



**Marietta City Schools**  
**2023–2024 District Unit Planner**

*Individuals and Societies World History*

Unit title	<i>Unit 5: The Americas and the Age of Exploration</i>	MYP year	5	Unit duration (hrs)	<i>7.5 Hours</i>
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**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit):** *What will students learn?*

**GA DoE Standards**

**Standards**

**SSWH8 Describe the diverse characteristics of societies in Central and South America.**

- Explain the rise and fall of the Mayan, Aztec, and Inca Empires.
- Compare and contrast the Mayan, Aztec, and Incan societies, including: religion, culture, economics, politics, and technology.

**SSWH10 Analyze the causes and effects of exploration and expansion into the Americas, Africa, and Asia.**

- Explain the roles of explorers and conquistadors.
- Analyze the global, economic, and cultural impact of the Columbian Exchange.
- Explain the role of improved technology in exploration.
- Examine the effects of the Transatlantic Slave Trade on Africa and on the colonies in the Americas.

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

**Information Processing Skills:**

- compare similarities and differences
- draw conclusions and make generalizations

**Map and Globe Skills:**

- use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
- compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities

**Literacy Skills:**

**L9-10RHSS3:** Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

**L9-10RHSS9:** Compare and contrast treatments of the same topic in several primary and secondary sources.

**L9-10WHST1:** Write arguments focused on discipline-specific content

**L9-10WHST2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes

Key concept	Related concept(s)	Global context
<b>Global interaction</b> 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.	Relationships Power Conflict	<b>Globalization &amp; Sustainability</b> Students explore inter-connectedness of human systems & communities; the relationship between local and global processes; how experiences mediate the global; reflect on the commonality, diversity and interconnection & inter- connectednes
<b>Statement of inquiry</b>		
The global interaction of people and ideas affect relationships, power and can lead to conflict.		
<b>Inquiry questions</b>		
<p><b>Factual:</b> Define relationships. What continents/lands made up the old world? What continents/land made up the new world?</p> <p><b>Conceptual:</b> Can relationships lead to conflict? How did the interactions of the explorers and conquistadors lead to power and conflict? How did the plants, animals, diseases, and people transported during the Columbian exchange create a much different world from what it was before? How did the Transatlantic slave trade change the societies in Africa and the new world?1492?</p> <p><b>Debatable:</b> How did the discovery and conquering of the new world change the old world? How does location affect a society?</p>		
MYP Objectives	On-Level Assessment Tasks	
<i>What specific MYP <b>objectives</b> will be addressed during this unit?</i>	<i><b>Relationship</b> between summative assessment task(s) and statement of inquiry:</i>	<i>List of common formative and summative assessments.</i>
Criterion B: Investigating Criterion C: Communicating	<b>Autopsy of an Empire</b> Students will identify the aspects that contributed to the rise, success, and decline of American Empires	<b><u>Formative Assessment(s):</u></b> Unit 5 Multiple Choice CFA  <b><u>Summative Assessment(s):</u></b> Unit 5 Multiple Choice Summative in AMP

MYP Objectives	Honors Assessment Tasks	
<i>What specific MYP <b>objectives</b> will be addressed during this unit?</i>	<i><b>Relationship</b> between summative assessment task(s) and statement of inquiry:</i>	<i>List of common formative and summative assessments.</i>
<p>Criterion A: Knowing and Understanding</p> <p>Criterion B: Investigating</p> <p>Criterion C: Communication</p> <p>Criterion D: Thinking Critically</p>	<p><b><u>Honors MYP Assessment and Objectives Covered:</u></b></p> <p>Prompts for Unit 5 Summative:</p> <ul style="list-style-type: none"> <li>• Compare and contrast the Mayan, Aztec, and Incan societies, including religion, culture, economics, politics, and technology.</li> <li>• Explain the motivations and roles of European explorers and conquistadors.</li> <li>• Define and discuss the impact of the Columbian Exchange.</li> <li>• Explain the role of improved technology in exploration, including specific examples.</li> <li>• Discuss the effects of the Transatlantic Slave Trade on Africa and on the colonies in the Americas.</li> </ul> <p>The students will have a choice to create one of the following products:</p> <ul style="list-style-type: none"> <li>• Venn diagram comparing the Mayan, Aztec, and the Inca Empires with a comparison summary</li> <li>• Create a set of Google slides that compare the Mayan, Aztec, and the Inca Empire with a comparison summary</li> <li>• </li> </ul>	<p><b><u>Formative Assessment(s):</u></b></p> <p>Unit 5 Multiple Choice CFA</p> <p><b><u>Summative Assessment(s):</u></b></p> <p>Unit 5 MC Summative Assessment in AMP</p>
Approaches to learning (ATL)		
<p><b>Category:</b> Social  <b>Cluster:</b> Collaboration Skills  <b>Skill Indicator:</b> Listen actively to other perspectives and ideas</p> <p><b>Category:</b> Research  <b>Cluster:</b> Creating Thinking Skills  <b>Skill Indicator:</b>  Consider ethical, cultural, and environmental implications</p>		

<b><u>On-Level Learning Experiences</u></b>		
<b>Objective or Content</b>	<b>Learning Experiences</b>	<b>Personalized Learning and Differentiation</b>
<b>SSWH10 Analyze the causes and effects of exploration and expansion into the Americas, Africa, and Asia.</b> a. Explain the roles of explorers and conquistadors.	<a href="#">Explorer Brochure</a> Students will research an explorer, gather relevant, significant, and interesting information and present it in a brochure. The activity will be assessed and graded using MYP rubrics for Criteria A: Knowing and Understanding and C: Communicating	Content scaffold learning Graphic Organizers Language Acquisition scaffolds ELL- Reading Strategies and Vocabulary Supports
<b>SSWH8 Describe the diverse characteristics of societies in Central and South America.</b> a. Explain the rise and fall of the Mayan, Aztec, and Inca Empires.conquistadors.	<a href="#">Aztec Reading Activity</a> Students will learn about the Aztecs from reading the work and answering the questions  <a href="#">Incas Reading Activity</a> Students will learn about the Incas from reading the work and answering the questions	Content scaffold learning Graphic Organizers Language Acquisition scaffolds ELL- Reading Strategies and Vocabulary Supports
<b>SSWH8 Describe the diverse characteristics of societies in Central and South America.</b> a. Explain the rise and fall of the Mayan, Aztec, and Inca Empires. b. Compare and contrast the Mayan, Aztec, and Incan societies, including: religion, culture, economics, politics, and technology.	<a href="#">Mesoamerica 2-5-8- Choice Activity</a> Students will complete activities worth 1, 4 or 5 points to earn a total of 15 points. The 15 points will consist of one mandatory 4-point graphic organizer assignment and students’ choice of other assignments for a total of 15 points. <a href="#">America 2-5-8-Choice Activity Graphic Organizer</a>  <a href="#">Mesoamerica 2-5-8- Choice Activity Handouts</a> SSWH8ab This activity allows students to choose various topics about Mesoamerican societies to further learn about their culture and history	Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text ELL- Reading Strategies and Vocabulary Supports Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring Extensions- Enrichment Tasks and Projects
<b>SSWH8 Describe the diverse characteristics of societies in Central and South America.</b> a. Explain the rise and fall of the Mayan, Aztec, and Inca Empires. b. Compare and contrast the Mayan, Aztec, and Incan societies, including: religion, culture, economics, politics, and technology.	<a href="#">Mesoamerica WebQuest with Map Activity</a> Students will complete a map on Mesoamerica while also learning about Mesoamerican Culture	Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text ELL- Reading Strategies and Vocabulary Supports Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring
<b>SSWH8 Describe the diverse characteristics of societies in Central and South America.</b> a. Explain the rise and fall of the Mayan, Aztec, and Inca Empires.	<a href="#">Mesoamerica Writing Performance Task</a> Students will use a graphic organizer to organize their thoughts about the achievements of the Maya, Aztec and Inca civilizations to write an essay that describes achievements of the three civilizations.	Content scaffold learning Graphic Organizers ELL- Reading Strategies and Vocabulary Supports

b. Compare and contrast the Mayan, Aztec, and Incan societies, including: religion, culture, economics, politics, and technology.		Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring
<b>SSWH10 Analyze the causes and effects of exploration and expansion into the Americas, Africa, and Asia.</b>	<a href="#">Europeans Explore the East Map Activity</a> Exploration Map activity	Content scaffold learning Language Acquisition scaffolds
<b>SSWH10 Analyze the causes and effects of exploration and expansion into the Americas, Africa, and Asia.</b> b. Analyze the global, economic, and cultural impact of the Columbian Exchange.	<a href="#">Columbian Exchange Scaffold Visual DBQ</a> Students will use scaffolded documents to answer questions about the Columbian Exchange	Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text ELL- Reading Strategies and Vocabulary Supports Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring
<b>SSWH10 Analyze the causes and effects of exploration and expansion into the Americas, Africa, and Asia.</b> b. Analyze the global, economic, and cultural impact of the Columbian Exchange.	<a href="#">The Columbian Exchange Reading and Writing</a> Students will read the document and then write what they learned about the Columbian Exchange	Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text ELL- Reading Strategies and Vocabulary Supports Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring
<b>SSWH10 Analyze the causes and effects of exploration and expansion into the Americas, Africa, and Asia.</b> d. Examine the effects of the Transatlantic Slave Trade on Africa and on the colonies in the Americas.	<a href="#">The Transatlantic Slave Trade Reading</a> Students will gain knowledge of the Transatlantic slave trade by reading the document  <a href="#">The Transatlantic Slave Trade Questions</a> Students will use the reading listed above to answer these questions on the Transatlantic Slave Trade	Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text ELL- Reading Strategies and Vocabulary Supports Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring
<b>SSWH10 Analyze the causes and effects of exploration and expansion into the Americas, Africa, and Asia.</b> d. Examine the effects of the Transatlantic Slave Trade on Africa and on the colonies in the Americas.	<a href="#">The Transatlantic Slave Trade Reading and Questions</a> Students will gain knowledge of the Transatlantic slave trade by reading the document and answering the questions	Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text ELL- Reading Strategies and Vocabulary Supports Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring

<b><u>Honors Learning Experiences</u></b>		
<b>Objective or Content</b>	<b>Learning Experiences</b>	<b>Personalized Learning and Differentiation</b>
<b>SSWH8 Describe the diverse characteristics of societies in Central and South America.</b> b. Compare and contrast the Mayan, Aztec, and Incan societies, including: religion, culture, economics, politics, and technology	<a href="#"><u>Comparing Aztec Mayan and Inca Civilizations</u></a> Students will research each of the ancient American civilizations and identify 3 cultural achievements and create 3 symbols that reflect achievements of these great civilizations.	Content scaffold learning Graphic Organizers Chunking text Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring
<b>SSWH10 Analyze the causes and effects of exploration and expansion into the Americas, Africa, and Asia.</b> a. Explain the roles of explorers and conquistadors. b. Analyze the global, economic, and cultural impact of the Columbian Exchange.	<a href="#"><u>he impact of European Exploration DBO</u></a> Students will analyze six historical documents to analyze the documents to complete the following: <ul style="list-style-type: none"> <li>Describe three changes that occurred in America because of European exploration and colonization</li> <li>Explain whether each of these changes had a positive or negative impact on the Americas</li> </ul>	Content scaffold learning Chunking text
<b>SSWH10 Analyze the causes and effects of exploration and expansion into the Americas, Africa, and Asia.</b> b. Analyze the global, economic, and cultural impact of the Columbian Exchange.	<a href="#"><u>Columbian Exchange Cause and Effect Activity</u></a> Students will examine a cause-and-effect chart on the Columbian exchange to answer questions.	Content scaffold learning Graphic Organizers
<b>SSWH10 Analyze the causes and effects of exploration and expansion into the Americas, Africa, and Asia.</b>	<a href="#"><u>Impact of European Exploration and Colonization Notes</u></a> Notes students will complete that align to the Nearpod presentation	Content scaffold learning Graphic Organizers
<b>SSWH10 Analyze the causes and effects of exploration and expansion into the Americas, Africa, and Asia.</b> c. Explain the role of improved technology in exploration.	<a href="#"><u>Technology and Exploration</u></a> Students will read the information to complete questions and a graphic about the information	Content scaffold learning Chunking text SWD/504- Accommodations provided
<b>Content Resources</b>		
On-Level		Honors