



**Marietta City Schools**  
**2024–2025 District Unit Planner**

*AP World History*

|                   |   |                 |          |                            |                   |
|-------------------|---|-----------------|----------|----------------------------|-------------------|
| <b>Unit title</b> | <i>Unit 9: Globalization 1900 - present</i> | <b>MYP year</b> | <i>5</i> | <b>Unit duration (hrs)</b> | <i>3.75 Hours</i> |
|-------------------|---|-----------------|----------|----------------------------|-------------------|

**Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit):** *What will students learn?*

**GA DoE Standards**

**Standards**

**SSWH20 Demonstrate an understanding of the global social, economic, and political impact of the Cold War and decolonization from 1945 to 1989.**

- Explain the arms race, include: development of nuclear weapons, and efforts to limit the spread of nuclear weapons.
- Describe the formation of the state of Israel and the Arab-Israeli Conflict.
- Analyze the rise of nationalism and the revolutionary movements in Asia (i.e. India and China) and Africa.
- Analyze opposition movements to existing political systems, include: anti-apartheid, Tiananmen Square, and the fall of the Berlin Wall.

**SWH21 Examine change and continuity in the world since the 1960s.**

- Identify ethnic conflicts and new nationalisms, including: Pan-Africanism, Pan-Arabism, and the conflicts in Bosnia-Herzegovina and Rwanda.
- Describe the reforms of Khrushchev and Gorbachev and the breakup of the Soviet Union in 1991 that produced independent countries.
- Analyze terrorism as a form of warfare in the contemporary world.
- Examine the rise of women as major world leaders, including: Golda Meir, Indira Gandhi, and Margaret Thatcher.

**SSWH22 Analyze globalization in the contemporary world.**

- Describe the cultural and intellectual integration of countries into the world economy through the development of television, satellites, and computers.
- Analyze global economic and political connections; include multinational corporations, the United Nations, OPEC, and the World Trade Organization.
- Explain how governments cooperate through treaties and organizations to minimize the negative effects of human actions on the environment.

**College Board Learning Objectives**

**Unit 9 Learning Objective A** Explain how the development of new technologies changed the world from 1900 to the present.

**Unit 9 Learning Objective B** Explain how environmental factors affected human populations over time.

**Unit 9 Learning Objective C** Explain the causes and effects of environmental changes in the period from 1900 to the present.

**Unit 9 Learning Objective D** Explain the continuities and changes in the global economy from 1900 to the present.

**Unit 9 Learning Objective E** Explain how social categories, roles, and practices have been maintained and challenged over time.

**Unit 9 Learning Objective F** Explain how and why globalization changed culture over time.

**Unit 9 Learning Objective G** Explain the various responses to increasing globalization from 1900 to the present.

**Unit 9 Learning Objective H** Explain how and why globalization changed international interactions among states.

**Unit 9 Learning Objective I** Explain the extent to which science and technology brought change in the period from 1900 to the present.

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

**Information Processing Skills:**

- 7.interpret timelines, charts, and tables
- 8.identify social studies reference resources to use for a specific purpose
- 11.draw conclusions and make generalizations
- 12.analyze graphs and diagrams

**Map and Globe Skills:**

- 6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
- 8. draw conclusions and make generalizations based on information from 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 Standards:**

- 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. | Conflict<br>Ideology<br>Causality<br>Significance | <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>Statement of inquiry</b>   |   |  |
| Political and social perspectives on the process and effects of globalization reflect circumstances and values.   |   |  |
| <b>Inquiry questions</b>  |   |  |

| <p><b>Factual</b><br/>           What are the changes that have occurred within global economics since World War II?<br/>           What changes have occurred in gender roles, energy policy, and agriculture since World War II?</p> <p><b>Conceptual</b><br/>           To what extent has globalization transformed the government-directed economies so popular in the beginning of the 20th century?<br/>           How have the diffusion of human rights affected different regions and populations around the world?</p> <p><b>Debatable</b><br/>           To what extent has globalization been a net positive since World War II?</p> |  |  |
|---|--|--|
| MYP Objectives  | 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 A: Investigating<br>Criterion B: Investigating<br>Criterion C: Communicating<br>Criterion D: Thinking Critically  | <p><a href="#">Green Revolution DBQ Activity</a></p> <p>Students will examine a variety of sources to be able to</p> <ul style="list-style-type: none"> <li>Respond to the prompt with a historically defensible thesis or claim that establishes a line of reasoning.</li> <li>Describe a broader historical context relevant to the prompt.</li> <li>Support an argument in response to the prompt using at least seven documents.</li> <li>For at least three documents, explain how or why the document's point of view, purpose, historical situation, and/or audience is relevant to an argument</li> <li>Use evidence to corroborate, qualify, or modify an argument that addresses the prompt: <i>To what extent was the end of the Soviet Union due to political changes made by the government?</i></li> </ul> | <p><b><u>Formative Assessment(s):</u></b></p> <p>Unit 9 Vocab Quiz</p> <p><b><u>Summative Assessment(s):</u></b></p> <p>National AP Exam OR Final Exam (for those students who do not take the exam)</p> |
| Approaches to learning (ATL)  |  |  |
| <p><b>Category:</b> Social<br/> <b>Cluster:</b> Collaboration Skills<br/> <b>Skill Indicator:</b> Listen actively to other perspectives and ideas</p> <p><b>Category:</b><br/>           Thinking<br/> <b>Cluster:</b> Creating Thinking Skills<br/> <b>Skill Indicator:</b><br/>           Use brainstorming and visual diagrams to generate new ideas and inquiry</p>   |  |  |

| <b><u>Learning Experiences</u></b><br>Add additional rows below as needed. |   |  |
|--|---|--|
| Objective or Content   | Learning Experiences  | Personalized Learning and Differentiation  |
| Summary of Unit's Content  | <a href="#">AP World History Leftovers Presentation</a> and <a href="#">Graphic Organizer</a> | To be determined by the World History AP Team<br><br>Teacher will provide an overview of content, guided instruction, additional time, and peer-to-peer support. Teacher may also use small flexible groups to support struggling students |
| Summary of Unit's Content  | <a href="#">Unit 9 Vocabulary Quizlet</a>   | To be determined by the World History AP Team<br><br>Teacher will provide an overview of content, guided instruction, additional time, and peer-to-peer support. Teacher may also use small flexible groups to support struggling students |
| Green Revolution   | <a href="#">Green Revolution DBO Activity</a>   | To be determined by the World History AP Team<br><br>Teacher will provide an overview of content, guided instruction, additional time, and peer-to-peer support. Teacher may also use small flexible groups to support struggling students |
| Content Resources  |   |  |
| <a href="#">Anti-Social Studies Three Part Series on Unit 9</a>            |   |  |

