Marietta City Schools

2025-2026 District Unit Planner

	Individuals and Society Grade 7 Advanced Studies World Geography				
Unit title	*3- Political Geography*	**MYP year**	*2*	**Unit duration (hrs)**	*18 Hours*

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

GA DoE Standards

Standards

SSWG3 Evaluate how cooperation and conflict among people influence the division and control of the earth's surface.

a. Explain why political boundaries are created and why they change (e.g., nation, state vs. nation-state; political vs. ethnic sovereignty; the unrecognized states of Palestine, Kosovo, and Taiwan).

b. Explain how geography (size, shape, and relative location) can be an advantage or disadvantage to participation in global exchange (e.g., Chile, Indonesia, Russia, Canada, South Africa/Lesotho, Turkey, and Switzerland).

c. Explain the causes of external and internal conflicts among cultural groups, including but not limited to ongoing border disputes and separatist movements (e.g., partition of India, post-colonial Africa, and independence movements of the Scots, Kurds, and Basques).

d. Explain how political, economic, and social networks and organizations of global power influence places, countries, and regions (e.g., United Nations, NAFTA, African Union, the European Union, the Association of Southeast Asian Nations, 1961 Antarctica Treaty, Non-Governmental Organizations, and social media).

Concepts/Skills to be Mastered by Students

Information Processing Skills:

1. compare similarities and differences
3. identify issues and/or problems and alternative solutions
4. distinguish between fact and opinion
6. identify and use primary and secondary sources

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

11 draw conclusions and make generalizations

12. analyze graphs and diagrams

15. determine adequacy and/or relevancy of information

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

10. 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

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.

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).

SS Writing Standards 6-8:

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.

WHST5: 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.

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

boundaries, cooperation, division, nation state, sovereignty, global exchange, border disputes, separatist, networks (political, social, economic)

Key concept	Related concept(s)	Global context
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	Power Disparity and Equity Governance	**Fairness and Development** What are the consequences of our common humanity? Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution

Statement of Inquiry
Concentration of authority impacts the development of a system.
Inquiry questions

Factual:
What is a nation, state and nation-state?
What are some causes of political conflicts among nations?
What is a political boundary?
What does sovereignty mean?
What is an unrecognized state?
What are some issues associated with being a land-locked nation?
What is global exchange?
What are examples of political, economic, and social networks?

Conceptual:
How are nations, states, and nation-states similar and different?
How do conflicts change political boundaries on maps?
How have unrecognized states sought independence?
How are Palestine, Kosovo, and Taiwan similar?
How does globalization lead to conflict?
How does physical geography impact political geography?
How do the United Nations, USMCA, African Union, the European Union, the Association of Southeast Asian Nations, 1961 Antarctica Treaty, Non-Governmental Organizations, and social media impact political geography?

Debatable:
Why are natural resources a source of conflict?
Why are there unrecognized states around the globe?
Do multinational organizations contribute more toward peace or conflict?
Why are warm water ports important?

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 and Understanding Criterion C. Communicating	[MH524 Resource Allocation Simulation](#) Students will work in collaborative groups to draft a proposal for how the world should handle a newly discovered resource. Competing in a Model UN style conference, they will research and deliver a speech. Then, working in regional groups, they will debate and vote on one final proposal. They will also work together to develop a plan for how the resource will be produced and delivered to the world. [Teacher Support Document](#)	**Formative Assessment(s):** CFA 1- SSWG3ab Selected Response in AMP App CFA 2 - Organization Matching SSWG3d in AMP App **Summative Assessment(s):** Unit 3 assessment in AMP App

Approaches to learning (ATL)
Category: Collaboration **Cluster:** Social Skills **Skill Indicator: I**n order to develop solutions to problems students must effectively work in groups to construct collaborative products.

Learning Experiences
Add additional rows below as needed

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
a. Explain why political boundaries are created and why they change (e.g., nation, state vs. nation-state; political vs. ethnic sovereignty; the unrecognized states of Palestine, Kosovo, and Taiwan)	[Political Geography Reading](#) Students read the information to create a [graphic organizer](#) based on the key words from reading Students read the information to complete the following [graphic organizer](#) based on each section of the reading	Consider using small group instruction to support learning. Consider utilizing the DE Video [Nations Versus States video from Discovery Education](#) for additional support

	QFT: Africa students will collaborate in groups to formulate questions regarding an image to explore the creation and change of political boundaries. Students will use questions to research their answers.	
b. Explain how geography (size, shape, and relative location) can be an advantage or disadvantage to participation in global exchange (e.g., Chile, Indonesia, Russia, Canada, South Africa/Lesotho, Turkey, and Switzerland).	A Country's Shape Can Impact Its Fortunes and Destiny Reading Students will use the information from the reading to understand the different types of political boundaries, sizes and shapes to create a Plus/Delta T-chart or a pro/con graphic organizer based on each type and size characteristics. The Geographical size characteristics examples PP provides visual examples of each. Using the information learned, students use the World Factbook Website or other resources to research one country not mentioned and explain its geographic shape and the pros and cons of the nation's shape, specifically the pros and cons to participation in global exchange.	Consider using small group instruction to support learning. Allow students to work in small groups or pairs. Give students options of nations to guide their choice.
d. Explain how political, economic, and social networks and organizations of global power influence places, countries, and regions (e.g., United Nations, USMCA, African Union, the European Union, the Association of Southeast Asian Nations, 1961 Antarctic Treaty, Non-Governmental Organizations, and social media).	Global Organizations and Networks Students will investigate the history of each organization and complete a graphic organizer to identify characteristics of the organization. Divide the class into small groups, then assign one of the following organizations to each group listed in the GSE. Students will use the graphic organizer to create an infographic poster (electronic or on chart paper) for their assigned organization.	Provide research pathfinders Allow for students to work in small groups

Content Resources

Discovery Education

Georgia DOE SS Frameworks

Article about country, nation and state (Use to create a Frayer Model then a comparison for additional support)