and differences
3. identify issues and/or problems and alternative solutions
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
9. construct charts and tables
- 11 draw conclusions and make generalizations
12. analyze graphs and diagrams
17. interpret political cartoons

Map and Globe Skills:

- 1, use a compass rose to identify cardinal directions
2. use intermediate directions
4. compare and contrast the categories of natural, cultural, and political features found on maps

5. use graphic scales to determine distances on a map
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 events
8. draw conclusions and make generalizations based on information from maps
9. use latitude and longitude to determine location
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
12. use geographic technology and software to determine changes, identify trends, and generalize about human activities

Literacy Standards:

L11-12RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

L11-12RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

L11-12RHSS4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10)

L11-12RHSS7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem

L11-12RHSS9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

L11-12WHST1: Write arguments focused on discipline-specific content.

L11-12WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

L11-12WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

L11-12WHST7: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

L11-12WHST8: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

L11-12WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

Concepts/Skills to be Mastered by Students: comparisons of climate, political, economic, religion, land area, language, and population maps, interdependence and independence, globalization, migration, energy and mineral resources, food production/farmland, water sources, trade alliances

Essential Questions

How can geography impact how the nations of the world align?

How does the availability of resources have an impact on a nation's strength and viability?

How does geography impact migration-immigration and trade alliances?

What impact does population density, food production, and availability of water have on a nation's security?

Assessment Tasks

List of common formative and summative assessments.

Formative Assessment(s):

DBQ, Map Activities (see learning experiences)

Summative Assessment(s):

World Trade Global Interdependence A trading simulation will help students understand the conditions that encourage or discourage trade among countries. Students will discover that some commodities are more desirable than others and that shifts in an economic market can directly affect the price of goods. Students will create a graphic representation in the format of their choice to show how world regions interact through trade.

[World Trade—A Global Interdependence T H E D A R K T R A D E](#)

Additional Lesson Guidance [The Trading Game | National Geographic Society](#)

Learning Experiences

Add additional rows below as needed.

Objective or Content

Learning Experiences

Personalized Learning and Differentiation

All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB.

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| Identifies the major continents, nations, and regions of the world. | Seterra Major Countries and Map Games- Students will review continents, oceans, countries, rivers, mountains (ranges), deserts, rain forests, islands through interactive activities. | Provide additional practice using links on the site to support students with understanding |
| Classifies the major regions of the world according to climate, politics, economics, religion, language, land areas, location, population (total and density), water, energy, mineral resources, and food production. | The Environment and Human Activity Students will complete activities related to climate zones, political and economic and human activities within differing climates. | Work in small groups. Preview vocabulary as needed. |
| Examines the relationship of interdependence to independence in the world. Migration-immigration and emigration, trade alliances. | DBQ: What factors influence migration patterns across the globe? Causes of migration -immigration/emigration, trade alliances regionally and globally. Students analyze the documents found at the PEW Research Site, Key Factors in Migration then use their knowledge and understanding to answer the essential question in the form of a speech to the United Nations. | Guide students through the first sections to support understanding. Allow for work in groups as needed. |
| Content Resources | | |
| Link to resources | | |