

Standards		Weekly Issues
Kindergarten Standards		
K.1	Engage in respectful dialogue with classmates to define diversity comparing and contrasting visible and invisible similarities and differences.	Week 1 I Am a Member of a Community Week 8 Citizens
K.2	Use and identify respectful dialogue, taking turns, and explain how rules are different in different settings.	Week 1 I Am a Member of a Community Week 2 Authority Figures Week 3 What are Rules? Week 4 What are Laws? Week 5 Government Week 6 Important Documents Week 7 Learning and Working Together Week 8 Citizens Week 10 Patriotism Week 27 Culture
K.3	Develop an understanding of one's own identity groups including, but not limited to, race, gender, family, ethnicity, culture, religion, and ability.	Week 1 I Am a Member of a Community Week 2 Authority Figures Week 3 What are Rules? Week 4 What are Laws? Week 7 Learning and Working Together Week 8 Citizens Week 9 Characteristics of Responsible Citizens Week 18 Human Characteristics of a Place Week 27 Culture Week 31 Jobs
K.4	Distinguish between personal wants and needs.	Week 18 Human Characteristics of a Place Week 29 Needs and Wants Week 30 Economics Week 32 Spending and Saving
K.5	Identify forms of US money and explain how money is used.	Week 30 Economics Week 32 Spending and Saving
K.6	Give examples of different jobs performed in communities.	Week 1 I Am a Member of a Community Week 5 Government Week 12 National Patriotic Holidays Week 31 Jobs
K.7	Identify examples of ownership of different items, recognizing the difference between private and public ownership, the responsibility for stewardship and guardianship, and the opportunity for borrowing and sharing.	Week 18 Human Characteristics of a Place
K.8	Explain how people earn income and that some jobs earn money while some are volunteer.	Week 31 Jobs
K.9	Identify, compare, and contrast pictures, maps and globes.	Week 13 Map Skills Week 14 Location

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		Week 15 Finding Places Around Me Week 16 Physical Characteristics of a Place Week 19 My Place on the Map
K.10	Locate, identify, and describe places of importance to self, family, school, and culture.	Week 5 Government Week 10 Patriotism Week 11 National Symbols Week 13 Map Skills Week 14 Location Week 15 Finding Places Around Me Week 16 Physical Characteristics of a Place Week 17 Weather Week 18 Human Characteristics of a Place Week 19 My Place on the Map Week 27 Culture
K.11	Examine culturally significant traditions, celebrations, days, and places including those from cultures that are currently and historically marginalized.	Week 11 National Symbols Week 12 National Patriotic Holidays Week 27 Culture Week 28 Holidays Around the World
K.12	Use terms related to location, direction, and distance (such as over/under, here/there, left/right, above/below, forward/backward, between).	Week 13 Map Skills Week 14 Location Week 17 Weather Week 18 Human Characteristics of a Place Week 19 My Place on the Map
K.13	Understand that events happen in a sequential order.	Week 20 Calendars Week 21 Words About Time Week 22 Changes Over Time Week 23 History
K.14	Identify examples of unfairness or injustice towards individuals or groups and the “change-makers,” who worked to make the world better.	Week 6 Important Documents Week 9 Characteristics of Responsible Citizens Week 11 National Symbols Week 12 National Patriotic Holidays Week 22 Changes Over Time Week 25 Inventors Week 26 Transportation Over Time
K.15	Distinguish between past and present.	Week 12 National Patriotic Holidays Week 20 Calendars Week 21 Words About Time Week 22 Changes Over Time Week 23 History Week 24 Life Long Ago and Today Week 26 Transportation Over Time
K.16	Understand and create timelines to show basic personal events in a sequential order.	Week 21 Words About Time Week 22 Changes Over Time Week 23 History
K.17	Make connections identifying similarities and	Week 1 I Am a Member of a Community

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	differences including race, ethnicity, culture, disability, and gender between self and others.	Week 3 What are Rules? Week 7 Learning and Working Together Week 12 National Patriotic Holidays Week 27 Culture Week 28 Holidays Around the World
K.18	Compare and contrast past and present events or practices.	Week 20 Calendars Week 21 Words About Time Week 22 Changes Over Time Week 23 History Week 24 Life Long Ago and Today Week 25 Inventors Week 26 Transportation Over Time Week 27 Culture Week 28 Holidays Around the World
K.19	Identify possible solutions to injustices that demonstrate fairness and empathy.	Week 1 I Am a Member of a Community Week 3 What are Rules? Week 5 Government Week 6 Important Documents Week 7 Learning and Working Together Week 8 Citizens
K.20	Given context clues, develop a reasonable idea about who, when, where, and why the primary or secondary source was created.	Week 6 Important Documents Week 23 History

Standards		Weekly Issues
1st Grade Standards		
1.1	Describe the responsibilities of leaders and team members and participate in the creation and following of rules for group activities	Week 1 Community Week 2 Authority Figures Week 3 Rules and Laws Week 4 Government Week 5 Government Services Week 8 Citizens Week 9 Characteristics of Responsible Citizens
1.2	Identify and apply civic virtues (such as equality, freedom, liberty, respect for individual rights, diversity, equity, justice, and deliberation) when interacting with classmates, families, and the school community.	Week 1 Community Week 3 Rules and Laws Week 4 Government Week 7 Important Documents Week 8 Citizens Week 9 Characteristics of Responsible Citizens Week 10 Responsible Citizens in History
1.3	Identify sources of income (some examples could be gifts, borrowing, allowance, work wages, government assistance).	Week 27 Needs and Wants Week 28 Economics Week 30 Jobs Week 31 Workers Contribute to the Economy Week 32 Spending and Saving
1.4	Define equity, equality, and systems of power.	Week 7 Important Documents Week 9 Characteristics of Responsible Citizens Week 10 Responsible Citizens in History
1.5	Identify choices and decisions for various uses of money (saving, spending and sharing/contributing).	Week 5 Government Services Week 27 Needs and Wants Week 28 Economics Week 29 Economic Choices Week 31 Workers Contribute to the Economy Week 32 Spending and Saving
1.6	Locate and identify important places in the community (school, library, fire department, cultural places). (Geography)	Week 12 National Patriotic Symbols Week 14 Map Skills Week 15 Location Week 16 Physical Characteristics of a Place Week 19 Geography of Our Community
1.7	Explain how seasonal changes influence activities in school and community.	Week 18 Adapting to Our Environment Week 19 Geography of Our Community Week 29 Economic Choices
1.8	Give examples of local natural resources and describe how people use them.	Week 16 Physical Characteristics of a Place Week 17 Human Characteristics of a Place Week 18 Adapting to Our Environment Week 19 Geography of Our Community
1.9	Construct maps (including mental maps), graphs, and other representations of familiar places.	Week 14 Map Skills Week 15 Location Week 16 Physical Characteristics of a Place

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		Week 17 Human Characteristics of a Place Week 19 Geography of Our Community
1.10	Understand that families have a past.	Week 21 Change Over Time Week 23 Life Long Ago and Today Week 25 Culture Week 26 Folktales and Legends
1.11	Identify, affirm, respect, and explain the diverse cultural heritage, songs, symbols, and celebrations of my community and the diverse social and ethnic groups in Oregon and the United States of America.	Week 25 Culture Week 26 Folktales and Legends
1.12	Describe how individual and group characteristics are used to divide, unite, and categorize racial, ethnic, and social groups.	Week 10 Responsible Citizens in History
1.13	Examine and understand your own self-identity and how it fits with the identity of the family, school, and the local community.	Week 1 Community Week 7 Important Documents Week 8 Citizens Week 9 Characteristics of Responsible Citizens Week 19 Geography of Our Community Week 23 Life Long Ago and Today Week 25 Culture Week 26 Folktales and Legends Week 28 Economics
1.14	Identify and explain the perspectives of racial, ethnic, and social groups in our community on local issues including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano/a, Latino/a, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups.	Week 1 Community Week 10 Responsible Citizens in History Week 25 Culture
1.15	Use terms related to time to place events that have occurred in sequential order.	Week 13 National Patriotic Holidays Week 20 Calendars Week 21 Change Over Time Week 22 History Week 23 Life Long Ago and Today Week 24 Communication Over Time
1.16	Develop and analyze a simple timeline of important family events in a sequential order.	Week 13 National Patriotic Holidays Week 21 Change Over Time
1.17	Explain the use of different kinds of historical sources to study the past.	Week 22 History Week 23 Life Long Ago and Today Week 25 Culture Week 26 Folktales and Legends
1.18	Generate questions about a particular historical	Week 22 History

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	source (such as photo, letter, or document) as it relates to a family's history.	Week 23 Life Long Ago and Today Week 25 Culture Week 26 Folktales and Legends
1.19	Identify cause-and-effect relationships.	Week 1 Community Week 3 Rules and Laws Week 5 Government Services Week 8 Citizens Week 10 Responsible Citizens in History Week 17 Human Characteristics of a Place Week 18 Adapting to Our Environment Week 19 Geography of Our Community Week 24 Communication Over Time Week 27 Needs and Wants Week 29 Economic Choices Week 30 Jobs Week 31 Workers Contribute to the Economy Week 32 Spending and Saving
1.20	Identify and explain a range of issues and problems and some ways that people are addressing them.	Week 1 Community Week 2 Authority Figures Week 3 Rules and Laws Week 5 Government Services Week 9 Characteristics of Responsible Citizens Week 10 Responsible Citizens in History Week 17 Human Characteristics of a Place Week 18 Adapting to Our Environment Week 19 Geography of Our Community Week 24 Communication Over Time
1.21	Identify ways that students can take informed action to help address issues and problems at school and/or in the community.	Week 1 Community Week 3 Rules and Laws Week 4 Government Week 5 Government Services Week 7 Important Documents Week 9 Characteristics of Responsible Citizens Week 17 Human Characteristics of a Place Week 19 Geography of Our Community
1.22	Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.	Week 22 History

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2nd Grade Standards		
2.1	Compare personal point of view with others' perspectives when participating in rule setting and addressing issues of fairness.	Week 4 Rules and Laws Week 6 Important Documents Week 7 The Purpose of Government Week 8 The Structure of National Government Week 31 Solving Problems in Your Community
2.2	Identify services provided by city government.	Week 7 The Purpose of Government Week 9 Tribal, State, and Local Government Week 10 Government Services
2.3	Explain and evaluate how individuals, groups, and communities identify and manage conflict and promote justice and equity.	Week 3 I Belong to a Community Week 4 Rules and Laws Week 5 Principles of Democracy Week 6 Important Documents Week 7 The Purpose of Government Week 8 The Structure of National Government Week 11 Citizenship Week 32 Historical Figures
2.4	Give examples of and identify appropriate and inappropriate use of power and its effect in creating outcomes for diverse groups.	Week 4 Rules and Laws Week 5 Principles of Democracy Week 7 The Purpose of Government Week 8 The Structure of National Government Week 14 Founders
2.5	Identify city and civic leaders and their functions.	Week 4 Rules and Laws Week 9 Tribal, State, and Local Government Week 10 Government Services
2.6	Describe and analyze the different ways students can have an effect on their local community.	Week 3 I Belong to a Community Week 4 Rules and Laws Week 11 Citizenship Week 21 Humans and the Environment Week 31 Solving Problems in Your Community Week 32 Historical Figures
2.7	Identify local businesses and the goods and services they produce.	Week 26 Economic Activity Week 29 Economic Principles
2.8	Describe the role of banks in an economy	Week 27 Economic Choices
2.9	Explain various methods of saving and how saving can help reach both short and long-term financial goals.	Week 27 Economic Choices
2.10	Explain how inherited wealth and scarcity affect individual and group power and the ability to make decisions about personal savings and spending.	
2.11	Use basic information on maps and other geographic tools to locate, identify and describe physical and human features of the community.	Week 17 Map Skills Week 18 Location Week 19 Physical Features of Places

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		Week 20 Human Characteristics of Places Week 22 Movement Week 24 Regions of the World
2.12	Identify relative location of school and community in the state and nation and the world.	Week 18 Location Week 20 Human Characteristics of Places
2.13	Identify the cultural characteristics of my group identity (including race, culture, and gender) and of the local community.	Week 5 Principles of Democracy Week 10 Government Services Week 12 Patriotism Week 13 Patriotic Symbols Week 15 Memorials and Monuments Week 16 Patriotic Holidays Week 20 Human Characteristics of Places Week 21 Humans and the Environment Week 23 Culture Week 31 Solving Problems in Your Community Week 32 Historical Figures
2.14	Use and apply cardinal directions to locate and identify features on maps (such as oceans, cities, continents).	Week 17 Map Skills Week 18 Location Week 19 Physical Features of Places Week 20 Human Characteristics of Places
2.15	Use a simple grid system, symbols, and other information to locate the physical and political features of places on maps and globes.	Week 17 Map Skills Week 18 Location Week 19 Physical Features of Places Week 20 Human Characteristics of Places Week 24 Regions of the World
2.16	Identify the history and narratives of traditionally included and excluded individuals, groups, and circumstances that had an impact on the local community including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender).	Week 6 Important Documents Week 14 Founders Week 15 Memorials and Monuments Week 22 Movement Week 23 Culture Week 31 Solving Problems in Your Community Week 32 Historical Figures
2.17	Identify and describe community celebrations, landmarks, symbols from a variety of traditions and explain why they are significant to the cultural heritage of members of the community.	Week 12 Patriotism Week 13 Patriotic Symbols Week 15 Memorials and Monuments Week 16 Patriotic Holidays Week 23 Culture Week 31 Solving Problems in Your Community Week 32 Historical Figures
2.18	Differentiate between events that happened in the recent and distant past.	Week 2 Timelines Week 32 Historical Figures

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2.19	Develop and analyze a timeline of events in the history of the local community.	Week 2 Timelines Week 21 Humans and the Environment Week 31 Solving Problems in Your Community Week 32 Historical Figures
2.20	Generate questions using a historical source as it relates to the local community's history.	Week 1 Sources Week 14 Founders Week 23 Culture Week 31 Solving Problems in Your Community Week 32 Historical Figures
2.21	Explain how people and events of the past influence the present.	Week 12 Patriotism Week 13 Patriotic Symbols Week 14 Founders Week 15 Memorials and Monuments Week 16 Patriotic Holidays Week 21 Humans and the Environment Week 22 Movement Week 23 Culture Week 31 Solving Problems in Your Community Week 32 Historical Figures
2.22	Understand that cause and effect relationships help recount events, and understand the events that led to the development of the community.	Week 1 Sources Week 2 Timelines Week 6 Important Documents Week 14 Founders Week 15 Memorials and Monuments Week 16 Patriotic Holidays Week 21 Humans and the Environment Week 22 Movement Week 31 Solving Problems in Your Community Week 32 Historical Figures
2.23	Describe the connection between two or more current or historical events.	Week 16 Patriotic Holidays Week 22 Movement Week 31 Solving Problems in Your Community Week 32 Historical Figures
2.24	Compare and contrast past and present situations, people, and events in neighborhoods and communities.	Week 2 Timelines Week 22 Movement Week 31 Solving Problems in Your Community Week 32 Historical Figures
2.25	Evaluate information relating to an issue or problem.	Week 1 Sources Week 4 Rules and Laws Week 5 Principles of Democracy Week 6 Important Documents Week 7 The Purpose of Government Week 8 The Structure of National Government Week 21 Humans and the Environment Week 30 More Economic Principles Week 31 Solving Problems in Your Community Week 32 Historical Figures
2.26	Use listening, consensus-building, and voting procedures	Week 4 Rules and Laws

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	to decide on and take informed action to interrupt injustice or promote justice in their community	Week 5 Principles of Democracy Week 6 Important Documents Week 7 The Purpose of Government Week 8 The Structure of National Government Week 16 Patriotic Holidays Week 31 Solving Problems in Your Community

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3rd Grade Standards		
3.1	Examine how different levels of city and county government provide services to members of a community.	Week 6 I Am a Member of a Community Week 7 Purposes of Government Week 8 Government Week 10 National Government Week 11 Tribal, State, and Local Government Week 13 Inquiry
3.2	Describe the responsibilities of people in their community and state.	Week 4 Taking Action Week 5 Engage in Your Own Inquiry Week 6 I Am a Member of a Community Week 7 Purposes of Government Week 8 Government Week 10 National Government Week 11 Tribal, State, and Local Government Week 13 Inquiry
3.3	Explain how a community relies on active civic participation and identify opportunities for student participation in local and regional issues.	Week 4 Taking Action Week 5 Engage in Your Own Inquiry Week 6 I Am a Member of a Community Week 7 Purposes of Government Week 8 Government Week 10 National Government Week 11 Tribal, State, and Local Government Week 12 We the People Week 13 Inquiry Week 26 Problem Solving
3.4	Describe the use of stereotype and targeted marketing in creating demand for consumer products.	
3.5	Explain how profit influences sellers in markets.	#N/A
3.6	Identify key industries of Oregon.	Week 29 Producers and Consumers Week 32 Inquiry - Interdependence in your Community
3.7	Analyze the impact of personal financial decisions on personal, community, regional, and world resources. (i.e. how my individual financial actions have an impact on myself/others/resources)	Week 12 We the People Week 13 Inquiry Week 30 Community Interdependence Week 32 Inquiry - Interdependence in your Community

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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).	Week 3 Examining Evidence and Communicating Conclusions Week 5 Engage in Your Own Inquiry Week 14 Thinking Like a Geographer Week 15 Map Skills Week 28 Urban, Suburban, and Rural land Use
3.9	Describe and compare human characteristics of regions in Oregon (tribal, cultural, agricultural, industrial, etc.)	Week 21 Migration Week 28 Urban, Suburban, and Rural land Use
3.10	Identify and analyze Oregon's natural resources and describe how people in Oregon and other parts of the world use them.	Week 16 Natural Features and Landforms Week 17 Natural Features and Landforms: Oceans and Deserts Week 18 Regions Part 1 Week 19 Regions Part 2 Week 20 Water is a Natural Resource Week 28 Urban, Suburban, and Rural land Use
3.11	Describe how the inclusion or exclusion of individuals, social and ethnic 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 has shaped events and development of the local community and region.	Week 4 Taking Action Week 5 Engage in Your Own Inquiry Week 13 Inquiry Week 21 Migration Week 25 People who Influence Communities Week 27 Eyewitness to Change Over Time Week 32 Inquiry - Interdependence in your Community
3.12	Describe how the identity of the local community shaped its history and compare to other communities in a region.	Week 13 Inquiry Week 21 Migration Week 24 Communities Over Time Week 25 People who Influence Communities Week 27 Eyewitness to Change Over Time Week 31 Transportation Over Time
3.13	Apply research skills and technologies to gather information about the past in a region.	Week 1 Developing Inquiries Week 3 Examining Evidence and Communicating Conclusions Week 5 Engage in Your Own Inquiry Week 21 Migration Week 24 Communities Over Time Week 27 Eyewitness to Change Over Time
3.14	Explain why individuals and groups (e.g.	Week 9 Important Documents

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	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	Week 25 People who Influence Communities Week 27 Eyewitness to Change Over Time
3.15	Explain how sources serve different purposes for answering historical questions.	Week 1 Developing Inquiries Week 2 Sources Week 3 Examining Evidence and Communicating Conclusions Week 5 Engage in Your Own Inquiry Week 9 Important Documents Week 23 Using Charts, Maps, and Data Week 24 Communities Over Time Week 27 Eyewitness to Change Over Time
3.16	Generate questions using multiple historical sources and examine their validity.	Week 1 Developing Inquiries Week 2 Sources Week 3 Examining Evidence and Communicating Conclusions Week 5 Engage in Your Own Inquiry Week 23 Using Charts, Maps, and Data Week 27 Eyewitness to Change Over Time
3.17	Use a variety of historical sources including artifacts, pictures and documents to identify factual evidence.	Week 1 Developing Inquiries Week 2 Sources Week 3 Examining Evidence and Communicating Conclusions Week 5 Engage in Your Own Inquiry Week 9 Important Documents Week 23 Using Charts, Maps, and Data Week 24 Communities Over Time Week 27 Eyewitness to Change Over Time
3.18	Identify how systems of power, including white supremacy, institutional racism, racial hierarchy, and oppression affect the perspectives of different individuals and groups when examining an event, issue, or problem with an emphasis on multiple perspectives.	Week 1 Developing Inquiries Week 2 Sources Week 3 Examining Evidence and Communicating Conclusions Week 4 Taking Action Week 5 Engage in Your Own Inquiry Week 13 Inquiry Week 26 Problem Solving Week 32 Inquiry - Interdependence in your Community

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3.19	Analyze different ways that people, other living things, and the environment might be affected by an event, issue, or problem.	Week 1 Developing Inquiries Week 3 Examining Evidence and Communicating Conclusions Week 4 Taking Action Week 5 Engage in Your Own Inquiry Week 13 Inquiry Week 26 Problem Solving Week 32 Inquiry - Interdependence in your Community

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4th Grade Standards		
4.1	Identify and describe historic Native American Indian groups that lived in Oregon prior to contact with Europeans and at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.	5: Oregon's First Inhabitants 6: People of the Coast 7: American Indians of the Interior 8: Plateau and Plains People
4.2	Explain how key individuals and events influenced the early growth and change in Oregon.	4: Oregon's Weather and Climate 5: Oregon's First Inhabitants 6: People of the Coast 7: American Indians of the Interior 8: Plateau and Plains People 19: Oregon Grows 1860s-1880s 27: Famous People of Oregon
4.3	Give examples of changes in Oregon's agricultural, industrial, political, and business development over time.	5: Oregon's First Inhabitants 6: People of the Coast 7: American Indians of the Interior 8: Plateau and Plains People
4.4	Identify the 9 federally recognized Oregon tribes and their aboriginal boundaries	5: Oregon's First Inhabitants 6: People of the Coast 7: American Indians of the Interior 8: Plateau and Plains People
4.5	Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories	11: Lewis and Clark 12: The Oregon Trail
4.6	Create and evaluate timelines that show relationships among people, events, and movements in Oregon history	4: Oregon's weather and Climate
4.7	Use primary and secondary sources to create or describe a narrative about events in Oregon history	12: The Oregon Trail
4.8	Use geographical tools (e.g., Maps, GIS, Google Earth) to identify absolute and relative locations and physical characteristics of places in Oregon.	1: Oregon's Physical Features 2: Oregon's Regions 3: Lakes, Bays, Mountains and Rivers 4: Oregon's weather and Climate 11: Lewis and Clark 17: Oregon Grows 1840s 18: Oregon Grows 1860s-1880s 21: Oregon and World War I 22: Oregon During the '20s and '30s 23: Oregon and WWII 26: Places to Go and See in Oregon
4.9	Explain the influence Oregon and the Northwest's physical systems on humans, including Native Americans	7: American Indians of the Interior
4.10	Compare and contrast varying patterns of settlements in Oregon, past and present, and consider future trends.	9: Early Exploration of the Northwest

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4.11	Identify conflicts involving use of land, natural resources, economy, and competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon and between different geographical areas.	12: The Oregon Trail
4.12	Explain how people in Oregon have modified their environment and how the environment has influenced people's lives.	10: Traders to the Northwest 13: Railroads and New Territory 15: Oregon Industries Grow 24: The Modern Period
4.13	Describe how technological developments, societal decisions, and personal practices influence Oregon's sustainability (dams, wind turbines, etc.).	10: Traders to the Northwest 13: Railroads and New Territory 15: Oregon Industries Grow 24: The Modern Period
4.14	Explain the organization and functions of Oregon government.	14: The Making of a Territory 16: Statehood and Symbols 18: Oregon Grows 1850s 20: Oregon Grows 1889-1916 21: Oregon and World War I 25: Our Constitution
4.15	Describe and evaluate how historical Oregon governments affected groups within the state (citizens, foreigners, women, class systems, minority groups, tribes).	14: The Making of a Territory 16: Statehood and Symbols 18: Oregon Grows 1850s 20: Oregon Grows 1889-1916 25: Our Constitution
4.16	Explain the process of Oregon statehood.	14: The Making of a Territory 16: Statehood and Symbols 20: Oregon Grows 1889-1916
4.17		
4.18	Identify key industries of Oregon	10: Traders to the Northwest 24: The Modern Period
4.19	Compare eyewitness and secondhand accounts of an event	28: Legends and Lore
4.20	Describe the sequence of events in given current and historical accounts	28: Legends and Lore
4.21	Analyze historical accounts related to Oregon to understand cause-and-effect.	13: Railroads and New Territory 15: Oregon Industries Grow

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5th Grade Standards		
5.1	Analyze how cooperation and conflict among people contribute to political, economic, religious, and current social events and situations in the United States.	Week 27 The Founders and the Process Week 28 The Constitution Week 29 The Bill of Rights
5.2	Examine and critique how colonial and new states' governments established, limited or denied rights and responsibilities of specific groups and individuals with particular attention to, citizens, enslaved peoples, foreigners, nobles, religious groups, women, class systems, tribes.	Week 12 The Colonies and their Founding Week 14 Colonial Life Week 15 Guided Inquiry: Life in the British Colonies Week 27 The Founders and the Process Week 28 The Constitution Week 29 The Bill of Rights Week 30 The New Nation
5.3	Compare and contrast the British monarchy, American colonial governments, and Tribal governments through their various interactions.	Week 14 Colonial Life Week 15 Guided Inquiry: Life in the British Colonies Week 23 Independence and Revolution: The Government Week 28 The Constitution Week 29 The Bill of Rights Week 30 The New Nation
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.	Week 10 The Age of Encounters Week 11 Consequences of Contact Week 12 The Colonies and Their Founding Week 14 Colonial Life Week 15 Guided Inquiry: Life in the British Colonies Week 17 Clash of Empires Week 23 Independence and Revolution: The Government
5.5	Describe how national government affects local, state, and Oregon tribal governments.	Week 28 The Constitution Week 29 The Bill of Rights
5.6	Examine the significance of the slave trade in among and between the N. American colonies, Europe, Asia, and Africa.	Week 6 Life in the Americas Week 8 Trade and Economics in North America Week 9 Guided Inquiry: Lives of North American Indians Week 12 The Colonies and Their Founding Week 17 Clash of Empires Week 18 Consequences of the French and Indian War Week 23 Independence and Revolution: The Government Week 24 Independence and Revolution: The People
5.7	Explain the purpose of taxes and give examples of their use from current and U.S. history.	Week 8 Trade and Economics in North America Week 9 Guided Inquiry: Lives of North American Indians Week 11 Consequences of Contact Week 15 Guided Inquiry: Life in the British Colonies Week 16 Conflicts and Compromise in North America Week 17 Clash of Empires

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5.8	Analyze career choices through the return on investment (qualifications, education, and income potential).	#N/A
5.9	Use geographical tools (maps, satellite images, photographs, Google Earth, and other representations) to investigate and compare how areas in the United States can be divided in multiple ways.	#N/A
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.	Week 10 The Age of Encounters Week 11 Consequences of Contact Week 12 The Colonies and Their Founding Week 13 Jamestown Week 14 Colonial Life Week 15 Guided Inquiry: Life in the British Colonies Week 16 Conflicts and Compromise in North America Week 17 Clash of Empires Week 18 Consequences of the French and Indian War Week 26 Outcomes of the American Revolution Week 31 America on the Move Week 32 Guided Inquiry: Changes in the United States
5.11	Describe how physical, human and political features influence events, movements, and adaptation to the environment.	Week 14 Colonial Life Week 15 Guided Inquiry: Life in the British Colonies Week 16 Conflicts and Compromise in North America Week 17 Clash of Empires Week 18 Consequences of the French and Indian War Week 31 America on the Move
5.12	Describe how technological developments, societal decisions, and personal practices affects sustainability in the United States.	#N/A
5.13	Describe how natural and human-made events in one place affect people in other places.	Week 31 America on the Move
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.	Week 14 Colonial Life Week 15 Guided Inquiry: Life in the British Colonies Week 16 Conflicts and Compromise in North America Week 17 Clash of Empires Week 18 Consequences of the French and Indian War Week 19 The Acts of Parliament Week 31 America on the Move
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.	Week 6 Life in the Americas Week 7 Government and Culture in North America Week 8 Trade and Economics in North America Week 9 Guided Inquiry: Lives of North American Indians

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		Week 11 Consequences of Contact Week 15 Guided Inquiry: Life in the British Colonies
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.	Week 10 The Age of Encounters Week 11 Consequences of Contact Week 12 The Colonies and Their Founding Week 13 Jamestown Week 15 Guided Inquiry: Life in the British Colonies
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).	Week 10 The Age of Encounters Week 11 Consequences of Contact Week 12 The Colonies and Their Founding Week 13 Jamestown Week 15 Guided Inquiry: Life in the British Colonies Week 16 Conflicts and Compromise in North America
5.18	Explain multiple perspectives and probable causes and effects of events leading to colonial independence from British Rule.	Week 12 The Colonies and Their Founding Week 14 Colonial Life Week 15 Guided Inquiry: Life in the British Colonies Week 16 Conflicts and Compromise in North America Week 27 The Founders and the Process
5.19	Identify and examine the roles and impact of diverse groups of people (e.g. gender roles, social roles, political and economic structures) within the 13 British colonies that became the United States. 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 disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender).	Week 12 The Colonies and Their Founding Week 17 Clash of Empires Week 18 Consequences of the French and Indian War Week 19 The Acts of Parliament Week 20 The Actions of the Colonies Week 21 The Shot Heard Round the World Week 22 Guided Inquiry: The Road to Revolution Week 23 Independence and Revolution: The Government Week 25: Independence and Revolution: The Military
5.20	Identify and examine the roles that American Indians had in the development of the United States.	Week 12 The Colonies and Their Founding Week 14 Colonial Life Week 15 Guided Inquiry: Life in the British Colonies Week 16 Conflicts and Compromise in North America Week 17 Clash of Empires Week 18 Consequences of the French and Indian War Week 19 The Acts of Parliament Week 20 The Actions of the Colonies Week 21 The Shot Heard Round the World Week 22 Guided Inquiry: The Road to Revolution Week 23 Independence and Revolution: The Government Week 24 Independence and Revolution: The People
5.21	Identify the scope and explain the significance of	

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	the enslavement of Indigenous Peoples and Africans in the establishment of North American colonies.	Week 12 The Colonies and Their Founding Week 14 Colonial Life Week 15 Guided Inquiry: Life in the British Colonies Week 17 Clash of Empires Week 18 Consequences of the French and Indian War Week 23 Independence and Revolution: The Government Week 24 Independence and Revolution: The People
5.22	Examine how the decisions of those in power affected those with less political/economic power in past and current movements for equality, freedom, and justice with connections to the present-day reality.	Week 18 Consequences of the French and Indian War Week 19 The Acts of Parliament Week 20 The Actions of the Colonies Week 21 The Shot Heard Round the World Week 22 Guided Inquiry: The Road to Revolution Week 23 Independence and Revolution: The Government Week 24 Independence and Revolution: The People Week 32 Guided Inquiry: Changes in the United States
5.23	Summarize how different kinds of historical sources are used to explain events in the past.	Week 2 Historical Inquiry Sources Week 3 Analyzing and Evaluating Evidence Week 5 Engaging in Your Own Inquiry Week 9 Guided Inquiry: Lives of North American Indians
5.24	Use primary and secondary sources to formulate historical questions and to examine multiple accounts or perspectives of a historical issue or time.	Week 2 Historical Inquiry Sources Week 3 Analyzing and Evaluating Evidence Week 5 Engaging in Your Own Inquiry Week 9 Guided Inquiry: Lives of North American Indians Week 14 Colonial Life Week 15 Guided Inquiry: Life in the British Colonies Week 22 Guided Inquiry: The Road to Revolution Week 32 Guided Inquiry: Changes in the United States
5.25	Develop an understanding of why individuals and groups from various ethnic and religious and traditionally marginalized groups during the same historical period, differed in their perspectives of events, laws/policies, or movements in the United States.	Week 19 The Acts of Parliament Week 20 The Actions of the Colonies Week 22 Guided Inquiry: The Road to Revolution Week 31 America on the Move
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.	Week 3 Analyzing and Evaluating Evidence Week 4 Communicating Conclusions Week 5 Engaging in Your Own Inquiry Week 9 Guided Inquiry: Lives of North American Indians Week 19 The Acts of Parliament Week 20 The Actions of the Colonies Week 21 The Shot Heard Round the World Week 22 Guided Inquiry: The Road to Revolution Week 31 America on the Move
5.27	Identify characteristics of an event, issue, or	Week 1 Developing Questions and Planning Inquiries

Standards		Weekly Issues
	problem, suggesting possible causes and results.	Week 3 Analyzing and Evaluating Evidence Week 4 Communicating Conclusions Week 5 Engaging in Your Own Inquiry
5.28	Propose a response or solution to an issue or problem, utilizing research, to support the position.	Week 4 Communicating Conclusions Week 5 Engaging in Your Own Inquiry
5.29	Use a range of collaborative procedures to make decisions about and act on civic issues or problems.	Week 4 Communicating Conclusions Week 5 Engaging in Your Own Inquiry

Week	Title	Standards Covered
Unit 1: Communities		
1	I Am a Member of a Community	<p>K.1 Engage in respectful dialogue with classmates to define diversity comparing and contrasting visible and invisible similarities and differences..</p> <p>K.2 Use and identify respectful dialogue, taking turns, and explain how rules are different in different settings.</p> <p>K.3 Describe roles of self and family members.</p> <p>K.6 Give examples of different jobs performed in communities.</p> <p>K.17 Make connections (similarities and differences) between self and others.</p> <p>K.19 For a given problem find a solution that demonstrates fairness and empathy.</p>
2	Authority Figures	<p>K.2 Use and identify respectful dialogue, taking turns, and explain how rules are different in different settings.</p> <p>K.3 Describe roles of self and family members</p>
3	What Are Rules?	<p>K.2 Use and identify respectful dialogue, taking turns, and explain how rules are different in different settings.</p> <p>K.3 Describe roles of self and family members.</p> <p>K.17 Make connections identifying similarities and differences including race, ethnicity, culture, disability, and gender between self and others.</p> <p>K.19 For a given problem find a solution that demonstrates fairness and empathy.</p>
4	What Are Laws?	<p>K.2 Use and identify respectful dialogue, taking turns, and explain how rules are different in different settings.</p> <p>K.3 Describe roles of self and family members.</p>
Unit 2: Civics and Government		
5	Government	<p>K.2 Use and identify respectful dialogue, taking turns, and explain how rules are different in different settings.</p> <p>K.6 Give examples of different jobs performed in communities.</p> <p>K.10 Locate, identify, and describe places of importance to self, family, school, and culture.</p> <p>K.19 For a given problem find a solution that demonstrates fairness and empathy.</p>
6	Important Documents	<p>K.2 Use and identify respectful dialogue, taking turns, and explain how rules are</p>

Week	Title	Standards Covered
		<p>different in different settings.</p> <p>K.14 Identify “change-makers,” those that change things that are not fair and those that make the world better.</p> <p>K.19 For a given problem find a solution that demonstrates fairness and empathy.</p> <p>K.20 Given context clues, develop a reasonable idea about who created the primary or secondary source, when they created it, where they created it, or why they created it.</p>
7	Learning and Working Together	<p>K.2 Use and identify respectful dialogue, taking turns, and explain how rules are different in different settings.</p> <p>K.3 Describe roles of self and family members.</p> <p>K.17 Make connections identifying similarities and differences including race, ethnicity, culture, disability, and gender between self and others.</p> <p>K.19 For a given problem find a solution that demonstrates fairness and empathy.</p>
8	Citizens	<p>K.1 Engage in respectful dialogue with classmates to define diversity comparing and contrasting visible and invisible similarities and differences.</p> <p>K.2 Use and identify respectful dialogue, taking turns, and explain how rules are different in different settings.</p> <p>K.3 Describe roles of self and family members.</p> <p>K.19 For a given problem find a solution that demonstrates fairness and empathy.</p>
9	Characteristics of Responsible Citizens	<p>K.3 Describe roles of self and family members.</p> <p>K.14 Identify “change-makers,” those that change things that are not fair and those that make the world better.</p>
Unit 3: Symbols and Celebrations		
10	Patriotism	<p>K.2 Use and identify respectful dialogue, taking turns, and explain how rules are different in different settings.</p> <p>K.10 Locate, identify, and describe places of importance to self, family, school, and culture.</p>
11	National Symbols	<p>K.10 Locate, identify, and describe places of importance to self, family, school, and culture.</p> <p>K.11 Examine culturally significant traditions, celebrations, days, and places including those from cultures that are currently and historically marginalized.</p>

Week	Title	Standards Covered
		K.14 Identify “change-makers,” those that change things that are not fair and those that make the world better.
12	National Patriotic Holidays	<p>K.6 Give examples of different jobs performed in communities.</p> <p>K.11 Examine culturally significant traditions, celebrations, days, and places including those from cultures that are currently and historically marginalized.</p> <p>K.14 Identify “change-makers,” those that change things that are not fair and those that make the world better.</p> <p>K.15 Distinguish between past and present.</p> <p>K.17 Make connections identifying similarities and differences including race, ethnicity, culture, disability, and gender between self and others.</p>
Unit 4: Geography		
13	Map Skills	<p>K.9 Identify, compare, and contrast pictures, maps and globes.</p> <p>K.10 Locate, identify, and describe places of importance to self, family, school, and culture.</p> <p>K.12 Use terms related to location, direction, and distance (such as over/under, here/there, left/right, above/below, forward/backward, between).</p>
14	Location	<p>K.9 Identify, compare, and contrast pictures, maps and globes.</p> <p>K.10 Locate, identify, and describe places of importance to self, family, school, and culture.</p> <p>K.12 Use terms related to location, direction, and distance (such as over/under, here/there, left/right, above/below, forward/backward, between).</p>
15	Finding Places Around Me	<p>K.9 Identify, compare, and contrast pictures, maps and globes.</p> <p>K.10 Locate, identify, and describe places of importance to self, family, school, and culture.</p>
16	Physical Characteristics of a Place	<p>K.9 Identify, compare, and contrast pictures, maps and globes.</p> <p>K.10 Locate, identify, and describe places of importance to self, family, school, and culture.</p>
17	Weather	<p>K.10 Locate, identify, and describe places of importance to self, family, school, and culture.</p> <p>K.12 Use terms related to location, direction, and distance (such as over/under, here/there, left/right, above/below, forward/backward, between).</p>
18	Human Characteristics	K.3 Describe roles of self and family members.

Week	Title	Standards Covered
	of a Place	<p>K.4 Distinguish between personal wants and needs.</p> <p>K.7 Identify examples of ownership of different items, recognizing the difference between private and public ownership, the responsibility for stewardship and guardianship, and the opportunity for borrowing and sharing.</p> <p>K.10 Locate, identify, and describe places of importance to self, family, school, and culture.</p> <p>K.12 Use terms related to location, direction, and distance (such as over/under, here/there, left/right, above/below, forward/backward, between)..</p>
19	My Place on the Map	<p>K.9 Identify, compare, and contrast pictures, maps and globes.</p> <p>K.10 Locate, identify, and describe places of importance to self, family, school, and culture.</p> <p>K.12 Use terms related to location, direction, and distance (such as over/under, here/there, left/right, above/below, forward/backward, between).</p>
Unit 5: Time and Chronology		
20	Calendars	<p>K.13 Understand that events happen in a sequential order.</p> <p>K.15 Distinguish between past and present.</p> <p>K.18 Compare and contrast past and present events or practices.</p>
21	Words About Time	<p>K.13 Understand that events happen in a sequential order.</p> <p>K.15 Distinguish between past and present.</p> <p>K.16 Understand and create timelines to show basic personal events in a sequential order.</p> <p>K.18 Compare and contrast past and present events or practices.</p>
22	Changes Over Time	<p>K.13 Understand that events happen in a sequential order.</p> <p>K.14 Identify “change-makers,” those that change things that are not fair and those that make the world better.</p> <p>K.15 Distinguish between past and present.</p> <p>K.16 Understand and create timelines to show basic personal events in a sequential order.</p> <p>K.18 Compare and contrast past and present events or practices.</p>
Unit 6: History		
23	History	<p>K.13 Understand that events happen in a sequential order.</p>

Week	Title	Standards Covered
		<p>K.15 Distinguish between past and present.</p> <p>K.16 Understand and create timelines to show basic personal events in a sequential order.</p> <p>K.18 Compare and contrast past and present events or practices.</p> <p>K.20 Given context clues, develop a reasonable idea about who created the primary or secondary source, when they created it, where they created it, or why they created it.</p>
24	Life Long Ago and Today	<p>K.15 Distinguish between past and present.</p> <p>K.18 Compare and contrast past and present events or practices.</p>
25	Inventors	<p>K.14 Identify “change-makers,” those that change things that are not fair and those that make the world better.</p> <p>K.18 Compare and contrast past and present events or practices.</p>
26	Transportation Over Time	<p>K.14 Identify “change-makers,” those that change things that are not fair and those that make the world better.</p> <p>K.15 Distinguish between past and present.</p> <p>K.18 Compare and contrast past and present events or practices.</p>
Unit 7: Culture		
27	Culture	<p>K.2 Use and identify respectful dialogue, taking turns, and explain how rules are different in different settings.</p> <p>K.3 Describe roles of self and family members.</p> <p>K.10 Locate, identify, and describe places of importance to self, family, school, and culture.</p> <p>K.11 Examine culturally significant traditions, celebrations, days, and places including those from cultures that are currently and historically marginalized.</p> <p>K.17 Make connections identifying similarities and differences including race, ethnicity, culture, disability, and gender between self and others.</p> <p>K.18 Compare and contrast past and present events or practices.</p>
28	Holidays Around the World	<p>K.11 Examine culturally significant traditions, celebrations, days, and places including those from cultures that are currently and historically marginalized.</p> <p>K.17 Make connections identifying similarities and differences including race, ethnicity, culture, disability, and gender between self and others.</p>

Week	Title	Standards Covered
		K.18 Compare and contrast past and present events or practices.
Unit 8: Economics		
29	Needs and Wants	K.4 Distinguish between personal wants and needs.
30	Economics	K.4 Distinguish between personal wants and needs. K.5 Identify forms of US money and explain how money is used.
31	Jobs	K.3 Describe roles of self and family members. K.6 Give examples of different jobs performed in communities. K.8 Explain how people earn income and that some jobs earn money while some are volunteer.
32	Spending and Saving	K.4 Distinguish between personal wants and needs. K.5 Identify forms of US money and explain how money is used.

Week	Title	Standards Covered
Unit 1: Communities		
1	Community	<p>1.1 Describe the responsibilities of leaders and team members and demonstrate the ability to be both when working to accomplish a common task.</p> <p>1.2 Apply civic virtues (such as equality, freedom, liberty, respect for individual rights, equity, justice, and deliberation) when participating in school settings (such as the classroom, cafeteria, playground, assemblies, and independent work).</p> <p>1.13 Examine and understand your own self-identity and how it fits with the identity of the family, school, and the local community..</p> <p>1.14 Identify and explain the perspectives of racial, ethnic, and social groups in our community on local issues including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano/a, Latino/a, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups.</p> <p>1.19 Identify cause-and-effect relationships.</p>
2	Authority Figures	<p>1.1 Describe the responsibilities of leaders and team members and demonstrate the ability to be both when working to accomplish a common task.</p>
3	Rules and Laws	<p>1.1 Describe the responsibilities of leaders and team members and demonstrate the ability to be both when working to accomplish a common task.</p> <p>1.2 Apply civic virtues (such as equality, freedom, liberty, respect for individual rights, equity, justice, and deliberation) when participating in school settings (such as the classroom, cafeteria, playground, assemblies, and independent work).</p> <p>1.19 Identify cause-and-effect relationships.</p>
Unit 2: Civics and Governments		
4	Government	<p>1.1 Describe the responsibilities of leaders and team members and demonstrate the ability to be both when working to accomplish a common task.</p> <p>1.2 Apply civic virtues (such as equality, freedom, liberty, respect for individual rights, equity, justice, and deliberation) when participating in school settings (such as the classroom, cafeteria, playground, assemblies, and independent work).</p>
5	Government Services	<p>1.1 Describe the responsibilities of leaders and team members and demonstrate the ability to be both when working to accomplish a common task.</p>

Week	Title	Standards Covered
		<p>1.5 Identify different uses of money (saving, spending and sharing/contributing)</p> <p>1.19 Identify cause-and-effect relationships.</p>
6	Founders	
7	Important Documents	<p>1.2 Apply civic virtues (such as equality, freedom, liberty, respect for individual rights, equity, justice, and deliberation) when participating in school settings (such as the classroom, cafeteria, playground, assemblies, and independent work).</p> <p>1.4 Define equity, equality, and systems of power.</p> <p>1.13 Examine and understand your own self-identity and how it fits with the identity of the family, school, and the local community..</p>
8	Citizens	<p>1.1 Describe the responsibilities of leaders and team members and demonstrate the ability to be both when working to accomplish a common task.</p> <p>1.2 Apply civic virtues (such as equality, freedom, liberty, respect for individual rights, equity, justice, and deliberation) when participating in school settings (such as the classroom, cafeteria, playground, assemblies, and independent work).</p> <p>1.13 Examine and understand your own self-identity and how it fits with the identity of the family, school, and the local community..</p> <p>1.19 Identify cause-and-effect relationships.</p>
9	Characteristics of Responsible Citizens	<p>1.1 Describe the responsibilities of leaders and team members and demonstrate the ability to be both when working to accomplish a common task.</p> <p>1.2 Apply civic virtues (such as equality, freedom, liberty, respect for individual rights, equity, justice, and deliberation) when participating in school settings (such as the classroom, cafeteria, playground, assemblies, and independent work).</p> <p>1.4 Define equity, equality, and systems of power.</p> <p>1.13 Examine and understand your own self-identity and how it fits with the identity of the family, school, and the local community..</p>
10	Responsible Citizens in History	<p>1.2 Apply civic virtues (such as equality, freedom, liberty, respect for individual rights, equity, justice, and deliberation) when participating in school settings (such as the classroom, cafeteria, playground, assemblies, and independent work).</p> <p>1.4 Define equity, equality, and systems of power.</p>

Week	Title	Standards Covered
		<p>1.12 Describe how individual and group characteristics are used to divide, unite, and categorize racial, ethnic, and social groups.</p> <p>1.14 Identify and explain the perspectives of racial, ethnic, and social groups in our community on local issues including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano/a, Latino/a, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups.</p> <p>1.19 Identify cause-and-effect relationships.</p>
Unit 3: Symbols and Celebrations		
11	Patriotism	
12	National Patriotic Symbols	1.7 Locate and identify important places in the community (school, library, fire department, cultural places). (Geography)
13	National Patriotic Holidays	<p>1.15 Use terms related to time to place events that have occurred in sequential order.</p> <p>1.16 Develop and analyze a simple timeline of important family events in a sequential order.</p>
Unit 4: Geography		
14	Map Skills	<p>1.7 Locate and identify important places in the community (school, library, fire department, cultural places). (Geography)</p> <p>1.10 Construct maps (including mental maps), graphs, and other representations of familiar places.</p>
15	Location	<p>1.7 Locate and identify important places in the community (school, library, fire department, cultural places). (Geography)</p> <p>1.10 Construct maps (including mental maps), graphs, and other representations of familiar places.</p>
16	Physical Characteristics of a Place	<p>1.7 Locate and identify important places in the community (school, library, fire department, cultural places). (Geography)</p> <p>1.9 Give examples of local natural resources and describe how people use them.</p> <p>1.10 Construct maps (including mental maps), graphs, and other representations of familiar places.</p>
17	Human Characteristics of a Place	<p>1.9 Give examples of local natural resources and describe how people use them.</p> <p>1.10 Construct maps (including mental maps), graphs, and other representations of familiar places.</p>

Week	Title	Standards Covered
		1.19 Identify cause-and-effect relationships.
18	Adapting to Our Environment	<p>1.8 Explain how seasonal changes influence activities in school and community.</p> <p>1.9 Give examples of local natural resources and describe how people use them.</p> <p>1.19 Identify cause-and-effect relationships.</p>
19	Geography of Our Community	<p>1.6 Describe ways people celebrate their diverse cultural heritages in the community. (Geography)</p> <p>1.7 Locate and identify important places in the community (school, library, fire department, cultural places). (Geography)</p> <p>1.8 Explain how seasonal changes influence activities in school and community.</p> <p>1.9 Give examples of local natural resources and describe how people use them.</p> <p>1.10 Construct maps (including mental maps), graphs, and other representations of familiar places.</p> <p>1.13 Examine and understand your own self-identity and how it fits with the identity of the family, school, and the local community..</p> <p>1.19 Identify cause-and-effect relationships.</p>
Unit 5: History		
20	Calendars	1.15 Use terms related to time to place events that have occurred in sequential order.
21	Changes Over Time	<p>1.15 Use terms related to time to place events that have occurred in sequential order.</p> <p>1.16 Develop and analyze a simple timeline of important family events in a sequential order.</p> <p>1.18 Generate questions about a particular historical source (such as photo, letter, or document) as it relates to a family's history.</p>
22	History	<p>1.15 Use terms related to time to place events that have occurred in sequential order.</p> <p>1.17 Explain the use of different kinds of historical sources to study the past.</p> <p>1.18 Generate questions about a particular historical source (such as photo, letter, or document) as it relates to a family's history.</p>
23	Life Long Ago and Today	1.13 Examine and understand your own self-identity and how it fits with the

Week	Title	Standards Covered
		<p>identity of the family, school, and the local community..</p> <p>1.15 Use terms related to time to place events that have occurred in sequential order.</p> <p>1.17 Explain the use of different kinds of historical sources to study the past.</p> <p>1.18 Generate questions about a particular historical source (such as photo, letter, or document) as it relates to a family's history.</p>
24	Communication Over Time	<p>1.15 Use terms related to time to place events that have occurred in sequential order.</p> <p>1.18 Generate questions about a particular historical source (such as photo, letter, or document) as it relates to a family's history.</p> <p>1.19 Identify cause-and-effect relationships.</p>
Unit 6: Culture		
25	Culture	<p>1.6 Describe ways people celebrate their diverse cultural heritages in the community. (Geography)</p> <p>1.11 Identify, affirm, respect, and explain the diverse cultural heritage, songs, symbols, and celebrations of my community and the diverse social and ethnic groups in Oregon and the United States of America.</p> <p>1.13 Examine and understand your own self-identity and how it fits with the identity of the family, school, and the local community..</p> <p>1.14 Identify and explain the perspectives of racial, ethnic, and social groups in our community on local issues including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano/a, Latino/a, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups.</p> <p>1.17 Explain the use of different kinds of historical sources to study the past.</p> <p>1.18 Generate questions about a particular historical source (such as photo, letter, or document) as it relates to a family's history.</p>
26	Folktales and Legends	<p>1.11 Identify, affirm, respect, and explain the diverse cultural heritage, songs, symbols, and celebrations of my community and the diverse social and ethnic groups in Oregon and the United States of America.</p> <p>1.13 Examine and understand your own self-identity and how it fits with the identity of the family, school, and the local community..</p> <p>1.17 Explain the use of different kinds of historical sources to study the past.</p>
Unit 7: Economics		

Week	Title	Standards Covered
27	Needs and Wants	<p>1.3 Identify sources of income (some examples could be gifts, borrowing, allowance, work wages, government assistance).</p> <p>1.5 Identify different uses of money (saving, spending and sharing/contributing)</p> <p>1.19 Identify cause-and-effect relationships.</p>
28	Economics	<p>1.3 Identify sources of income (some examples could be gifts, borrowing, allowance, work wages, government assistance).</p> <p>1.5 Identify different uses of money (saving, spending and sharing/contributing)</p> <p>1.13 Examine and understand your own self-identity and how it fits with the identity of the family, school, and the local community..</p>
29	Economic Choices	<p>1.5 Identify different uses of money (saving, spending and sharing/contributing)</p> <p>1.8 Explain how seasonal changes influence activities in school and community.</p> <p>1.19 Identify cause-and-effect relationships.</p>
30	Jobs	<p>1.3 Identify sources of income (some examples could be gifts, borrowing, allowance, work wages, government assistance).</p> <p>1.19 Identify cause-and-effect relationships.</p>
31	Workers Contribute to the Economy	<p>1.3 Identify sources of income (some examples could be gifts, borrowing, allowance, work wages, government assistance).</p> <p>1.5 Identify different uses of money (saving, spending and sharing/contributing)</p> <p>1.19 Identify cause-and-effect relationships.</p>
32	Spending and Saving	<p>1.3 Identify sources of income (some examples could be gifts, borrowing, allowance, work wages, government assistance).</p> <p>1.5 Identify different uses of money (saving, spending and sharing/contributing)</p> <p>1.19 Identify cause-and-effect relationships.</p>

Week	Title	Standards Covered
2nd Grade Standards		
1	Sources	<p>2.20 Generate questions using a historical source as it relates to the local community's history.</p> <p>2.22 Understand that cause and effect relationships help recount events, and understand the events that led to the development of the community.</p> <p>2.25 Evaluate information relating to an issue or problem.</p>
2	Timelines	<p>2.18 Differentiate between events that happened in the recent and distant past.</p> <p>2.19 Develop and analyze a timeline of events in the history of the local community.</p> <p>2.22 Understand that cause and effect relationships help recount events, and understand the events that led to the development of the community.</p> <p>2.24 Compare and contrast past and present situations, people, and events in neighborhoods and communities.</p>
3	I Belong to a Community	<p>2.3 Evaluate how individuals, groups, and communities manage conflict and promote justice and equity.</p> <p>2.6 Analyze the different ways students can have an effect on their local community.</p>
4	Rules and Laws	<p>2.1 Compare personal point of view with others' perspectives when participating in rule setting.</p> <p>2.3 Evaluate how individuals, groups, and communities manage conflict and promote justice and equity.</p> <p>2.4 Give examples of and identify appropriate and inappropriate use of power and its effect.</p> <p>2.5 Identify city leaders and their functions.</p> <p>2.6 Analyze the different ways students can have an effect on their local community.</p> <p>2.25 Evaluate information relating to an issue or problem.</p> <p>2.26 Use listening, consensus-building, and voting procedures to decide on and take informed action to interrupt injustice or promote justice in their community</p>
5	Principles of Democracy	<p>2.3 Evaluate how individuals, groups, and communities manage conflict and promote justice and equity.</p> <p>2.4 Give examples of and identify appropriate and inappropriate use of power and its effect.</p>

Week	Title	Standards Covered
		<p>2.13 Identify the cultural characteristics of my group identity (including race, culture, and gender) and of the local community.</p> <p>2.25 Evaluate information relating to an issue or problem.</p> <p>2.26 Use listening, consensus-building, and voting procedures to decide on and take informed action to interrupt injustice or promote justice in their community.</p>
6	Important Documents	<p>2.1 Compare personal point of view with others' perspectives when participating in rule setting.</p> <p>2.3 Evaluate how individuals, groups, and communities manage conflict and promote justice and equity.</p> <p>2.16 Identify the history and narratives of traditionally included and excluded individuals, groups, and circumstances that had an impact on the local community including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender).</p> <p>2.22 Understand that cause and effect relationships help recount events, and understand the events that led to the development of the community.</p> <p>2.25 Evaluate information relating to an issue or problem.</p> <p>2.26 Use listening, consensus-building, and voting procedures to decide on and take informed action to interrupt injustice or promote justice in their community.</p>
7	The Purpose of Government	<p>2.1 Compare personal point of view with others' perspectives when participating in rule setting.</p> <p>2.2 Identify services provided by city government.</p> <p>2.3 Evaluate how individuals, groups, and communities manage conflict and promote justice and equity.</p> <p>2.4 Give examples of and identify appropriate and inappropriate use of power and its effect.</p> <p>2.25 Evaluate information relating to an issue or problem.</p> <p>2.26 Use listening, consensus-building, and voting procedures to decide on and take informed action to interrupt injustice or promote justice in their community.</p>
8	The Structure of National Government	<p>2.1 Compare personal point of view with others' perspectives when participating in rule setting.</p>

Week	Title	Standards Covered
		<p>2.3 Evaluate how individuals, groups, and communities manage conflict and promote justice and equity.</p> <p>2.4 Give examples of and identify appropriate and inappropriate use of power and its effect.</p> <p>2.25 Evaluate information relating to an issue or problem.</p> <p>2.26 Use listening, consensus-building, and voting procedures to decide on and take informed action.</p>
9	Tribal, State, and Local Government	<p>2.2 Identify services provided by city government.</p> <p>2.5 Identify city leaders and their functions.</p>
10	Government Services	<p>2.2 Identify services provided by city government.</p> <p>2.5 Identify city leaders and their functions.</p> <p>2.13 Identify the cultural characteristics of my group identity (including race, culture, and gender) and of the local community.</p>
11	Citizenship	<p>2.3 Evaluate how individuals, groups, and communities manage conflict and promote justice and equity.</p> <p>2.6 Analyze the different ways students can have an effect on their local community.</p>
12	Patriotism	<p>2.13 Identify the cultural characteristics of my group identity (including race, culture, and gender) and of the local community.</p> <p>2.17 Identify and describe community celebrations, landmarks, symbols from a variety of traditions and explain why they are significant to the cultural heritage of members of the community.</p> <p>2.21 Explain how people and events of the past influence the present</p>
13	Patriotic Symbols	<p>2.13 Identify the cultural characteristics of my group identity (including race, culture, and gender) and of the local community.</p> <p>2.17 Identify and describe community celebrations, landmarks, symbols from a variety of traditions and explain why they are significant to the cultural heritage of members of the community.</p> <p>2.21 Explain how people and events of the past influence the present.</p>
14	Founders	<p>2.4 Give examples of and identify appropriate and inappropriate use of power and its effect.</p> <p>2.16 Identify the history and narratives of traditionally included and excluded individuals, groups, and circumstances that had an impact on the local community including individuals who are American Indian/Alaska Native/Native</p>

Week	Title	Standards Covered
		<p>Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender).</p> <p>2.20 Generate questions using a historical source as it relates to the local community's history.</p> <p>2.21 Explain how people and events of the past influence the present.</p> <p>2.22 Understand that cause and effect relationships help recount events, and understand the events that led to the development of the community.</p>
15	Memorials and Monuments	<p>2.13 Identify the cultural characteristics of my group identity (including race, culture, and gender) and of the local community.</p> <p>2.16 Identify the history and narratives of traditionally included and excluded individuals, groups, and circumstances that had an impact on the local community including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender).</p> <p>2.17 Identify and describe community celebrations, landmarks, symbols from a variety of traditions and explain why they are significant to the cultural heritage of members of the community.</p> <p>2.21 Explain how people and events of the past influence the present.</p> <p>2.22 Understand that cause and effect relationships help recount events, and understand the events that led to the development of the community.</p>
16	Patriotic Holidays	<p>2.13 Identify the cultural characteristics of my group identity (including race, culture, and gender) and of the local community.</p> <p>2.17 Identify and describe community celebrations, landmarks, symbols from a variety of traditions and explain why they are significant to the cultural heritage of members of the community.</p> <p>2.21 Explain how people and events of the past influence the present.</p> <p>2.22 Understand that cause and effect relationships help recount events, and understand the events that led to the development of the community.</p> <p>2.23 Describe the connection between two or more current or historical events.</p> <p>2.26 Use listening, consensus-building, and voting procedures to decide on and take informed action to interrupt injustice or promote justice in their</p>

Week	Title	Standards Covered
		community.
17	Map Skills	<p>2.11 Use basic information on maps and other geographic tools to locate, identify and describe physical and human features of the community.</p> <p>2.14 Use and apply cardinal directions to locate and identify features on maps (such as oceans, cities, continents).</p> <p>2.15 Use a simple grid system, symbols, and other information to locate the physical and political features of places on maps and globes.</p>
18	Location	<p>2.11 Use basic information on maps and other geographic tools to locate, identify and describe physical and human features of the community.</p> <p>2.12 Identify relative location of school and community in the state and nation and the world.</p> <p>2.14 Use and apply cardinal directions to locate and identify features on maps (such as oceans, cities, continents).</p> <p>2.15 Use a simple grid system, symbols, and other information to locate the physical and political features of places on maps and globes.</p>
19	Physical Features of Places	<p>2.11 Use basic information on maps and other geographic tools to locate, identify and describe physical and human features of the community.</p> <p>2.14 Use and apply cardinal directions to locate and identify features on maps (such as oceans, cities, continents).</p> <p>2.15 Use a simple grid system, symbols, and other information to locate the physical and political features of places on maps and globes.</p>
20	Human Characteristics of Places	<p>2.11 Use basic information on maps and other geographic tools to locate, identify and describe physical and human features of the community.</p> <p>2.12 Identify relative location of school and community in the state and nation and the world.</p> <p>2.13 Identify the cultural characteristics of my group identity (including race, culture, and gender) and of the local community.</p> <p>2.14 Use and apply cardinal directions to locate and identify features on maps (such as oceans, cities, continents).</p> <p>2.15 Use a simple grid system, symbols, and other information to locate the physical and political features of places on maps and globes.</p>
21	Humans and the Environment	<p>2.6 Analyze the different ways students can have an effect on their local community.</p> <p>2.13 Identify the cultural characteristics of my group identity (including race, culture, and gender) and of the local community.</p>

Week	Title	Standards Covered
		<p>2.19 Develop and analyze a timeline of events in the history of the local community.</p> <p>2.21 Explain how people and events of the past influence the present.</p> <p>2.22 Understand that cause and effect relationships help recount events, and understand the events that led to the development of the community.</p> <p>2.25 Evaluate information relating to an issue or problem.</p>
22	Movement	<p>2.11 Use basic information on maps and other geographic tools to locate, identify and describe physical and human features of the community.</p> <p>2.16 Identify the history and narratives of traditionally included and excluded individuals, groups, and circumstances that had an impact on the local community including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender).</p> <p>2.21 Explain how people and events of the past influence the present.</p> <p>2.22 Understand that cause and effect relationships help recount events, and understand the events that led to the development of the community.</p> <p>2.23 Describe the connection between two or more current or historical events.</p> <p>2.24 Compare and contrast past and present situations, people, and events in neighborhoods and communities.</p>
23	Culture	<p>2.13 Identify the cultural characteristics of my group identity (including race, culture, and gender) and of the local community.</p> <p>2.16 Identify the history and narratives of traditionally included and excluded individuals, groups, and circumstances that had an impact on the local community including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender).</p> <p>2.17 Identify and describe community celebrations, landmarks, symbols from a variety of traditions and explain why they are significant to the cultural heritage of members of the community.</p> <p>2.20 Generate questions using a historical source as it relates to the local community's history.</p>

Week	Title	Standards Covered
		2.21 Explain how people and events of the past influence the present.
24	Regions of the World	2.11 Use basic information on maps and other geographic tools to locate, identify and describe physical and human features of the community. 2.15 Use a simple grid system, symbols, and other information to locate the physical and political features of places on maps and globes.
25	Needs, Wants, and Resources	
26	Economic Activity	2.7 Identify local businesses and the goods and services they produce.
27	Economic Choices	2.8 Describe the role of banks in an economy 2.9 Explain various methods of saving and how saving can help reach both short and long-term financial goals.
28	Producers and Consumers	
29	Economic Principles	2.7 Identify local businesses and the goods and services they produce.
30	More Economic Principles	2.25 Evaluate information relating to an issue or problem.
31	Solving Problems in Your Community	2.1 Compare personal point of view with others' perspectives when participating in rule setting. 2.6 Analyze the different ways students can have an effect on their local community. 2.13 Identify the cultural characteristics of my group identity (including race, culture, and gender) and of the local community. 2.16 Identify the history and narratives of traditionally included and excluded individuals, groups, and circumstances that had an impact on the local community including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender). 2.17 Identify and describe community celebrations, landmarks, symbols from a variety of traditions and explain why they are significant to the cultural heritage of members of the community. 2.19 Develop and analyze a timeline of events in the history of the local community.

Week	Title	Standards Covered
		<p>2.20 Generate questions using a historical source as it relates to the local community's history.</p> <p>2.21 Explain how people and events of the past influence the present.</p> <p>2.22 Understand that cause and effect relationships help recount events, and understand the events that led to the development of the community.</p> <p>2.23 Describe the connection between two or more current or historical events.</p> <p>2.24 Compare and contrast past and present situations, people, and events in neighborhoods and communities.</p> <p>2.25 Evaluate information relating to an issue or problem.</p> <p>2.26 Use listening, consensus-building, and voting procedures to decide on and take informed action to interrupt injustice or promote justice in their community.</p>
32	Historical Figures	<p>2.3 Evaluate how individuals, groups, and communities manage conflict and promote justice and equity.</p> <p>2.6 Analyze the different ways students can have an effect on their local community.</p> <p>2.13 Identify the cultural characteristics of my group identity (including race, culture, and gender) and of the local community.</p> <p>2.16 Identify the history and narratives of traditionally included and excluded individuals, groups, and circumstances that had an impact on the local community including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender).</p> <p>2.17 Identify and describe community celebrations, landmarks, symbols from a variety of traditions and explain why they are significant to the cultural heritage of members of the community.</p> <p>2.18 Differentiate between events that happened in the recent and distant past.</p> <p>2.19 Develop and analyze a timeline of events in the history of the local community.</p> <p>2.20 Generate questions using a historical source as it relates to the local community's history.</p> <p>2.21 Explain how people and events of the past influence the present.</p>

Week	Title	Standards Covered
		<p>2.22 Understand that cause and effect relationships help recount events, and understand the events that led to the development of the community.</p> <p>2.23 Describe the connection between two or more current or historical events.</p> <p>2.24 Compare and contrast past and present situations, people, and events in neighborhoods and communities.</p> <p>2.25 Evaluate information relating to an issue or problem.</p>

Week	Title	Standards Covered
Unit 1: Inquiry		
1	Developing Inquiries	<p>3.13 Apply research skills and technologies to gather information about the past in a region.</p> <p>3.15 Explain how sources serve different purposes for answering historical questions.</p> <p>3.16 Generate questions using multiple historical sources and examine their validity.</p> <p>3.17 Use a variety of historical sources including artifacts, pictures and documents to identify factual evidence.</p> <p>3.18 Identify how systems of power, including white supremacy, institutional racism, racial hierarchy, and oppression affect the perspectives of different individuals and groups when examining an event, issue, or problem with an emphasis on multiple perspectives.</p> <p>3.19 Analyze different ways that people, other living things, and the environment might be affected by an event, issue, or problem.</p>
2	Sources	<p>3.15 Explain how sources serve different purposes for answering historical questions.</p> <p>3.16 Generate questions using multiple historical sources and examine their validity.</p> <p>3.17 Use a variety of historical sources including artifacts, pictures and documents to identify factual evidence.</p> <p>3.18 Identify how systems of power, including white supremacy, institutional racism, racial hierarchy, and oppression affect the perspectives of different individuals and groups when examining an event, issue, or problem with an emphasis on multiple perspectives.</p>
3	Examining Evidence and Communicating Conclusions	<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>

Week	Title	Standards Covered
		<p>3.13 Apply research skills and technologies to gather information about the past in a region.</p> <p>3.15 Explain how sources serve different purposes for answering historical questions.</p> <p>3.16 Generate questions using multiple historical sources and examine their validity.</p> <p>3.17 Use a variety of historical sources including artifacts, pictures and documents to identify factual evidence.</p> <p>3.18 Identify how systems of power, including white supremacy, institutional racism, racial hierarchy, and oppression affect the perspectives of different individuals and groups when examining an event, issue, or problem with an emphasis on multiple perspectives.</p> <p>3.19 Analyze different ways that people, other living things, and the environment might be affected by an event, issue, or problem.</p>
4	Taking Action	<p>3.2 Describe the responsibilities of people in their community and state.</p> <p>3.3 Explain how a community relies on active civic participation and identify opportunities for student participation in local and regional issues.</p> <p>3.11 Describe how the inclusion or exclusion of individuals, social and ethnic 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 has shaped events and development of the local community and region.</p> <p>3.18 Identify how systems of power, including white supremacy, institutional racism, racial hierarchy, and oppression affect the perspectives of different individuals and groups when examining an event, issue, or problem with an emphasis on multiple perspectives.</p> <p>3.19 Analyze different ways that people, other living things, and the environment might be affected by an event, issue, or problem.</p>

Week	Title	Standards Covered
5		<p>3.2 Describe the responsibilities of people in their community and state.</p> <p>3.3 Explain how a community relies on active civic participation and identify opportunities for student participation in local and regional issues.</p> <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>3.11 Describe how the inclusion or exclusion of individuals, social and ethnic 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 has shaped events and development of the local community and region.</p> <p>3.13 Apply research skills and technologies to gather information about the past in a region.</p> <p>3.15 Explain how sources serve different purposes for answering historical questions.</p> <p>3.16 Generate questions using multiple historical sources and examine their validity.</p> <p>3.17 Use a variety of historical sources including artifacts, pictures and documents to identify factual evidence.</p> <p>3.18 Identify how systems of power, including white supremacy, institutional racism, racial hierarchy, and oppression affect the perspectives of different individuals and groups when examining an event, issue, or problem with an emphasis on multiple perspectives.</p>
	Engage in Your Own Inquiry	3.19 Analyze different ways that people, other living things, and the environment might be affected by an event, issue, or problem.
Unit 2: Civics and Government		
6	I am a Member of a Community	3.1 Examine how different levels of city and county government provide

Week	Title	Standards Covered
		<p>services to members of a community.</p> <p>3.2 Describe the responsibilities of people in their community and state.</p> <p>3.3 Explain how a community relies on active civic participation and identify opportunities for student participation in local and regional issues.</p>
7	Purposes of Government	<p>3.1 Examine how different levels of city and county government provide services to members of a community.</p> <p>3.2 Describe the responsibilities of people in their community and state.</p> <p>3.3 Explain how a community relies on active civic participation and identify opportunities for student participation in local and regional issues.</p>
8	Government	<p>3.1 Examine how different levels of city and county government provide services to members of a community.</p> <p>3.2 Describe the responsibilities of people in their community and state.</p> <p>3.3 Explain how a community relies on active civic participation and identify opportunities for student participation in local and regional issues.</p>
9	Important Documents	<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>3.15 Explain how sources serve different purposes for answering historical questions.</p> <p>3.17 Use a variety of historical sources including artifacts, pictures and documents to identify factual evidence.</p>
10	National Government	<p>3.1 Examine how different levels of city and county government provide services to members of a community.</p> <p>3.2 Describe the responsibilities of people in their community and state.</p> <p>3.3 Explain how a community relies on active civic participation and</p>

Week	Title	Standards Covered
		identify opportunities for student participation in local and regional issues.
11	Tribal, State, and Local Government	<p>3.1 Examine how different levels of city and county government provide services to members of a community.</p> <p>3.2 Describe the responsibilities of people in their community and state.</p> <p>3.3 Explain how a community relies on active civic participation and identify opportunities for student participation in local and regional issues.</p>
12	We the People	<p>3.3 Explain how a community relies on active civic participation and identify opportunities for student participation in local and regional issues.</p> <p>3.7 Analyze the impact of personal financial decisions on personal, community, regional, and world resources. (i.e. how my individual financial actions have an impact on myself/others/resources)</p>
13	Inquiry	<p>3.1 Examine how different levels of city and county government provide services to members of a community.</p> <p>3.2 Describe the responsibilities of people in their community and state.</p> <p>3.3 Explain how a community relies on active civic participation and identify opportunities for student participation in local and regional issues.</p> <p>3.7 Analyze the impact of personal financial decisions on personal, community, regional, and world resources. (i.e. how my individual financial actions have an impact on myself/others/resources)</p> <p>3.11 Describe how the inclusion or exclusion of individuals, social and ethnic 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 has shaped events and development of the local community and region.</p> <p>3.12 Describe how the identity of the local community shaped its history and compare to other communities in a region.</p>

Week	Title	Standards Covered
		<p>3.18 Identify how systems of power, including white supremacy, institutional racism, racial hierarchy, and oppression affect the perspectives of different individuals and groups when examining an event, issue, or problem with an emphasis on multiple perspectives.</p> <p>3.19 Analyze different ways that people, other living things, and the environment might be affected by an event, issue, or problem.</p>
Unit 3: Geography		
14	Thinking like a geographer	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).
15	Map Skills	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).
16	Natural Features and Landforms	3.10 Identify and analyze Oregon's natural resources and describe how people in Oregon and other parts of the world use them.
17	Natural Features and Landforms: Oceans and Deserts	3.10 Identify and analyze Oregon's natural resources and describe how people in Oregon and other parts of the world use them.
18	Regions Part 1	3.10 Identify and analyze Oregon's natural resources and describe how people in Oregon and other parts of the world use them.
19	Regions Part 2	3.10 Identify and analyze Oregon's natural resources and describe how people in Oregon and other parts of the world use them.
20	Water is a natural resource	3.10 Identify and analyze Oregon's natural resources and describe how people in Oregon and other parts of the world use them.
21	Migration	<p>3.9 Describe and compare human characteristics of regions in Oregon (tribal, cultural, agricultural, industrial, etc.)</p> <p>3.11 Describe how the inclusion or exclusion of individuals, social and ethnic 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 has shaped events and development of the local community and region.</p>

Week	Title	Standards Covered
		<p>3.12 Describe how the identity of the local community shaped its history and compare to other communities in a region.</p> <p>3.13 Apply research skills and technologies to gather information about the past in a region.</p>
Unit 4: History		
22	Timelines	
23	Using Charts, Maps, and Data	<p>3.15 Explain how sources serve different purposes for answering historical questions.</p> <p>3.16 Generate questions using multiple historical sources and examine their validity.</p> <p>3.17 Use a variety of historical sources including artifacts, pictures and documents to identify factual evidence.</p>
24	Communities Over Time	<p>3.12 Describe how the identity of the local community shaped its history and compare to other communities in a region.</p> <p>3.13 Apply research skills and technologies to gather information about the past in a region.</p> <p>3.15 Explain how sources serve different purposes for answering historical questions.</p> <p>3.17 Use a variety of historical sources including artifacts, pictures and documents to identify factual evidence.</p>
25	People who influence communities	<p>3.11 Describe how the inclusion or exclusion of individuals, social and ethnic 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 has shaped events and development of the local community and region.</p> <p>3.12 Describe how the identity of the local community shaped its history and compare to other communities in a region.</p> <p>3.14 Explain why individuals and groups (e.g. socioeconomic, ethnic, and</p>

Week	Title	Standards Covered
		religious groups, and other traditionally marginalized groups) in the same historical period differed in the way they viewed and interpreted historical events
26	Problem Solving	<p>3.3 Explain how a community relies on active civic participation and identify opportunities for student participation in local and regional issues.</p> <p>3.18 Identify how systems of power, including white supremacy, institutional racism, racial hierarchy, and oppression affect the perspectives of different individuals and groups when examining an event, issue, or problem with an emphasis on multiple perspectives.</p> <p>3.19 Analyze different ways that people, other living things, and the environment might be affected by an event, issue, or problem.</p>
27		<p>3.11 Describe how the inclusion or exclusion of individuals, social and ethnic 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 has shaped events and development of the local community and region.</p> <p>3.12 Describe how the identity of the local community shaped its history and compare to other communities in a region.</p> <p>3.13 Apply research skills and technologies to gather information about the past in a region.</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>3.15 Explain how sources serve different purposes for answering historical questions.</p> <p>3.16 Generate questions using multiple historical sources and examine their validity.</p> <p>3.17 Use a variety of historical sources including artifacts, pictures and documents to identify factual evidence.</p>
	Eyewitnesses to Change Over Time	

Week	Title	Standards Covered
Unit 5: Economics		
28	Urban, Suburban, and Rural Land Use	<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 human characteristics of regions in Oregon (tribal, cultural, agricultural, industrial, etc.)</p> <p>3.10 Identify and analyze Oregon's natural resources and describe how people in Oregon and other parts of the world use them.</p>
29	Producers and Consumers	3.6 Identify key industries of Oregon.
30	Community Interdependence	3.7 Analyze the impact of personal financial decisions on personal, community, regional, and world resources. (i.e. how my individual financial actions have an impact on myself/others/resources)
31	Transportation Over Time	3.12 Describe how the identity of the local community shaped its history and compare to other communities in a region.
32	Inquiry - interdependence in your community	<p>3.6 Identify key industries of Oregon.</p> <p>3.7 Analyze the impact of personal financial decisions on personal, community, regional, and world resources. (i.e. how my individual financial actions have an impact on myself/others/resources)</p> <p>3.11 Describe how the inclusion or exclusion of individuals, social and ethnic 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 has shaped events and development of the local community and region.</p> <p>3.18 Identify how systems of power, including white supremacy, institutional racism, racial hierarchy, and oppression affect the perspectives of different individuals and groups when examining an event, issue, or problem with an emphasis on multiple perspectives.</p> <p>3.19 Analyze different ways that people, other living things, and the environment might be affected by an event, issue, or problem.</p>

Week	Title	Standards Covered
1	Oregon's Physical Features	4.8 Use geographical tools (e.g., Maps, GIS, Google Earth) to identify absolute and relative locations and physical characteristics of places in Oregon.
2	Oregon's Regions	4.8 Use geographical tools (e.g., Maps, GIS, Google Earth) to identify absolute and relative locations and physical characteristics of places in Oregon.
3	Lakes, Bays, Mountains and Rivers	4.8 Use geographical tools (e.g., Maps, GIS, Google Earth) to identify absolute and relative locations and physical characteristics of places in Oregon.
4	Oregon's Weather and Climate	<p>4.2 Explain how key individuals and events influenced the early growth and change in Oregon.</p> <p>4.6 Create and evaluate timelines that show relationships among people, events, and movements in Oregon history</p> <p>4.8 Use geographical tools (e.g., Maps, GIS, Google Earth) to identify absolute and relative locations and physical characteristics of places in Oregon.</p>
5	Oregon's First Inhabitants	<p>4.1 Identify and describe historic Native American Indian groups that lived in Oregon prior to contact with Europeans and at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.</p> <p>4.2 Explain how key individuals and events influenced the early growth and change in Oregon.</p> <p>4.3 Give examples of changes in Oregon's agricultural, industrial, political, and business development over time.</p> <p>4.4 Identify the 9 federally recognized Oregon tribes and their aboriginal boundaries</p>
6	People of the Coast	<p>4.1 Identify and describe historic Native American Indian groups that lived in Oregon prior to contact with Europeans and at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.</p> <p>4.2 Explain how key individuals and events influenced the early growth and change in Oregon.</p> <p>4.3 Give examples of changes in Oregon's agricultural, industrial, political, and business development over time.</p> <p>4.4 Identify the 9 federally recognized Oregon tribes and their aboriginal boundaries</p>

Week	Title	Standards Covered
7	American Indians of the Interior	<p>4.1 Identify and describe historic Native American Indian groups that lived in Oregon prior to contact with Europeans and at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.</p> <p>4.2 Explain how key individuals and events influenced the early growth and change in Oregon.</p> <p>4.3 Give examples of changes in Oregon's agricultural, industrial, political, and business development over time.</p> <p>4.4 Identify the 9 federally recognized Oregon tribes and their aboriginal boundaries</p> <p>4.9 Explain the influence Oregon and the Northwest's physical systems on humans, including Native Americans</p>
8	Plateau and Plains People	<p>4.1 Identify and describe historic Native American Indian groups that lived in Oregon prior to contact with Europeans and at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.</p> <p>4.2 Explain how key individuals and events influenced the early growth and change in Oregon.</p> <p>4.3 Give examples of changes in Oregon's agricultural, industrial, political, and business development over time.</p> <p>4.4 Identify the 9 federally recognized Oregon tribes and their aboriginal boundaries</p>
9	Early Exploration of the Northwest	<p>4.10 Compare and contrast varying patterns of settlements in Oregon, past and present, and consider future trends.</p>
10	Traders to the Northwest	<p>4.12 Explain how people in Oregon have modified their environment and how the environment has influenced people's lives.</p> <p>4.13 Describe how technological developments, societal decisions, and personal practices influence Oregon's sustainability (dams, wind turbines, etc.).</p> <p>4.18 Identify key industries of Oregon</p>
11	Lewis and Clark	<p>4.5 Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories</p> <p>4.8 Use geographical tools (e.g., Maps, GIS, Google Earth) to identify absolute and relative locations and physical characteristics of places in Oregon.</p>

Week	Title	Standards Covered
12	The Oregon Trail	<p>4.11 Identify conflicts involving use of land, natural resources, economy, and competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon and between different geographical areas.</p> <p>4.5 Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories</p> <p>4.7 Use primary and secondary sources to create or describe a narrative about events in Oregon history</p>
13	Railroads and New Territory	<p>4.12 Explain how people in Oregon have modified their environment and how the environment has influenced people's lives.</p> <p>4.13 Describe how technological developments, societal decisions, and personal practices influence Oregon's sustainability (dams, wind turbines, etc.).</p> <p>4.21 Analyze historical accounts related to Oregon to understand cause-and-effect.</p>
14	The Making of a Territory	<p>4.14 Explain the organization and functions of Oregon government.</p> <p>4.15 Describe and evaluate how historical Oregon governments affected groups within the state (citizens, foreigners, women, class systems, minority groups, tribes).</p> <p>4.16 Explain the process of Oregon statehood.</p>
15	Oregon Industries Grow	<p>4.12 Explain how people in Oregon have modified their environment and how the environment has influenced people's lives.</p> <p>4.13 Describe how technological developments, societal decisions, and personal practices influence Oregon's sustainability (dams, wind turbines, etc.).</p> <p>4.21 Analyze historical accounts related to Oregon to understand cause-and-effect.</p>
16	Statehood and Symbols	<p>4.14 Explain the organization and functions of Oregon government.</p> <p>4.15 Describe and evaluate how historical Oregon governments affected groups within the state (citizens, foreigners, women, class systems, minority groups, tribes).</p> <p>4.16 Explain the process of Oregon statehood.</p>

Week	Title	Standards Covered
17	Oregon Grows 1840s	4.8 Use geographical tools (e.g., Maps, GIS, Google Earth) to identify absolute and relative locations and physical characteristics of places in Oregon.
18	Oregon Grows 1850s	4.14 Explain the organization and functions of Oregon government. 4.15 Describe and evaluate how historical Oregon governments affected groups within the state (citizens, foreigners, women, class systems, minority groups, tribes).
19	Oregon Grows 1860s-1880s	4.2 Explain how key individuals and events influenced the early growth and changes in Oregon 4.8 Use geographical tools (e.g., Maps, GIS, Google Earth) to identify absolute and relative locations and physical characteristics of places in Oregon.
20	Oregon Grows 1889-1916	4.14 Explain the organization and functions of Oregon government. 4.15 Describe and evaluate how historical Oregon governments affected groups within the state (citizens, foreigners, women, class systems, minority groups, tribes). 4.16 Explain the process of Oregon statehood.
21	Oregon and World War I	4.14 Explain the organization and functions of Oregon government. 4.8 Use geographical tools (e.g., Maps, GIS, Google Earth) to identify absolute and relative locations and physical characteristics of places in Oregon.
22	Oregon During the '20s and '30s	4.8 Use geographical tools (e.g., Maps, GIS, Google Earth) to identify absolute and relative locations and physical characteristics of places in Oregon.
23	Oregon and WWII	4.8 Use geographical tools (e.g., Maps, GIS, Google Earth) to identify absolute and relative locations and physical characteristics of places in Oregon.
24	The Modern Period	4.12 Explain how people in Oregon have modified their environment and how the environment has influenced people's lives. 4.13 Describe how technological developments, societal decisions, and personal practices influence Oregon's sustainability (dams, wind turbines, etc.). 4.18 Identify key industries of Oregon
25	Our Constitution	4.14 Explain the organization and functions of Oregon government. 4.15 Describe and evaluate how historical Oregon governments affected

Week	Title	Standards Covered
		groups within the state (citizens, foreigners, women, class systems, minority groups, tribes).
26	Places to Go and See in Oregon	4.8 Use geographical tools (e.g., Maps, GIS, Google Earth) to identify absolute and relative locations and physical characteristics of places in Oregon.
27	Famous People of Oregon	4.2 Explain how key individuals and events influenced the early growth and change in Oregon.
28	Legends and Lore	4.19 Compare eyewitness and secondhand accounts of an event 4.20 Describe the sequence of events in given current and historical accounts

Week	Title	Standards Covered
Unit 1: Inquiry		
1	Developing Questions and Planning Inquiries	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.
2	Historical Inquiry Sources	<p>5.22 Examine how the decisions of those in power affected those with less political/economic power in past and current movements for equality, freedom, and justice with connections to the present-day reality.</p> <p>5.23 Summarize how different kinds of historical sources are used to explain events in the past.</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>
3	Analyzing and Evaluating Evidence	<p>5.22 Examine how the decisions of those in power affected those with less political/economic power in past and current movements for equality, freedom, and justice with connections to the present-day reality.</p> <p>5.23 Summarize how different kinds of historical sources are used to explain events in the past.</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>5.25 Develop an understanding of why individuals and groups from various ethnic and religious and traditionally marginalized groups during the same historical period, differed in their perspectives of events, laws/policies, or movements in the United States.</p> <p>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.</p>
4	Communicating Conclusions	<p>5.25 Develop an understanding of why individuals and groups from various ethnic and religious and traditionally marginalized groups during the same historical period, differed in their perspectives of events, laws/policies, or movements in the United States.</p> <p>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.</p> <p>5.27 Identify characteristics of an event, issue, or problem, suggesting possible causes and results.</p>

Week	Title	Standards Covered
		<p>5.28 Propose a response or solution to an issue or problem, utilizing research, to support the position.</p> <p>5.29 Use a range of collaborative procedures to make decisions about and act on civic issues or problems.</p>
5	Engaging in Your Own Inquiry	<p>5.22 Examine how the decisions of those in power affected those with less political/economic power in past and current movements for equality, freedom, and justice with connections to the present-day reality.</p> <p>5.23 Summarize how different kinds of historical sources are used to explain events in the past.</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>5.25 Develop an understanding of why individuals and groups from various ethnic and religious and traditionally marginalized groups during the same historical period, differed in their perspectives of events, laws/policies, or movements in the United States.</p> <p>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.</p> <p>5.27 Identify characteristics of an event, issue, or problem, suggesting possible causes and results.</p> <p>5.28 Propose a response or solution to an issue or problem, utilizing research, to support the position.</p> <p>5.29 Use a range of collaborative procedures to make decisions about and act on civic issues or problems.</p>
Unit 2: North America Before European Contact		
6	Life in the Americas	<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>5.20 Identify and examine the roles that American Indians had in the</p>

Week	Title	Standards Covered
		development of the United States.
7	Government and Culture in North America	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.
8	Trade and Economics in North America	<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>5.20 Identify and examine the roles that American Indians had in the development of the United States.</p>
9	Guided Inquiry: Lives of North American Indians	<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>5.20 Identify and examine the roles that American Indians had in the development of the United States.</p> <p>5.22 Examine how the decisions of those in power affected those with less political/economic power in past and current movements for equality, freedom, and justice with connections to the present-day reality.</p> <p>5.23 Summarize how different kinds of historical sources are used to explain events in the past.</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>5.25 Develop an understanding of why individuals and groups from various ethnic and religious and traditionally marginalized groups during the same historical period, differed in their perspectives of events, laws/policies, or movements in the United States.</p>
Unit 3: The Age of European Exploration and Colonization		
10	The Age of Encounters	5.3 Compare and contrast the British monarchy, American colonial governments,

Week	Title	Standards Covered
		<p>and Tribal governments through their various interactions.</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>5.15 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>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>
11	Consequences of Contact	<p>5.3 Compare and contrast the British monarchy, American colonial governments, and Tribal governments through their various interactions.</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>5.14 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>5.15 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>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>
12	The Colonies and Their Founding	<p>5.2 Summarize and critique how colonial and new states' governments affected groups within their population (such as citizens, enslaved peoples, foreigners, nobles, religious groups, women, class systems, tribes).</p> <p>5.3 Compare and contrast the British monarchy, American colonial governments, and Tribal governments through their various interactions.</p> <p>5.6 Examine the significance of the slave trade in among and between the N. American colonies, Europe, Asia, and Africa.</p> <p>5.10 Identify and analyze the implications and cultural ramifications for Native American Tribes of the movement of people, goods, ideas, and cultural patterns</p>

Week	Title	Standards Covered
		<p>to what became the United States, considering past, present, and future trends.</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>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>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>5.18 Explain multiple perspectives and probable causes and effects of events leading to colonial independence from British Rule.</p> <p>5.19 Identify and examine the roles and impact of diverse groups of people (e.g. gender roles, social roles, political and economic structures) within the 13 British colonies that became the United States. 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 disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender).</p> <p>5.20 Identify and examine the roles that American Indians had in the development of the United States.</p> <p>5.21 Identify the scope and explain the significance of the enslavement of Indigenous Peoples and Africans in the establishment of North American colonies.</p>
13	Jamestown	<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>5.15 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>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>
14	Colonial Life	<p>5.2 Summarize and critique how colonial and new states' governments affected groups within their population (such as citizens, enslaved peoples, foreigners,</p>

Week	Title	Standards Covered
		<p>nobles, religious groups, women, class systems, tribes).</p> <p>5.3 Compare and contrast the British monarchy, American colonial governments, and Tribal governments through their various interactions.</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>5.13 Describe how natural and human-made events in one place affect people in other places.</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>5.19 Identify and examine the roles and impact of diverse groups of people (e.g. gender roles, social roles, political and economic structures) within the 13 British colonies that became the United States. 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 disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender).</p> <p>5.21 Identify the scope and explain the significance of the enslavement of Indigenous Peoples and Africans in the establishment of North American colonies.</p> <p>5.23 Summarize how different kinds of historical sources are used to explain events in the past.</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>
15	Guided Inquiry: Life in the British Colonies	<p>5.2 Summarize and critique how colonial and new states' governments affected groups within their population (such as citizens, enslaved peoples, foreigners, nobles, religious groups, women, class systems, tribes).</p> <p>5.3 Compare and contrast the British monarchy, American colonial governments, and Tribal governments through their various interactions.</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>

Week	Title	Standards Covered
		<p>5.13 Describe how natural and human-made events in one place affect people in other places.</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>5.15 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>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>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>5.19 Identify and examine the roles and impact of diverse groups of people (e.g. gender roles, social roles, political and economic structures) within the 13 British colonies that became the United States. 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 disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender).</p> <p>5.21 Identify the scope and explain the significance of the enslavement of Indigenous Peoples and Africans in the establishment of North American colonies.</p> <p>5.23 Summarize how different kinds of historical sources are used to explain events in the past.</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>
16	Conflicts and Compromise in North America	<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>5.13 Describe how natural and human-made events in one place affect people in other places.</p>

Week	Title	Standards Covered
		<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>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>5.19 Identify and examine the roles and impact of diverse groups of people (e.g. gender roles, social roles, political and economic structures) within the 13 British colonies that became the United States. 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 disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender).</p>
17	Clash of Empires	<p>5.3 Compare and contrast the British monarchy, American colonial governments, and Tribal governments through their various interactions.</p> <p>5.6 Examine the significance of the slave trade in among and between the N. American colonies, Europe, Asia, and Africa.</p> <p>5.10 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>5.13 Describe how natural and human-made events in one place affect people in other places.</p> <p>5.18 Explain multiple perspectives and probable causes and effects of events leading to colonial independence from British Rule.</p> <p>5.19 Identify and examine the roles and impact of diverse groups of people (e.g. gender roles, social roles, political and economic structures) within the 13 British colonies that became the United States. 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 disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender).</p> <p>5.20 Identify and examine the roles that American Indians had in the development of the United States.</p> <p>5.21 Identify the scope and explain the significance of the enslavement of Indigenous Peoples and Africans in the establishment of North American</p>

Week	Title	Standards Covered
		colonies.
		5.23 Summarize how different kinds of historical sources are used to explain events in the past.
18	Consequences of the French and Indian War	<p>5.6 Examine the significance of the slave trade in among and between the N. American colonies, Europe, Asia, and Africa.</p> <p>5.10 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>5.13 Describe how natural and human-made events in one place affect people in other places.</p> <p>5.18 Explain multiple perspectives and probable causes and effects of events leading to colonial independence from British Rule.</p> <p>5.19 Identify and examine the roles and impact of diverse groups of people (e.g. gender roles, social roles, political and economic structures) within the 13 British colonies that became the United States. 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 disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender).</p> <p>5.20 Identify and examine the roles that American Indians had in the development of the United States.</p> <p>5.21 Identify the scope and explain the significance of the enslavement of Indigenous Peoples and Africans in the establishment of North American colonies.</p> <p>5.22 Examine how the decisions of those in power affected those with less political/economic power in past and current movements for equality, freedom, and justice with connections to the present-day reality.</p>
Unit 4: The American Revolution		
19	The Acts of Parliament	<p>5.13 Describe how natural and human-made events in one place affect people in other places.</p> <p>5.18 Explain multiple perspectives and probable causes and effects of events leading to colonial independence from British Rule.</p> <p>5.19 Identify and examine the roles and impact of diverse groups of people (e.g.</p>

Week	Title	Standards Covered
		<p>gender roles, social roles, political and economic structures) within the 13 British colonies that became the United States. 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 disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender).</p> <p>5.22 Examine how the decisions of those in power affected those with less political/economic power in past and current movements for equality, freedom, and justice with connections to the present-day reality.</p> <p>5.25 Develop an understanding of why individuals and groups from various ethnic and religious and traditionally marginalized groups during the same historical period, differed in their perspectives of events, laws/policies, or movements in the United States.</p>
20	The Actions of the Colonies	<p>5.18 Explain multiple perspectives and probable causes and effects of events leading to colonial independence from British Rule.</p> <p>5.19 Identify and examine the roles and impact of diverse groups of people (e.g. gender roles, social roles, political and economic structures) within the 13 British colonies that became the United States. 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 disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender).</p> <p>5.22 Examine how the decisions of those in power affected those with less political/economic power in past and current movements for equality, freedom, and justice with connections to the present-day reality.</p> <p>5.25 Develop an understanding of why individuals and groups from various ethnic and religious and traditionally marginalized groups during the same historical period, differed in their perspectives of events, laws/policies, or movements in the United States.</p>
21	The Shot Heard 'Round the World	<p>5.18 Explain multiple perspectives and probable causes and effects of events leading to colonial independence from British Rule.</p> <p>5.19 Identify and examine the roles and impact of diverse groups of people (e.g. gender roles, social roles, political and economic structures) within the 13 British colonies that became the United States. 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</p>

Week	Title	Standards Covered
		<p>traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender).</p> <p>5.22 Examine how the decisions of those in power affected those with less political/economic power in past and current movements for equality, freedom, and justice with connections to the present-day reality.</p> <p>5.25 Develop an understanding of why individuals and groups from various ethnic and religious and traditionally marginalized groups during the same historical period, differed in their perspectives of events, laws/policies, or movements in the United States.</p>
22	Guided Inquiry: The Road to Revolution	<p>5.18 Explain multiple perspectives and probable causes and effects of events leading to colonial independence from British Rule.</p> <p>5.19 Identify and examine the roles and impact of diverse groups of people (e.g. gender roles, social roles, political and economic structures) within the 13 British colonies that became the United States. 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 disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender).</p> <p>5.22 Examine how the decisions of those in power affected those with less political/economic power in past and current movements for equality, freedom, and justice with connections to the present-day reality.</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>5.25 Develop an understanding of why individuals and groups from various ethnic and religious and traditionally marginalized groups during the same historical period, differed in their perspectives of events, laws/policies, or movements in the United States.</p>
23	Independence and Revolution: The Government	<p>5.2 Summarize and critique how colonial and new states' governments affected groups within their population (such as citizens, enslaved peoples, foreigners, nobles, religious groups, women, class systems, tribes).</p> <p>5.3 Compare and contrast the British monarchy, American colonial governments, and Tribal governments through their various interactions.</p> <p>5.6 Examine the significance of the slave trade in among and between the N. American colonies, Europe, Asia, and Africa.</p> <p>5.18 Explain multiple perspectives and probable causes and effects of events</p>

Week	Title	Standards Covered
		<p>leading to colonial independence from British Rule.</p> <p>5.19 Identify and examine the roles and impact of diverse groups of people (e.g. gender roles, social roles, political and economic structures) within the 13 British colonies that became the United States. 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 disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender).</p> <p>5.20 Identify and examine the roles that American Indians had in the development of the United States.</p> <p>5.21 Identify the scope and explain the significance of the enslavement of Indigenous Peoples and Africans in the establishment of North American colonies.</p> <p>5.22 Examine how the decisions of those in power affected those with less political/economic power in past and current movements for equality, freedom, and justice with connections to the present-day reality.</p>
24	Independence and Revolution: The People	<p>5.6 Examine the significance of the slave trade in among and between the N. American colonies, Europe, Asia, and Africa.</p> <p>5.19 Identify and examine the roles and impact of diverse groups of people (e.g. gender roles, social roles, political and economic structures) within the 13 British colonies that became the United States. 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 disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender).</p> <p>5.20 Identify and examine the roles that American Indians had in the development of the United States.</p> <p>5.21 Identify the scope and explain the significance of the enslavement of Indigenous Peoples and Africans in the establishment of North American colonies.</p> <p>5.22 Examine how the decisions of those in power affected those with less political/economic power in past and current movements for equality, freedom, and justice with connections to the present-day reality.</p>
25	Independence and Revolution: The Military	<p>5.18 Explain multiple perspectives and probable causes and effects of events leading to colonial independence from British Rule.</p>

Week	Title	Standards Covered
26	Outcomes of the American Revolution	<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>5.19 Identify and examine the roles and impact of diverse groups of people (e.g. gender roles, social roles, political and economic structures) within the 13 British colonies that became the United States. 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 disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender).</p>
Unit 5: Creating a New Nation		
27	The Founders and the Process	<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>5.2 Summarize and critique how colonial and new states' governments affected groups within their population (such as citizens, enslaved peoples, foreigners, nobles, religious groups, women, class systems, tribes).</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>
28	The Constitution	<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>5.2 Summarize and critique how colonial and new states' governments affected groups within their population (such as 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>
29	The Bill of Rights	<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>5.2 Summarize and critique how colonial and new states' governments affected groups within their population (such as 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>
30	The New Nation	<p>5.2 Summarize and critique how colonial and new states' governments affected groups within their population (such as citizens, enslaved peoples, foreigners,</p>

Week	Title	Standards Covered
		nobles, religious groups, women, class systems, tribes).
31	America on the Move	<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>5.12 Describe how technological developments, societal decisions, and personal practices affects sustainability in the United States.</p> <p>5.13 Describe how natural and human-made events in one place affect people in other places.</p> <p>5.25 Develop an understanding of why individuals and groups from various ethnic and religious and traditionally marginalized groups during the same historical period, differed in their perspectives of events, laws/policies, or movements in the United States.</p>
32	Guided Inquiry: Changes in the United States	<p>5.2 Summarize and critique how colonial and new states' governments affected groups within their population (such as citizens, enslaved peoples, foreigners, nobles, religious groups, women, class systems, tribes).</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>5.12 Describe how technological developments, societal decisions, and personal practices affects sustainability in the United States.</p> <p>5.13 Describe how natural and human-made events in one place affect people in other places.</p> <p>5.22 Examine how the decisions of those in power affected those with less political/economic power in past and current movements for equality, freedom, and justice with connections to the present-day reality.</p> <p>5.23 Summarize how different kinds of historical sources are used to explain events in the past.</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>5.25 Develop an understanding of why individuals and groups from various ethnic and religious and traditionally marginalized groups during the same historical period, differed in their perspectives of events, laws/policies, or</p>

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		movements in the United States.