



Marietta City Schools

District Unit Planner

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

Individuals and Societies AP World History

Unit title	<i>Historical Skills</i>	MYP year	5	Unit duration (hrs)	4 Hours
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GSE Standards

Standards

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

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

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.

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, including: Socrates, Plato, Aristotle, Alexander the Great, Julius Caesar, and Augustus Caesar.
- Analyze the impact of Greek and Roman culture, politics, and technology.
- Describe polytheism in the Greek and Roman world.
- Explain the origins and diffusion of Christianity in the Roman world.
- Analyze the factors that led to the collapse of the Western Roman Empire.

Concepts/Skills to be Mastered by Students

Information Processing Skills:

1. Compare similarities and differences.

- 6. Identify and use primary and secondary sources.
- 11. Draw conclusions and make generalizations.

Map and Globe Skills:

- 6. Use map key/legends 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.

Literacy Standards:

L6-8RHSS7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

L6-8RHSS9: Analyze the relationship between a primary and secondary source on the same topic.

L6-8WHST10: Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

L6-8WHST2: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. All elements, A-F.

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

Statement of inquiry

Societies design structures in order to provide order and stability.

Inquiry questions

Factual:

- 1. What are the characteristics of six major world religions by the year 1200 CE?

Conceptual:

- 1. How did major world religions influence notable civilizations from 10,000 BCE to 1200 CE?

Debatable:

- 1. How did these six early civilizations shape their regions?
- 2. How have they continued to shape human interactions throughout human history?

MYP Objectives	Assessment Tasks	
<i>What specific MYP objectives will be addressed during this unit?</i>	Relationship between summative assessment task(s) and statement of inquiry:	<i>List of common formative and summative assessments.</i>
Criterion A: Investigating Criterion B: Investigating Criterion C: Communicating Criterion D: Thinking Critically	No Summative Assessment Unit 0 serves as a brief unit to train students in historical skills that will be formally assessed in future units.	Formative Assessment(s): Thesis Writing Activity Religion Cornell Notes Example Pre-1200 TEA Model PIECES Orientation Activity Summative Assessment(s): NONE
Approaches to learning (ATL)		
Category: Self-Management Cluster: Organization Skill Indicator: Students will use appropriate strategies for organizing complex information (TEA model, Cornell notes)		

<u>Learning Experiences</u> Add additional rows below as needed		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation
Writing a Strong Thesis	Introduction to Thesis Writing Activity	To be determined by the World History AP Team
Understanding Concepts of Major Religions	TED TALK - Five Major World Religions	To be determined by the World History AP Team

Structuring a SAQ Response Through the TEA Model	Heimler History → World History BEFORE 1200 World History BEFORE 1200 Notes Activity Heimler History → How to Write an SAQ (TEA Model)	To be determined by the World History AP Team
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Content Resources

First Days of School Activities

[Important Events in History Argumentation](#)
[Argumentation: Events in History](#)
[Why Study History Carousel](#)
[John Green: Why Study \(An Open Letter for Students Returning to School\)](#)

[Historical Thinking Skills → PIECES Orientation](#)
[World Religions Kahoot](#)