



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 2: Classical Mediterranean Societies & Empires</i>	MYP year	5	Unit duration (hrs)	<i>15 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

SSWH2 Identify the major achievements of Chinese and Indian societies to 500 CE/AD.

- Describe the development of Indian civilization, include: the rise and fall of the Maurya and Gupta Empires.
- Describe the development of Chinese civilization under Zhou, Qin, and Han.
- Explain the development and impact of Hinduism and Buddhism on India, and Confucianism on China.
- Explain how geography contributed to the movement of people and ideas, including: Silk Roads and Indian Ocean Trade.

SSWH3 Examine the political, philosophical, and cultural interaction of Classical Mediterranean societies from 700 BCE/BC to 400 CE/AD.

- Compare the origins and structure of the Greek polis, the Roman Republic, and the Roman Empire.
- Identify the ideas and impact of important individuals, include: Socrates, Plato, Aristotle, Alexander the Great, Julius Caesar, and Augustus Caesar.

- c. Analyze the impact of Greek and Roman culture, politics, and technology.
- d. Describe polytheism in the Greek and Roman world.
- e. Explain the origins and diffusion of Christianity in the Roman world.
- f. Analyze the factors that led to the collapse of the Western Roman Empire.

SSWH4 Analyze impact of the Byzantine and Mongol empires.

- a. Describe the relationship between the Roman and Byzantine Empires, include: the importance of Justinian and Empress Theodora.
- b. Analyze the impact Byzantium had on Kiev, Moscow, and the Russian Empire.
- c. Explain the Great Schism (East-West Schism) of 1054 CE/AD.
- d. Explain the decline of Byzantium and the impact of the fall of Constantinople in 1453 CE/AD.
- e. Describe the impact of the Mongols on Russia, China, and the Middle East, include: the role of Chinggis (Genghis) Khan in developing the Mongol Empire.

Information Processing Skills:

- 1. compare similarities and differences
- 6. identify and use primary and secondary sources
- 7. interpret timelines, charts, and tables
- 8. identify social studies reference resources to use for a specific purpose
- 16. check for consistency of information

Map and Globe Skills:

- 6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic 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
- 11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

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:

Collapse of Western Roman Empire; Relationship between Roman & Byzantine Empire; Great Schism of 1054 CE/AD (4c) Decline of Byzantium & Fall of Constantinople; Religious development & diffusion; Development, structure, & impact of Greek & Roman governments; Development of the Mongol Empire; Famous Greeks & Romans; Importance of Justinian & Empress Theodora; Role of Chinggis (Genghis) Khan; Constantinople, Kiev, & Moscow; Cultural diffusion; Trade Networks; Byzantine/Russian Relations; Impact of Mongol Expansion; Relationship between Byzantine & Roman empires

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	Growth Power Culture	Identities and Relationships Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human.

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 is an empire?
- What caused the rise of the Mediterranean Empires?
- What factors can lead to the end of an empire?

Conceptual

- How are the Mediterranean Empires similar and different?
- How did the Mediterranean Empires influence one another?
- How did the leaders of the Mediterranean Empires lead to the success and/or failure of them?

Debatable

- To what extent did the Mediterranean Empires become progressively better over time?
- To what extent is an empire a reflection of its leaders?

MYP Objectives

Assessment Tasks On Level Course

What specific MYP objectives will be addressed during this unit?	Relationship between summative assessment task(s) and statement of inquiry:	List of common formative and summative assessments.
<p>Criterion B: Investigating an empire with proper research skills</p> <p>Criterion C: Communicating your ideas clearly in a proper brochure format</p>	<p>Brochure of an Empire</p> <p>Students chose one of the following empires (Persia, Rome, Greece, Mogol, Byzantine, Alexander the Great Empire) and research information related to the standard and statement of inquiry to create brochure which should include:</p> <ul style="list-style-type: none"> • why your empire is unique and different from other places • persuasion as to why people should visit your empire • any other factual information that provides information about the empire 	<p>Formative Assessment(s):</p> <p>Classical Mediterranean Societies & Empires CFA</p> <p>Summative Assessment(s):</p> <p>Ancient Greece ESOL Assessment</p> <p>Classical Mediterranean Societies & Empires Multiple Choice Assessment</p> <p>Classical Mediterranean Societies and Empires Summative 2020</p>
MYP Objectives	Assessment Tasks Honors Level Course	
What specific MYP objectives will be addressed during this unit?	Relationship between summative assessment task(s) and statement of inquiry:	List of common formative and summative assessments.
<p>Criterion B: Investigating</p> <p>Criterion C: Communicating</p>	<p>DBQ 1 Fall of Rome</p> <p>Document Analysis Form Fall of Rome</p> <p>Feudal Europe</p>	<p>Formative Assessment(s):</p> <p></p> <p>Summative Assessment(s):</p> <p>Classical Mediterranean Societies and Empires Summative 2020</p> <p>Empire Brochure</p>
Approaches to learning (ATL)		

Category: Communication

Cluster: Exchanging Thoughts, messages, and information

Skill Indicator:

Negotiate ideas and knowledge with peers and teachers

Category: Research

Cluster: Transfer Skills

Skill Indicator:

Combine knowledge, understanding and skills to create products or solutions

Learning Experiences On-Level Course

Add additional rows below as needed

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
<p>SSWH3 Examine the political, philosophical, and cultural interaction of Classical Mediterranean societies from 700 BCE/BC to 400 CE/AD.</p> <p>SSWH4 Analyze impact of the Byzantine and Mongol empires.</p>	<p>How do we recognize an empire? This collaborative activity allows students to investigate early historical empires and their characteristics.</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 as: collages, posters, draw a piece of art, build a diagram, make a timeline, etc. <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</p>

		<p>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>SSWH3 Examine the political, philosophical, and cultural interaction of Classical Mediterranean societies from 700 BCE/BC to 400 CE/AD.</p> <p>a. Compare the origins and structure of the Greek polis, the Roman Republic, and the Roman Empire.</p> <p>b. Identify the ideas and impact of important individuals, include: Socrates, Plato, Aristotle, Alexander the Great, Julius Caesar, and Augustus Caesar.</p> <p>c. Analyze the impact of Greek and Roman culture, politics, and technology.</p>	<p>Roman Republic: Your Legal Rights Activity For this activity, students play the role of a Roman lawmaker. The Republic confronts crises at every turn. Involved in politics, your job is to enact laws that are fair, that treat all citizens equally and, of course, that keep the Republic from falling apart.</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 as: collages, posters, draw a piece of art, build a diagram, make a timeline, etc. <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</p>

		time for task/assignment/test completion when appropriate and required (50% & 100%).
<p>SSWH2 Identify the major achievements of Chinese and Indian societies to 500 CE/AD.</p> <p>SSWH3 Examine the political, philosophical, and cultural interaction of Classical Mediterranean societies from 700 BCE/BC to 400 CE/AD.</p> <p>SSWH4 Analyze impact of the Byzantine and Mongol empires.</p>	<p>Classical Empires timeline Students work in collaborative groups to display the similarities and differences among the four empires of their choice. This activity also integrates empires and civilizations from Unit 1</p>	

Learning Experiences Honors Course
Add additional rows below as needed

Objective or Content	Learning Experiences	Personalized Learning and Differentiation
		All information included by PLC in the differentiation box is the responsibility and ownership of the local school to review and approve per Board Policy IKB.

<p>SSWH3 Examine the political, philosophical, and cultural interaction of Classical Mediterranean societies from 700 BCE/BC to 400 CE/AD.</p> <p>a. Compare the origins and structure of the Greek polis, the Roman Republic, and the Roman Empire.</p>	<p>Ancient Rome Interactive Notebook</p>	
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<p>b. Identify the ideas and impact of important individuals, include: Socrates, Plato, Aristotle, Alexander the Great, Julius Caesar, and Augustus Caesar.</p> <p>c. Analyze the impact of Greek and Roman culture, politics, and technology.</p> <p>d. Describe polytheism in the Greek and Roman world.</p> <p>e. Explain the origins and diffusion of Christianity in the Roman world.</p> <p>f. Analyze the factors that led to the collapse of the Western Roman Empire.</p>		
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Content Resources

<p>On-Level Course (From 2021-22 Planner)</p> <p>How do we recognize an empire? Introductory Lesson for Empires SSWH3</p> <p>Greece Vocabulary Chart and Activity SSWH3</p> <p>Ancient Greece Reading and Vocabulary Activity (English and Spanish) SSWH3</p> <p>What is a city-state reading activity SSWH3</p> <p>Getting to Know Ancient Greece Webquest SSWH3</p> <p>Getting to Know Ancient Greece Athens TedEd Video</p>	<p>Honors Level Course (From 2021-22 Planner)</p> <p>Ancient Rome Interactive Notebook</p> <p>DBQ 1 Fall of Rome Document Analysis Form Fall of Rome</p> <p>Feudal Europe (next unit?)</p> <p>DBQ 2 Bubonic Plague (next unit?) Bubonic Plague</p>
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SSWH3a

[Sparta TedEd Video](#)

SSWH3a

[Athens Sparta T Chart Activity](#)

SSWH3a

[Rome Vocabulary Activity](#)

SSWH3

[Ancient Rome Geography PPT - ESOL](#)

SSWH3a and MAGS 6&10

[Roman Republic: Your Legal Rights Activity](#)

SSWH3

[Rome Think Tac Toe](#)

SSWH3bcf

[Life in Rome TedEd Video](#)

SSWH3ac

[Roman Soldier TedEd Video](#)

SSWH3ac

[Killing Julius Caesar TedEd Video](#)

SSWH3ab

[Caesar Augustus TedEd Video](#)

SSWH3b

[Fall of Rome DBQ](#)

SSWH3f

[Fall of Rome Scaffold Reading Q&A \(Spanish and English\)](#)

SSWH3f

[Greece and Rome DBQ](#) (link is to something owned by another school system.)

SSWH3

[Christianity and the Roman Empire Notes](#)

SSWH3e

[Rome Webquest](#)

SSWH3

[Rise and Fall of the Byzantine Empire TedEd Video](#)

SSWH4ad

[The Byzantine Empire Reading Activity \(Spanish and English\)](#)

SSWH4ac

[Emperor Justinian and the Byzantine Empire](#)

SSWH4ac

[Walls of Constantinople TedEd video](#)

SSWH4ac

[Hagia Sophia TedEd Video](#)

SSWH4a

[Mongol Empire Notes](#)

SSWH4e

[Mongolian Empires Cloze Notes](#)

SSWH4e

[Mongol Image Activity](#)

SSWH4e

[Rise and Fall of the Mongols TedEd Video](#)

SSWH4e

[Mongol Queen Daily Life](#)

SSWH4e

[History V Khan TedEd Video](#)

SSWH4e	
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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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