



Oregon Social Science Standards

Grade 1

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.



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.

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.

Grade 1 Standards (Focus: My School and Family)

First grade continues the development of a student’s understanding of themselves and their place within the classroom, school, and local community. The social science domains, concepts, disciplinary practices, and content are natural connections to lessons developing literacy, social and emotional skills. In first grade, students learn to recognize and respect diverse cultural heritage, celebrations, and influential figures while exploring the responsibilities of belonging to various groups.

Students construct and interpret maps, locate important community locations, investigate why and how people migrate, recognize diverse ways of living, and how humans modify environments. Economic concepts include needs and wants, consumer and producer, and goods and services. Students use primary documents like photographs, art, music, and writing to explore and reflect on the interconnections of multifaceted identities within family, school, and local community. Activities and stories featuring democratic values of fairness, equality, and inclusion build disciplinary vocabulary and help to improve reading comprehension.

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 (1.C)

Concept	Code	Standard	Examples include, but not limited to:
Political Institutions (C.PI)	1.C.PI.1	Explain the purpose of local government.	• Public schools & parks • Public libraries • Roads and highways • Local government such as town councils or school boards • Public transportation
Identity, Roles, and Responsibilities (C.IR)	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.	• US and Oregon flags • Historic individuals • Bald eagle and beaver • Statue of Liberty
	1.C.IR.3	Discuss the benefits, expectations, and responsibilities of belonging to various types of groups.	• Family • Classroom • School • Neighborhoods, town, city, state, country • Teams and clubs • Congregation
Democratic Principles (C.DP)	1.C.DP.4	Define important concepts and values of civic life.	• Fairness and unfairness • Equality and equity • Inclusion and exclusion • Rights and responsibilities • Harm and repair
Civic Engagement (C.CE)	1.C.CE.5	Identify rules and describe the responsibilities of leaders and team members when participating in rule making and group activities.	• Listening • Helping • Organizing • Setting an example • Including everyone

Geography (1.G)

Concept	Code	Standard	Examples include, but not limited to:
Geographic Reasoning (G.GR)	1.G.GR.1	Identify and construct maps representing familiar places utilizing information from legends and keys.	• Scale • Cardinal directions • Symbols • Colors
	1.G.GR.2	Locate and identify important locations in the community.	• School • Library • Fire department • Cultural places
	1.G.GR.3	Locate and explain that the capital city is the center of government for a state or nation.	• Absolute location • Relative location • Distance • Direction
Migration and Movement (G.MM)	1.G.MM.4	Explain why and how people move to and within communities.	• From other countries • From other states • From other cities
Human Interaction and Interconnection (G.HI)	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.	• Family structures • Holidays • Foods
Human Environmental Interaction (G.HE)	1.G.HE.6	Provide examples of local natural resources and describe how people use them.	• Farming • Hunting • Agriculture • Water
	1.G.HE.7	Describe ways people modify their environment.	• Farming and cultivating • Building homes and schools • Road construction • Cleaning up pollution

Economics (1.E)

Concept	Code	Standard	Examples include, but not limited to:
Earning, Saving, and Spending (E.ES)	1.E.ES.1	Identify sources of income.	• Gifts • Borrowing • Work wages • Government assistance
	1.E.ES.2	Identify choices and decisions for various uses of money.	• Saving • Spending • Contributing
Incentives, Choice, and Consumer Behavior (E.IC)	1.E.IC.3	Explain the difference between a need and a want.	• Food • Water • Clothing • Shelter • Treats • Toys
Micro and Macro (E.MI)	1.E.MI.4	Describe how people are buyers (consumers) and sellers (producers).	• Grocery stores/farmers markets • Lemonade stands • Book stores/authors
	1.E.MI.5	Identify, provide examples of, and distinguish places in communities that provide goods and services.	• Grocery store • Doctors Office • Hardware store • Restaurant • School
Specialization, Trade, & Interdependence (E.ST)	1.E.ST.6	Investigate how people can benefit themselves and others by developing specific skills, strengths, and goods.	• Creating a product with locally available resources • Trading goods between regions • Offering a service

History (1.H)

Concept	Code	Standard	Examples include, but not limited to:
Continuity and Change (H.CH)	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.	• Day, week, month • Year, decade, century • Ago • BCE/CE • Time Immemorial
Conflict and Cooperation (H.CC)	1.H.CC.2	Describe the use of individual and group characteristics to divide, unite, and categorize racial, religious, ethnic, and social groups in ways that may be helpful or harmful.	• Stereotyping • Segregation and discrimination • Community pride • Celebrations • Inclusive policies • Cultural exchange
Cause and Effect (H.CE)	1.H.CE.3	Use primary sources such oral histories or artifacts to develop a simple timeline of a family's history in sequential order.	• Family tree • Photo album • Interviews
Communities and Pluralism (H.CP)	1.H.CP.4	Examine and understand self-identity and how it fits with the identities of the family, school, and the local community.	• Age • Interests • Cultural background
	1.H.CP.5	Identify and explain various viewpoints, including those from historically marginalized or underrepresented groups and individuals within our community, regarding local matters.	• Community gardens/land use • Environmentalism • Health and safety