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	SSWH 2, 4, 5, 6, 7, 8	SSWH9, 12	SSWH 10	SSWH 13, 14, 15	SSWH 10, 11, 16	SSWH 17, 18, 19	SSWH 20	SSWH 21, 22
	AP Content: Scaffolding for course. Map and Globe Skills: 6, 7, 8 Information Processing Skills: 1, 6, 11	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	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	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	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	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	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	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	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

Published: 8,2025 Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

		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-Managem ent 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

Global Context	Identities and Relationships Students will	society; when societies expand the interaction can result in cooperation and/or conflict. Identities and Relationships Students will	Personal and Cultural Expression Students will	economically, and socially. Globalization and Sustainability Students will	Fairness and Development Students will	and unintended consequences. Scientific and Technological Innovation Students	Identities and Relationships Students will	circumstances and values. Globalization and Sustainability Students will	circumstances and values. Globalization and Sustainability 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	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	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	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 interconnectedness the impact of decision- making on humankind and environments Focus: markets, commodities and commercialization	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	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	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	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 interconnectedness the impact of decision- making on humankind and environments. Focus: commonality, diversity and interconnection	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 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

	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	Writing Standards in Literacy	Writing Standards in Literacy	Writing Standards in Literacy	Writing Standards in Literacy	Writing Standards in Literacy	Writing Standards in Literacy	Writing Standards in Literacy	Writing Standards in Literacy
	L9-19WHST1 A L9-19WHST1 B L9-19WHST2 D	L9-19WHST1 C L9-19WHST1 D L9-19WHST1 E L9-19WHST2 F L9-19WHST4	L9-19WHST2 A L9-19WHST2 C L9-19WHST2 E	L9-19WHST2 A L9-19WHST2 C L9-19WHST2 E	L9-19WHST2 B L9-19WHST7 L9-19WHST8 L9-19WHST9	L9-19WHST5 L9-19WHST7 L9-19WHST8 L9-19WHST9	L9-19WHST5 L9-19WHST6 L9-19WHST7 L9-19WHST8 L9-19WHST9	L9-19WHST10 Reading Standards in Literacy	L9-19WHST10 Reading Standards in Literacy
	Reading Standards in Literacy	Reading Standards in Literacy	in Literacy L9-10RHSS1 L9-10RHSS2	in Literacy L9-10RHSS1 L9-10RHSS2	Reading Standards in Literacy L9-10RHSS1	Reading Standards in Literacy	Reading Standards in Literacy	L9-10RHSS10	L9-10RHSS10
	L9-10RHSS4 L9-10RHSS5	L9-10RHSS4 L9-10RHSS5	L9-10RHSS3 L9-10RHSS7 L9-10RHSS8 L9-10RHSS9	L9-10RHSS3 L9-10RHSS7 L9-10RHSS8 L9-10RHSS9	L9-10RHSS2 L9-10RHSS3 L9-10RHSS6	L9-10RHSS2 L9-10RHSS3 L9-10RHSS6	L9-10RHSS1 L9-10RHSS2 L9-10RHSS3 L9-10RHSS6		
MYP Assessments/	None	Unit 1 SAQ Exam	LEQ: Land-Based Empires	Period 2 Summative Exam	DBQ: Manchester and the Industrial	Unit 5+6 Summative Exam	DBQ: Growth of Fascism*	TBA Exam Students complete	AP Mock Test Students take a
Performance Tasks	Unit 0 serves as a brief unit to train students in historical skills	Students will take an exam with three short answer questions that	Students write a comparative or causation LEQ on the land-based	Students will take an exam in the format of the AP	Revolution Students apply DBQ skills to address a DBQ on the growth	Students will take an exam in the format of the AP Exam's stimulus	Students apply DBQ skills to address a DBQ on the growth of fascism in 1920s	summative exam over the content from unit 8; format will take the form	mock multiple choice test to mirror AP exam's section

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that will be	mirrors the SAQ	empires; exam will	Exam's stimulus	of industry in 19th	based multiple	and 30s Europe,	that teachers feel	
formally	section on the AP	mirror the LEQ	based multiple	century	choice. Students	using the full DBQ	best prepares	Criterion A:
assessed in	Exam.	section on the AP	choice. Students	Manchester, using	will also have a DBQ	rubric.	students for next	Investigating
future units		Exam.	will also have an	the full DBQ rubric.	to answer (see		week's exam	
	Period 1		LEQ to answer		below).	* - content of DBQ		i. use terminology in
	Summative Exam	Criterion A:	about the content	Criterion A:	Belowy.	is subject to change	Criterion A:	context
		Investigating			Criterion A:	is subject to change		ii. demonstrate
	Students will take	investigating	from Unit 4.	Investigating		Cuita ui a ua A .	Investigating	knowledge and
	an exam in the	: *************		: ***********	Investigating	Criterion A:	:	understanding of
	format of the AP	i. use terminology in context	Criterion A:	i. use terminology in context	1	Investigating	i. use terminology in context	subject-specific content and concepts through
	Exam's stimulus	ii. demonstrate	Investigating	ii. demonstrate	i. use terminology in context		ii. demonstrate	descriptions,
	based multiple	knowledge and		knowledge and	ii. demonstrate	i. use terminology in	knowledge and	explanations and
	choice. Students	understanding of	i. use terminology in	understanding of	knowledge and	context ii. demonstrate	understanding of	examples.
	will also have a	subject-specific content	context ii. demonstrate	subject-specific content	understanding of	knowledge and	subject-specific content	
	Short Answer	and concepts through	knowledge and	and concepts through	subject-specific content	understanding of	and concepts through	Criterion B:
	Question (SAQ) that	descriptions, explanations and	understanding of	descriptions, explanations and	and concepts through	subject-specific content	descriptions, explanations and	Investigating
	has been modeled	examples.	subject-specific content	examples.	descriptions,	and concepts through	examples.	
	and practiced	C. C	and concepts through	- CAUTIPICS!	explanations and examples.	descriptions,	- Champiesi	i. formulate a clear and
	through the first	Criterion B:	descriptions,	Criterion B:	examples.	explanations and examples.	Criterion B:	focused research
	two units	Investigating	explanations and	Investigating	Criterion B:	examples.	Investigating	question and justify its
	two units	investigating	examples.	Investigating		Cuitanian D.	investigating	relevance
		i. formulate a clear and		i. formulate a clear and	Investigating	Criterion B:	i. formulate a clear and	ii. formulate and follow an action plan to
	Criterion A:	focused research	Criterion B:	focused research		Investigating	focused research	investigate a research
	Knowing and	question and justify its	Investigating	question and justify its	i. formulate a clear and focused research		question and justify its	question
	Understanding	relevance		relevance	question and justify its	i. formulate a clear and focused research	relevance	iii. use research methods
		ii. formulate and follow	i. formulate a clear and	ii. formulate and follow	relevance	question and justify its	ii. formulate and follow	to collect and record
	i. use terminology in	an action plan to	focused research	an action plan to	ii. formulate and follow	relevance	an action plan to	relevant information iv.
	context	investigate a research	question and justify its relevance	investigate a research	an action plan to	ii. formulate and follow	investigate a research	evaluate the process and
	ii. demonstrate knowledge and	question iii. use research methods	ii. formulate and follow	question iii. use research methods	investigate a research	an action plan to	question iii. use research methods	results of the investigation.
	understanding of	to collect and record	an action plan to	to collect and record	question	investigate a research	to collect and record	investigation.
	subject-specific content	relevant information iv.	investigate a research	relevant information iv.	iii. use research methods to collect and record	question	relevant information iv.	Criterion C:
	and concepts through	evaluate the process and	question	evaluate the process and	relevant information iv.	iii. use research methods to collect and record	evaluate the process and	
	descriptions,	results of the	iii. use research methods	results of the	evaluate the process and	relevant information iv.	results of the	Communicating
	explanations and	investigation.	to collect and record relevant information iv.	investigation.	results of the	evaluate the process and	investigation.	
	examples.		evaluate the process and		investigation.	results of the		i. communicate information and ideas
		Criterion C:	results of the	Criterion C:		investigation.	Criterion C:	using an appropriate
	Criterion B:	Communicating	investigation.	Communicating	Criterion C:		Communicating	style for the audience
	Investigating				Communicating	Criterion C:		and purpose
		i. communicate	Criterion C:	i. communicate	_	Communicating	i. communicate	ii. structure information
	i. formulate a clear and	information and ideas	Communicating	information and ideas	i. communicate		information and ideas	and ideas in a way that is
	focused research	using an appropriate		using an appropriate	information and ideas	i. communicate	using an appropriate	appropriate to the
	question and justify its relevance	style for the audience and purpose	i. communicate	style for the audience	using an appropriate	information and ideas	style for the audience and purpose	specified format
	ii. formulate and follow	ii. structure information	information and ideas	and purpose ii. structure information	style for the audience	using an appropriate	ii. structure information	iii. document sources of information using a
	ii. Ioimulate alia lollow	ii. 3ti detare illiorillation		Structure information	and purpose		3ti detare imorniation	intorniation using a

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an action plan to investigate a research	and ideas in a way that is appropriate to the	using an appropriate style for the audience	and ideas in a way that is appropriate to the	ii. structure information and ideas in a way that is	style for the audience and purpose	and ideas in a way that is appropriate to the	recognized convention.
question	specified format	and purpose	specified format	appropriate to the	ii. structure information	specified format	Criterion D:
iii. use research methods to collect and record	iii. document sources of information using a	ii. structure information and ideas in a way that is	iii. document sources of information using a	specified format iii. document sources of	and ideas in a way that is appropriate to the	iii. document sources of information using a	Thinking Critically
relevant information iv.	recognized convention.	appropriate to the	recognized convention.	information using a	specified format	recognized convention.	
evaluate the process and	-	specified format	_	recognized convention.	iii. document sources of	-	i. discuss concepts,
results of the	Criterion D:	iii. document sources of	Criterion D:		information using a	Criterion D:	issues, models, visual
investigation.	Thinking Critically	information using a recognized convention.	Thinking Critically	Criterion D:	recognized convention.	Thinking Critically	representation and theories
		recognized convention.		Thinking Critically	Criterion D:		ii. synthesize information
Criterion C:	i. discuss concepts,	Criterion D:	i. discuss concepts,		Thinking Critically	i. discuss concepts,	to make valid arguments
Communicating	issues, models, visual	Thinking Critically	issues, models, visual	i. discuss concepts,	THIRKING CHUCANY	issues, models, visual	iii. analyse and evaluate
Goriiii dinedeni.	representation and theories	Triming Critically	representation and theories	issues, models, visual representation and	i. discuss concepts,	representation and theories	a range of sources/data in terms of origin and
i. communicate	ii. synthesize information	i. discuss concepts,	ii. synthesize information	theories	issues, models, visual	ii. synthesize information	purpose, examining
information and ideas	to make valid arguments	issues, models, visual	to make valid arguments	ii. synthesize information	representation and	to make valid arguments	value and limitations iv.
using an appropriate style for the audience	iii. analyse and evaluate	representation and theories	iii. analyse and evaluate	to make valid arguments	theories	iii. analyse and evaluate	interpret different
and purpose	a range of sources/data in terms of origin and	ii. synthesize information	a range of sources/data in terms of origin and	iii. analyse and evaluate a range of sources/data	ii. synthesize information to make valid arguments	a range of sources/data in terms of origin and	perspectives and their implications
ii. structure information	purpose, examining	to make valid arguments	purpose, examining	in terms of origin and	iii. analyse and evaluate	purpose, examining	p.iidations
and ideas in a way that is	value and limitations iv.	iii. analyse and evaluate	value and limitations iv.	purpose, examining	a range of sources/data	value and limitations iv.	
appropriate to the	interpret different	a range of sources/data	interpret different	value and limitations iv.	in terms of origin and	interpret different	
specified format iii. document sources of	perspectives and their implications	in terms of origin and purpose, examining	perspectives and their implications	interpret different perspectives and their	purpose, examining value and limitations iv.	perspectives and their implications	
information using a	Implications	value and limitations iv.	implications	implications	interpret different	Implications	
recognized convention		interpret different			perspectives and their		
		perspectives and their implications			implications		
Criterion D:		implications					
Thinking Critically							
Trimining critically							
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							

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.
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