

### MCS MYP AP World History Subject Group Overview

Unit Name	Unit 0 History Skills	Units 1 and 2 The Global Tapestry & Networks of Exchange 1200 - 1450	3 Land-Based Empires  1450 - 1750	4 Transoceanic Connections  1450 - 1750	5 Revolutions  1750 - 1900	6 Consequences of Industry  1750 to 1900	7 Global Conflict 1900 - present	8 Cold War and Decolonization  1900 - present	9 Globalization 1900 - present and AP Exam Prep
<b>Time Frame</b>	4.5 Hours 3 Days	20 Hours 16 Hours 12 Days	12 Hours 8 Days	15 Hours 10 Days	20 Hours 16 Hours 12 Days	12 Hours 8 Days	20 Hours 13 Days	12 Hours 8 Days	3.75 Hours (9) 3.75 Hours (EP) 5 Days
<b>Standards</b>	SSWH 1, 2, 3  <b>AP Content:</b> Scaffolding for course.  <b>Map and Globe Skills:</b> 6, 7, 8  <b>Information Processing Skills:</b> 1, 6, 11	SSWH 2, 4, 5, 6, 7, 8  <b>AP Content:</b> Development in East Asia from c. 200 - c. 1450 Developments in Dar al-Islam Developments in South and Southeast Asia State building in the Americas State building in Africa Developments in Europe from  <b>AP Content:</b> The Silk Roads The Mongol Empire and the Making of the Modern World Exchange in the Indian Ocean Trans-Saharan	SSWH9, 12  <b>AP Content:</b> Empires Expand Empires: Administration Belief Systems Comparison in Land-Based Empires  <b>Map and Globe Skills:</b> 4, 6, 7, 8  <b>Information Processing Skills:</b> 1, 4, 5, 6, 8, 11, 12	SSWH 10  <b>AP Content:</b> Transoceanic Interconnections Technological Innovations Exploration: Causes and Events from Columbian Exchange Maritime Empires Established Maritime Empires Maintained and Developed Internal and External Challenges to state powers Challenging Social Hierarchies from  <b>Map and Globe Skills:</b> 6, 10	SSWH 13, 14, 15  <b>AP Content:</b> Enlightenment Nationalism and Revolutions Industrial Revolution Industrialization Spreads Technology of the Industrial Age Industrialization Government's Role Economic Developments and Innovations in the Industrial Age Reactions to the Industrial Economy Society and the Industrial Age  Continuity and Change in the Industrial Age	SSWH 10, 11, 16  <b>AP Content:</b> Rationales for Imperialism State Expansion Indigenous Responses to State Expansions Global Economic Development Economic Imperialism Causes of Migration in an Inter-connected World Effects of Migration Causation in the Imperial Age  <b>Map and Globe Skills:</b> 6, 7, 8, 10  <b>Information Processing Skills:</b> 1, 3, 6, 7, 12	SSWH 17, 18, 19  <b>AP Content:</b> Shifting Power after 1900 Causes of WWI Conducting WWI The Economy in the Interwar Period Unresolved Tensions After WWI Causes of WWII Conducting WWII Mass Atrocities Causation in the Global Conflict  <b>Map and Globe Skills:</b> 6, 7, 8, 10  <b>Information Processing Skills:</b> 1, 3, 6, 7, 12	SSWH 20  <b>AP Content:</b> Setting the Stage for the Cold War and Decolonization The Cold War Effects of the Cold War Spread of Communism Decolonization Newly Independent States Global Resistance to Established Order End of the Cold War Causation in the Age of the Cold War and Decolonization  <b>Map and Globe Skills:</b> 6, 8, 10	SSWH 21, 22  <b>AP Content:</b> Advances in Technology and Exchange Technological Advances and Limitations Disease Technological Advances: Debates About the Environment Economics in the Global Age Calls for Reform and Responses Globalized Culture Resistance to Globalization Institutions Developing in a Globalized World Continuity and Change in a Globalized World

MCS MYP AP World History Subject Group Overview

		<p>Trade Routes Cultural consequences of connectivity Environmental Consequences of connectivity Comparison of Economic Exchange</p> <p><b>Map and Globe Skills:</b> 4, 6, 7, 8, 10, 11</p> <p><b>Information Processing Skills:</b> 1, 6, 7, 8, 16</p>		<p><b>Information Processing Skills:</b> 1, 11</p>	<p><b>Map and Globe Skills:</b> 6, 10</p> <p><b>Information Processing Skills:</b> 2, 4, 5, 6, 7, 8, 11, 15, 16</p>			<p><b>Information Processing Skills:</b> 1, 3, 17</p>	<p><b>Map and Globe Skills:</b> 6, 8, 10</p> <p><b>Information Processing Skills:</b> 7, 8, 11, 12</p>
<p><b>Approaches To Learning Instructional Strategies</b></p>	<p><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)</p>	<p><b>Category:</b> Research <b>Cluster:</b> Information Literacy <b>Skill Indicator:</b> Making connections between various sources of information (How to Run an Empire Project)</p>	<p><b>Category:</b> Thinking <b>Cluster:</b> Critical thinking <b>Skill Indicator:</b> Gather and organize relevant information to form an argument (Devshirme DBQ)</p>	<p><b>Category:</b> Thinking <b>Cluster:</b> Critical thinking <b>Skill Indicator:</b> Draw reasonable conclusions and generalizations (Stimulus-based Multiple Choice exams)</p>	<p><b>Category:</b> Thinking <b>Cluster:</b> Critical thinking skills <b>Skill Indicator:</b> Recognize unstated assumptions and bias (learning strategies for source analysis)</p>	<p><b>Category:</b> Thinking <b>Cluster:</b> Critical thinking skills <b>Skill Indicator:</b> Consider ideas from multiple perspectives</p>	<p><b>Category:</b> Affective <b>Cluster:</b> Affective <b>Skill Indicator:</b> Students manage their test strategies by completing a “blind” DBQ with no source preview time.</p>	<p><b>Category:</b> Thinking <b>Cluster:</b> Transfer <b>Skill Indicator:</b> Make connections between subject groups and disciplines (SAQ practice).</p>	<p><b>Category:</b> Thinking <b>Cluster:</b> Transfer <b>Skill Indicator:</b> Compare conceptual understandings across multiple subject groups and disciplines.</p>
<p><b>Statement of Inquiry</b></p>	<p>Societies design structures in order to provide order and stability.</p>	<p>The culture of a society is the product of religion, beliefs, customs, traditions, and government of that</p>	<p>While change occurs over time, there is continuity to the basic structure of the society.</p>	<p>The movement or migration of people and ideas affects all societies involved politically,</p>	<p>Societies can adopt, adapt, or resist significant ideas.</p>	<p>Actions of individuals, groups, and/or institutions affect society through intended</p>	<p>Nations form alliances to protect their military, cultural and economic interests.</p>	<p>Political and social perspectives on the process and effects of globalization reflect</p>	<p>Political and social perspectives on the process and effects of globalization reflect</p>

**MCS MYP AP World History Subject Group Overview**

			society; when societies expand the interaction can result in cooperation and/or conflict.		economically, and socially.		and unintended consequences.		circumstances and values.	circumstances and values.
<b>Global Context</b>	<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>Identities and Relationships</b> 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> Students will explore the ways in which products, systems express ideas, culture, beliefs and values.	<b>Globalization and Sustainability</b> Students will explore the interconnectedness of human- made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the commonality, diversity and interconnection and interconnectedness the impact of decision- making on humankind and environments	<b>Fairness and Development</b> Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution.	<b>Scientific and Technological Innovation</b> Students will explore the natural world; the interaction between people and the natural world; how humans use their understanding of scientific principles; 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.	<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>Globalization and Sustainability</b> Students will explore the interconnectedness of human- made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the commonality, diversity and interconnection and interconnectedness the impact of decision- making on humankind and environments.	<b>Globalization and Sustainability</b> Students will explore the interconnectedness of human- made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the commonality, diversity and interconnection and interconnectedness the impact of decision- making on humankind and environments.	
<b>Key Concepts</b>	<b>Systems</b> are sets of interacting or interdependent components. Systems provide structure and order in human, natural, and	<b>Change</b> is a conversion, transformation, or movement from one form, state, or value to another. Inquiry into the concept of change	<b>Systems</b> are sets of interacting or interdependent components. Systems provide structure and order in human, natural, and built	<b>Global interaction</b> focuses on the connections among individuals and communities, as well as their relationships with built and natural	<b>Change</b> is a conversion, transformation, or movement from one form, state, or value to another. Inquiry into the concept of change	<b>Systems</b> are sets of interacting or interdependent components. Systems provide structure and order in human, natural, and built	<b>Global interaction</b> focuses on the connections among individuals and communities, as well as their relationships with built and natural	<b>Change</b> is a conversion, transformation, or movement from one form, state, or value to another. Inquiry into the concept of change	<b>Global interaction</b> focuses on the connections among individuals and communities, as well as their relationships with built and natural	

### MCS MYP AP World History Subject Group Overview

	built environments. Systems can be static, dynamic, simple, or complex.	involves understanding and evaluating causes, processes, and consequences.	environments. Systems can be static, dynamic, simple, or complex.	environments, from the perspective of the world as a whole.	involves understanding and evaluating causes, processes, and consequences.	environments. Systems can be static, dynamic, simple, or complex.	environments, from the perspective of the world as a whole.	involves understanding and evaluating causes, processes, and consequences.	environments, from the perspective of the world as a whole.
<b>Related Concepts</b>	Causality Significance Civilization	Growth Power Governance Cultural Diffusion	Conflict Governance Cooperation	Relationships Power Conflict	Conflict Liberty Structure	Innovation and revolution Processes Resources	Conflict Ideology Causality	Conflict Ideology Significance	Growth Globalization Interdependence
<b>Design Cycle Transdisciplinary</b>	<b>Writing Standards in Literacy</b>  L9-19WHST1 A L9-19WHST1 B L9-19WHST2 D  <b>Reading Standards in Literacy</b>  L9-10RHSS4 L9-10RHSS5	<b>Writing Standards in Literacy</b>  L9-19WHST1 C L9-19WHST1 D L9-19WHST1 E L9-19WHST2 F L9-19WHST4  <b>Reading Standards in Literacy</b>  L9-10RHSS4 L9-10RHSS5	<b>Writing Standards in Literacy</b>  L9-19WHST2 A L9-19WHST2 C L9-19WHST2 E  <b>Reading Standards in Literacy</b>  L9-10RHSS1 L9-10RHSS2 L9-10RHSS3 L9-10RHSS7 L9-10RHSS8 L9-10RHSS9	<b>Writing Standards in Literacy</b>  L9-19WHST2 A L9-19WHST2 C L9-19WHST2 E  <b>Reading Standards in Literacy</b>  L9-10RHSS1 L9-10RHSS2 L9-10RHSS3 L9-10RHSS7 L9-10RHSS8 L9-10RHSS9	<b>Writing Standards in Literacy</b>  L9-19WHST2 B L9-19WHST7 L9-19WHST8 L9-19WHST9  <b>Reading Standards in Literacy</b>  L9-10RHSS1 L9-10RHSS2 L9-10RHSS3 L9-10RHSS6	<b>Writing Standards in Literacy</b>  L9-19WHST5 L9-19WHST7 L9-19WHST8 L9-19WHST9  <b>Reading Standards in Literacy</b>  L9-10RHSS1 L9-10RHSS2 L9-10RHSS3 L9-10RHSS6	<b>Writing Standards in Literacy</b>  L9-19WHST5 L9-19WHST6 L9-19WHST7 L9-19WHST8 L9-19WHST9  <b>Reading Standards in Literacy</b>  L9-10RHSS1 L9-10RHSS2 L9-10RHSS3 L9-10RHSS6	<b>Writing Standards in Literacy</b>  L9-19WHST10  <b>Reading Standards in Literacy</b>  L9-10RHSS10	<b>Writing Standards in Literacy</b>  L9-19WHST10  <b>Reading Standards in Literacy</b>  L9-10RHSS10
<b>MYP Assessments/ Performance Tasks</b>	<b>None</b>  Unit 0 serves as a brief unit to train students in historical skills that will be formally assessed in future units	<b>Unit 1+2 Summative Exam</b> Students will take an exam in the format of the AP Exam’s stimulus based multiple choice. Students will also have a Short Answer Question (SAQ) that	<b>DBQ: Devshirme</b> Students apply DBQ skills to address a DBQ on the Ottoman bureaucratic strategy of <i>devshirme</i> , aiming for the Core Four points on the DBQ Rubric.	<b>DBQ: Unit 3+4 Summative Exam</b> Students will take an exam in the format of the AP Exam’s stimulus based multiple choice. Students will also have an SAQ to answer.	<b>DBQ: Manchester and the Industrial Revolution</b> Students apply DBQ skills to address a DBQ on the growth of industry in 19th century Manchester, using the full DBQ rubric.	<b>Unit 5+6 Summative Exam</b> Students will take an exam in the format of the AP Exam’s stimulus based multiple choice. Students will also have a LEQ to answer (see below).	<b>DBQ: Growth of Fascism</b> Students apply DBQ skills to address a DBQ on the growth of fascism in 1920s and 30s Europe, using the full DBQ rubric.	<b>SAQ Exam</b> Students answer 3 SAQ prompts over unit content in order to mirror the AP exam’s SAQ section  Criterion A: Investigating Criterion B:	<b>AP Mock Test</b> Students take a mock multiple choice test to mirror AP exam’s section  Criterion A: Investigating Criterion B: Investigating

### MCS MYP AP World History Subject Group Overview

			<p>has been modeled and practiced through the first two units</p> <p><b>The DBQ: The Black Death DBQ</b></p> <p>Students will apply skills learned through the first two units to the procedures surrounding the AP Exam’s Document Based Question</p> <p>Criterion A: Investigating Criterion B: Communicating Criterion D: Thinking Critically</p>	<p>Criterion A: Investigating Criterion B: Investigating Criterion C: Communicating Criterion D: Thinking Critically</p>	<p>Criterion A: Investigating Criterion B: Investigating Criterion C: Communicating Criterion D: Thinking Critically</p>	<p>Criterion A: Investigating Criterion B: Investigating Criterion C: Communicating Criterion D: Thinking Critically</p>	<p><b>LEQ: Causes of Imperialism</b></p> <p>Students answer an LEQ in AP Exam style about the causes of industrialized imperialism</p> <p>Criterion A: Investigating Criterion B: Investigating Criterion C: Communicating Criterion D: Thinking Critically</p>	<p>Criterion A: Investigating Criterion B: Investigating Criterion C: Communicating Criterion D: Thinking Critically</p>	<p>Investigating Criterion C: Communicating Criterion D: Thinking Critically</p>	<p>Criterion C: Communicating Criterion D: Thinking Critically</p>
	<p><b>Differentiation For Tiered Learners</b></p>	<p>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.</p>								