

| Semester 1 of 2 | | | | | |
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| Unit Number: Title Duration | Purpose | Priority Grade-Level Standards | Content Goals | Learner Outcomes | Resources and Materials |
| Unit 1: The First Americans 4-5 weeks | Students will learn how geography shapes and influences how people live. They will study the land, water, and climate of the region and how varied geography of the United States affected the early people who lived there. | <p>5.6 Examine the significance of the slave trade in among and between the N. American colonies, Europe, Asia, and Africa.</p> <p>5.14 Analyze the distinct way of knowing and living amongst the different American Indian tribes of North America prior to contact in the late 15th and 16th centuries, such as religion, language, and cultural practices and the subsequent impact of that contact.</p> <p>5.9 Use geographical tools (maps, satellite images, photographs, Google Earth, and other</p> | <p>Students will know Native Americans:</p> <ul style="list-style-type: none"> Adapted to geography and climate Created thriving civilization, economies, and governments Utilized natural resources | <p>Students will be able to:</p> <ul style="list-style-type: none"> Connect prior knowledge and make connections Identify and describe the ancient American ways of life Compare and contrast how geography/climate influenced indigenous groups Use parts of a map to analyze and organize information. Define culture- Describe different roles in society, traded with and governed themselves | Savvas: <i>MyWorld Interactive</i> , Unit 1 |

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| | | <p>representations) to investigate and compare how areas in the United States can be divided in multiple ways</p> <p>5.16 Explain the religious, political, and economic reasons for movement of people from Europe to the Americas, and analyze the multiple perspectives of the interactions between settlers and American Indians.</p> | | | |
| <p>Unit 2: Age of Exploration</p> <p>4-5 weeks</p> | <p>Students will learn about a period in history when European nations began exploring the Americas and the reasons for this period of exploration. Students will compare these explorers to modern day counterparts.</p> | <p>5.15 Locate and examine accounts of early Spanish, French, and British explorations of North America noting major land and water routes, reasons for exploration and the location and impact of exploration and settlement.</p> | <p>Students will know:</p> <ul style="list-style-type: none"> • The reasons that led to the age of exploration. • Many of the enduring effects of this period, both beneficial and tragic. • The technological advances and the lasting impact on travel. | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Place key events and people involved in Age of Exploration in chronological order • Analyze visuals such as maps, timelines • Understand the value of primary sources | <p>Savvas: <i>MyWorld Interactive</i>, Unit 2</p> |

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| | | | | <ul style="list-style-type: none"> Summarize efforts to establish sea routes | |
| Unit 3: Settling the Colonies in North America 4-5 weeks | Students will learn about European colonization in North America and the many reasons that drove new settlements. As well as the risks involved. | 5.3 Compare and contrast the British monarchy, American colonial governments, and Tribal governments through their various interactions. 5.26 Gather, assess, and use information from multiple primary and secondary sources (such as print, electronic, interviews, speeches, images) to examine an event, issue, or problem through inquiry and research. 5.27 Identify characteristics of an event, issue, or problem, suggesting possible causes and results. | Students will know: <ul style="list-style-type: none"> The locations of key colonies in North America. Why immigrants left their homelands How Europeans and American Indians had different points of view and how those led to cooperation and conflict That colonization was both beneficial, as well as devastating effects. | Students will be able to: <ul style="list-style-type: none"> Understand the effects of competition between the European countries Describe the Spanish mission and spread of Spanish settlements and class structure Explain why and how the English started colonies in Virginia and trace the development of the representative form of government | Savvas: <i>MyWorld Interactive</i> , Unit 3 |

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| Unit 4: Life in the Colonies 4-5 weeks | Students will learn about the way people lived in colonial America. What it takes to build a society and what is needed to be successful. | <p>5.1 Analyze how cooperation and conflict among people contribute to political, economic, religious, and current social events and situations in the United States.</p> <p>5.10 Identify and analyze the implications and cultural ramifications for Native American Tribes of the movement of people, goods, ideas, and cultural patterns to what became the United States, considering past, present, and future trends.</p> | <p>Students will know:</p> <ul style="list-style-type: none"> • How environment and location influence where people live and the economy. • How people adapt to better suit their needs • How trade and technology effect economic growth. | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Compare and contrast geography of the colonies • Analyze how land and climate impact the three major regions/ • Identify the main idea and supporting details of a paragraph. • Explain triangular trade, protectionism, and mercantilism. • Describe and interpret a circle graph. | Savvas: <i>MyWorld Interactive</i> , Unit 4 |
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| Unit Number: Title Duration | Purpose | Priority Grade-Level Standards | Content Goals | Learner Outcomes | Resources and Materials |
| Unit 5: The American Revolution 3-4 weeks | Students will learn about the events that led up to the Revolutionary War. Students will explore | 5.3 Compare and contrast the British monarchy, American colonial governments, and Tribal | <p>Students will know:</p> <ul style="list-style-type: none"> • Many American colonists shared a common goal of freedom. | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Tell about major events leading up to the | Savvas: <i>MyWorld Interactive</i> , Unit 5 |

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| | <p>the concept of what is fair treatment and what is worth fighting for.</p> | <p>governments through their various interactions.</p> <p>5.18 Explain multiple perspectives and probable causes and effects of events leading to colonial independence from British Rule.</p> <p>5.25 Develop an understanding of why individuals and groups from various ethnic and religious and 13 traditionally marginalized groups during the same historical period, differed in their perspectives of events, laws/policies, or movements in the United States.</p> | <ul style="list-style-type: none"> • Political change can have costs and benefits. • There are universal rights that all people share. | <p>Revolutionary War.</p> <ul style="list-style-type: none"> • Explain how tensions rose between American Colonists and British • Identify key leaders and their impact. • Understand the significance of the First and Second Continental Congress and events leading up to the Declaration of Independence. | |
| <p>Unit 6: A New Nation 3-4 weeks</p> | <p>Students will learn how early leaders in the United States made plans for our government.</p> <p>Students will discover what government at the city, state and</p> | <p>5.2 Examine and critique how colonial and new states' governments established, limited, or denied rights and responsibilities of specific groups and</p> | <p>Students will know:</p> <ul style="list-style-type: none"> • That Every citizen is equal under the law. • The U.S. Constitution is an enduring document that has | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Write a persuasive letter • Explain the causes and effects of Shays' Rebellion. | <p>Savvas: <i>MyWorld Interactive</i>, Unit 6</p> |

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| | <p>national level looks like and how laws are created.</p> <p>Analyze how cooperation and conflict among people contribute to political, economic, religious, and current social events and situations in the United States. (Civics)</p> | <p>individuals with particular attention to, citizens, enslaved peoples, foreigners, nobles, religious groups, women, class systems, tribes.</p> <p>5.4 Identify the mechanisms of power and the principles of democracy found in the ideas and laws of the founding documents of the U.S. Government.</p> <p>5.5 Describe how national government affects local, state, and Oregon tribal governments.</p> <p>5.17 Locate and examine the 13 British colonies that became the United States and identify the early founders, and describe daily life (political, social, and economic organization and structure).</p> | <p>been amended over time.</p> <ul style="list-style-type: none"> • The U.S. Constitution guarantees rights and provides a system of separation of powers. • Compromise was used to find balance between differing groups. | <ul style="list-style-type: none"> • Identify the main idea and important details • Incorporate the main idea and most important details into a written summary. | |
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| | | 5.23 Summarize how different kinds of historical sources are used to explain events in the past. | | | |
| Unit 7: Life in the Young Republic 3-4 weeks | <p>Students will learn about the growth of the United States in the late 1700's and 1800's.</p> <p>Students will explore how leaders shaped our nation.</p> | <p>5.10 Identify and analyze the implications and cultural ramifications for Native American Tribes of the movement of people, goods, ideas, and cultural patterns to what became the United States, considering past, present, and future trends.</p> <p>5.20 Identify and examine the roles that American Indians had in the development of the United States.</p> <p>5.29 Use a range of collaborative procedures to make decisions about and act on civic issues or problems.</p> | <p>Students will know:</p> <ul style="list-style-type: none"> • That the United States grew rapidly during the 1800's. • The War of 1812 helped establish an American Identity. • Westward settlements and land policies upended the lives of Native Americans. • Obtaining equal rights was a long process for many groups. | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Write creative text about the struggles of the 1800's. • Identify the causes of War of 1812 • Compare and Contrast early political opinions. • Summarize the causes and effects of the Louisiana Purchase. • Making Inferences about reading. | Savvas: <i>MyWorld Interactive</i> , Unit 7 |

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| <p>Unit 8: Westward Expansion</p> <p>3-4 weeks</p> | <p>Students will learn how Westward Expansion and advancements in technology.</p> <p>Students will explore the positive and negative effects from westward movements, and to incorporate learning into decision making process.</p> | <p>5.13 Describe how natural and human-made events in one place affect people in other places.</p> <p>5.16 Explain the religious, political, and economic reasons for movement of people from Europe to the Americas and analyze the multiple perspectives of the interactions between settlers and American Indians.</p> | <p>Students will know:</p> <ul style="list-style-type: none"> • That changes in technology have both benefits and costs. • Technological advancements change how and where people live. • People move for economic, political, and social reasons. | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Practice and utilize discussion skills • Understand the process of analyzing cost benefits • Explain the concept of Manifest Destiny • Distinguish fact from Fiction. | <p>Savvas: <i>MyWorld Interactive</i>, Unit 8</p> |
| <p>Unit 9: Civil War and Reconstruction</p> <p>3-4 weeks</p> | <p>Students will learn that the Civil War was fought between the years 1860-1865 and that it was fought over many issues, particularly slavery. Students will explore how intense conflicts can lead to war.</p> | <p>5.24 Use primary and secondary sources to formulate historical questions and to examine multiple accounts or perspectives of a historical issue or time.</p> <p>5.22 Examine how the decisions of those in power affected those with less political/economic power in past and current movements</p> | <p>Students will know:</p> <ul style="list-style-type: none"> • How social, political, and economic differences can lead to conflict. • When change is imposed or forced, the results may vary. • People will fight to protect their beliefs and way of life. • War causes environmental | <p>Students will be able to:</p> <ul style="list-style-type: none"> • Compare the political differences between leaders of the time. • Compare military strategies and other strengths and weaknesses between the North and South. • Identify elements of the Emancipation | <p>Savvas: <i>MyWorld Interactive</i>, Unit 9</p> |

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| | | for equality, freedom, and justice with connections to the present-day reality. | impact and other unexpected results. | Proclamation and Gettysburg Address. <ul style="list-style-type: none">• Draw conclusions about how the war’s end affected the future of the United States. | |
| End of Semester 2 | | | | | |