

MCS MYP World History Subject Group Overview

| Unit Name  |           | 1- Ancient Civilizations of the World  | 2- Classical Societies & Empires  | 3- Regional Empires & Trade  | 4A- European and Asian Middle Ages  | 4B- Renaissance and Reformation  | 5- The Americas and the Age of Exploration  | 6- The Enlightenment & Age of Revolutions   | 7- Industrialization, Nationalism, Imperialism, and WWI   | 8- Between the Wars and WWII  | 9- The Cold War, Decolonization, and Globalization  |
|------------|-----------|--|---|--|---|--|---|---|---|---|---|
| Time Frame |           | 10.5 Hours<br>7 Days   | 16.5 Hours<br>11 Days   | 13.5 Hours<br>9 Days   | 10.5 Hours<br>7 Days  | 9 Hours<br>6 Days  | 7.5 Hours<br>5 Days   | 15 Hours<br>10 Days   | 13.5 Hours<br>9 Days  | 15 Hours<br>10 Days   | 13.5 Hours<br>9 Days  |
|            | Standards | SSWH1<br><br><b>Map and Globe Skills:</b> 4, 6, 7, 8<br>4. compare and contrast the categories of natural, cultural, and political features found on maps<br>6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps<br>7. use a map to explain impact of geography on historical and current events<br>8. draw conclusions and make | SSWH2; SSWH3; SSWH4<br><b>Map and Globe Skills:</b> 6, 10, 11<br><b>Information Processing Skills:</b> 1, 6, 7, 8, 16 | SSWH4d-e; SSWH5; SSWH6; SSWH12<br><b>Map and Globe Skills:</b> 4, 6, 7, 8<br><b>Information Processing Skills:</b> 1, 4, 5, 6, 8, 11, 12, 15 | SSWH7; SSWH11a<br><b>Map and Globe Skills:</b> 8<br><b>Information Processing Skills:</b> 1, 11 | SSWH9; SSWH13a<br><br><b>Map and Globe Skills:</b> 8<br><b>Information Processing Skills:</b> 1, 3, 11 | SSWH8; SSWH10; SSWH11b<br><b>Map and Globe Skills:</b> 6, 10<br><b>Information Processing Skills:</b> 1, 11 | SSWH13b; SSWH14<br><b>Map and Globe Skills:</b> 6,8<br><b>Information Processing Skills:</b> 2,3,4,5,6,7,8,11,15,16 | SSWH15; SSWH16 SSWH17<br><b>Map and Globe Skills:</b> 7,11<br><b>Information Processing Skills:</b> 5,11,17 | SSWH17; SSWH18 SSWH19;<br><b>Map and Globe Skills:</b> 6,7,8,10<br><b>Information Processing Skills:</b> 1,3,6,7,12 | SSWH20 SSWH21; SSWH22<br><b>Map and Globe Skills:</b> 6,8,10<br><b>Information Processing Skills:</b> 3,7,8,11,12 |

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|  |  | <p>generalizations based on information from maps</p> <p><b>Information Processing Skills:</b><br/>1, 3, 6, 9, 10<br/>1. compare similarities and differences<br/>3. identify issues and/or problems and alternative solutions<br/>6. identify and use primary and secondary sources<br/>9. construct charts and tables<br/>11 draw conclusions and make generalizations</p> |  |   |   |   |   |   |   |   |  |
|  | <b>Approaches To Learning Instructional Strategies</b> | <p><b>Category:</b> Social<br/><b>Cluster:</b> Collaboration Skills<br/><b>Skill Indicator:</b> Listen actively to other perspectives and ideas</p>  | <p><b>Category:</b> Communication<br/><b>Cluster:</b> Exchanging Thoughts, messages, and information<br/><b>Skill Indicator:</b></p> | <p><b>Category:</b> Communication<br/><b>Cluster:</b> Communication Skills<br/><b>Skill Indicator:</b> Write for different purposes</p> | <p><b>Category:</b> Social<br/><b>Cluster:</b> Collaboration Skills<br/><b>Skill Indicator:</b> Listen actively to other perspectives and ideas</p> | <p><b>Category:</b> Social<br/><b>Cluster:</b> Collaboration Skills<br/><b>Skill Indicator:</b> Listen actively to other perspectives and ideas</p> | <p><b>Category:</b> Social<br/><b>Cluster:</b> Collaboration Skills<br/><b>Skill Indicator:</b> Listen actively to other perspectives and ideas</p> | <p><b>Category:</b> Research<br/><b>Cluster:</b> Information Literacy Skills<br/><b>Skill Indicator:</b> Collect and analyze data to identify solutions</p> | <p><b>Category:</b> Thinking<br/><b>Cluster:</b> Creating Thinking Skills<br/><b>Skill Indicator:</b> Use brainstorming and visual diagrams to generate new ideas and inquiry</p> | <p><b>Category:</b> Social<br/><b>Cluster:</b> Collaboration Skills<br/><b>Skill Indicator:</b> Listen actively to other perspectives and ideas</p> |  |

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|  |                             | <b>Category:</b><br>Communication<br><b>Cluster:</b><br>Communication Skills<br><b>Skill Indicator:</b><br>Write for different purposes  | Negotiate ideas and knowledge with peers and teachers<br><br><b>Category:</b><br>Research<br><b>Cluster:</b><br>Transfer Skills<br><b>Skill Indicator:</b><br>Combine knowledge, understanding and skills to create products or solutions | <b>Category:</b><br>Thinking<br><b>Cluster:</b><br>Creating Thinking Skills<br><b>Skill Indicator:</b><br>Use brainstorming and visual diagrams to generate new ideas and inquiry | <b>Category:</b><br>Communication<br><b>Cluster:</b><br>Communication Skills<br><b>Skill Indicator:</b><br>Write for different purposes                   | <b>Category:</b><br>Communication<br><b>Cluster:</b><br>Communication Skills<br><b>Skill Indicator:</b><br>Write for different purposes                   | <b>Category:</b><br>Research<br><b>Cluster:</b><br>Creating Thinking Skills<br><b>Skill Indicator:</b><br>Consider ethical, cultural, and environmental implications                   | and make informed decisions<br><br><b>Category:</b><br>Communication Skills<br><b>Skill Indicator:</b><br>Write for different purposes                           | <b>Category:</b><br>Research<br><b>Cluster:</b><br>Creating Thinking Skills<br><b>Skill Indicator:</b><br>Consider ethical, cultural, and environmental implications  | perspectives and ideas<br><br><b>Category:</b><br>Thinking<br><b>Cluster:</b><br>Transfer Skills<br><b>Skill Indicator:</b><br>Combine knowledge, understanding and skills to create products or solutions | <b>Category:</b><br>Thinking<br><b>Cluster:</b><br>Creating Thinking Skills<br><b>Skill Indicator:</b><br>Use brainstorming and visual diagrams to generate new ideas and inquiry |
|  | <b>Statement of Inquiry</b> | The rise of early civilizations and the emerging social complexity of populous societies caused the need for structures within society to provide order and stability          | The culture of a society is the product of religion, beliefs, customs, traditions, and government of that society.  | As societies expand, patterns and trends, along with diversity will cause change that can result in commonality, cooperation, and conflict.                                       | The emergence of new systems can lead to a change in a society's identity and governance.   | While change occurs over time, there is continuity to the basic structure of the society.   | The global interaction of people and ideas affect relationships, power and can lead to conflict.   | Change in societies may or may not provide new ideas, structure, liberty, and conflict.  | The processes and resources that cause innovations and revolutions create opportunities for global interaction.   | Global interactions can lead to conflicts and ideologies that cause significant changes.   | Nations form alliances to protect their military, cultural and economic interests.  |
|  | <b>Global Context</b>       | <b>Identities and Relationships</b><br>Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human. | <b>Identities and Relationships</b><br>Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human.  | <b>Identities and Relationships</b><br>Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human.    | <b>Personal and Cultural Expression</b><br>What is the nature and purpose of creative expression? Students will explore the ways in which we discover and | <b>Personal and Cultural Expression</b><br>What is the nature and purpose of creative expression? Students will explore the ways in which we discover and | <b>Globalization &amp; Sustainability</b><br>Students explore inter-connectedness of human systems & communities; the relationship between local and global processes; how experiences | <b>Fairness and Development</b><br>What are the consequences of our common humanity? Students will explore rights and responsibilities; the relationship between | <b>Scientific and Technological Innovation</b><br>Students will explore the natural world; the interaction between people and the natural world; how humans use their understanding of scientific principles; | <b>Identities and Relationships</b><br>Students will explore identity; beliefs and values; human relationships including, communities and cultures;  | <b>Identities and Relationships</b><br>Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human     |

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|  |                  |  |  |  | express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.                               | express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.                              | mediate the global; reflect on the commonality, diversity and interconnection & inter-connectedness  | communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.  | the impact of scientific and technological advances on communities and environments; the impact of environments on human activity; how humans adapt environments to their needs                    | what it means to be human  |  |
|  | Key Concepts     | Systems are sets of interacting or interdependent components. Systems provide structure and order in human, natural, and built environments. Systems can be static, dynamic, simple, or complex. | Systems are sets of interacting or interdependent components. Systems provide structure and order in human, natural, and built environments. Systems can be static, dynamic, simple, or complex. | Change is a conversion, transformation, or movement from one form, state, or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes, and consequences. | Systems are sets of interacting or interdependent components. Systems provide structure and order in human, natural, and built environments. Systems can be static, dynamic, simple, or complex. | Systems are sets of interacting or interdependent components. Systems provide structure and order in human, natural, and built environments. Systems can be static, dynamic, simple, or complex | Global interaction focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole. | Change is a conversion, transformation, or movement from one form, state, or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes, and consequences. | Global interaction focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole. | Global interaction focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole. | Global interaction focuses on the connections among individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole. |
|  | Related Concepts | Causality<br>Significance<br>Civilization  | Growth<br>Power<br>Culture   | Patterns and Trends<br>Diversity   | Governance<br>Cooperation<br>Identity  | Governance<br>Cooperation<br>Identity   | Relationships<br>Power<br>Conflict   | Conflict<br>Liberty<br>Structure   | Innovation and revolution<br>Processes<br>Resources  | Conflict<br>Ideology   | Conflict<br>Ideology<br>Causality<br>Significance  |

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|  | <b>Design Cycle<br/>Transdisciplinary</b> | <b>Literacy<br/>Standards:</b><br>L9-10RHSS3;<br>L9-10RHSS9;<br>L9-10WHST1;<br>L9-10WHST2<br><b>L9-10RHSS3:</b><br>Analyze in detail<br>a series of events<br>described in a<br>text; determine<br>whether earlier<br>events caused<br>later ones or<br>simply preceded<br>them.<br><b>L9-10RHSS9:</b><br>Compare and<br>contrast<br>treatments of the<br>same topic in<br>several primary<br>and secondary<br>sources.<br><br><b>L9-10WHST1:</b><br>Write arguments<br>focused on<br>discipline-specific<br>content. | <b>Literacy<br/>Standards:</b><br>L9-10RHSS3;<br>L9-10RHSS9;<br>L9-10WHST1;<br>L9-10WHST2 | <b>Literacy<br/>Standards:</b><br>L9-10RHSS3;<br>L9-10RHSS9;<br>L9-10WHST1;<br>L9-10WHST2 | <b>Literacy<br/>Standards:</b><br>L9-10RHSS3;<br>L9-10RHSS9;<br>L9-10WHST1;<br>L9-10WHST2 | <b>Literacy<br/>Standards:</b><br>L9-10RHSS3;<br>L9-10RHSS9;<br>L9-10WHST1;<br>L9-10WHST2 | <b>Literacy<br/>Standards:</b><br>L9-10RHSS3;<br>L9-10RHSS9;<br>L9-10WHST1;<br>L9-10WHST2 | <b>Literacy<br/>Standards:</b><br>L9-10RHSS3;<br>L9-10RHSS9;<br>L9-10WHST1;<br>L9-10WHST2 | <b>Literacy<br/>Standards:</b><br>L9-10RHSS3;<br>L9-10RHSS9;<br>L9-10WHST1;<br>L9-10WHST2 | <b>Literacy<br/>Standards:</b><br>L9-10RHSS3;<br>L9-10RHSS9;<br>L9-10WHST1;<br>L9-10WHST2 |
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|  |  | <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> |  |  |  |  |  |  |  |  |  |
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|  |  | <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p> |  |  |  |  |  |  |  |  |  |
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|  |  | <p>L9-10WHST2:<br/>Write<br/>informative/expl<br/>natory texts,<br/>including the<br/>narration of<br/>historical events,<br/>scientific<br/>procedures/<br/>experiments, or<br/>technical<br/>processes.<br/>a. Introduce a<br/>topic and<br/>organize ideas,<br/>concepts, and<br/>information to<br/>make important<br/>connections and<br/>distinctions;<br/>include<br/>formatting (e.g.,<br/>headings),<br/>graphics (e.g.,<br/>figures, tables),<br/>and multimedia<br/>when useful to<br/>aiding<br/>comprehension.</p> |  |  |  |  |  |  |  |  |  |
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|  |  | <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> |  |  |  |  |  |  |  |  |  |
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|  |  | <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> |  |  |  |  |  |  |  |  |  |
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|  |   | f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).  |   |   |  |   |  |  |  |  |  |
|  | <b>MYP Assessments/ Performance Tasks</b> | <b>Debatable Question: Which Civilization is the Most Important?</b><br>Students investigate and research civilizations and choose the one they feel most impacted societies as the time and into the modern day. Their claims will include TREC and must be supported by documents that are cited. | <b>Formative Brochures of an Empire</b><br>Students will create a travel brochure for an Empire of their choice. They will research key aspects of their chosen Empire and present it in a way that persuades others to visit their Empire.<br><br>Criterion B: Investigating<br>Criterion C: Communicating | <b>Ottoman, Safavid, and Mughal Newspaper</b><br>Students will create a newspaper based on a Gunpowder Empire of their choice. They will use resources to create current stories and ads that portray their Empire and connect them to the other Empires.<br><br>Criterion B: Investigating | <b>Knights v Samurai Mini DBQ</b><br>Students examine various primary sources in order to compare and contrast Feudalism in Europe and Japan<br>Criterion C: Communicating<br>Criterion D.:Thinking Critically | <b>Renaissance Man Comparison Essay</b><br>Students will compare and contrast various figures in the Renaissance and Reformation in an essay form<br>Criterion A: Knowing and Understanding | <b>Autopsy of an Empire</b><br>Students will identify the aspects that contributed to the rise, success, and decline of American Empires<br>Criterion B: Investigating<br>Criterion C: Communicating | <b>Revolutions DBQ</b><br>Students examine and analyze primary sources to answer questions and draw conclusions on various revolutions<br>Criterion B: Investigating<br>Criterion D. Critical Thinking | <b>Scramble for Africa project</b><br>Students will simulate the scramble for Africa and examine their impact during the age of Imperialism<br>Criterion C: Communicating<br>Criterion D: Thinking Critically<br><br><b>Treaty of Versailles Simulation</b><br>Students will attend the Versailles Conference and examine their impact after WW1 | <b>Cold War Annotated Timeline</b><br>Students create a detailed timeline of chronological events of the Cold War.<br><br>Criterion B: Investigating<br>Criterion C: Communicating | <b>Modern and Current Events Research project</b><br><br>Students pick a topic based on modern and current events and present it like a Netflix show<br><br>Criterion B: Investigating<br>Criterion C: Communicating |

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|  |   | Criterion D.<br>Thinking Critically   |  | Criterion C:<br>Communicating |  |  |  |  | and leading up to<br>WW2.<br><br>Criterion A:<br>Knowing and<br>Understanding<br>Criterion B:<br>Investigating |  |  |
|  | Differentiation<br>For Tiered<br>Learners | Marietta City Schools teachers provide specific differentiation of learning experiences for all students. Details for differentiation for common learning experiences are included on the district unit planners. |  |                               |  |  |  |  |  |  |  |