## MCS The United States and World Affairs Subject Group Overview

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<th>Unit 1: Influence of Geography on Human Activities</th>
<th>Unit 2: Developing a National Identity</th>
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<td>10.5 Hours</td>
<td>7 Days</td>
<td>21 Hours</td>
<td>30 Hours</td>
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### Standards

**Unit 1: Influence of Geography on Human Activities**
- **Topics:**
  - Topic 1: Geography
  - Topic 2: Regional Characteristics
  - Topic 3: Interdependence
  - Information Processing Skills: 1, 3, 5, 6, 7, 8, 9, 10, 11, 12, 17
  - Map and Globe Skills: 1, 2, 4, 5, 6, 7, 8, 9, 10, 11, 12
  - Literacy Standards: RHSS1, RHSS2, RHSS3, RHSS4, RHSS5, RHSS6, RHSS7, RHSS8, SSWHST1, SSWHST2, SSWHST4, SSWHST5, SSWHST7, SSWHST8, SSWHST9

**Unit 2: Developing a National Identity**
- **Topics/GSE Alignment:**
  - Topic 1- Geography
  - Topic 4- SSUSH14a, b; SSUSH16a
  - Topic 5- SSUSH16b, c, d, e; SSUSH22b
  - Topic 6: SSUSH11c, SSUSH20c, SSUSH21c, SSUSH23c
  - Information Processing Skills: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17
  - Map and Globe Skills: 4, 6, 7, 8, 11
  - Literacy Standards: RHSS1, RHSS2, RHSS3, RHSS4, RHSS5, RHSS7, RHSS8, RHSS9, SSWHST1, SSWHST2, SSWHST4, SSWHST5, SSWHST6, SSWHST7, SSWHST8, SSWHST9

**Unit 3: The US’ Role in the Cold War and Beyond**
- **Topics:**
  - Topic 1- Geography
  - Topic 7- SSUSH20a, b; SSUSH23a, b
  - Topic 8- SSUSH22a, SSUSH23a
  - Topic 9- SSWH21a, SSWH20c, d
  - Topic 10: SSUSH22a
  - Topic 11: SSWH21, 12: SSWH23 a, b, d
  - Information Processing Skills: 1, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 17
  - Map and Globe Skills: 4, 6, 7, 8, 11
  - Literacy Standards: RHSS1, RHSS2, RHSS3, RHSS4, RHSS5, RHSS6, RHSS7, RHSS8, RHSS9, SSWHST1, SSWHST2, SSWHST4, SSWHST5, SSWHST6, SSWHST7, SSWHST8, SSWHST9

### Content Specific Information


### Common Assessments/Performance Projects

- **World Trade Global Interdependence**
  - A trading simulation will help students understand the conditions that encourage or discourage trade among countries. Students will discover that some commodities are more desirable than others and that shifts in an economic market can directly affect the price of goods. Students will create a graphic representation in the format of their choice to show how world regions interact through trade.
- **Inventions Across Time:**
  - Create a timeline of inventions from the standard and the impact of them on policies, public opinion, etc. (option- have students create a one-pager about their assigned cause/effect and then match the causes and effects then put them in chronological order to develop a visual timeline of inventions across time)
- **The 1960s top 5 Students investigate major events of the 1960s and create a top 5 list of events they feel most contributed to the social and political turmoil in the US during the decade with evidence and reasons to support their claim.**
| 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. |