

## MCS Grade 8 Individuals and Societies Subject Group Overview

Unit Name		Unit 1: Georgia Beginnings	Unit 2: Georgia Changes	Unit 3: New Georgia	Unit 4: GA State Government	Unit 5: Georgia Close to Home
<b>Time Frame</b>		18.75 Hours <b>5 Weeks</b>	22.5 Hours <b>6 Weeks</b>	22.5 Hours <b>6 Weeks</b>	22.5 Hours <b>6 Weeks</b>	18.75 Hours <b>5 Weeks</b>  EOG Review- 17.5 Hours 3.5 Weeks
	<b>Standards</b>	<b>GSE:</b> SS8E1, SS8E2, SS8E3, SS8G1 a, b, c <b>Map and Globe Skills:</b> 1,2,3,4,6,7,10 <b>Information Processing Skills:</b> 7 - 12, 16 17	<b>GSE:</b> SS8H1, SS8H2, SS8H3, SS8H4, SS8G1d <b>Map and Globe Skills:</b> 1,2,4,6,11 <b>Information Processing:</b> 1-12, 15, 17	<b>GSE:</b> SS8H5, SS8H6, SS8H7, SS8H8, SS8H9 <b>Map and Globe Skills:</b> 1,2,4,6,7,10,11 <b>Information Processing Skills:</b> 1-12, 15, 17	<b>GSE:</b> SS8CG1, SS8CG2, SS8CG3, SS8CG4, SS8CG5, SS8CG6 <b>Information Processing Skills:</b> 1, 5,7,11,12	<b>GSE:</b> SS8H10, SS8H11, SS8H12 <b>Map and Globe Skills:</b> 1, 4, 6, 7, 11 <b>Information Processing</b> 1, 2, 4, 5, 6, 7, 10, 11 <b>Map and Globe Skills:</b> 1,4,6,8,11
	<b>Approaches To Learning Instructional Strategies</b>	<b>Category:</b> Research <b>Cluster:</b> Information Literacy <b>Skill Indicator:</b> Students will collect and analyze data and information to identify solutions and make informed decisions as a logistic manager.	<b>Category:</b> Communication <b>Cluster:</b> Communication Skills <b>Skill Indicator:</b> Students will use knowledge and skills to transfer understanding of Georgia’s role in the American Revolution.	<b>Category:</b> Thinking <b>Cluster:</b> Transfer Skills <b>Skill Indicator:</b> Students will use knowledge and skills to transfer understandings of Georgia’s secession from the Union in an original work.	<b>Category:</b> Thinking Skills <b>Cluster:</b> Critical Thinking <b>Skill Indicator:</b> Students analyze and evaluate issues and ideas to present information about the importance of understanding delinquent and unruly acts and consequences of each.	<b>Category:</b> Thinking <b>Cluster:</b> Transfer Skills <b>Skill Indicator:</b> Students combine knowledge, understanding and skills to produce an informational writing with cited evidence about Georgia’s contributions to WWII.
	<b>Statement of Inquiry</b>	Global interactions impact personal and cultural expression leading to conflict over resources and power.	Change challenges disparity and equality impacting identities and relationships	Societies change due to innovation and revolution with resources that impact identities and relationships	Systems balance power, ideology, and governance through fairness and development.	Change promotes disparity and equality which challenges identities and relationships.
	<b>Global Context</b>	<b>Identities and Relationships</b> Who am I? Who are we? Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.	<b>Fairness and Development</b> 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.	<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	<b>Personal and Cultural Expression:</b> What is the nature and purpose of creative expression? Students will explore the ways in which we discover and express ideas, feelings, nature,culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	<b>Orientation in Space and Time:</b> What is the meaning of “where” and when”? Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.

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				the environment.		
	Key Concept	Global interaction focuses 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.	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.	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.	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.	Time, Place, and Space is an intrinsically linked concept of time, space and place that refers to the absolute or relative position of people, objects and ideas. Time, place and space focuses on how we construct and use our understanding of location (“where” and “when”).
	Related Concepts	Resources Conflict Power	Disparity Equality	Revolution Resources Innovation	Ideology Power Governance	Disparity Equality Causality
	Design Cycle Trans-disciplinary	SS Reading Standards 6-8: L6-8RHSS2, L6-8RHSS4, L6-8RHSS6, L6-8RHSS7 SS Writing Standards 6-8: L6-8WHST1, 8WHST2, L6-8WHST4, L6-8WHST8	SS Reading Standards 6-8: L6-8RHSS1, L6-8RHSS2, L6-8RHSS4, L6-8RHSS7 SS Writing Standards 6-8: L6-8WHST1, L6-8WHST4, L6-8WHST7	SS Reading Standards 6-8: L6-8RHSS2, L6-8RHSS4, L6-8RHSS7 SS Writing Standards 6-8: L6-8WHST1, L6-8WHST4, L6-8WHST6, L6-8WHST7, L6-8WHST9	SS Reading Standards 6-8: L6-8RHSS2, L6-8RHSS3, L6-8RHSS7 SS Writing Standards 6-8: L6-8WHST2, L6-8WHST4, L6-8WHST9	SS Reading Standards 6-8: L6-8RHSS1, L6-8RHSS2, L6-8RHSS7, L6-8RHSS8 SS Writing Standards 6-8: L6-8WHST1, L6-8WHST4, L6-8WHST6
	MYP Assessments Performance Tasks	Common Assessments Title and Criterion:  DBQ: Why were early Georgia cities located on the fall line? Criterion A: Knowledge and Understanding Criterion D: Communicating	Common Assessments Title and Criterion:  DBQ: Georgia in the American Revolution Criterion A: Knowledge and Understanding Criterion D: Communicating	Common Assessments Title and Criterion:  DBQ What caused Georgia to Secede? Criterion A: Knowing and Understanding Criterion C: Communicating Criterion D: Communicating	Common Assessments Title and Criterion:  Performance Task: Georgia and the Law Criterion B: Investigating Criterion A: Knowing and Understanding	Common Assessments Title and Criterion:  DBQ Georgia’s Contributions to WWII Criterion A: Knowing and Understanding Criterion B: Investigating
	Differentiation for Tiered Learners	Marietta City Schools teachers provide specific differentiation of learning experiences for all students. Details for differentiation for common learning experiences are included on the district unit planners.				