

2021 to 2024

K-5 Social Science Standards Crosswalk

2021 Kindergarten - 2024 Kindergarten

2021 Kindergarten Standards	2024 Kindergarten Standards	Update Notes
K.1 Engage in respectful dialogue with classmates to define diversity comparing and contrasting visible and invisible similarities and differences.	K.C.IR.3 Identify the social skills necessary for healthy and respectful dialogue and relationships.	Focuses more on identifying social skills rather than engaging in dialogue about diversity.
New standard	K.C.PI.1 Explain the goals and purpose of public school.	
K.2 Use and identify respectful dialogue, taking turns, and explain how rules are different in different settings.	K.C.CE.6 Explain and demonstrate how rules can reduce conflict, address unfairness, and promote fairness in different settings and cultures.	Expands on the concept of rules, emphasizing their role in conflict reduction and promoting fairness across cultures.
K.3 Develop an understanding of one's own identity groups including, but not limited to, race, gender, family, ethnicity, culture, religion, and ability.	K.C.IR.2 Recognize and develop an understanding of the components of a person's identity including race, gender, family, ethnicity, culture, religion, and ability.	Largely unchanged, maintaining focus on understanding personal identity components.
K.4 Distinguish between personal wants and needs.	K.E.IC.3 Provide examples of goods and services people purchase with the money they earn.	Shifts focus from distinguishing wants and needs to understanding purchasing of goods and services.
K.5 Identify forms of US money and explain how money is used.	K.E.ES.1 Identify denominations of US money and explain how money is used.	Largely unchanged, specifying "denominations" of US money.

K.6 Give examples of different jobs performed in communities.	K.E.ES.2 Give examples of different jobs and volunteer positions in communities.	Adds volunteer positions to the examples of community roles.
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	No direct equivalent in kindergarten.	
K.8 Explain how people earn income and that some jobs earn money while others are volunteer.	K.E.ES.2 Give examples of different jobs and volunteer positions in communities.	Combines elements of K.6 and K.8 from 2021, focusing on examples rather than explanations.
New Standard	K.G.GR.2 Create a representation of where you live, work, and play.	
K.9 Identify, compare, and contrast pictures, maps, and globes.	K.G.GR.1 Identify, compare, and contrast pictures, maps, and globes. standard remains unchanged.	Standard remains unchanged.
K.10 Locate, identify and describe places of importance to self, family, school, and culture.	K.G.MM.5 Use maps to locate, identify, and describe places of importance to self, family, school, and culture.	Specifies the use of maps in this skill.
K.11 Examine culturally significant traditions, celebrations, days, and places including those from cultures that are currently and historically marginalized.	K.G.HI.6 Compare and contrast the diverse aspects of culture represented in the community, such as individuals, events, songs, symbols, and community celebrations.	Broadens the focus to diverse aspects of culture in the community, removing explicit mention of marginalized cultures.
	K.C.DP.5 Recognize holidays as special days that may celebrate democratic values, have religious significance, and recognize noteworthy events or people in history.	
K.12 Use terms related to location, direction, and distance.	K.G.GR.2 Use terms related to location, direction, and distance.	Remains unchanged.

New Standard	K.G.MM.4 Identify the migration stories of people to and within the local community/neighborhood.	
New Standard	K.G.HI.7 Identify and begin to understand ways humans interact with their environment	
New Standard	K.G.HI.8 Explain the influence of seasonal change on human activities.	
K.13 Understand that events happen in a sequential order.	K.13 Understand that events happen in a sequential order.	Largely unchanged, replacing "understand" with "recognize"
New Standard	K.H.CE.3 Explain the cause and effect of an event in a community.	
K.14 Identify examples of unfairness or injustice towards individuals or groups and the "changemakers," who worked to make the world better.	K.H.CC.2 Identify examples in stories and biographies of unfairness or injustice towards individuals or groups, and the changemakers working to make the world more just and fairer.	The 2024 standard specifies the use of stories and biographies as sources for these examples.
K.15 Distinguish between past and present.	Essential Practices II Use chronological thinking skills, connecting the past with the present to recognize continuity and change in human history. Combining several 2021 standards into the essential practices.	
K.16 Understand and create timelines to show basic personal events in sequential order.		
K.18 Compare and contrast past and present events or practices.		
K.17 Make connections identifying similarities and differences including race, ethnicity, culture, disability, and gender between self and others.	K.C.IR.2 Recognize and develop an understanding of the components of a person's identity including race, gender, family, ethnicity, culture, religion, and ability.	Focuses more on understanding identity components rather than making comparisons between self and others.

K.19 Identify possible solutions to injustices that demonstrate fairness and empathy.	K.C.DP.4 Explain how words and actions affect others and explore what causes people to act in caring or hurtful ways.	Shift from identifying solutions to injustices to understanding the impact of words and actions.
K.20 Given context clues, develop a reasonable idea about who, when, where, and why the primary or secondary source was created.	Essential Practice III Collect, interpret, evaluate, and apply information from primary and secondary sources to better understand and create historical narrative distinguishing between fact and opinion.	

Key Revisions — Kindergarten

1. Identity and Social Skills: Broaden understanding of self/family roles to include multiple aspects of identity (race, gender, family, ethnicity, culture, religion, ability), while emphasizing how words and actions affect others in creating healthy relationships.
2. Cultural and Community Understanding: Shift from general cultural awareness to examining specific community traditions, celebrations and practices with emphasis on connecting students' experiences to broader community perspectives.
3. Geographic and Environmental Awareness: Progress from understanding basic location concepts to creating personal geographic representations and understanding local migration stories, how the seasons change and how people and the environment affect each other.
4. Civic Foundation Building: Introduce fundamental civic concepts through exploration of the purpose of public school, what democratic values are, why holidays are important and how rules promote fairness across different settings.
5. Economic and Historical Foundations: Focus on age-appropriate economic concepts (e.g., money identification, community jobs) while developing historical thinking through examination of people who stood up to unfairness and made a difference.

Implementation Considerations

- New teaching materials may be needed to address the added concepts.
- Professional discussions on the inclusion of diverse perspectives in the curriculum.

- Focus on community and cultural diversity may provide opportunities for greater community involvement in the classroom.
- Interdisciplinary Connections: Opportunities for cross-curricular teaching, particularly in areas like environmental studies.

2021 Grade 1 - 2024 Grade 1

2021 Grade 1 Standards	2024 Grade 1 Standards	Update Notes
1.1 Describe the responsibilities of leaders and team members and participate in the creation and following of rules for group activities.	1.C.CE.5 Identify rules and describe the responsibilities of leaders and team members when participating in rule making and group activities	Similar focuses more on identifying and participating in rule creation.
New standards	1.C.PI.1 Explain the purpose of local government. 1.C.IR.3 Discuss the benefits, expectations, and responsibilities of belonging to various types of groups.	Added to improve civic knowledge
1.2 Identify and apply civic virtues when interacting with classmates, families, and the school community.	1.C.DP.4 Define important concepts and values of civic life including.	Defining civic concepts rather than applying them.
1.3 Identify sources of income (some examples could be gifts, borrowing, allowance, work wages, government assistance).	1.E.ES.1 Identify sources of income. The 2024 standard remains largely unchanged but removes specific examples.	Largely unchanged. See examples column.
1.4 Define equity, equality, and systems of power.	1.C.DP.4 Define important concepts and values of civic life.	Connects concepts to components of democratic civic values. See examples column.
1.5 Identify choices and decisions for various uses of money (saving, spending and sharing/contributing).	1.E.ES.2 Identify choices and decisions for various uses of money.	Largely unchanged. See examples column.
New Standards	1.E.IC.3 Explain the difference between a need and a want. 1.E.MI.4 Describe how people are buyers (consumers) and sellers (producers).	New for grade 1. Previously addressed in K-5 standards.

	1.E.MI.5 Identify, provide examples of, and distinguish places in communities that provide goods and services.	
	1.E.ST.6 Investigate how people can benefit themselves and others by developing specific skills, strengths, and goods.	
1.6 Locate and identify important places in the community (school, library, fire department, cultural places, etc.).	1.G.GR.2 Locate and identify important locations in the community.	Largely unchanged. See examples column.
New Standards	1.G.GR.3 Locate and explain that a capital city is the center of government for a state or nation.	Added to improve geography knowledge.
	1.G.MM.4 Explain why and how people move to and within communities.	
	1.G.HI.5 Demonstrate understanding that people from various parts of the world can have diverse ways of living, customs, and languages and all deserve respect.	
	1.G.HE.7 Describe ways people modify their environment.	
1.7 Explain how seasonal changes influence activities in school and community.	Moved to Kindergarten K.G.HI.8	

1.8 Give examples of local natural resources and describe how people use them.	1.G.HE.6 Provide examples of local natural resources and describe how people use them.	Largely unchanged. See examples column.
1.9 Construct maps (including mental maps), graphs, and other representations of familiar places.	1.G.GR.1 Identify and construct maps representing familiar places utilizing information from legends and keys.	Standard specifies the use of legends and keys in map construction.
1.10 Understand that families have a past.	1.H.CE.3 Use oral history or artifacts to develop a simple timeline of a family's history in sequential order.	Standard expands on the concept, including the use of oral history and artifacts to create timelines.
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.	1.C.IR.2 Identify, affirm, respect, and explain the diverse cultural heritage, songs, symbols, monuments, figures, and celebrations of the community and the diverse social and ethnic groups in Oregon and the United States of America.	Remains largely unchanged, adding "monuments" and "figures" to the list.
1.12 Describe how individual and group characteristics are used to divide, unite, and categorize racial, ethnic, and social groups.	1.H.CH.2 Describe how individual and group characteristics are used to divide, unite, and categorize racial, religious, ethnic, and social groups in ways that may be helpful or harmful.	Adds "religious" groups and specifies that categorization can be helpful or harmful.
1.13 Examine and understand your own self-identity and how it fits with the identity of the family, school, and the local community.	1.H.CP.4 Examine and understand self-identity and how it fits with the identities of the family, school, and the local community.	Largely unchanged. See examples column.
1.14 Identify and explain the perspectives of racial, ethnic, and social groups in our community on local issues.	Essential Practices IV. Seek and analyze diverse perspectives to develop a more complete understanding of past and current events VII. Cultivate global awareness and cultural understanding to effectively engage with diverse	Essential practices require the inclusion of diverse perspectives throughout K-12 standards.

	cultures and perspectives in an interconnected world.	
1.15 Use terms related to time to place events that have occurred in sequential order.	1.H.CH.1 Recognize and document sequential patterns in seasonal events or firsthand experiences, using a calendar, words, and phrases relating to chronology and time.	Expands on the concept, including seasonal events and firsthand experiences.
1.16 Develop and analyze a simple timeline of important family events in sequential order.	1.H.CE.3 Use oral history or artifacts to develop a simple timeline of a family's history in sequential order.	Adds the use of oral history and artifacts in timeline creation.
1.17 Explain the use of different kinds of historical sources to study the past.	Essential Practices III. Collect, interpret, evaluate, and apply information from primary and secondary sources to better understand and create historical narrative distinguishing between fact and opinion.	Essential disciplinary practices require the use of primary sources throughout K-12 standards.
1.22 Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.		
1.18 Generate questions about a particular historical source as it relates to a family's history.	Essential Practices I. Develop questions for social science inquiry. Also see 2.H.CE.4	Essential practices include development of questions.
1.19 Identify cause-and-effect relationships	Essential Practice II. Use chronological thinking skills, connecting the past with the present to recognize continuity and change in human history.	Essential practices include elements of continuity and change such as cause-and-effect.
1.20 Identify and explain a range of issues and problems and some ways that people are addressing them.	Essential Practice VI. Construct well-reasoned and logically coherent explanations, arguments, and solutions related to complex societal issues	Utilize essential practices to explore appropriate complexity for grade 1.
1.21 Identify ways that students can take informed action to help address issues and problems at school and/or in the community.	Essential Practices X. Apply the practices and knowledge of social science to determine the most effective ways to take informed civic action.	Utilize essential practices to explore appropriate complexity for grade 1.

Grade 2 Key Revisions

1. Identity and Group Dynamics: Expand beyond basic family-school connections to exploring how individual identities interact within various groups (family, school, community), including exploration of group membership benefits, expectations and responsibilities.
2. Cultural Understanding: Shift from general celebrations of diversity to analyzing specific cultural heritage elements (songs, symbols, monuments, figures) at local, state and national levels with an emphasis on how these shape a community's identity.
3. Civic Education: Expand from school-based civic virtues to understanding the purpose of local government, democratic values and broader civic participation beyond the classroom environment.
4. Geographic and Environmental Analysis: Integrate more advanced geographic tools (e.g. legends, keys, government centers) with examination of human-environment interaction.
5. Economic and Historical Thinking: Progress from basic needs/wants concepts to understanding how producers and consumers work together while developing skills to analyze primary sources to understand the history of a community.

Implementation Considerations

- New teaching materials may be needed to address the added concepts.
- Professional discussions on the inclusion of diverse perspectives in the curriculum.
- Focus on community and cultural diversity may provide opportunities for greater community involvement in the classroom.
- Interdisciplinary Connections: Opportunities for cross-curricular teaching, particularly in areas like environmental studies.

2021 Grade 2 - 2024 Grade 2

2021 Grade 2 Standards	2024 Grade 2 Standards	Update Notes
2.1 Compare personal point of view with others' perspectives when participating in rule setting and addressing issues of fairness.	2.C.CE.6 Compare the personal point of view with others' perspectives when participating in rule setting and addressing disagreements over issues of fairness or injustice.	Largely unchanged, with the addition of "injustice" to fairness issues.
2.2 Identify services provided by the city government.	Introduced in Grade 1. 1.C.PI.1 Explain the purpose of local government.	See example column and grade 2 economics standards for additional examples.
2.3 Explain and evaluate how individuals, groups, and communities identify and manage conflict and promote justice and equity.	2.C.DP.5 Define, explain, and analyze different approaches to conflict resolution among individuals, groups, and communities.	Focuses more on conflict resolution approaches rather than promoting justice and equity.
New Standards	2.C.PI.2 Explain how political leaders are chosen through voting and democratic elections	Added to strengthen civic knowledge
	2.C.IR.4 Explain that all people born in the United States are citizens, some people become citizens after moving to the United States from another country, and that all residents of the United States are members of the community with rights and responsibilities.	
2.4 Give examples of and identify appropriate and inappropriate use of power and its effect in creating outcomes for diverse groups.	Now in grade 4. 4.E.ES.1 Examine the consequences of power and privilege on issues associated with poverty, income, and wealth accumulation.	New standard is more specific and focused on economics. Additional standards address outcomes on traditionally underrepresented groups.

2.5 Identify city and civic leaders and their functions.	2.C.PI.1 Identify local education and civic leaders and describe their role and responsibilities.	Expands to include education leaders and focuses on roles and responsibilities.
2.6 Describe and analyze the different ways students can have an effect on their local community.	2.C.IR.3 Describe and analyze various ways students can affect their local community.	Continued to encourage students to identify ways to engage with the community
2.7 Identify local businesses and the goods and services they produce.	2.E.MI.4 Provide examples of exchanges between buyers (consumers) and sellers (producers) in the community.	Standard shifts focus from identifying businesses to understanding economic exchanges.
2.8 Describe the role of banks in an economy.	2.E.ES.1 Explain why people save money and the various saving methods, such as saving at home or in a bank account, to help reach both short and long-term financial goals.	Role of banks is shifted to role of banking also adds explanation of why people save money.
2.9 Explain various methods of saving and how saving can help reach both short and long-term financial goals.		
2.10 Explain how inherited wealth and scarcity affect individual and group power and the ability to make decisions about personal savings and spending.	Wealth and inequality in grade 4 examples.	
New Standards	2.E.ES.2 Explain why employers pay people for their work.	See example column
	2.E.MI.3 Describe how examples of capital, human, and natural resources are related to goods and services.	
	2.E.IC.5 Give examples of choices people make about buying goods and services	

	2.E.ST.6 Explain why people specialize in producing goods and services.	
	2.E.ST.7 Identify resources as renewable and non-renewable.	
2.11 Use basic information on maps and other geographic tools to locate, identify and describe physical and human features of the community.	2.G.GR.1 Use the information on maps and other geographic tools to locate, identify, and describe the physical and human features of the community.	Remains largely unchanged.
2.12 Identify relative location of school and community in the state, nation and the world.	2.G.GR.3 Utilize maps and globes to investigate and identify the world's political geography.	
2.15 Use a simple grid system, symbols, and other information to locate the physical and political features of places on maps and globes.		
2.13 Identify the cultural characteristics of my group identity, (including race, culture, and gender) and of the local community.	2.G.HI.5 Explain how factors such as race, culture, religion, gender, indigeneity, and socioeconomic status contribute to identity.	Expands on factors contributing to identity, including religion, indigeneity, and socioeconomic status.
2.14 Use and apply cardinal directions to locate and identify features on maps (such as oceans, cities, continents).	2.G.GR.2 Utilize maps and globes to investigate and identify the world's physical geography.	Broader, focusing on world physical geography rather than specific map skills.
New Standards	2.G.MM.4 Investigate the causes of regional and global migration.	
	2.G.HI.6 Examine the group identities in a community and describe how a diversity of cultural elements can enrich it.	

	2.G.HI.7 Compare and contrast the diverse aspects of culture represented in a community, such as individuals, events, songs, symbols, and celebrations.	
	2.G.HE.8 Explain and describe how humans either adapt to, or change, the environment to meet their needs for survival and living and why humans prefer to settle by rivers, bodies of water, and in or near certain landforms.	
2.16 Identify the history and narratives of traditionally included and excluded individuals, groups, and circumstances, that impact the local community.	2.H.CP.5 Identify the history and contributions of traditionally underrepresented individuals and groups relevant to the local community.	Contributions of underrepresented groups rather than narratives of included and excluded groups.
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.H.CP.6 Identify and describe community celebrations, landmarks, and symbols from a variety of traditions and explain why they are significant to the cultural heritage of members of the community.	Remains largely unchanged
2.18 Differentiate between events that happened in the recent and distant past.	2.H.CH.1 Use chronological time to distinguish between events that happened in the recent and distant past.	Specifies the use of chronological time.
2.19 Develop and analyze a timeline of events in the history of the local community.	2.H.CH.2 Develop and analyze a timeline of events in the history of the local community.	

New Standards	2.H.CE.3 Conduct interviews with family members, neighbors, friends, or school staff to discover and document where their families came from, inclusive of adoptive, blended, foster, and other forms of family, and how and why they moved to where they now live, and when and why their families came to Oregon.	Introduction to the practice of history. Additional guidance in Essential Disciplinary Practices.
	2.H.CC.4 Describe how individuals and groups in the local community have functioned as changemakers for equity, equality, and freedom.	Building on early standards and connections to Holocaust and other genocides requirements.
2.20 Generate questions using a historical source as it relates to the local community's history.	Essential Practices I. Develop questions for social science inquiry.	Essential Disciplinary Practices integrated throughout grade 2.
2.21 Explain how people and events of the past influence the present.	Essential Practices V. Evaluate and assess how discrimination, racism, and inequality create historical narratives, individual perspectives, intersecting identities, and diverse understandings of the past and present.	
2.22 Understand that cause and effect relationships help recount events, and understand the events that led to the development of the community.	Essential Practices II. Use chronological thinking skills, connecting the past with the present to recognize continuity and change in human history.	
2.23 Describe the connection between two or more current or historical events.		
2.24 Compare and contrast past and present situations, people, and events in neighborhoods and communities.		

2.25 Evaluate information relating to an issue or problem.	Essential Practices 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.	
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.	Essential Practices X. Apply the practices and knowledge of social science to determine the most effective ways to take informed civic action.	

Grade 3 Key Revisions

1. Civic Understanding: Expand from basic rule-setting to examining democratic processes, citizenship rights and multiple approaches to resolving conflict with emphasis on fairness and making decisions in a community.
2. Identity and Cultural Analysis: Shift from identifying cultural characteristics to exploring how factors like race, culture, religion, gender, indigeneity and socioeconomic status contribute to both individual identity and community enrichment.
3. Geographic and Environmental Focus: Integrate graphic tools and concepts to understand both physical and human geography with emphasis on how humans adapt to and modify environments for survival and habitation.
4. Economic Concept Development: Expand from identifying local businesses to understanding more complex economic concepts, including resource types, specialization, employment, consumer choice and trade relationships.
5. Community Change and Leadership: Shift from identifying leaders to examining how various individuals and groups, including changemakers and civic leaders, work for equity and shape community development.

Implementation Considerations

- New teaching materials may be needed to address the added concepts.
- Professional discussions on the inclusion of diverse perspectives in the curriculum.
- Focus on community and cultural diversity may provide opportunities for greater community involvement in the classroom.

- Community Engagement: The new standards on family history and local changemakers provide opportunities for increased community involvement in the classroom.

2021 Grade3 - 2024 Grade 3

2021 Grade 3 Standards	2024 Grade 3 Standards	Update Notes
3.1 Examine how different levels of city and county government provide services to members of a community.	3.C.PI.1 Identify state offices, leaders, and their functions.	Building on 2.C.PI.1 with focus on state leaders.
3.2 Describe the responsibilities of people in their community and state.	3.C.IR.5 Describe the responsibilities of people in their community and state.	Remains unchanged.
3.3 Explain how a community relies on active civic participation and identify opportunities for student participation in local and regional issues.	3.C.IR.4 Explain how a community relies on active civic participation and identify opportunities for student participation in local and regional issues.	Remains unchanged.
New Standards	3.C.IR.2 Explain the differences between allies and bystanders exploring how individuals can promote democratic values such as liberty, equality, and justice when they see someone targeted for who they are.	Introducing learning concepts for Holocaust and genocide requirement
	3.C.DP.6 Explain the democratic principle of a smaller voting group (the minority) having rights that the larger voting group (the majority) cannot take away.	New civic standard
	3.C.CE.7 Identify a local public issue and describe ways individuals and groups can engage with decision-makers to make a difference in the civic life of their communities.	Building on civics standard from grade 2

3.4 Describe the use of stereotypes and targeted marketing in creating demand for consumer products.	3.E.IC.5 Explain the role of advertising and peer pressure in decision-making.	Broader, focusing on advertising and peer pressure rather than specifically on stereotypes and targeted marketing.
3.5 Explain how profit influences sellers in markets.	3.E.MI.3 Identify the relationship between supply and demand in setting the price of goods and services in the marketplace.	The 2024 standard shifts focus from profit to supply and demand relationships.
3.6 Identify key industries of Oregon.	3.G.HE.7 Identify and analyze Oregon's natural resources and describe how people in Oregon and other parts of the world use them.	Shift to geography
New Standards	3.E.ES.2 Explain the purpose of taxes in supporting examples of public goods.	See example column for more specifics
	3.E.MI.4 Analyze the effect of government and business decisions on personal and community resources.	
	3.E.IC.6 Explain opportunity cost and how it influences buying decisions.	
	3.E.ST.7 Investigate examples of specialization and economic interdependence in the local community.	
	3.E.ST.8 With prompting and support, ask and answer questions about buying, selling, or trading something and explain how people make choices about the things they need and want.	

3.7 Analyze the impact of personal financial decisions on personal, community, regional, and world resources.	3.E.ES.1 Consider the effect of individual financial decisions on personal, community, regional, and world resources.	Similar but uses "consider" instead of "analyze".
3.8 Use geographical tools to identify multiple ways to divide Oregon into areas.	3.G.GR.1 Distinguish between physical, political, cultural, and thematic maps of Oregon and the United States.	Focuses more on map types rather than ways to divide Oregon. More specific on tools of geography.
	3.G.GR.2 Use lines of latitude and longitude on multiple types of maps, globes, and images to locate and describe Tribal lands, environmental regions, and counties of Oregon and the greater Pacific Northwest.	
3.9 Describe and compare physical and human characteristics of regions in Oregon.	3.G.HE.6 Describe and compare how the physical and human geography of different Oregon regions affects the attributes of local communities.	Emphasizes how geography affects local communities.
3.10 Identify and analyze Oregon's natural resources and describe how people in Oregon and other parts of the world use them.	3.G.HE.7 Identify and analyze Oregon's natural resources and describe how people in Oregon and other parts of the world use them.	Unchanged
New Standards	3.G.MM.3 Evaluate multiple theories on the populating and human movement in North and South America using archaeological evidence for the origins of people in North America, including in the Pacific Northwest.	Example column includes local archeological sites to consider.
	3.G.MM.4 Investigate the causes behind global migration, distinguishing between voluntary relocation and forced displacement.	
	3.G.HI.5 Compare and contrast the diverse aspects of culture represented in a community,	Building on 2 nd grade standard 2.H.CP.6

	such as individuals, events, songs, symbols, and celebrations of community.	
3.11 Describe how the inclusion or exclusion of individuals and groups has shaped events and development of the local community and region.	3.H.CE.4 Describe how the inclusion or exclusion of individuals, social and ethnic groups, has shaped events and development of the local community and region.	
3.12 Describe how the identity of the local community shaped its history and compare to other communities in the region.	3.H.CP.6 Describe how the identity of the local community shaped its history and compare it to other communities in the region.	
3.13 Apply research skills and technologies to gather information about the past in a region.	3.H.CH.1 Use primary and secondary resources, including conducting interviews, to research the history of the local community or region.	Specifies the use of primary and secondary sources, including interviews.
3.14 Explain why individuals and groups in the same historical period differed in the way they viewed and interpreted historical events.	3.C.IR.3 Recognize that people's identities and individual experiences can lead to different interpretations of situations and events.	Focusing on how identities and experiences affect interpretations.
3.15 Explain how sources serve different purposes for answering historical questions.	Essential Practice III. Collect, interpret, evaluate, and apply information from primary and secondary sources to better understand and create historical narrative distinguishing between fact and opinion.	
3.17 Use a variety of historical sources including artifacts, pictures and documents to identify factual evidence.		
3.16 Generate questions using multiple historical sources and examine their validity.	Essential Practice I. Develop questions for social science inquiry.	
3.18 Identify how systems of power affect the perspectives of different individuals and groups when examining	3.H.CC.3 Describe how individuals and groups in the local community and region have functioned as changemakers for equity, equality, and	Focuses more on changemakers rather than systems of power, but still addresses issues of equity and discrimination.

an event, issue, or problem with an emphasis on multiple perspectives.	freedom against bias, discrimination, racism, and oppression.	
3.19 Analyze different ways that people, other living things, and the environment might be affected by an event, issue, or problem.	Essential Practice V. Seek and analyze diverse perspectives to develop a more complete understanding of past and current events	
New Standards	3.H.CH.2 Create a timeline of significant events in the local community or region.	
	3.H.CP.5 Identify what individuals and families bring with them when they move to a different place.	

Grade 3 Key Revisions

1. Civic Engagement: Expand from basic understanding of civic participation to analyzing active support for others or ways to support others, promoting democratic values and understanding minority rights. Greater emphasis on how identity shapes perspectives and interpretations of events.
2. Geographic Understanding: New emphasis on understanding historical and contemporary human migration, distinguishing between voluntary and forced movement, and using more sophisticated mapping tools to understand tribal lands and environmental regions.
3. Economic Literacy: Shift from analyzing simple producer-consumer relationships to analyzing how supply-demand dynamics work, examining the effects of advertising and studying how businesses in local communities rely on each other.
4. Cultural Analysis: Shift from simply describing the characteristics of a community to comparing diverse cultural aspects of communities, analyzing the effects of including or excluding individuals, social and ethnic groups and how cultures continue or change over time.
5. Historical Investigation: Expand from general research skills to specific emphasis on primary and secondary sources to research local history with an emphasis on how communities shape and are shaped by historical events.

Considerations for Implementation

- New teaching materials may be needed to address the added concepts.
- Professional discussions on the inclusion of diverse perspectives in the curriculum.
- Focus on community and cultural diversity may provide opportunities for greater community involvement in the classroom.
- Community Engagement: Focus on local issues and civics provides opportunities for community involvement in the classroom.

2021 Grade 4 - 2024 Grade 4

2021 Grade 4 Standards	2024 Grade 4 Standards	Update Notes
4.1. Investigate how the establishment, organization, and function of the Oregon government, its Constitution and its laws enforced and/or violated democratic conceptions of equity and justice for individuals and groups including Native Americans, African-Americans, Asian-Americans, and other immigrant groups.	4.C.PI.1 Investigate the creation of the Oregon constitution and identify its key components. Note: Teachers may choose the sections of the Constitution that they believe to be most accessible and relevant to their students.	Focuses on the creation and components of the constitution. Provides teachers discretion in choosing relevant sections.
	4.C.DP.4 Identify examples from the Oregon Constitution establishing equality or addressing discrimination, inequalities, or unfairness.	
4.2 Explain how Oregon achieved statehood and identify the stakeholders involved.	4.H.CH.2 Investigate the role of "Manifest Destiny" and racial prejudice in shaping Oregon's transition from "Oregon Country" to statehood. Include the legal, political, and cultural factors causing marginalization and attempts to promote inclusivity.	
New Standard	4.C.IR.3 Examine how identity shapes perspectives about a local or state issue.	
4.3 Examine the Government and Constitutions' of the nine federally recognized Oregon tribes.	4.C.PI.2 Compare key components of at least two Constitutions of the nine federally recognized Oregon Tribes.	Requiring comparison of at least two tribal constitutions rather than a general examination of all nine.
New Standard	4.C.CE.5 Describe the importance of civic participation, including the ballot initiative process, in changing Oregon's laws and Constitution.	

4.4 Examine the consequences of power and privilege on issues associated with poverty, income, and the accumulation of wealth.	4.E.ES.1 Examine the consequences of power and privilege on issues associated with poverty, income, and wealth accumulation.	
4.5 Analyze different buying choices and opportunity costs	4.E.IC.8 Analyze different buying choices and opportunity costs.	
4.6 Demonstrate understanding of needs and wants using a budget.	4.E.IC.6 Demonstrate understanding of needs and wants using a budget.	
4.7 Determine the consequences of sharing personal information with others.	4.E.IC.9 Demonstrate understanding of safe internet practices by applying strategies to protect personal information.	More specific, focusing on internet safety and strategies for protecting personal information.
New Standards	4.E.ES.2 Describe the difference between wages, salaries, commissions, and tips.	New standards addressing economics. See example column
	4.EF.ES.3 Describe examples of government-provided goods and services funded with taxes.	
	4.E.MI.4 Explain the role of producers, consumers, products, and labor in economic markets.	
	4.E.MI.5 Investigate the relationship between the supply and demand of goods produced in Oregon.	
	4.E.IC.7 Identify the use of targeted marketing in creating demand for consumer products.	
	4.E.ST.10 Explain how trade leads to increasing economic interdependence.	
4.8 Explain the interactions between the Pacific Northwest physical systems and human systems, with a focus on Native Americans in that region.	4.G.GE.8 Utilize the Social Science Tribal History Shared History lessons to explore the relationship of the Nine federally recognized Tribes in Oregon with physical and human geography. Also see 4.H.CH.1	The content of this 2021 standard is distributed across multiple 2024 standards, with a more specific focus on Oregon tribes and geography.

New Standards	4.G.GR.1 Read and/or construct maps of the Northwest, Southwest, Midwest, Northeast, and Southeast, US Atlantic and Pacific Islands using a scale, compass, and key that includes important cities and physical features.	Focus on map literacy for United States including Alaska, Hawaii, and US Territories.
	4.G.GR.2 On political and physical maps of North America, locate significant sites in the United States, Mexico, Canada, Oregon, Nevada, Alaska, Hawai'i, Washington, Idaho, and California.	Supporting 4.G.GR.1. See example column
	4.G.HI.6 Assess how physical geography and changing environmental factors affect land use and shape the cultural characteristics of a society.	New geography standards to increase student familiarity with place and location.
4.9 Compare and contrast varying patterns of settlements in Oregon, considering, past, present, and future trends.	4.G.MM.4 Compare and contrast varying patterns of exploration and settlement in the Pacific Northwest over time, considering how physical features and the availability of natural resources affected exploration and settlement patterns, including the development of major urban/suburban areas, industries, or trade.	More detailed, emphasizing the role of physical features and natural resources in settlement patterns. It also expands the scope to the Pacific Northwest.
4.11 Understand the impact and legacy of colonialism on marginalized communities and describe the decisions made to shape the human (e.g., tribal, cultural, agricultural, industrial, etc.) and physical geography (dams, wind turbines, climate change, transportation, etc.) and its effect on Oregon's environmental sustainability.	4.G.GR.3 Compare and contrast Tribal, colonial, historical, and contemporary maps to understand Oregon's history.	

4.10 Identify political, economic, cultural and physical conflicts, including genocide, involving the use of land, natural resources, economic interests, competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon's different geographical areas and people groups who lived in those areas.	4.H.CP.8 Identify various conflicts within Oregon, including acts of displacement, cultural and linguistic loss, violence, economic competition, political disagreements, boundary disputes, and cultural disparities across different geographical regions and demographic groups.	Focuses on conflicts and examples include specific historical examples.
New Standard	4.G.GE.7 Identify the effects on environmental stability and sustainability of technologies and policies such as dams, wind turbines, and transportation in shaping Oregon's physical and human geography.	Focuses on environmental impacts of technology and policy, and environmental sustainability
4.12 Analyze the distinct way of knowing and living amongst the different American Indian tribes in Oregon prior to colonization, such as religion, language, and cultural practices and the impact of acculturation and the ongoing perseverance and exercise of tribal sovereignty of Native Americans.	4.H.CH.1 Identify and examine the Indigenous sovereign people of Oregon prior to and during waves of exploration and settlement from Europe and the United States. Students should engage with lessons provided in Tribal History/Shared History to identify the first nine people groups of Oregon.	Emphasis on sovereignty and introduces a timeline of exploration and settlement.

New Standard	4.G.MM.5 Explain how the contributions of the Indigenous Tribes of Oregon and various historical and contemporary immigrant groups create the diverse culture of present-day Oregon.	Opportunity to examine local Tribes and immigrant influence and contributions.
4.13 Identify and explain how discrimination based on race, gender, economic, and social group identity created and continues to affect the history, growth, and current experience of residents of Oregon.	4.H.CP.7 Identify and explain how the legacy of colonialism and discrimination based on race, gender, economic, and social group identity created and continues to affect the history, growth, and current experience of residents of Oregon.	Similar, with the addition of "the legacy of colonialism" to the list of discriminatory factors.
4.14 Give examples of how early non-American Indian explorers and settlers in Oregon changed Oregon's agriculture, settlement patterns, industrial, political, and business development over time, and its impact on the people of the state including people of different socioeconomic status, racial/ethnic groups, religious groups, and other traditionally marginalized groups.	4.H.CE.4 Give examples of how changes in Oregon's agricultural, industrial, political, and business development over time affect people of the state including traditionally underrepresented groups.	Focused on how changes in Oregon's economic and resource development affects individuals and groups
4.15 Give examples of how changes in Oregon's agricultural, industrial, political, and business development over time, impacts people of the state including traditionally underrepresented groups.		

New Standards	4.H.CC.3 Identify examples of Indigenous resistance to the expansion of non-Indigenous settlers into Oregon lands in the causes and results of the battles and wars in Oregon Territory and 19th century Oregon.	Early Oregon History See example column and resources from local Tribes
	4.H.CE.5 Explore the Oregon Trail's significance in shaping Oregon history, examining its role in westward expansion, cultural interactions, and settlement patterns.	In conjunction with 4.H.CH.2
	4.H.CP.6 Identify the history, religion, languages, and cultural practices of the Indigenous Tribes of Oregon and examples of resistance and resilience to immigration and settlement by the United States.	See example column and resources from local Tribes
4.16 Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories.	Essential Disciplinary Practices III. Collect, interpret, evaluate, and apply information from primary and secondary sources to better understand and create historical narrative distinguishing between fact and opinion.	Essential Disciplinary Practices integrated throughout grade 4 standards.
4.17 Create and evaluate timelines exploring the relationships among the people, events, and movements of resistance and justice in Oregon.	Essential Disciplinary Practices II. Use chronological thinking skills, connecting the past with the present to recognize continuity and change in human history.	
4.18 Use primary and secondary sources to explain events in Oregon history	Essential Disciplinary Practices III. Collect, interpret, evaluate, and apply information from primary and secondary sources to better understand and create historical narrative distinguishing between fact and opinion.	
4.19 Infer the purpose of a primary source and from that the intended audience.		



4.20 Compare eyewitness and secondhand accounts of an event.	Essential Disciplinary Practices IV. Seek and analyze diverse perspectives to develop a more complete understanding of past and current events.	
4.21 Construct explanations using reasoning, correct sequence, examples and details with relevant information and data.	Essential Disciplinary Practices VI. Construct well-reasoned and logically coherent explanations, arguments, and solutions related to complex societal issues.	
4.22 Analyze historical accounts related to Oregon to understand cause-and-effect.	Essential Disciplinary Practices II. Use chronological thinking skills, connecting the past with the present to recognize continuity and change in human history.	
4.23 Determine the validity of multiple sources, both historical and current, including but not limited to, diverse, primary and secondary sources.	Essential Disciplinary Practices III. Collect, interpret, evaluate, and apply information from primary and secondary sources to better understand and create historical narrative distinguishing between fact and opinion.	
	Essential Disciplinary Practices V. Evaluate and assess how discrimination, racism, and inequality create historical narratives, individual perspectives, intersecting identities, and diverse understandings of the past and present.	
4.24 Explain individual and cooperative approaches people have taken, or could take in the future, to address local, regional, and global problems, as well as predict possible results of those actions.	Essential Disciplinary Practices X. Apply the practices and knowledge of social science to determine the most effective ways to take informed civic action.	



Grade 4 Key Revisions:

1. Indigenous Understanding: Shift from general tribal history to a specific focus on sovereignty, resistance, Indigenous governance and cultural practices.
2. Historical Analysis: Shift from describing historical events to examining how specific forces like colonialism, racial prejudice and discriminatory policies shaped Oregon's development and continue to impact communities today.
3. Economic Literacy: Expand from basic resource concepts to more complex economic relationships, including personal finance, market dynamics, targeted marketing and economic interdependence, with a specific focus on Oregon's economy and trade.
4. Geographic Thinking: Shift from general settlement patterns to detailed analysis of how geography influences culture, sustainability and human movement with an emphasis on mapping skills and regional understanding.
5. Constitutional and Civic Engagement: Expand from basic government structure to explore active civic participation and constitutional protection, requiring a deeper understanding of how citizens can affect change.

Considerations for implementation:

- New teaching materials may be needed to address the added concepts.
- Professional discussions on the inclusion of diverse perspectives in the curriculum.
- Focus on community and cultural diversity may provide opportunities for greater community involvement in the classroom.
- Community engagement: Tribal history standards create opportunity to engage with local tribal communities and resources.
Interdisciplinary approach: Opportunities for integration with economics, geography, technology, and environmental studies.

2021 Grade 5 - 2024 Grade 5

2021 Grade 5	2024 Grade 5	Update Notes
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.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.	
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.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.	
5.3 Compare and contrast the British monarchy, American colonial governments, and Tribal governments through their various interactions.	5.C.PI.1 Compare and contrast how the governments of the British monarchy, American colonies, and Indigenous Tribes shaped interactions with one another.	Focuses more on how these governments shaped interactions rather than just comparing them.
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.C.DP.5 Analyze the Preamble and sections of the Constitution to understand the establishment and limitations of democratic principles.	Focuses on the Constitution and its preamble.
5.5 Describe how the national government affects local, state, and Oregon tribal governments.		
New Standard	5.C.PI.2 Analyze the significance of the decisions and laws of the newly formed federal and state	Added in support of Civics requirement



	governments in establishing, expanding, limiting, and denying rights to individuals 1789-1865.	
	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.	
5.6 Examine the significance of the slave trade in among and between the N. American colonies, Europe, Asia, and Africa.	5.E.MI.6 Examine the significance of the slave trade among and between the Americas, Europe, Asia, and Africa	Broadens the scope from "N. American colonies" to "the Americas".
5.7 Explain the purpose of taxes and give examples of their use from current and U.S. history.	5.E.MI.4 Describe why the government collects taxes and what goods and services it provides society.	Focuses more on the government's role in collecting taxes and providing services.
New Standards	5.E.ES.1 Map out a savings and budget plan designed to achieve a future purchase objective.	New Standards in reconfiguration of economics and financial literacy.
	5.E.ES.2 Estimate income that could be earned from a business operated by children.	
	5.E.MI.3 Explain the relationship between supply and demand.	
	5.E.MI.5 Explain the United States' development from a mercantilist to a market economy.	
	5.E.IC.8 Analyze how incentives and opportunity costs affect decision-making.	
	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.	
	5.E.IC.10 Explain why cultures and civilizations choose to specialize in producing selected goods or services.	
5.8 Analyze career choices through the return on investment (qualifications, education, and income potential).	5.E.IC.7 Analyze career choices with consideration of necessary qualifications, income potential, and time commitment.	The 2024 standard adds "time commitment" as a factor to consider.
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.	G.GR.1 Use geographic tools such as maps, satellite images, photographs, and other representations to investigate and compare how boundaries and borders (geographic or human-made) are created, recognized, and utilized in the United States.	Focuses more on boundaries and borders rather than general division of areas.
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.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.	
5.11 Describe how physical, human, and political features influence events, movements, and adaptation to the environment.	5.G.HE.8 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.G.HE.9 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.		
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.H.CP.10 Analyze the distinct way of knowing and living amongst the different Indigenous peoples of North America before contact.	See example column for specifics
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.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.	Indigenous encounters with Europeans rather than just European exploration
	5.H.CH.2 Use maps 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.	
New Standards	5.G.GR.2 Locate states, capital cities, and important geographic features on a United States map.	
	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 who were enslaved.	
	5.G.HI.7 Investigate the effects of exploration, conquest, exploitation, and colonial settlement on Indigenous Tribes in at least two geographic regions.	
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.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.	Focuses more on the interactions and their impacts rather than reasons for movement.
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.G.GR.3 Locate and examine significant physical geographic features of the thirteen British colonies that became the United States.	Focuses on geographic features.
5.18 Explain multiple perspectives and probable causes and effects of events leading to colonial independence from British Rule.	5.H.CE.7 Explain multiple perspectives and 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,	Roles and impact are integrated throughout grade 5 standards.	

Chicano, Latino, or Middle Eastern descent, religious groups, and other traditionally marginalized groups.		
5.20 Identify and examine the roles that American Indians had in the development of the United States.	5.H.CE.8 Examine the effects Indigenous Tribes of North America had in the early development of the United States.	See examples.
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.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.	More comprehensive, including the expansion and abolition of slavery.
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.	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.	
New Standards	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.	
	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.	
	5.H.CEP.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.	
5.23 Summarize how different kinds of historical sources are used to explain events in the past.	III. Collect, interpret, evaluate, and apply information from primary and secondary sources to better understand and create historical narrative distinguishing between fact and opinion.	
5.24 Use primary and secondary sources to formulate historical questions and to examine multiple accounts or perspectives of a historical issue or time.	Essential Disciplinary Practices I. Develop questions for social science inquiry.	The Essential Disciplinary Practices are integrated throughout the grade 5 standards
	Essential Disciplinary Practices III. Collect, interpret, evaluate, and apply information from primary and secondary sources to better understand and create historical narrative distinguishing between fact and opinion.	
	Essential Disciplinary Practices IV. Seek and analyze diverse perspectives to develop a more complete understanding of past and current events.	
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.	Essential Disciplinary Practices IV. Seek and analyze diverse perspectives to develop a more complete understanding of past and current events.	
	Essential Disciplinary Practices V. Evaluate and assess how discrimination, racism, and inequality create historical narratives, individual perspectives, intersecting identities, and diverse understandings of the past and present.	

	Essential Disciplinary Practices VIII. Demonstrate empathy to understand how identities shape actions of resistance and resilience among individuals and communities.	
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.	Essential Disciplinary Practices III. Collect, interpret, evaluate, and apply information from primary and secondary sources to better understand and create historical narrative distinguishing between fact and opinion.	
	Essential Disciplinary Practices 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.	
5.27 Identify characteristics of an event, issue, or problem, suggesting possible causes and results.	Essential Disciplinary Practices VI. Construct well-reasoned and logically coherent explanations, arguments, and solutions related to complex societal issues.	
5.28 Propose a response or solution to an issue or problem, utilizing research, to support the position.	Essential Disciplinary Practices VI. Construct well-reasoned and logically coherent explanations, arguments, and solutions related to complex societal issues.	
	Essential Disciplinary Practices X. Apply the practices and knowledge of social science to determine the most effective ways to take informed civic action.	
5.29 Use a range of collaborative procedures to make decisions about and act on civic issues or problems.	Essential Disciplinary Practices X. Apply the practices and knowledge of social science to	

	determine the most effective ways to take informed civic action.	
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Grade 5 Key Revisions

1. Enhanced Indigenous Perspectives: Shift to an explicit focus on Indigenous sovereignty, experiences with colonization, resistance to oppression and specific examination of assimilation policies and cultural genocide.
2. Complex Government Analysis: Expand from identifying basic government principles to analyzing interactions between different forms of governance, including the tensions within democratic principles.
3. Economic Understanding: Expand from basic career and tax concepts to examining complex economic systems, global trade networks and the economic dimensions of slavery and colonization.
4. Geographic Reasoning: Shift from general map skills to specific applications analyzing features that influenced colonial development with emphasis on how geography shapes cultural interactions and power dynamics.
5. Historical Thinking: Shift from describing historical events to analyzing causes, effects and connections between past and present, particularly regarding systemic inequalities, resistance movements and social justice.

Considerations for implementation:

- New teaching materials may be needed to address the added concepts.
- Professional discussions on the inclusion of diverse perspectives in the curriculum.
- Focus on community and cultural diversity may provide opportunities for greater community involvement in the classroom.
- Community engagement: Tribal history standards create opportunity to engage with local tribal communities and resources.
- Interdisciplinary approach: Opportunities for integration with economics, geography, technology, and environmental studies.