



Oregon Social Science Standards

Grade 2

Adopted by the State Board of Education June 2024

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 2 Standards (Focus: My Neighborhood, My Community)

In second grade, students explore their roles as members of the local community. The standards provide opportunities to investigate the responsibilities of civic leaders and changemakers working for equity and justice. Students analyze approaches to conflict resolution and discuss how individuals and groups can impact the community. Through exploring diverse cultural identities, holidays, and community landmarks, students gain a deeper appreciation for the rich pluralism of their local environment while building content-area vocabulary.

Studying primary and secondary sources like maps, photographs, and interviews allows students to practice geographic reasoning and historical thinking skills. Teachers can utilize these sources across the curriculum to build literacy skills like identifying key details, comprehending informational texts, and conducting research. For example, analyzing maps, artifacts, or interviews related to the local community can engage students in close reading and evidence-based writing.

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 (2.C)

Concept	Code	Standard	Examples include, but not limited to:
Political Institutions (C.PI)	2.C.PI.1	Identify local education and civic leaders and describe their role and responsibilities.	• Teacher • Principal • Superintendent • School Board • Mayor • Council person • Governor
	2.C.PI.2	Explain the selection of political leaders through voting and democratic elections.	• Campaigns (speeches & advertising) • Platform/promises • Secret ballot • “Majority rules”
Identity, Roles, and Responsibilities (C.IR)	2.C.IR.3	Describe and analyze the many ways students can affect their local community.	• Community gardens • Environmental conservation • Attending community events • Talking about community issues
	2.C.IR.4	Explain that all people born in the United States are citizens, many 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.	• Right to education • Civil rights • Obeying the laws • Paying taxes • Contributing positively to the community

Concept	Code	Standard	Examples include, but not limited to:
Democratic Principles (C.DP)	2.C.DP.5	Define, explain, and analyze different approaches to conflict resolution among individuals, groups, and communities.	- Fairness - Justice - Equality - Equity - Restorative
Civic Engagement (C.CE)	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.	- Listening - Helping - Organizing - Setting an example - Including everyone

Geography (2.G)

Concept	Code	Standard	Examples include, but not limited to:
Geographic Reasoning (G.GR)	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.	- Map title or heading - Legend or key - Scale - Grid - Cardinal and ordinal directions - Color - Topography
	2.G.GR.2	Utilize maps and globes to investigate and identify the world's physical geography.	- Oceans - Continents - Mountains - Rivers

Concept	Code	Standard	Examples include, but not limited to:
	2.G.GR.3	Utilize maps and globes to investigate and identify the world's political geography.	- Local towns and cities - State and national capitals - State borders - Major cities
Migration and Movement (G.MM)	2.G.MM.4	Investigate the causes of regional and global migration.	- Economic opportunity - Security - Natural disaster
Human Interaction and Interconnection (G.HI)	2.G.HI.5	Explain how factors such as race, culture, religion, gender, indigeneity, and socioeconomic status contribute to identity.	- Holidays celebrated - Languages used - Resilience - Religious/spiritual associations
	2.G.HI.6	Examine the group identities in a community and describe how a diversity of cultural elements can enrich it.	- Language - Literature - Arts - Religion - Traditions - Customs
	2.G.HI.7	Compare and contrast the diverse aspects of culture represented in a community, such as individuals, events, songs, symbols, and celebrations.	- Individuals - Classroom communities - Local communities - State communities
Human Environmental Interaction (G.HE)	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.	- Horticulture - Agriculture - Hunting - Domesticating animals - Natural or human made shelter

Economics (2.E)

Concept	Code	Standard	Examples include, but not limited to:
Earning, Saving, and Spending (E.ES)	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.	• An expensive purchase • A “rainy day” • A special treat • A significant event
	2.E.ES.2	Explain why employers pay people for their work.	• Recognition and reward • Incentive and motivation • Fairness and equity
Micro and Macro Economics (E.MI)	2.E.MI.3	Describe how examples of capital, human, and natural resources are related to goods and services.	• Machinery and factories • Labor, skills, and knowledge • Renewable and non-renewable resource
	2.E.MI.4	Provide examples of exchanges between buyers (consumers) and sellers (producers) in the community.	• Cafeteria • Grocery store • Book fair • Garage sale
Incentives, Choice, and Consumer Behavior (E.IC)	2.E.IC.5	Give examples of choices people make about buying goods and services	• Purchasing groceries or eating at a restaurant • Growing and harvesting from a garden • Books or video games • Toys or candy
Specialization, Trade, and Interdependence (E.ST)	2.E.ST.6	Explain why people specialize in producing goods and services.	• Creating a product with locally available resources • Trading goods between regions • Offering a service
	2.E.ST.7	Identify resources as renewable and non-renewable.	• Renewable: forests, crops, wind, solar • Nonrenewable: oil, natural gas, minerals

History (2.H)

Concept	Code	Standard	Examples include, but not limited to:
Continuity and Change (H.CH)	2.H.CH.1	Use chronological time to distinguish between events that happened in the recent and distant past.	• Day, week, month • Year, decade, century • Ago • Before Common Era (BCE)/Common Era (CE) • Time immemorial
	2.H.CH.2	Develop and analyze a timeline of events in the history of the local community.	• Local tribal affiliation • Settler arrival • Founding of town • First school constructed
Conflict and Cooperation (H.CC)	2.H.CC.3	Describe how individuals and groups in the local community have functioned as changemakers for equity, equality, and freedom.	• Tribal sovereignty • Expanding civil rights • Removing barriers to equality
Cause and Effect (H.CE)	2.H.CE.4	Use primary and secondary sources, including conducting 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.	• Since time immemorial • Recent immigration to Oregon • Generational presence in Oregon • Push and pull factors in moving to Oregon
Communities and Pluralism (H.CP)	2.H.CP.5	Identify the history and contributions of traditionally underrepresented individuals and groups relevant to the local community.	• Histories and contributions from the nearest federally recognized Oregon Tribe • Groups identified in Section III of this guide

	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.	• National or state holiday celebration • Cultural celebrations • Religious celebrations and symbols
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