

MCS MYP AP World History Subject Group Overview

Unit Name		Unit 0 History Skills	Units 1 and 2 The Global Tapestry & Networks of Exchange 1200 - 1450	3 Land-Based Empires 1450 - 1750	4 Transoceanic Connections 1450 - 1750	5 Revolutions 1750 - 1900	6 Consequences of Industry 1750 to 1900	7 Global Conflict 1900 - present	8 Cold War and Decolonization 1900 - present	9 Globalization 1900 - present and AP Exam Prep
Time Frame		4.5 Hours 3 Days	20 Hours 16 Hours 12 Days	12 Hours 8 Days	15 Hours 10 Days	20 Hours 16 Hours 12 Days	12 Hours 8 Days	20 Hours 13 Days	12 Hours 8 Days	3.75 Hours (9) 3.75 Hours (EP) 5 Days
	Standards	SSWH 1, 2, 3 AP Content: Scaffolding for course. Map and Globe Skills: 6, 7, 8 Information Processing Skills: 1, 6, 11	SSWH 2, 4, 5, 6, 7, 8 AP Content: Development in East Asia from c. 200 - c. 1450 Developments in Dar al-Islam Developments in South and Southeast Asia State building in the Americas State building in Africa Developments in Europe from AP Content: The Silk Roads The Mongol Empire and the Making of the Modern World Exchange in the Indian Ocean Trans-Saharan	SSWH9, 12 AP Content: Empires Expand Empires: Administration Belief Systems Comparison in Land-Based Empires Map and Globe Skills: 4, 6, 7, 8 Information Processing Skills: 1, 4, 5, 6, 8, 11, 12	SSWH 10 AP Content: Transoceanic Interconnections Technological Innovations Exploration: Causes and Events from Columbian Exchange Maritime Empires Established Maritime Empires Maintained and Developed Internal and External Challenges to state powers Challenging Social Hierarchies from Map and Globe Skills: 6, 10	SSWH 13, 14, 15 AP Content: Enlightenment Nationalism and Revolutions Industrial Revolution Industrialization Spreads Technology of the Industrial Age Industrialization Government’s Role Economic Developments and Innovations in the Industrial Age Reactions to the Industrial Economy Society and the Industrial Age Continuity and Change in the Industrial Age	SSWH 10, 11, 16 AP Content: Rationales for Imperialism State Expansion Indigenous Responses to State Expansions Global Economic Development Economic Imperialism Causes of Migration in an Inter-connected World Effects of Migration Causation in the Imperial Age Map and Globe Skills: 6, 7, 8, 10 Information Processing Skills: 1, 3, 6, 7, 12	SSWH 17, 18, 19 AP Content: Shifting Power after 1900 Causes of WWI Conducting WWI The Economy in the Interwar Period Unresolved Tensions After WWI Causes of WII Conducting WWII Mass Atrocities Causation in the Global Conflict Map and Globe Skills: 6, 7, 8, 10 Information Processing Skills: 1, 3, 6, 7, 12	SSWH 20 AP Content: Setting the Stage for the Cold War and Decolonization The Cold War Effects of the Cold War Spread of Communism Decolonization Newly Independent States Global Resistance to Established Order End of the Cold War Causation in the Age of the Cold War and Decolonization Map and Globe Skills: 6, 8, 10	SSWH 21, 22 AP Content: Advances in Technology and Exchange Technological Advances and Limitations Disease Technological Advances: Debates About the Environment Economics in the Global Age Calls for Reform and Responses Globalized Culture Resistance to Globalization Institutions Developing in a Globalized World Continuity and Change in a Globalized World

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			Trade Routes Cultural consequences of connectivity Environmental Consequences of connectivity Comparison of Economic Exchange Map and Globe Skills: 4, 6, 7, 8, 10, 11 Information Processing Skills: 1, 6, 7, 8, 16		Information Processing Skills: 1, 11	Map and Globe Skills: 6, 10 Information Processing Skills: 2, 4, 5, 6, 7, 8, 11, 15, 16			Information Processing Skills: 1, 3, 17	Map and Globe Skills: 6, 8, 10 Information Processing Skills: 7, 8, 11, 12
	Approaches To Learning Instructional Strategies	Category: Self-Management Cluster: Organization Skill Indicator: Students will use appropriate strategies for organizing complex information (TEA model, Cornell notes)	Category: Research Cluster: Information Literacy Skill Indicator: Making connections between various sources of information (How to Run an Empire Project)	Category: Thinking Cluster: Critical thinking Skill Indicator: Gather and organize relevant information to form an argument (Devshirme DBQ)	Category: Thinking Cluster: Critical thinking Skill Indicator: Draw reasonable conclusions and generalizations (Stimulus-based Multiple Choice exams)	Category: Thinking Cluster: Critical thinking skills Skill Indicator: Recognize unstated assumptions and bias (learning strategies for source analysis)	Category: Thinking Cluster: Critical thinking skills Skill Indicator: Consider ideas from multiple perspectives	Category: Affective Cluster: Affective Skill Indicator: Students manage their test strategies by completing a “blind” DBQ with no source preview time.	Category: Thinking Cluster: Transfer Skill Indicator: Make connections between subject groups and disciplines (SAQ practice).	Category: Thinking Cluster: Transfer Skill Indicator: Compare conceptual understandings across multiple subject groups and disciplines.
	Statement of Inquiry	Societies design structures in order to provide order and stability.	The culture of a society is the product of religion, beliefs, customs, traditions, and government of that	While change occurs over time, there is continuity to the basic structure of the society.	The movement or migration of people and ideas affects all societies involved politically,	Societies can adopt, adapt, or resist significant ideas.	Actions of individuals, groups, and/or institutions affect society through intended	Nations form alliances to protect their military, cultural and economic interests.	Political and social perspectives on the process and effects of globalization reflect	Political and social perspectives on the process and effects of globalization reflect

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			society; when societies expand the interaction can result in cooperation and/or conflict.		economically, and socially.		and unintended consequences.		circumstances and values.	circumstances and values.
	Global Context	Identities and Relationships Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human. Focus: human nature and human dignity, moral reasoning and ethical judgment, consciousness and mind	Identities and Relationships Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human. Focus: competition and cooperation; teams, affiliation and leadership	Personal and Cultural Expression Students will explore the ways in which products, systems express ideas, culture, beliefs and values. Focus: critical literacy, languages and linguistic systems; histories of ideas, fields and disciplines; analysis and argument	Globalization and Sustainability Students will explore the inter-connectedness of human- made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the commonality, diversity and interconnection and interconnectedness the impact of decision- making on humankind and environments Focus: markets, commodities and commercialization	Fairness and Development Students will explore rights and responsibilities; the relationship between communities; sharing finite resources with other people and with other living things; access to equal opportunities; peace and conflict resolution. Focus: inequality, difference and inclusion	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 environments; the impact of environments on human activity; how humans adapt environments to their needs. Focus: modernization, industrialization and engineering	Identities and Relationships Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human. Focus: human nature and human dignity, moral reasoning and ethical judgment, consciousness and mind	Globalization and Sustainability Students will explore the inter-connectedness of human- made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the commonality, diversity and interconnection and interconnectedness the impact of decision- making on humankind and environments. Focus: commonality, diversity and interconnection	Globalization and Sustainability Students will explore the inter-connectedness of human- made systems and communities; the relationship between local and global processes; how local experiences mediate the global; reflect on the commonality, diversity and interconnection and interconnectedness the impact of decision- making on humankind and environments. Focus: human impact on the environment
	Key Concepts	Systems are sets of interacting or interdependent	Change is a conversion, transformation, or	Systems are sets of interacting or interdependent	Global interaction focuses on the connections among	Change is a conversion, transformation, or	Systems are sets of interacting or interdependent	Time, place, and space focuses on how the intricacies	Change is a conversion, transformation, or	Global interaction focuses on the connections among

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		components. Systems provide structure and order in human, natural, and built environments. Systems can be static, dynamic, simple, or complex.	movement from one form, state, or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes, and consequences.	components. Systems provide structure and order in human, natural, and built environments. Systems can be static, dynamic, simple, or complex.	individuals and communities, as well as their relationships with built and natural environments, from the perspective of the world as a whole.	movement from one form, state, or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes, and consequences.	components. Systems provide structure and order in human, natural, and built environments. Systems can be static, dynamic, simple, or complex.	of specific policies at specific times in specific places and spaces led to the massive outbreak of global conflict in the first part of the 20th century.	movement from one form, state, or value to another. Inquiry into the concept of change involves understanding and evaluating causes, processes, and consequences.	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 Governance Cultural Diffusion	Conflict Governance Cooperation	Relationships Power Conflict	Conflict Liberty Structure	Innovation and revolution Processes Resources	Conflict Ideology Causality	Conflict Ideology Significance	Growth Globalization Interdependence
	Design Cycle Transdisciplinary	Writing Standards in Literacy L9-19WHST1 A L9-19WHST1 B L9-19WHST2 D Reading Standards in Literacy L9-10RHSS4 L9-10RHSS5	Writing Standards in Literacy L9-19WHST1 C L9-19WHST1 D L9-19WHST1 E L9-19WHST2 F L9-19WHST4 Reading Standards in Literacy L9-10RHSS4 L9-10RHSS5	Writing Standards in Literacy L9-19WHST2 A L9-19WHST2 C L9-19WHST2 E Reading Standards in Literacy L9-10RHSS1 L9-10RHSS2 L9-10RHSS3 L9-10RHSS7 L9-10RHSS8 L9-10RHSS9	Writing Standards in Literacy L9-19WHST2 A L9-19WHST2 C L9-19WHST2 E Reading Standards in Literacy L9-10RHSS1 L9-10RHSS2 L9-10RHSS3 L9-10RHSS7 L9-10RHSS8 L9-10RHSS9	Writing Standards in Literacy L9-19WHST2 B L9-19WHST7 L9-19WHST8 L9-19WHST9 Reading Standards in Literacy L9-10RHSS1 L9-10RHSS2 L9-10RHSS3 L9-10RHSS6	Writing Standards in Literacy L9-19WHST5 L9-19WHST7 L9-19WHST8 L9-19WHST9 Reading Standards in Literacy L9-10RHSS1 L9-10RHSS2 L9-10RHSS3 L9-10RHSS6	Writing Standards in Literacy L9-19WHST5 L9-19WHST6 L9-19WHST7 L9-19WHST8 L9-19WHST9 Reading Standards in Literacy L9-10RHSS1 L9-10RHSS2 L9-10RHSS3 L9-10RHSS6	Writing Standards in Literacy L9-19WHST10 Reading Standards in Literacy L9-10RHSS10	Writing Standards in Literacy L9-19WHST10 Reading Standards in Literacy L9-10RHSS10
	MYP Assessments/ Performance Tasks	None Unit 0 serves as a brief unit to train students in historical skills	Unit 1 SAQ Exam Students will take an exam with three short answer questions that	LEQ: Land-Based Empires Students write a comparative or causation LEQ on the land-based	Period 2 Summative Exam Students will take an exam in the format of the AP	DBQ: Manchester and the Industrial Revolution Students apply DBQ skills to address a DBQ on the growth	Unit 5+6 Summative Exam Students will take an exam in the format of the AP Exam’s stimulus	DBQ: Growth of Fascism* Students apply DBQ skills to address a DBQ on the growth of fascism in 1920s	TBA Exam Students complete summative exam over the content from unit 8; format will take the form	AP Mock Test Students take a mock multiple choice test to mirror AP exam’s section

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		that will be formally assessed in future units	<p>mirrors the SAQ section on the AP Exam.</p> <p>Period 1 Summative Exam Students will take an exam in the format of the AP Exam’s stimulus based multiple choice. Students will also have a Short Answer Question (SAQ) that has been modeled and practiced through the first two units</p> <p>Criterion A: Knowing and Understanding</p> <p>i. use terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.</p> <p>Criterion B: Investigating</p> <p>i. formulate a clear and focused research question and justify its relevance ii. formulate and follow an action plan to investigate a research question iii. use research methods to collect and record relevant information iv. evaluate the process and results of the investigation.</p> <p>Criterion C: Communicating</p> <p>i. communicate information and ideas using an appropriate style for the audience and purpose ii. structure information</p>	<p>empires; exam will mirror the LEQ section on the AP Exam.</p> <p>Criterion A: Investigating</p> <p>i. use terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.</p> <p>Criterion B: Investigating</p> <p>i. formulate a clear and focused research question and justify its relevance ii. formulate and follow an action plan to investigate a research question iii. use research methods to collect and record relevant information iv. evaluate the process and results of the investigation.</p> <p>Criterion C: Communicating</p> <p>i. communicate information and ideas using an appropriate style for the audience and purpose ii. structure information</p>	<p>Exam’s stimulus based multiple choice. Students will also have an LEQ to answer about the content from Unit 4.</p> <p>Criterion A: Investigating</p> <p>i. use terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.</p> <p>Criterion B: Investigating</p> <p>i. formulate a clear and focused research question and justify its relevance ii. formulate and follow an action plan to investigate a research question iii. use research methods to collect and record relevant information iv. evaluate the process and results of the investigation.</p> <p>Criterion C: Communicating</p> <p>i. communicate information and ideas using an appropriate style for the audience and purpose ii. structure information</p>	<p>of industry in 19th century Manchester, using the full DBQ rubric.</p> <p>Criterion A: Investigating</p> <p>i. use terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.</p> <p>Criterion B: Investigating</p> <p>i. formulate a clear and focused research question and justify its relevance ii. formulate and follow an action plan to investigate a research question iii. use research methods to collect and record relevant information iv. evaluate the process and results of the investigation.</p> <p>Criterion C: Communicating</p> <p>i. communicate information and ideas using an appropriate style for the audience and purpose ii. structure information</p>	<p>based multiple choice. Students will also have a DBQ to answer (see below).</p> <p>Criterion A: Investigating</p> <p>i. use terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.</p> <p>Criterion B: Investigating</p> <p>i. formulate a clear and focused research question and justify its relevance ii. formulate and follow an action plan to investigate a research question iii. use research methods to collect and record relevant information iv. evaluate the process and results of the investigation.</p> <p>Criterion C: Communicating</p> <p>i. communicate information and ideas using an appropriate style for the audience and purpose</p>	<p>and 30s Europe, using the full DBQ rubric.</p> <p>* - content of DBQ is subject to change</p> <p>Criterion A: Investigating</p> <p>i. use terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.</p> <p>Criterion B: Investigating</p> <p>i. formulate a clear and focused research question and justify its relevance ii. formulate and follow an action plan to investigate a research question iii. use research methods to collect and record relevant information iv. evaluate the process and results of the investigation.</p> <p>Criterion C: Communicating</p> <p>i. communicate information and ideas using an appropriate style for the audience and purpose</p>	<p>that teachers feel best prepares students for next week’s exam</p> <p>Criterion A: Investigating</p> <p>i. use terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.</p> <p>Criterion B: Investigating</p> <p>i. formulate a clear and focused research question and justify its relevance ii. formulate and follow an action plan to investigate a research question iii. use research methods to collect and record relevant information iv. evaluate the process and results of the investigation.</p> <p>Criterion C: Communicating</p> <p>i. communicate information and ideas using an appropriate style for the audience and purpose ii. structure information</p>	<p>Criterion A: Investigating</p> <p>i. use terminology in context ii. demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples.</p> <p>Criterion B: Investigating</p> <p>i. formulate a clear and focused research question and justify its relevance ii. formulate and follow an action plan to investigate a research question iii. use research methods to collect and record relevant information iv. evaluate the process and results of the investigation.</p> <p>Criterion C: Communicating</p> <p>i. communicate information and ideas using an appropriate style for the audience and purpose ii. document sources of information using a</p>
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			<p>an action plan to investigate a research question iii. use research methods to collect and record relevant information iv. evaluate the process and results of the investigation.</p> <p>Criterion C: Communicating</p> <p>i. communicate information and ideas using an appropriate style for the audience and purpose ii. structure information and ideas in a way that is appropriate to the specified format iii. document sources of information using a recognized convention</p> <p>Criterion D: Thinking Critically</p> <p>i. discuss concepts, issues, models, visual representation and theories ii. synthesize information to make valid arguments iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations iv. interpret different perspectives and their implications</p>	<p>and ideas in a way that is appropriate to the specified format iii. document sources of information using a recognized convention.</p> <p>Criterion D: Thinking Critically</p> <p>i. discuss concepts, issues, models, visual representation and theories ii. synthesize information to make valid arguments iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations iv. interpret different perspectives and their implications</p>	<p>using an appropriate style for the audience and purpose ii. structure information and ideas in a way that is appropriate to the specified format iii. document sources of information using a recognized convention.</p> <p>Criterion D: Thinking Critically</p> <p>i. discuss concepts, issues, models, visual representation and theories ii. synthesize information to make valid arguments iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations iv. interpret different perspectives and their implications</p>	<p>and ideas in a way that is appropriate to the specified format iii. document sources of information using a recognized convention.</p> <p>Criterion D: Thinking Critically</p> <p>i. discuss concepts, issues, models, visual representation and theories ii. synthesize information to make valid arguments iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations iv. interpret different perspectives and their implications</p>	<p>ii. structure information and ideas in a way that is appropriate to the specified format iii. document sources of information using a recognized convention.</p> <p>Criterion D: Thinking Critically</p> <p>i. discuss concepts, issues, models, visual representation and theories ii. synthesize information to make valid arguments iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations iv. interpret different perspectives and their implications</p>	<p>style for the audience and purpose ii. structure information and ideas in a way that is appropriate to the specified format iii. document sources of information using a recognized convention.</p> <p>Criterion D: Thinking Critically</p> <p>i. discuss concepts, issues, models, visual representation and theories ii. synthesize information to make valid arguments iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations iv. interpret different perspectives and their implications</p>	<p>and ideas in a way that is appropriate to the specified format iii. document sources of information using a recognized convention.</p> <p>Criterion D: Thinking Critically</p> <p>i. discuss concepts, issues, models, visual representation and theories ii. synthesize information to make valid arguments iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations iv. interpret different perspectives and their implications</p>	<p>recognized convention.</p> <p>Criterion D: Thinking Critically</p> <p>i. discuss concepts, issues, models, visual representation and theories ii. synthesize information to make valid arguments iii. analyse and evaluate a range of sources/data in terms of origin and purpose, examining value and limitations iv. interpret different perspectives and their implications</p>
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