

**MCS Advanced Studies Grade 7 Individuals and Societies Subject Group Overview**

Unit Name	Geography's Themes and Physical Systems	Cultural Geography	Political Geography	Population Geography	Environmental Geography	Economic Geography
<b>Time Frame</b>	<b>Themes:</b> 6.75 Hours <b>9 Days</b> <b>Physical Geography:</b> 14.25 Hours <b>19 Days</b>	<b>24 Hours</b> <b>32 Days</b>	<b>4 Weeks</b> <b>24 Days</b>	18 Hours <b>24 Days</b>	<b>26.25 Hours</b> <b>7 Weeks</b> <b>35 Days</b>	18 Hours <b>24 Days</b>
<b>Standards</b>	<p><b>THEMES:</b> Beliefs and Ideals; Conflict and Change; Conflict Resolution; Culture; Location; Distribution of Power; Governance; Movement and Migration; Production, Distribution, Consumption; Rule of Law; Technological Innovations</p> <p><b>GSE:</b> <b>SSWG1 a-h</b> Explain why physical characteristics of places such as landforms, bodies of water, climate, and natural resources act as contributing factors to world settlement patterns.</p> <p><b>Map and Globe Skills:</b> 1-11</p> <p><b>Information Processing Skills:</b> 1, 3, 4, 5, 6, 8, 15, 17</p> <p><b>MCS Gifted Standards:</b> MCS.Gifted.S1A-C</p>	<p><b>GSE:</b> <b>SSWG2 a-e</b> Evaluate how the physical and human characteristics of places and regions are connected to human identities and cultures.</p> <p><b>Map and Globe Skills:</b> 4, 6, 7, 8, 11</p> <p><b>Information Processing Skills:</b> 1, 3, 5, 6, 8, 10, 11, 12, 13, 14, 15, 16, 17</p> <p><b>MCS Gifted Standards:</b> MCS.Gifted.S5A-E</p>	<p><b>(Part A) GSE:</b> <b>SSWG3 a-b</b> Evaluate how cooperation and conflict among people influence the division and control of the earth's surface</p> <p><b>(Part B) GSE:</b> <b>SSWG3 c-d</b> Evaluate how cooperation and conflict among people influence the division and control of the earth's surface</p> <p><b>Map and Globe Skills:</b> 4, 6, 7, 8, 10, 11</p> <p><b>Information Processing Skills:</b> 1, 3, 4, 6, 8, 11, 12, 15</p> <p><b>MCS Gifted Standards:</b> MCS.Gifted.S4A-E</p>	<p><b>GSE:</b> <b>SSWG4 a-d</b> Assess the characteristics, spatial distribution, and migration of human populations on the earth's surface</p> <p><b>Map and Globe Skills:</b> 4, 6, 7, 8, 10, 11</p> <p><b>Information Processing Skills:</b> 1, 2, 3, 4, 5, 6, 11, 12, 15, 16, 17</p> <p><b>MCS Gifted Standards:</b> MCS.Gifted.S3A-E</p>	<p><b>GSE:</b> <b>SSWG5 a-e</b> Analyze human interactions with the world's environments.</p> <p><b>Map and Globe Skills:</b> 6, 7, 8, 10, 11</p> <p><b>Information Processing Skills:</b> 1, 3, 4, 6, 7, 8, 11, 12, 14, 15, 16, 17</p> <p><b>MCS Gifted Standards:</b> MCS.Gifted.S6A-F</p>	<p><b>GSE:</b> <b>SSWG6 a-e</b> Examine the spatial distribution of major economic systems and analyze the role geography plays in economic development.</p> <p><b>Map and Globe Skills:</b> 6, 7, 8, 10, 11</p> <p><b>Information Processing Skills:</b> 1, 3, 4, 6, 7, 8, 9, 11, 12, 15, 16, 17</p> <p><b>MCS Gifted Standards:</b> MCS.Gifted.S2A-D</p>
<b>Approaches To Learning Instructional Strategies</b>	<p><b>Category:</b> Communication</p> <p><b>Cluster:</b> Communication Skills</p> <p><b>Skill Indicator:</b> In order to create original works or support claims, students must read and analyze primary and secondary sources critically</p>	<p><b>Category:</b> Creative Thinking</p> <p><b>Cluster:</b> Thinking Skills</p> <p><b>Skill Indicator:</b> In order to construct an argument, students must use specific claims and relevant evidence from historical sources while acknowledging competing views.</p>	<p><b>Category:</b> Collaboration</p> <p><b>Cluster:</b> Social Skills</p> <p><b>Skill Indicator:</b> In order to develop solutions to problems students must effectively work in groups to construct collaborative products</p>	<p><b>Category:</b> Transfer</p> <p><b>Cluster:</b> Thinking skills</p> <p><b>Skill Indicator:</b> Students must use skills and knowledge to explain original works or communicate knowledge of content</p>	<p><b>Category:</b> Research</p> <p><b>Cluster:</b> Information Literacy Skills</p> <p><b>Skill Indicator:</b> Students must find and interpret information from primary and secondary sources to be informed and to inform others</p>	<p><b>Category:</b> Organization</p> <p><b>Cluster:</b> Self Management Skills</p> <p><b>Skill Indicator:</b> Students must manage time on task effectively in order to create expected learning products</p>

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<b>Statement of Inquiry</b>	Absolute and relative locations have consequences for development over time.	Characteristics of individuals and groups may lead to conflict and impact identity and diversity.	Concentration of authority impacts the development of a system.	Relationships among groups influence perspective, development and have consequences.	Knowledge and understanding the patterns and trends of a place result in the need to innovate to address disparity.	Globalization leads to interactions among groups with varying perspectives that can force changes leading to equity and fairness.
<b>Global Context</b>	<b>Orientation in Space and Time</b> 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.	<b>Personal and Cultural Expression</b> What is the nature and purpose of creative expression? Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	<b>Fairness and Development</b> What are the consequences of our common humanity? 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.	<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.	<b>Globalization and Sustainability</b> How is everything connected? Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world interconnectedness; the impact of decision-making on humankind and the environment	<b>Fairness and Development</b> What are the consequences of our common humanity? 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.
<b>Key Concepts</b>	<b>Time, Place, and Space</b> 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”).	<b>Identity</b> is the state or fact of being the same. It refers to the particular features that define individuals, groups, things, eras, places, symbols and styles. Identity can be observed, or it can be constructed, asserted and shaped by external and internal influences	<b>Systems</b> 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.	<b>Relationships</b> are the connections and associations between properties, objects, people and ideas— including the human community’s connections with the world in which we live.	<b>Global interactions</b> focus 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.	<b>Perspective</b> is the position from which we observe situations, objects, facts, ideas and opinions. Perspective may be associated with individuals, groups, cultures or disciplines.
<b>Related Concepts</b>	Causality (Cause & Consequences) Patterns and Trends	Identity Diversity Conflict	Power Disparity and Equity Governance	Patterns and Trends Causality (Cause & Consequences) Perspective	Patterns and Trends Disparity and Equity Sustainability	Equity Resources Globalization
<b>Design Cycle Trans-disciplinary</b>	<b>SS Reading Standards 6-8 and 9-10</b> RHSS 1, RHSS 2, RHSS 4, RHSS 5, RHSS 7, RHSS 9 <b>SS Writing Standards 6-8 and 9-10</b> WHST 2, WHST 4, WHST 5, WHST 6, WHST 7, WHST 10	<b>SS Writing Standards 6-8 and 9-10</b> RHSS 1, RHSS 2, RHSS 5, RHSS 6, RHSS 9 <b>SS Writing Standards 6-8 and 9-10</b> WHST 1, WHST 4, WHST 8, WHST 9	<b>SS Writing Standards 6-8 and 9-10</b> RHSS 1, RHSS 5, RHSS 6 <b>SS Writing Standards 6-8 and 9-10</b> WHST 2, WHST 4, WHST 5, WHST 8, WHST 9	<b>SS Writing Standards 6-8 and 9-10</b> RHSS 1, RHSS 2, RHSS 6, RHSS 7, RHSS 8 <b>SS Writing Standards 6-8 and 9-10</b> WHST 1, WHST 4, WHST 5, WHST 8, WHST 9	<b>SS Writing Standards 6-8 and 9-10</b> RHSS 1, RHSS 2, RHSS 3, RHSS 4, RHSS 7 <b>SS Writing Standards 6-8 and 9-10</b> WHST 2, WHST 4, WHST 8, WHST 9	<b>SS Writing Standards 6-8 and 9-10</b> RHSS 1, RHSS 2, RHSS 3, RHSS 6, RHSS 7, RHSS 8 <b>SS Writing Standards 6-8 and 9-10</b> WHST 1, WHST 4, WHST 8, WHST 9

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	<p align="center"><b>MYP Assessments Performance Tasks</b></p>	<p><b>Common Assessments Title and Criterion:</b></p> <p><b>Physical Features of the Earth</b> Students will investigate the absolute and relative locations of places around the globe to gain understanding of how locations have consequences for development of time, place and space. They will create a poster, infographic, or slide presentation that includes information about their chosen location</p> <p>Criterion A. Knowing and Understanding Criterion B: Investigating Criterion C. Communicating</p>	<p><b>Common Assessments Title and Criterion:</b></p> <p><b>DBQ: Has globalization had more positive or negative effects on the world?</b> Students will investigate the ideals behind globalization and develop a position statement and defend it with evidence and reasons. This task utilizes the Claims-Evidence-Reason (CER) approach to historical writing.</p> <p>Criterion A. Knowing and Understanding Criterion B: Investigating Criterion D: Thinking critically</p>	<p><b>Common Assessments Title and Criterion:</b></p> <p><b>MH524 Resource Allocation Simulation</b> Students will work in collaborative groups to draft a proposal for how the world should handle a newly discovered resource. Competing in a Model UN style conference, they will research and deliver a speech. Then, working in regional groups, they will debate and vote on one final proposal. They will also work together to develop a plan for how the resource will be produced and delivered to the world.</p> <p>Criterion A. Knowing and Understanding Criterion C. Communicating</p>	<p><b>Common Assessments Title and Criterion:</b></p> <p><b>Population Geography: The Goldilocks of Growth</b> Students will learn and use the Goldilocks Principle to understand the causes and effects of population growth</p> <p>Criterion B: Investigating Criterion C: Communicating Criterion D: Thinking critically</p>	<p><b>Common Assessments Title and Criterion:</b></p> <p>Writing Response: How do International and local governments respond to natural disasters?</p> <p><b>DBQ: What are the effects of human actions on the environment?</b> Students will analyze documents related to the impact of human behaviors on the world around us with emphasis on the environment. Students will demonstrate mastery of learning through their choice of activities from a provided choice board.</p> <p>Criterion A. Knowing and Understanding Criterion B: Investigating Criterion C. Communicating</p>	<p><b>Common Assessments Title and Criterion:</b></p> <p>Economic Development Infographic Project</p> <p>Criterion A. Knowing and Understanding C: Communicating</p> <p><b>DBQ: Is Chocolate good for Cote d'Ivoire</b></p> <p>Criterion C: Communicating Criterion D: Thinking critically</p>
	<p align="center"><b>Differentiation for Tiered Learners</b></p>	<p>Small writing groups with progress monitoring Write aloud/think aloud Collaborative partners- turn and discuss ideas Small group instruction</p>	<p>Utilize read aloud features when available Provide hard-copies of readings Utilize small group instruction Preview new vocabulary Provide a partially completed graphic organizer or word bank Collaborative partners- turn and discuss ideas</p>	<p>Utilize read aloud features when available Provide hard-copies of readings Utilize small group instruction Preview new vocabulary Provide a partially completed graphic organizer or word bank Collaborative partners- turn and discuss ideas</p>	<p>Utilize read aloud features when available Provide hard-copies of readings Utilize small group instruction Preview new vocabulary Provide a partially completed graphic organizer or word bank Collaborative partners- turn and discuss ideas</p>	<p>Utilize read aloud features when available Provide hard-copies of readings Utilize small group instruction Preview new vocabulary Provide a partially completed graphic organizer or word bank Collaborative partners- turn and discuss ideas</p>	<p>Utilize read aloud features when available Provide hard-copies of readings Utilize small group instruction Preview new vocabulary Provide a partially Collaborative partners- turn and discuss ideas completed graphic organizer or word bank</p>