

Grade 5

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 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).
- 5.3 Compare and contrast tribal forms of government, British monarchy, and early American colonial governments.
- 5.4 Identify principles of U.S. democracy found in the U.S. Constitution and Bill of Rights.
- 5.5 Describe how national government affects local, state, and Oregon tribal governments.

Economics

- 5.6 Explain ways trade can be encouraged or restricted and how it affects relationships between countries.
- 5.7 Explain the purpose of taxes and give examples of their use from current and U.S. history.

Multicultural Studies

- 5.1 Analyze how cooperation and conflict among people contribute to political, economic, religious, and current social events and situations in the United States. (Civics)
- 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). (Civics)
- 5.3 Compare and contrast tribal forms of government, British monarchy, and early American colonial governments. (Civics)
- 5.10 Compare and contrast movement of people, goods, ideas, and cultural patterns in the United States, considering past, present and future trends. (Geography)
- 5.13 Describe how natural and human-made events in one place affect people in other places. (Geography)
- 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. (History)
- 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. (History)
- 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).(History)
- 5.21 Identify issues related to historical events to recognize power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other traditionally marginalized groups in the modern era (bias and injustice, discrimination, stereotypes).
- 5.24 Explain why individuals and groups, including ethnic and religious groups, and traditionally marginalized groups during the same historical period differed in their perspectives of events. (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 Compare and contrast movement of people, goods, ideas, and cultural patterns in 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 affects sustainability in the United States.
- 5.13 Describe how natural and human-made events in one place affect people in other places.

History (Local, State, National, and World) (Focus: America's Past [U.S. History 1492-1786])

Historical Knowledge

- 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 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.
- 5.19 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).
- 5.20 Identify and examine the roles that American Indians had in the development of the United States.
- 5.21 Identify issues related to historical events to recognize power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other traditionally marginalized groups in the modern era (bias and injustice, discrimination, stereotypes).

Historical Thinking

- 5.22 Summarize how different kinds of historical sources are used to explain events in the past.
- 5.23 Use primary and secondary sources to formulate historical questions and to examine a historical account about an issue of the time.

- 5.24 Explain why individuals and groups, including ethnic and religious groups, and traditionally marginalized groups during the same historical period differed in their perspectives of events.

Social Science Analysis

- 5.25 Analyze multiple accounts or perspectives of the same event, issue, problem or topic and describe important similarities and differences.
- 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.