

Unit Purpose/Rationale

Why and how do societies change? In an attempt to answer this essential question, students in the *IB History of the Americas* course will compare and contrast social movements across the Americas. In this unit on social movements, students will construct an understanding of the preceding factors and people behind the Civil Rights Movement in the United States—through the events surrounding the Montgomery Bus Boycott—and the Movimiento Negro Unificado (Unified Black Movement) in Brazil.

Our collaborative research on social movements aims to satisfy two Oregon Department of Education Social Studies Standards. First, students in IB History of the Americas will become social science researchers as they will collaboratively determine which factors were most significant in sparking the two social movements (SS.HS.HS.02: *Compare and contrast institutions and ideas in history, noting cause and effect relationships.*). Second, a deep investigation of the structure of social movements (purposes, organization, methods), the significant actors involved, and the outcome of these movements will provide students with an understanding of societal change in the 20th century (SS.HS.HS.03: *Recognize and interpret continuity and/or change with respect to particular historical developments in the 20th century.*)

Aside from the development of historical content knowledge, this unit emphasizes skill building. Using primary and secondary sources, students will work in collaborative teams to piece together the complex socio-political contexts within which these social movements progressed. In addition to building collaboration among students, the team-based work will allow me to place the many TAG students in leadership roles and struggling students in positions where they can feel successful. From the data they collect on two social movements, students

will be asked to identify trends that help explain the occurrence of social movements beyond the two examples explored in our class. By identifying trends, students will get the opportunity to do work of true social scientists. The summative assessment will test these skills by requesting that students fill in graphic organizers using data on contemporary social movements. In doing so, students can test that their understanding of societal change is enduring and extends to contemporary society. An additional advantage of using contemporary social movements for a final project is that students can investigate movements that align with their own interests, be it the LGBT movement in America, a particular part of the American feminist movement, or the Zapatista's anti-globalization movement in southern Mexico.

This is excellent. You have the strong content knowledge and understanding of the ideas & skills needed to engage your students in higher order thinking reflective of an IB class.

Alex Chenol
Unit Rationale

10/17/2011

Do you need to change
the class demographic
you turned in last week

The Great Gatsby

This unit is designed for an eleventh grade American literature class at Columbia River high school in Vancouver, WA. The students are predominantly white, and the school's boundary lines suggest many of them are relatively privileged economically. While even the wealthiest schools are sure to contain students living in poverty, the bulk of Columbia River's kids are living in middle class homes. The class itself is neither advanced nor remedial, and the students' performance thus far suggests that their abilities in Language Arts are "average." That being said, the class has read several novels of equal complexity this year, and so is well-prepared for the challenges of this unit.

Why were these challenges, and this unit, chosen in particular? The short answer is that, like most of the classics, The Great Gatsby is packed full with elements that lead to productive analysis in an English classroom: examples of modernist thinking, illustrations of an important era in history, social commentary, a discussion of national identity, symbolism, contradicting themes, quality descriptions, and countless others. Yet, what sets Fitzgerald's most famous novel apart is its accessibility. The Great Gatsby takes all of these valuable lessons, and shrewdly hides them inside a wonderful story that teenagers find engaging. The children in my class live in an increasingly materialistic world, and are at the age where one's own definition of success begins to permanently determine the direction of one's life. I can think of no better novel to confront these issues head-on.

challenge reference to your students as
well as curriculum and WA standards

May I have a digital copy to use as
an example?

[Redacted]
Cavi de Tarr

Instruction and Technology

Unit Rationale

10/17/2011

My unit is going to be on rhythm notation and ear training. We will discuss time signatures, subdivisions, syncopation, meter, and tempo using a variety of learning strategies, including call + response, rhythmic dictation, and composition. Students will use and develop both their ear and their mathematical understanding of music throughout this unit.

This unit will address all 9 of the national standards for music education. We will sing and play instruments at various times (standards #1 and #2), we will improvise rhythms (#3), create short compositions (#4), read, notate, analyze and describe rhythms (#5 and #6), evaluate rhythmic feel and accuracy (#7), understand the relationship between music and other disciplines, namely math (#8), and discuss the ways in which different cultures use rhythm (#9).

clear
connection
of curriculum
+ standards

I'll be teaching the Concert Band, a class of 35 9th grade students. Most of them played in band at the same Middle School last year and according to Mr. Matthys (who is the Music Coordinator for the district) there have been concerns about the quality of music instruction there, specifically when it comes to rhythm. The students do appear to have a hard time subdividing and playing syncopations, and so I think a unit that deepened their understanding of rhythm would do great things for them as students and for the ensemble as a whole.

excellent connection
to students needs

May I have a digital copy as an example?

The "Becoming Composers" Unit will be completed by the Advanced Bands of South Meadows Middle School and Poynter Middle School. The students will already be able to read music and know and understand the basics of notation and some musical vocabulary. During this four-week unit, the students will create multiple musical compositions, analyze the effect that certain compositional techniques have on a piece, and they will understand how notes, rhythm, meter, key signatures, harmony, tempo, articulation, style, and form affect musical compositions. The national standards for Music Education that apply to this unit are: 2. Performing on instruments a varied repertoire of music, 3. Improvising melodies and variations, 4. Composing music within specified guidelines, and 5. Reading and notating music.

good
reference
to these
excellent
pieces

The importance of learning and understanding the content that is included in this unit is being able to understand the meaning and structure to music. Each piece of music is created with a story, theme, melody, key, style, and more in mind. By understanding, and being able to take part in, the compositional process, the students will have an appreciation for each piece as an art and realize that each note, rhythm, etc. was created for a reason. This unit will also strengthen their ability to sight-read, and strengthen their knowledge of musical vocabulary, rhythm, scales, and structure.

very well written - all 3 areas:
students
curriculum
standards