



Marietta City Schools

2024–2025 District Unit Planner

Individuals and Societies Grade 8 Advanced Studies

Unit title	U4- How Georgia Works	MYP year	3	Unit duration (hrs)	22.5 Hours
------------	------------------------------	----------	---	---------------------	------------

Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit):

GA DoE Standards

Standards: GSE:

SS8CG1 Describe the foundations of Georgia’s government.

- Explain the basic structure of the Georgia state constitution (preamble, bill of rights, articles, and amendments) as well as its relationship to the United States Constitution
- Explain separation of powers and checks and balances among Georgia’s three branches of government.
- Describe the rights and responsibilities of citizens according to the Georgia Constitution.
- List voting qualifications for elections in Georgia.
- Identify wisdom, justice, moderation, and courage as the four principles in the Pledge of Allegiance to the Georgia Flag.

SS8CG2 Analyze the role of the legislative branch in Georgia.

- Explain the qualifications for members of the General Assembly and its role as the lawmaking body of Georgia.
- Describe the purpose of the committee system within the Georgia General Assembly.
- Explain the process for making a law in Georgia. d.Describe how the state government is funded and how spending decisions are made.

SS8CG3 Analyze the role of the executive branch in Georgia state government.

- Explain the qualifications for the governor and lieutenant governor and their role in the executive branch of state government.
- Describe how the executive branch fulfills its role through state agencies that administer programs and enforce laws.

SS8CG4 Analyze the role of the judicial branch in Georgia state government.

- Describe the ways that judges are selected in Georgia.
- Analyze the dual purpose of the judicial branch: to interpret the laws of Georgia and administer justice in our legal system.
- Explain the difference between criminal law and civil law.
- Explain the steps in the adult criminal justice system beginning with arrest.

SS8CG5 Explain how the Georgia court system treats juvenile offenders.

- a. Explain the difference between delinquent and unruly behavior and the consequences of each.
- b. Describe the rights of juveniles involved in the juvenile justice system
- c. Explain the steps in the juvenile justice system when a juvenile is first taken into custody.

SS8CG6 Analyze the role of local governments in the state of Georgia.

- a. Explain the origins and purposes of city, county, and special-purpose governments in Georgia.
- b. Describe how local government funding and spending decisions are made.

Concepts/Skills to be Mastered by Students:

Marietta City Schools Gifted Standards:

S6B. Establish and work toward short and long term goals.

S4A. Develop skills and techniques associated with effective verbal and non-verbal communication, adjusting for a given audience or task.

S2B. Develop and apply the cognitive components of creative thinking: fluency, flexibility, originality, and elaboration.

Map and Globe Skills:

- 1. use a compass rose to identify cardinal directions
- 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
- 8. draw conclusions and make generalizations based on information from maps
- 11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

Information Processing Skills:

- 1. compare similarities and differences
- 3. identify issues and/or problems and alternative solutions
- 7. interpret timelines, charts, and tables
- 9. construct charts and tables
- 11. draw conclusions and make generalizations
- 12. analyze graphs and diagrams

Literacy Skills:

L6-8RHSS1: Cite specific textual evidence to support analysis of primary and secondary sources..

L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

L6-8RHSS8: Distinguish among fact, opinion, and reasoned judgment in a text.

L6-8WHST2: 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.

L6-8WHST6: Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

L6-8WHST9: Draw evidence from informational texts to support analysis, reflection, and research.

Key concept	Related concept(s)	Global context
<p>Systems 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.</p>	<p>Governance Processes Causality (Causes and Consequences)</p>	<p>Personal and Cultural Expression: 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.</p>
Statement of inquiry		
<p>Systems and processes are developed to assure security within a society.</p>		
Inquiry questions		
<p>Factual How is the Georgia Constitution structured? List 3 rights and 3 responsibilities citizens have in the Georgia Constitution. What qualifications do Georgia citizens need to have in order to vote? What 3 principles are in the Pledge to the Georgia Flag? What are the qualifications to be a Georgia Senator and a Representative? What is the role of the job of the Legislative Branch? What is the purpose of the committee system? What are the qualifications to be the governor and lieutenant governor? What is the role of the executive branch? How are judges selected in Georgia? What jobs does the judicial branch have? What are the steps in the criminal justice system?</p> <p>Conceptual Explain separation of powers and the system of checks and balances. How does a bill become a law? Describe how the state government is funded and how decisions are made to spend money. Explain the purpose of state agencies. Explain the differences between civil and criminal law.</p>		

Debatable		
<p><i>Let us never forget that the government is ourselves and not an alien power over us. The ultimate rulers of our democracy are not a President and senators and congressmen and government officials, but the voters of this country. -- Franklin D. Roosevelt</i></p> <p>Do you agree or disagree with this statement? Explain your answer citing evidence from what you have learned about the 3 branches of government and its foundation.</p>		
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.
<p>Criterion B: Investigating Criterion C: Communicating</p>	<p>I'm Just a Bill...for Now- 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>Formative Assessment(s): SS8CG1 Common Checkpoint SS8CG2 Common Checkpoint SS8CG3 Common Checkpoint SS8CG4 Common Checkpoint SS8CG5 Common Checkpoint SS8CG6 Common Checkpoint</p> <p>Summative Assessment(s): "I'm just a bill...for Now" MYP Project</p>
Approaches to learning (ATL)		
<p>Category: Social Cluster: Collaboration Skill Indicator: 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>Category: Reflection Cluster: Reflection Skill Indicator: 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>		

Learning Experiences

Add additional rows below as needed.

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
SS8CG1 Describe the foundations of Georgia’s government. a.Explain the basic structure of the Georgia state constitution (preamble, bill of rights, articles, and amendments) as well as its relationship to the United States Constitution	Compare and Contrast US Constitution with GA Constitution	Self-directed learning Preview new vocabulary
SS8CG5 Explain how the Georgia court system treats juvenile offenders. a.Explain the difference between delinquent and unruly behavior and the consequences of each. b.Describe the rights of juveniles involved in the juvenile justice system c.Explain the steps in the juvenile justice system when a juvenile is first taken into custody.	Juvenile Justice Choice Board Students may choose a task to demonstrate their understanding of the standard.	Choice of standard Learning Styles
SS8CG6 Analyze the role of local governments in the state of Georgia. a. Explain the origins and purposes of city, county, and special-purpose governments in Georgia. b. Describe how local government funding and spending decisions are made.	Comparing Two Cities Students compare the Mayor of Marietta and Atlanta in how they responded to the Governor’s directive to reopen the state after COVID.	Provide a partially completed graphic organizer Small group

Content Resources

Rosen Learning
[Georgia Encyclopedia](#)
[GPB Education](#)

