



**Marietta City Schools**

**District Unit Planner**

Everything on the unit planner must be included on the unit curriculum approval statement.

*IB HOTA Yr 2*

<b>Unit Title/ Topic</b>	<i>Unit 6: IB Exams Review</i>	<b>Hours</b>	<i>12 Hours</i>
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?***

Students will review content over the last two years of instruction.

**Unit Description and texts**

Students have the freedom to choose topics in which to specialize and focus their revision time. This means that Year 2 students may not be working on the topics as others. Thus the need for self-directed revision and differentiated products.

Year 1 topics: 13, 14, and 17, along with Year 2 topics: 8, 11 and Prescribed Subject 5 (2 topics).

<b>Transfer goals/Skills</b>	<b>Approaches to learning (ATL)</b>
<p><b>Skills:</b></p> <p><b>Knowledge</b></p> <p>Research</p> <p>Communication</p> <p><b>Details:</b></p> <p>Use of specific terminology in writing</p> <p>Build analysis and multiple perspectives in writing</p> <p>OPCVL</p>	<p><b>Category:</b> Self Management</p> <p><b>Cluster:</b> Social</p> <p><b>Skill Indicator:</b> Compare and contrast writing applied to all 7 IB command terms.</p> <p><b>Details:</b> Students are expected to manage the revision of two years IB content in 3 weeks.</p>

Content/skills/concepts		Learning process	
<p align="center"><b><u>Students will know the following content:</u></b></p> <p>Year 1 topics: 13, 14, and 17, along with Year 2 topics: 11, 10 and Prescribed Subject 5.</p> <p align="center"><b><u>Students will develop the following skills:</u></b></p> <p>Arguable thesis            Argumentation            Content specific vocabulary            OPCVL            Analysis and multiple perspectives in writing</p> <p align="center"><b><u>Students will grasp the following concepts:</u></b></p> <ol style="list-style-type: none"> <li>1. Conflict and intervention in Rwanda</li> <li>2. Conflict and intervention in Kosovo</li> <li>3. Authoritarian States: Ho Chi Minh and Adolf Hitler</li> <li>4. Independence of Rhodesia-Zimbabwe</li> <li>5. World War II European Theater</li> <li>6. Vietnam War</li> <li>7. Second World War and the Americas</li> <li>8. Political Development in Latin American States</li> <li>9. Civil Rights and social movements in the Americas post 1945</li> </ol>		<p>Details: Students are required to self manage a review of two years worth of content. Study groups are recommended and one-pager study guides are required.</p> <ol style="list-style-type: none"> <li>1: Previous exam prompts review</li> <li>2. Topic specific one pager review sheets</li> <li>3. Kahoot and other review activities</li> </ol> <p><b>Others:</b></p>	
Language and Learning		TOK Connections	
<p>Demonstrating Proficiency</p> <p><b>Details:</b></p> <p>Students have multiple ways to show proficiency in their ability to use the terminology of history correctly and within context. Students built upon preexisting writing and communication skills. Students will demonstrate these language and learning skills in their one-pager revision products.</p>		<p>Areas of knowledge</p> <p><b>Details: N/a</b></p>	
		CAS connections	
		<p>N/A</p> <p><b>Details:</b></p>	

**Essential Understandings and Questions**

**Factual: N/a**

**Conceptual: N/a**

**Debatable: N/a**

**Common Assessment Tasks**  
List of formative and summative assessments.

<b>DP Assessments</b>	<b>Assessment Objectives</b> Students will be required to create 1-pager review sheets for each topic over the last two years of content.	<b>Formative Assessments</b>	Kahoot and Blooket Review Competitions Informal daily check-ins Review and analyze past IB Exams	<b>Summative Assessments</b>	IB Exam on May 10th and 11th
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**Learning Experiences**

Add additional rows below as needed.

<b>Topic or Content</b>	<b>Learning Experiences</b>	<b>Personalized Learning and Differentiation</b>
	<ol style="list-style-type: none"> <li>Mini lectures to review student weaknesses. (TBD)</li> <li>Teacher led prompt practice</li> </ol>	Scaffolded Learning: Students will identify weaknesses and strengths of IB History content and skills. Teachers will support student areas of concern with mini-lectures and review in small groups, while other students move on to different content.

**Content Resources**

**Additional supports in this unit should include:**

**The internet**

**Inthinking.net**

**All IB textbooks used in HOTA year 1 and 2**

**Curriculum Unit Approval Statement**

***Every team member is expected to read and review the unit planner and contents contained in the unit planner.***

This unit meets the rigorous review and approval process of Marietta City Schools. All components of the unit have been reviewed and approved including learning experiences, materials, resources, texts, and assessments. This unit's components:

- Are aligned to Georgia Standards of Excellence and MYP/DP subject area guide (if applicable)
- Are aligned to the pacing of the approved Subject Group Overview
- Provide resources that are appropriate for students' grade level, subject/course level, etc.
- Provide learning experiences that prepare students for course assessments

PLCs review each learning experience using three criteria and collaborate to provide explicit and specific information.

<p><b>Criteria I: Standards Alignment:</b></p> <p><i>Learning experiences should provide alignment to the standards and the MYP subject area guide (if applicable).</i></p>	<p><b>Criteria II: Materials, Resources, and Text Complexity and Controversial Topics and Issues:</b></p> <p><i>Materials, resources, and texts are grade level and content appropriate.</i></p>	<p><b>Criteria III: Assessment Alignment:</b></p> <p><i>Since assessment drives instruction, learning experiences must align to and prepare students for regular common formative and summative assessments used to determine whether students are mastering standards-based content and ATL skills.</i></p>
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**Common Formative and Summative Assessments**

<p><b>Assessment Title</b></p>	<p><b>Criteria I:</b>                  Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources to:</u></p> <ol style="list-style-type: none"> <li>1. <b>State Standards</b></li> <li>2. <b>MYP/DP (if applicable) components</b></li> <li>3. <b>Aligned to learning experiences</b></li> </ol> <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.</p>	<p><b>Criteria II:</b>                  Does the PLC have any <u>concerns</u> or <u>issues</u> regarding</p> <ol style="list-style-type: none"> <li>1. <b>Complexity of resources including text and vocabulary</b></li> <li>2. <b>Controversial topics and issues in learning experiences, materials or resources</b></li> </ol> <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.                  Include the <b>specific quote(s)</b> and reference <b>page numbers</b> or <b>location</b> (ex: time in video).</p>
<p><b>Formative Assessment(s):</b></p>	<p>n/a</p>	<p>n/a</p>
<p><b>Summative(s) Assessment:</b></p>	<p>n/a</p>	<p>n/a</p>
<p>Plan to address issues or concerns noted:</p>		

**Learning Experiences**

Add additional rows below as needed.

<b>Learning Experience Title</b>	<b>Criteria I:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources</u> to: 1. <b>State Standards</b> 2. <b>MYP/DP (if applicable) components</b>  Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.	<b>Criteria II:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. <b>Complexity of resources including text and vocabulary</b> 2. <b>Controversial topics and issues in learning experiences, materials or resources</b>  Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the <b>specific quote(s)</b> and reference <b>page numbers</b> or <b>location</b> (ex: time in video).	<b>Criteria III:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. <b>Common Assessment alignment to instruction and/or standards</b>  Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.
<b>LE 1:</b>	n/a	n/a	n/a
<b>LE 2:</b>	n/a	n/a	n/a
<b>LE 3:</b>	n/a	n/a	n/a
Plan to address issues or concerns noted:			

**Resources listed on unit planner**

Add additional rows below as needed.

<b>Resources</b>	<b>Criteria I:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources</u> to: 1. <b>State Standards</b> 2. <b>MYP/DP (if applicable) components</b>  Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.	<b>Criteria II:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. <b>Complexity of resources including text and vocabulary</b> 2. <b>Controversial topics and issues in learning experiences, materials or resources</b>  Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the <b>specific quote(s)</b> and reference <b>page numbers</b> or <b>location</b> (ex: time in video).	<b>Criteria III:</b> Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. <b>Common Assessment alignment to instruction and/or standards</b>  Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.
<b>Resource:</b>	n/a	n/a	n/a
Plan to address issues or concerns noted:			

***By typing my name below I am acknowledging that I have fully read, reviewed, listed concerns with resolutions, and approved of all contents included in the unit planner including learning experiences, materials, resources, texts, and assessments referenced on it. All other content and materials not included on the unit planner are the local school's responsibility (BOE IKB).***

Curriculum Team Signatures:  
Beau Dominguez