

2018 5TH GRADE SOCIAL SCIENCES CROSSWALK

Civics and Government

Points of Emphasis

The standards include additional emphasis on tribal governments, as well as student evaluation of governmental actions.

Possible Essential Questions

How do governments establish "rights" for citizens?

What are the differences among the governments of N. America?

What ideas influenced the US Constitution?

Civics and Government Crosswalk

2011 Grade Level Standards	2018 Grade Levels Standards
5.12. Analyze how cooperation and conflict among people contribute to political, economic and social events and situations in the United States.	5.1 Analyze how cooperation and conflict among people contribute to political, economic, religious, and current social events and situations in the United States.
5.13. Describe and summarize how colonial and new states' governments affected groups within their population (e.g., citizens, slaves, foreigners, nobles, women, class systems, tribes).	5.2 Summarize and critique how colonial and new states' governments affected groups within their population (such as citizens, enslaved peoples, foreigners, nobles, religious groups, women, class systems, tribes).
5.14. Compare and contrast tribal forms of government, British monarchy, and early American colonial governments.	5.3 Compare and contrast tribal forms of government, British monarchy, and early American colonial governments.
5.15. Identify principles of U.S. democracy found in the U.S. Constitution and Bill of Rights.	5.4 Identify principles of U.S. democracy found in the U.S. Constitution and Bill of Rights.
5.16. Describe how national government affects local and state government.	5.5 Describe how national government affects local, state, and Oregon tribal governments.

Economics

Points of Emphasis

Students explore the use of trade as a mechanism of international relations. Examples from the past as well as current events are used to highlight the significance of taxes.

Possible Essential Questions

How do nations increase trade?

Why do we pay taxes?

Do all taxes have the same purpose?

What is a progressive/regressive tax?

Economics Crosswalk

2011 Grade Level Standards	2018 Grade Levels Standards
5.17. Explain ways trade can be restricted or encouraged (e.g., boycott) and how these affect producers and consumers.	5.6 Explain ways trade can be encouraged or restricted and how it affects relationships between countries.
5.18. Explain the purpose of taxes and give examples from U.S. history of their use.	5.7 Explain the purpose of taxes and give examples of their use from current and U.S. history.

Multicultural Studies

Points of Emphasis

The 2018 standards identify multicultural studies' standards. Each standard is also found embedded in one of the traditional social studies domains. Local decisions must determine how these required standards will be addressed.

Possible Essential Questions

Multicultural Studies Crosswalk

2011 Grade Level Standards	2018 Grade Levels Standards
	5.1 Analyze how cooperation and conflict among people contribute to political, economic, religious, and current social events and situations in the United States. (Civics)
	5.2 Summarize and critique how colonial and new states' governments affected groups within their population (such as citizens, enslaved peoples, foreigners, nobles, religious groups, women, class systems, tribes). (Civics)
	5.3 Compare and contrast tribal forms of government, British monarchy, and early American colonial governments. (Civics)
	5.10 Compare and contrast movement of people, goods, ideas, and cultural patterns in the United States, considering past, present and future trends. (Geography)
	5.13 Describe how natural and human-made events in one place affect people in other places. (Geography)
	5.14 Analyze the distinct way of knowing and living amongst the different American Indian tribes of North America prior to contact in the late 15th and 16th centuries, such as religion, language, and cultural practices and the subsequent impact of that contact. (History)
	5.16 Explain the religious, political, and economic reasons for movement of people from Europe to

2011 Grade Level Standards	2018 Grade Levels Standards
	the Americas, and analyze the multiple perspectives of the interactions between settlers and American Indians. (History)
	5.19 Identify and examine the roles and impact of diverse groups of people (e.g. gender roles, social roles, political and economic structures) within the 13 British colonies that became the United States. including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender).(History)
	5.21 Identify issues related to historical events to recognize power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other traditionally marginalized groups in the modern era (bias and injustice, discrimination, stereotypes).
	5.24 Explain why individuals and groups, including ethnic and religious groups, and traditionally marginalized groups during the same historical period differed in their perspectives of events. (History)

Financial Literacy

Points of Emphasis

Financial Literacy and Economics are separated in 2018. Students are encouraged to explore how decisions around education and career can impact financial health.

Possible Essential Questions

- Why do people go to college?
- Is the cost of tuition worth it?
- What is the best job?

Financial Literacy Crosswalk

2011 Grade Level Standards	2018 Grade Levels Standards
New	5.8 Analyze career choices through the return on investment (qualifications, education, and income potential).

Geography

Points of Emphasis

Students engage with technology to better understand the human geography of United States. Students apply the tools of geography to analyze the influence of physical features on settlement, politics, and the economy. Students also explore the interdependence of environmental systems.

Possible Essential Questions

- Why are some state borders so straight?
- How was the size of the states determined?
- Why are voting districts different from counties?
- Is there a relationship between geography and gerrymandering?
- What inspired migration in the U.S.?
- How does technology change settlement patterns?

Geography Crosswalk

2011 Grade Level Standards	2018 Grade Levels Standards
5.7. Identify, locate, and describe places and regions in the United States. 5.8. Use various types of maps to describe and explain the United States.	5.9 Use geographical tools (maps, satellite images, photographs, Google Earth, and other representations) to investigate and compare how areas in the United States can be divided in multiple ways.
5.9. Explain migration, trade, and cultural patterns in the United States.	5.10 Compare and contrast movement of people, goods, ideas, and cultural patterns in the United States, considering past, present and future trends.
5.10. Describe how physical and political features influence events, movements, and adaptation to the environment.	5.11 Describe how physical, human and political features influence events, movements, and adaptation to the environment.
5.11. Describe how technological developments, societal decisions, and personal practices influence sustainability in the United States.	5.12 Describe how technological developments, societal decisions, and personal practices affects sustainability in the United States.
	5.13 Describe how natural and human-made events in one place affect people in other places.

History

Focus

America’s Past U.S. History 1492-1786

Points of Emphasis

Students identify and analyze the early history of American Indian Groups of N. America prior to European contact, the establishment of colonial settlements, and the establishment of the United States. Students explore the interactions among the various North American Indian groups, between American Indians and Europeans/colonists, and among Europeans and colonists. The roots of political, social and economic oppression are examined to better understand the persistence of inequality in the U.S.

Possible Essential Questions

How did the American Indian nations differ from each other?

How did American Indian nations interact prior to European settlement?

What role does religion play in the interaction of Europeans and American Indians?

Why did Europeans leave Europe for N. America?

How did the European empires differ in their exploration/colonialism?

How did the "founding fathers" address issues of gender?

History Crosswalk

	2011 Grade Level Standards	2018 Grade Levels Standards
Historical Knowledge	5.1. Identify and compare historical Native American groups and settlements that existed in North America prior to contact with European exploration in the late fifteenth and sixteenth centuries.	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.
	5.2. 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.	5.15 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.
	5.3. Explain the religious, political, and economic reasons for movement of people from Europe to the Americas and describe instances of both cooperation and conflict between Native American Indians and European settlers.	5.16 Explain the religious, political, and economic reasons for movement of people from Europe to the Americas, and analyze the multiple perspectives of the interactions between settlers and American Indians.
	5.4. Identify and locate the 13 British colonies that became the United States and identify the early founders, describe daily life (political, social, and economic organization and structure), and describe early colonial resistance to British rule.	5.17 Locate and examine the 13 British colonies that became the United States and identify the early founders, and describe daily life (political, social, and economic organization and structure).
		5.18 Explain multiple perspectives and probable causes and effects of events leading to colonial independence from British Rule.
		5.19 Identify and examine the roles and impact of diverse groups of people (e.g. gender roles, social

	2011 Grade Level Standards	2018 Grade Levels Standards
		roles, political and economic structures) within the 13 British colonies that became the United States. including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender).
		5.20 Identify and examine the roles that American Indians had in the development of the United States.
		5.21 Identify issues related to historical events to recognize power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other traditionally marginalized groups in the modern era (bias and injustice, discrimination, stereotypes).
Historical Thinking	5.5. Create and interpret timelines showing major people, events and developments in the early history of the United States.	5.22 Summarize how different kinds of historical sources are used to explain events in the past.
	5.6. Use primary and secondary sources to formulate historical questions, to examine an historical account about an issue of the time, and to reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, and what events led to these developments and what consequences or outcomes followed.	5.23 Use primary and secondary sources to formulate historical questions and to examine a historical account about an issue of the time.

	2011 Grade Level Standards	2018 Grade Levels Standards
		5.24 Explain why individuals and groups, including ethnic and religious groups, and traditionally marginalized groups during the same historical period differed in their perspectives of events.

Social Science Analysis

Points of Emphasis

Social Science Analysis should be used for all domains with emphasis on students preparing to take informed action and with an understanding of the multiple perspectives on an issue or problem.

Possible Essential Questions

When are secondary sources appropriate for research?

What is the best way to utilize the internet for research?

What were the compromises and agreements that allowed for the unification of the N. American colonies?

Why did this attempt at unity fail?

Social Science Analysis Crosswalk

2011 Grade Level Standards	2018 Grade Levels Standards
5.19. Analyze two accounts of the same event or topic and describe important similarities and differences.	5.25 Analyze multiple accounts or perspectives of the same event, issue, problem or topic and describe important similarities and differences.
5.20. Gather, use and document information from multiple sources (e.g., print, electronic, human, primary, secondary) to examine an event, issue, or problem through inquiry and research.	5.26 Gather, assess, and use information from multiple primary and secondary sources (such as print, electronic, interviews, speeches, images) to examine an event, issue, or problem through inquiry and research.
5.21. Identify and study two or more points of view of an event, issue or problem.	5.27 Identify characteristics of an event, issue, or problem, suggesting possible causes and results.
5.22. Identify characteristics of an event, issue, or problem, suggesting possible causes and results.	5.28 Propose a response or solution to an issue or problem, utilizing research, to support the position.
5.23. Propose a response or solution to an issue or problem and support why it makes sense, using support from research.	5.29 Use a range of collaborative procedures to make decisions about and act on civic issues or problems.