| **Unit Name** | Connecting Themes | Our Georgia Geography | Our Georgia Government and Civics | Georgia’s First People | The Georgia Colony | Georgia and the Civil Rights Movement | Economics |
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| **Time Frame** | 10 - 20 Days | 12 - 25 Days | 13 - 25 Days | 13 - 25 Days | 15 - 30 Days | 15 – 30 Days | 15 - 30 Days |
|  | **Standards** | Distribution of PowerIndividuals, Groups, and InstitutionsProduction, Distribution, and ConsumptionScarcityTime, Change, and Continuity | **SS2G1 a**: Geographic Regions**SS2G1 b:** Georgia Rivers | **SS2CG1:** Concept of Government, Need for rules and laws**SS2CG2:** President, Governor, Mayor**SS2CG3**: Citizenship Traits | **SS2G2 a:** Culture, geographyand locations Creek and Cherokee**SS2G2 b:**  Environmentadaption and influence**SS2G2 c:** Impact of regions**SS2G2 d:** Use of resources**SS2H2:** Creek and Cherokeepast and today | **SS2G2 a:** Culture, geography, location**SS2G2 b:** Environment adaption and influence**SS2G2 c**:Impact of regionSS2CG3: TraitsSS2H1 a,b: Colonists’ roles | **SS2G2 a:** Culture, geography, location**SS2G2 b:** Environment adaption and influence**SS2G2 c:** Environment adaption and influenceSS2CG3: Traits**SSH1 a, b,c,d,e,f:** Civil Rights concepts and contributors | **SS2E1:** scarcity, choices, opportunity cost**SS2E2:** Allocation of goods and services**SS2E3**: money and trade**SS2E4:** saving and spending choices |
| **Content Specific Information** | **Map and Globe Skills:**4- Compare and contrastmap features6- Map key/Legend**Information Processing Skills:**1- Similar/different2- Chronology3- Issues, problems, and solutions4- Fact and opinion7- Interpret timelines10- Analyze artifacts | **Map and Globe Skills:**2- Use intermediate directions4- Compare and contrastmap features7- Use maps to explainhistoric and current events**Information Processing Skills:**1- Similar/different4- Fact and opinion5- Main dea, details, and sequence6- Primary and secondary sources8- Social Studies resources9- Construct charts and tables | **Information Processing Skills:**1- Similar/different3- Issues, problems, and solution4- Fact and opinion5- Main dea, details, and sequence6- Primary and secondary sources8- Social Studies resources9- Construct charts and tables10- Analyze artifacts | **Map and Globe Skills:**7- Use maps to explainhistoric and current events**Information Processing Skills:**1- Similar/different2- Chronology3- Issues, problems, and solution5- Main dea, details, and sequence6- Primary and secondary sources7- Interpret timelines8- Social Studies resources9- Construct charts and tables10- Analyze artifacts | **Map and Globe Skills:**7- Use maps to explainhistoric and current events**Information Processing Skills:**1- Similar/different2- Chronology3- Issues, problems, and solution4- Fact and opinion5- Main dea, details, and sequence6- Primary and secondary sources7- Interpret timelines8- Social Studies resources9- Construct charts and tables | **Map and Globe Skills:**1- Use a compass rose2- Use intermediate directions7- Use maps to explainhistoric and current events**Information Processing Skills:**1- Similar/different2- Chronology3- Issues, problems, and solution4- Fact and opinion5- Main dea, details, and sequence6- Primary and secondary sources7- Interpret timelines8- Social Studies resources9- Construct charts and tables | **Information Processing Skills:**1- Similar/different2- Chronology3- Issues, problems, and solution4- Fact and opinion5- Main dea, details, and sequence6- Primary and secondary sources8- Social Studies resources9- Construct charts and tables |
| **Assessments, Performance Projects, and Activities** | Matching the Connecting Themes Review Theme Based Writing Task: Connecting Themes Review Response | Unit Anticipation Guide and AssessmentTheme Based Writing Task: Pick Two  | Unit Anticipation Guide and AssessmentTheme Based Writing Task: Executive Wanted | Unit Anticipation Guide and AssessmentTheme Based Writing Tasks: 1. Past or Present2. If I Were a Creek or Cherokee Child (Narrative Nonfiction)  | Unit Anticipation Guide and AssessmentTheme Based Writing Task: 1. Six-word Summary2. Contributions Poem | Unit Anticipation Guide and AssessmentTheme Based Writing Task: 1. Daisy and Me Venn Diagram 2. Jimmy Carter Today | Unit Anticipation Guide and AssessmentTheme Based Writing Task: It’s the Principles That Matter |
|  | **Differentiation For Tiered Learners** | Marietta City Schools teachers provide specific differentiation of learning experiences for all students. Details for differentiation for learning experiences are included on the district unit planners. |