



Marietta City Schools
2023–2024 District Unit Planner

Individuals and Society Grade 6 Advanced Studies

Unit title	<i>Unit 1: Geography's Themes and Physical Systems</i>	MYP year	1	Unit duration (hrs)	35 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

Themes of Social Studies

Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.

Culture: The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

Gain from Trade: The student will understand that parties trade voluntarily when they expect to gain.

Governance: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases.

Human Environmental Interaction: The student will understand that humans, their society, and the environment affect each other.

Location: The student will understand that location affects a society's economy, culture, and development.

Movement/Migration: The student will understand that the movement or migration of people and ideas affects all societies involved.

Production, Distribution, Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

Time, Change, Continuity: The student will understand that while change occurs over time, there is continuity to the basic structure of that society.

Scarcity: The student will understand that scarcity of all resources forces parties to make choices and that these choices always incur a cost

Physical Geography:

SS6G7 Locate selected features of Europe.

a. Locate on a world and regional political-physical map: the Danube River, Rhine River, English Channel, Mediterranean Sea, European Plain, the Alps, Pyrenees, Ural Mountains, and Iberian Peninsula.

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b. Locate on a world and regional political-physical map the countries of France, Germany, Italy, Russia, Spain, Ukraine, and United Kingdom.

SS6G4 Locate selected features of Canada.

a. Locate on a world and regional political-physical map: the St. Lawrence River, Hudson Bay, Atlantic Ocean, Pacific Ocean, the Great Lakes, Canadian Shield, and Rocky Mountains.

b. Locate on a world and regional political-physical map Canada and the province of Quebec.

SS6G11 Locate selected features of Australia.

a. Locate on a world and regional political-physical map: the Great Barrier Reef, Coral Sea, Uluru/Ayers Rock, Indian and Pacific Oceans, Great Dividing Range, and Great Victoria Desert.

SS6G1 Locate selected features of Latin America.

a. Locate on a world and regional political-physical map: Amazon River, Amazon Rainforest, Caribbean Sea, Gulf of Mexico, Atlantic Ocean, Pacific Ocean, Panama Canal, Andes Mountains, Sierra Madre Mountains, and the Atacama Desert.

b. Locate on a world and regional political-physical map the countries of Brazil, Chile, Colombia, Cuba, Mexico, and Panama.

SS7G1 Locate selected features of Africa.

a. Locate on a world and regional political-physical map: Sahara, Sahel, savanna, and tropical rain forest, Congo River, Niger River, Nile River, Lake Victoria, Great Rift Valley, Mt. Kilimanjaro, Atlas Mountains, and Kalahari Desert.

b. Locate on a world and regional political-physical map the countries of Democratic Republic of the Congo, Egypt, Kenya, Nigeria, South Africa, and Sudan.

SS7G5 Locate selected features in Southwest Asia (Middle East).

a. Locate on a world and regional political-physical map: Euphrates River, Jordan River, Tigris River, Suez Canal, Persian Gulf, Strait of Hormuz, Arabian Sea, and Red Sea.

b. Locate on a world and regional political-physical map: Afghanistan, Iran, Iraq, Israel, Kuwait, Saudi Arabia, Syria, Turkey, Gaza Strip, and West Bank.

SS7G9 Locate selected features in Southern and Eastern Asia.

a. 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.

b. Locate on a world and regional political-physical map the countries of China, India, Japan, North Korea, South Korea, and Vietnam.

Concepts/Skills to be Mastered by Students

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

8. identify social studies reference resources to use for a specific purpose

Map and Globe Skills:

4. compare and contrast the categories of natural, cultural, and political features found on maps

5. use graphic scales to determine distances on a map15. determine adequacy and/or relevancy of information

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

9. use latitude and longitude to determine location

SS Reading Standards 6-8:

RHSS3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

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

RHSS8: Distinguish among fact, opinion, and reasoned judgment in a text.

SS Writing Standards 6-8:

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.

L6-8WHST7: Conduct short research projects to answer a question (includMaping a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration

MCS Gifted Standards:

Strand 4: Advanced Communication and Collaboration Skills

Students will develop advanced communication and collaboration skills in working toward a common goal with shared accountability for the final outcome.

MCS S4A: Develop skills and techniques associated with effective verbal and non-verbal communication, adjusting for a given audience or task.

Strand 6: Self-directed Learner

Students will become self-directed, independent-learners.

MCS S6A Set appropriately high standards for work and behavior.

Key Terms:

(Themes) societies, conflict, culture, voluntary, governance, human environmental interaction, development, economy, migration, production, distribution, consumption, goods, services, continuity, scarcity**(Europe)** Danube River, Rhine River, English Channel, Mediterranean Sea, European Plain, Alps, Pyrenees, Ural Mtns, Iberian Peninsula, France, Germany, Italy, Russia,

Spain, Ukraine, United Kingdom (**Australia**) Great Barrier Reef, Coral Sea, Uluru/Ayers Rock, Indian Ocean, Pacific Ocean, Great Dividing Range, Great Victoria Desert (**Canada**) St. Lawrence River, Hudson Bay, Atlantic, Pacific, Great Lakes, Canadian Shield, Rocky Mtns, Province, Quebec (**Latin America**) Amazon River, Rainforest, Caribbean Sea, Gulf of Mexico, Atlantic Ocean, Pacific Ocean, Panama Canal, Andes Mtns, Sierra Madre Mtns, Atacama Desert, Brazil, Chili, Columbia, Cuba, Mexico, Panama (**Africa**) Lake Tanganyika, Lake Victoria, Rainforest, Sahara Desert, Kalahari Desert (**Southwest Asia**) Euphrates River, Jordan River, Tigris River, Suez Canal, Persian Gulf, Strait of Hormuz, Arabian Sea, and Red Sea, Afghanistan, Iran, Iraq, Israel, Kuwait, Saudi Arabia, Syria, Turkey, Gaza Strip, and West Bank (**South and East Asia**) 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, Korean Peninsula

Key concept	Related concept(s)	Global context
Time, Place and Space 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”).	Causality (Causes and Consequences) Patterns and Trends	Orientation in Space and Time 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.
Statement of Inquiry		
Location influences the way of life and impacts fairness, continuity and development.		
Inquiry questions		
<p>Factual What are the themes of social studies for 6th grade? Where are key physical features and places located in Europe, Australia, Canada, Latin America, Southwest Asia, Africa, South and East Asia?</p> <p>Conceptual How do the themes of social studies relate to world geography? How does location impact the way of life in the world’s regions? How do rivers impact regions? What is the relationship between globalization and sustainability? How are physical features similar and different in various regions of the world?</p>		

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Debatable: Why do societies become more complex as they interact with others? Which physical feature has the largest impact on regional development? Where would you most like to live and why?		
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.
<u>MYP Criterion A: Knowledge and Understanding</u> 1. Students use terminology in context 2. Students demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples. <u>MYP Criterion B: Investigate</u> 1. Student use research methods to collect and record relevant information 2. Students evaluate the process and results of the investigation.	World Tourism Board Student Activity Part A of this activity has students researching the nations covered in the GSE to review the geographic locations and preview all units/domains for the course. After completing and collaborating on the research, students write a paragraph explaining what nation in the world they would most like to visit. World Tourism Board Teacher Guidance PBL/STEAM: Parade of Rivers Students use what they have learned about rivers and major bodies of water to create a parade float that highlights key features of the river of their choice.	<u>Formative Assessment(s):</u> CFA 1 in AMP App CFA 2 in AMP App <u>Summative Assessment(s):</u> Unit 1 Assessment: in AMP App Unit 1 DBQ: World Tourism Board Investigation and Paragraph
Approaches to learning (ATL)		
Category- Self-management Cluster- Organizations Skills		

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Skill Indicator- To assure students manage their learning effectively, they keep and use a weekly planner for assignments.

Category- Communication

Cluster- Interactive Skills

Skill Indicator- In order for students to show knowledge of the impact of world rivers, they must communicate using charts, tables, and displays.

Experiences

Add additional rows below as needed

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
SS7G9 Locate selected features in Southern and Eastern Asia. a. 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.	The Challenges of Nature Students work with a partner to examine the illustrations, read the background information, and answer the questions. Students complete a quick write about the causes and effects of flooding in China. (Active Classroom)	Write aloud/think aloud Small groups with progress monitoring
SS6G1 Locate selected features of Latin America. a. Locate on a world and regional political-physical map: Amazon River, Amazon Rainforest, Caribbean Sea, Gulf of Mexico, Atlantic Ocean, Pacific Ocean, Panama Canal, Andes Mountains, Sierra Madre Mountains, and the Atacama Desert.	Instagram Latin America Create a Latin America Instagram page with 12 posts. Each post should contain an image, brief description/summary, and a hashtag. Include a username as well as a description of the account.	Allow group work Provide sentence starters
Themes and Locations- Map Skills	DBQ- Why do people live where they do? Students will complete activities using a variety of map and information processing skills to gather reasons why people live where they do. They will write a paragraph or create an infographic to answer the compelling question: <i>Why do people live where they do?</i> This activity also introduces key concepts for future units.	Small group instruction for reading as needed. Provide exemplar infographics Preview vocabulary
Content Resources.		

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Active Classroom

<http://www.yourchildlearns.com/map-puzzles.htm> (map puzzles for whole world)

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