



Marietta City Schools

2023–2024 District Unit Planner

Individuals and Society Grade 8 Advanced Studies

Unit title	<i>Unit 1:</i> <i>U1- Georgia, Home Sweet Home</i> <i>Economics and Geography</i>	MYP year	3	Unit duration (hrs)	18.75 hrs
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Standards

SS8E1 Explain how the four transportation systems (road, air, water, and rail) of Georgia contribute to the development and growth of the state’s economy.

a. Evaluate the ways in which the Interstate Highway System, Hartsfield-Jackson International Airport, deepwater ports, and railroads interact to support the exchange of goods and services domestically and internationally.

b. Explain how the four transportation systems provide jobs for Georgians.

SS8E2 Evaluate the influence of Georgia-based businesses on the State’s economic growth and development.

a. Describe how profit is an incentive for entrepreneurs.

b. Explain how entrepreneurs take risks to develop new goods and services to start a business.

c. Evaluate the economic impact of various industries in Georgia including agricultural, entertainment, manufacturing, service, and technology.

SS8E3 Explain the principles of effective personal money management.

a. Explain that income is the starting point for personal financial management.

b. Describe the reasons for and the benefits of a household budget.

c. Describe the reasons for and the benefits of savings.

d. Describe the uses of debt and associated risks.

SS8G1 Describe Georgia’s geography and climate.

a. Locate Georgia in relation to region, nation, continent, and hemispheres.

- b. Distinguish among the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution.
- c. Locate key physical features of Georgia and explain their importance; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands.

MCS Gifted Standards:

MCS.Gifted.S1A. Formulate thought-provoking questions to guide in depth research.

MCS.Gifted.S2B. Develop and apply the cognitive components of creative thinking: fluency, flexibility, originality, and elaboration.

MCS.Gifted.S3C. Use a variety of strategies for solving authentic, complex, real world problems through evaluative thinking and the engineering design processes.

MCS.Gifted.S4D. Respectfully collaborate and effectively communicate exchanges of constructive/critical feedback.

Concepts/Skills to be Mastered by Students

Information Processing Skills:

- 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
- 11. draw conclusions and make generalizations
- 12. analyze graphs and diagrams
- 14. formulate appropriate research questions
- 15. determine adequacy and/or relevancy of information
- 16. check for consistency of information

Map and Globe Skills:

- 1. use a compass rose to identify cardinal directions
- 2. use intermediate directions
- 3. use a letter/number grid system to determine location
- 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
- 8. draw conclusions and make generalizations based on information from maps
- 9. use latitude and longitude to determine location
- 11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

SS Reading Standards 6-8:

6-8RHSS1 Cite specific textual evidence to support analysis of primary and secondary sources.

6-8 RHSS2 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.

6-8RHSS4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

6-8RHSS6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

6-8RHSS7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

6-8RHSS8 Distinguish among fact, opinion, and reasoned judgment in a text.

SS Writing Standards 6-8:

6-8WHSS2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

6-8WHSS4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

6-8WHSS5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.

6-8WHSS6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

6-8WHSS7 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

6-8WHSS8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

6-8WHSS9 Draw evidence from informational texts to support analysis, reflection, and research.

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. For individuals and societies, systems thinking provides a powerful tool for understanding both natural and human environments, and the role of individuals within them.	Disparity and Equity Choice Patterns and Trends	Identities and Relationships 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.
Statement of inquiry		
Behaviors, including choice, and connections are dependent on static and dynamic systems, locations, values, relationships, identities, patterns, trends, and personal decisions.		
Inquiry questions		
Factual—		

1. Where is Georgia located?
2. Where are the 5 regions located?
3. What are the important physical features of Georgia
4. What economic activities occur in each region?
5. What was the culture of the Mississippian Indians (tools, weapons, food, housing)?
6. Where are Georgia's Barrier Islands?
7. What are the 4 main transportation systems in Georgia?
8. What are the different types of taxes collected by local governments?
9. What is the purpose of a budget?
10. What is the difference between income and expenditures?

Conceptual—

1. How does Georgia's climate impact economic activities?
2. How are Georgia's transportation systems influenced by Geography?
3. How does location influence human behaviors in a region?
4. How does geography determine the culture of groups?
5. What are some benefits of saving and investing?
6. What are things you would like to save or invest for?

Debatable-

1. Which factors have had the greatest impact on social development?
2. Which factors have had the greatest impact on economic development?
3. Which transportation system is the most important?
4. Why are taxes necessary?
5. When is taking on debt acceptable?
6. Is filing for bankruptcy acceptable? Why or why not?

MYP Objectives	Assessment Tasks	
What specific MYP objectives will be addressed during this unit?	Relationship between summative assessment task(s) and statement of inquiry:	List of common formative and summative assessments.
<p>Criterion B: Investigating</p> <p>Criterion C: Communicating</p>	<p>Solve the Problem Students will work in collaborative groups and become logistics managers as they map moving cargo from the Brunswick shipyard to Dalton, GA. Students will also complete Independent research and culminate their learning experience through a presentation.</p>	<p><u>Formative Assessment(s):</u></p> <p>Checkpoint 1: SS8G1; SS8E1</p> <p>Checkpoint 2: SS8E2; SS8E3</p> <p><u>Summative Assessment(s):</u></p> <p>Solve the Problem MYP Task will be the Summative Assessment for the unit</p>
Approaches to learning (ATL)		
<p>Category: Communication Cluster: Communication Skill Indicator: Students will make inferences and draw conclusions as they determine the best route for their logistic plan.</p> <p>Category: Research Cluster: Information Literacy Skill Indicator: Students will collect and analyze data and information to identify solutions and make informed decisions as a logistic manager.</p>		

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p>SS8G1 Describe Georgia’s geography and climate.</p> <p>a. Locate Georgia in relations to the region, nation, continent, and hemispheres.</p> <p>b. Distinguish among the five geographic regions of Georgia in terms of location,</p>	<p>Geography Task Rotation: Over the course of three days the students will rotate tasks to apply their understanding of Georgia’s geography.</p>	<p>Group work consisting of independent research and culminating in a presentation.</p> <p>Higher order thinking .</p> <p>Provide hard-copies of readings</p> <p>Utilize small group instruction</p> <p>Preview new vocabulary</p>

<p>climate, agriculture, and economic contribution.</p> <p>c. Locate key physical features of Georgia and explain the importance; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands.</p>		<p>Provide a partially completed graphic organizer or word bank</p>
<p>SS8E3 Explain the principles of effective personal money management.</p> <p>b. Describe the reasons for and the benefits of a household budget.</p>	<p>Budget Basics: https://docs.google.com/document/d/1110mSTD5ZEdi_rXm6FyzWoP_8pzYQr8ifnfFs4o96_U/edit</p> <p>Students will be provided a list of income and expenses. They will be tasked with budgeting and saving for a vehicle to be purchased in two years when they turn 16 years old.</p>	<p>Higher order thinking . Utilize small group instruction Preview new vocabulary Provide a graphic organizer Independent learning</p>
<p>SS8E3 Explain the principles of effective personal money management.</p> <p>a. Explain that income is the starting point for personal financial management.</p> <p>b. Describe the reasons for and the benefits of a household budget.</p> <p>c. Describe the reasons for and the benefits of saving</p>	<p>Circle Summary: https://docs.google.com/document/d/1AgrzhBcKaryxRnyAL_BwLs8IMDBeCFzllsAuZb9DjWo/edit</p> <p>Students will be able to demonstrate their understanding of the standard by using visual representation, personal reflection, and vocabulary.</p>	<p>Higher order thinking . Preview new vocabulary Provide a graphic organizer Independent learning</p>
<p>Content Resources</p>		
<p>GPB Georgia Studies Digital Techbook</p> <p>Rosen Learning Online Textbook (https://rosenlearningcenter.com/)</p> <p>Junior Achievement Workbook to support Junior Achievement Field trip</p>		

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Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.