



Marietta City Schools
2024–2025 District Unit Planner

World History (on-level and honors)

Unit title	<i>Unit 1: Ancient Civilizations of the World</i>	MYP year	5	Unit duration (hrs)	<i>10.5 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

Concepts/Skills to be Mastered by Students

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

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

Information Processing Skills:

Information Processing Skills

- 1. compare similarities and differences
- 3. identify issues and/or problems and alternative solutions
- 6. identify and use primary and secondary sources
- 9. construct charts and tables
- 11 draw conclusions and make generalizations

Map and Globe Skills:

4. compare and contrast the categories of natural, cultural, and political features found on maps
6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
7. use a map to explain impact of geography on historical and current events
8. draw conclusions and make generalizations based on information from maps

SS Reading Standards 6-8:

- 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.

SS Writing Standards 6-8:

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

- 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.
- 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.
- 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.
- 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.
- e. Provide a concluding statement or section that follows from or supports the argument presented.

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

- a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- 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.
- 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.
- 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.
- 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.
- 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).

Key Terms:

Comparing Mesopotamian & Egyptian societies; Religious development; Development of Mesopotamian, Egyptian, Chinese, Indian, & Hebrew culture ; Comparing Mesopotamia & Egyptian societies; Politics of Indian & Chinese societies.

Key concept	Related concept(s)	Global context
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.	Causality Significance Civilization	Identities & Relationships

Statement of Inquiry

SOI: 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.

Inquiry questions

Factual

What are the characteristics of a civilization?

Why did these characteristics emerge?

Conceptual

In what ways were early civilizations similar or different?

How do the physical features of a region affect the development of the characteristics of a civilization?

Debatable

Which of the civilizations in this unit could be considered the most important?

Which characteristics of a civilization play the greatest role in its success?

MYP Objectives

Assessment Tasks On Level Course

What specific MYP objectives will be addressed during this unit?	Relationship between summative assessment task(s) and statement of inquiry:	List of common formative and summative assessments.
Criterion D. Thinking Critically	<p>Debatable Question: Which Civilization is the Most Important? 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.</p> <p>Differentiation: Scaffold: Debatable Questions: Which Civilization is the Most Important</p>	<p>Formative Assessment(s): Unit 1 Multiple Choice CFA</p> <p>Summative Assessment(s): Unit 1 Multiple Choice Summative Debatable Question: Which Civilization is the Most Important</p>
MYP Objectives	Assessment Tasks Honors Level Course	
What specific MYP objectives will be addressed during this unit?	Relationship between summative assessment task(s) and statement of inquiry:	List of common formative and summative assessments.
C. Communicating	<p>Autopsy of an Empire Students will deconstruct one of the empires studied in class and create a representation of the empire’s characteristics and important information.</p>	<p>Formative Assessment(s): TBD By Honors WH Team</p> <p>Summative Assessment(s): TBD By Honors WH Team</p>
Approaches to learning (ATL)		
<p>Category: Social Cluster: Collaboration Skills Skill Indicator: Listen actively to other perspectives and ideas</p> <p>Category: Communication Cluster: Communication Skills Skill Indicator: Write for different purposes</p>		

Others listed on the planner teachers may consider:

Listen actively to other perspectives and ideas

Consider ethical, cultural, and environmental implications

Write for different purposes

Combine knowledge, understanding and skills to create products or solutions

Refer to https://isa.edu.gr/backend/vendor/ckeditor/plugins/fileman/Uploads/Inner%20pages%20documents/MYP/atl_skills_approaches_to_learnin.pdf as needed for guidance on categories, skills, and clusters

<u>Learning Experiences On-Level Course</u>		
Add additional rows below as needed		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p>SSWH1 Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC.</p> <p>a. Compare and contrast Mesopotamian and Egyptian societies, including religion, culture, economics, politics, and technology.</p> <p>b. Describe the societies of India and China, including religion, culture, economics, politics, and technology.</p> <p>c. Explain the development of monotheism, include: the concepts developed by the ancient Hebrews.</p>	<p>Introducing TREC: TREC Introduction TREC currency activity CER PPT Skill</p> <p>Students will be introduced to TREC and CER to support successful completion of the MYP Summative task</p>	<p>ELL differentiation</p> <ul style="list-style-type: none"> - content: simplify text, word walls, graphic organizers, framed sentences. - process: chunking, group work in their native language, music videos with subtitles, hands-on manipulatives, think-pair-share - product: modify test procedures for ELs, use notes during tests, non verbal means for assessments, such as: collages, posters, draw a piece of art, build a diagram, make a timeline, etc. <p>Repeat/clarify directions note-taking assistance, frequent checks for understanding, re-teach when needed, praise and positive comments, binders/graphic organizers/checklist to help with understanding of information and</p>

		organization, provide study guides for unit assessments, reminders of academic and behavioral expectations, pre-teach/review vocabulary, small group testing when appropriate, read-aloud of test/assessments when required and appropriate, extended time for task/assignment/test completion when appropriate and required (50% & 100%).
<p>SSWH1 Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC.</p> <p>a. Compare and contrast Mesopotamian and Egyptian societies, including religion, culture, economics, politics, and technology.</p> <p>b. Describe the societies of India and China, including religion, culture, economics, politics, and technology.</p> <p>c. Explain the development of monotheism, include: the concepts developed by the ancient Hebrews.</p> <p>SSWH2 Identify the major achievements of Chinese and Indian societies to 500 CE/AD.</p> <p>c. Explain the development and impact of Hinduism and Buddhism in India, and Confucianism on China.</p>	<p>Comparing World Religions: Religions Jigsaw Activity Students will work independently and then collaboratively to gain understanding of the major world religions</p> <p>Resources to support learning-</p> <ul style="list-style-type: none"> ● Early Religions and Philosophies Graphic Organizer ● Judaism Reading SSWH1c ● Judaism Video SSWH1c ● Hinduism Reading SSWH2c ● Hinduism Video SSWH2c ● Hinduism Activity SSWH2c ● Hinduism Article SSWH2c ● Buddhism Reading SSWH2c ● Buddhism Video SSWH2c ● Confucius Reading SSWH2c ● Confucius Video SSWH2c 	<p>On task reminders, repeat/clarify directions, extended time when needed and appropriate, note-taking assistance, frequent checks for understanding, re-teach when needed, praise and positive comments, binders/graphic organizers/checklist to help with understanding of information and organization, provide study guides for unit assessments, reminders of academic and behavioral expectations, pre-teach/review vocabulary, small group testing when appropriate, read-aloud of test/assessments when required and appropriate, extended time for task/assignment/test completion when appropriate and required (50% & 100%).</p>

Learning Experiences Honors Course
 Add additional rows below as needed

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p>SSWH1 Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC.</p> <p>b. Describe the societies of India and China, including religion, culture, economics, politics, and technology.</p>	<p>Pieces Charts: Ancient China and India Students investigate and research information about Ancient China and India. Then create a PIECES chart summarizing their learning.</p>	<p>TBD by Teachers</p>
Content Resources		
<p>On-Level Course (From 2021-22 Planner)</p> <p>Mesopotamia Slides SSWH1a</p> <p>Ancient Egypt Slides SSWH1a</p> <p>Ancient Mesopotamia Scaffold Document Questions SSWH1a</p> <p>Ancient Egypt Scaffold Document Based Questions SSWH1a</p> <p>Differences between ancient Mesopotamia and Egypt SSWH1a</p> <p>Mesopotamia Crash Course Video SSWH1ab</p> <p>Ancient Egypt Crash Course Video SSWH1ab</p> <p>Code of Hammurabi Analysis SSWH1a</p>	<p>Honors Level Course (From 2021-22 Planner)</p> <p>The Neolithic Revolution (Video Support)</p> <p>River Civilizations Map ID Task</p> <p>The Code of Hammurabi</p> <p>The Emergence of Monotheism Religions-of-the-Middle-East-and-Asia-Reading-Packet.pdf</p> <p>The Bantu Migration</p> <p>The Rise of the Olmec Video Support: Rise of the Olmec Chinese Dynasties. Continuity and change over time: Reading</p> <p>CCOT Product</p> <p>The Silk Roads and Indian Ocean Trade Video Support: The Silk Roads</p>	

[Indus Valley Slides](#)

SSWH1b

[Ancient China Slides](#)

SSSWH1b

[Indus Reading Q&A \(English and Spanish\)](#)

SSWH1b

[Indus Valley Crash Course Video](#)

SSWH1b

[Ancient China Crash Course Video](#)

SSWH1ab

[River Civilizations Map Activity](#)

SSWH1,

[River Valley Civilization Chart Comparison Chart](#)

SSWH1,

[River Valley Civilization Chart](#)

SSWH1,

[Unit 1 Vocabulary](#)

[Mesopotamia Unit ELL](#)

[Ancient Egypt Cloze Paragraph - ELL](#)

[Ancient Egypt Vocabulary - ELL](#)

[Compare and Contrast Chart for Mesopotamia and Egypt - ELL](#)

[Indus River Valley – ELL - Levelled](#)

[Indus River Valley Vocabulary - ELL](#)

Early River Valley Civilizations Analysis Questions

<https://docs.google.com/document/d/19CRq9FXi53JNRV5wpHYzkLW6LmyNDTTd/edit>

Unit 1 Vocabulary

https://docs.google.com/presentation/d/1wl2moLVO20XLpEfrmgjnwoh6yi3VkmNIBlu2riMZE18/edit#slide=id.g142e7febd7c_0_0

[Ancient China Unit ELL](#)

[ELL Lvl 1 & 2 - Video Intro notes of Dynasties of Ancient China](#)

[ELL lvl 3 - Video Intro notes of Dynasties of Ancient China](#)

[Ancient Religions Graphic Organizer](#)

[ELL World Religions Map](#)

[ELL World Religion teacher notes](#)