



Marietta City Schools
2024–2025 District Unit Planner

Individuals and Society Grade 6 Advanced Studies

Unit title	<i>Unit 2- Human Environment Interaction</i>	MYP year	<i>1</i>	Unit duration (hrs)	<i>30 Hours</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Impact of the location on population

SS6G3 Explain the impact of location, climate, distribution of natural resources, and population distribution on Latin America.

a. Explain how the location, climate, and distribution of natural resources impact trade and affect where people live in Mexico, Brazil, and Cuba.

SS6G5 Explain the impact of location, climate, distribution of natural resources, and population distribution on Canada.

a. Describe how Canada's location, climate, and natural resources impact trade and affect where people live.

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.

SS6G12 Explain the impact of location, climate, distribution of natural resources, and population distribution on Australia.

a. Describe how Australia's location, climate, and natural resources impact trade and affect where people live.

SS7G3 Explain the impact of location, climate, and physical characteristics on population distribution in Africa.

a. Explain how the characteristics in the Sahara, Sahel, savanna, and tropical rainforest impact trade and affect where people live.

SS7G7 Explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southwest Asia (Middle East).

a. Describe how the deserts and rivers of Southwest Asia (Middle East) impact trade and affect where people live.

SS7G11 Explain the impact of location, climate, physical characteristics, distribution of natural resources, and population distribution on Southern and Eastern Asia.

a. Describe how the mountain, desert, and water features of Southern and Eastern Asia impact trade and affect where people live.

Environmental Issues`

SS6G2 Explain the impact of environmental issues in Latin America.

- a. Explain the causes and effects of air pollution in Mexico City, Mexico.
- b. Explain the environmental issue of destruction of the rainforest in Brazil

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 United Kingdom.
- c. Explain the causes and effects of the nuclear disaster in Chernobyl, Ukraine.

SS6G6 Explain the impact of environmental issues in Canada.

- a. Explain the causes and effects of pollution and acid rain in Canada to include the Great Lakes.
- b. Explain the causes and effects of the extraction of natural resources on the Canadian Shield (e.g., mining and logging).

SS7G2 Explain environmental issues across the continent of Africa.

- a. Explain how water pollution and unequal access to water impacts irrigation, trade, industry, and drinking water.
- b. Explain the relationship between poor soil and deforestation in Sub-Saharan Africa.
- c. Explain the impact of desertification on the environment of Africa.

SS7G6 Explain the impact of environmental issues across Southwest Asia (Middle East).

- a. Explain how water pollution and the unequal access to water impacts irrigation and drinking water.

SS7G10 Explain the impact of environmental issues across Southern and Eastern Asia.

- a. Explain the causes and effects of pollution on the Chang Jiang (Yangtze) and Ganges Rivers.
- b. Explain the causes and effects of air pollution and flooding in India and China.

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
10. analyze artifacts
11. draw conclusions and make generalizations
15. determine adequacy and/or relevancy of information
16. check for consistency of information
17. interpret political cartoons

Map and Globe Skills:

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

SS Reading Standards 6-8:

RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources.

RHSS2: 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.

RHSS3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

RHSS6: 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).

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

RHSS8: Distinguish among fact, opinion, and reasoned judgment in a text.

RHSS9: Analyze the relationship between a primary and secondary source on the same topic.

SS Writing Standards 6-8:

WHST1: Write arguments focused on discipline-specific content.

WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

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

WHST6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST7: 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

WHST8: 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.

WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

MCS Gifted Standards:

Strand 1: Advanced Research Skills

Students will develop and utilize advanced research skills among various topics.

MCS S1A: Formulate thought-provoking questions to guide in depth research.

MCS S1C: Gather, organize, analyze, evaluate, and synthesize data from multiple sources for research applications.

Strand 2: Creative Thinking Skills

Students will develop and utilize creative thinking through a variety of products and problem solving.

MCS S2D: Apply components of creative thinking in finding, solving, and evaluating solutions to authentic real-world problems and dilemmas.

Strand 3: Higher Order Thinking and Problem Solving Skills

Students will develop and utilize critical thinking, higher order thinking, logical thinking and problem solving skills in various situations.

MCS S3C: Use a variety of strategies for solving authentic, complex, real world problems through evaluative thinking and the engineering design processes.

Strand 4: Advanced Communication and Collaboration Skills

Students will develop advanced communication and collaboration skills in working toward a common goal with shared accountability for the final outcome.

MCS S4C Establish a common goal utilizing strengths of each group member.

Strand 6: Self-directed Learner

Students will become self-directed, independent-learners.

MCS S6A Set appropriately high standards for work and behavior.

Key concept	Related concept(s)	Global context
<p>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..</p>	<p>Globalization Causality Diversity</p>	<p>Scientific and Technical Innovation How do we understand the world in which we live? Students will explore the natural world and its laws; 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.</p>

Statement of Inquiry

Location influences the way of life and impacts fairness, continuity and development.

Inquiry questions

Factual-

What are the leading causes of air, land, and water pollution around the world?
 What environmental challenges do each region of the world face?

Conceptual-

How does unequal distribution of natural resources affect equity around the world?
 How do the resources of a country affect its development?
 How does water scarcity impact life in dry regions?
 How did the accident at Chernobyl impact regions outside of Ukraine?
 How do environmental issues, such as desertification and deforestation impact the development of countries?

Debatable-

Why is it important to develop methods to combat environmental pollution?
 If you could eliminate one world-wide environmental issue, what would it be and how would work toward its end?
 Why is cooperation needed for solving environmental issues?

MYP Objectives	Assessment Tasks	
<i>What specific MYP objectives will be addressed during this unit?</i>	<i>Relationship between summative assessment task(s) and statement of inquiry:</i>	<i>List of common formative and summative assessments.</i>
Criterion A: Knowing and Understanding Criterion D: Thinking Critically	<p>World Tourism Board Student Activity Part B of this activity has students applying the information learned through research and collaboration in unit 1. They will now create a campaign for their chosen nation and present it to the new World Tourism Board.</p> <p>World Tourism Board Teacher Guidance Students will work in teams to develop an advertising campaign to attract tourists to nations around the world. Students will first research the Geography, Culture, Economics, Government, and Culture of the World Tourism Board member nations.</p> <p>C3 Inquiry Cost of Water Students investigate the status of water access in Southwest Asia and create T-Shirt, flier, bumper sticker, or billboard advertising ways to improve water access or end the water wars in Southwest Asia.</p>	<p>Formative Assessment(s):</p> <p>CFA 1 in in Performance Matters or Quiz CFA 2 in in Performance Matters or Quiz</p> <p>Summative Assessment(s):</p> <p>Unit 2 Summative Assessment in Performance Matters</p>

Approaches to learning (ATL)

Category- Research Skills

Cluster- Research

Skill Indicator- Formulate relevant research questions for an investigation to complete the World Tourism Board Presentation.

Learning Experiences

Add additional rows as needed

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
Introduction to Impact of the environment on human settlement in a region	Location, Climate, and Natural Resources Performance Matters Shared Passage Learning Activity: Students will complete the activity as an introduction to the impact of natural resources on economic activity and humans in the region.	Allow for read aloud option
Introduction to Human Environment Interaction	Human Environment Interaction Performance Matters Shared Passage Learning Activity: Students will complete the activity as an introduction to the Theme, Human Environment Interaction	Allow for read aloud option
<p>Explain the impact of environmental issues in: SS6G2 Latin America, SS6G8 Europe, SS7G2 Africa, SS7G6 Southwest Asia (Middle East), SS6G10 Southern and Eastern Asia</p> <p>SS6G5 Explain the impact of location, climate, distribution of natural resources, and population distribution on SS6G5 Canada., SS6G12 Australia.</p>	PSA Environmental Issues Around the World Students will create a Public Service Announcement to inform people of environmental issues concerning populations around the world.	Provide examples of Public Service Announcements Allow students to collaborate during the planning process

<p>Explain the impact of environmental issues in: SS6G2 Latin America, SS6G8 Europe, SS7G2 Africa, SS7G6 Southwest Asia (Middle East), SS6G10 Southern and Eastern Asia.</p> <p>SS6G5 Explain the impact of location, climate, distribution of natural resources, and population distribution on SS6G5 Canada., SS6G12 Australia.</p>	<p>Design Challenge: Solution to Pollution: Students will choose an environmental issue and create a “Solution to the Pollution”. Students will also research an energy source (wind power, solar power, etc.) and show the advantages/disadvantages to the energy source and how it will contribute to the solution.</p>	<p>Student choice Student product</p>
<p>SS6G8 Explain environmental issues in Europe. c. Explain the causes and effects of the nuclear disaster in Chernobyl, Ukraine.</p>	<p>Chernobyl Students investigate the nuclear event/disaster at Chernobyl using a variety of resources. After answering questions, students will respond to one of the following prompts in a short answer essay:</p> <ul style="list-style-type: none"> (A) How could the disaster at Chernobyl have been prevented? (B) Whose responsibility is it to assure the safety and security of nuclear power plants? (C) How does a damaging environmental event impact a place and surrounding regions? 	<p>Small group collaborative work Provide sentence starters for writing Preview new vocabulary</p>
<p>Content Resources</p>		
<p>Active Classroom</p>		