

2021 Social Science Standards Integrated with Ethnic Studies

Kindergarten 2021 Standards with Ethnic Studies

New Standards Highlighted in Blue and with Asterisk

Civics and Government

K.1 * Engage in respectful dialogue with classmates to define diversity comparing and contrasting visible and invisible similarities and differences.

K.2 Use and identify respectful dialogue, taking turns, and explain how rules are different in different settings.

K.3 *Develop an understanding of one's own identity groups including, but not limited to, race, gender, family, ethnicity, culture, religion, and ability.

Economics

K.4 Distinguish between personal wants and needs.

Financial Literacy

K.5 Identify forms of US money and explain how money is used.

K.6 Give examples of different jobs performed in communities.

K.7 Identify examples of ownership of different items, recognizing the difference between private and public ownership, the responsibility for stewardship and guardianship, (such as classroom, playground, library, community, the environment, etc.) and the opportunity for borrowing and sharing.

K.8 Explain how people earn income and that some jobs earn money while others are volunteer.

Geography

K.9 Identify, compare, and contrast pictures, maps, and globes.

K.10 Locate, identify and describe places of importance to self, family, school, and culture.

K.11 * Examine culturally significant traditions, celebrations, days, and places including those from cultures that are currently and historically marginalized.

K.12 Use terms related to location, direction, and distance (such as over/under, here/there, left/right, above/below, forward/backward, between).

History (Local, State, National, and World) (Focus: Me and My World)

Historical Knowledge

K.13 Understand that events happen in a sequential order.

K.14 * Identify [examples of unfairness or injustice towards individuals or groups](#) and the “change-makers,” who worked to make the world better.

Historical Thinking (Skills)

K.15 Distinguish between past and present.

K.16 Understand and create timelines to show basic personal events in sequential order.

K.17 * Make connections identifying similarities and differences including [race, ethnicity, culture, disability, and gender](#) between self and others.

K.18 Compare and contrast past and present events or practices.

Social Science Analysis

K.19 * [Identify possible solutions to injustices](#) that demonstrate fairness and empathy.

K.20 *Given context clues, develop [a reasonable idea about who, when, where, and why the primary or secondary source was created](#).

Grade 1 2021 Standards with Ethnic Studies

New Standards Highlighted in Blue and with Asterisk

Civics and Government

- 1.1 * Describe the responsibilities of leaders and team members and **participate in the creation and following of rules for group activities**
- 1.2 * **Identify and apply civic virtues (such as equality, freedom, liberty, respect for individual rights, diversity, equity, justice, and deliberation) when interacting with classmates, families, and the school community.**

Economics

- 1.3 Identify sources of income (some examples could be gifts, borrowing, allowance, work wages, government assistance).
- 1.4 * **Define equity, equality, and systems of power.**

Financial Literacy

- 1.5 Identify choices and decisions for various uses of money (saving, spending and sharing/contributing).

Geography

- 1.6 Locate and identify important places in the community (school, library, fire department, cultural places, etc.).
- 1.7 Explain how seasonal changes influence activities in school and community.
- 1.8 Give examples of local natural resources and describe how people use them.
- 1.9 Construct maps (including mental maps), graphs, and other representations of familiar places.

Historical Knowledge (Focus: My School and Family)

- 1.10 Understand that families have a past.
- 1.11* **Identify, affirm, respect, and explain the diverse cultural heritage, songs, symbols, and celebrations of my community and the diverse social and ethnic groups in Oregon and the United States of America.**
- 1.12 * **Describe how individual and group characteristics are used to divide, unite, and categorize racial, ethnic, and social groups.**

1.13 * Examine and understand your own self-identity and how it fits with the identity of the family, school, and the local community.

1.14 * Identify and explain the perspectives of racial, ethnic, and social groups in our community on local issues including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano/a, Latino/a, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups.¹

Historical Thinking (Skills)

1.15 Use terms related to time to place events that have occurred in sequential order.

1.16 Develop and analyze a simple timeline of important family events in sequential order.

1.17 Explain the use of different kinds of historical sources to study the past.

1.18 Generate questions about a particular historical source (such as photo, letter, or document) as it relates to a family's history.

Social Science Analysis

1.19 Identify cause-and-effect relationships.

1.20 Identify and explain a range of issues and problems and some ways that people are addressing them.

1.21 * Identify ways that students can take informed action to help address issues and problems [at school and/or in the community](#).

1.22 Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.

¹ Throughout the K-5 standards, traditionally marginalized groups should include, women, people with disabilities, immigrants, refugees, seniors/elders, and individuals who are lesbian, gay, bisexual, or transgender.

Grade 2 2021 Standards with Ethnic Studies

New Standards Highlighted in Blue and with Asterisk

Civics and Government

2.1 * Compare personal point of view with others' perspectives when participating in rule setting and addressing issues of fairness.

2.2 Identify services provided by the city government.

2.3 * Explain and evaluate how individuals, groups, and communities identify and manage conflict and promote justice and equity.

2.4 * Give examples of and identify appropriate and inappropriate use of power and its effect in creating outcomes for diverse groups.

2.5 Identify city and civic leaders and their functions.

2.6 * Describe and analyze the different ways students can have an effect on their local community.

Economics

2.7 Identify local businesses and the goods and services they produce.

2.8 Describe the role of banks in an economy.

Financial Literacy

2.9 Explain various methods of saving and how saving can help reach both short and long-term financial goals.

2.10 * Explain how inherited wealth and scarcity affect individual and group power and the ability to make decisions about personal savings and spending.

Geography

2.11 Use basic information on maps and other geographic tools to locate, identify and describe physical and human features of the community.

2.12 Identify relative location of school and community in the state, nation and the world.

2.13 * Identify the cultural characteristics of my group identity, (including race, culture, and gender) and of the local community.

2.14 Use and apply cardinal directions to locate and identify features on maps (such as oceans, cities, continents).

2.15 Use a simple grid system, symbols, and other information to locate the physical and political features of places on maps and globes.

Historical Knowledge (Focus: Community)

2.16 * Identify [the history and narratives of traditionally included and excluded](#) individuals, groups, and circumstances, that impact the local community including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent; individuals from all religious backgrounds; and individuals from traditionally marginalized groups.

2.17 Identify and describe community celebrations, landmarks, symbols [from a variety of](#) traditions and explain why they are significant to the cultural heritage of members of the community.

Historical Thinking (Skills)

2.18 Differentiate between events that happened in the recent and distant past.

2.19 Develop and analyze a timeline of events in the history of the local community.

2.20 Generate questions using a historical source as it relates to the local community's history.

2.21 Explain how people and events of the past influence the present.

2.22 Understand that cause and effect relationships help recount events, and understand the events that led to the development of the community.

Social Science Analysis

2.23 Describe the connection between two or more current or historical events.

2.24 Compare and contrast past and present situations, people, and events in neighborhoods and communities.

2.25 Evaluate information relating to an issue or problem.

2.26 * Use listening, consensus-building, and voting procedures to decide on and take informed action [to interrupt injustice or promote justice in their community.](#)

Grade 3 2021 Standards with Ethnic Studies

New Standards Highlighted in Blue and with Asterisk

Civics and Government

- 3.1 Examine how different levels of city and county government provide services to members of a community.
- 3.2 Describe the responsibilities of people in their community and state.
- 3.3 Explain how a community relies on active civic participation and identify opportunities for student participation in local and regional issues.

Economics

- 3.4 * Describe the use of stereotypes and targeted marketing in creating demand for consumer products.
- 3.5 Explain how profit influences sellers in markets.
- 3.6 Identify key industries of Oregon.

Financial Literacy

- 3.7 Analyze the impact of personal financial decisions on personal, community, regional, and world resources. (i.e. how individual financial actions have an impact on myself/others/resources.)

Geography

- 3.8 Use geographical tools (maps, satellite images, photographs, Google Earth, and other representations) to identify multiple ways to divide Oregon into areas (such as tribal, river systems, interstate highways, county, physical, industry, agricultural).
- 3.9 Describe and compare physical and human characteristics of regions in Oregon (tribal, cultural, agricultural, industrial, etc.).
- 3.10 Identify and analyze Oregon's natural resources and describe how people in Oregon and other parts of the world use them.

Historical Knowledge (Focus: Our Community and Beyond [Emphasis on Oregon Geography and Local/Regional History])

- 3.11 * Describe how the inclusion or exclusion of individuals, social and ethnic groups, 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 has shaped events and development of the local community and region.

3.12 * Describe how the identity of the local community shaped its history and compare to other communities in the region.

Historical Thinking

3.13 Apply research skills and technologies to gather information about the past in a region.

3.14 Explain why individuals and groups (e.g. socioeconomic, ethnic, and religious groups, and other traditionally marginalized groups) in the same historical period differed in the way they viewed and interpreted historical events

3.15 Explain how sources serve different purposes for answering historical questions.

3.16 Generate questions using multiple historical sources and examine their validity.

Social Science Analysis

3.17 Use a variety of historical sources including artifacts, pictures and documents to identify factual evidence.

3.18 * Identify how systems of power, including white supremacy, institutional racism, racial hierarchy, and oppression affect the perspectives of different individuals and groups when examining an event, issue, or problem with an emphasis on multiple perspectives.

3.19 Analyze different ways that people, other living things, and the environment might be affected by an event, issue, or problem.

Grade 4 2021 Standards with Ethnic Studies

New Standards Highlighted in Blue and with Asterisk

Civics and Government

4.1. * Investigate **how the establishment**, organization, and function of the Oregon government, **its Constitution and its laws enforced and/or violated democratic conceptions of equity and justice for individuals and groups including Native Americans, African-Americans, Asian-Americans, and other immigrant groups.**

4.2 Explain how Oregon achieved statehood and identify the stakeholders involved.

4.3 * Examine the **Government and Constitutions'** of the nine federally recognized Oregon tribes.

Economics

4.4 * **Examine the consequences of power and privilege on issues associated with poverty, income, and the accumulation of wealth.**

Financial Literacy

4.5 Analyze different buying choices and opportunity costs.

4.6 Demonstrate understanding of needs and wants using a budget.

4.7 Determine the consequences of sharing personal information with others.

Geography

4.8 Explain the interactions between the Pacific Northwest physical systems and human systems, with a focus on Native Americans in that region.

4.9 Compare and contrast varying patterns of settlements in Oregon, considering, past, present, and future trends.

4.10 * Identify **political, economic, cultural and physical conflicts, including genocide**, involving the use of land, natural resources, economic interests, competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon's different geographical areas **and people groups who lived in those areas.**

4.11 * **Understand the impact and legacy of colonialism on marginalized communities and describe the decisions made to shape the human(e.g., tribal, cultural, agricultural, industrial, etc.) and physical geography (dams, wind turbines, climate change, transportation, etc.) and its effect on Oregon's environmental sustainability.**

Historical Knowledge (Focus: Oregon's Past [Oregon History])

4.12 * Analyze the distinct way of knowing and living amongst the different American Indian tribes in Oregon prior to colonization, such as religion, language, and cultural practices and the **impact of acculturation and the ongoing perseverance and exercise of tribal sovereignty of Native Americans**.

4.13 * **Identify and explain how 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.**

4.14 * **Give examples of how early non-American Indian explorers and settlers in Oregon changed Oregon's agriculture, settlement patterns, industrial, political, and business development over time, and its impact on the people of the state including people of different socioeconomic status, racial/ethnic groups, religious groups, and other traditionally marginalized groups.**

4.15 Give examples of how changes in Oregon's agricultural, industrial, political, and business development over time, impacts people of the state including traditionally underrepresented groups.

Historical Thinking (Skills)

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

4.17 * Create and evaluate timelines exploring the relationships among the people, events, and movements of **resistance and justice** in Oregon.

4.18 Use primary and secondary sources to explain events in Oregon history.

4.19 Infer the purpose of a primary source and from that the intended audience.

Social Science Analysis

4.20 Compare eyewitness and secondhand accounts of an event.

4.21 Construct explanations using reasoning, correct sequence, examples and details with relevant information and data.

4.22 Analyze historical accounts related to Oregon to understand cause-and-effect.

4.23 Determine the validity of multiple sources, both historical and current, including but not limited to, diverse, primary and secondary sources.

4.24 Explain individual and cooperative approaches people have taken, or could take in the future, to address local, regional, and global problems, as well as predict possible results of those actions.

Grade 5 2021 Standards with Ethnic Studies

New Standards Highlighted in Blue and with Asterisk

Civics and Government

5.1 Analyze how cooperation and conflict among people contribute to political, economic, religious, and current social events and situations in the United States.

5.2 * **Examine** and critique how colonial and new states' governments **established, limited or denied rights and responsibilities of specific groups and individuals** with particular attention to, citizens, enslaved peoples, foreigners, nobles, religious groups, women, class systems, tribes.

5.3 * **Compare and contrast the British monarchy, American colonial governments, and Tribal governments through their various interactions.**

5.4 * **Identify the mechanisms of power and the principles of democracy found in the ideas and laws of the founding documents of the U.S. Government.**

5.5 Describe how the national government affects local, state, and Oregon tribal governments.

Economics

5.6 * **Examine the significance of the slave trade in among and between the N. American colonies, Europe, Asia, and Africa.**

5.7 Explain the purpose of taxes and give examples of their use from current and U.S. history.

Financial Literacy

5.8 Analyze career choices through the return on investment (qualifications, education, and income potential).

Geography

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.

5.10 * **Identify and** analyze the implications **and cultural ramifications for Native American Tribes** of the movement of people, goods, ideas, and cultural patterns **to what became** the United States, considering past, present, and future trends.

5.11 Describe how physical, human, and political features influence events, movements, and adaptation to the environment.

5.12 Describe how technological developments, societal decisions, and personal practices affect sustainability in the United States.

5.13 Describe how natural and human-made events in one place affect people in other places.

Historical Knowledge (Focus: America's Past [U.S. History 1492- 1786])

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.

5.15 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.

5.16 Explain the religious, political, and economic reasons for the movement of people from Europe to the Americas, and analyze the multiple perspectives of the interactions between settlers and American Indians.

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 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.

5.20 Identify and examine the roles that American Indians had in the development of the United States.

5.21* Identify the scope and explain the significance of the enslavement of Indigenous Peoples and Africans in the establishment of North American colonies.

5.22 * Examine how the decisions of those in power affected those with less political/economic power in past and current movements for equality, freedom, and justice with connections to the present-day reality.

Historical Thinking

5.23 Summarize how different kinds of historical sources are used to explain events in the past.

5.24 * Use primary and secondary sources to formulate historical questions and to examine multiple accounts or perspectives of a historical issue or time.

5.25 * Develop an understanding of why individuals and groups from various ethnic and religious and

traditionally marginalized groups during the same historical period, differed in their perspectives of events, [laws/policies](#), or movements in the United States.

Social Science Analysis

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.

5.27 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.

5.29 Use a range of collaborative procedures to make decisions about and act on civic issues or problems.

Grade 6 2021 Standards with Ethnic Studies

New Standards Highlighted in Blue and with Asterisk

Civics

6.1 * Compare and contrast early forms of governance including the treatment of historically marginalized groups and individuals via the study of early major western and non-western civilizations.

6.2 Describe current forms of government in countries in the Western Hemisphere and the specific roles played by citizens in countries of the Western Hemisphere.

6.3 Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.

6.4 * Identify and analyze historical and contemporary means that societies have undertaken for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups.

6.5 * Investigate current issues and how they relate to other countries.

Economics

6.6 Analyze the roles of competition, supply, and demand in determining prices and wages.

6.7 Explain the function of imports, exports, and trade in the economy.

6.8 * Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for historically marginalized groups and individuals in early major western and non-western civilizations.

Financial Literacy

6.9 Summarize the advantages and disadvantages of checks, stored value cards, debit cards, gift cards, and online and mobile payments.

6.10 Discuss the advantages and disadvantages of borrowing money to buy something.

6.11 Identify and explain ways to manage risk and how insurance plays a role in mitigating loss.

6.12 Define and explain the following: spending, savings, credit, and debt.

Geography

6.13 Construct and analyze maps, graphs, charts, models, and databases to make inferences and predictions regarding geographic distributions of physical and human characteristics.

6.14 Identify and describe how the physical and human characteristics of places and regions connect to human identities and cultures in the Western Hemisphere.

6.15 Explain and demonstrate how changes in transportation and communication technology affect the spatial connections among human settlements and the diffusion of ideas and cultural practices (such as religion, land use, population).

6.16 Explain how technological developments, societal decisions, and personal practices influence sustainability.

Historical Knowledge (Focus: The Americas²) [Time Immemorial-Current Day])

6.17 Identify and examine the roles and impact of diverse groups of people (social roles, political and economic structures, and family and community systems) across indigenous civilizations.

6.18 Evaluate the impact of systems of colonial cultures on the indigenous peoples, such as termination, sovereignty, and treaties.

6.19 Examine the [historic and current contributions and relevance of indigenous cultures](#).

6.20 * Identify and analyze the causes and effects of [oppression and resistance in the living histories of historically marginalized groups in the Western Hemisphere](#).

6.21 * Identify [the motivations, tools, and implications of power, authority, and governance as it relates to systems and tools of oppression \(e.g., bias, injustice, discrimination, racism, antisemitism, and stereotypes\) and its impact on ethnic and religious groups and other historically marginalized groups of the Western Hemisphere](#).

Historical Thinking

6.22 Compare alternative ways that historical periods and eras are designated and time is marked in the Western Hemisphere (e.g. since time immemorial, ad infinitum, linear, cyclical, lunar, solar, BCE, CE, BC, AD, decade, century, millennium).

6.23 * [Explain and analyze the historical context of key people, cultures, products, events, and ideas over time including the examination of different perspectives from indigenous people, ethnic and religious groups, and other traditionally marginalized groups throughout the Western Hemisphere](#).

Social Science Analysis

6.24 Gather, interpret, document, and use information from multiple sources and diverse media, distinguish facts from opinions while recognizing points of view through inquiry and research.

² The 6th grade year focus is on the Americas with the exception of US History. N. American indigenous history prior to European settlement and all of Central and South American history are appropriate for 6th grade. Students have the opportunity for US History in 5th, 8th, and High School. When possible, connections and relevance to current events in the Americas should be linked to the Grade 6 Standards.

6.25 Critique information by determining its sufficiency to answer questions and if the source is credible.

6.26 Analyze how a specific problem can manifest itself at local, regional, and global levels. Identify challenges and opportunities faced by those trying to address a specific problem.

6.27 Assess individual and collective capacities to take action to address local and regional issues, taking into account a range of possible levers of power, strategies, and potential outcomes.

6.28 Construct arguments using claims and evidence from multiple sources while acknowledging the strengths and limitations of these arguments.

Grade 7 2021 Standards with Ethnic Studies

New Standards Highlighted in Blue and with Asterisk

Civics

7.1 Describe the role of citizens in governments.

7.2 * Compare and contrast early forms of governance and the global **economic systems**, including the treatment of historically marginalized groups and individuals (i.e. indigenous peoples, ethnic and religious minorities) via the study of early civilizations of the Eastern Hemisphere.

7.3 Investigate various current issues in the Eastern Hemisphere and how they relate to other countries throughout the world.

7.4 * Analyze the origins, and influence of historical documents, philosophies, religious systems and values, on the development of modern governments and the concept of individual rights, responsibilities for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups.

7.5 * Identifying and analyzing historical and contemporary means societies **have undertaken for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups.**

Economics

7.6 Explain the function of profit in the economy.

7.7 Analyze the roles of competition, supply, and demand in determining prices, wages, services, and labor.

7.8 Examine how economic decisions affect the well-being of individuals, businesses, and society.

7.9 Compare and contrast the function of imports, exports, and barriers and the effects on various groups in regards to trade within mercantilism versus a free-trade global economy.

Financial Literacy

7.10 Compare the costs and benefits of buying on credit (e.g., investment, debt, foreclosure, interest).

7.11 Summarize the advantages and disadvantages of different types of monetary and financial systems (e.g., trade, bartering, modern types of payments, currency).

7.12 Define and explain the following: employment, income, and investing.

Geography—Eastern Hemisphere

7.13 Construct and use maps, graphs, charts, models, and databases to make analytical inferences and predictions regarding geographic distributions.

7.14 Interpret maps and other geographic tools to find patterns in human and physical systems.

7.15 * Identify and describe how the relationship to land, [utilization of natural resources](#), displacement, and land ownership impacts [historically underrepresented](#) identities, cultures, and communities in the Eastern Hemisphere.

7.16 Explain how changes in transportation and communication technology affect the spatial connections among human settlements and the diffusion of ideas and cultural practices.

7.17 Describe the historical and current physical, cultural, and economic characteristics of ecoregions.

7.18 Explain how technological developments, societal decisions, and personal practices influence sustainability in the Eastern Hemisphere.

7.19 Determine and explain the interdependence of people around the world during significant eras or events.

Historical Knowledge (Eastern Hemisphere – World History)[Ancient-Current³]

7.20 * Identify and examine the roles and impact of diverse groups of people (social roles, political and economic structures and, family and community systems) across indigenous civilizations, ethnic and religious groups, and other [historically underrepresented groups](#) throughout the Eastern Hemisphere.

7.21 Describe and compare the beliefs, the spread, and the influence of religions (monotheism and polytheism).

7.22 Compare the political, technological, and cultural achievements of individuals and groups; and the transformation of cultures and civilizations.

7.23 Examine the importance of trade routes and trace the rise of cultural centers.

³ The 7th grade year focus is on the history of Africa, Asia, and Europe. The intention of the Grade 7 world history is to create a more inclusive history beyond the “Fertile Crescent”, Greece, and Rome. The empires and cultures of Africa and Asia beyond the Middle East, are also excellent choices to match the standards. When possible, connections and relevance to current events the region of study should be linked to the Grade 7 Standards.

Historical Thinking

7.24 Compare alternative ways that historical periods and eras are designated and time is marked in the Eastern Hemisphere (e.g. since time immemorial, ad infinitum, linear, cyclical, lunar, solar, BCE, CE, BC, AD, decade, century, millennium).

7.25 Identify the motivations, tools, and implications of power, authority, and governance as it relates to systems and tools of oppression (e.g., bias, injustice, discrimination, racism, antisemitism, and stereotypes) and its impact on ethnic and religious groups and other historically marginalized groups of the Eastern Hemisphere.

7.26 * Identify and analyze the causes and effects of [oppression and resistance in the living histories of](#) historically marginalized groups in the Eastern Hemisphere.

Social Science Analysis

7.27 Critique and analyze information for point of view, historical context, distortion, propaganda, and relevance including sources with conflicting information.

7.28 Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

7.29 Assess individual and collective capacities to take informed action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.

7.30 Construct arguments using claims and evidence from multiple sources and diverse media while acknowledging the strengths and limitations of the arguments

Grade 8 2021 Standards with Ethnic Studies

New Standards Highlighted in Blue and with Asterisk

Civics and Government

8.1 Compare and contrast the Articles of Confederation to the U.S. Constitution.

8.2 Identify and understand how to apply the rights and responsibilities of individuals under the Constitution.

8.3 Compare and contrast how European governments and the United States government interacted with Indigenous peoples.

8.4 Examine the evolution of political parties and interest groups and their effect on events, issues, and ideas.

8.5 * Examine and analyze [significant documents establishing civil rights](#) in the United States and Oregon, including (but not limited to) the Constitution, Bill of Rights, 13th -15th Amendments and Oregon Constitution

8.6 * Examine and evaluate [legal structures \(e.g., Black Codes, Jim Crow, etc.\)](#) and Supreme Court decisions up to 1900 and [their lasting impact on the status, rights, and liberties of historically underrepresented individuals and groups](#).

8.7 * [Analyze the methods of individuals and movements responsible/necessary for the expanding eligibility of citizenship and the continuing struggle for the expansion of rights and responsibility for ethnic and other historically underrepresented groups at both the local and national level.](#)

8.8 Analyze important political and ethical values such as freedom, democracy, equality, equity, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.

8.9 * Compare historical and contemporary means of changing societies and identify individuals and/or groups⁴ promoting the common good including the importance of advocacy and activism related to socio-economic resistance (i.e. civil rights, LGBTQ+ rights, worker's rights) [for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups](#).

⁴ 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).

8.10 Explain the specific roles and responsibilities of citizens in a participatory democracy.

8.11 Compare and contrast the United States' republican form of government to direct democracy, theocracy, oligarchy, authoritarianism, and monarchy.

Economics

8.12 Analyze the roles of competition, supply, and demand in determining prices, wages, services, labor, credit, taxes, tariffs, and foreign currencies.

8.13 Assess the function of imports, exports, innovation, and entrepreneurship in a market economy

8.14 * Examine and explain the significance of historic and modern-day exploitative labor systems (e.g., enslavement, chattel slavery, indenture, human trafficking, peonage, convict leasing, sharecropping, migrant labor, and immigrant labor) in the development of the economic system in the U.S.

Financial Literacy

8.15 Compare and contrast different types of financial institutions and the services they provide (e.g. fees, services)

8.16 * Explain how compound interest can generate both wealth and debt.

8.17 * Define and analyze the concept of "fair lending practices" and the history of discrimination and systemic inequalities in the US financial system.

8.18 Describe how marketing and advertising can influence financial decision-making such as spending and saving decisions.

Geography

8.19 Interpret maps to identify the growth and development of the United States (such as spatial population density, mental maps, and spatial patterns of world trade).

8.20 Identify and describe patterns and networks of economic interdependence, migration, settlement, cultural diffusion, and modern technological development.

8.21 Explain how technological developments (such as the cotton gin, roads, railroads, canals, etc.), societal decisions, and personal practices interact with the physical environment in the United States (e.g sustainability, economics ecosystems).

Historical Knowledge (Focus: US History) [1776 to Reconstruction⁵]

8.22 * Evaluate continuity and change over the course of United States history by analyzing examples of **class, gender, religious, regional, and racial conflict**, compromise, cooperation, interdependence, and the pursuit of social justice from multiple perspectives.

8.23 Evaluate the continuity and change over the course of United States history by analyzing the key people and events from the 1780s through Reconstruction.

8.24 * Examine the causes of westward expansion, the resulting **cultural and physical genocide**, and the methods of **resistance, change, and adaptation, by indigenous peoples in response to the invasion** of their lands.

8.25 * **Evaluate the impact of the intersectionality of what constitutes identity** including, including but not limited to, gender, age, race, ethnicity, religion, physical and mental disability, and class on the living histories and experiences of peoples, groups, and events.

8.26 Analyze the figures, groups, events, and philosophies that led to the United States' colonial independence from British Rule.

8.27 * **Determine and explain the importance and contributions (products, events, actions, and ideas) of key people, cultures, and ethnic groups⁶, religious groups, and other historically underrepresented groups in Oregon, the United States, and the world.**

8.28 * **Critique and analyze** historical events to recognize power, authority, religion, economics, and governance **as they relate** to systemic oppression and its impact on **Indigenous peoples, ethnic and religious groups, and other historically marginalized groups in the colonial and modern era.**

8.29 * **Identify and analyze the forms of resistance utilized by enslaved people, including self emancipation, sabotage, and rebellion.**

Historical Thinking

8.30 Use and interpret relevant primary and secondary sources pertaining to U.S. History from multiple perspectives.

8.31 Synthesize information and data to construct an account of historical events that includes multiple sources and varied perspectives.

⁵ The Grade 5 Standards included Exploration through the Articles of Confederation. Grade 8 Standards can review the early Republic through the end of the Civil War and Reconstruction. When possible, connections and relevance to current events and the early history of the U.S. should be linked to the Grade 8 Standards.

⁶ 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).

8.32 * Identify and analyze methods of subversion, resistance, challenge, and perseverance, within and among the intersecting identities of ethnic and social groups traditionally excluded from historical narratives.

Social Science Analysis

8.33 Critique and analyze information for point of view, historical context, distortion, bias, propaganda, and relevance including sources with conflicting information in order to question the dominant narratives in history.

8.34 Analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

8.35 Analyze and apply a range of deliberative and collaborative procedures to make decisions and take informed action.

8.36 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data while acknowledging the strengths and weaknesses of the explanations.

High School 2021 Standards with Ethnic Studies

New Standards Highlighted in Blue and with Asterisk

Civics and Government

HS.1 * Analyze the positive and negative implications of the US Constitution, Bill of Rights and Amendments, Supreme Court decisions, Federal Laws, and executive orders, for political, legal, economic, and social equality for all, including traditionally marginalized groups.

HS.2 * Identify and analyze the existence and perpetuation of discrimination and inequity in the local, state, national, or global context.

HS.3 * Identify, discuss, and explain the exclusionary language and intent of the Oregon and U.S. Constitution and the provisions and process for the expansion and protection of civil rights.

HS.4 * Describe core elements of early governments that are evident in United States government structure.

HS.5 * Compare and contrast the United States' republican form of government to direct democracy, theocracy, oligarchy, authoritarianism, and monarchy.

HS.6 * Examine institutions, functions and processes of the United States government.

HS.7 * Evaluate the relationships among governments at the local, state, tribal, national, and global levels.

HS.8 * Examine the institutions, functions, and processes of Oregon's state, county, local and regional governments.

HS.9 * Analyze political parties, interest and community groups, and mass media and how they influence the beliefs and behaviors of individuals, and local, state, and national constituencies.

HS.10 * Analyze United States foreign policy and the role of institutions and interest groups in creating policy and evaluate their impact on the United States and the international community.

HS.11. * Analyze and evaluate the methods for challenging, resisting, and changing society in the promotion of equity, justice and equality.

Economics Microeconomics/Decision Making

HS.12 * Analyze how determinants cause supply and demand to shift and the impact on secondary markets.

HS.13 * Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

National Economy

HS.14 * Evaluate the selection of monetary and fiscal policies in response to a variety of economic conditions and indicators and the role and function of the Federal Reserve.

HS.15 * Analyze benefits and risks of various methods of organizing a business. (entrepreneurship, sole proprietorship, partnerships, joint ventures, and corporations, private vs. public).

HS.16 * Use economic indicators to analyze the current and future state of the economy.

HS.17 * Analyze the impact of the use of slavery and other exploitative labor systems (e.g., indenture, peonage, convict leasing, sharecropping, bracero program, migrant labor, Chinese immigrants labor, contemporary prison labor) on the development of the U.S. infrastructure, wage-competition, trade, and standards of living in local, state, and global markets.

HS.18 * Explain the function of the stock market.

HS.19 * Interpret the “circular flow” of economic activity and the role of producers, consumers, and government.

HS.20 * Identify and explain how the business cycle has a positive and negative disparate impact on the allocation of resources for producers and consumers, including traditionally underrepresented groups, in multiple communities in urban, rural, regional, and global economies.

HS.21 * Analyze the ways in which incentives and competition influence Production and distribution in a market system.

HS.22 * Describe the potential intended and unintended benefits and negative consequences of government economic programs and policies on the welfare and well-being of individuals and groups including traditionally marginalized groups.

Global Economy

HS.23 * Explain how the global economy has developed and describe the involvement of free trade, comparative advantage, specialization, and interdependence.

HS.24 * Explain how current globalization trends and policies affect economic growth, labor markets, labor conditions, human rights, the environment, and resource and income distribution in different nations.

HS.25 * Describe characteristics of command, market, traditional, and mixed economies and the effect on jobs and standards of living.

HS.26 * Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.

HS.27 * Analyze the role of comparative advantage in international trade of goods and services.

Financial Literacy

HS.28 * Identify strategies of establishing and maintaining a good credit rating, and identify and evaluate sources of credit and their advantages and disadvantages.

HS.29 * Explain and analyze the kinds and costs of insurance as a form of risk management (e.g., auto, health, renters, home, life, disability).

HS.30 * Evaluate how consumers can protect themselves from fraud, identity theft, predatory lending, bankruptcy, and foreclosure.

HS.31 * Compare and contrast tools for managing and protecting personal finances.

HS.32 * Identify financial institutions in the community and their purpose (such as banks, credit unions, consumer/business loans, deposit insurance, investments/trust services, non-traditional banking).

HS.33 * Compare and contrast different investment options in weighing risk versus return to meet financial goals for long-term investment (such as stocks, bond, precious metals, rare earths, CDs, mutual funds, IRAs, 401ks, college savings/529, real estate, pension plans, Social Security).

HS.34 * Identify and explain strategies for creating a budget that balances income and expenses and encourages saving for emergencies and long-term financial goals, such as retirement.

HS.35 * Compare and contrast the various types of loans available, how to obtain them and the function of compounding interest and explain the costs and benefits of borrowing money for post-secondary education.

HS.36 * Identify goods and services funded through local taxes (such as snow removal, waste management, law enforcement) and assess the effects of taxes on personal income.

HS.37 * Analyze how external factors such as marketing and advertising techniques might influence spending and saving decisions.

Geography

HS.38 * Use technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics at multiple scales.

HS.39 * Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics.

HS.40 * Use geographic data to analyze the interconnectedness of physical and human regional systems (such as a river valley and culture, water rights/use in regions, choice/impact of settlement locations) and their interconnectedness to global communities.

HS.41 * Analyze migration patterns to understand the relationships among major events, government policies, private action, and spatial diffusion of ideas, technologies, and cultural practices, in the distribution of human populations, segregation of communities, and marginalization and empowerment of individuals and groups.

HS.42 * Analyze the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.

HS.43 * Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.

HS.44 * Assess how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade, land use, and issues of sustainability.

HS.45 * Identify and explain how political and economic power dynamics throughout time have influenced cultural and environmental characteristics of various places and regions.

HS.46 * Analyze how humans have used technology to modify the physical environment (e.g., dams, tractor, housing types, and transportation systems).

HS.47 * Assess the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.

HS.48 * Determine the influence of long-term climate change and variability on human migration, settlement patterns, resource use, and land uses at local-to-global scales.

HS.49 * Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.

HS.50 * Identify and analyze how map-making, zoning, and other policy decisions create social, political, and economic realities for various population groups.

HS.51 * Explain how power and privilege influence where people live and how they interact with their environment at the intergroup and institutional levels and how they have been affected.

Historical Knowledge [United States History Post Reconstruction – Present & World History]

HS.52 * Evaluate continuity and change over the course of world and United States history.

HS.53 * Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of world, U.S., and Oregon history.

HS.54 * Explain the development and significance of major philosophies, world religions, faiths, belief systems, including “non-Western” religion and belief systems.

HS.55 * Analyze and explain the significance of the interaction of major world religions, faiths, belief systems, philosophies, and writings in the development of local, state, national, and global society.

HS.56 * Analyze the historical development and impact of major scientific and technological innovations, political theory, and art and literature.

HS.57 * Examine and evaluate the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped unity and diversity in world, U.S., and Oregon history.

HS.58 * Analyze ideas critical to the development of social, labor, and political movements in history.

HS.59 * Analyze and explain the history of the [American Indian/Alaska Natives/Native Hawaiians](#) in Oregon and the United States regarding their culture, tribal sovereignty, and issues of concern, past and present.

HS.60 * Analyze and explain the historic and contemporary examples of social and political conflicts and compromises [including the actions of traditionally marginalized individuals and groups addressing inequities, inequality, power, and justice in the U.S. and the world.](#)

HS.61 * [Analyze and explain the multiple experiences and perspectives of ethnic and traditionally marginalized groups to investigate conflicting interpretations of past and present events of national and/or global interest.](#)

HS.62 * [Identify, analyze, and celebrate the histories and contributions of traditionally marginalized groups⁷ and individuals in shaping the cultures of Oregon, the United States, and the world.](#)

HS.63 * Examine the [personal and historical development of identity, including concepts of race, ethnicity, gender, sexual orientation, and religion.](#)

HS.64 * [Analyze the significance of identity in the distribution and accumulation of social, political, and economic power.](#)

HS.65 * [Identify and explain strategies of survivance, resistance and societal change by individuals and traditionally marginalized groups confronting discrimination, genocide, and other forms of violence, based on race, national origin, ethnicity, religion, sexual orientation, and gender.](#)

HS.66 * [Identify and analyze the nature of structural and systemic oppression on LGBTQ, people experiencing disability, ethnic and religious groups, as well as other traditionally marginalized groups, and their role in the pursuit of justice and equality in Oregon, the United States, and the world.](#)

Historical Thinking

HS.67 Evaluate historical sources for perspective, limitations, accuracy, and historical context.

HS.68 Select and analyze historical information, including contradictory evidence, from a variety of primary and secondary sources to support or reject a claim.

⁷ Traditionally marginalized/underrepresented groups should include, women, people with disabilities, immigrants, refugees, seniors/elders, and individuals who are lesbian, gay, bisexual, or transgender.

HS.69 Create and defend a historical argument utilizing primary and secondary sources as evidence.

HS.70 Identify and critique how the perspective of contemporary thinking influences our view of history.

Social Science Analysis

HS.71 Construct arguments using precise claims, integrating and evaluating information provided by multiple sources, diverse media, and formats, while acknowledging counterclaims and evidentiary strengths and weaknesses.

HS.72 Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose (such as validity, value and limitation, cause and effect, chronological, procedural, technical).

HS.73 Identify and analyze multiple and diverse perspectives as critical consumers of information.

HS.74 Analyze an event, issue, problem, or phenomenon, critiquing and evaluating characteristics, influences, causes, and both short- and long-term effects.

HS.75 Evaluate options for individual and collective actions to address local, regional and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

HS.76 Propose, compare, and evaluate multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion.

HS.77 Engage in informed and respectful deliberation and discussion of issues, events, and ideas applying a range of strategies and procedures to make decisions and take informed action.

HS.78 * Identify and critique how implicit bias, institutional racism, racial supremacy, privilege, intersectionality, and identity, influence perspectives in the understanding of history and contemporary events.