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 7 Days	16.5 Hours 11 Days	13.5 Hours 9 Days	10.5 Hours 7 Days	9 Hours 6 Days	7.5 Hours 5 Days	15 Hours 10 Days	13.5 Hours 9 Days	15 Hours 10 Days	13.5 Hours 9 Days
Standards	SSWH1 Map and Globe Skills: 4, 6, 7, 8 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	SSWH2; SSWH3; SSWH4 Map and Globe Skills: 6, 10, 11 Information Processing Skills: 1, 6, 7, 8, 16	SSWH4d-e; SSWH5; SSWH6; SSWH12 Map and Globe Skills: 4, 6, 7, 8 Information Processing Skills: 1, 4, 5, 6, 8, 11, 12, 15	SSWH7; SSWH11a Map and Globe Skills: 8 Information Processing Skills: 1, 11	SSWH9; SSWH13a Map and Globe Skills: 8 Information Processing Skills: 1, 3, 11	SSWH8; SSWH10; SSWH11b Map and Globe Skills: 6, 10 Information Processing Skills: 1, 11	SSWH13b; SSWH14 Map and Globe Skills: 6,8 Information Processing Skills: 2,3,4,5,6,7,8,11,1 5,16	SSWH15; SSWH16 SSWH17 Map and Globe Skills: 7,11 Information Processing Skills: 5,11,17	SSWH17; SSWH18 SSWH19; Map and Globe Skills: 6,7,8,10 Information Processing Skills: 1,3,6,7,12	SSWH20 SSWH21; SSWH22 Map and Globe Skills: 6,8,10 Information Processing Skills: 3,7,8,11,12

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	based on									
	information from									
	maps									
	Information									
	Processing Skills:									
	1, <mark>3</mark> , 6, <mark>9, 10</mark>									
	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									
	Sellerunzations									
Approaches To	Category: Social	Category:	Category:	Category: Social	Category: Social	Category: Social	Category:	Category:	Category:	Category: Social
Learning	Cluster:	Communication	Communication	Cluster:	Cluster:	Cluster:	Research	Thinking	Social	Cluster:
Instructional	Collaboration	Cluster:	Cluster:	Collaboration	Collaboration	Collaboration	Cluster:	Cluster: Creating	Cluster:	Collaboration
Strategies	Skills	Exchanging	Communication	Skills	Skills	Skills	Information	Thinking Skills	Collaboration	Skills
-	Skill Indicator:	Thoughts,	Skills	Skill Indicator:	Skill Indicator:	Skill Indicator:	Literacy Skills	Skill Indicator:	Skills	Skill Indicator:
	Listen actively to	messages, and	Skill Indicator:	Listen actively to	Listen actively to	Listen actively to	Skill Indicator:	Use brainstorming	Skill Indicator:	Listen actively to
	, other	information	Write for	other	, other	other	Collect and	and visual diagrams	Listen actively	other
	perspectives and	Skill Indicator:	different	perspectives and	perspectives and	perspectives and	analyze data to	to generate new	to other	perspectives and
	ideas	Negotiate ideas	purposes	ideas	ideas	ideas	identify solutions	ideas and inquiry	perspectives	ideas
		and knowledge					and make		and ideas	
	Category:	with peers and	Category:	Category:	Category:	Category:	informed	Category:		Category:
	Communication	teachers	Thinking	Communication	Communication	Research	decisions	Research		Thinking
		nts not linked to SCO or u		at a state of the state of the state of the						

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	Cluster: Communication Skills Skill Indicator: Write for different purposes	Category: Research Cluster: Transfer Skills Skill Indicator: Combine knowledge, understanding and skills to create products or solutions	Cluster: Creating Thinking Skills Skill Indicator: Use brainstorming and visual diagrams to generate new ideas and inquiry	Cluster: Communication Skills Skill Indicator: Write for different purposes	Cluster: Communication Skills Skill Indicator: Write for different purposes	Cluster: Creating Thinking Skills Skill Indicator: Consider ethical, cultural, and environmental implications	Category: Communication Cluster: Communication Skills Skill Indicator: Write for different purposes	Cluster: Creating Thinking Skills Skill Indicator: Consider ethical, cultural, and environmental implications	Category: Thinking Cluster: Transfer Skills Skill Indicator: Combine knowledge, understanding and skills to create products or solutions	Cluster: Creating Thinking Skills Skill Indicator: Use brainstorming and visual diagrams to generate new ideas and inquiry
Statement of Inquiry	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.
Global Context	Identities and Relationships Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human.	Identities and Relationships Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human.	Identities and Relationships Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human.	Personal and Cultural Expression What is the nature and purpose of creative expression? Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we	Personal and Cultural Expression What is the nature and purpose of creative expression? Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we	Globalization & Sustainability 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	Fairness and Development What are the consequences of our common humanity? Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living	Scientific and Technological Innovation 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	Identities and Relationships Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human	Identities and Relationships Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human

				reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	& inter- connectedness	things; access to equal opportunities; peace and conflict resolution.	environments; the impact of environments on human activity; how humans adapt environments to their needs		
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 Significance Civilization	Growth Power Culture	Patterns and Trends Diversity	Governance Cooperation Identity	Governance Cooperation Identity	Relationships Power Conflict	Conflict Liberty Structure	Innovation and revolution Processes Resources	Conflict Ideology	Conflict Ideology Causality Significance

Design Cycle Transdisciplinary	Literacy Standards: L9-10RHSS3; L9-10RHSS9; L9-10WHST1; L9-10WHST2 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.	Literacy Standards: L9-10RHSS3; L9-10RHSS9; L9-10WHST1; L9-10WHST2	Literacy Standards: L9-10RHSS3; L9-10RHSS9; L9-10WHST1; L9-10WHST2	Literacy Standards: L9-10RHSS3; L9-10RHSS9; L9-10WHST1; L9-10WHST2	Literacy Standards: L9-10RHSS3; L9-10RHSS9; L9-10WHST1; L9-10WHST2	Literacy Standards: L9-10RHSS3; L9-10RHSS9; L9-10WHST1; L9-10WHST2	Literacy Standards: L9-10RHSS3; L9-10RHSS9; L9-10WHST1; L9-10WHST2	Literacy Standards: L9-10RHSS3; L9-10RHSS9; L9-10WHST1; L9-10WHST2	Literacy Standards: L9-10RHSS3; L9-10RHSS9; L9-10WHST1; L9-10WHST2	Literacy Standards: L9-10RHSS3; L9-10RHSS9; L9-10WHST1; L9-10WHST2

a. Inroduce a. Inroduce precise claim(s), a. Inroduce distinguish the a. Inroduce claim(s) from a. Inroduce alternate or a. Inroduce opposing claims, a. Inroduce and create an a. Inroduce organization that a. Inroduce establishes clear a. Inroduce relationships a. Inroduce among the a. Inroduce claim(s), a. Inroduce counterclaims, a. Inroduce reason, and a. Inroduce evidence, a. Inroduce b. Develop a. Inroduce claim(s), and a. Inroduce counterclaims, Inroduce data and a. Inroduce evidence for each Inroduce while pointing Inroduce out the strengths Inroduce and limitations of Inroduce	
distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying data and evidence. b. Develop claim(s) and evidence. e	
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out the strengths	
and limitations of	
both claim(s) and	
counterclaims in	
a a	
discipline-approp	
riate 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/expla					
natory 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.					
comprenension.					

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 taudience's knowledge of the topic. C. Use varied transitions and	
well-chosen, relevant, and sufficient facts, sufficient facts, extended sufficient facts, definitions, sufficient facts, quotations, or sufficient facts, quotations, or sufficient facts, and examples sufficient facts, appropriate to sufficient facts, the audience's sufficient facts, knowledge of the sufficient facts, topic: sufficient facts, c. Use varied sufficient facts, transitions and sufficient facts,	
relevant, and sufficient facts, extended extended definitions, concrete details, quotations, or extended other information and examples appropriate to extended the audience's knowledge of the knowledge of the extended topic. c. Use varied ransitions and extended	
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topic. . c. Use varied . transitions and .	
c. Use varied transitions and	
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).									
MYP Assessments/	Debatable Question: Which	Formative Brochures of an	Ottoman, Safavid, and	Knights v Samurai Mini	Renaissance Man Comparison	Autopsy of an Empire	R evolutions DBQ Students	Scramble for Africa project	Cold War Annotated	Modern and Current Events
Performance	Civilization is the	Empire	Mughal	DBQ	Essay	Students will	examine and	Students will	Timeline	Research project
Tasks	Most Important?	Students will	Newspaper	Students examine	Students will	identify the	analyze primary	simulate the	Students	Research project
103K5	Students	create a travel	Students will	various primary	compare and	aspects that	sources to	scramble for Africa	create a	Students pick a
	investigate and	brochure for an	create a	sources in order	contrast various	contributed to	answer questions	and examine their	detailed	topic based on
	research	Empire of their	newspaper based	to compare and	figures in the	the rise, success,	and draw	impact during the	timeline of	modern and
	civilizations and	choice. They will	on a Gunpowder	contrast	Renaissance and	and decline of	conclusions on	age of Imperialism	chronological	current events
	choose the one	research key	Empire of their	Feudalism in	Reformation in an	American	various	Criterion C:	events of the	and present it like
	they feel most	aspects of their	choice. They will	Europe and Japan	essay form	Empires	revolutions	Communicating	Cold War.	a Netflix show
	impacted	chosen Empire	use resources to	Criterion C:	Criterion A:	Criterion B:	Criterion B:	Criterion D:	-	
	societies as the	and present it in	create current	Communicating	Knowing and	Investigating	Investigating	Thinking Critically	Criterion B:	Criterion B:
	time and into the	a way that	stories and ads	Criterion	Understanding	Criterion C:	Criterion D.	_ ,	Investigating	Investigating
	modern day.	persuades others	that portray their	D.:Thinking		Communicating	Critical Thinking	Treaty of Versailles	Criterion C:	Criterion C:
	Their claims will	to visit their	Empire and	Critically				Simulation	Communicatin	Communicating
	include TREC and	Empire.	connect them to					Students will attend	g	
	must be		the other					the Versailles		
	supported by	Criterion B:	Empires.					Conference and		
	documents that	Investigating						examine their		
	are cited.	Criterion C:	Criterion B:					impact after WW1		
		Communicating	Investigating					and leading up to		
								WW2.		

	Criterion D. Thinking Critically		Criterion C: Communicating					Criterion A: Knowing and Understanding Criterion B: Investigating		
Differentiation For Tiered Learners	Marietta City Schoo	ls teachers provide s	pecific differentiatior	n of learning experien	ces for all students. E	etails for differentiat	ion for common lear	ning experiences are inc	cluded on the distr	ct unit planners.