# Unit Title

**Unit 2- Cultural Geography**

**MYP year** 2

**Unit duration (hrs)** 27 Hours

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

### GA DoE 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 have 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

### MCS Gifted Standards

**Strand 5: Emotional Development of Self**

Students will develop understanding of self and how one's own unique abilities influence interactions with others.

MCS.Gifted.SSA. Explore personal beliefs, feelings, and understanding of self, regarding one's own unique giftedness.

MCS.Gifted.SSB. Recognize and build upon strengths and limitations.

MCS.Gifted.SSC. Develop and practice critical analysis in judgment of one's actions, feelings and thoughts.

MCS.Gifted.SSD. Develop a shift in actions, feelings and thoughts.
Concepts/Skills to be Mastered by Students

Information Processing Skills:

1. compare similarities and differences
2. identify issues and/or problems and alternative solutions
3. identify main idea, detail, sequence of events, and cause and effect in a social studies context
4. identify and use primary and secondary sources
5. identify social studies reference resources to use for a specific purpose
6. analyze artifacts
7. draw conclusions and make generalizations
8. analyze graphs and diagrams
9. translate dates into centuries, eras, or ages
10. formulate appropriate research questions
11. determine adequacy and/or relevancy of information
12. check for consistency of information
13. compare
14. interpret political cartoons

Map and Globe Skills:

4. compare and contrast the categories of natural, cultural, and political features found on maps
5. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
6. use a map to explain the impact of geography on historical and current event
7. draw conclusions and make generalizations based on information from maps
8. 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:
<table>
<thead>
<tr>
<th>Key concept</th>
<th>Related concept(s)</th>
<th>Global context</th>
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<tbody>
<tr>
<td><strong>Identity</strong> 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</td>
<td>Identity</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>
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<tr>
<td></td>
<td>Diversity</td>
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<td>Conflict</td>
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**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?

<table>
<thead>
<tr>
<th>MYP Objectives</th>
<th>Assessment Tasks</th>
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<tr>
<td><strong>What specific MYP objectives will be addressed during this unit?</strong></td>
<td><strong>Relationship between summative assessment task(s) and statement of inquiry:</strong></td>
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</tbody>
</table>
| **Criterion A. Knowing and Understanding**  
**Criterion B: Investigating critically**  
**Criterion D: Thinking critically** | **List of common formative and summative assessments.** |
| **FIFA Bloom Ball**: Students will investigate the presence of globalization in the FIFA Women's World Cup. Students will create provide examples of gender roles, cultural beliefs, and multinational and transnational corporations. | **Formative Assessment(s):**  
Unit 2 Vocabulary in Quizlet  
**Summative Assessment(s):**  
Unit 2 Summative Assessment in AMP App |

**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

<table>
<thead>
<tr>
<th>Objective or Content</th>
<th>Learning Experiences</th>
<th>Personalized Learning and Differentiation</th>
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| **SSWG2 a.** Examine how ethnic compositions of various groups has led to diversified | **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. | **Utilize read aloud feature in Active Classroom**  
Preview new vocabulary |

Published: Month, Year  
Resources, materials, assessments not linked to SGO or unit planner will be reviewed using the local school process.
cultural landscapes, including, but not limited to, architecture, traditions, food, art, and music.

SSWG2 c. Examine the effects of universalizing and ethnic religions on local populations, including, but not limited to, Christianity, Judaism, Islam, Hinduism and Buddhism.  

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.

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, apartheid, and legal rights for women).

Cultural Beliefs on Gender Inequality
Students will use video and text resources to analyze the impact of cultural beliefs on gender roles and perceptions of race and ethnicity from multiple regions. Students will record information and develop fact-based could/should statements.

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<tr>
<th>Content Resources</th>
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<tbody>
<tr>
<td>Active Classroom</td>
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<tr>
<td>Unit 2 Vocabulary on Quizlet</td>
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<tr>
<td>Georgia DOE SS Frameworks</td>
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