



Marietta City Schools 2023-2024 District Unit Planner

2nd Grade

Topic Title:

Unit #4 Georgia's Physical and Human Geography

Unit Duration

4 weeks

Mastering content and skills through KNOWLEDGE-BUILDING (establishing the purpose of the unit):

What enduring understandings will students gain from this unit? Georgia's physical geography provides resources and conditions that influence the lifestyle and interactions between its historical and present day inhabitants.

GSE Standards

ELA

ELAGSE2RI1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

ELAGSE2RI2: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.

ELAGSE2RI3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

ELAGSE2RI4: Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.

ELAGSE2RI5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

ELAGSE2RI7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

ELAGSE2RL2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

Social Studies

SS2G1 Locate and compare major topographical features of Georgia and describe how these features define Georgia's surface.

- a. Locate and compare the geographic regions of Georgia: Blue Ridge, Piedmont, Coastal Plain, Ridge and Valley, and Appalachian Plateau.
- b. Locate on a physical map the major rivers: Savannah, Flint, and Chattahoochee.

SS2H1 Describe the lives and contributions of historical figures in Georgia history.

- a. James Oglethorpe, Tomochichi, and Mary Musgrove (founding of Georgia)
- b. Sequoyah (development of a Cherokee alphabet)

SS2H2 Describe the Georgia Muscogee (Creek) and Cherokee cultures of the past in terms of tools, clothing, homes, ways of making a living, and accomplishments.

- a. Compare and contrast the Georgia Muscogee (Creek) and Cherokee cultures of the past to those of Georgians today.

SS2G2 Describe the cultural and geographic systems associated with the historical figures in SS2H1 and Georgia's Muscogee (Creek) and Cherokee in SS2H2.

- a. Identify specific locations significant to the life and times of each historic figure, and the Muscogee (Creek) and Cherokee, on a political or physical map.
- b. Describe how each historic figure and the Muscogee (Creek) and Cherokee adapted to and were influenced by their environments.
- c. Describe how the region in which these historic figures lived affected their lives and compare these regions to the region in which students live.
- d. Describe the regions in Georgia where the Muscogee (Creek) and Cherokee lived and how the people used their local resources.

SS2CG3 Give examples of how the historical figures in SS2H1 demonstrate positive citizenship traits such as: honesty, dependability, trustworthiness, honor, civility, good sportsmanship, patience, and compassion.

Essential Questions

Factual—

What are Georgia's regions?

What are Georgia's major rivers?

How did (Georgia historical figure) contribute to the state?

Inferential—

How did Georgia's regions affect early life in the state?

How does Georgia's geography affect current life in the state?

Critical Thinking-

Which historical figure made the biggest impact on the state?

Which region of Georgia has the biggest impact on the overall population of the state?

Tier II Words- High Frequency Multiple Meaning

Tier III Words- Subject/ Content Related Words

founding, colony, interpret, alphabet, civil rights, region, river, features

Historical figures and geographic terms related to SS2H1 and SS2G1

Assessments

Transfer of Integrated Skills:

- Georgia Regions and Rivers
- Timeline of Sequoyah's Life from GADOE Frameworks (pages 7-8)
- Music of the Cherokee from ReadWorks

Writing Task and Rubric:

Planning a Trip

Using their completed map from the Summative Assessment and all available resources from this unit, have students respond to the following prompt

Choose two of the cities on your map. Plan a trip from one city to the other that includes:

1. *A route connecting the two cities drawn on your Georgia map*
2. *Written directions that match your drawn route and include the city names, directions you'll travel, rivers you'll cross, and regions you'll pass through*

	4	3	2	1
Accuracy	All place names and cardinal directions are accurate	All place names are accurate	Some place names are inaccurate or incomplete	No place names are accurate
Coherence	Written directions correctly reflect the drawn route and add additional information	Written directions correctly reflect the drawn route	Written directions reflect some inconsistencies with the drawn route	Written directions do not align with drawn route

Objective or Content	Learning Experiences	Differentiation Considerations
Daily Lessons for Text Comprehension	20-Day Plan: Georgia's Physical and Human Geography	
Connected Structured Literacy Activities	<p><i>Fluency Strategy:</i> Use the Fluency Grids to practice various groups of vocabulary related to this unit:</p> <ul style="list-style-type: none"> Ridge, Piedmont, Coastal, Valley, Appalachian, Plateau River, Savannah, Flint, Chattahoochee, Ocmulgee, Altamaha <p><i>Phonics Strategy:</i> Refer to Tool 4 handouts to break down multisyllabic words in this unit using Syllaboard and Syllable Spelling (pp. 31-32) and bring attention to uncommon spelling patterns using Heart Words routine (pp. 22-25).</p> <p>Geor gia review function of e and i with soft g sound</p> <p>Ap pa la chian schwa a and affix chian are only irregular until explicitly taught</p>	
Connected SS/Sci Experiences (omit this row if KBU)	Regions Book Examine the features of Georgia's Five Geographic Regions (Note- This will take several days to complete)	Enlarge documents or stretch the boxes over pages to give students more room to write.

does not contain SS or Sci connections)					Complete the boxes in advance- students highlight or color key vocabulary terms. Provide pre-written facts for students to place in a larger diagram first. Comparing and contrasting is often a hard concept to grasp without intentional modeling and thinking aloud. Practice this skill prior to teaching.
	Y'all Come Visit Georgia Create an advertisement for Georgia Tourism				Allow students to work with a partner Provide the checklist and rubric and discuss prior to beginning work. Allow other ways to show their thinking: brochure (as listed above), PowerPoint, recorded interview, news report, etc. Share an authentic brochure to give students a visual. Some students may benefit from a graphic organizer for their brochure.
	Edible Georgia Design an edible map of Georgia’s features- may be modified to use art and craft supplies				Due to allergies or materials constraints, teachers may choose to use paper, beads, string or other art supplies to create a 3-dimensional Georgia Map
Connected Writing Activities	<i>Top Ten Tools Strategy</i> <ul style="list-style-type: none">Sentence Expansion with TVF (Topic Verb Finish)				
Additional Planning Resources					
MCS K-5 KBU Overview	KBU as a 15-day Plan (Template)	MCS Structured Literacy Repository	Berger Framework for Comprehension (Template)	The Writing Revolution (Templates)	

Additional Instructional Resources	
Suggested High Quality Complex Texts	
Suggested Experiential Resources	