

<b>Unit Title</b>	<b>Rising from the deserts: Resources in the Middle East</b>				
<b>Subject group and discipline</b>	<b>Individuals &amp; Societies - Geography</b>	<b>MYP year</b>	<b>1</b>	<b>Unit duration (hrs)</b>	<b>18</b>

**Inquiry:**

<b>Key concept</b>	<b>Related concept(s)</b>	<b>Global context</b>
Time, place and space	Primarily: Management/ Intervention; Scale; sustainability With aspects of: Disparity and Equity, Culture, Patterns and Trends; Power	Scientific and technical innovation
<b>Statement of inquiry</b>		
Scientific and technological innovation are key to building a sustainable future in contrasting areas where mismanaged power/imbalance threatens conflict of different scales.		
<b>Inquiry questions</b>		
<p><b>Factual—</b></p> <ul style="list-style-type: none"> <li>What are the main resources to cause conflict?</li> <li>Why are these resources scarce?</li> <li>How can technology improve water/food/energy security?</li> </ul> <p><b>Conceptual—</b></p> <ul style="list-style-type: none"> <li>How does resource management feed into the concept of sustainable systems?</li> <li>How is conflict a symptom of an unsustainable system/inequitable distribution?</li> <li>Why are responses needed over a variety of scales to engender effective change?</li> </ul> <p><b>Debatable—</b></p> <ul style="list-style-type: none"> <li>To what extent can the growing needs of the Middle East be met in an equitable way?</li> <li>To what extent does the UK encourage conflict through political alignment and perpetuating climate change?</li> <li>To what extent does the UK have a responsibility to help resolve the resource conflicts seen in the Middle East?</li> </ul>		

Objectives	Summative assessment (numerical grade)	
<p><b>Objective A. Knowing and understanding</b></p> <ul style="list-style-type: none"> <li>i. use vocabulary in context</li> <li>ii. demonstrate knowledge and understanding of subject specific content and concepts, using descriptions, explanations and examples.</li> </ul> <p><b>Objective C. Communicating</b></p> <ul style="list-style-type: none"> <li>i. communicate information and ideas with clarity</li> <li>ii. organise information and ideas effectively for the task</li> <li>iii. NA</li> </ul> <p><b>Objective D. Thinking critically</b></p> <ul style="list-style-type: none"> <li>i. identify the main points of ideas, events, visual representation or arguments</li> <li>ii. use information to justify an opinion</li> <li>iii. NA</li> <li>iv. identify different views and their implications.</li> </ul>	<p><b>Goal</b> – Design a town that supports sustainable management of basic resources and justify these choices in a written report.</p> <p><b>Role</b> – Middle Eastern urban planning officer</p> <p><b>Audience</b> – Department for sustainable urban development</p> <p><b>Situation</b> – Growing population and dwindling resources as a result of climate change is making inequitable resource access more strained</p> <p><b>Purpose</b> – Work with a small group to design a new Middle Eastern city to accommodate the growing population.</p> <ul style="list-style-type: none"> <li>- Read through stimulus pack to understand the context and issues faced in this area</li> <li>- Justify how your city will sustainably meet the water / food / energy needs to prevent further conflict in the area.</li> </ul> <p>Explain through a written report how your ideas are to be an effective combination. Critically discuss conflicts to discuss how your plans will avoid this.</p>	<p><b>Relationship between summative assessment task and statement of inquiry:</b></p> <p>The assessment gives students the opportunity to utilise previous lesson examples to show contrasting approaches to water, food and energy insecurity. Technological advancements around water/food/energy will need to be built into the design of the city.</p> <p>It introduces students to the ideas that these issues cannot be separated as part of the nexus and solutions must acknowledge this. Stronger answers will look to have solutions that cover a variety of scales.</p> <p>The aim of the assessment will draw in ideas of resource management and sustainable development. Justification of the design’s sustainability to justify the equitable access of these resources.</p> <p>Students can use examples of conflicts to demonstrate how successful management is key to preventing their re-emergence. Critical debate focused around how this approach will lead to less conflict than attempts in the past.</p>

Approaches to learning (ATL)
<p><b>Communication- Exchanging thoughts, messages and information effectively through interaction</b></p> <ul style="list-style-type: none"> <li>• Interpret and use effectively modes of non-verbal communication</li> <li>• Negotiate ideas and knowledge with peers and teachers</li> </ul> <p><b>Communication - Reading, writing and using language to gather and communicate information</b></p> <ul style="list-style-type: none"> <li>• Read critically and for comprehension</li> <li>• Make inferences and draw conclusions</li> <li>• Use and interpret a range of discipline-specific terms and symbols</li> <li>• Structure information in summaries, essays and reports</li> </ul>

**Social - Working effectively with others**

- Delegate and share responsibility for decision-making
- Help others to succeed
- Take responsibility for one's own actions
- Manage and resolve conflict, and work collaboratively in teams
- Build consensus
- Listen actively to other perspectives and ideas
- Encourage others to contribute
- Exercise leadership and take on a variety of roles within groups

**Thinking - Generating novel ideas and considering new perspectives**

- Consider multiple alternatives, including those that might be unlikely or impossible
- Apply existing knowledge to generate new ideas, products or processes
- Create original works and ideas; use existing works and ideas in new ways

**Thinking - Analysing and evaluating issues and ideas**

- Gather and organise relevant information to formulate an argument
- Recognise unstated assumptions and bias
- Evaluate evidence and arguments
- Recognise and evaluate propositions
- Draw reasonable conclusions and generalisations
- Consider ideas from multiple perspectives
- Propose and evaluate a variety of solutions
- Identify obstacles and challenges