



Marietta City Schools

2024-2025 District Unit Planner

Individuals and Societies Grade 8

Unit title	<i>Unit 1: Georgia Beginnings</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

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
- Analyze the importance of water in Georgia's historical development and economic growth

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
Global Interaction 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	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

Global interactions impact personal and cultural expression leading to conflict over resources and power.

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 industries have contributed to Georgia's economic growth?

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 impacts have tourism, Savannah port expansion, and the film industry had on the global economy?
6. How do the four transportation systems affect individual Georgians?
7. Why are Georgia industries important to Georgia?

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. 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?
5. Which Georgia industry has contributed the most to Georgia's economic future?

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.
Criterion A: Knowing and Understanding Criterion D: Thinking Critically	Regions Road Trip You're planning a road trip...you're going to hit all 5 regions (correct, there are 5 regions in GA...). You're going to pick 3 THREE things to do in each: <ol style="list-style-type: none"> 1. <u>Physical "thing" to see/visit</u> (mountains, ocean, swamp, river, canyon...). 2. <u>Activity to do</u> (BE SPECIFIC—exact thing...not just "hike"...but "hike the head trail to the Appalachian Trail (AT)" (zip line the Screaming Eagle, drive the Porsche Experience, Six Flags, paddle the Altamaha...) 3. <u>City/town to visit</u> (can't be Marietta or Atlanta...). What to see and do there, and 1 place that's local to eat. 	Formative Assessment(s): MCSSS8 Geography Checkpoint in AMP App MCSSS8 Economics Checkpoint in AMP App Summative Assessment(s): Regions Road Trip

Approaches to learning (ATL)

Category: Communication
Cluster: Communication Skills
Skill Indicator: In order for students to demonstrate communication through language, students must write for different purposes.

Learning Experiences

Add additional rows below as needed

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
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.	Would You Survive As A Logistics Manager? 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

<p>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.</p> <p>b. Explain how the four transportation systems provide jobs for Georgians.</p>		
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Content Resources

GPB Georgia Studies Digital Techbook
Rosen Learning Online Textbook (<https://rosenlearningcenter.com/>)