



## Marietta City Schools

### 2023–2024 District Unit Planner

#### AP World History

Unit title	Unit 0: Historical Skills	MYP year	5	Unit duration (hrs)	4.5 Hours
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

#### GA DoE Standards

##### Standards

##### **SSWH1 Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC.**

- Compare and contrast Mesopotamian and Egyptian societies, including: religion, culture, economics, politics, and technology.
- Describe the societies of India and China, include: religion, culture, economics, politics, and technology.
- Explain the development of monotheism, include: the concepts developed by the ancient Hebrews.
- Identify the Bantu migration patterns and contribution to settled agriculture.
- Explain the rise of the Olmecs.

##### **SSWH2 Identify the major achievements of Chinese and Indian societies to 500 CE/AD.**

- Describe the development of Indian civilization, include: the rise and fall of the Maurya and Gupta Empires.
- Describe the development of Chinese civilization under Zhou, Qin, and Han.
- Explain the development and impact of Hinduism and Buddhism on India, and Confucianism on China.

##### **SSWH3 Examine the political, philosophical, and cultural interaction of Classical Mediterranean societies from 700 BCE/BC to 400 CE/AD.**

- Compare the origins and structure of the Greek polis, the Roman Republic, and the Roman Empire.
- Identify the ideas and impact of important individuals, including: Socrates, Plato, Aristotle, Alexander the Great, Julius Caesar, and Augustus Caesar.
- Analyze the impact of Greek and Roman culture, politics, and technology.
- Describe polytheism in the Greek and Roman world.
- Explain the origins and diffusion of Christianity in the Roman world.
- Analyze the factors that led to the collapse of the Western Roman Empire.

##### Concepts/Skills to be Mastered by Students

##### **Information Processing Skills:**

- Compare similarities and differences.

6. Identify and use primary and secondary sources.  
11. Draw conclusions and make generalizations.

#### Map and Globe Skills:

6. Use map key/legends to acquire information from historical, physical, political, resource, product, and economic maps.  
7. Use a map to explain the impact of geography on historical and current events.  
8. Draw conclusions and make generalizations based on information from maps.

#### Literacy Standards:

##### Writing Standards in Literacy

L9-19WHST1 A: Introduce precise claims, distinguish the claims from alternate or opposing claims, and create an organization that establishes clear relationships among the claims, counterclaims, reasons, and evidence

L9-19WHST1 B: Develop claims and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claims and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns

L9-19WHST2 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

##### Reading Standards in Literacy

L9-10RHSS4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science

L9-10RHSS5: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis

Key concept	Related concept(s)	Global context
<b>Systems</b> 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.	Causality Significance Civilization	<b>Identities and Relationships</b> Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human.
<b>Statement of inquiry</b>		
Societies design structures in order to provide order and stability.		
<b>Inquiry questions</b>		
<b>Factual:</b> 1. What are the characteristics of six major world religions by the year 1200 CE?		

<b>Conceptual:</b> 1. How did major world religions influence notable civilizations from 10,000 BCE to 1200 CE?		
<b>Debatable:</b> 1. How did these six early civilizations shape their regions? 2. How have they continued to shape human interactions throughout human history?		
MYP Objectives	Assessment Tasks	
What specific MYP <b><u>objectives</u></b> will be addressed during this unit?	<b><i>Relationship between summative assessment task(s) and statement of inquiry:</i></b>	<b><i>List of common formative and summative assessments.</i></b>
Criterion A: Investigating Criterion B: Investigating Criterion C: Communicating Criterion D: Thinking Critically	<b>No Summative Assessment</b>  Unit 0 serves as a brief unit to train students in historical skills that will be formally assessed in future units.	<b><u>Formative Assessment(s):</u></b> Thesis Writing Activity Religion Cornell Notes Example Pre-1200 TEA Model PIECES Orientation Activity  <b><u>Summative Assessment(s):</u></b> NONE
Approaches to learning (ATL)		
<b>Category:</b> Self-Management <b>Cluster:</b> Organization <b>Skill Indicator:</b> Students will use appropriate strategies for organizing complex information (TEA model, Cornell notes)		

<b><u>Learning Experiences</u></b> Add additional rows below as needed		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation
Writing a Strong Thesis	<a href="#">Introduction to Thesis Writing Activity</a>	To be determined by the World History AP Team

Understanding Concepts of Major Religions	<a href="#">TED TALK - Five Major World Religions</a>	To be determined by the World History AP Team
Understanding Characteristics of Major River Valley and Classical Civilizations	<a href="#">Heimler History → World History BEFORE 1200</a> <a href="#">World History BEFORE 1200 Notes Activity</a> <a href="#">Heimler History → How to Write an SAQ (TEA Model)</a>	To be determined by the World History AP Team
	<a href="#">Empire Rumble</a>	To be determined by the World History AP Team
<b>Content Resources</b>		
<p><b>First Days of School Activities</b></p> <p> <a href="#">Important Events in History Argumentation</a>  <a href="#">Argumentation: Events in History</a>  <a href="#">Why Study History Carousel</a>  <a href="#">John Green: Why Study (An Open Letter for Students Returning to School)</a>  <a href="#">Freemanpedia Class Introduction Scavenger Hunt</a> </p> <p> <a href="#">Historical Thinking Skills → PIECES Orientation</a>  <a href="#">World Religions Kahoot</a>  <a href="#">World Religions Reading → Religions of Asia</a>  <a href="#">World Religions Reading → Religions of the Middle East</a> </p>		