

MCS MYP American Government Subject Group Overview

| Unit Name | | Foundations and the United States Federal System of Government | Legislative Branch | Executive Branch | Judicial Branch | Georgia Government and State Constitution and Semester Work Days |
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| Time Frame | | 15 Hours 10 Days | 15.5 Hours 10 Days | 12 Hours 8 Days | 12 Hours 8 Days | 7.5 Hours 5 days |
| | Standards | SSCG1, SSCG2, SSCG3, SSCG4, SSCG5, SSCG6 Map and Globe Skills: 4, 7, 10 Information Processing Skills: 1, 3, 5, 6,10, 11, 12,13, 16, 17 | SSCG8, SSCG15 Map and Globe Skills: 4, 7, 8, 10 Information Processing Skills: 1, 2, 3, 4, 5, 6, 7, 8, 9, 11, 12, 14,15, 17 | SSCG9, SSCG10, SSCG11, SSCG12 Map and Globe Skills: 4, 7, 8, 10, 12 Information Processing Skills: 1, 3 ,4, 5, 6, 7, 11, 12, 17 | SSCG7, SSCG13, SSCG14, SSCG16 Map and Globe Skills: 3, 4, 5, 6, 7, 8, 10, 11, 14 Information Processing Skills: 5, 6, 8, 11, 12, 15, 17 | SSCG17, SSCG 1-17 Map and Globe Skills: 1, 2, 4, 6, 7, 8, 10, 11 Information Processing Skills: 1, 3, 4, 5, 6, 11, 12, 15, 16 |
| | Approaches To Learning Instructional Strategies | Category: Communication Cluster: Communication Skill Indicator: Students will negotiate ideas and knowledge with peers and teachers while listening actively to others’ perspectives to create a governmental system for <i>Stranded Island</i> . Category: Thinking Skills Cluster: Transfer Skill Indicator: Students will combine knowledge, understanding and skills to create products or solutions for <i>Stranded Island</i> | Category: Communication Cluster: Communicating Skill Indicator: Students will exchange thoughts, messages and information by examining the system of state elections. Category: Thinking Skills Cluster: Critical Thinking Skill Indicator: Students must analyze and evaluate ideas and issues to understand the processes of state elections. | Category: Researchy Cluster: Media Literacy Skill Indicator: Students will focus on their research-Media literacy: locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) through the MYP summative assessment. Further, students will focus on research Information literacy by evaluating and selecting information sources and digital tools based on their appropriateness to specific tasks. Category: Critical Thinking Cluster: Critical Thinking Skill Indicator: Throughout the unit, there is an intentional practice individually, with elbow partners and small group discussion to increase thinking. Critical thinking occurs throughout the unit by having students analyze complex concepts and projects into their | Category: Critical Thinking Cluster: Critical Thinking Skill Indicator: Throughout the unit, there is an intentional practice individually, with elbow partners and small group discussion to increase thinking. Critical thinking occurs throughout the unit by having students analyze complex concepts/court cases to help better understand the judicial process and its future impact | Category: Critical Thinking Cluster: Critical Thinking Skill Indicator: Throughout the unit, there is an intentional practice individually, with elbow partners and small group discussion to increase thinking. Critical thinking occurs throughout the unit by having students analyze complex concepts/court cases to help better understand the judicial process and its future impact |

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| | | | | constituent parts and synthesize them to create new understandings | | |
| | Statement of Inquiry | As a society increases in complexity and interacts with other societies, the complexity of government also increases. | While change occurs over time, there is continuity to the basic structure of that society. | Actions of individuals, groups, and/or institutions affect society through intended and unintended consequences. | The distribution of power in government is a product of existing laws and documents combined with contemporary values and beliefs. | In a democracy, rule of law establishes local and state government procedures for making policies. |
| | Global Context | Fairness and Development 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. | Identities and Relationships Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human. | Identities and Relationships Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human. | Identities and Relationships Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human. | Identities and Relationships Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human. |
| | Key Concepts | Systems are sets of interacting or interdependent components. Systems provide structure and order in human, natural, and built environments. Systems can be static, dynamic, simple, or complex | Relationships are the connections and associations between properties, objects, people and ideas—including the human community’s connections with the world in which we live. Any change in relationship brings consequences—some of which may occur on a small scale, while others may be far-reaching, | Systems are sets of interacting or interdependent components. Systems provide structure and order in human, natural, and built environments. Systems can be static, dynamic, simple, or complex | 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 | Relationships are the connections and associations between properties, objects, people and ideas—including the human community’s connections with the world in which we live. Any change in relationship brings consequences—some of which may occur on a small scale, while others may be far-reaching, affecting large networks and systems such as human societies and the planetary ecosystem. |
| | Related Concepts | Power Governance Ideology | Power Significance Ideology | Power Governance | Culture Significance Ideolog | Governance |
| | Design Cycle Transdisciplinary | Literacy Standards: L9-10RHSS1, L9-10RHSS2, L9-10RHSS3 L9-10WHST1; L9-10WHST2, L9-10RHSS4, L9-10RHSS5, L9-10RHSS7, L9-10RHSS8, L9-10WHST10 | Literacy Standards: L9-10RHSS1, L9-10RHSS2, L9-10WHST1, L9-10WHST2, L9-10RHSS6, L9-10RHSS9, L9-10WHST6 | Literacy Standards: L9-10RHSS1, L9-10RHSS2; L9-10WHST1, L9-10WHST2, L9-10WHST4, L9-10WHST9 | Literacy Standards: L9-10RHSS1, L9-10RHSS2; L9-10WHST1, L9-10WHST2 | Literacy Standards: L9-10RHSS1, L9-10RHSS2, L9-10WHST8: |
| | MYP Assessments/ Performance Tasks | Stranded Island Activity Students work collaboratively to use their knowledge of SSCG1 to create their ideal government | Congressional Leadership & Committees Group Research and Presentation Students will access real world learning connections to gain a bigger perspective of how influential | Executive Branch Campaign Project Students access real world learning connections to gain a bigger perspective of how influential we are as constituents in the nomination, | Judicial Branch DBQ students answer the following: What influenced the design of the Supreme Court and their power to interpret the | Limitations on State and Local Governments Newscast Students use primary and secondary sources and online research to examine the various categories of services |

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| | | Criterion C. Communicating Criterion D. Thinking Critically | we are as constituents in the nomination, voting, campaigning and election process. Criterion A: Knowing and Understanding Criterion B: Investigating Criterion C: Communicating Criterion D: Critical Thinking | voting, campaigning, and election process. Criterion A: Knowing and Understanding Criterion B: Investigating Criterion C: Communicating Criterion D: Critical Thinking | Constitution? by drafting and writing an essay Criterion A: Knowing and Understanding Criterion B: Investigating Criterion C: Communicating Criterion D: Critical Thinking | provided to citizens by the state and local governments and create a multimedia presentation to present to the class Criterion A: Investigating Criterion C: Communicating |
| | 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. | | | | |