

MCS MYP (COURSE) Subject Group Overview

Unit Name	Unit 0 History Skills	Unit 1 & 2 The Global Tapestry and Networks of Exchange - 1200 - 1450	Land-Based Empires 1450 - 1750	Transoceanic Connections 1450 - 1750	Revolutions 1750 - 1900	Consequences of Industry 1750 to 1900	Global Conflict 1900 - present	Cold War and Decolonization 1900 - present	Globalization 1900 - present	AP Exam Prep
Time Frame	4 Hours	20 Hours	12 Hours	15 Hours	20 Hours	12 Hours	20 Hours	12 Hours	3.75 Hours	3.75 Hours
Standards	SSWH 1, 2, 3 AP Content: Scaffolding for course. Map and Globe Skills: 4, 6, 7, 8 Information Processing Skills: 1, 6	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 Comparison in the period from AP Content: The Silk Roads The Mongol Empire and the Making of the Modern World Exchange in the Indian Ocean Trans-Saharan Trade Routes	SSWH9, 12 AP Content: Empires Expand Empires: Administration Empires: Belief Systems Comparison in Land-Based Empires Map and Globe Skills: 8 Information Processing Skills: 1, 11	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 Information Processing Skills: 1, 11	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 Map and Globe Skills: 6,8 Information Processing Skills:	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 Interconnected World Effects of Migration Causation in the Imperial Age Map and Globe Skills: 7,11 Information Processing Skills: 5,11,17	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 Information Processing Skills: 1,3,17	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 After Resistance to Globalization Institutions Developing in a Globalized World Continuity and Change in a Globalized World Map and Globe Skills: 6,8,10	AP Exam Prep

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		<p>Cultural consequences of connectivity Environmental Consequences of connectivity Comparison of Economic Exchange</p> <p>Map and Globe Skills: 4, 6, 7, 8 Information Processing Skills: 1, 4, 5, 6, 8, 11, 12, 15</p>			2,4,5,6,7,8,11,15 6				Information Processing Skills: 1,3,17	
Approaches To Learning Instructional Strategies	<p>Category: Self-Management Cluster: Organization Skill Indicator: Students will use appropriate strategies for organizing complex information (TEA model, Cornell notes)</p>	<p>Category: Research Cluster: Information Literacy Skill Indicator: Making connections between various sources of information (How to Run an Empire Project)</p>	<p>Category: Thinking Cluster: Critical thinking Skill Indicator: Gather and organize relevant information to form an argument (Devshirme DBQ)</p>	<p>Category: Thinking Cluster: Critical thinking Skill Indicator: Draw reasonable conclusions and generalizations (Stimulus-based Multiple Choice exams)</p>	<p>Category: Thinking Cluster: Critical thinking skills Skill Indicator: Recognize unstated assumptions and bias (learning strategies for source analysis)</p>	<p>Category: Thinking Cluster: Critical thinking skills Skill Indicator: Consider ideas from multiple perspectives</p>	<p>Category: Affective Cluster: Affective Skill Indicator: Students manage their test strategies by completing a “blind” DBQ with no source preview time.</p>	<p>Category: Thinking Cluster: Transfer Skill Indicator: Make connections between subject groups and disciplines (SAQ practice).</p>	<p>Category: Thinking Cluster: Transfer Skill Indicator: Compare conceptual understandings across multiple subject groups and disciplines.</p>	AP Exam Prep

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<p>Statement of Inquiry</p>	<p>Societies design structures in order to provide order and stability.</p>	<p>The culture of a society is the product of religion, beliefs, customs, traditions, and government of that society; when societies expand the interaction can result in cooperation and/or conflict.</p>	<p>While change occurs over time, there is continuity to the basic structure of the society.</p>	<p>The movement or migration of people and ideas affects all societies involved politically, economically, and socially.</p>	<p>Societies can adopt, adapt, or resist significant ideas.</p>	<p>Actions of individuals, groups, and/or institutions affect society through intended and unintended consequences.</p>	<p>Nations form alliances to protect their military, cultural and economic interests.</p>	<p>Political and social perspectives on the process and effects of globalization reflect circumstances and values.</p>	<p>Political and social perspectives on the process and effects of globalization reflect circumstances and values.</p>	<p>AP Exam Prep</p>
<p>Global Context</p>	<p>Identities and Relationships Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human.</p>	<p>Identities and Relationships Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human.</p>	<p>Personal and Cultural Expression Students will explore the ways in which products, systems express ideas, culture, beliefs and values.</p>	<p>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</p>	<p>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.</p>	<p>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.</p>	<p>Identities and Relationships Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human.</p>	<p>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.</p>	<p>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.</p>	<p>AP Exam Prep</p>

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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.	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.	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.	AP Exam Prep
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	AP Exam Prep
Design Cycle Trans-disciplinary	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	Literacy Standards: L9-10RHSS3; L9-10RHSS9; L9-10WHST1; L9-10WHST2	AP Exam Prep
MYP Assessments/	None Unit 0 serves as a brief unit to	Unit 1+2 Summative Exam Students will take an	DBQ: Devshirme Students apply DBQ skills to	DBQ: Unit 3+4 Summative Exam	DBQ: Manchester and the Industrial Revolution	Unit 5+6 Summative Exam	DBQ: Growth of Fascism	SAQ Exam Students answer 3 SAQ prompts over	AP Mock Test Students take a mock multiple	AP Exam Prep

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<p>Performance Tasks</p>	<p>train students in historical skills that will be formally assessed in future units</p>	<p>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>The DBQ: The Black Death DBQ Students will apply skills learned through the first two units to the procedures surrounding the AP Exam’s Document Based Question</p> <p>Criterion A: Investigating Criterion B: Communicating Criterion D: Thinking Critically</p>	<p>address a DBQ on the Ottoman bureaucratic strategy of <i>devshirme</i>, aiming for the Core Four points on the DBQ Rubric.</p> <p>Criterion A: Investigating Criterion B: Investigating Criterion C: Communicating Criterion D: Thinking Critically</p>	<p>Students will take an exam in the format of the AP Exam’s stimulus based multiple choice. Students will also have an SAQ to answer.</p> <p>Criterion A: Investigating Criterion B: Investigating Criterion C: Communicating Criterion D: Thinking Critically</p>	<p>Students apply DBQ skills to address a DBQ on the growth of industry in 19th century Manchester, using the full DBQ rubric.</p> <p>Criterion A: Investigating Criterion B: Investigating Criterion C: Communicating Criterion D: Thinking Critically</p>	<p>Students will take an exam in the format of the AP Exam’s stimulus based multiple choice. Students will also have a LEQ to answer (see below).</p> <p>LEQ: Causes of Imperialism Students answer an LEQ in AP Exam style about the causes of industrialized imperialism</p> <p>Criterion A: Investigating Criterion B: Investigating Criterion C: Communicating Criterion D: Thinking Critically</p>	<p>Students apply DBQ skills to address a DBQ on the growth of fascism in 1920s and 30s Europe, using the full DBQ rubric.</p> <p>Criterion A: Investigating Criterion B: Investigating Criterion C: Communicating Criterion D: Thinking Critically</p>	<p>unit content in order to mirror the AP exam’s SAQ section</p> <p>Criterion A: Investigating Criterion B: Investigating Criterion C: Communicating Criterion D: Thinking Critically</p>	<p>choice test to mirror AP exam’s section</p> <p>Criterion A: Investigating Criterion B: Investigating Criterion C: Communicating Criterion D: Thinking Critically</p>	
<p>Differentiation For Tiered Learners</p>	<p>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.</p>									