

Social Studies Standards - Grades 4/5

YEAR 1

The 'New' World

- Native Americans in N.A.
- Early Explorers & Colonies

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.
5.2	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.
5.3	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.
5.4	Identify and locate the 13 British colonies that became the US and identify the early founders, describe daily life (political, social, and economic organization), and describe early colonial resistance to British rule.
5.5	Create and interpret timelines showing major people, events and developments in the early history of the United States.
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.
5.10*	Describe how physical 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.
5.13	Describe and summarize how colonial and new states' governments affected groups within their population (e.g., citizens, slaves, foreigners, nobles, women, class systems, tribes).
5.14	Compare and contrast tribal forms of government, British monarchy, and early American colonial governments.
5.19*	Analyze two accounts of the same event or topic and describe important similarities and differences
5.21*	Identify and study two or more points of view of an event, issue or problem.

YEAR 2

Northwest Native Americans

- The 9 prominent tribes
- Class Spirit Animals
- Tribe simulations
- Canoe FT in Ridgefield

4.1	Identify and describe historic Native American Indian groups that lived in Oregon prior to contact with Europeans and at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment
4.2	Explain how key individuals and events influenced the early growth and changes in Oregon.
4.3	Give examples of changes in Oregon's agricultural, industrial, political, and business development over time.
4.4	Identify the 9 federally recognized Oregon tribes and their aboriginal boundaries.
4.9	Explain the influence of Oregon and the Northwest's physical systems on humans, including Native Americans.
5.19*	Analyze two accounts of the same event 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.
5.21*	Identify and study two or more points of view of an event, issue or problem.
5.22	Identify characteristics of an event, issue, or problem, suggesting possible causes and results
5.23	Propose a response or solution to an issue or problem and support why it makes sense, using support from research.

Westward Expansion

- Louisiana Purchase
- Lewis & Clark Journaling / storytelling
- Oregon Trail simulation

4.5	Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories.
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Government

- Branches
- State Level
- National Election Simulation
- Bill of Rights
- Constitution

2.21	Evaluate information relating to an issue or problem.
3.1*	Describe how significant people, events and developments have shaped their own community and region.
3.3*	Apply research skills and technologies to gather information about the past in the region.
3.4*	Describe local communities and regions past and present.
3.5*	Explain how some sources are more useful for answering historical questions than others.
3.8	Identify links of land, regions, river systems, interstate highways between Oregon and other states.
3.12*	Identify and analyze Oregon's natural resources and describe how people in Oregon and other parts of the world use them.
3.13*	Identify how people have adapted to and have changed the physical geography of the community.
3.19	Identify and compare different ways of looking at an event, issue, or problem.
3.20	Identify how people or other living things might be affected by an event, issue, or problem.

Geography

- United States
- Amazing Race Simulation
- World

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	Explain migration, trade, and cultural patterns in the United States.

4.6	Create and evaluate timelines that show relationships among people, events, and movements in Oregon history.
4.7	Use primary and secondary sources to create or describe a narrative about events in Oregon history.
4.10	Compare and contrast varying patterns of settlements in Oregon, past and present, and consider future trends
4.20	Describe the sequence of events in given current and historical accounts.
4.21	Analyze historical accounts related to Oregon to understand cause-and-effect.
5.10*	Describe how physical 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*	Analyze how cooperation and conflict among people contribute to political, economic and social events and situations in the United States.

Columbia River Highway

- Biographies
- History/Reasons
- Troutdale Historical Society Museum FT

4.7*	Use primary and secondary sources to create or describe a narrative about events in Oregon history.
5.10*	Describe how physical and political features influence events, movements, and adaptation to the environment.

Key Industries of Oregon

- Economy Past & Present
- Opinion Writing

4.11	Identify conflicts involving use of land, natural resources, economy, and competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon and different geographical areas.
4.12	Explain how people in Oregon have modified their environment and how the environment has influenced people's lives.
4.13	Describe how technological developments, societal decisions, and personal practices influence Oregon's sustainability (dams, wind turbines, etc.).

*Updated 6/2017