

Teacher (s)	Casey White	Subject group & discipline	7 <sup>th</sup> Grade Individuals & Societies		
Unit Title	<b><i>Wok's happening in Asia?</i></b>	MYP Year	2	Unit Duration (hours)	3 weeks 6 Classes (90 min each)

Key Concepts: (can add custom concepts – comm., creativity, perspective & connections discipline specific for ELA)				Related Concept(s): 1, 2, or perhaps 3 (page 20 in guide)	Global Context: Select One		
Aesthetics	Change	Communication	Communities	Interdependence, Beliefs, Government	Identities and relationships	Orientation in Space and Time	Personal and Cultural Expression
Connections	Creativity	Culture	Development				
Form	Global Interactions	Identity	Logic		Scientific and Technical Innovation	Globalization and sustainability	Fairness and development
Perspective	Relationships	Systems	Time, Place, and Space				

**We will explore how global interactions are influenced by governments, interdependence, and belief systems through identities and relationships of the past, present, and future.**

Factual	Conceptual	Debatable
<ul style="list-style-type: none"> <li>● <b>Factual:</b> What are the largest Asian countries in size and population? What religions are most popular in each of the Asian countries of study? What are the ranks of the countries in regards to economic growth?</li> <li>● <b>Conceptual:</b> How are the economies of the Asian countries of study tied to the United States? Why are some religions more popular in specific Asian countries? How have governments in Asian countries been influenced by religions and belief systems?</li> <li>● <b>Debatable:</b> Should the United States trade with Asian countries who have politically and fundamentally different views than those of U.S.? Should some Asian governments be allowed to treat women and other groups unequally by law?</li> </ul>		

MYP Interim Objectives		Summative Assessment	
<p>Criterion D: Thinking critically</p> <ul style="list-style-type: none"> <li>i. identify the main points of ideas, events, visual representation or arguments</li> <li>ii. use information to give an opinion</li> <li>iii. identify and analyze a range of sources/data in terms of origin and purpose</li> <li>iv. identify different views and their implications</li> </ul>		<p><u>Outline the summative assessment tasks.</u></p> <p><b>Goal:</b> Your task is to make a collage outlining cultural topics such as geography, history, religion, economy, and traditions of an assigned Asian country we have studied</p> <p><b>Role:</b> You are a employee of the government of the assigned country doing a presentation for a trade group that the country belongs too</p> <p><b>Audience:</b> government officials and business leaders</p> <p><b>Situation:</b> you are briefing the trade group on the highlights and benefits of having your country in the organization</p> <p><b>Product:</b> A collage with title, flag, map, and four visuals outlining the countries importance to the global stage</p> <p><b>Standards and criteria:</b> <i>Your collage will be judged by the trade group rubric</i></p>	<p><u>Relationship between summative assessment task(s) and statement of inquiry:</u></p> <p><i>Researching the connections between Asian countries and the United States help students gain a deeper understanding of its importance and usefulness, both to the individual and society.</i></p>

Approaches to Learning: Pick 1-2 areas to focus on.					
ATL Categories	Thinking	Social	Communication	Self-Management	Research
<b>ATL Clusters</b>	Critical thinking Creative thinking Transfer	Collaboration	Communication	Organization Affective Reflection	Information Literacy Media Literacy

## Stage 2: Action: Teaching and Learning Through Inquiry

Content: Use your standards or describe what you are teaching.	Learning Process
LITERACY FOCUS STANARDS INCLUDE:	<ul style="list-style-type: none"> <li>Learning experiences and teaching strategies:</li> </ul>

<ul style="list-style-type: none"> <li>● I can cite specific textual evidence to support analysis of primary and secondary sources.</li> <li>● I can 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.</li> <li>● I can distinguish among fact, opinion, and reasoned judgment in a text.</li> <li>● I can write arguments focused on discipline-specific content.</li> <li>● I can determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.</li> </ul> <p><b>SOCIAL STUDIES STANDARDS INCLUDE:</b></p> <ul style="list-style-type: none"> <li>● 7.19 Create a visual or multimedia display to identify the physical location and major geographical features of China including the Yangtze River, Yellow River, Himalayas, Plateau of Tibet, and the Gobi Desert.</li> <li>● 7.20 Describe the reunification of China under the Tang Dynasty and reasons for the cultural diffusion of Buddhism.</li> <li>● 7.21 Analyze the role of kinship and Confucianism in maintaining order and hierarchy.</li> <li>● 7.22 Summarize the significance of the rapid agricultural, commercial, and technological development during the Song Dynasties.</li> <li>● 7.23 Trace the spread of Chinese technology to other parts of Asia, the Islamic world, and Europe including papermaking, wood-block printing, the compass and gunpowder.</li> <li>● 7.24 Describe and locate the Mongol conquest of China including Genghis Khan, Kublai Khan.</li> <li>● 7.25 Engage effectively in a collaborative discussion describing the development of the imperial state and the scholar-official class (Neo-Confucianism).</li> <li>● 7.26 Draw evidence from informational texts to analyze the contributions made during the Ming Dynasty such as building projects, including the Forbidden City and the reconstruction of the Great Wall , isolationism, and sea voyages.</li> </ul>	<ul style="list-style-type: none"> <li>● Daily Bellringers and get students engaged and interested in topic for the day and synthesize learning targets.</li> <li>● Close reading with primary source texts</li> <li>● Use KahootIt! Quizzes: kids get very excited playing these. Great tool for reinforcing content knowledge.</li> <li>● For academic conversations, use: whole class discussion, Socratic circles, flip-flop, etc.</li> <li>● Class will utilize “center-based” group instruction, allowing students to learn cooperatively and through experience.</li> <li>● Students will work cooperatively on text dependent questions, reading activities, and competitive activities</li> <li>● “Explain” activities in Discovery TechBook allow student choices in how to exhibit mastery of standards within unit.</li> </ul>
	<p><b>Formative Assessment/Feedback:</b></p> <ul style="list-style-type: none"> <li>● Answers to text dependent questions reviewed with students.</li> <li>● Teacher observation and discussion regarding academic conversations.</li> <li>● Student graphic organizers, comparison charts and YTMR (you tell me reports)</li> <li>● Kahootit! Quizzes provide immediate results on student performance.</li> <li>● Whole class viewing, editing, and responding to journal entries on promethean board provides immediate formative and effectual feedback.</li> <li>● Regular Exit Tickets help teacher gauge learning curves and guide pacing.</li> <li>● Class review of Bellringers and “Everybody Writes” response questions based upon close reading of daily rigorous text.</li> </ul>
	<p><b>Differentiation:</b></p> <ul style="list-style-type: none"> <li>● Whole class, small group, and individual learning activities.</li> <li>● Verbal, handwritten, and technology-based activities.</li> <li>● Laptops, Promethean board, Power Point presentations</li> <li>● Primary and Secondary Sources, peer mentoring for text reading</li> <li>● Different approaches to literature including music, individual reading, class discussions and visual materials</li> <li>● Games and activities both online and hands-on</li> </ul>
<p><b>Resources</b></p>	
<p>Discovering Our Past Textbook, Laptops, Promethean board, YouTube, CNNStudent News, History.com, Quizlet, PBS.com, KahootIt, Crash Course History</p>	

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<b>DAY 1:</b> <b>Tues 11/10 – Wed 11/11</b>  <u><b>Geography:</b></u> Students will fill out blank maps of China, including rivers, various dynasties and note location compared to other areas we have studied (Rome, Constantinople, Arabian Peninsula, Africa)	<b>DAY 2:</b> <b>Thurs 11/12 – Fri 11/13</b>  <u><b>Buddhism</b></u> Students will analyze the 4 Noble Truths of Buddhism to discover what about China’s social system made it ripe for the rise of Buddhism during the Middle Ages.	<b>DAY 3:</b> <b>Mon 11/16– Tues 11/17</b>  <u><b>Neo-Confucianism</b></u> Using famous - and educational - proverbs from Buddha and Confucius, students will compare and contrast the 2 religions/belief systems.	
<b>DAY 4:</b> <b>Wed 11/18 – Thurs 11/19</b>  <u><b>Golden Age and Song Dynasty</b></u> Power Point, and Document-based investigation using iPads. Students will be assigned a collage project of an Asian country.	<b>DAY 5</b> <b>Fri 11/20 – Mon 11/23</b>  <u><b>Art &amp; Literature</b></u> (B-Day Quiz on Vocab and Content Day 1-4) Gather information and evidence for collage	<b>DAY 6</b> <b>Tues 11/24 – Mon 11/30</b>  <u><b>Mongols Attack</b></u> (A-Day Quiz on Vocab and Content days 1-5) Gather information and evidence for collage	<b>Day 7</b> <b>Tues 12/1 – Wed 12/2</b>  <u><b>Mongols Rule</b></u> Lesson includes Video Comparison and Crash Course viewing of Mongols, TechBook reading.
<b>DAY 8:</b> <b>Thurs 12/3 – Fri 12/4</b>  <u><b>Rise of the Ming</b></u> Lesson includes text-based questions, iPad research, Collage work continued	<b>DAY 9:</b> <b>Mon 12/7 – Tues 12/8</b>  <u><b>China Explores</b></u> Compare and contrast Chinese Explorer Zheng He with other famous explorers we have studied including Ibn Battuta and Marco Polo. Collage Work continued	<b>DAY 10:</b> <b>Wed 12/9 – Thurs 12/10</b>  <b>Review Day:</b>  <b>“Asia Country” Summative Presentations Begin</b>	<b>Day 11:</b> <b>Fri 12/11 – Mon 12/14</b>  <b>Summative Assessment:</b>
<b>Day 12:</b> <b>Tues 12/15 – Wed 12/16</b>  <b>“Asia Country” Summative Presentations Completed</b>			

### STAGE 3: Reflection: Considering the planning, process and impact of the inquiry.

Prior to Teaching the Unit	During Teaching	After Teaching the Unit
<ul style="list-style-type: none"> <li>● <b>Why do we think that the unit or the selection of topics will be interesting?</b> – <i>Most students will likely not know how many items, systems and philosophies that are part of our everyday life in today's society originated in Asia</i></li> <li>● What do students already know, and what can they do?</li> <li>● <b>What have students encountered in this discipline before?</b> – <i>Students studied ancient China last year and are familiar with the Silk Road and Confucius.</i></li> <li>● What does experience tell us about what to expect in this unit?</li> <li>● What attributes of the learner profile does this unit offer students opportunities to develop?</li> <li>● <b>What potential interdisciplinary connections can we identify?</b> – <i>There is a great opportunity of connection to science when covering the technological innovations such as crop irrigation, gunpowder, the mechanical clock and more.</i></li> <li>● What do we know about students' preferences and patterns of interactions?</li> <li>● Are there any possible opportunities for meaningful service learning?</li> <li>● What in the unit might be inspiring for community or personal projects?</li> <li>● Could we develop authentic opportunities for service learning?</li> <li>● How can we use students' multilingualism as a resource for learning?</li> </ul>	<ul style="list-style-type: none"> <li>● What difficulties did we encounter while completing the unit or the summative assessment task(s)?</li> <li>● What resources are proving useful, and what other resources do we need?</li> <li>● What student inquiries are emerging?</li> <li>● What can we adjust or change?</li> <li>● What skills need more practice?</li> <li>● What is the level of student engagement?</li> <li>● How can we scaffold learning for students who need more guidance?</li> <li>● What is happening in the world right now with which we could connect teaching and learning in this unit?</li> <li>● How well are the learning experiences aligned with the unit's objectives?</li> <li>● What opportunities are we 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)</li> </ul>	<ul style="list-style-type: none"> <li>● What were the learning outcomes of this unit?</li> <li>● How well did the summative assessment task serve to distinguish levels of achievement?</li> <li>● Was the task sufficiently complex to allow students to reach the highest levels?</li> <li>● What evidence of learning can we identify?</li> <li>● What artifacts of learning should we document?</li> <li>● Which teaching strategies were effective? Why?</li> <li>● What was surprising?</li> <li>● What student-initiated action did we notice?</li> <li>● What will we do differently next time?</li> <li>● How will we build on our experience next unit?</li> <li>● How effectively did we differentiate learning in this unit?</li> <li>● What can students carry forward from this unit to the next year/level of study?</li> <li>● Which subject groups could we work with next time?</li> <li>● What did we learn from standardizing the assessment?</li> </ul>

## Year 3 Individuals and Societies Criteria D: Thinking Critically

**Student Name:**

**Semester: Fall/Spring**

Level	Strands and Descriptors	Task Specific Clarification
0	The student does not reach a standard described by any of the descriptors below.	
1-2	The student begins to analyze concepts, issues, models, visual representation and/or theories in a limited way arguments to a limited extent	Missing key components and visual representations
	The student begins to identify connections between information to make simple arguments	Missing all key requirements to successfully make connections
	The student . recognizes the origin and purpose of few sources/data as well as few values and limitations of sources/data	Only 1 cultural topic is represented with graphs, pictures, charts, maps without captions to explain the importance to the country of study
	The student identifies different perspectives.	Presentation is missing key components including title, map, flag, cultural topics, jeopardy clues, and doesn't explain a connection to U.S.
3-4	The student completes a simple analysis of concepts, issues, models, visual representation and/or theories arguments	Only 1 cultural topic is represented with graphs, pictures, charts, maps without captions to explain the importance to the country of study
	The student summarizes information to make some adequate arguments	Presentation may be missing a title, map, flag, only 1 cultural topic, >5 jeopardy clues, and doesn't explain it's connection to U.S.
	The student analyses sources/data in terms of origin and purpose, recognizing some values and limitations	2 cultural topics are represented with graphs, pictures, charts, maps without captions to explain the importance to the country of study
	The student recognizes different perspectives and suggests some of their implications.	Presentation may be missing a title, map, flag, 2 cultural topics, >5 jeopardy clues, and doesn't explain it's connection to U.S.
5-6	The student completes a substantial analysis of concepts, issues, models, visual representation and/or theories	3 cultural topics are represented with graphs, pictures, charts, maps without captions to explain the importance to the country of study

	The student summarizes information in order to make usually valid arguments	Presentation may be missing a title, map, flag, 3 cultural topics, >5 jeopardy clues, and doesn't explain it's connection to U.S.
	The student analyses sources/data in terms of origin and purpose, usually recognizing values and limitations	4 cultural topics are represented with graphs, pictures, charts, maps without captions to explain the importance to the country of study
	The student clearly recognizes different perspectives and describes most of their implications.	Presentation contains title, map, flag, 4 cultural topics, >5 jeopardy clues, and doesn't explain it's connection to U.S.
7-8	The student completes a detailed analysis of concepts, issues, models, visual representation and/or theories or arguments	4 cultural topics are represented with graphs, pictures, charts, maps with captions that sometimes explain the importance to the country of study
	The student summarizes information to make consistent, well-supported arguments	Presentation contains title, map, flag, 4 cultural topics, 5 jeopardy clues, and doesn't explain it's connection to U.S.
	The student completes a detailed analysis of concepts, issues, models, visual representation and/or theories or arguments	4 cultural topics are represented with graphs, pictures, charts, maps with captions clearly explaining the importance to the country of study
	The student clearly recognizes different perspectives and consistently explains their implications.	Presentation contains title, map, flag, 4 cultural topics, 5 jeopardy clues, and explained their country's connection to the United States.
	Final Grade: _____	