# MCS Grade 8 Honors Individuals and Societies Subject Group Overview

<table>
<thead>
<tr>
<th>Unit Name</th>
<th>U1- Georgia, Home Sweet Home Economics and Geography</th>
<th>U2- Georgia, Origins and Changes</th>
<th>U3- Tumultuous Times in Georgia</th>
<th>U4- How Georgia Works</th>
<th>U5- Georgia's Future of Hope</th>
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<tbody>
<tr>
<td><strong>Time Frame</strong></td>
<td>18.75 Hours 5 Weeks</td>
<td>22.5 Hours 6 Weeks</td>
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<td>18.75 Hours 5 Weeks EOG Review- 17.5 Hours 3.5 Weeks</td>
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**Standards**

- Map and Globe Skills (See pages 7 and 8)
  - GSE: SS8E1, SS8E2, SS8E3, SS8G1 a, b, c
  - MCS Gifted Standards: S1A, S2B, S3C, S4D
  - Map and Globe Skills: 1, 2, 3, 4, 5, 6, 8, 9, 11
  - Information Processing Skills: 1, 3, 4, 5, 6, 7, 8, 9, 11, 12, 14, 15, 16
  - GSE: SS8H1, SS8H2, SS8H3, SS8H4, SS8G1d
  - MCS Gifted Standards: S1C, S2A, S3A, S4E
  - Map and Globe Skills: 2, 4, 6, 7, 8, 10, 11
  - Information Processing Skills: 1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 15, 17
  - GSE: SS8H5, SS8H6, SS8H7, SS8H8, SS8H9
  - MCS Gifted Standards: S6B, S4A, S2B
  - Map and Globe Skills: 6, 7, 8, 11
  - Information Processing Skills: 1, 3, 5, 6, 7, 9, 10, 11, 12, 15, 16, 17
  - GSE: SS8CG1, SS8CG2, SS8CG3, SS8CG4, SS8CG5, SS8CG6
  - Map and Globe Skills: 4, 6, 8, 11
  - Information Processing Skills: 1, 2, 3, 5, 6, 7, 9, 11, 12, 15, 16, 17
  - GSE: SS8H10, SS8H11, SS8H12
  - Map and Globe Skills: 4, 5, 6, 7, 11, 12
  - Information Processing Skills: 1, 2, 3, 5, 6, 7, 8, 11, 12, 13, 15, 16

**Approaches To Learning**

- **Strategies**

- **Category:** Communication
  - Cluster: Communication
  - Skill Indicator: Students will make inferences and draw conclusions as they determine the best route for their logistic plan.

- **Category:** Research
  - Cluster: Information Literacy
  - Skill Indicator: Students will collect and analyze data and information to identify solutions and make informed decisions as a logistic manager.

- **Category:** Transfer
  - Cluster: Transfer Skills
  - Skill Indicator: Students will combine knowledge, understanding and skills

- **Category:** Thinking
  - Cluster: Critical Thinking Skills
  - Skill Indicator: Students will make connections between various sources of information to develop an argument about the success of the Reconstruction Amendments.

- **Category:** Reflection
  - Cluster: Reflection Skills
  - Skill Indicator: Students will write a reflection focusing on content (what I learned), skills (what I worked on next), and strengths and weaknesses following their participation in the I'm just a bill simulation processes.

- **Category:** Communication
  - Cluster: Communication
  - Skill Indicator: Students will structure information in the form of a summary and report to communicate their reasons for each superlative nomination based on their knowledge of each individual.

- **Category:** Critical Thinking
  - Cluster: Critical Thinking
  - Skill Indicator: Students will analyze their knowledge and understanding of the individuals to identify evidence and make an informed decision for each superlative nomination.
### MCS Grade 8 Honors Individuals and Societies Subject Group Overview

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<th>Statement of Inquiry</th>
<th>Behaviors, including choice, and connections are dependent on static and dynamic systems, locations, values, relationships, identities, patterns, trends, and personal decisions.</th>
<th>Societies change due to innovation and revolution with and among resources that impact identities and relationships.</th>
<th>The consequences of local and global events including conflict and crisis can lead to change to relationships among individuals and groups within the society.</th>
<th>Systems and processes are developed to assure security within a society.</th>
<th>Dynamic situations lead to innovation, changing relationships, and the development of a society.</th>
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<td><strong>Global Context</strong></td>
<td><strong>Identities and Relationships</strong> 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.</td>
<td><strong>Fairness and Development</strong> 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.</td>
<td><strong>Globalization and Sustainability</strong> How is everything connected? Students will explore the interconnectedness of human-made systems and communities; the relationship between local and global processes; how local experiences mediate the global; the opportunities and tensions provided by world interconnectedness; the impact of decision-making on humankind and the environment.</td>
<td><strong>Personal and Cultural Expression:</strong> 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.</td>
<td><strong>Orientation in Space and Time:</strong> What is the meaning of “where” and “when”? Students will explore personal histories; homes and journeys; turning points in humankind; discoveries; explorations and migrations of humankind; the relationships between, and the interconnectedness of, individuals and civilizations, from personal, local and global perspectives.</td>
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<td><strong>Key Concept</strong></td>
<td><strong>Systems</strong> 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. For individuals and societies, systems thinking provides a powerful tool for understanding both natural and human environments, and the role of individuals within them.</td>
<td><strong>Change</strong> 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. For individuals and societies, the concept of change allows examination of the forces that shape the world: past, present and future. The causes and effects of change can be natural and artificial; intentional and unintentional; positive, negative or neutral.</td>
<td><strong>Conflict</strong> Globalization</td>
<td><strong>Systems</strong> 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. For individuals and societies, systems thinking provides a powerful tool for understanding both natural and human environments, and the role of individuals within them.</td>
<td><strong>Time, Place, and Space</strong> is an intrinsically linked concept of time, space and place that 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”). For individuals and societies, time is not simply the measurement of years or time periods but is a continuum of significant events of the past, present and future.</td>
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<td><strong>Related Concepts</strong></td>
<td><strong>Disparity and Equity Choice Patterns and Trends</strong></td>
<td><strong>Causality Culture Interdependence</strong></td>
<td><strong>Conflict Globalization Causality (Causes and Consequences)</strong></td>
<td><strong>Governance Processes Causality (Causes and Consequences)</strong></td>
<td><strong>Disparity and Equity Perspective Innovation and Revolution</strong></td>
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MCS MYP Grade 8 Honors Individuals and Societies Subject Group Overview Published August, 2023

SS Support Resources
## MCS Grade 8 Honors Individuals and Societies Subject Group Overview

### Design Cycle Trans-disciplinary

See Pages 9 and 10

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### MYP Assessments Performance Tasks

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<td>Solve the Problem- Students will become logistics managers as they map moving cargo from the Brunswick shipyards to Dalton, GA</td>
<td>Children’s Book About Georgia-Students will work in pairs to create a children’s book about early Georgia for 2nd grade students. MMIS will partner with MCS Elementary Schools to share their books.</td>
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<td>Document Guided Inquiry- Were the Reconstruction Amendments successful? Students will investigate the Reconstruction Amendments and events of the years following the Civil War and create an argument to answer the compelling question.</td>
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<td>Criterion B: Investigating</td>
<td>Criterion A: Knowledge and Understanding</td>
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<tr>
<td>Criterion C: Communicating</td>
<td>Criterion B: Investigating</td>
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<td>Criterion C: Communicating</td>
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<tr>
<td>Criterion D: Thinking Critically</td>
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### 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.