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| Teacher(s) | Andraya Young & Amber Acuna | Subject group and discipline | Individuals and Societies-World Geography | | |
| Unit title | Thinking Like a Geographer | MYP year | Year 4 | Unit duration (hours) | 11 hours |

Inquiry: Establishing the purpose of the unit

| Key concept (1) | Related concept(s) (1-2) | Global context & exploration (1) |
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| Time, Place, & Space | Processes | Global Context: Orientation in Space and Time Exploration: Peoples, boundaries, exchange, & interaction |

Statement of inquiry Process (Key concept + Related concept + Exploration)

Conceptual Understanding (**Key concept + Related concepts**): **Combine the key & related concepts together to make a meaningful conceptual statement that identifies their relationship.**

Understanding the processes that happen in various places & spaces will lay a solid foundation

Statement of Inquiry (**Key concept + Related concepts + Exploration**): **Create your statement (not question) of inquiry by combining the global contexts' exploration chosen for this unit with the conceptual understanding.**

Processes that happen in various places & spaces will impact people, boundaries, exchange, & interaction

Inquiry questions (These questions need to be focused around the Key Concept, Related Concepts, and Global Context).

Factual— Line of Inquiry...

Lower level of Blooms

Unpack the statement of inquiry by mentioning them specifically in the questions.

Stay away from content specific terminology here.

1. What are the 5 Themes of Geography?
2. What are the different types of maps?
3. How does knowledge of the global grid help with absolute location?
4. What are some of the major landforms & bodies of water?

Conceptual— Line of Inquiry...

Middle level of Blooms

Unpack the statement of inquiry by mentioning them specifically in the questions.

Stay away from content specific terminology here.

1. How do the 5 Themes apply to San Antonio?
2. How do place & space impact people's decisions?

Debatable— Line of Inquiry...

Higher level of Blooms

Unpack the statement of inquiry by mentioning them specifically in the questions.

Stay away from content specific terminology here.

1. To what extent do place & space impact people's decisions to locate businesses, homes, & services?

| Objectives and their strands | Summative assessment | |
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| <p>IB Objectives found in your subject guides!</p> <p>Objective A: Knowing and Understanding</p> <ol style="list-style-type: none"> i. Use vocabulary in context ii. Demonstrate knowledge and understanding of | <p>Apply the 5 Themes of Geography to the U.S.</p> <p>Outline of summative assessment task(s) using the GRASPS model including assessment criteria (not the strands) in the final "S" of GRASPS:</p> <p>G-Goal- Demonstrate application of the 5 Themes</p> | <p>Explain the relationship between summative assessment task(s) and statement of inquiry:</p> <p>Systems are driven by resources for sustainability to create civilizations & social histories.</p> |

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| <p>subject-specific content and concepts through descriptions, explanations and examples.</p> | <p>R-Role-You are hosting a foreign exchange student</p> <p>A-Audience- A foreign exchange student</p> <p>S-Situation- They are new to the U.S. & you are introducing our country through the 5 Themes</p> <p>P-Product- You must design and create a poster to explain & illustrate how the 5 Themes apply to the U.S.</p> <p>S-Standards Objective A. i. ii.</p> | <p>Students will demonstrate knowledge and understanding of Early River Valley civilizations by creating their own Civilization map using all of the 8 common elements. Students will provide descriptions, explanations and examples of their societies:</p> <ol style="list-style-type: none"> 1. Written Language 2. Organized Religion 3. Cities 4. Art & Architecture 5. Laws & Government 6. Job Specialization 7. Social Classes 8. Technology |
| <p>Approaches to learning (ATL) In order for students to (objective strand), students must (ATL skill). (ATL category: _____, ATL Skill: _____).</p> | | |

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Action: Teaching and learning through inquiry

| Content (TEKS) WRITE THEM OUT | Learning Process <u>(List in the order in which you will teach the lessons, ask inquiry questions, when ATL statements will be taught and practiced, as well as when both assessment types will occur)</u> |
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| <p>(1) History. The student understands traditional historical points of reference in world history. The student is expected to:</p> <p style="padding-left: 40px;">(A) identify major causes and describe the major effects of the following events from 8000 BC to 500 BC: the development of agriculture and the development of the river valley civilizations;</p> <p>(2) History. The student understands how early civilizations developed from 8000 BC to 500 BC. The student is expected to:</p> <p style="padding-left: 40px;">(A) summarize the impact of the development of farming (Neolithic Revolution) on the creation of river valley civilizations;</p> <p style="padding-left: 40px;">(B) identify the characteristics of civilization; and</p> <p style="padding-left: 40px;">(C) explain how major river valley civilizations influenced the development of the classical civilizations.</p> <p>(30) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:</p> <p style="padding-left: 40px;">(A) use social studies terminology correctly;</p> | <p style="text-align: center;">Learning Experiences and Teaching Strategies</p> <p><u>Also explain how you will incorporate the Approaches to Learning and Learner Profiles.</u></p> |

(THIS SECTION NEEDS TO FLESHED OUT MORE)

Week 1/Day 1: *Causes and Effects of the Neolithic Revolution*

Week 1/Day 2: *8 Features of a Civilization*

1. *PowerPoint and CLOZE Notes*
2. *Finding the features of a civilization in San Antonio*

Week 1/Day 3: *Overview of Ancient River Valley Civilizations*

1. *Significance of Rivers*
2. *RVC Map*
3. *History Alive: Picture Analysis*

Week 2/Day 4: *Ancient River Valley Civilizations: Egypt*

1. *Deciphering Hieroglyphics*
2. *The Flooding of the Nile River*

Week 2/Day 5: *Ancient River Valley Civilizations: Mesopotamia*

1. *DBQ Analysis for Code of Hammurabi and Epic of Gilgamesh*

Week 2/Day 6: *Ancient River Valley Civilizations: Indus Valley*

1. *Mr. Nicky's Videos*

Week 3/Day 7: *Ancient River Valley Civilizations: China*

Week 3/Day 8: *My Original Civilization*

Week 3/Day 9: *My Original Civilization Completion*

Formative Assessment (formal and informal)

Informal:

- Finding the 8 Features of a Civilization in San Antonio
- Debate: Rank the 8 Features of a Civilization
- 8 Features of a Civilization Kahoot
- RVC Characteristics Matchup Game

Formal:

Create your Own Civilization Project

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| | | | | Differentiation (Consider your student population, their special accommodations and modifications and language supports) | | | |
| | | | | Content: <ul style="list-style-type: none"> • Interactive Word Wall • Use of Graphic Organizers • CLOZE Notes on 8 Features of a Civilization • Reading pairs to assist ESL/Spec Ed students Process: <ul style="list-style-type: none"> • Reduced # of questions and guiding questions for document analysis • Scaffolded planning for end project Product: <ul style="list-style-type: none"> • Encourage students to express what they have learned in varied ways. • Selective Grouping for Create Your Own Civilization Project • Provide a list of resources/links to assist students while creating the project | | | |
| Resources: | | | | | | | |
| State Resources | | Text Books, Consumables, Etc. | | Online Resources | | Technological Resources | |
| 1. TEKS 2. TEKS Resource System | | 3. World History Textbook 4. Mastering the TEKS in World History textbook 5. GRASPS 6. Principles into Practice 7. IB Subject Guide – Individuals and Societies | | 8. Padlet - Students will locate 8 Features of a Civilization in San Antonio and add to a class padlet 9. Kahoot 10. Crash Course Videos 11. Google Classroom (include directions for Create Your Own Civilization Project and Rubric) 12. Lead4Ward Instructional Strategies | | 13. Cellphones to access Kahoot, Padlet and Google Classroom 14. Laptop /ChromeBook | |

Reflection: Considering the planning, process and impact of the inquiry *You can answer the questions directly

| Prior to teaching the unit | During teaching | After teaching the unit |
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| <p>Why do we think that the unit or the selection of topics will be interesting? <i>We think that students will find the information on Egypt interesting. Most students have some knowledge about Egypt (usually pyramids, mummies and hieroglyphics) which we can build upon. We can show the students how archaeologists and historians work together to build our knowledge of the ancient world.</i></p> <p>What do students already know, and what can they do? <i>Students should already have some background knowledge on river valley civilizations from their 6th Grade Social Studies course. From that course, they should also have familiarity with maps (both analyzing an creating their own maps)</i></p> <p>What have students encountered in this discipline before?</p> <p>What does my experience tell me about what to expect in this unit?</p> <p>What attributes of the learning profile does this unit offer students opportunities to develop? <i>Knowledgeable, Thinkers, Inquirers and Reflective</i></p> <p>What potential interdisciplinary connections can we identify? <i>We could team up with Art to analyze samples of writing in ancient civilizations (ex: hieroglyphics and</i></p> | <p>What are the areas of concern that occurred during the unit and how were they resolved? What are some things you wish to include or remove to enhance the learning experiences?</p> <p>What difficulties did we encounter while completing the unit or the summative assessment task(s)?</p> <p>What resources are proving useful, and what other resources do we need?</p> <p>What student inquiries are emerging?</p> <p>What can we adjust or change?</p> <p>What skills need more practice?</p> <p>What is the level of student engagement?</p> <p>How can we scaffold learning for students who need more guidance?</p> <p>What is happening in the world right now with which we could connect teaching and learning in this unit?</p> <p>How well are the learning experiences aligned with the unit's objectives?</p> <p>What opportunities am I hearing to help students explore the interpretative nature of knowledge, including personal biases that might be retained, revised or rejected? (DP Theory of knowledge skills development)</p> | <p>For this portion, it will serve as a reflection for how the unit went. Explain what can be done to make the lesson more thorough next school year.</p> <p>What were the learning outcomes of this unit?</p> <p>How well did the summative assessment task serve to distinguish levels of achievement? Was the task sufficiently complex to allow students to reach the highest levels?</p> <p>What evidence of learning can we identify? What artefacts of learning should we document?</p> <p>Which teaching strategies were effective? Why?</p> <p>What was surprising?</p> <p>What student-initiated action did we notice?</p> <p>What will we do differently next time?</p> <p>How will we build on our experience to plan the next unit?</p> <p>How effectively did we differentiate learning in this unit?</p> <p>What can students carry forward from this unit to the unit? to the next year/ level of study?</p> <p>Which subject groups could we work with next time?</p> <p>What did we learn from standardizing the assessment?</p> |

cuneiform). How could we compare hieroglyphics to the use of emojis and memes in today's world? Then, we could encourage the students to create their own picture writing.

What do we know about my students' preferences and patterns of interaction?

Are there any possible opportunities for meaningful service learning?

What in the unit might be inspiring for community or personal projects?

Could we develop authentic opportunities for service learning?

How can we use my students' multilingualism as a resource for learning?