Marietta City Schools

2024–2025 District Unit Planner

Grade 6 Individuals and Societies

Unit title	*Unit 1: Where in the World is Europe*	MYP year	*1*	Unit duration (hrs)	*25 Hours*

Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Standards

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

SS6G8 Explain environmental issues in Europe.
a. Explain the causes and effects of acid rain in Germany.
b. Explain the causes and effects of air pollution in the Kingdom.
c. Explain the causes and effects of the nuclear disaster in Chernobyl, Ukraine.

SS6G9 Explain the impact of location, climate, natural resources, and population distribution on Europe.
a. Compare how the location, climate, and natural resources of Germany, the United Kingdom and Russia impact trade and affect where people live.

SS6G10 Describe selected cultural characteristics of Europe.
a. Describe the diversity of languages spoken within Europe.
b. Identify the major religions in Europe: Judaism, Christianity, and Islam

Concepts/Skills to be Mastered by Students

Information Processing Skills

1. compare similarities and differences
2. organize items chronologically
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

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

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

Literacy Skills

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.

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

L6-8WHST1c: Write arguments focused on discipline-specific content. (Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.)

L6-8WHST4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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

Information Processing Skills 11,15, and 17

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 (cause and consequence) Patterns and Trends	**Scientific and Technological Innovation** Students will explore the natural world; the interaction between people and the natural world; how humans use their understanding of scientific principles; the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs

Statement of inquiry		
Time and space of a civilization can affect Globalization.		

Inquiry questions		

Factual—

Where are Europe's major landforms located?
What causes Acid Rain?
What religions are practiced in Europe?
What languages are spoken in Europe?

Conceptual—

How does Europe's location impact climate and distribution of natural resources?
What physical feature most impacts movement in Europe?
How are the religions in Europe similar and different?
How are Romance languages similar and different?

Debatable-

How can a group's beliefs cause change?
How does Europe's location impact culture?

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 formative and summative assessments.*
Criterion A: Knowing and understanding Criterion D: Thinking critically	Is this my problem DBQ Student Handout Is this my problem Scaffolded Students Handout Students will explore environmental issues in Europe and create a response to the compelling question in the format of their choice.	**Formative Assessment(s):** Europe Physical and Political Geography Performance Matters Activity SS6G7 a,b European Languages Performance Matters Activity SS6G10a

		Summative Assessment(s): Geography Performance Matters Summative Assessment

Approaches to learning (ATL)
Category- Self-management **Cluster**- Organizations Skills **Skill Indicator**- To assure students manage their learning effectively, they keep and use a weekly planner for assignments. **Category**- Research **Cluster**- Information Literacy **Indicator**- In order for students to provide a solution for pollution, they will gather information through research and then design their proposed solution.

Learning Experiences
Add additional rows below as needed

Objective or Content	**Learning Experiences**	**Personalized Learning and Differentiation**
SS6G8C	Chernobyl: I see, I think, I wonder… show pictures of Chernobyl and students make predictions at the beginning of the lesson then at the end rewrite their predictions to show understanding	
All for the unit SS6G7	Students will utilize desk maps and/ or online resources (Setera) to label and create a map showing locations required in the unit.	Small group instruction Pair-Shares Read aloud

Content Resources
World Cultures and Geography Textbook World Desk Maps Religion box Fill our the form to reserve the Museum Box to utilize artifacts for the religions learned in the unit.