

MCS MYP (COURSE) Subject Group Overview

Unit Name	Ancient Civilizations of the World	Classical Societies & Empires	Regional Empires & Trade	European and Asian Middle Ages	Renaissance and Reformation	The Americas and the Age of Exploration	The Enlightenment & Age of Revolutions	Industrialization, Nationalism, Imperialism, and WWI	Between the Wars and WWII	The Cold War, Decolonization, and Globalization
Time Frame	10.5 Hours	16.5 Hours	13.5 Hours	10.5 Hours	9 Hours	7.5 Hours (5)	15 Hours (8)	13.5 Hours (11)	15 Hours (10)	13.5 Hours (9)
Standards	SSWH1 Map and Globe Skills: 4, 6, 7, 8 Information Processing Skills: 1, 6	SSWH2; SSWH3; SSWH4 Map and Globe Skills: 6, 10, 11 Information Processing Skills: 1, 6, 7, 8, 16	SSWH4d-e; SSWH5; SSWH6; SSWH12 Map and Globe Skills: 4, 6, 7, 8 Information Processing Skills: 1, 4, 5, 6, 8, 11, 12, 15	SSWH7; SSWH11a Map and Globe Skills: 8 Information Processing Skills: 1, 11	SSWH9; SSWH13a Map and Globe Skills: 8 Information Processing Skills: 1, 11	SSWH8; SSWH10; SSWH11b Map and Globe Skills: 6, 10 Information Processing Skills: 1, 11	SSWH13b; SSWH14 Map and Globe Skills: 6,8 Information Processing Skills: 2,4,5,6,7,8,11,15, 16	SSWH15; SSWH16 SSWH17 Map and Globe Skills: 7,11 Information Processing Skills: 5,11,17	SSWH17; SSWH18 SSWH19; Map and Globe Skills: 6,7,8,10 Information Processing Skills: 1,3,6,7,12	SSWH20 SSWH21; SSWH22 Map and Globe Skills: 6,8,10 Information Processing Skills: 7,8,11,12
Approaches To Learning Instructional Strategies	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	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	Category: Communication Cluster: Communication Skills Skill Indicator: Write for different purposes Category: Thinking Cluster: Creating Thinking Skills Skill Indicator: Use brainstorming and visual diagrams to	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	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	Category: Social Cluster: Collaboration Skills Skill Indicator: Listen actively to other perspectives and ideas Category: Research Cluster: Creating Thinking Skills Skill Indicator: Consider ethical, cultural, and environmental implications	Category: Research Cluster: Information Literacy Skills Skill Indicator: Collect and analyze data to identify solutions and make informed decisions Category: Communication Cluster: Communication Skills Skill Indicator: Write for	Category: Thinking Cluster: Creating Thinking Skills Skill Indicator: Use brainstorming and visual diagrams to generate new ideas and inquiry Category: Research Cluster: Research Skill Indicator: Creating Thinking Skills Skill Indicator: Consider ethical, cultural, and	Category: Social Cluster: Collaboration Skills Skill Indicator: Listen actively to other perspectives and ideas Category: Thinking Cluster: Transfer Skills Skill Indicator: Combine knowledge, understanding and skills to create products or solutions	Category: Social Cluster: Collaboration Skills Skill Indicator: Listen actively to other perspectives and ideas Category: Thinking Cluster: Creating Thinking Skills Skill Indicator: Use brainstorming and visual diagrams to

MCS MYP (COURSE) Subject Group Overview

		and skills to create products or solutions	generate new ideas and inquiry				different purposes	environmental implications		generate new ideas and inquiry
Statement of Inquiry	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	The culture of a society is the product of religion, beliefs, customs, traditions, and government of that society.	As societies expand, patterns and trends, along with diversity will cause change that can result in commonality, cooperation, and conflict.	While change occurs over time, there is continuity to the basic structure of the society.	While change occurs over time, there is continuity to the basic structure of the society.	The global interaction of people and ideas affect relationships, power and can lead to conflict.	Change in societies may or may not provide new ideas, structure, liberty, and conflict.	The processes and resources that cause innovations and revolutions create opportunities for global interaction.	Global interactions can lead to conflicts and ideologies that cause significant changes.	Nations form alliances to protect their military, cultural and economic interests.
Global Context	Identities and Relationships Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human.	Identities and Relationships Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human.	Identities and Relationships Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human.	Personal and Cultural Expression What is the nature and purpose of creative expression? Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	Personal and Cultural Expression What is the nature and purpose of creative expression? Students will explore the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.	Globalization & Sustainability Students explore inter-connectedness of human systems & communities; the relationship between local and global processes; how experiences mediate the global; reflect on the commonality, diversity and interconnection & inter-connectedness	Fairness and Development What are the consequences of our common humanity? 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.	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	Identities and Relationships Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human	Identities and Relationships Students will explore identity; beliefs and values; human relationships including, communities and cultures; what it means to be human

MCS MYP (COURSE) Subject Group Overview

								environments to their needs		
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.	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.	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.	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.
Related Concepts	Causality Significance Civilization	Growth Power Culture	Patterns and Trends Diversity	Governance Cooperation Identity	Governance Cooperation Identity	Relationships Power Conflict	Conflict Liberty Structure	Innovation and revolution Processes Resources	Conflict Ideology	Conflict Ideology Causality Significance
Design Cycle Transdisciplinary	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	Literacy Standards: L9-10RHSS3; L9-10RHSS9; L9-10WHST1; L9-10WHST2
MYP Assessments/ Performance Tasks	Debatable Question: Which Civilization is the Most Important? Students investigate and research civilizations and choose the one they feel most impacted societies as the	Formative Brochures of an Empire Students will create a travel brochure for an Empire of their choice. They will research key aspects of their chosen Empire and present it in	Ottoman, Safavid, and Mughal Newspaper Students will create a newspaper based on a Gunpowder Empire of their choice. They will use resources to create current	Knights v Samurai Mini DBQ Students examine various primary sources in order to compare and contrast Feudalism in Europe and Japan Criterion C: Communicating	Renaissance Man Comparison Essay Students will compare and contrast various figures in the Renaissance and Reformation in an essay form	Autopsy of an Empire Students will identify the aspects that contributed to the rise, success, and decline of American Empires Criterion B: Investigating	Revolutions DBQ Students examine and analyze primary sources to answer questions and draw conclusions on various revolutions Criterion B: Investigating	Scramble for Africa project Students will simulate the scramble for Africa and examine their impact during the age of Imperialism Criterion C: Communicating	Cold War Annotated Timeline Students create a detailed timeline of chronological events of the Cold War. Criterion B: Investigating	Modern and Current Events Research project Students pick a topic based on modern and current events and present it like a Netflix show

MCS MYP (COURSE) Subject Group Overview

	<p>time and into the modern day. Their claims will include TREC and must be supported by documents that are cited.</p> <p>Criterion D. Thinking Critically</p>	<p>a way that persuades others to visit their Empire.</p> <p>Criterion B: Investigating Criterion C: Communicating</p>	<p>stories and ads that portray their Empire and connect them to the other Empires.</p> <p>Criterion B: Investigating Criterion C: Communicating</p>	<p>Criterion D.:Thinking Critically</p>	<p>Criterion A: Knowing and Understanding</p>	<p>Criterion C: Communicating</p>	<p>Criterion D. Critical Thinking</p>	<p>Criterion D: Thinking Critically</p> <p>Treaty of Versailles Simulation Students will attend the Versailles Conference and examine their impact after WW1 and leading up to WW2.</p> <p>Criterion A: Knowing and Understanding Criterion B: Investigating</p>	<p>Criterion C: Communicating</p>	<p>Criterion B: Investigating Criterion C: Communicating</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>									