



Marietta City Schools

2025-2026 District Unit Planner

Individuals and Society Grade 8 Advanced Studies

Unit title	Unit 1: U1- 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

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.

MCS Gifted Standards:

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

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

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

MCS.Gifted.S4D. Respectfully collaborate and effectively communicate exchanges of constructive/critical feedback.

Concepts/Skills to be Mastered by Students

Information Processing Skills:

1. compare similarities and differences
2. identify issues and/or problems and alternative solutions
3. distinguish between fact and opinion
4. identify main idea, detail, sequence of events, and cause and effect in a social studies context
5. identify and use primary and secondary sources
6. interpret timelines, charts, and tables
7. identify social studies reference resources to use for a specific purpose
8. construct charts and tables
9. draw conclusions and make generalizations
10. analyze graphs and diagrams
11. formulate appropriate research questions
12. determine adequacy and/or relevancy of information
13. check for consistency of information

Map and Globe Skills:

1. use a compass rose to identify cardinal directions
2. use intermediate directions
3. 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 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. draw conclusions and make generalizations based on information from maps
8. use latitude and longitude to determine location
9. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

SS Reading Standards 6-8:

- 6-8RHSS1 Cite specific textual evidence to support analysis of primary and secondary sources.
- 6-8 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.
- 6-8RHSS4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- 6-8RHSS6 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).
- 6-8RHSS7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- 6-8RHSS8 Distinguish among fact, opinion, and reasoned judgment in a text.

SS Writing Standards 6-8:

- 6-8WHSS2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- 6-8WHSS4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6-8WHSS5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well the purpose and audience have been addressed.
- 6-8WHSS6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

6-8WHSS7 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
 6-8WHSS8 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.
 6-8WHSS9 Draw evidence from informational texts to support analysis, reflection, and research.

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.	Culture Resources	Fairness and Development
Statement of inquiry		
Absolute and relative locations have consequences for human and economic development.		
Inquiry questions		
<p>Factual—</p> <ol style="list-style-type: none"> Where is Georgia located? Where are the 5 regions located? What are the important physical features of Georgia What economic activities occur in each region? What was the culture of the Mississippian Indians (tools, weapons, food, housing)? Where are Georgia's Barrier Islands? What are the 4 main transportation systems in Georgia? What are the different types of taxes collected by local governments? What is the purpose of a budget? What is the difference between income and expenditures? <p>Conceptual—</p> <ol style="list-style-type: none"> How does location influence human behaviors in a region? How does geography determine the culture of groups? Why are Georgia industries important to Georgia? <p>Debatable-</p>		

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 B: Investigating Criterion C: Communicating	Introduction to Design Thinking: Mississippian Culture	<u>Formative Assessment(s):</u> Common Formative Assessment <u>Summative Assessment(s):</u> Common Formative 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.		

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
SS8G1 Describe Georgia's geography and climate. a. Locate Georgia in relations to the region, nation, continent, and hemispheres. b. Distinguish among the five geographic regions of Georgia in terms of location, climate, agriculture, and economic contribution. c. Locate key physical features of Georgia and explain the importance; include the Fall Line,	Geography Task Rotation: Over the course of three days the students will rotate tasks to apply their understanding of Georgia's geography.	Group work consisting of independent research and culminating in a presentation. Higher order thinking . Provide hard-copies of readings Utilize small group instruction Preview new vocabulary Provide a partially completed graphic organizer or word bank

Okefenokee Swamp, Appalachian Mountains, Chattahoochee and Savannah Rivers, and barrier islands.		
Content Resources		
GPB Georgia Studies Digital Techbook Rosen Learning Online Textbook (https://rosenlearningcenter.com/)		

