

MCS Grade 8 Individuals and Societies Subject Group Overview

Unit Title	Unit 1: Georgia Beginnings	Unit 2: Exploration and Colonization	Unit 3: Statehood	Unit 4: Civil War	Unit 5: New South	Unit 6: 20th Century	Unit 7: Post WWII	Unit 8: Civil Rights	Unit 9: Modern Georgia	Unit 10: State and Local Government	Unit 11: Adult and Juvenile Justice	Unit 12: Personal Finance
Time Frame	2 Weeks	2 Weeks	4 Weeks	3 Weeks	2 Weeks	2.5 Weeks	2 Weeks	2.5 Weeks	1.5 Weeks	3 Weeks	1.5 Weeks	1 Week
Standards	GSE: SS8G1a, b, c SS8H1a Map and Globe Skills: 1, 4, 6, 7, 8 Information Processing Skills: 1, 2, 3, 4, 5, 6, 9, 10, 11, 12, 13, 15	GSE: SS8H1b, c SS8H2a, b, c, d, e SS8G1d Map and Globe Skills: 7, 10 Information Processing Skills: 1, 2, 3, 4, 5, 6, 8, 11, 12	GSE: SS8H3a, b, c, d SS8H4a, b, c, d, e SS8E2a, c Map and Globe Skills: 8 Information Processing Skills: 1, 3, 4, 6, 11, 17	GSE: SS8H5a, b SS8H6a, b, c, d, e Map and Globe Skills: 6 Information Processing Skills: 1, 2, 5, 6, 11, 12, 14, 17	GSE: SS8H7a, b, c, d SS8E2c Information Processing Skills: 4, 5, 6, 7, 11	GSE: SS8H8a, b, c, d, e SS8H9a, b, c Information Processing Skills: 1, 2, 5, 6, 7, 11, 15	GSE: SS8H10a, b ,c SS8E1a SS8E2b, c Information Processing Skills: 6, 8, 11	GSE: SS8H11a, b, c Information Processing Skills: 1, 5, 6, 11 Information Processing Skills: 6, 8, 11	GSE: SS8H12a, b, c, d SS8E1a, b SS8E2c Information Processing Skills: 1, 4, 6, 11, 12 Information Processing Skills: 1, 2, 5, 11	GSE: SS8CG1a, b, c, d, e SS8CG2a, b, c, d SS8CG3a, b SS8CG4a, b, c SS8CG6a, b Information Processing Skills: 1, 2, 5, 11	GSE: SS8CG4d SS8CG5a, b, c Information Processing Skills: 1, 6, 11	GSE: SSE3a, b, c, d Information Processing Skills: 1, 3, 11
Approaches To Learning Instructional Strategies	Category: Thinking Skills Cluster: Transfer Skill Indicator: Students think critically by identifying the main points of ideas, events, and visual representation of early Georgia cities and the fall line.	Category: Communication Skills Cluster: Interaction Skill Indicator: Students communicate information and ideas with clarity and organize information and ideas effectively to create a newscast on the new Georgia colony.	Category: Thinking Skills Cluster: Transfer Skill Indicator: Students will use knowledge and critical thinking skills to transfer understanding of Georgia’s role in the American Revolution.	Category: Research skills Cluster: Information Literacy Skill Indicator: Students will use knowledge and skills to transfer understandings of Georgia’s secession from the Union in an original work.	Category: Social Skills Cluster: Collaboration Skill Indicator: Students will work with each other to demonstrate their understanding of the men involved with the Bourbon Triumvirate and Henry Grady.	Category: Thinking Skills Cluster: Critical Thinking Skill Indicator: Students combine knowledge, understanding and skills to investigate and create informational writing with cited evidence about Georgia’s contributions to WWII.	Category: Research Skills Cluster: Information Literacy Skill Indicator: Students will think critically to analyze primary source documents to uncover the motive for the population shift in Georgia after the second World War.	Category: Research Skills Cluster: Information Literacy Skill Indicator: Students will analyze primary source documents from the March on Washington and organize the information in a writing response.	Category: Thinking Skills Cluster: Creative Thinking Skill Indicator: Students will investigate the transportation systems of Georgia and analyze their influences.	Category: Thinking Skills Cluster: Transfer Skill Indicator: Students will use their understanding of the role of the executive branch of Georgia to handle Georgia-specific scenarios as through the eyes of the governor or the lieutenant governor.	Category: Research Skills Cluster: Media Literacy Skill Indicator: Students will research and communicate their understanding of delinquent and unruly acts by juveniles in Georgia by creating a sign to demonstrate their knowledge.	Category: Self-Management Cluster: Affective Skills Skill Indicator: Students will demonstrate their knowing and understanding of the importance of a household budget by creating one.

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Statement of Inquiry	Absolute and relative locations have consequences for human and economic development.	Globalization and desire for resources leads to conflict amongst groups.	Societies change due to innovation and revolution with resources that impact identities and relationships	Systems balance power, ideology, and governance through fairness and development.	Change promotes disparity and equality which challenges identities and relationships.	Governments, communities, and individuals can develop strategies for responding to disasters over time.	Change promotes disparity and equality which challenges identities and relationships.	Change can promote equality which challenges identities and relationships.	Personal and social perspectives on the process and effects of globalization reflect local circumstances and values.	Systems balance power, ideology, and governance through fairness and development.	Systems balance power, ideology, and governance through fairness and development.	The production, distribution, and consumption of goods/service s produced by the society are affected by the location, customs, beliefs, and laws of the society.
Global Context	Fairness and Development	Globalization and Sustainability	Fairness and Development	Fairness and Development	Identities and Relationships	Globalization and Sustainability	Scientific and Technical Innovation	Fairness and Development	Globalization and Sustainability	Fairness and Development	Fairness and Development	Globalization and Sustainability
Key Concept	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.	Global interaction focuses on the connections between individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.	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.	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.	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.	Global interaction focuses on the connections between individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.	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.	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.	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.	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.	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.	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.
Related Concepts	Culture Resources	Globalization Conflict	Government Growth	Causality (cause and consequence) Conflict	Conflict Causality (cause and consequence)	Conflict Causality (cause and consequence)	Innovation and revolution Growth	Conflict Rights	Globalization Growth	Government Rights	Government Rights	Resources Consumption

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Design Cycle Trans-disciplinary	SS Reading Standards 6-8: L6-8RHSS5 L6-8RHSS7 SS Writing Standards 6-8: L6-8WHST4 L6-8WHST7 L6-8WHST9	SS Reading Standards 6-8: L6-8RHSS1 L6-8RHSS2 L6-8RHSS7 L6-8RHSS9 SS Writing Standards 6-8: L6-8WHST1 L6-8WHST2 L6-8WHST4 L6-8WHST9	SS Reading Standards 6-8: L6-8RHSS1 L6-8RHSS2 L6-8RHSS4 L6-8RHSS7 SS Writing Standards 6-8: L6-8WHST1 L6-8WHST2 L6-8WHST4 L6-8WHST7	SS Reading Standards 6-8: L6-8RHSS1 L6-8RHSS2 L6-8RHSS7 SS Writing Standards 6-8: L6-8WHST1 L6-8WHST4 L6-8WHST9	SS Reading Standards 6-8: L6-8RHSS2 SS Writing Standards 6-8: L6-8WHST4 L6-8WHST6 L6-8WHST7 L6-8WHST8 L6-8WHST9	SS Reading Standards 6-8: L6-8RHSS5 L6-8RHSS8 SS Writing Standards 6-8: L6-8WHST2 L6-8WHST4 L6-8WHST7 L6-8WHST8 L6-8WHST9	SS Reading Standards 6-8: L6-8RHSS4 L6-8RHSS5 L6-8RHSS6 L6-8RHSS8 L6-8RHSS9 SS Writing Standards 6-8: L6-8WHST4 L6-8WHST6	SS Reading Standards 6-8: L6-8RHSS1 L6-8RHSS4 L6-8RHSS6 SS Writing Standards 6-8: L6-8WHST4 L6-8WHST6	SS Reading Standards 6-8: L6-8RHSS1 L6-8RHSS2 L6-8RHSS4 SS Writing Standards 6-8: L6-8WHST4	SS Reading Standards 6-8: L6-8RHSS4 L6-8RHSS6 L6-8RHSS7 SS Writing Standards 6-8: L6-8WHST1 L6-8WHST4	SS Reading Standards 6-8: L6-8RHSS3 L6-8RHSS5 SS Writing Standards 6-8: L6-8WHST4 L6-8WHST9	
	MYP Assessments Performance Tasks	DBQ: Why were early Georgia Cities located on the fall line? Criterion D	Performance Task: DBQ: Was the Georgia Colony a success or a failure? Criterion C	DBQ: Georgia in the American Revolution Criterion D	DBQ: What caused Georgia to Secede? Criterion A, C	Performance Task: Bourbon Triumvirate Task Criterion A	DBQ: Georgia’s Contributions to WWII Criterion B	Inquiry: Why did the population shift in Georgia after WWII? Criterion D	Source Analysis: Analyze March on Washington primary source materials. Criterion B	Research Task: Investigate the transportation systems of Georgia. Criterion B	Performance Task: Own the Role Criterion A	Performance Task: Create images and write descriptions for delinquent vs. unruly acts. Criterion C
Differentiation for Tiered Learners	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.											