



Marietta City Schools

District Unit Planner

Everything on the unit planner must be included on the unit curriculum approval statement.

World History

Unit title	<i>Unit 1: Ancient Civilizations of the World</i>	MYP year	5	Unit duration (hrs)	<i>10.5 hours</i>
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GSE Standards

Standards

Concepts/Skills to be Mastered by Students

SSWH1 Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC.

- a. Compare and contrast Mesopotamian and Egyptian societies, including religion, culture, economics, politics, and technology.
- b. Describe the societies of India and China, including religion, culture, economics, politics, and technology.
- c. Explain the development of monotheism, include: the concepts developed by the ancient Hebrews.
- d. Identify the Bantu migration patterns and contribution to settled agriculture.
- e. Explain the rise of the Olmecs.

Information Processing Skills:

1. compare similarities and differences
6. identify and use primary and secondary sources

Map and Globe Skills:

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 the impact of geography on historical and current events

8. draw conclusions and make generalizations based on information from maps

SS Reading Standards 6-8:

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.

SS Writing Standards 6-8:

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 Terms:

Comparing Mesopotamian & Egyptian societies; Religious development; Development of Mesopotamian, Egyptian, Chinese, Indian, & Hebrew culture ; Comparing Mesopotamia & Egyptian societies; Politics of Indian & Chinese societies.

Key concept	Related concept(s)	Global context
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.	Causality Significance Civilization	Identities & Relationships

Statement of Inquiry

SOI: 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.

Inquiry questions

Factual
 What are the characteristics of a civilization?
 Why did these characteristics emerge?

Conceptual
 In what ways were early civilizations similar or different?
 How do the physical features of a region affect the development of the characteristics of a civilization?

<p>Debatable Which of the civilizations in this unit could be considered the most important? Which characteristics of a civilization play the greatest role in its success?</p>		
MYP Objectives	Assessment Tasks On Level Course	
<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 D. Thinking Critically	<p>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.</p> <p>Differentiation: Scaffold: Debatable Questions: Which Civilization is the Most Important</p>	<p>Formative Assessment(s): Unit 1 Multiple Choice CFA</p> <p>Summative Assessment(s): Unit 1 Multiple Choice Summative Debatable Question: Which Civilization is the Most Important</p>
MYP Objectives	Assessment Tasks Honors Level Course	
<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>
C. Communicating	<p>Autopsy of an Empire Students will deconstruct one of the empires studied in class and create a representation of the empire’s characteristics and important information.</p>	<p>Formative Assessment(s): TBD By Honors WH Team</p> <p>Summative Assessment(s): TBD By Honors WH Team</p>

Approaches to learning (ATL)

Category: Social

Cluster: Collaboration Skills

Skill Indicator: Listen actively to other perspectives and ideas

Category: Communication

Cluster: Communication Skills

Skill Indicator: Write for different purposes

Others listed on the planner teachers may consider:

Listen actively to other perspectives and ideas

Consider ethical, cultural, and environmental implications

Write for different purposes

Combine knowledge, understanding and skills to create products or solutions

Refer to https://isa.edu.gr/backend/vendor/ckeditor/plugins/fileman/Uploads/Inner%20pages%20documents/MYP/atl_skills_approaches_to_learnin.pdf as needed for guidance on categories, skills, and clusters

Learning Experiences On-Level Course

Add additional rows below as needed

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p>SSWH1 Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC.</p> <p>a. Compare and contrast Mesopotamian and Egyptian societies, including religion, culture, economics, politics, and technology.</p> <p>b. Describe the societies of India and China, including religion, culture, economics, politics, and technology.</p>	<p>Introducing TREC: TREC Introduction TREC currency activity CER PPT Skill</p> <p>Students will be introduced to TREC and CER to support successful completion of the MYP Summative task</p>	<p>ELL differentiation</p> <ul style="list-style-type: none"> - content: simplify text, word walls, graphic organizers, framed sentences. - process: chunking, group work in their native language, music videos with subtitles, hands-on manipulatives, think-pair-share - product: modify test procedures for ELs, use notes during tests, non verbal means for assessments, such

<p>c. Explain the development of monotheism, include: the concepts developed by the ancient Hebrews.</p>		<p>as: collages, posters, draw a piece of art, build a diagram, make a timeline, etc.</p> <p>Repeat/clarify directions note-taking assistance, frequent checks for understanding, re-teach when needed, praise and positive comments, binders/graphic organizers/checklist to help with understanding of information and organization, provide study guides for unit assessments, reminders of academic and behavioral expectations, pre-teach/review vocabulary, small group testing when appropriate, read-aloud of test/assessments when required and appropriate, extended time for task/assignment/test completion when appropriate and required (50% & 100%).</p>
<p>SSWH1 Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC.</p> <p>a. Compare and contrast Mesopotamian and Egyptian societies, including religion, culture, economics, politics, and technology.</p> <p>b. Describe the societies of India and China, including religion, culture, economics, politics, and technology.</p> <p>c. Explain the development of monotheism, include: the concepts developed by the ancient Hebrews.</p> <p>SSWH2 Identify the major achievements of Chinese and Indian societies to 500 CE/AD.</p> <p>c. Explain the development and impact of</p>	<p>Comparing World Religions: Religions Jigsaw Activity Students will work independently and then collaboratively to gain understanding of the major world religions Resources to support learning-</p> <ul style="list-style-type: none"> ● Early Religions and Philosophies Graphic Organizer ● Judaism Reading SSWH1c ● Judaism Video SSWH1c ● Hinduism Reading SSWH2c ● Hinduism Video SSWH2c ● Hinduism Activity SSWH2c ● Hinduism Article SSWH2c ● Buddhism Reading SSWH2c ● Buddhism Video SSWH2c ● Confucius Reading SSWH2c ● Confucius Video SSWH2c 	<p>On task reminders, repeat/clarify directions, extended time when needed and appropriate, note-taking assistance, frequent checks for understanding, re-teach when needed, praise and positive comments, binders/graphic organizers/checklist to help with understanding of information and organization, provide study guides for unit assessments, reminders of academic and behavioral expectations, pre-teach/review vocabulary, small group testing when appropriate, read-aloud of test/assessments when required and appropriate, extended time for task/assignment/test completion when</p>

Hinduism and Buddhism in India, and Confucianism on China.		appropriate and required (50% & 100%).
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Learning Experiences Honors Course
Add additional rows below as needed

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
SSWH1 Analyze the origins, structures, and interactions of societies in the ancient world from 3500 BCE/BC to 500 BCE/BC. b. Describe the societies of India and China, including religion, culture, economics, politics, and technology.	Pieces Charts: Ancient China and India Students investigate and research information about Ancient China and India. Then create a PIECES chart summarizing their learning.	TBD by Teachers

Content Resources

<p>On-Level Course (From 2021-22 Planner)</p> <p>Mesopotamia Slides SSWH1a</p> <p>Ancient Egypt Slides SSWH1a</p> <p>Ancient Mesopotamia Scaffold Document Questions SSWH1a</p> <p>Ancient Egypt Scaffold Document Based Questions SSWH1a</p>	<p>Honors Level Course (From 2021-22 Planner)</p> <p>The Neolithic Revolution (Video Support)</p> <p>River Civilizations Map ID Task</p> <p>The Code of Hammurabi</p> <p>The Emergence of Monotheism Religions-of-the-Middle-East-and-Asia-Reading-Packet.pdf</p>
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[Differences between ancient Mesopotamia and Egypt](#)

SSWH1a

[Mesopotamia Crash Course Video](#)

SSWH1ab

[Ancient Egypt Crash Course Video](#)

SSWH1ab

[Code of Hammurabi Analysis](#)

SSWH1a

[Indus Valley Slides](#)

SSWH1b

[Ancient China Slides](#)

SSSWH1b

[Indus Reading Q&A \(English and Spanish\)](#)

SSWH1b

[Indus Valley Crash Course Video](#)

SSWH1b

[Ancient China Crash Course Video](#)

SSWH1ab

[River Civilizations Map Activity](#)

SSWH1,

[River Valley Civilization Chart Comparison Chart](#)

SSWH1,

[River Valley Civilization Chart](#)

SSWH1,

[Unit 1 Vocabulary](#)

[The Bantu Migration](#)

[The Rise of the Olmec](#)

Video Support: [Rise of the Olmec](#)

Chinese Dynasties. Continuity and change over time: [Reading](#)

[CCOT Product](#)

[The Silk Roads and Indian Ocean Trade](#)

Video Support: [The Silk Roads](#)

Early River Valley Civilizations Analysis Questions

<https://docs.google.com/document/d/19CRq9FXi53JNRV5wpHYzkLW6LmyNDTTd/edit>

Unit 1 Vocabulary

<https://docs.google.com/presentation/d/1tTEP5njvmim5LmER78nuo2Q8Antvi5bukKb4MtnJNvo/edit?usp=sharing>

Curriculum Unit Approval Statement

Every team member is expected to read and review the unit planner and contents contained in the unit planner.

This unit meets the rigorous review and approval process of Marietta City Schools. All components of the unit have been reviewed and approved including learning experiences, materials, resources, texts, and assessments. This unit's components:

- Are aligned to Georgia Standards of Excellence and MYP/DP subject area guide (if applicable)
- Are aligned to the pacing of the approved Subject Group Overview
- Provide resources that are appropriate for students' grade level, subject/course level, etc.
- Provide learning experiences that prepare students for course assessments

PLCs review each learning experience using three criteria and collaborate to provide explicit and specific information.

<p>Criteria I: Standards Alignment:</p> <p><i>Learning experiences should provide alignment to the standards and the MYP subject area guide (if applicable).</i></p>	<p>Criteria II: Materials, Resources, and Text Complexity and Controversial Topics and Issues:</p> <p><i>Materials, resources, and texts are grade level and content appropriate.</i></p>	<p>Criteria III: Assessment Alignment:</p> <p><i>Since assessment drives instruction, learning experiences must align to and prepare students for regular common formative and summative assessments used to determine whether students are mastering standards-based content and ATL skills.</i></p>
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Common Formative and Summative Assessments

<p>Assessment Title</p>	<p>Criteria I: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources</u> to:</p> <ol style="list-style-type: none"> 1. State Standards 2. MYP/DP (if applicable) components 3. Aligned to learning experiences <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.</p>	<p>Criteria II: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding</p> <ol style="list-style-type: none"> 1. Complexity of resources including text and vocabulary 2. Controversial topics and issues in learning experiences, materials or resources <p>Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the specific quote(s) and reference page numbers or location (ex: time in video).</p>
<p>Formative Assessment(s):</p>		
<p>Summative(s) Assessment:</p>		
<p>Plan to address issues or concerns noted:</p>	<p>NA</p>	

Learning Experiences

Add additional rows below as needed.

Learning Experience Title	Criteria I: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources</u> to: <ol style="list-style-type: none"> 1. State Standards 2. MYP/DP (if applicable) components Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.	Criteria II: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding <ol style="list-style-type: none"> 1. Complexity of resources including text and vocabulary 2. Controversial topics and issues in learning experiences, materials or resources Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the specific quote(s) and reference page numbers or location (ex: time in video).	Criteria III: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding <ol style="list-style-type: none"> 1. Common Assessment alignment to instruction and/or standards Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.
LE 1:			
LE 2:			
LE 3:			
Plan to address issues or concerns noted:	NA		

Resources listed on unit planner

Add additional rows below as needed.

Resources	Criteria I: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding the <u>alignment of learning experiences, materials, and resources</u> to: 1. State Standards 2. MYP/DP (if applicable) components Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.	Criteria II: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. Complexity of resources including text and vocabulary 2. Controversial topics and issues in learning experiences, materials or resources Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution. Include the specific quote(s) and reference page numbers or location (ex: time in video).	Criteria III: Does the PLC have any <u>concerns</u> or <u>issues</u> regarding 1. Common Assessment alignment to instruction and/or standards Respond below with a N/A if you have no concerns or provide explicit comments related to concerns including method of resolution.
Resource:			
Plan to address issues or concerns noted:	NA		

By typing my name below I am acknowledging that I have fully read, reviewed, listed concerns with resolutions, and approved of all contents included in the unit planner including learning experiences, materials, resources, texts, and assessments referenced on it. All other content and materials not included on the unit planner are the local school's responsibility (BOE IKB).

Curriculum Team Signatures:

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