| **Unit Name** | Connecting Themes | United States Geography | Citizenship and Democratic Ideals | American Indians Past and Present | Exploration | Colonial America | Economics |
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| **Time Frame** | 5-10 Days | 10 - 20 Days |  10 – 20 Days |  15 - 30 Days | 15 – 30 Days | 15 - 30 Days | 10 - 20 Days |
|  | **Standards** | **Themes:**Individuals, Groups, and InstitutionsLocationScarcityTime, Change, and ContinuityConflict and ChangeDistribution of PowerProduction, Distribution, and ConsumptionBeliefs and IdealsHuman Environmental Interactions | **SS3G2** Locate & describeequator, primemeridian, and lines oflatitude and longitude**SS3G1** Locate majortopographical features on a physical map of the US | **SS3CG2 a:** Shared Democratic ideals- respect, rights, common good**SS3CG2 b:** Obeying laws, voting, etc.**SSSCG1 a**: Three national branches**SSCG1 b:** Three statebranches**SSCG3 c:** Responsibilities of the branches | **SS3H1 a, b, c:** Describe early North American Indian cultures**SS3G3 a:**  Explain why some American Indians settled in villages | **SS3H2 a, b, c:** Describe exploration**SS3G3:** Explorers adaptation to environments**SS3E3:** Trade benefits and interdependence | **SS3H 3a, b, c:** Explain the factors that shaped British Colonial America, founding of colonies, colonial life**SS3G3 c**: Describe how geography determined economic activities | **SS3E1:** Productive resources**SS3E2:** Government in the economy**SS3E3**: Interdependence and trade benefits**SS3E4:** Opportunity cost |
| **Content Specific Information** | **Map and Globe Skills:**1- Compass rose**Information Processing Skills:**1- Similar/different2- Chronology 3- Issues, problems, solutions4- Fact and opinion5- Main idea, detail, sequence6- Primary and secondary sources8- SS Resources | **Map and Globe Skills:**1- Compass rose2- Use intermediate directions3- Use a number and grid system4- compare contrast map features6- Map key/Legend7- Maps to explain historic and current events8- Draw conclusion and generalize from maps9- Use latitude and longitude | **Information Processing Skills:**1- Similar/different2- Chronology 3- Issues, problems, solutions4- Fact and opinion5- Main idea, detail, sequence6- Primary and secondary sources8- SS Resources9- Construct charts/tables10- Analyze artifacts | **Map and Globe Skills:**4- compare contrast map features6- Map key/Legend7- Maps to explain historic and current events8- Draw conclusion and generalize from maps**Information Processing Skills:**1- Similar/different3- Issues, problems, solutions6- Primary and secondary sources7- Interpret timelines8- SS Resources9- Construct charts/tables10- Analyze artifact | **Map and Globe Skills:**6- Map key/Legend7- Maps to explain historic and current events8- Draw conclusion and generalize from maps9- Use latitude and longitude**Information Processing Skills:**1- Similar/different3- Issues, problems, solutions4- Fact and opinion5- Main idea, detail, sequence7- Interpret timelines9- Construct charts/tables | **Map and Globe Skills:**2- Use intermediate directions6- Map key/Legend7- Maps to explain historic and current events**Information Processing Skills:**1- Similar/different3- Issues, problems, solutions5- Main idea, detail, sequence6- Primary and secondary sources8- SS Resources9- Construct charts/tables | **Information Processing Skills:**1- Similar/different2- Chronology 3- Issues, problems, solutions4- Fact and opinion5- Main idea, detail, sequence6- Primary and secondary sources7- Interpret timelines8- SS Resources9- Construct charts/tables |
| **Assessments, Performance Projects, and Activities** | Theme Based Writing Task:1. DBQ: *Young Activists: How can you change the World?*2. Themes Times Two | Unit Anticipation Guide and AssessmentTheme Based Writing Task:I am a Landform Narrative | Unit Anticipation Guide and AssessmentTheme Based Writing Task:1. American Democracy Infographic2. DBQ: *Which branch of the government would you most like to serve in?* | Unit Anticipation Guide and AssessmentTheme Based Writing Task:1. How did physical systems affect American Indian groups? 2. DBQ: *How do American Indians contribute to American culture and society today?* | Unit Anticipation Guide and AssessmentTheme Based Writing Task:1. Explorers Expose 2. DBQ: *How did conflict and cooperation between American Indians and European Explorers change life in America?* | Unit Anticipation Guide and AssessmentTheme Based Writing Task:1. Colonial Regions RAFT2. A Child’s Life- | Unit Anticipation Guide and AssessmentTheme Based Writing Task:1. It’s My Life2. DBQ: *How do the four productive resources work together in the economy?* |
|  | **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. |