



## Marietta City Schools

### 2023–2024 District Unit Planner

*Individuals and Societies Grade 8*

Unit title	Unit 1: Georgia Beginnings	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

##### Unit 1: Geography and Economic Connections

##### **SS8G1 Describe Georgia's geography and climate.**

- Locate Georgia in relation to region, nation, continent, and hemispheres.
- Distinguish among the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution.
- 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

##### **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.**

- 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.
- 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.**

- Describe how profit is an incentive for entrepreneurs.
- Explain how entrepreneurs take risks to develop new goods and services to start a business.
- 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.**

- Explain that income is the starting point for personal financial management.
- Describe the reasons for and the benefits of a household budget.
- Describe the reasons for and the benefits of savings.
- Describe the uses of debt and associated risks.

### Information Processing Skills

7. interpret timelines, charts, and tables
8. identify social studies reference resources to use for a specific purpose
9. construct charts and tables
10. analyze artifacts
11. draw conclusions and make generalizations
12. analyze graphs and diagrams
16. check for consistency of information
17. interpret political cartoons

### 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
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
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

### Literacy Skills

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.

L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

L6-8RHSS6: 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).

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

L6-8WHST1: Write arguments focused on discipline-specific content.

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.

L6-8WHST8: 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.

Key concept	Related concept(s)	Global context
<b>Global Interaction</b> 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.	Resources Conflict Disparity	<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.

Statement of inquiry	
Global interactions impact personal and cultural expression leading to conflict over resources and power.	
Inquiry questions	
<p><b>Factual</b></p> <ol style="list-style-type: none"> <li>1. Where is Georgia located?</li> <li>2. Where are the 5 regions located?</li> <li>3. What are the important physical features of Georgia</li> <li>4. What economic activities occur in each region?</li> <li>5. What was the culture of the Mississippian Indians (tools, weapons, food, housing)?</li> <li>6. Where are Georgia's Barrier Islands?</li> <li>7. What are the 4 main transportation systems in Georgia?</li> <li>8. What industries have contributed to Georgia's economic growth?</li> </ol> <p><b>Conceptual</b></p> <ol style="list-style-type: none"> <li>1. How does Georgia's climate impact economic activities?</li> <li>2. How are Georgia's transportation systems influenced by Geography?</li> <li>3. How does location influence human behaviors in a region?</li> <li>4. How does geography determine the culture of groups?</li> <li>5. What impacts have tourism, Savannah port expansion, and the film industry had on the global economy?</li> <li>6. How do the four transportation systems affect individual Georgians?</li> <li>7. Why are Georgia industries important to Georgia?</li> </ol> <p><b>Debatable</b></p> <ol style="list-style-type: none"> <li>1. Which factors have had the greatest impact on social development?</li> <li>2. Which factors have had the greatest impact on economic development?</li> <li>3. Which transportation system is the most important?</li> <li>4. In what ways have the Interstate Highway System, Hartsfield-Jackson International Airport, deepwater ports, and railroads supported the exchange of goods and services domestically and internationally?</li> <li>5. Which Georgia industry has contributed the most to Georgia's economic future?</li> </ol>	
MYP Objectives	Assessment Tasks

<i>What specific MYP <b>objectives</b> will be addressed during this unit?</i>	<i><b>Relationship</b> between summative assessment task(s) and statement of inquiry:</i>	<i>List of common formative and summative assessments.</i>
Criterion A: Knowing and Understanding Criterion D: Thinking Critically	DBQ: Why were early Georgia cities located on the fall line?	<b><u>Formative Assessment(s):</u></b> MCSSS8 Geography Checkpoint in AMP App MCSSS8 Economics Checkpoint in AMP App <b><u>Summative Assessment(s):</u></b> Why were early Georgia cities located on the fall line? (MiniDBQ)
<b>Approaches to learning (ATL)</b>		
<b>Category:</b> Communication <b>Cluster:</b> Communication Skills <b>Skill Indicator:</b> In order for students to demonstrate communication through language, students must write for different purposes.		

<b><u>Learning Experiences</u></b> Add additional rows below as needed		
<b>Objective or Content</b>	<b>Learning Experiences</b>	<b>Personalized Learning and Differentiation</b>
<b>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.</b> 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	<a href="#">Would You Survive As A Logistics Manager?</a> Student's investigate the distribution of iPhones made mostly in China and how these products get from China to Georgia. Then respond to a writing prompt (Would you survive as a logistics manager?) in a paragraph.	To be determined by the Grade 8 Social Studies Team

internationally. b. Explain how the four transportation systems provide jobs for Georgians.		
<b>Content Resources</b>		
GPB Georgia Studies Digital Techbook Rosen Learning Online Textbook ( <a href="https://rosenlearningcenter.com/">https://rosenlearningcenter.com/</a> )		