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| **Stage 1 Desired Results** | | |
| Established Goals:  **California Common Core:**  10.11  **Thai Standards:**  SO4:2.2, SO4.2.3, SO4.2.4  **MUIDS Standards:**  10.1.f, 10.1.g, 10.2.a, 10.2.c, 10.2.d, 10.3.d  **Literacy Standards:**  R10, W4 | ***Transfer*** | |
| Students will be able to generate their learning to…   * Analyze how globalization affects the contemporary world and its environment. * Use the tools of a social scientist to trace the historical underpinnings of the modern world. | |
| ***Essential Understandings*** | |
| * Students will be able to explain how political and economic relationships on a global scale can result in social and environmental challenges. * Students will be able to articulate how economic and environmental issues affect countries differently? * Students will be able to trace the historical roots of modern world-problems using the methods and skills of a social scientist. * Students will be able to think critically about historical connections across space, time, and culture. * Students will be able to apply the lens of politics, economics, sociology, and culture in the collection and presentation of evidence informing a well-reasoned argument. * Students will be able to evaluate a variety of sources for their bias, utility, and relevance in independent research. | |
| ***Acquisition*** | |
| *Students will know …*   * Map work (world map highlighting megacities and the population centers & distribution); * Content vocabulary; * That in the post-Cold War period the world continues to face political and social challenges; * How globalization affects national, regional, and world economies; * The opportunities and challenges presented by science, technology, and the environment in the late twentieth and early twenty-first centuries. | *Students will be skilled at…*   * Vocabulary skills: Using a dictionary and a thesaurus; * Identifying signal words; * Applying language frames; * Drawing conclusions about the impact of terrorism; * Analyzing primary sources to understand the causes and effects of ethnic conflict and genocide; * Reading and interpreting maps and graphs to understand that poverty, hunger, and health pandemics continue to plague many developing countries; * Comparing and contrasting women’s voting rights in countries around the world; * Reading and analyzing population density maps to draw conclusions about world population density growth; * Working collaboratively to identify and understand the costs and benefits of globalization; * Creating maps to identify regional trade organizations and draw conclusions about their impact; * Comparing the roles of the World Bank, the World Trade Organization, and the International Monetary Fund; * Summarize the ways in which scientific discoveries and medical advancements have transformed society; * Explain responses to environmental challenges. |
| ESLR(s): Which Expected School-wide Learning Results is taught and assessed in the unit? | | |
| ESLR(s): **1. Strategic Learners**: a) set personal and academic goals, b) identify what we need to know and make plans to learn, c) manage time well, d) use a variety of resources to learn; **2. Innovative Thinkers**: b) summarize, analyze, interpret, and evaluate information, e) create original work; and **3. Articulate Communicators**: b) Speak and respond appropriately to the social and academic context. | | |
| **Stage 2 – Evidence** | | |
| **Evaluative Criteria** | **Assessment Evidence** | |
| * Accuracy/interpretation of material and its application (how well the display answers the essential question from an accurate prospective); * Metacognitive evaluation of how well creating the megacity guide book helped them understand the Essential Question; * Speaking/presentation rubric used for each presentation (graded by both peers and teacher) | PERFORMANCE TASK(S):   * Students will choose a contemporary issue based on their own and/or their peer-groups’ interests/convictions and create academically rigorous research questions to inform a culminating performance task.   Students will critically engage with various source materials to answer their research questions and develop a thesis statement.  Students will collaboratively with the teacher develop a culminating presentation which appropriately addresses the research questions they developed. | |
| * 6+1 Writing rubric to be uses for all written assignments; and * Behavior rubric will be used for all class discussions/group work. | OTHER EVIDENCE  Tests:   * Unit Assessment on content (chronology, map skills, cause and effect, interpreting graphs, important event); * Unit Writing Assignment: Empathetic Writing: Students will write a “day in the life” essay of an average person living in their megacity, describing their surroundings, family life, and occupational opportunities.   On-going Assessment:   * Classroom observation; * Peer assessment in critical friends groups; * Group work and pair work; * Journal-writing; and | |
| **Stage 3- Learning Plan** | | |
| *Summary of Key Learning Events*  **Pre-Assessment:**  **Learning Activities**:   * Draw conclusions about the impact of terrorism (teacher frames discussion, class as a whole); * Analyze primary sources to understand the causes and effects of ethnic conflict and genocide (groups of three, class as a whole); * Read and interpret maps and graphs to understand that poverty, hunger, and health pandemics continue to plague many developing countries (Pair/Share); * Comparing and contrasting women’s voting rights in countries around the world (Groups of three, class as a whole); * Read and analyze population density maps to draw conclusions about world population density growth (Groups of three and class as a whole); * Work collaboratively to identify and understand the costs and benefits of globalization (teacher frames discussion, groups of three, class as a whole); * Create maps to identify regional trade organizations and draw conclusions about their impact (individuals); * Comparing the roles of the World Bank, the World Trade Organization, and the International Monetary Fund (class is divided into three groups and then each group presents their organization. The class as a whole compares roles); * Summarize the ways in which scientific discoveries and medical advancements have transformed society (Pair/share); * Explain responses to environmental challenges (teacher frames discussion, groups of three, class as a whole discusses). * Represent a post-Cold War period country in the world that continues to face political and social challenges(Groups of three and presented to class as a whole); * Explain how globalization affects national, regional, and world economies (Teacher frames discussion, class as a whole); * Summarize the opportunities and challenges presented by science, technology, and the environment in the late twentieth and early twenty-first centuries (pair/share, class as a whole).   **Monitor Comprehension:**  Teacher in-class observation:   * Think, Pair, Share activity regarding how social and environmental issues affect countries differently. * Students will complete a daily journal question that will focus on content/concept comprehension ; and * Use of in-class question and answer period.   Teacher out-of-class observation:   * Use of on-line interactive classroom, Edmodo   Student Self-Assessment of Comprehension   * Students will generate daily questions or statements of understanding in their journals.   Peer Assessment of Comprehension   * check-in between peer ‘critical friend groups’ to identify comprehension issues. | | |
| **Post Unit Reflection(s)** | | |
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