	Marietta City Schools				
	District Unit Planner				

Individuals and Societies Grade 6 Honors					
Unit title	*3- Human Geography*	**MYP year**	*1*	**Unit duration (hrs)**	*20 Hours*

Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GA DoE Standards

Standards

SS6G10 Describe selected cultural characteristics of Europe.

a. Describe the diversity of languages spoken within Europe.

b. Identify the major religions in Europe: Judaism, Christianity, and Islam.

SS7G4 Analyze the diverse cultural characteristics of the people who live in Africa.

a. Explain the differences between an ethnic group and a religious group.

b. Describe the diversity of religions within African ethnic groups.

SS7G8 Analyze the diverse cultural characteristics of the people who live in Southwest Asia (Middle East).

a. Explain the differences between an ethnic group and a religious group.

b. Describe the diversity of religions within Southwest Asian (Middle Eastern) ethnic groups (e.g., Arabs, Persians, and Kurds).

c. Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.

SS7G12 Analyze the diverse cultural characteristics of the people who live in Southern and Eastern Asia.

a. Explain the differences between an ethnic group and a religious group.

b. Compare and contrast the belief systems originating in Southern and Eastern Asia: Buddhism, Hinduism, Shintoism, and Confucianism.

Concepts/Skills to be Mastered by Students

Information Processing Skills:

1. compare similarities and differences

2. organize items chronologically

3. identify issues and/or problems and alternative solutions

4. distinguish between fact and opinion

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

7. interpret timelines, charts, and tables

8. identify social studies reference resources to use for a specific purpose

9. construct charts and tables

10. analyze artifacts

11. draw conclusions and make generalizations

14. formulate appropriate research questions

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

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.

RHSS3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill

becomes law, how interest rates are raised or lowered).

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

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).

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

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

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.

WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

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

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

WHST7: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration

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.

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 S5A: Explore personal beliefs, feelings, and understanding of self, regarding one's own unique giftedness.

Strand 6: Self-directed Learner

Students will become self- directed, independent- learners.

MCS S6A: Set appropriately high standards for work and behavior.

MCS S6E: Seek opportunities for self-growth through risk-taking, and curiosity in various situations.

Key concept	Related concept(s)	Global context
Communities are groups that exist in proximity defined by space, time or relationship. Communities include, for example, groups of people sharing particular characteristics, beliefs or values as well as groups of interdependent organisms living together in a specific habitat.	Globalization Causality Diversity	**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.

Statement of inquiry

Personal and social perspectives have an impact on the process of local circumstances and values.

Inquiry questions

Factual—

What languages are spoken in Europe?

What are the five major world religions?

What is the difference between monotheism and polytheism?

What is the difference between a religious group and an ethnic group?

What religious and ethnic groups exist in each region?

What are the four main belief systems in Southern and Eastern Asia?

Conceptual—

How does Europe's location influence culture?

How can a group's beliefs cause change?

How are Judaism, Christianity, and Islam similar and different?

How are Sunni and Shia Muslims alike and different?
How are Buddhism and Hinduism similar and different?

Debatable-

Why do language and religion reflect conflict?
How can we solve religious conflicts?

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.*
Criterion A: Knowing Criterion C Communicating Criterion D: Thinking critically	**DBQ**: Are the world religions more alike or more different? Students investigate the five major world religions to determine if they are more similar or different. Complete religions chart during teaching of the DBQ	**Formative Assessment(s):** World Religions Chart Performance Matters Multiple Choice (languages of Europe) **Summative Assessment(s):** Unit 3 Summative Assessment in Performance Matters
Approaches to learning (ATL)		
Category- Thinking **Cluster-** Critical Thinking **Skill Indicator-** Students will compare world religions by gathering and organizing relevant information to formulate an argument.		

Learning Experiences		
Add additional rows below as needed.		
Objective or Content	**Learning Experiences**	**Personalized Learning and Differentiation**

SS7G12 Analyze the diverse cultural characteristics of the people who live in Southern and Eastern Asia. a. Explain the differences between an ethnic group and a religious group.	Introduction to Religious and Ethnic Groups (AMP Learning Experience) Students will complete the reading activity to provide background information about religious and ethnic groups	Read aloud option
SS6G10 Describe selected cultural characteristics of Europe. b. Identify the major religions in Europe: Judaism, Christianity, and Islam.	Major Religions in Europe (AMP Learning Experience) Students will complete the reading activity to provide background information about the religions of Europe	Read aloud option
SS6G10 Describe selected cultural characteristics of Europe. a. Describe the diversity of languages spoken within Europe. b. Identify the major religions in Europe: Judaism, Christianity, and Islam.	Compare and Contrast languages around the world to the languages of Europe Students will use the maps to compare, contrast and analyze Two language Maps. One from around the world and one from Europe.	Individualized learning and feedback
SS6G10 Describe selected cultural characteristics of Europe. b. Identify the major religions in Europe: Judaism, Christianity, and Islam. **SS7G8 Analyze the diverse cultural characteristics of the people who live in Southwest Asia (Middle East).** c. Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity.	DBQ C3 The Spread of Major World Religions Students investigate the spread of Judaism, Christianity, Islam, and Buddhism through document analysis. They will determine how these major religions spread as nations interacted through trade and conquest.	Collaborative partners
SS6G10 Describe selected cultural characteristics of Europe. b. Identify the major religions in Europe: Judaism, Christianity, and Islam.	Religion_Chart Students will use various readings, videos, museum box items to compare and contrast the religions in the regions of Europe, Africa, Middle East, SouthEast Asia, and Latin America.	Collaborative partners Share outs Individual Discussion post and feedback after completing the chart

SS7G4 Analyze the diverse cultural characteristics of the people who live in Africa. b. Describe the diversity of religions within African ethnic groups. **SS7G8 Analyze the diverse cultural characteristics of the people who live in Southwest Asia (Middle East).** c. Compare and contrast the prominent religions in Southwest Asia (Middle East): Judaism, Islam, and Christianity. **SS7G12 Analyze the diverse cultural characteristics of the people who live in Southern and Eastern Asia.** b. Compare and contrast the belief systems originating in Southern and Eastern Asia: Buddhism, Hinduism, Shintoism, and Confucianism.	https://docs.google.com/document/d/1U-AdZvIRkx5TsYUvxUBWnU1qIoZThcTuqkRRk0TYhLM/edit	
SS7G8 Analyze the diverse cultural characteristics of the people who live in Southwest Asia (Middle East). a. Explain the differences between an ethnic group and a religious group. b. Describe the diversity of religions within Southwest Asian (Middle Eastern) ethnic groups (e.g., Arabs, Persians, and Kurds).	CIA World FactBook Research 4 Corner Activity Students will work in groups to research information from CIA world factbook on one of the following ethnic groups: - Arabs - Persians - Kurds With this information in groups students will - Write a paragraph on each ethnic group based on the information - List two questions about ethnic groups - Draw or find a map of the region where the ethnic groups are mainly located	Collaborative activity Content
Content Resources		
Religions of the World Museum Box Religions of the World Map Religions Map of Europe Brain POP		

Crash Course

CIA World Factbook

Nordstrom Atlas Book

Interactive World Religion Map