

**OREGON REGIONS**  
**SCIENCE**

**Grade: 4/5**

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**Acceleration Approach**

Standard has been accelerated by moving grade levels 4 /5 up to the standard used for grade level 8.

K	1	2	3	4	5	6	7	8	9	CIM	CRLS/ CAM yes
				→							

**Organizing Overarching Concept (e.g. systems, patterns of change, models, scales):**  
Systems

**Organizing Higher Order Skills (e.g. Bloom’s, Paul’s Model of Reasoning):**  
Bloom’s Taxonomy evaluation; Paul’s Social Studies Concept Development

**Differentiation Features– Students:**

- Students use multiple resources
- Studied a concept in multiple applications
- Student uses advanced resources
- Reasoning made explicit

**Grouping Pattern**

Independent, partner of similar ability, or small group

**COMMON CURRICULUM GOAL**

**Social Science—Geography**

Understand economic, cultural & environmental factors that influence changes in population and evaluate the consequences of the resulting increases or decreases in population.

Understand economic, cultural, and environmental factors that influence changes in population and evaluate the consequences of the resulting increases or decreases in population.

**CONTENT STANDARD**

**Social Science—Geography**

Understand, analyze and evaluate the consequences of population changes resulting from economic, cultural, or environmental factors.

**BENCHMARKS**

**Social Science—Geography**

5<sup>th</sup> Grade – Identify and give examples of issues related to population increase and decrease.

8<sup>th</sup> Grade – Identify economic, cultural, and environmental factors that affect population, and predict how the population would change as a result.

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**Archetypal Model**

Use graphic organizers to compile data and then draw conclusions.

**TASK DEMAND****Sample Task Activity**

- Use the Graphic Organizer *STATE: OREGON Environmental Characteristics I* to identify and give examples of the environmental characteristics that influence population in the different regions of Oregon.

**Challenge Task**

- Use the Graphic Organizer *STATE: OREGON Environmental Characteristics II* to describe how the environmental characteristics of a region influence the population, cultural characteristics, and the economic characteristics of that region.
- Compare data on selected region at present, 10 years earlier, and 20 years earlier.

**Questions**

- A. Select your favorite region and give three reasons why the environmental characteristics there would make it a good place for you to live.
- B. Give two examples of how the cultural and economic factors influence the population in your favorite region.
- C. In studying the different regions and characteristics, explain one thing that surprised you when you learned about it.
- D. Which of these do you think has the greatest influence on the population: environment, culture, or economics? Why?
- E. What are the trends/changes in the selected region? Explain what brought about changes; forecast what it might look like 10 years hence. What are your reasons?

**Implementation Time**

- To be determined by the teacher.

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**Resources**

Oregon textbooks, Maps (political, physical landforms, population).  
 Books on the state/region.  
 Interviews with people from the regions, Informative pamphlets and information in print or on the Internet.  
 Oregon Landforms <http://lists.uakron.edu/geology/natscigeo/Lectures/land/landform.htm#Columbia>  
 Oregon Landforms [http://fermi.jhuapl.edu/states/or\\_0.html](http://fermi.jhuapl.edu/states/or_0.html)  
 Oregon Blue Book <http://bluebook.state.or.us/>  
 US Landforms <http://fermi.jhuapl.edu/states/states.html>

The editor used the internet for many resources listed in this document. The listed books and internet sites should be reviewed and evaluated by the teacher before using.

<b>Scoring Guide</b>	<b>6</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Students will be able to:</b>	<b>Exemplary</b>	<b>Proficient</b>	<b>Strong</b>	<b>Developing</b>	<b>Emerging</b>	<b>Beginning</b>
Identify all regions of the state.						
Identify the environmental, population, cultural, and economic characteristics.						
Predict the effects on the population on the environment.						
Reflect on and understand the concepts studied.						

GRAPHIC ORGANIZER

**STATE: OREGON Environmental Characteristics I**

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Name \_\_\_\_\_ Date \_\_\_\_\_

Region	Environmental Characteristics	How do these affect people living in the region?

GRAPHIC ORGANIZER

**STATE: OREGON Environmental Characteristics II**

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Name \_\_\_\_\_ Date \_\_\_\_\_

<b>REGION</b>	<b>List Environmental Characteristics</b>	<b>Describe Population</b>	<b>Describe Cultural Characteristics</b>	<b>Describe Economics: (How people make their living)</b>

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**TAG NEEDS ADDRESSED**

<p><b>INTELLECTUALLY GIFTED</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Advanced Critical Reasoning</li> <li><input checked="" type="checkbox"/> Scholarly Interaction (If works with intellectual peer or advanced group.)</li> <li><input checked="" type="checkbox"/> Continuous Progress for Level and Rate*</li> <li><input checked="" type="checkbox"/> Challenging Resources</li> <li><input type="checkbox"/> Effecting Change</li> <li><input type="checkbox"/> Decision Making; Ethical Use of Influence</li> <li><input type="checkbox"/> Leadership Training/Career</li> <li><input type="checkbox"/> Realistic Goal Setting</li> <li><input type="checkbox"/> Regular Interaction with Intellectual Peers</li> <li><input type="checkbox"/> Social-Emotional Issues; Support; Coping Strategies</li> <li><input type="checkbox"/> Advanced Academic Planning</li> <li><input type="checkbox"/> Opportunity for Competition/ Failures/Successes</li> <li><input type="checkbox"/> Creative Problem Solving with Real Problems/Audiences</li> <li><input type="checkbox"/> Pursuit of Advanced Level Research</li> <li><input type="checkbox"/> Advanced Vocabulary Development</li> </ul>	<p><b>ADVANCED SOCIAL SCIENCE KNOWLEDGE/SKILLS</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Advanced Critical Thinking in Social Science</li> <li><input checked="" type="checkbox"/> Continuous Progress/Level and Rate* in Social Science</li> <li><input checked="" type="checkbox"/> Challenging Social Science Resources</li> <li><input type="checkbox"/> Creative Problem Solving Strategies in Social Science</li> <li><input type="checkbox"/> Social Science Advanced Vocabulary Development</li> <li><input type="checkbox"/> Leadership Training/Career</li> <li><input type="checkbox"/> Decision Making; Ethical Use of Influence</li> <li><input type="checkbox"/> Regular Interaction with Talented Social Science Peer</li> <li><input type="checkbox"/> Realistic Goal Setting</li> <li><input type="checkbox"/> Opportunity for Competition/Failures/Successes</li> <li><input type="checkbox"/> Advanced Academic Planning in Social Studies</li> </ul> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>* Rate requires monitoring to ensure that the student was allowed to move ahead upon acquiring concepts.</p> </div>	<p><b>CAREER RELATED LEARNING STANDARDS FOR CAM - Certificate of Advanced Mastery</b></p> <ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> Personal Management</li> <li><input type="checkbox"/> Problem Solving</li> <li><input checked="" type="checkbox"/> Communication</li> <li><input type="checkbox"/> Teamwork</li> <li><input type="checkbox"/> Employment Foundations</li> <li><input type="checkbox"/> Career Development</li> </ul>	<p><b>TEACHER CHECKS THE BENCHMARK LEVEL STUDENT IS PURSUING</b></p> <p><b>English/LA:</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1</li> <li><input type="checkbox"/> 2</li> <li><input type="checkbox"/> 3</li> <li><input type="checkbox"/> CIM</li> <li><input type="checkbox"/> CAM</li> </ul>
<p><b>Student</b> _____ <b>Grade</b> _____</p> <p><b>Teacher</b> _____ <b>School</b> _____</p> <p><b>Date Initiated</b> _____ <b>Date Completed</b> _____</p> <p style="text-align: center;"><b>Check TAG Identification category:</b>   <input type="checkbox"/> Intellectual   <input type="checkbox"/> Academic Math   <input type="checkbox"/> Academic LA</p>			