

I.B. WALL

	Year 1	Year 2	Year 3
Unit Title	Ancient Egypt	Origins and Spread of Islam	Creating the Constitution
Key & Related Concepts	Time, Place, and space <i>Culture</i>	Global Interactions <i>Power</i> <i>ideology</i>	Change <i>Conflict</i> <i>Governance</i>
Global Context & Exploration	Identities and Relationships <i>Status</i>	Personal and Cultural Expression Social constructions of reality Belief Systems ritual and play	Fairness and development <i>Authority</i> <i>Difference and inclusion</i> <i>Justice</i> <i>Peace and conflict management</i> <i>Power and Privilege</i>
Statement of Inquiry	Culture and identity can be developed by status and societal relationships.	Global Interactions between belief systems can create cultural expression	Conflict over governance and authority can cause change
Objective Strands	A: Knowing and understanding i. use vocabulary in context D: Thinking critically i. identify the main points of ideas, events, visual representation or arguments	B: Investigating iii. use the methods to collect and record relevant information C: Communicating i. communicate information and ideas in a way that is appropriate for the audience and purpose D: Thinking critically ii. summarize information to make valid, well supported arguments	Knowing and Understanding i. use a range of terminology in context. II. demonstrate knowledge and understanding of subject specific content and concepts, through descriptors, explanations, and examples. Investigating. III. Use methods to collect relevant information iv. Evaluate research process and results with guidance. Communicating

			<p>i. Communicate information and ideas in a way that is appropriate for the audience and purpose.</p> <p>Thinking Critically</p> <p>i. Summarize information to make valid, well supported arguments.</p> <p>4. Recognize different perspectives and explain their implications.</p>
ATL Skills	<p>Communication</p> <p>Social Collaboration skills</p> <p>Research Information literacy skills</p>	<p>Social Collaboration skill</p> <p>Research Information literacy skills</p> <p>Media literacy skills</p>	<p>Communication skills</p> <p>Social Collaboration skills</p> <p>Thinking Critical thinking</p>
Content Standards	6.2.1-8	<p>7.6</p> <p>7.6.6</p> <p>7.2</p> <p>7.2.1</p> <p>7.2.2</p> <p>7.2.3</p> <p>7.2.4</p> <p>7.2.5</p> <p>7.2.6</p>	<p>8.1.</p> <p>8.1.2</p> <p>8.2.2</p> <p>8.2.3</p> <p>8.2.4</p> <p>8.5.5</p> <p>8.2.6</p> <p>8.2.7</p> <p>8.3.1.</p> <p>8.3.2</p> <p>8.3.3</p> <p>8.3.4</p> <p>8.3.5.</p> <p>8.3.6.</p> <p>8.3.7.</p>
Assessment Task and Learner Profile	<i>Risk-Taker</i> Student will research the cultural diffusion	<i>Open Minded</i> Students will take on the role of a	Essay: What were they aims of the framers and the constitutional

	<p>of ancient egypt today and of before. Students will determine what aspects of ancient egypt in society we have today. Does the United States government have anything similar to the egyptian government? Architecture? Religion?</p> <p>Students will create a tri-fold brochure as a tour guide to show the cultural diffusion of ancient Egypt upon the Kushites and the modern world.</p>	<p>documentary film maker and create a short film describing the history and impact of an islamic innovation or adaptation that they believe has had the largest impact on our world today.</p>	<p>convention and were they successful? Assessment Criteria: Students use academic vocabulary content words when describing aspects of the constitution i.e. representation, 3/5 compromise, great compromise. Role Play: Students will take the role of one of the founders during the constitutional convention and present their findings orally as that framer. Students will first do a role play in which they will either play the role of a banker, lawyer, merchant, plantation owner, poor farmer, worker, or enslaved African American. Students will need to argue for their assigned framers ideology in a mock constitutional convention. Students will need to create an appropriate reference list to cite what sources they have found about the framer they have been assigned. Assessment: Presentation: Bill of rights: selecting one of the ten amendments in the Bill of Rights that they think has the greatest impact on daily life or Students will write a short story describing what life might be like without that the rights and freedoms that a particular amendment</p>
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