

Teacher(s)	Mohler	Subject group and discipline	Individuals and Societies		
Unit title	The Circle of Life is Europe's Wheel of Fortune	MYP year	Year 1	Unit duration (hrs)	45



Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
<p>Global interactions</p> <p>Global interactions, as a concept, 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.</p>	<p>Globalization</p> <p>I picked globalization as the related concept because globalization encompasses local, national and global repercussions and expectations for our “shrinking” world</p>	<p>Globalization and Sustainability</p> <p>I picked this global concept because I want my students to explore the interconnectedness of human-made systems and communities.</p>
<p>Statement of inquiry</p> <p>The fortunes of “OUR” world depends on how well others sustain their world and realizing that the Earth is the circle of life.</p>		

Inquiry questions		
<p>Factual - How is Europe connected to “our” community?</p> <p>Conceptual - What are some ways that “our” community benefits and suffers from connections with Europe.</p> <p>Debatable - Would “our” community be the same if Europe never existed?</p>		
Objectives	Summative assessment	
<p>OBJECTIVE A: KNOWING AND UNDERSTANDING</p> <p>OBJECTIVE D: THINKING CRITICALLY</p>	<p>Superhero Project</p> <p>Students will take a European country of their choice and convert that country into a Superhero. The Superhero must:</p> <ul style="list-style-type: none"> ● display strengths ● display weaknesses ● alliances? ● super powers ● costume ● secret identity ● connections to “our” community <p>This project will use the knowing and understanding criteria to assess student work. Students will be assessed using:</p> <p>OBJECTIVE A: KNOWING AND UNDERSTANDING</p> <p>Debatable Essay</p> <p>Students will write an essay answering the debatable question. The debatable question for this unit is:</p>	<p>The relationship between the summative assessment and the statement of inquiry is evident in the fact that each will ask students to prove that they understand the connection between our community and the European continent.</p>

	<p>Would “our” community be the same if Europe never existed?</p> <p>This essay should be at least 5 paragraphs. Students will be assessed using:</p> <p>Objective D: Thinking Critically</p>	
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Approaches to learning (ATL)

- Take effective notes in class
- Present information in a variety of formats and platforms
- Combine knowledge, understanding and skills to create products or solutions

Action: Teaching and learning through inquiry

Content (List GSE by Day and Week – Be Explicit)	Learning process and teaching strategies (List learning processes and teaching strategies by Day and Week – Be Explicit)
<p>SS6G8 The student will locate selected features of Europe.</p> <p>a. Locate on a world and regional political- physical map: the Danube River, Rhine River, English Channel, Mediterranean Sea, European Plain, the Alps, Pyrenees, Ural Mountains, Iberian Peninsula, and Scandinavian Peninsula.</p> <p>b. Locate on a world and regional political-physical map the countries of Belgium, France, Germany, Italy, Poland,</p>	<p>Learning experiences and teaching strategies</p> <p>Week 1 (August 6 – August 10)</p> <p>Review/Check for prior knowledge (August 6)</p> <p>Direct instruction (August 6 – 7)</p> <p>Guided practice (August 6, 7, 8)</p> <p>Independent practice (August 6, 7, 8, 9)</p> <p>Provide information – PowerPoint (August 6-7)</p> <p>Model desired skills and outcomes (August 6, 7, 8, 9, 10)</p> <p>Demonstrate – Provide real world connections and examples (August 6, 7, 8, 9, 10)</p> <p>Link new information and/or skills to prior knowledge (build background) (August 6, 7, 8, 9, 10)</p>

<p>Russia, Spain, Ukraine, and United Kingdom.</p> <p>SS6G9 The student will discuss environmental issues in Europe.</p> <p>a. Explain the major concerns of Europeans regarding the issues such as acid rain in</p> <p>Germany, air pollution in the United Kingdom, and the nuclear disaster in Chernobyl, Ukraine.</p> <p>SS6G10 The student will explain the impact of location, climate, natural resources, and population distribution on Europe.</p> <p>a. Compare how the location, climate, and natural resources of the United Kingdom and Russia affect where people live and how they trade.</p> <p>b. Compare how the location, climate, and natural resources of Germany and Italy affect where people live and how they trade.</p> <p>SS6G11 The student will describe the cultural characteristics of Europe.</p> <p>a. Explain the diversity of European languages as seen in a comparison of</p>	<p>Check for understanding/Question; Re-teach (if necessary) (August 6, 7, 8, 9, 10)</p> <p>Use graphic organizers (maps, charts, illustrations) (August 7, 8)</p> <p>Provide extensions/elaboration (August 6, 7, 8, 9)</p> <p>Provide examples to help (August 6, 7, 8, 9, 10)</p> <p>Cooperative Learning (August 8-9)</p> <p>Group Instruction (August 8)</p> <p>Individual Instruction (August 7, 8, 9)</p> <p>Provide "wait time" (August 6, 7, 8, 9, 10)</p> <p>Student self-assess (self-monitor) (August 6, 7, 8, 9, 10)</p> <p>Model by "thinking aloud" the process (August 6, 7, 8, 9, 10)</p> <p>Check for understanding/Question (August 6, 7, 8, 9, 10)</p> <p>Evaluate/Summarize (Did we meet the objectives?) (August 6, 7, 8, 9, 10)</p> <p>Week 2 (August 13 – August 17)</p> <p>Review/Check for prior knowledge (August 13)</p> <p>Direct instruction (August 13 – 14)</p> <p>Guided practice (August 13, 14, 15)</p> <p>Independent practice (August 13, 14, 15, 16)</p> <p>Provide information – PowerPoint (August 13 - 14)</p> <p>Model desired skills and outcomes (August 13, 14, 15, 16, 17)</p> <p>Demonstrate – Provide real world connections and examples (August 13, 14, 15, 16)</p> <p>Link new information and/or skills to prior knowledge (build background) (August 13, 14, 15, 16, 17)</p> <p>Check for understanding/Question; Re-teach (if necessary) (August 13, 14, 15, 16, 17)</p> <p>Use graphic organizers (maps, charts, illustrations) (August 14, 15)</p> <p>Provide extensions/elaboration (August 13, 14, 15, 16)</p> <p>Provide examples to help (August 13, 14, 15, 16, 17)</p> <p>Cooperative Learning (August 15 - 16)</p> <p>Group Instruction (August 15)</p> <p>Individual Instruction (August 14, 15)</p>
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<p>German, English, Russian, French, and Italian.</p> <p>b. Describe the major religions in Europe; include Judaism, Christian</p> <p>SS6H6 The student will analyze the impact of European exploration and colonization on various world regions.</p> <p>a. Identify the causes of European exploration and colonization; include religion, natural resources, a market for goods, and the contributions of Prince Henry the Navigator.</p> <p>b. Trace the empires of Portugal, Spain, England, and France in Asia, Africa, and the Americas.</p> <p>c. Trace the colonization of Australia by the United Kingdom.</p> <p>d. Explain the impact of European empire building in Africa and Asia on the outbreak of WWI.</p> <p>SS6H7 The student will explain conflict and change in Europe to the 21st century.</p>	<p>Provide "wait time" (August 13, 14, 15, 16)</p> <p>Student self-assess (self-monitor) (August 13, 14, 15, 16, 17)</p> <p>Model by "thinking aloud" the process (August 13, 14, 15, 16, 17)</p> <p>Check for understanding/Question (August 13, 14, 15, 16, 17)</p> <p>Evaluate/Summarize (Did we meet the objectives?) (August 13, 14, 15, 16, 17)</p> <p>Peer assess (August 15)</p> <p>Focus attention on the strategy used (August 13, 14, 15, 16, 17)</p> <p>Provide extensions/elaboration (August 13, 14, 15, 16, 17)</p> <p>Week 3 (August 20 – August 24)</p> <p>Review/Check for prior knowledge (August 20)</p> <p>Direct instruction (August 20 – 21)</p> <p>Guided practice (August 20, 21, 22)</p> <p>Independent practice (August 20, 21, 22, 23)</p> <p>Provide information – PowerPoint (August 20)</p> <p>Model desired skills and outcomes (August 20, 21, 22, 23, 24)</p> <p>Demonstrate – Provide real world connections and examples (August 20, 21, 22, 23)</p> <p>Link new information and/or skills to prior knowledge (build background) (August 20, 21, 22, 23, 24)</p> <p>Check for understanding/Question; Re-teach (if necessary) (August 20, 21, 22, 23, 24)</p> <p>Discussion to deeper understanding (August 20, 21, 22, 23, 24)</p> <p>Technology tools – (Laptops) (August 22, 23)</p> <p>Technology tools – (BYOT) (August 22, 23)</p> <p>Technology tools – (Desktop Computer) (August 22, 23)</p> <p>Critiquing activities (August 20, 21, 22, 23, 24)</p> <p>Reflective Writing (August 20, 21, 22, 23, 24)</p> <p>Observations (August 20, 21, 22, 23, 24)</p>
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a. Describe major developments following World War I: the Russian Revolution, the Treaty of Versailles, worldwide depression, and the rise of Nazism.

b. Explain the impact of WWII in terms of the Holocaust, the origins of the Cold War, and the rise of Superpowers.

c. Explain how the collapse of the Soviet Union led to the end of the Cold War and German reunification.

SS6CG4 The student will compare and contrast various forms of government.

a. Describe the ways government systems distribute power: unitary, confederation, and federal.

b. Explain how governments determine citizen participation: autocratic, oligarchic, and democratic.

c. Describe the two predominant forms of democratic governments: parliamentary and presidential.

SS6CG5 The student will explain the structure of modern European governments.

Formative assessment

Week 1 (August 6 – August 10)

Collage or Poster - Ask students to make a collage or poster from magazine photos to demonstrate understanding of a concept.

EOG Prep (5 question opening quiz) (August 7, 8, 9)
 Ticket Out The Door (August 6, 7, 8, 9)
 Bingo (August 9)
 EOG Prep (5 question opening quiz)
 End of Week Test (August 10)

Vote with Thumbs - Ask the class if they understand a concept. A thumbs up is “yes”, thumbs down is “no,” and “not sure,” is thumbs middle. (August 6 – 10)

Journal - Students periodically record their thoughts and feelings about how they are progressing in the class. They can also share feelings about particular assignments or indicate areas in which they may be experiencing difficulties in the classroom, either with the material, the teacher, or their classmates. (August 6 – 10)

Week 2 (August 13 – August 17)

Collage or Poster - Ask students to make a collage or poster from magazine photos to demonstrate understanding of a concept.

EOG Prep (5 question opening quiz) (August 7, 8, 9)
 Ticket Out The Door (August 6, 7, 8, 9)
 Team Trivia (August 16)
 End of Week Test (August 17)

Vote with Thumbs - Ask the class if they understand a concept. A thumbs up is “yes”, thumbs down is “no,” and “not sure,” is thumbs middle. (August 13 – 17)

a. Compare the parliamentary system of the United Kingdom of Great Britain and Northern Ireland (United Kingdom), the federal system of the Federal Republic of Germany (Germany), and the federation of the Russian Federation (Russia), distinguishing the form of leadership and the role of the citizen in terms of voting and personal freedoms.

b. Describe the purpose of the European Union and the relationship between member nations.

SS6E5 The student will analyze different economic systems.

a. Compare how traditional, command, market answer the economic questions of 1 -what to produce, 2-how to produce, and 3-for whom to produce.

b. Explain how most countries have a mixed economy located on a continuum between pure and market and pure command.

c. Compare the basic types of economic systems found in the United Kingdom, Germany, and Russia.

Journal - Students periodically record their thoughts and feelings about how they are progressing in the class. They can also share feelings about particular assignments or indicate areas in which they may be experiencing difficulties in the classroom, either with the material, the teacher, or their classmates. (August 13 – 17)

Week 3 (August 20 – August 24)

EOG Prep (5 question opening quiz) (August 21, 22, 23)

Ticket Out The Door (August 20, 21, 22, 23)

Know It Show It (August 22, 23)

Who Am I? (August 21)

Weekly Test (August 24)

Vote with Thumbs - Ask the class if they understand a concept. A thumbs up is “yes”, thumbs down is “no,” and “not sure,” is thumbs middle. (August 20 – 24)

Journal - Students periodically record their thoughts and feelings about how they are progressing in the class. They can also share feelings about particular assignments or indicate areas in which they may be experiencing difficulties in the classroom, either with the material, the teacher, or their classmates. (August 20 - 24)

SS6E6 The student will analyze the benefits of and barriers to voluntary trade in Europe.

a. Compare and contrast different types of trade barriers such as tariffs, quotas, and embargos.

b. Explain why international trade requires a system for exchanging currencies between nations.

SS6E7 The student will describe factors that influence economic growth and examine their presence or absence in Europe.

a. Explain the relationship between investment in human capital (education and training) and gross domestic product (GDP).

b. Explain the relationship between investment in capital (factories, machinery, and technology) and gross domestic product (GDP).

c. Describe the role of natural resources in a country's economy.

d. Describe the role of entrepreneurship

Differentiation (The strategies below are ways to differentiate. The differentiation strategies that should be placed here are to be specific. The definitions below should help. List your strategies by week and day – Be Explicit).

Tiering by lesson:

- Tier by challenge level (Bloom's Taxonomy)
- Tier by complexity (When you tier by complexity, you address the needs of students at introductory levels as well as the needs of students who are ready for more advanced work.)
- Tier by resources (When you choose materials at various reading levels and complexity of content, you are tiering assignments by resources.)
- Tier by outcomes (Students use the same materials but end products vary.)
- Tier by process (The end products are the same but the ways students arrive at those outcomes may vary.)
- Tier by product (Group by multiple intelligences or learning styles followed by assignments that fit those preferences.)

Menus: A menu offers students a way to make decisions about what they will do in order to meet class requirements. A menu could be for a single lesson, a week-long lesson, or even a month-long period of study. Once the teacher has decided on what the essential understandings and/or skills are, she/he can begin to create a menu.

Task: One of the core methods of differentiation, differentiation by task, involves setting different tasks for students of different abilities. One way to achieve this may be to produce different sets of worksheets or exercises depending on students' abilities. However, some teachers are loath to employ this method because of both the social implications and the additional planning it entails. An alternative method is to use a single worksheet comprised of tasks which get progressively harder. The more

SS6G11 The student will describe the cultural characteristics of Europe.

c. Explain how the literacy rate affects the standard of living in Europe

advanced students will quickly progress to the later questions whilst the less able can concentrate on grasping the essentials.

Grouping: Collaborative learning has many well-documented benefits such as enabling shy students to participate more confidently in class, but it's also a useful differentiation method. Small, mixed-ability groups allow lower achievers to take advantage of peer support whilst higher achievers gain the opportunity to organise and voice their thoughts for the benefit of the whole group (known as peer modelling). Grouping also allows roles to be allocated within the team which cater for each member's skill set and learning needs.

Resources: In this method it's important to recognize that some students can work with more advanced resources than others, and that it is possible to use multiple materials in order to approach a topic from different angles. This means that while some may require quite basic texts with illustrations, others are capable of working with more advanced vocabulary and complex ideas. Differentiation of this kind allows a wide spectrum of materials to be used to attain a single learning outcome. It's a method that is greatly assisted by advances in technology, and the use of educational video in the classroom, which is why it is becoming more prevalent.

Pace: In the traditional classroom, activities are completed within a single time frame, irrespective of the level of difficulty for some students. The result is that more advanced learners can be held back to the speed of the less able ones, and at the other end of the scale, some may simply find it impossible to keep up. When differentiation is used in lesson planning, the available time is used flexibly in order to meet all students' needs. Students who quickly grasp core activities need not be held back because their classmates need to spend more time on the fundamentals of a topic. They can instead be allocated more challenging extension tasks in order to develop a more rounded understanding of the subject matter or even to progress through the set course more quickly.

Outcome: Differentiation by outcome is a technique whereby all students undertake the same task but a variety of results is expected and acceptable. For example, the teacher sets a task but instead of working towards a single 'right' answer, the students arrive at a personalised outcome depending on their level of ability. It's a method about which some teachers have reservations as there is a risk that the less able students will fall below an acceptable level of understanding, however that risk can be mitigated somewhat by establishing a clear set of guidelines that apply to all students, and it does offer one clear advantage in that no prior grouping is necessary.

Dialogue and support: Differentiation by dialogue is the most regularly used type of differentiation in the classroom. With this technique, the emphasis is on the role of the teacher, who must facilitate problem solving by identifying which students need detailed explanations in simple language and which students can engage in dialogue at a more sophisticated level. The teacher may also employ targeted questioning to produce a range of responses and to challenge the more able students. Verbal support and encouragement also plays a crucial part in this technique.

Assessment: In the differentiated classroom, rather than assessment taking place at the end of learning, students are assessed on an on-going basis so that teaching, and indeed the other methods of differentiation, can be continuously adjusted according to the learners' needs.

Resources (List Resources by Day and Week – Be Explicit)

Week 1 (August 6 – August 10)

- paper
- pencil
- pens
- highlighters
- notebooks
- Promethean Board
- textbook
- workbook

Galileo

<http://www.galileo.usg.edu/teen/atlanta-k12/topics/social-studies/>

The World Factbook: provides information on the history, people, government, economy, geography, communications, transportation, military, and transnational issues for 266 world entities. Our Reference tab includes: maps of the major world regions, as well as Flags of the World, a Physical Map of the World, a Political Map of the World, and a Standard Time Zones of the World map. <https://www.cia.gov/library/publications/the-world-factbook/index.html>

Smithsonian for Student: the student focused, education section of the main web site of the Smithsonian Institute. There are interesting articles about history and colorful pictures and graphics which bring history alive.

<http://www.smithsonianeducation.org/students/index.html>

Week 2 (August 13 – August 17)

- paper
- pencil
- pens

- highlighter
- notebooks
- promethean board
- textbook
- workbook

Galileo

<http://www.galileo.usg.edu/teen/atlanta-k12/topics/social-studies/>

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Smithsonian for Student: the student focused, education section of the main web site of the Smithsonian Institute. There are interesting articles about history and colorful pictures and graphics which bring history alive. <http://www.smithsonianeducation.org/students/index.html>

National Geographic for Kids: the student edition of National Geographic Magazine. There is information on different countries and their cultures. <http://kids.nationalgeographic.com/>

Week 3 (August 20 – August 24)

- paper
- pencil
- pens
- highlighter
- notebooks
- promethean board
- textbook

- workbook
- laptop carts
- BYOT
- desktop computers

Galileo

<http://www.galileo.usg.edu/teen/atlanta-k12/topics/social-studies/>

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National Geographic for Kids: the student edition of National Geographic Magazine. There is information on different countries and their cultures. <http://kids.nationalgeographic.com/>

Biography for Kids - this site is kids or student version of The Biography Channel's biography.com It features vivid graphics and easy to follow prompts to take students to historical figures. <http://www.biography.com/bio4kids/index.jsp>

Time for Kids by Time Magazine - the student's version of Time Magazine. It features weekly current events, celebrations, and maps in vivid graphics. <http://www.timeforkids.com/TFK/kids/news>

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
<p>The challenge that I see for teaching this unit will be getting all of the standards in during the 9 week period. I will probably have to push my students to move on a quick pace. I will also have to remind myself during this unit to integrate the IB principles as well.</p>	<p>I see that I need to teach the standards first before I could expand into connecting the statement of inquiry to the GPS as required to fully teach individuals and societies (social studies). The challenge I continue to see during this unit is in order to be able to incorporate the IB doctrine I need to find more and more creative ways in order to connect THAT doctrine to my standards.</p>	<p>So, I got through the unit and I am ready to turn my unit in because I will be starting Latin America during the next 9 weeks. I found that the majority of my students have a working knowledge of the IB stuff; they could make connections between Europe and “our” community; they see that the world is truly the circle of life. If I were to change anything different I would maybe tweak, or change, my summative assessments. The superhero project was especially difficult, because it did not make the connection to the statement of inquiry that I thought it would make.</p>