

## MCS Grade 8 Honors Individuals and Societies Subject Group Overview

Unit Name	U1- Georgia, Home Sweet Home Economics and Geography	U2- Georgia, Origins and Changes	U3- Tumultuous Times in Georgia	U4- How Georgia Works	U5- Georgia's Future of Hope
<b>Time Frame</b>	18.75 Hours <b>5 Weeks</b>	22.5 Hours <b>6 Weeks</b>	22.5 Hours <b>6 Weeks</b>	22.5 Hours <b>6 Weeks</b>	18.75 Hours <b>5 Weeks</b>  EOG Review- 17.5 Hours 3.5 Weeks
<a href="#">Standards</a>  <b>Map and Globe Skills (See pages 7 and 8)</b>	<p><b>GSE:</b> SS8E1, SS8E2, SS8E3, SS8G1 a, b, c, d</p> <p><b>MCS Gifted Standards:</b> S1A, S2B, S3C, S4D</p> <p><b>Map and Globe Skills:</b> 1, 2, 3, 4, 5, 6, 8, 9, 11</p> <p><b>Information Processing Skills:</b> 1, 3, 4, 5, 6, 7, 8, 9, 11, 12, 14, 15, 16</p>	<p><b>GSE:</b> SS8H1, SS8H2, SS8H3, SS8H4, SS8G1d</p> <p><b>MCS Gifted Standards:</b> S1C, S2A, S3A, S4E</p> <p><b>Map and Globe Skills:</b> 2, 4, 6, 7, 8, 10, 11</p> <p><b>Information Processing Skills:</b> 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 17</p>	<p><b>GSE:</b> SS8H5, SS8H6, SS8H7, SS8H8, SS8H9</p> <p><b>MCS Gifted Standards:</b> S6B, S4A, S2B</p> <p><b>Map and Globe Skills:</b> 6, 7, 8, 11</p> <p><b>Information Processing Skills:</b> 1, 3, 5, 6, 7, 9, 10, 11, 12, 15, 16, 17</p>	<p><b>GSE:</b> SS8CG1, SS8CG2, SS8CG3, SS8CG4, SS8CG5, SS8CG6</p> <p><b>Map and Globe Skills:</b> 4, 6, <b>Information Processing Skills:</b> 1, 2, 3, 5, 6, 7, 9, 11, 12, 15, 16, 17</p>	<p><b>GSE:</b> SS8H10, SS8H11, SS8H12</p> <p><b>Map and Globe Skills:</b> 4, 5, 6, 7, 11, <b>Information Processing Skills:</b> 1, 2, 3, 5, 6, 7, 8, 11, 12, 13, 15, 16</p>
<a href="#">Approaches To Learning Instructional Strategies</a>	<p><b>Category:</b> Communication <b>Cluster:</b> Communication <b>Skill Indicator:</b> Students will make inferences and draw conclusions as they determine the best route for their logistic plan.</p> <p><b>Category:</b> Research <b>Cluster:</b> Information Literacy <b>Skill Indicator:</b> Students will collect and analyze data and information to identify solutions and make informed decisions as a logistic manager.</p>	<p><b>Category:</b> Social <b>Cluster:</b> Collaboration <b>Skill Indicator:</b> Students will delegate and share responsibility for decision-making while creating their children's book about Georgia's early history.</p> <p><b>Category:</b> Research <b>Cluster:</b> Information Literacy <b>Skill Indicator:</b> Students will evaluate information and make connections to present information in the form of a children's book about Georgia's early history.</p> <p><b>Category:</b> Transfer <b>Cluster:</b> Transfer Skills <b>Skill Indicator:</b> Students will combine knowledge, understanding and skills</p>	<p><b>Category:</b> Thinking <b>Cluster:</b> Critical Thinking Skills <b>Skill Indicator:</b> Students will gather and organize relevant information to develop an argument to present an argument about the success of the Reconstruction Amendments.</p> <p><b>Category:</b> Research <b>Cluster:</b> Information Literacy <b>Skill Indicator:</b> Students will make connections between various sources of information to develop an argument about the success of the Reconstruction Amendments.</p>	<p><b>Category:</b> Social <b>Cluster:</b> Collaboration <b>Skill Indicator:</b> Students will listen actively to other perspectives and ideas and build consensus by giving and receiving meaningful feedback while participating in the <i>I'm just a bill</i> simulation processes.</p> <p><b>Category:</b> Reflection <b>Cluster:</b> Reflection <b>Skill Indicator:</b> Students will write a reflection focusing on content (what did I learn), Skills (what will I work on next), and strengths and weaknesses following their participation in the <i>I'm just a bill</i> simulation.</p>	<p><b>Category:</b> Communication <b>Cluster:</b> Communication <b>Skill Indicator:</b> Students will structure information in the form of a summary and report to communicate their reasons for each superlative nomination based on their knowledge of each individual..</p> <p><b>Category:</b> Thinking <b>Cluster:</b> Critical Thinking <b>Skill Indicator:</b> Students will analyze their knowledge and understanding of the individuals to identify evidence and make an informed decision for each superlative nomination.</p>

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		to create a children’s book about early Georgia history.			
<b>Statement of Inquiry</b>	Behaviors, including choice, and connections are dependent on static and dynamic systems, locations, values, relationships, identities, patterns, trends, and personal decisions.	Societies change due to innovation and revolution with and among resources that impact identities and relationships	The consequences of local and global events including conflict and crisis can lead to change to relationships among individuals and groups within the society.	Systems and processes are developed to assure security within a society.	Dynamic situations lead to innovation, changing relationships, and the development of a society.
<b>Global Context</b>	<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>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>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>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>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>Key Concept</b>	<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. For individuals and societies, systems thinking provides a powerful tool for understanding both natural and human environments, and the role of individuals within them.	<b>Change</b> 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. For individuals and societies, the concept of change allows examination of the forces that shape the world: past, present and future. The causes and effects of change can be natural and artificial; intentional and unintentional; positive, negative or neutral.	<b>Change</b> 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. For individuals and societies, the concept of change allows examination of the forces that shape the world: past, present and future. The causes and effects of change can be natural and artificial; intentional and unintentional; positive, negative or neutral.	<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. For individuals and societies, systems thinking provides a powerful tool for understanding both natural and human environments, and the role of individuals within them.	<b>Time, Place, and Space</b> is an intrinsically linked concept of time, space and place that 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”). For individuals and societies, time is not simply the measurement of years or time periods but is a continuum of significant events of the past, present and future.
<b>Related Concepts</b>	Disparity and Equity Choice Patterns and Trends	Causality Culture Interdependence	Conflict Globalization Causality (Causes and Consequences)	Governance Processes Causality (Causes and Consequences)	Disparity and Equity Perspective Innovation and Revolution

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<p><a href="#">Design Cycle Trans-disciplinary</a></p> <p>See Pages 9 and 10</p>	<p><b>SS Reading Standards 6-8:</b> 6-8RHSS1, 6-8 RHSS2, 6-8RHSS4, 6-8RHSS6, 6-8RHSS7 6-8RHSS8</p> <p><b>SS Writing Standards 6-8:</b> 6-8WHSS2, 6-8WHSS4, 6-8WHSS5, 6-8WHSS6, 6-8WHSS7, 6-8WHSS8, 6-8WHSS9</p>	<p><b>SS Reading Standards 6-8:</b> 6-8RHSS2, 6-8RHSS3, 6-8RHSS4, 6-8RHSS6, 7, 6-8RHSS8, 6-8RHSS9</p> <p><b>SS Writing Standards 6-8:</b> 6-8WHSS2, 6-8WHSS4, 6-8WHSS5, 6-8WHSS6, 6-8WHSS8, 6-8WHSS9, 6-8WHSS10</p>	<p><b>SS Reading Standards 6-8:</b> 6-8RHSS1, 6-8RHSS2, 6-8RHSS4, 6-8RHSS6, 6-8RHSS9</p> <p><b>SS Writing Standards 6-8:</b> 6-8WHSS1, 6-8WHSS4, 6-8WHSS8, 6-8WHSS9</p>	<p><b>SS Reading Standards 6-8:</b> 6-8RHSS1, 6-8RHSS3, 6-8RHSS7,</p> <p><b>SS Writing Standards 6-8:</b> 6-8WHSS1, 6-8WHSS2, 6-8WHSS4, 6-8WHSS5, 6-8WHSS6, 6-8WHSS8, 6-8WHSS9</p>	<p><b>SS Reading Standards 6-8:</b> 6-8WHSS1, 6-8WHSS2, 6-8WHSS4, 6-8WHSS7, 6-8WHSS8, 6-8WHSS10</p> <p><b>SS Writing Standards 6-8:</b> 6-8WHSS1, 6-8WHSS4, 6-8WHSS5, 6-8WHSS6, 6-8WHSS8, 6-8WHSS9</p>
<p><b>MYP Assessments Performance Tasks</b></p>	<p><b>Common Assessments Title and Criterion:</b></p> <p><b>Solve the Problem-</b> Students will become logistics managers as they map moving cargo from the Brunswick shipyards to Dalton, GA</p> <p>Criterion B: Investigating Criterion C: Communicating</p>	<p><b>Common Assessments Title and Criterion:</b></p> <p><b>Children’s Book About Georgia-</b> Students will work in pairs to create a children’s book about early Georgia for 2nd grade students. MMS will partner with MCS Elementary Schools to share their books.</p> <p>Criterion A: Knowledge and Understanding Criterion B: Investigating Criterion C: Communicating Criterion D. Thinking Critically</p>	<p><b>Common Assessments Title and Criterion:</b></p> <p><b>Document Guided Inquiry- <i>Were the Reconstruction Amendments successful?</i></b> Students will investigate the Reconstruction Amendments and events of the years following the Civil War and create an argument to answer the compelling question.</p> <p>Criterion A: Knowledge and Understanding Criterion C: Communicating Criterion D. Thinking Critically</p>	<p><b>Common Assessments Title and Criterion:</b></p> <p><b>I’m Just a Bill...for Now-</b> Students will participate in a simulation following a proposed bill through the legislative process. In small groups, students will create a bill to solve a problem in Georgia. The bill will be assigned a standing committee. Class will vote on bills that pass the committee process. Students will write a reflection on their learning.</p> <p>Criterion B: Investigating Criterion C: Communicating</p>	<p><b>Common Assessments Title and Criterion:</b></p> <p><b>Who’s Who Georgia Superlatives:</b> Students will nominate and write an expose about each of the eight individuals in the unit to represent the <i>Who’s Who of Georgia Edition of Georgia Magazine.</i></p> <p>Criterion A: Knowledge and Understanding Criterion C: Communicating Criterion D. Thinking Critically</p>
<p><b>Differentiation for Tiered Learners</b></p>	<p>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.</p>				