

Teacher(s)	Mr. Manoranjan P Ms, Ruchi G	Subject group and discipline	Individuals and Societies Geography		
Unit title	What does it mean to be a global citizen	MYP year	1	Unit duration (hrs.)	15 hrs.

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s) (multiple...subject specific)	Global context & Global Context Exploration (one per unit)
Global Interaction	Power, Choice	Globalization and sustainability
Statement of inquiry	Key Concept + Related Concepts + Global Context <u>Exploration</u> = Statement of Inquiry	
Global problems are a reality but individuals have the power and choice to make a positive difference.		

Inquiry Questions

Factual— What are some of the issues facing the world today?

How have different environments been damaged by human action?

What are some human rights issues facing children?

What is the role of international organizations in tackling global issues?

What are some of the consequences and solutions to plastic pollution?

Conceptual— What is meant by the term ‘human rights’?

Debatable— Can individuals change the world?

Subject Specific Objectives

Summative assessment

Criterion B (iii, iv) Criterion C (I, ii, iii)	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Report writing based on “an issue facing your local community”</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Pupil through their enquire into a local issue plan and develop strategies to overcome the problems</p>
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Approaches to learning (ATL)

Thinking – Apply existing knowledge to generate new ideas in Human achievement activity and interpretation data.
 Communication skill — use of variety of speaking techniques to communicate with a variety of audiences.
 Information literacy skill – Making connection of various source of information, presentation of information in variety of platforms

Learner Profile: We will consider the different ways that people can make a positive difference to others and the planet.

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Action: Teaching and learning through inquiry

Content	Learning process
Human achievement	<p>Learning experiences and teaching strategies</p> <p>Introduction of lesson with 'Think- pair- share' activity (using photograph)</p> <p>Students will research on website on human achievement and describe why it is an example of human achievement.</p>
What are some of the issues facing the world today?	<p>PPT presentation on various issues that world facing today.</p> <p>Latest examples in the form of video presentation</p> <p>Interpretation of data, table and political cartoon - activity</p>
How have different environments been damaged by human action?	<p>Case study – plastic in the ocean – discussion in the class</p> <p>Worksheet based on plastic oceans to develop critical thinking skill (individual activity)</p> <p>Circle of viewpoints – plastic in the ocean issue</p> <p>Exploring the first 3 factual questions</p>
What are the consequences of plastic in the ocean?	<p>A Plastic Ocean video clip to introduce the class</p> <p>If you drop plastic in the ocean, where does it end up video “https://www.theguardian.com/environment/2017/jun/29/if-you-drop-plastic-in-the-ocean-where-does-it-end-up#img-1”</p>
Solution to plastic Ocean	<p>Group discussion on solutions in tabular form and finding major challenges in connection to key concept of global interaction.</p> <p>Exploring last factual question.</p>
Deforestation	<p>Case study on deforestation 'See- think- wonder activity'</p> <p>Video presentation on consequence of deforestation</p> <p>Worksheet on terminology matching activity</p> <p>Prezi presentation on solution to deforestation</p> <p>Infographic design activity on deforestation in group of four</p>

What are human rights?	Introduction through quotes of famous personalities of the world. Exploration of UN declaration of Human Rights. Group discussion of human right violation on newspaper article. Addressing to conceptual question
What are some of the human rights issues facing children?	Source Investigation activity based on worksheet data and information.
Sustainable development goal	Group activity on poster making based on UN sustainable development goals Creating action plan of tackling global issue in the school premises
Formative assessment	
See above for activities that have been used to formatively assess students. Assessment on Plastic garbage patch in Atlantic ocean based on criterion D	
Differentiation	
Different group compositions and a variety of choice of media for different activities endeavor to cater for students of various levels of ability, learning styles and language acquisition.	
Resources	

<https://www.youtube.com/watch?v=6zrn4-FfbXw>

<https://www.theguardian.com/environment/2017/jun/29/if-you-drop-plastic-in-the-ocean-where-does-it-end-up>

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
<p>The student should ...</p> <ul style="list-style-type: none">- relate, connect with peers and identify some of the major global issues and find out about some of the possible solutions.- identify and relate with the cause and consequences of the global environmental issues.- know and understand the basic human rights and the issues affecting children of the world.- have concerns for local community and issued related.- aware of world organizations like UN, UNESCO, UNICEF, UNDP	<p>The student are ...</p> <ul style="list-style-type: none">- Understood the human achievement very well- They enjoyed the environmental issues caused by the human- Students loved to create their own mind map and chart for the deforestation issue- They find quite difficult to create research question- Their investigation on their surrounding issues were quite challenging for some people	Overall understanding of the unit was quite good except few things. Investigation task was quite difficult for some one as they were first time interviewing their neighbor for data collection. Their presentation was quite good while some of them presented their work with use of multiple data table and graph.

Teacher(s)	Mr. Manoranjan P Ms, Ruchi G	Subject group and discipline	Individuals and Societies Geography		
Unit title	How can maps provide us with a sense of time, place and space		MYP year	1	Unit duration (hrs.)

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s) (multiple...subject specific)	Global context & Global Context Exploration (one per unit)		
time, place and space	Perspective, Scale	Orientation in space and time		
Statement of inquiry	Key Concept + Related Concepts + Global Context <u>Exploration</u> = Statement of Inquiry			
Maps provide insights into time, place and space and show how the world has changed over time, but they can be affected by different perspectives.				
Inquiry Questions				
Factual— <ul style="list-style-type: none"> • What are maps? • What are the different types of maps? • What are the different features of maps and how can we use them? • How is height represented on a map? 				
Conceptual— <ul style="list-style-type: none"> • How do maps help us to understand time, place and space? 				
Debatable— <ul style="list-style-type: none"> • Can we always trust map? 				

Subject Specific Objectives	Summative assessment	
Criterion A all strands	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Task- Design and fictional map and written reflection. Design a fictional map including a title, scale, compass point/direction, a key for the symbols on the map, grid, physical features, e.g. rivers, mountains. Written reflection – students explain ideas they had, why they decided on the design they did, what went well, what did not go as planned, what would be done differently if they could design the map over again.</p> <p>Activity: can we always trust maps? Students use sources and their own knowledge to write the long-answer final question</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Students will need to exhibit their understanding of time, place and space in creating their own map while appreciating different perspectives and the need to make their map universally comprehensible. Students will need to demonstrate their understanding of mapping together with creative-thinking skill in being able to design their own map. Students should be encouraged to display a range of conventions within the map in order to demonstrate understanding.</p> <p>Evaluating how far maps can be trusted gives students the opportunity to realise maps have changed over time due to humans' greater understanding of place and space.</p>
Approaches to learning (ATL)		
<p>Critical Thinking skill –</p> <ul style="list-style-type: none"> • Revise understanding based on new information and evidences • Draw reasonable conclusion and generalisation • Create original work and ideas; use existing work and ideas in new ways <p>Communication skill -</p> <ul style="list-style-type: none"> • Use and interpret of range of discipline specific terms and symbols. <p>Information literacy skill -</p> <ul style="list-style-type: none"> • Present information in a variety of formats and platforms • make connections between various source of information 		

Reflection skill -

- Develop new skills, techniques and strategies for effective learning.

Learner Profile: knowledgeable and thinker: Students gaining knowledge about maps and its components through activities. Their understanding about maps applied in other situations.

Action: Teaching and learning through inquiry

Content	Learning process
<p>All the students should:</p> <p>Find out different uses of maps, as well as how they can be affected by a specific perspective</p> <p>Explore different examples of maps and how to use them</p> <p>Take action by considering the ways that maps can communicate important information</p> <p>Differentiate between types of map and their uses</p> <p>Suggest how the very small and the very large are related</p> <p>Design control of variables for an experimental inquiry</p> <p>Understand compass directions, four-figure grid references, contour lines</p>	<ul style="list-style-type: none">• Learning experience and teaching strategies – the learner profile attribute for the unit is knowledgeable and a key ATL focus is communication. Thus, activities as far as possible will be getting students to say what they see, what information they can infer from maps, and then how they can calculate and represent scale, depict settlement/landscape features through symbols, contour lines, etc.• Think-Pair-Share – In pairs; this exercise is designed to focus students' minds on the breadth of scope that maps have and how they have evolved. Each pair discusses and makes their own definition of a map. Students then try to think of as many different uses of maps while considering when was the last time they used a map. Students then share ideas with the rest of the class.• Activity: Different types of maps: Individually; students study the six different types of map depicted on page 32-33 and then answer the questions provided on page 31. Students use critical thinking skills to revise understanding based on new information and evidence.• Activity: direction; Individually; using the compass rose and students answer the questions on direction. Students exhibits communication skills through their interpretation and use of discipline-specific terms and symbols.• Activity: compass direction – this activity familiarises students with compass directions, asking them to describe positions of features on a map.• Activity: getting to know scale - individually; the task is introduced through exploring the importance of scale and how it is represented. Students further develop communication skills through understanding and using mathematical notation. Transfer skills are identified through the exercise and discussion of where else scale is used: Maths and design• Building blocks: working with maps - This PPT introduces longitude and latitude and helps students to grow accustomed to using gridlines to find coordinates.

<p>Identify key map symbols</p> <p>Solve problems of scale</p> <p>Explain how the presence of certain map symbols can indicate a settlement's function and importance</p>	<ul style="list-style-type: none"> • Activity: symbols on a map – individually; students exhibit information literacy skills in presenting information in a variety of formats and platforms, by inferring what Ordnance Survey symbols may mean, and then have the opportunity to create their own symbols to represent features of their school that would need to be shown on a map. • Activity: island gateway – individually; students use the map on page 37 and knowledge acquire over the chapter to help them answer the question. • Activity: measuring distance – This activity asks students to measure distances of both lines and maps. • Think-Pair-Share: in pairs; students discuss why might there be value in creating maps to show the depth of the seas and oceans. • Activity: How is height represented on a map? Individually; students use the photograph and Ordnance Survey map provided to answer the questions. Students need to visualise three-dimensional features in tow dimensions and then apply this to another two-dimensional representation. • Topographic maps quiz : students follows the instruction to take the quiz on topographic maps. • Activity: Maps skills progress check - this activity contains exercises for students to practice the map skills learned in this chapter. • Reflection table – this resource provides a template to allow students to reflect on what they have learned throughout the chapter.
	<p>Formative assessment</p> <p>Criterion A (all strands), Criterion C (i, ii) and D (i, ii)</p> <p>Maps skill progress check (timed assessment in the class)- this can be used to further Summative Assessment</p>

	<p>Differentiation</p> <p>Use of pair work and think-pair-share routine allows students to work with each other and develop each other's understanding.</p> <p>Summative Assessments are levelled, but each assessment contains parts that can be accessed at the lower levels of achievement. Gifted and Talented students should be encouraged to be as expansive as possible when designing their map for summative assessment</p>
<p>Resources</p> <p>PPT on building blocks- Latitudes and longitudes</p> <p>Web link</p> <ul style="list-style-type: none"> • Lotoproject.com • Bl.uk/magnificentmaps/map4.com • Onegeology.org • Metoffice.gov.uk • Sporcle.com/games <p>Poster resource: Mapping skills poster</p> <p>Dynamic Learning activities: Hodder Reference book</p> <ul style="list-style-type: none"> • Working with maps • Compass directions • Map symbols • Measuring distances • Maps skills progress check • Reflection table 	

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
<p>The student should ...</p> <ul style="list-style-type: none"> - relate, connect with peers and identify some location of major places on the earth. - identify and relate coordinates used on the map. - know and understand the basic symbols and their representation. - use of index in general. - aware of world maps and their types 	<p>The student are ...</p> <ul style="list-style-type: none"> - Enjoyed the direction of the map and understood very clearly - They find linear scale was quite challenging - Representative fraction were interesting for some students as they finding connection with mathematics while some find it very challenging - Grid reference – four figure was understood well by all while six figure was difficult for some of them 	<p>Due to our own school scheduled calendar of events the unit is not covered all the content. Students are not got the opportunity to understand contours very well. End of unit assessment was taken in the form of Term End examination</p>

Teacher(s)	Mr. Manoranjan P Ms, Ruchi G	Subject group and discipline	Individuals and Societies Geography		
Unit title	Where do we live?	MYP year	1	Unit duration (hrs.)	20 hrs.

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s) (multiple...subject specific)	Global context & Global Context Exploration (one per unit)
Change	Processes Sustainability	Identities and relationships (identity) Find out different reasons why settlement develop and how they change over time. Explore examples of settlements and the challenges and opportunities facing them. Take action by looking at ways that settlements can become more sustainable for the future
Statement of inquiry	Key Concept + Related Concepts + Global Context <u>Exploration</u> = Statement of Inquiry	
Settlements develop and change due to a variety of processes and their sustainability allows them to function successfully, affecting the identity of that location .		

Inquiry questions

- **Factual** – What are the different types of settlement? What makes a good location for a settlement? What is meant by urbanization? Why are some settlements abandoned?
- **Conceptual** – How do settlements change over time? How can settlements be more sustainable?
- **Debatable** – Are cities the future?

Subject Specific Objectives	Summative assessment	
B: Strands i, ii and iii	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Summative assessment task: A settlement of your choice</p> <p>Students create a 500–800-word response to one of a range of prompts. They choose a case study to help them respond to their chosen statement.</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p>
C: Strands i, ii and iii	<p>Students create an action plan, which includes their research question and justification of its significance.</p>	<p>Students are given a choice of three prompts to respond to in writing. These statements cover issues of creation and development of settlements, opportunities and challenges facing settlements and the sustainability of settlements. The prompts provided link directly to the statement of inquiry.</p>
D: Strands ii	<p>Students focus on quality of writing (clarity/coherence) and organization. Inclusion of a bibliography is also encouraged.</p>	

Approaches to learning (ATL)

Critical-thinking skills

Draw reasonable conclusions and generalizations

Develop contrary or opposing arguments

Creative-thinking skills

Create original works and ideas; use existing works and ideas in new ways

Communication skills

Structure information in summaries, essays and reports

Information literacy skills

Access information to be informed and inform others.

Learner Profile: Communicator and Reflective: Students got opportunity to explore about settlement data and information through various activities. They will use various platform to communicate their understanding.

Action: Teaching and learning through inquiry

Content	Learning process
All students should:	<p>Learning experiences and teaching strategies – The learner profile attribute for the unit is <i>Communicators</i>, and a key ATL focus is critical-thinking skills. Thus activities as far as possible are designed to encourage students to draw reasonable conclusions and generalizations from a range of case studies and sources and then use these to inform their assessment. The Criterion C summative task provides an opportunity for students to demonstrate communication skills in the form of a summary/essay/report.</p>
Recognise the different types of settlement	<ul style="list-style-type: none">• Activity: Types of settlement – Students identify different types of settlement by matching statements to relevant photographs and then consider how they would feel living in these settlements, the differences that exist between where and how people live and advantages and disadvantages of the locations shown in the photographs. The activity can be

	<p>performed as an individual written task, class/paired discussion or a combination of all strategies. (ATL- Draw reasonable conclusions and generalizations)</p> <ul style="list-style-type: none"> • Activity: Locating different types of settlements – This is an individual activity which requires students to use Google Maps to locate their local area and identify different types of settlements and their functions. Students also develop their skills of interpretation of photographs (satellite imagery) and annotation. (ATL- Access information to be informed and inform others) • 3D Geography Activity: Settlement hierarchy – Students to create their settlement hierarchy and write definitions (types of settlement) and complete a settlement-hierarchy with size of population .(ATL- Access information to be informed and inform others) • Activity: What makes a good location for a settlement? <i>Can be used as an assessment for Criterion C: Communicating and D: Thinking critically</i> – Students consider natural advantages and disadvantages of settlement sites through interpretation of an image before using evidence to complete a decision-making activity on where individuals should locate. This can be performed individually initially before students share their ideas with a partner. (ATL- Draw reasonable conclusions and generalizations) • DYNAMIC LEARNING Activity: Timeline – Students select one of the three case study cities of the textbook. Individually, they create a creative timeline of events that show the settlement has changed using the information from the textbook and their own research. There is also the option for students to do this digitally using a timeline app. This activity could be assessed using Criteria B/C. (ATL- Create original works and ideas; use existing works and ideas in new ways) • Activity: When disaster strikes – This source-interpretation activity considers origin and purpose and also encourages students to infer and reflect. The activity can be performed as an individual written task, class/paired discussion or a combination of all strategies. (ATL- Draw reasonable conclusions and generalizations) • DYNAMIC LEARNING Activity: Classifying change – Students classify a selection of problems caused by urban growth and the development of shanty towns into the categories of social, environmental, economic, political and cultural issues. This activity can be performed as a card sort in pairs or students can classify on their copy of the sheet. They are also encouraged to reflect on positive impacts. (ATL- Draw reasonable conclusions and generalizations) • Activity: The growth of cities – This activity combines source analysis with responding to stimuli, justification of ideas and SWOT analysis. There is also the option for a whole-class
Identify where case study settlements fit within the settlement hierarchy	
Explain what makes a good location for a settlement	
Apply their understanding of the site and development of settlements to case study cities	
Identify the functions of different settlements	
Explain how settlements change over time	

<p>Outline the idea of urban growth</p> <p>Explore examples of settlements and the challenges and opportunities that face them</p> <p>Consider how settlements can be made more sustainable</p> <p><i>Some students could:</i></p> <p>Evaluate the concept of a sustainable city</p> <p>Predict future problems that settlements may face</p>	<p>debate based on the SWOT analysis and students' prior learning. <i>This can be used as an assessment for Criterion D: Thinking critically.</i> (ATL- Create original works and ideas; use existing works and ideas in new ways)</p> <ul style="list-style-type: none"> ● DYNAMIC LEARNING Building blocks: Migration – This PowerPoint guides students through key-word definitions associated with different types of migration and encourages them to examine the reasons why people may choose to migrate. Case studies of Mexican migration to the USA (Vimeo video clip – see links at the end of the unit planner) and migration in Britain are explored and there is scope to develop this further. Students could produce a piece of writing to demonstrate their learning, which could be per assessed. .(ATL- Access information to be informed and inform others) ● DYNAMIC LEARNING Activity: Megacities – Andrew Marr's Megacity documentary forms the basis of this activity – the concept of a megacity is introduced then students make notes on each megacity included in the documentary, focusing on its spatial growth, economic activities and population. A table is provided for them to complete. (ATL- Structure information in summaries, essays and reports) ● DYNAMIC LEARNING Activity: Graph activity – In this data-interpretation exercise, students create and begin to interpret a graph. ● Activity: Short film about abandoned settlements – This would best be performed in groups of three or four, although it could be an individual activity if preferred. Students are required to select an abandoned settlement, create a script to explain the reasons why the settlement became abandoned and create a documentary or film to present their findings(ATL- Create original works and ideas; use existing works and ideas in new ways) ● DYNAMIC LEARNING Activity: Curitiba – a sustainable city? – Students read the information provided and answer a series of questions on Curitiba and its attempts to introduce a sustainable system of living. There is scope for students to carry out further research on both Curitiba and Frankfurt and compare and contrast their attempts before ultimately justifying which they believe to be more sustainable. .(ATL- Access information to be informed and inform others, Create original works and ideas; use existing works and ideas in new ways, Structure information in summaries, essays and reports, Develop contrary or opposing arguments) ● DYNAMIC LEARNING Reflection table – This resource provides a template to allow students to reflect on what they have learned throughout the chapter.
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	<p>Formative assessment</p> <p>Activity: What makes a good location for a settlement? Criterion C(I,ii): Communicating, , D(ii): Thinking Critically</p> <p>Activity: The growth of cities Criterion D(ii) : Thinking critically</p> <p>DYNAMIC LEARNING Activity: Timeline Criteria B(I,ii,iii): Investigating, C(iii):Communicating</p> <p>DYNAMIC LEARNING Activity: Graph activity Criterion C(I,ii) :Communicating</p>
	<p>Differentiation</p> <p>Use of pair work and Think–Pair–Share routine allows students to work with each other and develop each other's understanding.</p>
Resources	
PPT on building blocks- Migration	<p>Web link</p> <p>Read-write-think timeline app</p> <ul style="list-style-type: none"> • www.readwritethink.org/classroom-resources/mobile-apps/timeline-b-31047.html <p>Case study of migration from Mexico, USA:</p> <ul style="list-style-type: none"> • http://vimeo.com/21720855

Dynamic Learning activities: Hodder Publication Reference Book

- Timeline
- Classifying change
- Megacities
- Graph activity
- Reflection table

Reflection: Considering the planning, process and impact of the inquiry

Prior to teaching the unit	During teaching	After teaching the unit
<p>The student should ...</p> <ul style="list-style-type: none">- relate, connect with peers and identify some location of major cities of the world.- identify and draw different types of graphs based on population size.- know and understand the basic locational factors of settlement.- use of index in general.- aware the meaning of migration		

Teacher(s)	Mr. Manoranjan P Ms, Ruchi G	Subject group and discipline	Individuals and Societies Geography		
Unit title	What does it mean to be a global citizen	MYP year	1	Unit duration (hrs.)	15 hrs.

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s) (multiple...subject specific)	Global context & Global Context Exploration (one per unit)
Global Interaction	Power, Choice	Globalization and sustainability
Statement of inquiry	Key Concept + Related Concepts + Global Context <u>Exploration</u> = Statement of Inquiry	
Global problems are a reality but individuals have the power and choice to make a positive difference.		

Inquiry Questions

Factual— What are some of the issues facing the world today?

How have different environments been damaged by human action?

What are some human rights issues facing children?

What is the role of international organizations in tackling global issues?

What are some of the consequences and solutions to plastic pollution?

Conceptual— What is meant by the term ‘human rights’?

Debatable— Can individuals change the world?

Subject Specific Objectives

Summative assessment

Criterion B (iii, iv) Criterion C (I, ii, iii)	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Report writing based on “an issue facing your local community”</p>	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>Pupil through their enquire into a local issue plan and develop strategies to overcome the problems</p>
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Approaches to learning (ATL)

Thinking – Apply existing knowledge to generate new ideas in Human achievement activity and interpretation data.
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Learner Profile: We will consider the different ways that people can make a positive difference to others and the planet.

- Caring and Principled

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Action: Teaching and learning through inquiry

Content	Learning process
Human achievement	Learning experiences and teaching strategies Introduction of lesson with 'Think- pair- share' activity (using photograph) Students will research on website on human achievement and describe why it is an example of human achievement.
What are some of the issues facing the world today?	PPT presentation on various issues that world facing today. Latest examples in the form of video presentation Interpretation of data, table and political cartoon - activity
How have different environments been damaged by human action?	Case study – plastic in the ocean – discussion in the class Worksheet based on plastic oceans to develop critical thinking skill (individual activity) Circle of viewpoints – plastic in the ocean issue Exploring the first 3 factual questions
What are the consequences of plastic in the ocean?	A Plastic Ocean video clip to introduce the class If you drop plastic in the ocean, where does it end up video “ https://www.theguardian.com/environment/2017/jun/29/if-you-drop-plastic-in-the-ocean-where-does-it-end-up#img-1 ”
Solution to plastic Ocean	Group discussion on solutions in tabular form and finding major challenges in connection to key concept of global interaction. Exploring last factual question.
Deforestation	Case study on deforestation 'See- think- wonder activity' Video presentation on consequence of deforestation Worksheet on terminology matching activity Prezi presentation on solution to deforestation Infographic design activity on deforestation in group of four

<p>What are human rights?</p> <p>What are some of the human rights issues facing children?</p> <p>Sustainable development goal</p>	<p>Introduction through quotes of famous personalities of the world. Exploration of UN declaration of Human Rights. Group discussion of human right violation on newspaper article. Addressing to conceptual question</p> <p>Source Investigation activity based on worksheet data and information.</p> <p>Group activity on poster making based on UN sustainable development goals Creating action plan of tackling global issue in the school premises</p>
<p>Formative assessment</p> <p>See above for activities that have been used to formatively assess students. Assessment on Plastic garbage patch in Atlantic ocean based on criterion D</p>	
<p>Differentiation</p> <p>Different group compositions and a variety of choice of media for different activities endeavor to cater for students of various levels of ability, learning styles and language acquisition.</p>	
<p>Resources</p>	

<https://www.youtube.com/watch?v=6zrn4-FfbXw>

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