



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>Unit 4: Transoceanic Connections 1450 - 1750</i>	MYP year	5	Unit duration (hrs)	15 Hours
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Mastering Content and Skills through INQUIRY (Establishing the purpose of the Unit): *What will students learn?*

GSE Standards

Standards

SSWH10 Analyze the causes and effects of exploration and expansion into the Americas, Africa, and Asia.

- Explain the roles of explorers and conquistadors.
- Analyze the global, economic, and cultural impact of the Columbian Exchange.
- Explain the role of improved technology in exploration.
- Examine the effects of the Transatlantic Slave Trade on Africa and on the colonies in the Americas.

College Board Learning Objectives:

Unit 4 Learning Objective A Explain how cross-cultural interactions resulted in the diffusion of technology and facilitated changes in patterns of trade and travel from 1450 to 1750

Unit 4 Learning Objective B Describe the role of states in the expansion of maritime exploration from 1450 to 1750

Unit 4 Learning Objective C Explain the economic causes and effects of maritime exploration by the various European states

Unit 4 Learning Objective D Explain the causes of the Columbian Exchange and its effects on the Eastern and Western Hemispheres

Unit 4 Learning Objective E Explain the process of state building and expansion among various empires and states in the period from 1450 to 1750

Unit 4 Learning Objective F Explain the continuities and changes in economic systems and labor systems from 1450 to 1750

Unit 4 Learning Objective G Explain changes and continuities in systems of slavery in the period from 1450 to 1750

Unit 4 Learning Objective H Explain how rulers employed economic strategies to consolidate and maintain power throughout the period from 1450 to 1750.

Unit 4 Learning Objective I Explain the continuities and changes in networks of exchange from 1450 to 1750.

Unit 4 Learning Objective J Explain how political, economic, and cultural factors affected society from 1450 to 1750.

Unit 4 Learning Objective K Explain the similarities and differences in how various belief systems affected societies from 1450 to 1750.

Unit 4 Learning Objective L Explain the effects of the development of state power from 1450 to 1750.

Unit 4 Learning Objective M Explain how social categories, roles, and practices have been maintained or have changed over time.

Concepts/Skills to be Mastered by Students

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

Information Processing Skills:

- 1. Compare similarities and differences
- 11. Draw conclusions and make generalizations

Literacy Standards:

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: Analyze the relationship between a primary and secondary source on the same topic.

L9-10WHST1: Write arguments focused on discipline-specific content.

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
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.	Conflict Governance Cooperation	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

Statement of inquiry

The movement or migration of people and ideas affects all societies involved politically, economically, and socially.

Inquiry questions

Factual

Compare the development and expansion of large maritime empires from 1450 to 1750 CE.

What strategies did rulers use to legitimize and consolidate their power in maritime empires in this period? (include economic strategies and relationships between practitioners of belief systems).

How can evidence of historical practices be interpreted and formulated effectively?

Conceptual

What elements remained **continuous** in Afro-Eurasian maritime based empires between 1450 - 1750?
 What elements underwent **change** among Afro-Eurasian maritime based empires between 1450 - 1750?

Debatable

Were the strategies used by maritime-based empires to extend control more effective than the strategies used by land-based empires?

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	DBQ 2: The Portuguese in the Indian Ocean (Released AP DBQ). 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. DBQ 2: Grading Rubric	Formative Assessment(s): Unit 4 Vocabulary Quiz Summative Assessment(s): Unit 3 and 4 Exam (to be created later)
Approaches to learning (ATL)		
Category: Thinking Cluster: Critical thinking Skill Indicator: Draw reasonable conclusions and generalizations (Stimulus-based Multiple Choice exams)		

Learning Experiences Add additional rows below as needed		
Objective or Content	Learning Experiences	Personalized Learning and Differentiation
Analyze characteristics of a mercantilist economy during the Age of Exploration	Students participate in a simulation that helps students understand the characteristics of a mercantilism system	To be determined by the World History AP Team
Analyze the impact of Portuguese exploration in the Indian Ocean trade system	Portuguese Exploration in the Indian Ocean	To be determined by the World History AP Team

Analyze the impact of the silver trade on European economies	Silver Trade DBQ	To be determined by the World History AP Team
Content Resources		
Unit 4 Quizlet ATL 4, 5 Portuguese Exploration in the Indian Ocean ATL 3		