| **Unit Name** | | Connecting Themes | United States Geography | Citizenship and Democratic Ideals | American Indians Past and Present | Exploration | Colonial America | Economics |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 Institutions  Location  Scarcity  Time, Change, and Continuity  Conflict and Change  Distribution of Power  Production, Distribution, and Consumption  Beliefs and Ideals  Human Environmental Interactions | **SS3G2** Locate & describe  equator, prime  meridian, and lines of  latitude and longitude  **SS3G1** Locate major  topographical 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 state  branches  **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/different  2- Chronology  3- Issues, problems, solutions  4- Fact and opinion  5- Main idea, detail, sequence  6- Primary and secondary sources  8- SS Resources | **Map and Globe Skills:**  1- Compass rose  2- Use intermediate directions  3- Use a number and grid system  4- compare contrast map features  6- Map key/Legend  7- Maps to explain historic and current events  8- Draw conclusion and generalize from maps  9- Use latitude and longitude | **Information Processing Skills:**  1- Similar/different  2- Chronology  3- Issues, problems, solutions  4- Fact and opinion  5- Main idea, detail, sequence  6- Primary and secondary sources  8- SS Resources  9- Construct charts/tables  10- Analyze artifacts | **Map and Globe Skills:**  4- compare contrast map features  6- Map key/Legend  7- Maps to explain historic and current events  8- Draw conclusion and generalize from maps  **Information Processing Skills:**  1- Similar/different  3- Issues, problems, solutions  6- Primary and secondary sources  7- Interpret timelines  8- SS Resources  9- Construct charts/tables  10- Analyze artifact | **Map and Globe Skills:**  6- Map key/Legend  7- Maps to explain historic and current events  8- Draw conclusion and generalize from maps  9- Use latitude and longitude  **Information Processing Skills:**  1- Similar/different  3- Issues, problems, solutions  4- Fact and opinion  5- Main idea, detail, sequence  7- Interpret timelines  9- Construct charts/tables | **Map and Globe Skills:**  2- Use intermediate directions  6- Map key/Legend  7- Maps to explain historic and current events  **Information Processing Skills:**  1- Similar/different  3- Issues, problems, solutions  5- Main idea, detail, sequence  6- Primary and secondary sources  8- SS Resources  9- Construct charts/tables | **Information Processing Skills:**  1- Similar/different  2- Chronology  3- Issues, problems, solutions  4- Fact and opinion  5- Main idea, detail, sequence  6- Primary and secondary sources  7- Interpret timelines  8- SS Resources  9- 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 Assessment  Theme Based Writing Task:  I am a Landform Narrative | Unit Anticipation Guide and Assessment  Theme Based Writing Task:  1. American Democracy Infographic  2. DBQ: *Which branch of the government would you most like to serve in?* | Unit Anticipation Guide and Assessment  Theme 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 Assessment  Theme 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 Assessment  Theme Based Writing Task:  1. Colonial Regions RAFT  2. A Child’s Life- | Unit Anticipation Guide and Assessment  Theme Based Writing Task:  1. It’s My Life  2. 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. | | | | | | |