

DESIGNING A DISCUSSION-BASED SOCIAL STUDIES CURRICULUM

By

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Summary: Designing a Discussion-Based Social Studies Curriculum

This discussion-based curriculum is designed to answer the question: *How can various forms of student discussion before a writing assignment impact the quality of students' written work in Social Studies?* This curriculum is designed for 9th Grade human geography, though it can be used for other grade levels, depending on where geography falls in the scope and sequence of high school social studies.

This Discussion-based curriculum was designed with research about historical thinking skills, verbal processing, discussion techniques, scaffolding student writing, and assessment of student written work. The research found that verbal processing does improve students' understanding of topics and concepts, it improves their ability to analyze and use higher-order thinking skills, and it improves their writing. Verbal processing should be taught and modeled by the teacher so that students can understand how to verbally process most effectively.

Discussion techniques range from partner to small group to large group discussions. Within discussions, students should be taught how to utilize discussion moves in order to keep the discussion flowing, create more discourse and dialogue during the decision, and practice higher-order thinking skills like counter-arguments.

Scaffolding writing includes not only graphic organizers but also modeling the writing process with students. Assessing student writing with rubrics can help students understand what is being asked of them and produce better writing.

This discussion-based curriculum is a semester's worth of curriculum, centering around five units:

1. Geography Skills & Methods

2. Population & Migration
3. Agriculture & Environment
4. Country Development
5. Urbanization

Each unit contains a number of discussions that will help students prepare for the written assessments. These discussions are in the form of partner or one-on-one talking, small group discussions, and whole class discussions. Each unit contains at least one discussion and a written assessment at the end in the form of a five-paragraph essay. In order to build up to the essay, there are also a number of smaller written assessments, some of which will be in the form of a HAT or History Assessment of Thinking. (Smith, et al. 2019)

Discussions are the primary learning activity in each unit, with readings, notes and lecture supporting the discussions. In the early units, there are partner and small-group discussions with the main purpose being to practice the discussion skills necessary for rigorous whole-class discussions later in the semester. Later units have more small-group and whole-class discussions. All discussions have a document-based question and supporting documents for students to gather evidence to use during the discussion.

Student writing is the main form of assessment for the units. Students use what they learn from their discussions in order to write paragraphs and essays answering the document-based question. Students practice historical thinking skills, like sourcing or corroboration in their formative assessments, and they write claims, use evidence, and show their reasoning on their summative assessments.

This is for a semester class, which is approximately 85 calendar days, depending on the district. Each unit is designed for approximately 15 days, give or take, with buffer days for make up work or other school functions like picture day or assemblies that may adjust one's calendar. Each unit has two to three days dedicated to discussion, and two to three days for writing assessments in the summative and formative. Units also have days of activities that help students learn about the topics in the units and prepare for the discussions.

The intended audience for this curriculum is a human geography or social studies teacher. The setting for this curriculum is a high school human geography or social studies class. This curriculum would be useful for any human geography or social studies teacher to get ideas and lessons for incorporating a discussion-based curriculum in their class or with their school's social studies department.

Teacher(s)	Sara Schmidt-Kost	Subject	Human Geography		
Unit title	Unit 1 - Foundations of Geography	Time of year	Fall	Unit duration	2 Weeks

Inquiry: Establishing the purpose of the unit

Key concept “Big Idea”	Related Concepts	Global Context
<p>MYP Key Concepts Concepts express understanding that students take with them into lifelong adventures of learning. They help students to develop principles, generalizations and theories.</p> <p>Global Interaction</p> <p>Time, Place, & Space</p>	<p>Patterns and Trends</p>	<p>Global Contexts</p> <p>Orientation in Time & Space</p>
Statement of Inquiry		
Humans understand and organize the world around them using maps and other geographic tools.		
Inquiry questions		
<p>Questions at any level should avoid yes/no answers. If unavoidable, follow the question with “justify” or “explain” you answers</p> <p>Factual— Concrete questions that generally have right or wrong answers (Who, why, what, where, when; often focus on recall)</p> <p>What do maps tell us?</p> <p>What are map features?</p> <p>What are physical landscape features?</p>		

<p>Conceptual—More abstract questions that explore broader meanings, deeper understanding and transferable knowledge</p> <p>How do we know how big the earth is?</p> <p>How do humans understand and organize the world around them?</p> <p>How can we create a map?</p>		
<p>Debatable— Questions that generate disagreement, engage multiple perspectives, and promote critical and creative thinking</p> <p>How can we use maps in various situations?</p> <p>Why are places important to families, communities, cultures?</p>		
MYP Objectives (A, B, C, D)	Summative assessment (Performance Task)	
<p>A - Knowing and Understanding</p> <p>C - Communicating</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Create A Continent Project</p> <p>Students will create their own continent, utilizing map features like a key, compass, lines of latitude and longitude, and with landscape features to create a physical map of their continent.</p> <p>Map Narrative Writing (Post 2 4 8 Discussion)</p> <p>Students will write a short essay (2-3 paragraphs) answering the question “Why are places important to families, communities, cultures?” after they create their own narrative and participate in the discussion.</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Students will demonstrate synthesis and creation as they craft the map of their imaginary continent. They will organize their own continent and use map features and spatial awareness as they create their map.</p> <p>Students will demonstrate understanding of the ways in which humans organize the world around them by describing places which are important to themselves or families or communities.</p>

Approaches to learning (ATL)		
Thinking - Creativity and Innovation Self-management - Organization		

Action: Teaching and learning through inquiry

Standards		
1. People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context. 9.3.1.1.1 , 9.3.1.1.2 , 9.3.2.3.1		
Learning Process		
Learning experiences and teaching strategies Overview of daily lessons	Formative assessment & Differentiation	Resources (links)
Day 1-2 - Map Notes Students will take notes in their notebooks. Slides are interactive and encourage student voice.	Notebook Check Printed notes can be provided for students with IEPs	Map Notes
Day 3 - Map Analysis and Discussion Uno Students will work in groups of 4-5 to analyze a group of	Graphic organizer	Maps to Analyze

<p>maps. They will also use the Discussion Uno game to discuss the maps using the Claim, Build, Disagree, Ask A Question cards. "How can we use maps in various situations?"</p>	<p>Students can be grouped strategically and offered help/guidance/prompting by the teacher. Sentence starters can be used</p>	<p>Graphic Organizer</p> <p>Discussion Uno Cards and Directions</p>
<p>Day 4-5 - Road Trip activity Students will go on a virtual road trip using NearPod, and then create their own road trip using a road atlas and Google Maps.</p>	<p>Road Trip assignment</p> <p>Criteria for road trip can be adjusted by ability</p>	<p>Road Trip Slides</p> <p>Road Trip Worksheet</p>
<p>Day 6 - Measure the Earth Students will learn about the circumference of the earth by going outside and measuring the angle of the sun (works best on the Fall Equinox), and then use math to determine the circumference.</p>	<p>Google Form</p>	<p>Measure the Earth</p> <p>Measure the Earth Slides</p>
<p>Day 7-10 - Map Narrative Project First day opener: Around the World activity. Students will have two days to create a Narrative Map that will show what places are important to themselves, their family, community, and culture. Students will then discuss "Why are places important to families, communities and cultures?" using the 2, 4, 8 protocol. Students will have the final day to write a short essay (2-3 paragraphs) answering the question.</p>	<p>Google Slides</p> <p>Criteria for map and essay can be adjusted by ability</p>	<p>Around the World opener</p> <p>Map Narrative Slides</p> <p>Example Map Narrative</p> <p>2, 4, 8 Protocol</p>

<p>Day 12-15 - Create A Continent Project Students will use the Physical Landforms slide as a resource while they create their own continent with many landforms and other map features like a key, compass, labels, country borders, colors, and lines of latitude and longitude. Students are encouraged to be creative with their continents. The first two days are for planning and drafting, the final two days are for drawing and coloring the final map.</p>	<p>Completed Map</p> <p>Criteria for map can be adjusted by ability</p>	<p>Create A Continent Project</p> <p>Example projects</p>
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Teacher(s)	Sara Schmidt-Kost	Subject	Human Geography		
Unit title	Unit 2 - Population & Migration	Time of year	Fall	Unit duration	3 Weeks

Inquiry: Establishing the purpose of the unit

Key concept “Big Idea”	Related Concepts	Global Context
<p>MYP Key Concepts Concepts express understanding that students take with them into lifelong adventures of learning. They help students to develop principles, generalizations and theories.</p> <p>Systems</p> <p>Global Interactions</p> <p>Communities</p>	<p>Causality</p> <p>Patterns & Trends</p>	<p>Global Contexts</p> <p>Globalization & Sustainability</p>
Statement of Inquiry		
<p>Human population growth and movement impacts our globe, influencing political, economic, and cultural systems.</p>		
Inquiry questions		
<p>Questions at any level should avoid yes/no answers. If unavoidable, follow the question with “justify” or “explain” you answers</p> <p>Factual— Concrete questions that generally have right or wrong answers (Who, why, what, where, when; often focus on recall)</p> <p>How many people live on earth?</p>		

What countries have larger populations, higher population density, high and low birth rate, high and low death rate, and higher rate of natural increase?

Where are people migrating from, and where are they going?

What are migrants push and pull factors?

Conceptual—More abstract questions that explore broader meanings, deeper understanding and transferable knowledge

How does population density affect countries and cities?

How effective are various population control methods?

Debatable— Questions that generate disagreement, engage multiple perspectives, and promote critical and creative thinking

Is human population growth sustainable?

MYP Objectives (A, B, C, D)

Summative assessment (Performance Task)

<p>B - Investigating C - Communicating</p>	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Refugee Project</p> <p>Students pick a refugee group and research their history, push/pull factors, obstacles to migrating, and how they are doing today.</p> <p>Population Discussion</p> <p>Students will spend two days gathering evidence from articles for their discussion on sustainable population growth. They will have a small group discussion using the Diamond Discussion protocol. After the discussion, students will write up a short 2-3 paragraph essay on sustainable population growth. "Is human population growth sustainable?"</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>The summative assignment task refers to the impact of population movement on political, economic, and cultural systems through researching and analyzing a refugee group in order to learn more about how the migration of that refugee group has impacted political, economic, and cultural systems in their home country and their new country.</p> <p>This summative assignment refers to the impact of human population growth on the environment. The discussion question "Is human population growth sustainable?" prompts students to think about the impact of human population growth on political, economic, and cultural systems through the lens of sustainability.</p>
<p>Approaches to learning (ATL)</p>		
<p>Research Skills - Information Literacy Communication Skills</p>		

Action: Teaching and learning through inquiry

Standards		
<p>5. The characteristics, distribution and migration of human populations on the earth’s surface influence human systems (cultural, economic and political systems). 9.3.3.5.1 , 9.3.3.5.3 , 9.3.3.5.4</p>		
Learning Process		
Learning experiences and teaching strategies	Formative assessment & Differentiation	Resources (links)
<p>Overview of daily lessons</p>		
<p>Day 1-2 - Population Notes & Video Clips Students will take notes in their notebook. The slides are interactive and encourage student voice. The video is from a documentary called “Don’t Panic” from the Gapminder Foundation.</p>	<p>Notes check</p> <p>Printed notes can be provided for students with IEPs</p>	<p>Population Notes</p> <p>Population Video “Don’t Panic”</p>
<p>Day 3 - Population Maps Students will analyze maps that show various aspects of population, density, growth, and birth/death rates.</p>	<p>Graphic organizer/on computer</p>	<p>Population Maps</p>
<p>Day 4-6 - One Child Policy Video and Discussion Students will watch a documentary on the One Child Policy in China, “China’s Lost Girls” from National Geographic. The next</p>	<p>Students can be grouped strategically and offered help/guidance/prompting by the teacher. Sentence starters can be</p>	<p>OCP Video</p> <p>Discussion Uno Cards</p>

<p>day students will gather their evidence and prepare for the discussion. They will use the Discussion Uno protocol with one extra “build” card. Then they will have a discussion, focusing on practicing the “build” discussion move. “Is the One Child Policy and effective method of population control?”</p>	<p>used</p>	
<p>Day 7-8 - Migration Notes Students will take notes in their notebook. The slides are interactive and encourage student voice. There are also two short videos that detail migration from the Great Migration, and European Immigration.</p>	<p>Notes check</p> <p>Printed notes can be provided for students with IEPs</p>	<p>Migration Notes</p> <p>Great Migration Video</p> <p>European Immigration Video</p>
<p>Day 9-10 - Migration Document Set Students will spend two days reading and analyzing four documents, two about the Great Migration, and two about Irish Immigration. They will answer questions about the documents, and write two short paragraph summaries. After they finish the documents, students will be given a History Assessment of Thinking (HAT) on sourcing.</p>	<p>Graphic organizer</p> <p>Students can be grouped strategically and offered help/guidance/prompting by the teacher. Sentence starters can be used</p>	<p>Document Set & HAT</p>
<p>Day 10-14 - Refugee Project Students will pick a refugee group, research that group, gather evidence in notes and answer questions about that refugee group. They will then turn their notes into a poster about the refugee group. Students can work solo or with a partner.</p>	<p>Research notes</p> <p>Criteria for project can be adjusted based on student ability</p>	<p>Refugee Project</p> <p>Refugee Notes/Questions</p> <p>Poster Examples</p>

<p>Day 15-17 - Population Discussion Students will spend two days gathering evidence from articles for their discussion on sustainable population growth. They will have a small group discussion using the Diamond Discussion protocol. After the discussion, students will write a short 2-3 paragraph essay on sustainable population growth. "Is human population growth sustainable?"</p>	<p>Graphic organizer</p> <p>Students can be grouped strategically and offered help/guidance/prompting by the teacher. Sentence starters can be used</p>	<p>Population Growth Sustainable Discussion Documents</p>
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Teacher(s)	Sara Schmidt-Kost	Subject	Human Geography		
Unit title	Unit 3 - Agriculture & Sustainability	Time of year	Fall	Unit duration	3 Weeks

Inquiry: Establishing the purpose of the unit

Key concept “Big Idea”	Related Concepts	Global Context
<p>MYP Key Concepts Concepts express understanding that students take with them into lifelong adventures of learning. They help students to develop principles, generalizations and theories.</p> <p>Relationships</p> <p>Systems</p>	<p>Management & Intervention</p>	<p>Global Contexts</p> <p>Globalization & Sustainability</p>
<p>Statement of inquiry</p> <p>The ways in which humans grow and raise our food has a direct impact on the health of the environment.</p>		
<p>Inquiry questions</p> <p>Questions at any level should avoid yes/no answers. If unavoidable, follow the question with “justify” or “explain” you answers</p> <p>Factual— Concrete questions that generally have right or wrong answers (Who, why, what, where, when; often focus on recall)</p> <p>Where is the majority of the world's food grown or raised?</p> <p>What are different forms of agriculture, and where are they practiced around the world?</p>		

Conceptual—More abstract questions that explore broader meanings, deeper understanding and transferable knowledge

How do various forms of agriculture impact the environment, positively and negatively?

How does food get from the farm to our table?

Debatable— Questions that generate disagreement, engage multiple perspectives, and promote critical and creative thinking

How can we challenge the food systems to be more sustainable?

MYP Objectives (A, B, C, D)

Summative assessment (Performance Task)

B - Investigate

C - Communicating

Outline of summative assessment task(s) including assessment criteria:

Geography of Breakfast Project

Students will break down their favorite breakfast food into one ingredient (ex. Waffles → Flour) and research where that ingredient is grown, how it is processed and transported, and finally how is the breakfast food advertised. They will turn their research into a nice poster.

Relationship between summative assessment task(s) and statement of inquiry:

One of the questions asked of students as they are researching, is what is the impact of growing [their crop] on the environment.

Approaches to learning (ATL)

Research Skills - Information Literacy

Self Management Skills- Organization

Action: Teaching and learning through inquiry

Standards		
9. The environment influences human actions; and humans both adapt to and change, the environment. 9.3.4.9.1 , 9.3.2.4.4		
Learning Process		
Learning experiences and teaching strategies Overview of daily lessons	Formative assessment & Differentiation	Resources (links)
Day 1 - Agricultural Regions Notes Students will take notes in their notebook. The slides are interactive and encourage student voice.	Notes check Printed notes can be provided for students with IEPs	Agriculture Regions Notes
Day 2 - Bill Nye Farming Video Students will watch the Bill Nye the Science Guy episode about farming. They will take notes in their notebook.	Notes check	Bill Nye Farming Video
Day 3-4 - Agriculture Maps Analysis Students will analyze maps that show various aspects of agriculture and food production, including where crops are	Graphic Organizer/Online	Agriculture Maps

grown and livestock raised.		
Day 5 - Virtual Field Trip Students will use NearPod to take a virtual field trip to farms around the world. They will observe many different types of farming and their impact.	Online	NearPod Field Trip
Day 6 - Agriculture & Environment Notes Students will take notes on the environmental impact of various forms of agriculture, as well as sustainable farming practices. The slides are interactive and encourage student voice.	Notes check Printed notes can be provided for students with IEPs	Agriculture & Environment Notes
Day 7-9 - Agriculture Stations Activity Students will rotate through stations and complete a packet with activities for each station. <ul style="list-style-type: none"> ● Food Deserts ● Agribusiness ● Farm-to-table movement 	Graphic organizer packet	Agriculture Stations
Day 10-12 - Sustainability Readings & Discussion Students will spend two days using readings on sustainability in food production in order to gather evidence for the discussion. The third day is reserved for the discussion.	Graphic organizer Students can be grouped strategically and offered help/guidance/prompting	Readings

<p>“How can we challenge the food systems to be more sustainable?”</p>	<p>by the teacher. Sentence starters can be used</p>	<p>Discussion Graphic Organizer</p>
<p>Day 13-17 - Geography of Breakfast Project Students will pick their favorite breakfast food and break that food down into one ingredient (ex. waffles → flour). They will research that ingredient, where and how it’s grown, how it’s processed, and how is the food advertised. They will create a poster to display their knowledge.</p>	<p>Note taker graphic organizer</p>	<p>Geography of Breakfast</p>

Teacher(s)	Sara Schmidt-Kost	Subject	Human Geography		
Unit title	Unit 4 - Development & Industrialization	Time of year	Fall	Unit duration	3 Weeks

Inquiry: Establishing the purpose of the unit

Key concept “Big Idea”	Related Concepts	Global Context
<p>MYP Key Concepts Concepts express understanding that students take with them into lifelong adventures of learning. They help students to develop principles, generalizations and theories.</p> <p>Development</p> <p>Global Interactions</p>	<p>Disparity & Equity</p>	<p>Global Contexts</p> <p>Globalization & Sustainability</p>
Statement of inquiry		
<p>The process of industrialization impacts the development of countries, creating a global system of inequitable development.</p>		
Inquiry questions		
<p>Questions at any level should avoid yes/no answers. If unavoidable, follow the question with “justify” or “explain” you answers</p> <p>Factual— Concrete questions that generally have right or wrong answers (Who, why, what, where, when; often focus on recall)</p> <p>How do we rank countries as developed, developing, or less developed according to the Human Development Index?</p> <p>What indicators do we use to determine if a country is developed?</p>		

Conceptual—More abstract questions that explore broader meanings, deeper understanding and transferable knowledge

How do countries develop over time through the process of Industrialization?

How are Development and Industrialization connected?

Debatable— Questions that generate disagreement, engage multiple perspectives, and promote critical and creative thinking

Does country development perpetuate inequities?

Does a wealthy country have a responsibility to work with other countries to improve the well being of all people?

MYP Objectives (A, B, C, D)

Summative assessment (Performance Task)

A - Knowing & Understanding

D - Critical Thinking

Outline of summative assessment task(s) including assessment criteria:

Development vs. Industrialization Mind Map

Students will draw a mind map connecting Development and Industrialization indicators. Once the mind map is complete, students will explain and analyze their connections.

Development vs. Industrialization Discussion & Essay

Students will use their mind map and other resources to have a discussion and

Relationship between summative assessment task(s) and statement of inquiry:

By students examining the connections between development and industrialization, they will see how industrialization has impacted country development, as well as how inequitable that development is.

	then write their essay. "How are Development and Industrialization connected?"	
Approaches to learning (ATL)		
Thinking Skills - Critical Thinking Communication Skills		

Action: Teaching and learning through inquiry

Standards		
4. People construct regions to identify, organize and interpret areas of the earth's surface, which simplifies the earth's complexity. 9.3.2.4.2 , 9.3.3.7.3		
Learning Process		
Learning experiences and teaching strategies Overview of daily lessons	Formative assessment & Differentiation	Resources (links)
Day 1-2 - Development Notes Students will take notes in their notebook. The slides are interactive and encourage student voice.	Notes check Printed notes can be provided for	Development Notes

	students with IEPs	
<p>Day 3-4 - HDI Country Rankings Students will research two countries and find data about their development indicators and how that impacts the countries HDI rating.</p>	Graphic Organizer	Graphic Organizer 1 Graphic Organizer 2 Country options for research
<p>Day 5-7 - Country Development Game and Discussion practice Students will play a game where they create their own country and use dice and card draw to give it indicators of development. Students will then use what they learned from their countries progress through the game in order to discuss “Does country development perpetuate inequities?” AND “Does a wealthy country have a responsibility to work with other countries to improve the well being of all people?”</p>	<p>Game packet</p> <p>Graphic organizer for discussion</p>	Game Slides Game Packet Discussion Graphic Organizer 1 Discussion Graphic Organizer 2
<p>Day 8-9 Industrialization Notes Students will take notes in their notebook. The slides are interactive and encourage student voice. Video from Crash Course History</p>	<p>Notes check</p> <p>Printed notes can be provided for students with IEPs</p>	Industrialization Notes

<p>Day 10-12 - Industrialization Doc Set & HAT Students will spend two days reading and analyzing four documents about industrialization. They will answer questions about the documents, and write two short paragraph summaries. After they finish the documents, students will be given a History Assessment of Thinking (HAT) on corroboration.</p>	<p>Worksheet for documents HAT</p>	<p>Industrialization Doc Set</p>
<p>Day 13-15 - Development & Industrialization Mind Map Students will draw a mind map connecting Development and Industrialization indicators. Once the mind map is complete, students will explain and analyze their connections.</p>	<p>Mind Map</p>	<p>Mind Map</p>
<p>Day 16-17 Discussion & Essay Students will use their mind map and other resources to have a discussion and then write their essay. “How are Development and Industrialization connected?”</p>	<p>Students can be grouped strategically and offered help/guidance/prompting by the teacher. Sentence starters can be used</p>	<p>Essay</p>

Teacher(s)	Sara Schmidt-Kost	Subject	Human Geography		
Unit title	Unit 5 - Urbanization	Time of year	Fall	Unit duration	3 Weeks

Inquiry: Establishing the purpose of the unit

Key concept “Big Idea”	Related Concepts	Global Context
<p>MYP Key Concepts Concepts express understanding that students take with them into lifelong adventures of learning. They help students to develop principles, generalizations and theories.</p> <p>Communities</p> <p>Systems</p>	<p>Diversity</p> <p>Networks</p>	<p>Global Contexts</p> <p>Fairness & Development</p>
Statement of inquiry		
The growth of urban areas has provided humans with community, safety, education, and commerce, and the majority of humans now live in urban areas throughout the globe.		
Inquiry questions		
<p>Questions at any level should avoid yes/no answers. If unavoidable, follow the question with “justify” or “explain” you answers</p> <p>Factual— Concrete questions that generally have right or wrong answers (Who, why, what, where, when; often focus on recall)</p> <p>What are elements or zones of a city?</p> <p>What do cities provide humans?</p>		

Conceptual—More abstract questions that explore broader meanings, deeper understanding and transferable knowledge

How have cities expanded and suburbs developed over time?

How do city planners organize spaces in cities into zones?

Debatable— Questions that generate disagreement, engage multiple perspectives, and promote critical and creative thinking

Have historic housing policies contributed to social inequities?

Do the positive effects of the suburbs outweigh the negatives?

MYP Objectives (A, B, C, D)

Summative assessment (Performance Task)

C - Communication

D - Critical Thinking

Outline of summative assessment task(s) including assessment criteria:

Create A City Project

Students will invent their own city and create a map of that city. Their city will include zones of residential areas, commercial/business areas, and industrial areas. Their cities will also have roads and mass transit lines, schools, parks, and other attractions.

Relationship between summative assessment task(s) and statement of inquiry:

By creating their own city, students will synthesize their understanding of what cities and urban areas provide humans in regards to community, safety, education, and commerce.

Approaches to learning (ATL)

Self Management Skills - Organization

Communication Skills

Action: Teaching and learning through inquiry

Standards		
6. Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements. 9.3.3.6.4 , 9.3.3.6.1 , 9.3.3.6.3		
Learning Process		
Learning experiences and teaching strategies Overview of daily lessons	Formative assessment & Differentiation	Resources (links)
Day 1-2 - Urbanization Notes Students will take notes in their notebook. The slides are interactive and encourage student voice.	Notes check Printed notes can be provided for students with IEPs	Urbanization Notes
Day 3-4 Urbanization Stations Students will rotate through stations and complete a packet with activities for each station. <ul style="list-style-type: none"> ● Inner City Deterioration ● Housing Discrimination ● Gentrification ● Urban/Suburban Sprawl 	Graphic organizer packet	Stations

<p>Day 5-6 - Rondo Documentary Students will watch the TPT documentary “Interstate 94 - A History and Its Impact”. They will compare the impact I-94 had on the Rondo neighborhood and the Prospect Park neighborhood, as well as how both neighborhoods were able to mitigate the impact of the highway via their social standing.</p>	<p>Note Check</p>	<p>Documentary</p>
<p>Day 7 - Inequities Discussion Students will use the evidence they gathered in their stations activity and notes on the documentary to have a discussion. “Have historic housing policies contributed to social inequities?”</p>	<p>Graphic Organizer</p>	<p>Inequities Discussion Organizer</p>
<p>Day 8 - Suburbia Notes Students will take notes in their notebook. The slides are interactive and encourage student voice.</p>	<p>Notes check Printed notes can be provided for students with IEPs</p>	<p>Suburbia Notes</p>
<p>Day 9-11 - Suburbia Doc Set & HAT Students will spend two days reading and analyzing four documents comparing the positives effects of the suburbs to the negatives. They will answer questions about the documents, and write two short paragraph summaries. After they finish the documents, students will be given a History Assessment of Thinking (HAT) on corroboration.</p>	<p>Worksheet for documents HAT</p>	<p>Suburbia Doc Set</p>

<p>Day 12-13 - Suburbia Discussion & Essay Students will use the evidence they gathered from the document set to have a discussion about suburbs. “Do the positives of the suburbs outweigh the negatives?”</p>	<p>Graphic Organizer</p>	<p>Suburbs Discussion</p>
<p>Day 14-17 - Create a City project Students will invent their own city and create a map of that city. Their city will include zones of residential areas, commercial/business areas, and industrial areas. Their cities will also have roads and mass transit lines, schools, parks, and other attractions.</p>	<p>City Map</p>	<p>Create A City Project</p>

Curriculum References

Unit 1

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