

Fifth Grade

OREGON State Standards

Social Science Standards

Civics and Government

5.1 Analyze how cooperation and conflict among people contribute to political, economic, religious, and current social events and situations in the United States.

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.

5.3 * Compare and contrast the British monarchy, American colonial governments, and Tribal governments through their various interactions.

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.

5.5 Describe how the national government affects local, state, and Oregon tribal governments.

Economics

5.6 * Examine the significance of the slave trade in among and between the N. American colonies, Europe, Asia, and Africa.

5.7 Explain the purpose of taxes and give examples of their use from current and U.S. history.

Financial Literacy

5.8 Analyze career choices through the return on investment (qualifications, education, and income potential).

Geography

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.

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.

5.11 Describe how physical, human, and political features influence events, movements, and adaptation to the environment.

5.12 Describe how technological developments, societal decisions, and personal practices affect sustainability in the United States.

5.13 Describe how natural and human-made events in one place affect people in other places.

Historical Knowledge (Focus: America's Past [U.S. History 1492- 1786])

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.

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.

5.16 Explain the religious, political, and economic reasons for the movement of people from Europe to the Americas, and analyze the multiple perspectives of the interactions between settlers and American Indians.

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).

5.18 Explain multiple perspectives and probable causes and effects of events leading to colonial independence from British Rule.

5.20 Identify and examine the roles that American Indians had in the development of the United States.

5.21* Identify the scope and explain the significance of the enslavement of Indigenous Peoples and Africans in the establishment of North American colonies.

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.

Historical Thinking

5.23 Summarize how different kinds of historical sources are used to explain events in the past.

5.24 * Use primary and secondary sources to formulate historical questions and to examine multiple accounts or perspectives of a historical issue or time.

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.

Social Science Analysis

5.26 Gather, assess, and use information from multiple primary and secondary sources (such as print, electronic, interviews, speeches, images) to examine an event, issue, or problem through inquiry and research.

5.27 Identify characteristics of an event, issue, or problem, suggesting possible causes and results.

5.28 Propose a response or solution to an issue or problem, utilizing research, to support the position.

5.29 Use a range of collaborative procedures to make decisions about and act on civic issues or problems.