| **Unit Name** | | Connecting Themes | Geography and Skills | Government Ideals | Economic Principles | Forming a New Nation | Challenges of the New Nation | The Nation Expands | Civil War and Reconstruction | Economics |
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| **Time Frame** | | 5-10 Days | 10 - 20 Days | 10 – 20 Days | 4 - 8 Days | 11 - 22 Days | 10 - 20 Days | 12 - 22 Days | 15 - 30 Days | 4 - 8 Days |
|  | **Standards** | **Themes:**  Individuals, Groups, and Institutions  Location  Conflict and Change  Distribution of Power  Production, Distribution, and Consumption  Beliefs and Ideals  Movement and Migration  Technology and Innovation | SSG41 a: Physical features  **SSG41 b:** Man-made features | **SS4CG1 a:** Dec. of Independence, natural rights  **SS4CG2:** 1st Amendment  **SS4CG3 b:** Bill of Rights | **SS4E1 a-e:** Review of K-3 basic economic concepts that will be  revisited throughout the units | S**S4H1 a:** Events that shaped revolution  **SS4H1 b:**  Key individuals & groups  **SS4H1 c:**  Battles  **SS4H1 d:** Declaration of Independence  **SS4G2:** Benefits of geography on battles | **SS4H2 a:** Leaders  SS4H2 b: Debates at the constitutional  convention  **SS4CG1 b-d:** Preamble, federal system, Democracy and Republic  **SS4CG3 a:** Structure of the Government | **SS4H3 a:** War of 1812  **SS4H3 b:** Impact on American Indians  **SS4H3 c:**Territorial expansion  **SS4H4:** Abolition and suffrage movements  **SS4G2 b:**  physical features and expansion  **SS4E1 a:** opportunity cost of Westward expansion  **SS4E1 e:** Voluntary exchange (mining and Gold Rush | **SS4H5 a,b**: Causes of war  **SS4H5 c:** Battles  **SS4H5 d:**Historic People  **SS4H5 e**: effects of war  **SS4H6 a:** Amendments  **SS4H6 b**: Work for rights  **SS4H 6c,d:** Limits on freedom, Jim Crow  **SS4E1 b:** Price and behavior  **SS4E1 c:** North and South specialization  **SS4E 1e:** trade and the economy | **SS4E1:** Review and give additional examples  **SS4E2:** Budgeting |
| **Content Specific Information** | **Map and Globe Skills:**  7- Use Maps to explain historic  and current events  **Information Processing Skills:**  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  5- Use scale to determine distance  6- Map key/Legend  7- Maps to explain historic and current events  8- Draw conclusion and generalize from maps  9- Use latitude and longitude  10- Compare different maps of the same place  11- Compare maps with data sets  and readings | **Map and Globe SillsL**  11- Compare maps with data sets  and readings  **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 and tables  10- Analyze artifacts | **Information Processing Skills:**  1- Similar/different  2- Chronology  3- Issues, problems, solutions  5- Main idea, detail, sequence  9- Construct charts and tables  12 - Analyze graphs and diagrams | **Map and Globe Skills:**  7- Maps to explain historic and current events  8- Draw conclusion and generalize from maps  **Information Processing Skills:**  2- Chronology  3- Issues, problems, solutions  5- Main idea, detail, sequence  6- Primary and secondary sources  8- SS Resources  13- Translate dates into centuries, eras, or ages  17- Interpret political cartoons | **Information Processing Skills:**  2- Chronology  3- Issues, problems, solutions  5- Main idea, detail, sequence  6- Primary and secondary sources  11- Draw conclusions make generalizations  13- Translate dates into centuries, era, ages  15- Determine adequacy of info  16- Check for consistency  17- Interpret political cartoons | **Map and Globe Skills:**  5- Use scale to determine distance  7- Maps to explain historic and current events  8- Draw conclusion and generalize from maps  **Information Processing Skills:**  4- Fact and opinion  6- Primary and secondary sources  8- SS Resources  11- Draw conclusions make generalizations  13- Translate dates into centuries, eras, or ages  14- Formulate research questions | **Map and Globe Skills:**  7- Maps to explain historic and current events  **Information Processing Skills:**  1- Similar/different  2- Use intermediate direction  3- Issues, problems, solutions  5- Main idea, detail, sequence  6- Primary and secondary sources  8- SS Resources  10- Analyze artifacts  11- Draw conclusions make generalizations  17- Interpret political cartoons | **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 and tables |
| **Assessments, Performance Projects, and Activities** | Theme Based Writing Task:  DBQ:- Should the City of Marietta ban the sale of plastic water bottles? | AMP Assessment  Theme Based Writing Task: There is an APP for that! | AMP Assessment  Theme Based Writing Tasks:  1. The Bill of Rights and Me  2. DBQ- Would you have signed? -  3. DBQ: Which ideal in the Declaration of Independence is most important? | AMP Assessment  Theme Based Writing Task:  Voluntary Trade and You | AMP Assessment  Theme Based Writing Task:  DBQ- Why did some soldiers quit the Revolution, while others stayed? | AMP Assessment  Theme Based Writing Task:  Who had the biggest impact? | AMP Assessment  Theme Based Writing Task:  1. DBQ- Oregon Trail- Would you have continued or turned back?  2. DBQ- How important was the buffalo to American Indian Culture? | AMP Assessment  Theme Based Writing Task:  1. DBQ- Northern vs. Southern Viewpoints, What caused the Civil War?  2. DBQ- Did Reconstruction Meet its Goal? | AMP Assessment  Theme Based Writing Task: Economics Guidebook- |
|  | **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. | | | | | | | | |