

Semester 1 of 2					
Unit Number: Title Duration	Purpose	Priority Grade-Level Standards	Content Goals	Learner Outcomes	Resources and Materials
Unit 1: Our Environment 4-5 weeks	Students will explore different ways people use and take care of the planet.	<p>3.8 Use geographical tools (maps, satellite images, photographs, Google Earth, and other representations) to identify multiple ways to divide Oregon into areas (such as tribal, river systems, interstate highways, county, physical, industry, agricultural).</p> <p>3.9 Describe and compare physical and human characteristics of regions in Oregon (tribal, cultural, agricultural, industrial, etc.).</p>	<p>Students will:</p> <ul style="list-style-type: none"> learn about the physical geography of the United States including a variety of landforms and bodies of water. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Compare and contrast differences between renewable and non-renewable resources. 	Savvas: <i>MyWorld Interactive</i> , Unit 1
Unit 2: Economics 4-5 weeks	Students will learn to tell the differences between needs and wants.	<p>3.4 Describe the relationship between producers and consumers.</p> <p>3.5 Explain how profit influences sellers in markets.</p>	<p>Students will:</p> <ul style="list-style-type: none"> learn about how people work jobs to get money and trade by and sell goods and services 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Explain how people need to make trade-offs when making economic decisions. 	Savvas: <i>MyWorld Interactive</i> , Unit 2

		3.6 Identify key industries of Oregon.	to meet their wants and needs.	<ul style="list-style-type: none"> Explain how people get what they want and need. 	
<p>Unit 3: Communities Build a Nation</p> <p>5-6 weeks</p>	<p>Students will be able to explain how our past affects our present.</p>	<p>3.11 Describe how individuals, groups, (e.g. socioeconomic differences, ethnic groups, and social groups including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent) and religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), events and developments have shaped the</p>	<p>Students will:</p> <ul style="list-style-type: none"> learn how changes caused by American exploration and settlement affect our lives today. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Explain two early forms of government in North America. Give facts about explorers. 	<p>Savvas: <i>MyWorld Interactive</i>, Unit 3</p>

		communities and regions. 3.12 Compare and contrast the history of the local community to other communities in a region.			
Unit 4: Government Landmarks and Symbols 4-5 weeks	Students will explore what goes on at the U.S. Capitol as well as in other parts of our national and state government.	3.1 Examine how different levels of city and county government provide services to members of a community. 3.2 Describe the responsibilities of people in their community and state.	Students will: <ul style="list-style-type: none"> • know how the United States Constitution provides the plan for the United States government. • know how the three branches of government were established to limit each branches power and to protect the rights of citizens. 	Students will be able to: <ul style="list-style-type: none"> • Identify the three branches of government. • Analyze the importance of national symbols. 	Savvas: <i>MyWorld Interactive</i> , Unit 4
Semester 2 of 2					
Unit Number: Title # of Days/Weeks	Purpose	Priority Grade-Level Standards	Content Goals	Learner Outcomes	Resources and Materials
Unit 5: Citizenship and Civic Engagement	Students will understand how to participate in their	3.3 Explain how a community relies on active civic	Students will:	Students will be able to:	Savvas: <i>MyWorld Interactive</i> , Unit 5

5-6 weeks	citizenship and civic engagement.	participation and identify opportunities for student participation in local and regional issues.	<ul style="list-style-type: none"> understand the reasons for rules and laws. 	<ul style="list-style-type: none"> Define law, civil rights, volunteer, risk. Identify abolitionist, advocate, Civil War, Emancipation Proclamation. Describe two ways people can participate in their community. 	
Unit 6: A Growing Nation 5-6 weeks	Students will explore the different people, ideas, and inventions that changed the country.	3.11 Describe how individuals, groups, (e.g. socioeconomic differences, ethnic groups, and social groups including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with	<p>Students will:</p> <ul style="list-style-type: none"> understand how life has changed throughout history. understand how transportation helped the United States grow. understand how technological developments affect how people live. 	<p>Students will be able to:</p> <ul style="list-style-type: none"> Define vaccine, immigrant, transcontinental, communicate. Define how life changed throughout history. 	Savvas: <i>MyWorld Interactive</i> , Unit 6

		<p>disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), events and developments have shaped the local community and region.</p> <p>3.14 Explain why individuals and groups (e.g. socioeconomic, ethnic, and religious groups, and traditionally marginalized groups) in the same historical period differed in the way they viewed and interpreted historical events. (History)</p>			
<p>Unit 7: Celebrating Our Communities</p> <p>5-6 weeks</p>	<p>Students will learn how culture is shared.</p>	<p>3.11 Describe how individuals, groups, (e.g. socioeconomic differences, ethnic groups, and social groups including individuals who are American Indian/Alaska Native/Native Hawaiian or</p>	<p>Students will:</p> <ul style="list-style-type: none"> • know how people from all over the world form communities to live, work, and play together. • know how people share their culture in many ways, 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify and contracts things you find in a home in a hot region and a home in a cold region. • Identify three ways people chare 	<p>Savvas: <i>MyWorld Interactive</i>, Unit 7</p>

		<p>Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent) and religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), events and developments have shaped the communities and regions.</p> <p>3.14 Explain why individuals and groups (e.g., socioeconomic, ethnic, and religious groups, and other traditionally marginalized groups) in the same historical period differed in the way they viewed and interpreted historical events</p>	<p>such as through arts and celebrations.</p>	<p>their culture with others.</p>	
End of Semester 2					

