



Oregon Social Science Standards

Grade 4

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 4 Standards [Focus: Oregon]

In fourth grade, students embark on an in-depth study of Oregon history from the time immemorial Indigenous presence through the modern day. The standards provide a comprehensive look at the political, economic, and cultural forces that shaped Oregon. There is a strong emphasis on using primary and secondary source materials to build upon disciplinary literacy skills from third grade. Students analyze primary sources like historical maps, government documents, and personal accounts to investigate events such as Oregon's journey to statehood, conflicts over land and resources, and the legacy of colonialism. The required [Tribal History/Shared History Lessons](#) examine the sovereign tribal nations' relationships with the physical landscape and the impacts of settlement and marginalization. *Additional lessons and resources may also be available from local tribal websites and education centers.*

Students learn to approach history as an interpretive discipline by interpreting maps, assessing human-environment interactions, and evaluating how perspectives and experiences influence narratives. Economic concepts include specialization, trade, labor, and market forces. In civics, students continue to explore democratic engagement, analyzing identities, understanding local and state institutions, and the role of individuals in shaping Oregon's development. Accessing and analyzing authentic sources is a crucial practice for building content knowledge and disciplinary literacy. The fourth-grade standards provide many opportunities to build and apply reading, writing, research, and analytical skills grounded in the social sciences.

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 (4.C)

Concept	Code	Standard	Examples include, but not limited to:
Political Institutions (C.PI)	4.C.PI.1	Investigate the creation of the Oregon constitution and identify its key components. <i>Note: Teachers may choose the sections of the Constitution that are most accessible and relevant to their students.</i>	• Laws • Rights • Processes • Division of power among the branches of government
	4.C.PI.2	Compare key components of at least two Constitutions of the nine federally recognized Oregon Tribes .	• Membership • Voting procedures • Branches of government
Identity, Roles, & Responsibilities (C.IR)	4.C.IR.3	Examine how identity shapes perspectives about a local or state issue.	• Historical events • Current events • Social interactions
Democratic Principles (C.DP)	4.C.DP.4	Identify examples from the Oregon Constitution establishing equality or addressing discrimination, inequalities, or unfairness.	• Article I Sec. 1-20 • Article II Sec. 6 • Article XV Sec. 8
Civic Engagement (C.CE)	4.C.CE.5	Describe the importance of civic participation, including the ballot initiative process, in changing Oregon’s laws and Constitution.	• Drafting and passage of the “Bottle Bill” • Student-led efforts on education standards • Local levies and bonds • Citizen statements in Oregon’s official voter guide

Geography (4.G)

Concept	Code	Standard	Examples include, but not limited to:
Geographic Reasoning (G.GR)	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.	- Political maps - Physical maps - Capital cities - Urban centers - Rivers and lakes - Tribal lands
	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.	- Capital cities - Urban centers - Rivers and lakes - Tribal lands
	4.G.GR.3	Compare and contrast tribal, colonial, historical, and contemporary maps to understand Oregon's history.	- Pre-Oregon territory maps - Coastal navigation maps - Cultural and language maps - Resource maps
Migration and Movement (G.MM)	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.	- Tribal land and natural resources - Spanish exploration - British, Russian, U.S. exploration and claims - Fur trade - Navigable rivers - Timber
	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.	- Cultural celebrations - Languages spoken in the community - Public artwork - Place names

Concept	Code	Standard	Examples include, but not limited to:
Human Interaction and Interconnection (G.HI)	4.G.HI.6	Assess how physical geography and changing environmental factors affect land use and shape the cultural characteristics of a society.	• Resource extraction and conservation • Rural and urban • Horticulture and agriculture • Water access
Human Environmental Interaction (G.HE)	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.	• Flooding and drought • Air, soil, water pollution • Agricultural production • Forest and fire management • Public transportation
	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.	• Location of current and ancestral tribal lands • Cultural similarities and differences • Tribal stewardship of land

Economics (4.E)

Concept	Code	Standard	Examples include, but not limited to:
Earning, Saving, and Spending (E.ES)	4.E.ES.1	Examine the consequences of power and influence on issues associated with poverty, income, and wealth accumulation.	• Wealth and income inequality • Poverty rates and distribution • Government policies • Investment and spending
	4.E.ES.2	Describe the difference between wages, salaries, commissions, and tips.	• Service (tips) • Construction (wages) • Educators (salary) • Real estate agent (commission)
	4.E.ES.3	Describe examples of government-provided goods and services funded with taxes.	• Public transportation and education • Police and fire departments • Health care and social services • Military defense and environmental protection
Micro and Macro Economics (E.MI)	4.E.MI.4	Explain the role of producers, consumers, products, and labor in economic markets.	• Producers: Manufacturing, farming, service providers • Consumers: Household, business, and government consumers • Labor: Factory, farm, professional, service
	4.E.MI.5	Investigate the relationship between the supply and demand of goods produced in Oregon.	• Timber • Agricultural • Technology

Concept	Code	Standard	Examples include, but not limited to:
Incentives, Choice, and Consumer Behavior (E.IC)	4.E.IC.6	Demonstrate understanding of needs and wants using a budget.	• Planning a family vacation • Trip to the store • Researching prices
	4.E.IC.7	Identify the use of targeted marketing in creating demand for consumer products.	• Television commercials • Product placement • Social media influencers
	4.E.IC.8	Analyze different buying choices and opportunity costs.	• Opportunity cost as the trade-off required in selecting to purchase chocolate or fruit when there is not enough money for both.
	4.E.IC.9	Demonstrate understanding of safe internet practices by applying strategies to protect personal information.	• Identifying personal information • Safety and privacy settings • Maintaining passwords
Specialization, Trade, Interdependence (E.ST)	4.E.ST.10	Explain how trade leads to increasing economic interdependence.	• Goods and services • Specialization • Access to resources • Supply chains

History (4.H) (Oregon and Pacific Northwest Time Immemorial to Present)

Concept	Code	Standard	Examples include, but not limited to:
Continuity and Change (H.CH)	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. <i>Students should engage with lessons provided in Tribal History/Shared History to identify the first nine people groups of Oregon.</i>	• Tribal lifeways • Immigrant settlement patterns • Federal and state policies
	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.	• Exploration from Pacific and by Corps of Discovery • Immigration from the U.S. into Oregon Territory • Oregon Trail 1840-1860 • Oregon Treaty 1846 • Oregon Donation Land Act • Indigenous removal and reservations • Exclusionary laws in territorial & state government • Adoption of 13th-15th Amendments to U.S. Constitution • Asian exclusion and discrimination • Native Hawaiian and Pacific Islander exclusion and discrimination • Repeal of discriminatory laws in Oregon Constitution
Conflict and Cooperation (H.CC)	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.	• Rogue River War • Nez Perce War • Modoc War • Treaties

Concept	Code	Standard	Examples include, but not limited to:
Cause and Effect (H.CE)	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.	- Agricultural mechanization and migrant labor - Timber and tribal Lands - Women's suffrage in Oregon - Urban housing policies and gentrification
	4.H.CE.5	Use multiple sources to explore the Oregon Trail's significance in shaping Oregon history, examining its role in westward expansion, cultural interactions, and settlement patterns.	- Experience of immigrants on the trail - Indigenous people and white settler interactions - Changes in land use
Communities and Pluralism (H.CP)	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.	- Preservation of native languages - Oral traditions and histories - Traditional ecological knowledge - Wars and other conflicts - Tribal Sovereignty - Cultural celebrations
	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.	- Tribal sovereignty - Health and safety outcomes - Racial demographics of Oregon
	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.	- Indigenous removal and reservations - Oregon's Trail of Tears - Chinese Cove - Marshfield lynching - St. Johns' Riot - The Toledo Incident - War time incarceration of Japanese Americans