



Marietta City Schools

2025-2026 District Unit Planner

Individuals and Societies Grade 8

Unit title	Unit 1: Georgia Beginnings	MYP year	3	Unit duration	2 weeks
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Standards

Unit 1:

SS8G1 Describe Georgia's geography and climate.

- Locate Georgia in relation to region, nation, continent, and hemispheres.
- Distinguish among the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution.
- Locate key physical features of Georgia and explain their importance; include the Fall Line, Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands

SS8H1: Evaluate the impact of European exploration and settlement on American Indians in Georgia

- Describe the characteristics of American Indians living in Georgia at the time of the European contact; to include culture, food, weapons/ tools, and shelter.

Information Processing Skills

- interpret timelines, charts, and tables
- identify social studies reference resources to use for a specific purpose
- construct charts and tables
- analyze artifacts
- draw conclusions and make generalizations
- analyze graphs and diagrams

Map and Globe Skills

- use a compass rose to identify cardinal directions
- use intermediate directions
- use a letter/number grid system to determine location

4. compare and contrast the categories of natural, cultural, and political features found on maps
5. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
6. use a map to explain the impact of geography on historical and current event
7. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities

Literacy Skills

L6-8RHSS2: 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.

L6-8RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

L6-8RHSS6: 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).

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

L6-8WHST1: Write arguments focused on discipline-specific content.

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.

L6-8WHST8: 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.

Key concept	Related concept(s)	Global context
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.	Resources Culture	Fairness and development

Statement of inquiry

Absolute and relative locations have consequences for human and economic development.

Inquiry questions

Factual

1. Where is Georgia located?
2. Where are the 5 regions located?
3. What are the important physical features of Georgia
4. What economic activities occur in each region?
5. What was the culture of the Mississippian Indians (tools, weapons, food, housing)?
6. Where are Georgia's Barrier Islands?

Conceptual

1. How does location influence human behaviors in a region?
2. How does geography determine the culture of groups?

3. Why are Georgia industries important to Georgia?

Debatable

1. Which factors have had the greatest impact on social development?

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 D: Thinking Critically	DBQ: Why were Georgia's early cities located on the Fall Line?	<u>Formative Assessment(s):</u> MCSSS8 Geography Checkpoint in AMP App <u>Summative Assessment(s):</u> Unit 1 Common Summative Assessment
Approaches to learning (ATL)		
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.		

<u>Learning Experiences</u> Add additional rows below as needed		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation

SS8H1a	Design thinking introduction; Mississippian Culture	To be determined by the Grade 8 Social Studies Team
Content Resources		
GPB Georgia Studies Digital Techbook Rosen Learning Online Textbook (https://rosenlearningcenter.com/)		