



Marietta City Schools

District Unit Planner

Everything on the unit planner must be included on the unit curriculum approval statement.

Individuals and Society Grade 7 Advanced Studies World Geography

Unit title	<i>1- Themes and Regions of the World</i>	MYP year	2	Unit duration (hrs)	32.5 Hours
-------------------	---	-----------------	---	----------------------------	------------

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

GSE Standards

Standards

Themes of Social Studies

Beliefs and Ideals: The student will understand that the beliefs and ideals of a society influence the social, political, and economic decisions of that society.

Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.

Conflict Resolution: The student will understand that societies resolve conflicts through legal procedures, force, and/or compromise.

Culture: The student will understand that the culture of a society is the product of the religion, beliefs, customs, traditions, and government of that society.

Distribution of Power: The student will understand that distribution of power in government is a product of existing documents and laws combined with contemporary values and beliefs.

Governance: The student will understand that as a society increases in complexity and interacts with other societies, the complexity of the government also increases

Location: The student will understand that location affects a society's economy, culture, and development.

Movement/Migration: The student will understand that the movement or migration of people and ideas affect all societies involved.

Production, Distribution, Consumption: The student will understand that the production, distribution, and consumption of goods/services produced by the society are affected by the location, customs, beliefs, and laws of the society.

Rule of Law: The student will understand that in a democracy, rule of law influences the behavior of citizens, establishes procedures for making policies, and limits the power of government.

Technological Innovation: The student will understand that technological innovations have consequences, both intended and unintended, for a society.

SSWG1 Explain why physical characteristics of places such as landforms, bodies of water, climate, and natural resources act as contributing factors to world settlement patterns.

- a. Identify and describe climates and locations of major physical features of North America. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Mississippi River System, the Appalachian and Rocky Mountains, and the Canadian Shield.
- b. Identify and describe climates and locations of major physical features of Central and South America. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Andes Mountains, Amazon Basin, Atacama Desert, and the Pampas.
- c. Identify and describe climates and locations of major physical features of Europe. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Alps, Pyrenees, and Ural Mountains, and the Rhine, Danube, and Seine Rivers.
- d. Identify and describe climates and locations of major physical features of Africa. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Nile River Valley, the Sahara, the Kalahari Desert, the Sahel, and the Congo River Basin.
- e. Identify and describe climates and locations of major physical features of Central and Southwest Asia. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Zagros Mountains, Tigris and Euphrates Rivers, Persian Gulf and the Caspian Sea.
- f. Identify and describe climates and locations of major physical features of South Asia, Southeastern Asia, and Eastern Asia. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Himalayan Mountains and Tibetan Plateau, Gobi Desert, Ganges, Indus, Huang He, and Yangtze Rivers.
- g. Identify and describe climates and locations of major physical features of Oceania, including Australia, New Zealand, and Antarctica. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Great Dividing Range and Great Victoria Desert.
- h. Describe the spatial distribution of natural resources, including, but not limited to, fuel and energy, agricultural, and mineral sources. Predict how distribution of natural resources continues to impact global settlement patterns.

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
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
15. determine adequacy and/or relevancy of information
17. Interpret political cartoons

Map and Globe Skills:

1. use a compass rose to identify cardinal directions
2. use intermediate directions
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. 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
9. use latitude and longitude to determine location
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.

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

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.

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

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

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

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.

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

WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Key Terms:

Ideals, legal procedures, compromise, culture, contemporary, complexity, migration, production, distribution, consumption, rule of law, innovation, settlement, climates (Tropical, Tropical Wet and Dry, Temperate, Continental, Polar, Mediterranean, arid), natural resources (fossil fuel, petroleum, oil, diamonds, mineral, agriculture) renewable and nonrenewable; **North America:** Mississippi River System, the Appalachian and Rocky Mountains, Canadian Shield; **Central and South America:** Andes, Amazon Basin, Atacama Desert, Pampas; **Europe:** Alps, Pyrenees, Ural Mountains, Rhine, Danube, Seine Rivers; **Africa:** Nile River Valley, Sahara, Kalahari, Sahel, Congo River Basin; **Central and Southwest Asia:** Zagros Mountains, Tigris and Euphrates Rivers, Persian Gulf, Caspian Sea; **South Asia:** Himalayan Mountains, Tibetan Plateau, Gobi Desert, Ganges, Indus, Huang He and Yangtze Rivers; **Oceania:** Australia, New Zealand, Antarctica, Great Dividing Range, Great Victoria Desert (Locations listed are not an exhaustive list. Teachers may integrate additional locations and physical features.)

Key concept

Related concept(s)

Global context

<p>Time, Place and Space refers to the absolute or relative position of people, objects and ideas. Time, place and space focuses on how we construct and use our understanding of location (“where” and “when”).</p>	<p>Causality (Causes and Consequences) Patterns and Trends</p>	<p>Orientation in Space and Time</p>
<p>Statement of Inquiry</p>		
<p>Absolute and relative locations have consequences for development of time, place and space.</p>		
<p>Inquiry questions</p>		
<p>Factual: What are the themes of social studies for World Geography? What is the rule of law? What is conflict resolution? What are the major world climate zones?</p> <p>Conceptual: How do the themes of social studies relate to world geography? How does location impact the way of life in the world’s regions? How does technological innovation change a location? How does climate impact human activities in a region? Why are natural resources important to humans and societies?</p> <p>Debatable: What do you think is the best way to resolve conflict between groups? How does the distribution of natural resources impact global settlement patterns? Which climate zone would you most like to live in and why? Why is the rule of law important in a society?</p>		
<p>MYP Objectives</p>	<p>Assessment Tasks</p>	
<p><i>What specific MYP objectives will be addressed during this unit?</i></p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p>	<p><i>List of common formative and summative assessments.</i></p>

<p><u>MYP Criterion A: Knowledge and Understanding</u></p> <p><u>MYP Criterion B: Investigate</u></p> <ol style="list-style-type: none"> 1. Student use research methods to collect and record relevant information 2. Students evaluate the process and results of the investigation. <p><u>Criterion C: Communicating</u></p> <ol style="list-style-type: none"> 1. Students develop skills to organize, document and communicate their learning using a variety of media and presentation formats. 	<p><u>Physical Features of the Earth</u> Students will investigate the absolute and relative locations of places around the globe to gain understanding of how locations have consequences for development of time, place and space. They will create a poster, infographic, or slide presentation that includes information about their chosen locations:</p> <ul style="list-style-type: none"> ● Name and location of the physical feature ● Type of landform and definition/description ● Visual representation of the landform (picture, map section, drawing, etc.) ● Describe how the landform affects settlement patterns ● Source citations- for this project a link or title will do. 	<p><u>Formative Assessment(s): (no link)</u></p> <p>CFA 1- Themes Vocabulary Matching in AMP App CFA 2- Climate Vocabulary Matching in AMP App</p> <p><u>Summative Assessment(s):</u></p> <p>Unit 1 Assessment: in AMP App</p>
---	---	--

Approaches to learning (ATL)

Category: Communication
Cluster: Communication Skills

Skill Indicator: In order to create original works or support claims, students must read and analyze primary and secondary sources critically.

Category: Communication
Cluster: Communication Skills

Skill Indicator: In order to create a theme story, and physical features product, students must work collaboratively, communicate, and give and/or receive meaningful feedback.

Learning Experiences

Add additional rows below as needed

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
----------------------	----------------------	---

<p>All Themes</p>	<p>Themes Story Students work collaboratively to create descriptions of photos based on their understanding of the Themes of Themes Story Social Studies.</p>	<p>Small writing groups with progress monitoring Write aloud/think aloud</p>
<p>Technological Innovation, Location, Production, Distribution, Consumption</p> <p>SSWG1 Explain why physical characteristics of places such as landforms, bodies of water, climate, and natural resources act as contributing factors to world settlement patterns. b. Identify and describe climates and locations of major physical features of Central and South America. Explain how these physical characteristics impact settlement patterns including, but not limited to, the Andes Mountains, Amazon Basin, Atacama Desert, and the Pampas.</p>	<p>GeoInquiry An Eye on Central America Students explore the physical geography and people of Central America. Using GIS, they follow the development and impact of a major hurricane by integrating satellite imagery of a hurricane with a plot of the hurricane’s path. ANSWER KEY</p>	<p>Collaborative partners- turn and discuss ideas Small group instruction</p>
<p>SSWG1 Explain why physical characteristics of places such as landforms, bodies of water, climate, and natural resources act as contributing factors to world settlement patterns h. Describe the spatial distribution of natural resources, including, but not limited to, fuel and energy, agricultural, and mineral sources. Predict how distribution of natural resources continues to impact global settlement patterns.</p>	<p>Desk Atlas: World: Energy Resources and Metals Students list natural resources and metal resources they know and hypothesize which countries have an abundance of these resources. Students analyze the embedded maps and data to complete the activity, then review their list for possible changes. Students predict how these resources impacted human settlement in comparison to the state of Georgia.</p>	<p>Collaborative partners- turn and discuss ideas</p>
<p>Content Resources</p>		
<p>Active Classroom Georgia DOE SS Frameworks</p>		

Curriculum Unit Approval Statement

Every team member is expected to read and review the unit planner and contents contained in the unit planner.

This unit meets the rigorous review and approval process of Marietta City Schools. All components of the unit have been reviewed and approved including learning experiences, materials, resources, texts, and assessments. This unit's components:

- Are aligned to Georgia Standards of Excellence and MYP/DP subject area guide (if applicable)
- Are aligned to the pacing of the approved Subject Group Overview
- Provide resources that are appropriate for students' grade level, subject/course level, etc.
- Provide learning experiences that prepare students for course assessments

PLCs review each learning experience using three criteria and collaborate to provide explicit and specific information.

<p>Criteria I: Standards Alignment:</p> <p><i>Learning experiences should provide alignment to the standards and the MYP subject area guide (if applicable).</i></p>	<p>Criteria II: Materials, Resources, and Text Complexity and Controversial Topics and Issues:</p> <p><i>Materials, resources, and texts are grade level and content appropriate.</i></p>	<p>Criteria III: Assessment Alignment:</p> <p><i>Since assessment drives instruction, learning experiences must align to and prepare students for regular common formative and summative assessments used to determine whether students are mastering standards-based content and ATL skills.</i></p>
---	--	--