

MCS Advanced Studies SUBJECT Individuals and Societies Subject Group Overview

Unit Name	Unit 1: Georgia Beginnings	Unit 2: Georgia Changes	Unit 3: New Georgia	Unit 4:GA State Government	Unit 5: Developing Georgia	Unit 6: Georgia Close to Home
Time Frame	6 Weeks A- Geography and Economic Conditions 5 days B- American Indians and Exploration 10 days C- Colonization (10) and Revolution (5) 15 days	5 Weeks A- Westward Expansion 15 days B- Road to Civil war (8), Civil War (5), and Reconstruction (15) 27 days	4 Weeks A- New South 10 days B- WWI (3), Great Depression, and New Deal (7) 10 days	5.5 Weeks	6 Weeks A- WWII 10 days B- Civil Rights 15 days C- Modern Georgia 5 days	2 Weeks A- Local Government and Juvenile Justice 5 days B- Personal Finance 5 days
Standards	GSE: A- SS8G1a-c, SS8E1 B- SS8H1 C- SS8H2, SS8H3 Map and Globe Skills: 1,2,3,4,6,7,10 Information Processing Skills: 7 - 12, 16 17	GSE: A- SS8H4, B- SS8H5,SS8H6 Map and Globe Skills: 1,2,4,6,11 Information Processing: 1-12, 15, 17	GSE: A- SS8H7 B- SS8H8 Map and Globe Skills: 1,2,4,6,7,10,11 Information Processing Skills: 1-12, 15, 17	GSE: SS8CG1, SS8CG2, SS8CG3, SS8CG4, SS8CG5 Information Processing Skills: 1, 5,7,11,12	GSE: A- SS8H9, SS8H10 B- SS8H11 C- SS8H12, SS8E2 c Map and Globe Skills: 1, 4, 6, 7, 11 Information Processing 1, 2, 4, 5, 6, 7, 10, 11	GSE: A- SS8CG4 a, d, SS8CG5, SS8CG6 B - SS8E2 a, b Map and Globe Skills: 1,4,6,8,11 Information Processing Skills: 1,3,7,9,11
Approaches To Learning Instructional Strategies	Category: Thinking Cluster: Transfer Skills Skill Indicator: In order for students to transfer skills and knowledge across disciplines and subject groups, students must combine knowledge, understanding and skills of the founding of the Georgia Colony. Category: Communication Cluster: Communication Skills Skill Indicator: In order for students to demonstrate understanding of Georgia’s role in the American Revolution they must write for different purposes.	Category: Communication Cluster: Communication Skills Skill Indicator: In order for students to demonstrate communication through language, students must read critically and for comprehension. Category: Thinking Cluster: Transfer Skills Skill Indicator: Students will use knowledge and skills to transfer understandings of Georgia’s secession from the Union in an original work.	Category: Reflection Cluster: Reflection Skills Skill Indicator: Students will reflect upon the works of Booker T. Washington and W.E.B DuBoise and consider ethical, cultural and environmental implications for who they believe had the better plan for America	Category: Research Cluster: Information Literacy Skills Skill Indicator: In order to demonstrate understanding of balanced powers, students will make connections between various sources of information.	Category: Thinking Cluster: Transfer Skills Skill Indicator: Students combine knowledge, understanding and skills to produce an informational writing with cited evidence about Georgia’s contributions to WWII.	Category: Thinking Skills Cluster: Critical Thinking Skill Indicator: Students analyze and evaluate issues and ideas to present information about the importance of understanding delinquent and unruly acts and consequences of each.

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Statement of Inquiry	Global interactions impact personal and cultural expression leading to conflict over resources and power.	Change challenges disparity and equality impacting identities and relationships	Societies change due to innovation and revolution with resources that impact identities and relationships	Systems balance power, ideology, and governance through fairness and development.	Change promotes disparity and equality which challenges identities and relationships.	Systems reflect causality through fairness and development.
Global Context	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.	Identities and Relationships Who am I? Who are we? Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.	Identities and Relationships Who am I? Who are we? Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.	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.	Identities and Relationships Who am I? Who are we? Students will explore identity; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; what it means to be human.	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.
Key Concept	Global interaction focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.	Change is a conversion, transformation, or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.	Change is a conversion, transformation, or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes, and consequences.	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.	Change is a conversion, transformation, or movement from one form, state or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes and consequences.	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.
Related Concepts	Resources Conflict Power	Disparity Equality	Revolution Resources Innovation	Ideology Power Governance	Disparity Equality	Causality
Design Cycle Trans-disciplinary	SS Reading Standards 6-8: L6-8RHSS2, L6-8RHSS4, L6-8RHSS6, L6-8RHSS7 SS Writing Standards 6-8: L6-8WHST1, 8WHST2, L6-8WHST4, L6-8WHST8	SS Reading Standards 6-8: L6-8RHSS1, L6-8RHSS2, L6-8RHSS4, L6-8RHSS7 SS Writing Standards 6-8: L6-8WHST1, L6-8WHST4, L6-8WHST7	SS Reading Standards 6-8: L6-8RHSS2, L6-8RHSS4, L6-8RHSS7 SS Writing Standards 6-8: L6-8WHST1, L6-8WHST4, L6-8WHST6, L6-8WHST7, L6-8WHST9	SS Reading Standards 6-8: L6-8RHSS2, L6-8RHSS3, L6-8RHSS7 SS Writing Standards 6-8: L6-8WHST2, L6-8WHST4, L6-8WHST9	SS Reading Standards 6-8: L6-8RHSS1, L6-8RHSS2, L6-8RHSS7, L6-8RHSS8 SS Writing Standards 6-8: L6-8WHST1, L6-8WHST4, L6-8WHST6	SS Reading Standards 6-8: SS Writing Standards 6-8:
MYP Assessments Performance Tasks	Common Assessments Title and Criterion: DBQ Georgia’s role in the American Revolution Criterion A: Knowledge and	Common Assessments Title and Criterion: DBQ What caused Georgia to Secede Criterion A: Knowing and	Common Assessments Title and Criterion: DBQ Booker T vs. W.E.B. Who had the better plan? Criterion A: Knowing and	Common Assessments Title and Criterion: Performance Task: Georgia and the Law Criterion B: Investigating	Common Assessments Title and Criterion: DBQ Georgia’s Contributions to WWII	Common Assessments Title and Criterion: Public Service Announcement Criterion A Knowing and understanding

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		Understanding Criterion D: Communicating	Understanding Criterion C: Communicating Criterion D: Communicating	Understanding Criterion C: Communicating Criterion D: Communicating	Criterion A: Knowing and Understanding	Criterion A: Knowing and Understanding Criterion B: Investigating	Criterion C Communicating Criterion D Thinking critically
	Differentiation for Tiered Learners	Marietta City Schools teachers provide specific differentiation of learning experiences for all students. Details for differentiation for common learning experiences are included on the district unit planners.					