



**Marietta City Schools**  
**2025-2026 District Unit Planner**

Individuals and Society Grade 7 Advanced Studies World Geography

<b>Unit title</b>	<i>Unit 2- Cultural Geography</i>	<b>MYP year</b>	2	<b>Unit duration (hrs)</b>	<i>27 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**

**SSWG2 Evaluate how the physical and human characteristics of places and regions are connected to human identities and cultures.**

- a. Examine how ethnic compositions of various groups have led to diversified cultural landscapes, including, but not limited to, architecture, traditions, food, art, and music.
- b. Examine how language can be central to identity and a unifying or a divisive force (e.g., Bantu, French-Canadians (Quebecois), and Basques).
- c. Examine the effects of universalizing and ethnic religions on local populations, including, but not limited to, Christianity, Judaism, Islam, Hinduism and Buddhism.
- d. Examine the impact of cultural beliefs on gender roles and perceptions of race and ethnicity as they vary from one region to another (e.g., the caste system, apartheid, and legal rights for women).
- e. Explain the processes of culture diffusion and convergence through the effects of various media norms, transnational corporations, and technological advancements in transportation

**MCS Gifted Standards**

**Strand 5: Emotional Development of Self** Students will develop understanding of self and how one's own unique abilities influence interactions with others.

- MCS.Gifted.S5A. Explore personal beliefs, feelings, and understanding of self, regarding one's own unique giftedness.
- MCS.Gifted.S5B. Recognize and build upon strengths and limitations.
- MCS.Gifted.S5C. Develop and practice critical analysis in judgment of one's actions, feelings and thoughts.
- MCS.Gifted.S5D. Develop a shift in actions, feelings and thoughts.
- MCS.Gifted.S5E Advocate for self.

**Concepts/Skills to be Mastered by Students**

**Information Processing Skills:**

1. compare similarities and differences
3. identify issues and/or problems and alternative solutions
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
8. identify social studies reference resources to use for a specific purpose
10. analyze artifacts
- 11 draw conclusions and make generalizations
12. analyze graphs and diagrams
13. translate dates into centuries, eras, or ages
14. formulate appropriate research questions
15. determine adequacy and/or relevancy of information
16. check for consistency of information
17. Interpret political cartoons

**Map and Globe Skills:**

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
7. use a map to explain the impact of geography on historical and current event
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

**SS Reading Standards 6-8**

**RHSS1:** Cite specific textual evidence to support analysis of primary and secondary sources.

**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

**RHSS5:** Describe how a text presents information (e.g., sequentially, comparatively, causally).

**RHSS6:** 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).

**RHSS9:** Analyze the relationship between a primary and secondary source on the same topic.

**SS Writing Standards 6-8:**

**WHST1:** Write arguments focused on discipline-specific content.

**WHST4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**WHST8:** 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.

**WHST9:** Draw evidence from informational texts to support analysis, reflection, and research.

**Key Terms:**

Culture, identity, ethnic group, diversified, unifying, divisive, Bantu, Quebecois, Basques, universalizing religion, ethnic religion, Christianity, Judaism, Islam, Hinduism, Buddhism, gender roles, race, caste system, apartheid, educational access, globalization, cultural diffusion, cultural convergence, transnational corporations, infrastructure ( Terms listed are not an exhaustive list. Teachers may integrate additional terms)

Key concept	Related concept(s)	Global context
<p><b>Identity</b> is the state or fact of being the same. It refers to the particular features that define individuals, groups, things, eras, places, symbols and styles. Identity can be observed, or it can be constructed, asserted and shaped by external and internal influences</p>	<p>Identity Diversity Conflict</p>	<p><b>Personal and Cultural Expression</b> 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>
<b>Statement of Inquiry</b>		
<p>Characteristics of individuals and groups may lead to conflict and impact identity and diversity.</p>		
<b>Inquiry questions</b>		
<p><b>Factual:</b>            What are the major world regions?            What are examples of physical and human characteristics of a location?            What is an ethnic group?            What is a religious group?            What is the Caste System?            What is a transnational corporation?</p> <p><b>Conceptual:</b>            How do ethnic compositions lead to diversity within a place or region?            How do cultural beliefs impact identities?            Why do architecture, traditions, food, art, and music vary from place to place?            How does the Caste System still affect individuals today?            How do transnational corporations impact societies?</p> <p><b>Debatable:</b>            Why can language be both a unifying and divisive force?            How might religions (universalizing and ethnic) divide or unite populations? Explain.            Do you believe transnational corporations are a positive force in the world today? Why?            Is language more central to the identity of a place or more divisive?            Why do cultural beliefs impact gender, race, and ethnicity?            Has globalization had more positive or negative effects on the world?</p>		

MYP Objectives	Assessment Tasks		
<i>What specific MYP <b>objectives</b> will be addressed during this unit?</i>	<b>Relationship</b> between summative assessment task(s) and statement of inquiry:		<i>List of common formative and summative assessments.</i>
Criterion A: Knowing and Understanding Criterion B: Investigating Criterion D: Thinking critically	<a href="#">International Competition Bloom Ball</a> - Students will investigate the presence of cultural diffusion in an international competition. Students will provide examples of gender roles, cultural beliefs, and multinational and transnational corporations.		<b>Formative Assessment(s):</b> Unit 2 Formative Assessment  <b>Summative Assessment(s):</b> Unit 2 Summative Assessment

**Approaches to learning (ATL)**

**Category:** Creative Thinking  
**Cluster:** Thinking Skills  
**Skill Indicator:** In order to construct an argument, students must use specific claims and relevant evidence from historical sources while acknowledging competing views.

**Learning Experiences**  
 Add additional rows below as needed

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<b>SSWG2 a.</b> Examine how ethnic compositions of various groups has led to diversified cultural landscapes, including, but not limited to, architecture, traditions, food, art, and music.	<a href="#">The Way We Live: Common Ground Active Classroom</a> Students will pair read the article “Common Ground”, view a video that expands the article subject, and answer questions related to the lesson.	Utilize read aloud feature in Active Classroom Preview new vocabulary Utilize small group instruction Flexible grouping

<p><b>SSWG2 c.</b> Examine the effects of universalizing and ethnic religions on local populations, including, but not limited to, Christianity, Judaism, Islam, Hinduism and Buddhism.</p>	<p><a href="#"><u>Effect of Religion</u></a>  Students read and analyze text to examine the effects of universalizing and ethnic religions on local populations. Students will record information on a graphic organizer.</p>	<p>Utilize small group instruction  Preview new vocabulary  Provide a partially completed graphic organizer or word bank</p>
<p><b>SSWG2 d.</b> Examine the impact of cultural beliefs on gender roles and perceptions of race and ethnicity as they vary from one region to another (e.g., the caste system, apartheid, and legal rights for women).</p>	<p><a href="#"><u>Cultural Beliefs on Gender Inequality</u></a>  Students will use video and text resources to analyze the impact of cultural beliefs on gender roles and perceptions of race and ethnicity from multiple regions. Students will record information and develop fact-based could/should statements.</p>	<p>Utilize an on-line read aloud feature  Provide hard-copies of readings  Utilize small group instruction  Student choice</p>
<p><b>Content Resources</b></p>		
<p>Active Classroom (excerpts)  ClassroomGeorgia DOE SS Frameworks</p>		