



Marietta City Schools
2024–2025 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>
-------------------	--	-----------------	---	----------------------------	------------------

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
- 11: 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
10. 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
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.	Relationships Power Conflict	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 & inter- connectednes
Statement of inquiry		
The global interaction of people and ideas affect relationships, power and can lead to conflict.		
Inquiry questions		
<p>Factual: Define relationships. What continents/lands made up the old world? What continents/land made up the new world?</p> <p>Conceptual: 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>Debatable: 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 objectives will be addressed during this unit?</i>	<i>Relationship 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	Autopsy of an Empire Students will identify the aspects that contributed to the rise, success, and decline of American Empires	<u>Formative Assessment(s):</u> Unit 5 Multiple Choice CFA <u>Summative Assessment(s):</u> Autopsy of an Empire Project

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

On-Level Learning Experiences				
Objective or Content	Learning Experiences		Personalized Learning and Differentiation	
<p>SSWH10 Analyze the causes and effects of exploration and expansion into the Americas, Africa, and Asia. a. Explain the roles of explorers and conquistadors.</p>	<p>Autopsy of an Empire Project https://docs.google.com/document/d/1dGds_0SWCKFqMbWBAbdKL-KeqRZeH51yKQRMd5sY0Y/edit?usp=sharing</p> <p>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</p> <p>Civilizations of the Americas PowerPoint https://docs.google.com/presentation/d/1U35YMBI4gToRZBW5eUUupAhO9xwIztih4NVVrZFqQ4o/edit?usp=sharing</p> <p>Explorers Brochure 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</p>		<p>Content scaffold learning Graphic Organizers Language Acquisition scaffolds ELL- Reading Strategies and Vocabulary Supports</p>	
<p>SSWH8 Describe the diverse characteristics of societies in Central and South America. a. Explain the rise and fall of the Mayan, Aztec, and Inca Empires.conquistadors.</p>	<p>Aztec Reading Assignment Students will learn about the Aztecs from reading the work and answering the questions or applying to the Autopsy Project.</p> <p>Incas Reading Activity Students will learn about the Incas from reading the work and answering</p>		<p>Content scaffold learning Graphic Organizers Language Acquisition scaffolds ELL- Reading Strategies and Vocabulary Supports</p>	

	<p>the questions, or applying to the Autopsy Project.</p> <p>Mayan Reading Activity Students will learn about the Mayans from reading the work and answering the questions, or applying to the Autopsy Project.</p> <p>Olmec Reading Activity Students will learn about the Mayans from reading the work and answering the questions, or applying to the Autopsy Project.</p>			
<p>SSWH8 Describe the diverse characteristics of societies in Central and South America. 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.</p>	<p>Age of Discovery Brochure Project https://docs.google.com/document/d/1YFdPCtYMVE3X7vKC0GIXeHJoCAZFqLKfpUQCurtxkME/edit?usp=sharing</p> <p>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</p>		<p>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</p>	
<p>SSWH8 Describe the diverse characteristics of societies in Central and South America. 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.</p>	<p>W Childresn Book Activity - Age of Exploratio... Students will complete a map on Mesoamerica while also learning about Mesoamerican Culture</p>		<p>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</p>	
<p>SSWH8 Describe the diverse characteristics of societies in Central and South America. a. Explain the rise and fall of the</p>	<p>Mesoamerica Carousel Notes Students will use a graphic organizer to organize their thoughts about the achievements of the Maya, Aztec and Inca civilizations to write an</p>		<p>Content scaffold learning Graphic Organizers ELL- Reading Strategies and Vocabulary Supports</p>	

Mayan, Aztec, and Inca Empires. b. Compare and contrast the Mayan, Aztec, and Incan societies, including: religion, culture, economics, politics, and technology.	essay that describes achievements of the three civilizations.		Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring	
SSWH10 Analyze the causes and effects of exploration and expansion into the Americas, Africa, and Asia.	Europeans Explore the East Map Activity Exploration Map activity		Content scaffold learning Language Acquisition scaffolds	
SSWH10 Analyze the causes and effects of exploration and expansion into the Americas, Africa, and Asia. b. Analyze the global, economic, and cultural impact of the Columbian Exchange.	Age of Exploration Carousel Notes Students will use scaffolded documents to answer questions about the Columbian Exchange Columbian Exchange Map Interpretation Students will use scaffolded documents to answer questions about the Columbian Exchange Explorers Scavenger Hunt 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	
SSWH10 Analyze the causes and effects of exploration and expansion into the Americas, Africa, and Asia. b. Analyze the global, economic, and cultural impact of the Columbian Exchange.	The Columbian Exchange Pictures Students will read about the Columbian Exchange and then write what they learned.		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	
SSWH10 Analyze the causes and effects of exploration and expansion into the Americas, Africa, and Asia. d. Examine the effects of the Transatlantic Slave Trade on Africa and on the colonies in the Americas.	The Impact of the Age of Exploration Notes for Students Students will gain knowledge of the positive & negative impacts of the age of exploration by viewing the power point. The Impact of the Age of Exploration Power Point		Content scaffold learning Graphic Organizers Language Acquisition scaffolds Chunking text ELL- Reading Strategies and Vocabulary Supports	

	Students will use the reading listed above to answer these questions on the Transatlantic Slave Trade		Intervention Support- Re-teaching Activities in Small Groups with Progress Monitoring	
SSWH10 Analyze the causes and effects of exploration and expansion into the Americas, Africa, and Asia. d. Examine the effects of the Transatlantic Slave Trade on Africa and on the colonies in the Americas.	The Transatlantic Slave Trade Reading and Questions 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	
<u>Honors Learning Experiences</u>				
Objective or Content	Learning Experiences		Personalized Learning and Differentiation	
SSWH8 Describe the diverse characteristics of societies in Central and South America. b. Compare and contrast the Mayan, Aztec, and Incan societies, including: religion, culture, economics, politics, and technology	Comparing Aztec Mayan and Inca Civilizations 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	
SSWH10 Analyze the causes and effects of exploration and expansion into the Americas, Africa, and Asia. a. Explain the roles of explorers and conquistadors. b. Analyze the global, economic, and cultural impact of the Columbian Exchange.	The impact of European Exploration DBQ Students will analyze six historical documents to analyze the documents to complete the following: <ul style="list-style-type: none"> ● Describe three changes that occurred in America because of European exploration and colonization ● Explain whether each of these changes had a positive or negative impact on the Americas 		Content scaffold learning Chunking text	

<p>SSWH10 Analyze the causes and effects of exploration and expansion into the Americas, Africa, and Asia. b. Analyze the global, economic, and cultural impact of the Columbian Exchange.</p>	<p>Columbian Exchange Cause and Effect Activity Students will examine a cause-and-effect chart on the Columbian exchange to answer questions.</p>			<p>Content scaffold learning Graphic Organizers</p>	
<p>SSWH10 Analyze the causes and effects of exploration and expansion into the Americas, Africa, and Asia.</p>	<p>Impact of European Exploration and Colonization Notes Notes students will complete that align to the Nearpod presentation</p>			<p>Content scaffold learning Graphic Organizers</p>	
				<p>Content scaffold learning Chunking text SWD/504- Accommodations provided</p>	
Content Resources					
<p>SSWH8 Describe the diverse characteristics of societies in Central and South America. a. Explain the rise and fall of the Mayan, Aztec, and Inca Empires.conquistadors.</p> <p>SSWH8 Describe the diverse characteristics of societies in Central and South America.</p>	<p>SSWH10 Analyze the causes and effects of exploration and expansion into the Americas, Africa, and Asia. d. Examine the effects of the Transatlantic Slave Trade on Africa and on the colonies in the Americas.</p> <p>SSWH10 Analyze the causes and effects of exploration and expansion into the</p>	<p>SSWH10 Analyze the causes and effects of exploration and expansion into the Americas, Africa, and Asia. c. Explain the role of improved technology in exploration.</p> <p>SSWH10 Analyze the causes and effects of exploration and expansion into the</p>	<p>SSWH8 Describe the diverse characteristics of societies in Central and South America. a. Explain the rise and fall of the Mayan, Aztec, and Inca Empires.conquistadors</p> <p>SSWH8 Describe the diverse characteristics of societies in Central and South America.</p>	<p>Aztec Reading Assignment Students will learn about the Aztecs from reading the work and answering the questions or applying to the Autopsy Project.</p> <p>Incas Reading Activity Students will learn about the Incas from reading the work and answering the questions, or applying to the Autopsy Project.</p> <p>Mayan Reading Activity Students will learn about the Mayans from reading the work and answering the questions, or applying to the Autopsy Project.</p> <p>Olmec Reading Activity Students will learn about the Mayans from reading the work and answering the questions, or applying to the Autopsy Project.</p> <p>Aztec, Inca, Mayan Power Point Slides https://docs.google.com/presentation/d/1NCY6F8MIDfp2uRKNzmQZiUNZen_laL45Gkt4OfOUcbU/edit#slide=id.p1</p>	

<p>a. Explain the rise and fall of the Mayan, Aztec, and Inca Empires.conquistadors.</p> <p>SSWH8 Describe the diverse characteristics of societies in Central and South America.</p> <p>a. Explain the rise and fall of the Mayan, Aztec, and Inca Empires.conquistadors.</p>	<p>Americas, Africa, and Asia.</p> <p>d. Examine the effects of the Transatlantic Slave Trade on Africa and on the colonies in the Americas.</p>	<p>Americas, Africa, and Asia.</p> <p>c. Explain the role of improved technology in exploration.</p>	<p>a. Explain the rise and fall of the Mayan, Aztec, and Inca Empires.conquistadors</p>	<p>Aztec, Inca, Mayan Guided Notes https://docs.google.com/document/d/1fKdOON6nHD0I_Vpe0A_Y0XbkjsM7GOL88be74hql6y0/edit?tab=t.0</p> <p>Olmec, Aztec, Inca, Mayan Power Point https://marietta.schoolology.com/course/7359283331/materials/link/view/7367197321</p> <p>MesoAmerican Crash Course https://www.youtube.com/watch?v=rjhlzemLdos&list=PLt1aAxlxiYcL1QXsyXbpj4MM1eHt_UeiX</p> <p>History Summarized The Mayan Aztec, Inca https://www.youtube.com/watch?v=uCOPgqB-XuE</p>
---	---	---	---	--