



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	2- Cultural Geography	MYP year	2	Unit duration (hrs)	27 Hours
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GSE 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 has 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 infrastructure (e.g., Coca-Cola and American fast food restaurants, social media networks, and universalized clothing choices)

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

Key concept	Related concept(s)	Global context
Identity 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	Identity Diversity Conflict	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

Characteristics of individuals and groups may lead to conflict and impact identity and diversity.

Inquiry questions

Factual:

- 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?

Conceptual:

- 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?

Debatable:

- 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?

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.

<p>Criterion A: Knowing and Understanding Criterion B: Investigating Criterion D: Thinking critically</p>	<p>Has globalization had more positive or negative effects on the world? Students will investigate the ideals behind globalization and develop a position statement and defend it with evidence and reasons. This task utilizes the Claims-Evidence-Reason (CER) approach to historical writing.</p>	<p>Formative Assessment(s): (no link) Unit 2 Vocabulary in Quizlet</p> <p>Summative Assessment(s): Unit 2 Summative Assessment in AMP App</p>
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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
<p>SSWG2 a. Examine how ethnic compositions of various groups has led to diversified cultural landscapes, including, but not limited to, architecture, traditions, food, art, and music.</p>	<p>The Way We Live: Common Ground Active Classroom Students will pair read the article “Common Ground”, view a video that expands the article subject, and answer questions related to the lesson.</p>	<p>Utilize read aloud feature in Active Classroom Preview new vocabulary Utilize small group instruction Flexible grouping</p>
<p>SSWG2 c. Examine the effects of universalizing and ethnic religions on local populations, including, but not limited to, Christianity, Judaism, Islam, Hinduism and Buddhism.</p>	<p>Effect of Religion 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>SSWG2 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,</p>	<p>Access to Education Around the World Students collaboratively analyze text, infographics, and photographs to identify, compare and contrast barriers and solutions to access to education for girls in different regions.</p>	<p>Utilize an on-line read aloud feature Provide hard-copies of readings Utilize small group instruction</p>

apartheid, and legal rights for women).		
Content Resources		
Active Classroom Unit 2 Vocabulary on Quizlet Georgia DOE SS Frameworks		