



Oregon Social Science Standards

Grade 5

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VERSION 2024.1



OREGON
DEPARTMENT OF
EDUCATION

I. Revisions and Additions for 2024

The 2024 Oregon Social Science Standards represent a significant revision from the 2018 Standards. These new standards reflect current educational best practices and the importance of embracing a more complete approach to history, geography, economics, and civics with the inclusion of traditionally underrepresented experiences and perspectives. Compared to previous versions from 2018 and 2021, the new standards feature:

- A restructured format based on educator feedback, improving usability and alignment with classroom needs.
- The inclusion of specific examples to provide clarification and content suggestions to support instruction and curriculum planning.
- New requirements mandated by recent legislation, including civics, ethnic studies, the Holocaust, and other genocides.

These revamped standards offer a relevant and nuanced framework for social science education in Oregon. The updated content prioritizes critical analysis, cultural awareness, and preparation for engagement in a pluralistic democracy and an increasingly interconnected world.

II. Social Science Domains and Concepts

The social science standards include four main content domains: civics, geography, economics, and history. The domains include four concepts to assist teachers and students in understanding the main ideas of each domain.

Domain 1: Civics (C)

Code	Concept
C.PI	Political Institutions
C.IR	Identity, Roles, Responsibilities
C.DP	Democratic Principles
C.CE	Civic Engagement

Domain 3: Economics (E)

Code	Concept
E.ES	Earning, Saving, and Spending
E.MI	Micro and Macro Economics
E.IC	Incentives, Choice, and Consumer Behavior
E.ST	Specialization, Trade, Interdependence

Domain 2: Geography (G)

Code	Concept
G.GR	Geographic Reasoning
G.MM	Migration and Movement
G.HI	Human Interaction and Interconnections
G.HE	Human Environmental Interaction

Domain 4: History

Code	Concept
H.CH	Continuity and Change
H.CC	Conflict and Cooperation
H.CE	Cause and Effect
H.CP	Communities and Pluralism



III. Essential Disciplinary Practices

The social sciences expand our perspectives and change how we understand the human experience. Examining the intricate relationships between individuals, communities, and societies provides vital knowledge for navigating our increasingly interconnected world. Effective social science instruction transcends rote memorization and cultivates practices that promote inquiry, critical thinking, cultural understanding, and helps young people make informed and reasoned decisions for the public good as citizens of a diverse, democratic society in an interdependent world.

The ten Essential Disciplinary Practices outlined below provide a framework for teaching the social sciences. By emphasizing skills like chronological reasoning, seeking diverse viewpoints, combating digital misinformation, and empathizing with a range of identities and lived experiences, the practices help students become informed and empowered agents of change.

These practices, integrated with the grade-level standards, equip students with content knowledge and skills to address systemic injustices, advocate for a more equitable world, and uphold the aspirational ideals of our democratic society.



Essential Disciplinary Practices Defined

Essential Disciplinary Practices	Explanation
I. Develop questions for social science inquiry.	Instruction that empowers students to generate questions can spark curiosity, identify knowledge gaps, and help students examine their assumptions. When students pose questions and consider other perspectives, they are engaged in higher-order thinking skills like analysis, evaluation, and synthesis. Considering open-ended questions about past and present societies reinforces the vital social science skills of problem identification, issue framing, and proposing solutions.
II. Use chronological thinking skills, connecting the past with the present to recognize continuity and change in human history	Understanding chronology and placing events in sequence is fundamental for students to create meaning in the social sciences and allows them to appreciate the development of and changes in traditions and institutions, as well as the identification of significant turning points and transformations. By analyzing continuities and changes over time, students identify examples of consistency, gradual evolution, and dynamic transformations.
III. Collect, interpret, evaluate, and apply information from primary and secondary sources to better understand and create historical narratives distinguishing between fact and opinion.	When educators introduce primary and secondary sources, students uncover vital evidence for constructing historical narratives and understanding social phenomena. By analyzing these sources, students cultivate higher-order skills like contextualizing evidence, evaluating credibility by accounting for inherent biases and distortions, corroborating across sources, and distinguishing factual claims from opinions.
IV. Seek and analyze diverse perspectives to develop a more complete understanding of past and current events.	Instruction that includes multiple diverse perspectives can provide nuance and complexity to investigating and understanding past and present societal issues. Students cultivate critical thinking by evaluating varied reasoning and worldviews. Students' ability to understand and engage respectfully with differing experiences and perspectives is crucial for sustaining a pluralistic democracy.
V. Evaluate and assess how discrimination, racism, and inequality shape historical narratives, individual perspectives, intersecting identities, and diverse understandings of the past and present.	Educators provide instruction that helps students recognize how systemic bias, discrimination, and racism often shape traditional narratives. This allows students to evaluate and critique dominant histories, as well as explore the effects of intersecting identities. As students analyze marginalization, they cultivate empathy for diverse lived experiences.

Essential Disciplinary Practices	Explanation
VI. Construct well-reasoned and logically coherent explanations, arguments, and solutions related to complex societal issues.	An important objective of social science education is for students to synthesize credible information and evidence from diverse sources and perspectives to form well-reasoned and coherent arguments and propose solutions to complex societal issues. By anticipating counterarguments, considering implications, and including valid evidence and reasoning in their writing and discussions, students reinforce critical thinking skills and promote continued inquiry.
VII. Cultivate global awareness and cultural understanding to effectively engage with the interconnected world, diverse cultures, and perspectives.	Events, issues, and decisions in one part of the world have far-reaching ripple effects across nations and cultures. Developing global awareness helps students contextualize their local community and cultural experiences as part of an interconnected human story. Bridging cultural divides enhances social cohesion, civic engagement, and inclusive decision-making - cornerstones of a thriving pluralistic democracy.
VIII. Demonstrate empathy to understand how identities shape actions of resistance and resilience among individuals and communities.	Effective social science instruction cultivates respect for diverse aspects of identity such as gender, race, ethnicity, sexual orientation, religion, socioeconomic class, and disability. The standards support students in developing an understanding of the immense strengths demonstrated by communities striving for equity despite systemic barriers. Evaluating the motivations and contexts of resistance movements, protests, and everyday resilience requires students to appreciate the inequities and challenges faced by traditionally underrepresented individuals and groups.
IX. Develop the necessary skills to critically analyze and evaluate digital and social media content, identify reliable sources, and become more informed and responsible digital citizens.	Social science instruction in digital citizenship equips students with foundational skills for our highly connected, technologically driven world. To participate responsibly in the digital realm, students apply critical thinking tools to recognize and advocate against digital misinformation, hate speech, harassment, and other unhealthy online behaviors undermining democracy. Digital citizenship skills promote creating positive, safe, legal, and ethical digital content.
X. Apply the practices and knowledge of social science to determine the most effective ways to take informed civic action.	Social science instruction aims to support citizens to actively engage in addressing society's greatest challenges. It encourages taking informed action for tangible civic application. Students utilize vital skills such as evidence-based decision-making, analysis of local and global issues, strategic planning for change, and democratic collaboration. When students apply social science knowledge and skills, they cultivate dispositions and actions demonstrating civic responsibility, ethical leadership, stewardship, and communal improvement. Through rigorous inquiry leading to real-world application and outcomes students can advocate for a more just and sustainable democratic society.

IV. Transformative SEL and Social Science Instruction

Oregon's [Transformative Social Emotional Learning Framework and Standards](#) offer essential guidance in helping districts and classroom educators establish caring, nurturing, and active social science learning environments. Transformative Social Emotional Learning can be readily integrated with the ten Essential Disciplinary Practices for Social Science and help support a classroom climate to allow the exploration and discussion of complex histories. For social and emotional learning to be transformative, the practices and approaches require setting the conditions for nurturing and attending to personal and collective well-being during social science learning. It includes:

- Culturally responsive practices that affirm and honor students' ways of being, skill development in understanding cultural differences, and honoring students' unique strengths, perspectives, and contributions.
- Systemic approaches that consider the role and impact of the broader society and the learning environment on students' behavior and how this impacts the ways students view themselves.
- Providing students with opportunities to reflect upon and understand the root causes of emotions related to our biases, stereotypes, prejudices, and discrimination.
- Nurturing student agency and voice (including non-verbal ways to communicate) as necessary parts of the educational process, supporting students to take actions that challenge and change systems.

V. Inclusive Social Science: Expanding the Narrative

Throughout the K-12 standards, students investigate how gender, race, ethnicity, sexual orientation, religion, class, and disability often shape laws, policies, and other social interactions.

Teachers should include culturally relevant examples of the histories, contributions, and perspectives of traditionally underrepresented individuals and groups, including individuals who are American Indian/Alaska Native/Native Hawaiian, Americans of African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent, immigrants, or refugees, of various religious identities, lesbian, gay, bisexual, transgender, and other traditionally underrepresented groups.

Throughout the standards, the phrase "traditionally underrepresented groups/individuals" includes the above groups and reflects the legislative requirement of [ORS 329.045](#) and [OAR 581-022-2000](#). The term underrepresented refers to the absence of the history, contributions, and perspectives of individuals and groups in the traditional approach to social science standards and or within previous social science textbooks.

Grade 5 Standards [Focus: Colonial and Early US History to 1800]

In the fifth grade, students examine the history and cultures of Indigenous peoples' and their encounters with European explorers and colonial settlers in North America during the 15th through 18th centuries. Students identify and assess the motivations, processes, and effects of cultural interactions on both colonial and Indigenous societies, and analyze the political, economic, and social factors driving European powers to establish colonial outposts across the Americas.

A focus on the decisions and policies of colonial, Federal, and State governments allows for an analysis of the process of establishing rights and freedoms for some while denying those rights and freedoms to others based on race, gender, religion, and social status. Students evaluate the democratic ideals expressed in landmark documents like the U.S. Constitution against the realities of institutionalized slavery, property requirements for voting, and violations of tribal sovereignty. Utilizing primary sources, students interpret multiple perspectives and analyze the causes and effects of the American Revolution, exploring the varied experiences and responses of diverse groups, from patriot leaders and loyalists to the displacing impacts on Native populations.

Geographic skills are employed to understand how physical landscapes influence exploration routes, settlement patterns, agricultural development, and access to natural resources. Economic concepts directly related to the history and geography standards include mercantilism, specialization of labor, and the central role of the slave trade for colonial economies.

Essential Disciplinary Practices

I. Develop questions for social science inquiry.	II. Use chronological thinking skills , connecting the past with the present to recognize continuity and change in human history.	III. Collect, interpret, evaluate, and apply information from primary and secondary sources to better understand and create historical narrative distinguishing between fact and opinion.	IV. Seek and analyze diverse perspectives to develop a more complete understanding of past and current events.	V. Evaluate and assess how discrimination, racism, and inequality create historical narratives, individual perspectives , intersecting identities, and diverse understandings of the past and present.
VI. Construct well-reasoned and logically coherent explanations, arguments, and solutions related to complex societal issues.	VII. Cultivate global awareness and cultural understanding to effectively engage with diverse cultures and perspectives in an interconnected world.	VIII. Demonstrate empathy to understand how identities shape actions of resistance and resilience among individuals and communities.	IX. Develop the necessary skills to critically analyze and evaluate digital and social media content, identify reliable sources, and become more informed and responsible digital citizens.	X. Apply the practices and knowledge of social science to determine the most effective ways to take informed civic action .

Civics (5.C)

Concept	Code	Standard	Examples include, but not limited to:
Political Institutions (C.PI)	5.C.PI.1	Compare and contrast how the governments of the British monarchy, American colonies, and Indigenous Tribes shaped interactions with one another.	• Treaties and trade • Conflicts and wars • Decision making • Religion
	5.C.PI.2	Analyze the significance of the decisions and laws of the newly formed federal and state governments in establishing, expanding, limiting, and denying rights to individuals 1789-1865.	• The distribution of political power/ “Checks and Balances” • The debate over the Bill of Rights • Tensions about representation in the legislature / “Great Compromise” • The establishment of the Electoral College • Enslavement and representation “³/₅ Compromise” • “Fugitive Slave Clause” • Protection of international slave trade to 1808 • Sovereignty and Native Americans • Naturalization Act • Property requirements for voting
	5.C.PI.3	Analyze how cooperation and conflict among people contribute to political, economic, religious, and current social events and situations in the United States.	• Disputes & compromises between political parties • Land use issues • Religious accommodation and separation
Identity, Roles, & Responsibilities (C.IR)	5.C.IR.4	Examine and critique how colonial and new states’ governments established, expanded, 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, and Tribes.	• Abolition or expansion of slavery • Treaty rights • Voting requirements • Religious tests and taxes • Women’s political and economic rights

Concept	Code	Standard	Examples include, but not limited to:
Democratic Principles (C.DP)	5.C.DP.5	Analyze the Preamble and sections of the Constitution to understand the establishment and limitations of democratic principles. <i>Note: Teachers may choose the section of the Constitution that are most accessible and relevant for their classroom.</i>	• Ideas of individual rights and the protection of slavery • Representative democracy and limitations on suffrage • Recognition and violations of tribal sovereignty • Equality and individual liberty • Limited Government and the supremacy clause • General Welfare and Individual property rights
Civic Engagement (C.CE)	5.C.CE.6	Explain specific protections provided in the Bill of Rights to individuals and the importance of these amendments to the ratification of the U.S. Constitution.	• Freedom of speech • Freedom of religion • Freedom of press • Right to trial • Rights to States

Geography (5.G)

Concept	Code	Standard	Examples include, but not limited to:
Geographic Reasoning (G.GR)	5.G.GR.1	Use geographic tools such as maps, satellite images, photographs, and other representations to investigate and compare the process of constructing, recognizing, and utilizing, boundaries and borders (geographic and/or human-made) in the United States.	• Tribal lands • River systems • Thematic • Topographic
	5.G.GR.2	Locate states, capital cities, and important geographic features on a United States map.	• States and capitals of the early United States • States and capitals of Pacific Northwest • Physical geography of Eastern United States
	5.G.GR.3	Locate and examine significant physical geographic features of the thirteen British colonies that became the United States.	• Effect on settlement patterns • Agricultural development • Availability of natural Resource
Migration and Movement (G.MM)	5.G.MM.4	Identify and analyze the implications and 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.	• Land use • Impact of disease • Trade and cultural exchange
	5.G.MM.5	Investigate the causes behind domestic and global migration, distinguishing between voluntary relocation and forced displacement, including scenarios like refugees, individuals compelled to leave their homeland and those enslaved.	• Relocation due to infrastructure projects • War refugees and displaced persons • Expulsion and removal for “ethnic cleansing” • Discrimination, prejudice, and racism • Response to natural disaster or environmental degradation

Concept	Code	Standard	Examples include, but not limited to:
Human Interaction and Interconnection (G.HI)	5.G.HI.6	Trace on a map Indigenous Tribes' encounters with Europeans in North America and the Caribbean Islands in the 15th through the 18th centuries.	- Spain - Portugal - The Netherlands - England - France
	5.G.HI.7	Investigate the effects of exploration, conquest, exploitation, and colonial settlement on Indigenous Tribes in at least two geographic regions.	- Atlantic coast - Caribbean Islands - Mexico including the Southwest United States - California, Oregon, and Pacific Northwest
Human Environmental Interaction (G.HE)	5.G.HE.8	Describe how physical, human, and political features influence events, movements, and adaptation to the environment.	- Push-Pull factors for immigration - Changes in climate - Cultural exchange and trade
	5.G.HE.9	Describe how technological developments, societal decisions, and personal practices affect sustainability in the United States.	- Agricultural technology and land use - Transportation - Urbanization - Government policies

Economics (5.E)

Concept	Code	Standard	Examples include, but not limited to:
Earning, Saving, and Spending (E.ES)	5.E.ES.1	Map out a savings and budget plan designed to achieve a future purchase objective.	- Planning a school field trip - Saving interest rates - Researching prices
	5.E.ES.2	Estimate income that a youth-operated business can earn.	- Babysitting - Lawn service - Lemonade stands
Micro and Macro Economics (E.MI)	5.E.MI.3	Explain the relationship between supply and demand.	- Income and consumption - Consumer preference - Availability of raw materials
	5.E.MI.4	Describe why the government collects taxes and what goods and services it provides society.	- Public transportation and education - Police and fire departments - Health care and social services - Military defense and environmental protection
	5.E.MI.5	Explain the United States' development from a mercantilist to a market economy.	- Exportation of raw materials - Importation of finished goods - Development of manufacturing - Limits on taxes and regulations
	5.E.MI.6	Examine the significance of the slave trade among and between the Americas, Europe, Asia, and Africa.	- North American British colonies - French and British Caribbean colonies - Portuguese Brazil - Spanish Philippines

Concept	Code	Standard	Examples include, but not limited to:
Incentives, Choice, and Consumer Behavior (E.IC)	5.E.IC.7	Analyze career choices with consideration of necessary qualifications, income potential, and time commitment.	• Qualification • Education requirements • Income potential
	5.E.IC.8	Analyze how incentives and opportunity costs affect decision-making.	• Choosing between joining an afterschool club or sports team • More expensive latest technology vs. saving on last year's version • Summer vacation away from home vs. time with friends
	5.E.IC.9	Discuss how life circumstances and experiences can cause people to differ in their values and attitudes about saving and their ability to save.	• Family values and behaviors on spending • Experiences with financial hardships • Employment stability and longevity
Specialization, Trade, Interdependence (E.ST)	5.E.ST.10	Explain why cultures and civilizations choose to specialize in producing selected goods or services.	• Crops planted and traded in the British N. American colonies. • Quahog shells to produce wampum • Shipbuilding in New England • Contemporary examples of specialization, comparative advantage, and competition.

History (5.H)

Concept	Code	Standard	Examples include, but not limited to:
Continuity and Change (H.CH)	5.H.CH.1	Identify the significant role of the enslavement of Indigenous peoples and Africans in the establishment of North American colonies and the United States, the gradual abolition of slavery in the Northern states, and the expansion of slavery into Western states.	- Enslaved Indigenous peoples in the 13 colonies and Caribbean - Importation and expansion of use of enslaved labor after 1619 - Northern industrial profits from use of enslaved labor in Southern states - Enlightenment Ideals and human rights - Abolition and manumission societies
	5.H.CH.2	Use maps and other sources to trace European exploration, conquest, exploitation, and colonial settlement of North America and the Caribbean Islands in the 15th through 18th centuries, and identify the reasons and effects of the voyages, including on the Indigenous Tribes already living in the region.	- Economic gain and exploitation - Empire building - Religious conversion - Spread of disease - War and dispossession - Cultural exchange and fusion - Agricultural exchange
Conflict and Cooperation (H.CC)	5.H.CC.3	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.	18th and 19th century treaties and current tribal sovereignty - The expansion of women's rights - Economic power and political influence
	5.H.CC.4	Analyze how instances of cooperation and conflict between Indigenous peoples and British, French, and Spanish colonial settlers contributed to political, economic, religious, and social conditions between 1500-1776.	- Anglo–Powhatan Wars 1609 - Pueblo (Pope's) Rebellion 1680 - The Great Peace of Montreal 1701 - Pontiac's Rebellion 1763
	5.H.CC.5	Analyze the effect of policies of assimilation and erasure, including cultural and physical genocide on Indigenous cultures in what became the United States.	- Disease - Violence and warfare - Force removal - Religious conversion

Concept	Code	Standard	Examples include, but not limited to:
Cause and Effect (H.CE)	5.H.CE.6	Identify and describe the leadership and daily life of the founders of the United States, including the political, social, and economic interactions with the local and regional Indigenous peoples.	• Leaders of American Revolution • Founders of Constitution • Haudenosaunee Confederacy
	5.H.CE.7	Explain multiple perspectives and causes and effects of events leading to colonial independence from British Rule.	• American colonies as an economic asset of British Empire • Responsibility to support British policy • Patriots and Loyalists • Increasing tensions with Indigenous Tribes • Taxation without representation
	5.H.CE.8	Examine the effects Indigenous Tribes of North America had in the early development of the United States.	• Cultural and economic exchange • Conflict and resistance • Diplomacy and treaties • Forced removal and displacement
Communities and Pluralism (H.CP)	5.H.CP.9	Explain the ideas and actions of individuals and groups resisting enslavement, indigenous genocide, and denial of equality and justice with connections to present-day issues.	• Conductors of the Underground Railroad • Native American leaders resisting encroachment on tribal lands • Abolitionist church congregations • Women activists insisting on gender equality
	5.H.CP.10	Analyze the distinct way of knowing and living amongst the different Indigenous peoples of North America before contact.	• Religion • Language • Cultural practices • Consequences of contact