| **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 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **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 InstitutionsLocationConflict and ChangeDistribution of PowerProduction, Distribution, and ConsumptionBeliefs and IdealsMovement and MigrationTechnology 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:** LeadersSS4H2 b: Debates at the constitutionalconvention**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 historicand current events**Information Processing Skills:**2- 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 features5- Use scale to determine distance6- Map key/Legend7- Maps to explain historic and current events8- Draw conclusion and generalize from maps9- Use latitude and longitude10- Compare different maps of the same place11- Compare maps with data setsand readings | **Map and Globe SillsL**11- Compare maps with data setsand readings**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 and tables10- Analyze artifacts | **Information Processing Skills:**1- Similar/different2- Chronology 3- Issues, problems, solutions5- Main idea, detail, sequence9- Construct charts and tables12 - Analyze graphs and diagrams | **Map and Globe Skills:**7- Maps to explain historic and current events8- Draw conclusion and generalize from maps**Information Processing Skills:**2- Chronology 3- Issues, problems, solutions5- Main idea, detail, sequence6- Primary and secondary sources8- SS Resources13- Translate dates into centuries, eras, or ages17- Interpret political cartoons | **Information Processing Skills:**2- Chronology 3- Issues, problems, solutions5- Main idea, detail, sequence6- Primary and secondary sources11- Draw conclusions make generalizations13- Translate dates into centuries, era, ages15- Determine adequacy of info16- Check for consistency17- Interpret political cartoons | **Map and Globe Skills:**5- Use scale to determine distance7- Maps to explain historic and current events8- Draw conclusion and generalize from maps**Information Processing Skills:**4- Fact and opinion6- Primary and secondary sources8- SS Resources11- Draw conclusions make generalizations13- Translate dates into centuries, eras, or ages14- Formulate research questions | **Map and Globe Skills:** 7- Maps to explain historic and current events**Information Processing Skills:**1- Similar/different2- Use intermediate direction3- Issues, problems, solutions5- Main idea, detail, sequence6- Primary and secondary sources8- SS Resources10- Analyze artifacts11- Draw conclusions make generalizations17- Interpret political cartoons | **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 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 AssessmentTheme Based Writing Task: There is an APP for that! | AMP AssessmentTheme Based Writing Tasks:1. The Bill of Rights and Me2. DBQ- Would you have signed? -3. DBQ: Which ideal in the Declaration of Independence is most important? | AMP AssessmentTheme Based Writing Task:Voluntary Trade and You | AMP AssessmentTheme Based Writing Task:DBQ- Why did some soldiers quit the Revolution, while others stayed? | AMP AssessmentTheme Based Writing Task: Who had the biggest impact? | AMP AssessmentTheme 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 AssessmentTheme Based Writing Task:1. DBQ- Northern vs. Southern Viewpoints, What caused the Civil War? 2. DBQ- Did Reconstruction Meet its Goal?  | AMP AssessmentTheme 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. |