

MCS MYP World History Subject Group Overview

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: 2,3,4,5,6,7,8,11,15,16	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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		<p>based on information from maps</p> <p>Information Processing Skills: 1, 3, 6, 9, 10 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</p>									
	<p>Approaches To Learning Instructional Strategies</p>	<p>Category: Social Cluster: Collaboration Skills Skill Indicator: Listen actively to other perspectives and ideas</p> <p>Category: Communication</p>	<p>Category: Communication Cluster: Exchanging Thoughts, messages, and information Skill Indicator: Negotiate ideas and knowledge with peers and teachers</p>	<p>Category: Communication Cluster: Communication Skills Skill Indicator: Write for different purposes</p> <p>Category: Thinking</p>	<p>Category: Social Cluster: Collaboration Skills Skill Indicator: Listen actively to other perspectives and ideas</p> <p>Category: Communication</p>	<p>Category: Social Cluster: Collaboration Skills Skill Indicator: Listen actively to other perspectives and ideas</p> <p>Category: Communication</p>	<p>Category: Social Cluster: Collaboration Skills Skill Indicator: Listen actively to other perspectives and ideas</p> <p>Category: Research</p>	<p>Category: Research Cluster: Information Literacy Skills Skill Indicator: Collect and analyze data to identify solutions and make informed decisions</p>	<p>Category: Thinking Cluster: Creating Thinking Skills Skill Indicator: Use brainstorming and visual diagrams to generate new ideas and inquiry</p> <p>Category: Research</p>	<p>Category: Social Cluster: Collaboration Skills Skill Indicator: Listen actively to other perspectives and ideas</p> <p>Category: Thinking</p>	

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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

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					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

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	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. L9-10WHST1: Write arguments focused on discipline-specific content.	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
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		<p>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.</p> <p>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.</p>									
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		<p>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.</p> <p>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.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>									
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		<p>L9-10WHST2: Write informative/expl 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.</p>									
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		<p>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.</p> <p>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.</p>									
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		<p>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.</p> <p>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.</p>									
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		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/ Performance Tasks	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.	Formative Brochures of an Empire Students will create a travel brochure for an Empire of their choice. They will research key aspects of their chosen Empire and present it in a way that persuades others to visit their Empire. Criterion B: Investigating Criterion C: Communicating	Ottoman, Safavid, and Mughal Newspaper Students will create a newspaper based on a Gunpowder Empire of their choice. They will use resources to create current stories and ads that portray their Empire and connect them to the other Empires. Criterion B: Investigating	Knights v Samurai Mini DBQ Students examine various primary sources in order to compare and contrast Feudalism in Europe and Japan Criterion C: Communicating Criterion D.:Thinking Critically	Renaissance Man Comparison Essay Students will compare and contrast various figures in the Renaissance and Reformation in an essay form Criterion A: Knowing and Understanding	Autopsy of an Empire Students will identify the aspects that contributed to the rise, success, and decline of American Empires Criterion B: Investigating Criterion C: Communicating	Revolutions DBQ Students examine and analyze primary sources to answer questions and draw conclusions on various revolutions Criterion B: Investigating Criterion D. Critical Thinking	Scramble for Africa project Students will simulate the scramble for Africa and examine their impact during the age of Imperialism Criterion C: Communicating Criterion D: Thinking Critically Treaty of Versailles Simulation Students will attend the Versailles Conference and examine their impact after WW1 and leading up to WW2.	Cold War Annotated Timeline Students create a detailed timeline of chronological events of the Cold War. Criterion B: Investigating Criterion C: Communicating	Modern and Current Events Research project Students pick a topic based on modern and current events and present it like a Netflix show Criterion B: Investigating Criterion C: Communicating

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		Criterion D. Thinking Critically		Criterion C: Communicating					Criterion A: Knowing and Understanding Criterion B: Investigating		
	Differentiation For Tiered Learners	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.									