



Marietta City Schools
2024–2025 District Unit Planner

Individuals and Societies American Government

Unit title	<i>Unit 5- Georgia Government and State Constitution</i>	MYP year	5	Unit duration (hrs)	<i>7.5 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

Standards

SSCG17 Demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.

- a. Examine the structure of local governments with emphasis on counties and cities.
- b. Analyze the relationship among state and local governments.
- c. Examine sources of revenue received by local governments.
- d. Analyze the services provided by state and local governments.
- e. Analyze limitations on state and local government that may be exercised by the citizens (e.g., the initiative, referendum, and recall).

Concepts/Skills to be Mastered by Students

1. compare similarities and differences
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
11. draw conclusions and make generalizations
12. analyze graphs and diagrams
15. determine adequacy and/or relevancy of information

SS Reading Standards 6-8:

L9-10RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.

L9-10RHSS2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Key concept	Related concept(s)	Global context
<p>Relationships are the connections and associations between properties, objects, people and ideas—including the human community’s connections with the world in which we live. Any change in relationship brings consequences—some of which may occur on a small scale, while others may be far-reaching, affecting large networks and systems such as human societies and the planetary ecosystem.</p>	Governance	<p>Identities and Relationships Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human.</p>
Statement of inquiry		
In a democracy, rule of law establishes local and state government procedures for making policies.		
Inquiry questions		
<p>Factual—</p> <p>What is a policy? Define local government. Define state government. How are local and state governments structured?</p> <p>Conceptual—</p> <p>How do citizens limit the power of local and state governments? How do local governments administer services to the public?</p> <p>Debatable-</p> <p>Does the relationship between local and state government influence the behavior of citizens and establish procedures for making policies? How?</p>		
MYP Objectives	Assessment Tasks	
<p><i>What specific MYP objectives will be addressed during this unit?</i></p>	<p><i>Relationship between summative assessment task(s) and statement of inquiry:</i></p>	<p>https://chatgpt.com/share/67290f56-eba0-8007-91ab-412be21b9205 (quiz)</p>

<p>Criterion A: Investigating Criterion C: Communicating</p>	<p>https://www.urban.org/policy-centers/cross-center-initiatives/state-and-local-finance-initiative/state-and-local-backgrounders/state-and-local-expenditures</p> <p>Our GA government and state constitution MYP assessment examines MYP criterion B (ii. iii.) Investigating and C Communicating (ii.)</p> <p>Students will:</p> <ul style="list-style-type: none"> - use primary and secondary sources and online research - examine the various categories of services provided to citizens by the state and local governments - analyze the revenue sources that fund those services. - choose 5 services from a list provided by the teacher and research how those services are provided to citizens of the county in which they reside. - create a multimedia presentation to present to the class. 	<p>Formative Assessment(s): https://chatgpt.com/share/67290f56-eba0-8007-91ab-412be21b9205</p> <p>Summative Assessment(s): https://www.urban.org/policy-centers/cross-center-initiatives/state-and-local-finance-initiative/state-and-local-backgrounders/state-and-local-expenditures</p>
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Approaches to learning (ATL)

Category: Critical Thinking
Cluster: Critical Thinking
Skill Indicator: Throughout the unit, there is an intentional practice individually, with elbow partners and small group discussion to increase thinking. Critical thinking occurs throughout the unit by having students analyze complex concepts/court cases to help better understand the judicial process and its future impact

Learning Experiences
 Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p>SSCG17 Demonstrate knowledge of the organization and powers of state and local government described in the Georgia Constitution.</p> <p>a. Examine the structure of local governments with emphasis on counties and cities.</p> <p>b. Analyze the relationship among state and local governments.</p> <p>c. Examine sources of revenue received by local governments.</p> <p>d. Analyze the services provided by state and local governments.</p> <p>e. Analyze limitations on state and local government that may be exercised by the citizens (e.g., the initiative, referendum, and recall).</p>	<p>chrome-extension://efaidnbmninnbpcjpcglclefindmkaj/https://ga01903614.schoolwires.net/cms/lib/GA01903614/Centricity/Domain/2820/Constitution%20Scavenger%20Hunt.pdf Student will use https://law.justia.com/constitution/georgia/ to complete a scavenger hunt for GA constitution. Students will take the information learned about GA's constitution to compare and contrast our state constitution to the U.S. constitution with the use of a venn diagram graphic organizer.</p>	<p>Teachers differentiate by providing examples (work samples or task-specific clarifications of assessment criteria); structuring support (advance organizers, flexible grouping, peer relationships); establishing flexible deadlines, and adjusting the pace for students that need extension. We use Tier 1 strategies for all learners and provide additional safety net support for each individual learner as needed for this graduation credit required course</p>

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Content Resources		
<p>https://sos.ga.gov/sites/default/files/2022-02/state_constitution.pdf</p> <p>https://www.mariettaga.gov/1128/City-Ordinances</p> <p>https://www.mariettaga.gov/596/City-Council</p>		