

2021-2024 High School Social Science Crosswalk

This crosswalk is intended to assist classroom educators in aligning the current standards-based curriculum to the 2024 Social Science Standards. New considerations and features of the standards include:

- Examples are included in the fourth column of each grade level. These examples are offered as possibilities of teaching points and help to “unpack” each standard.
- The identification of Essential Practices at the top of each grade level naming the important social science skills required at each grade level.
- Civics as a stand-alone 0.5 credit required for the Oregon Diploma as part of the 3.0 required social science credits
- Financial Literacy as a stand-alone course for the Oregon Diploma. No longer part of the 3.0 required social science credits.

Civics		
2021 High School	2024 High School	Update Notes
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.C.PI.6 Analyze and evaluate a landmark United States Supreme Court case addressing principles of federalism.	The new standards and the examples in column 4 provide more specific guidance on exploring the principles of national government and individual rights.
	HS.C.PI.7 Compare core documents associated with the protection of individual rights.	
HS.2 Identify and analyze the existence and perpetuation of discrimination and inequity in the local, state, national, or global context.	HS.C.DP.14 Identify and analyze the existence and perpetuation of discrimination and inequity in the local, state, national, or global context	No change
HS.3 Identify, discuss, and explain the exclusionary language and intent of the Oregon and U.S. Constitutions and the provisions and process for the expansion and protection of civil rights.	HS.C.DP.15 Identify and evaluate the effect of the exclusionary language and intent of the Oregon and U.S. Constitution and the provisions and process for expanding and protecting civil rights.	The 2024 version is similar but focuses more on evaluating the effect rather than just explaining it.
HS.4 Describe core elements of early governments that are evident in the United States government structure.	HS.C.PI.1 Investigate and compare core elements of early governments that were influential and evident in the United States government structure.	Expands on the 2021 standard, adding investigation and comparison.
HS.5 Compare and contrast the United States' republican form of government to direct democracy, theocracy, oligarchy, authoritarianism, and monarchy.	HS.C.PI.2 Compare and contrast the United States' republican form of government to direct democracy, theocracy, oligarchy, authoritarianism, and monarchy.	No Change
HS.6 Examine institutions, functions and processes of the United States government.	HS.C.PI.3 Examine and compare institutions, functions, and processes of government.	Broadens the scope beyond the United States government.

HS.7 Evaluate the relationships among governments at the local, state, tribal, national, and global levels.	HS.C.PI.4 Using the Tribal History/Shared History resources and other primary and secondary documents, identify and explain the development and mechanisms for the government-to-government relationship between Oregon and the nine federally recognized Tribal governments.	Links to THSH resources and requires the use of additional primary and secondary documents.
New Standard	HS.C.PI.5 Explore and explain the historical evolution of the debate over the role, function, and size of the federal branches of government.	New standard in 2024 supporting PI.3 and PI.4.
HS.8 Examine the institutions, functions, and processes of Oregon's state, county, local and regional governments.	HS.C.IR.8 Using primary sources from multiple perspectives, discuss and debate the central ideas of the government of the United States and Oregon.	Adding use of primary sources from multiple perspectives with an expansion to ideas of federal government.
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.C.IR.10 Analyze how political parties, interest and community groups, corporations, and mass media influence the beliefs and behaviors of individuals, and the policies and laws adopted by local, state, and national governments.	Expands on the 2021 standard, adding corporations and the influence on policies and laws.
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.C.IR.11 Identify and explain the roles and responsibilities of branches and agencies responsible for the foreign policy of the United States.	Focuses more on identifying and explaining roles rather than analyzing and evaluating impact.
HS.11 Analyze and evaluate the methods for challenging, resisting, and changing society in the promotion of equity, justice and equality.	HS.C.IR.9 Describe the civic behaviors that promote and strengthen a pluralistic democracy.	The new standards, along with the examples, allow students to explore civic

	HS.C.DP.12 Using primary sources from multiple perspectives, identify and explain historical and contemporary efforts to narrow discrepancies between foundational ideas and values of American democracy and the realities of American political and civic life for traditionally underrepresented groups.	actions and the ideas and values of democracy through primary sources and multiple perspectives.
	HS.C.DP.13 Argue and defend positions on contemporary issues in which foundational ideas or values are in tension.	

Key Revisions

1. Discrimination and Rights: Shift from broadly ‘examining pluralistic realities’ to requiring students to identify and analyze specific examples of discrimination and inequity.
2. Government-to-Government Tribal Relations: Shift from including tribal governments within a broader examination of intergovernmental relationships (in the 2018 standards) to specifically requiring students to understand the mechanisms and development of Oregon’s government-to-government relationship with tribal nations.
3. Study of Political Influence and Power: Shift from conventional political actors to diverse forces shaping policy and public opinion, including community groups, corporations, and mass media.
4. Connection Between Past and Present: Explicitly require students to compare historical and contemporary public policy debates to understand their ongoing relevance in current civic life.

Implementation Considerations

1. Need for analytical and source-based curriculum materials to address the new standards' emphasis on primary source analysis and multiple perspectives.
2. Increased focus on primary sources may require additional resource gathering and training in interpreting diverse historical and contemporary civic documents.

3. The emphasis on Tribal History/Shared History resources may necessitate acquiring new materials and potentially partnering with local tribal governments for authentic resources and perspectives.
4. New resources may be needed to address specific topics like landmark Supreme Court cases on federalism, the historical evolution of federal government debates, and contemporary civic issues.
5. Teachers may need to find ways to integrate more global comparisons of governmental systems, as some standards have broadened beyond just U.S. government.
6. Professional discussions on how best to teachers facilitate discussions on sensitive topics like discrimination, inequity, and tensions in democratic values.
7. Considerations of how to incorporate opportunities for civic engagement and exploration of contemporary issues into the existing civics framework.
8. The integration of current events and contemporary issues may require more flexible curriculum planning to allow for timely discussions of relevant civic matters.

Geography		
2018 High School	2024 High School	Update Notes
HS.38 Use technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics at multiple scales.	HS.G.GR.1 Use geographic tools, various kinds of maps, and geospatial technologies to examine geographic components of past and current world events or to solve geographic problems.	Expanded scope. The new standard emphasizes problem-solving and analysis of the world.
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.	Partially covered by HS.G.GR.1	
HS.40 Use geographic data to analyze the interconnectedness of physical and human regional systems and their interconnectedness to global communities.	Partially covered by HS.G.GR.1 and HS.G.HI.6	
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.G.MM.2 Analyze recent voluntary and forced migration patterns to identify and understand the push and pull factors and their effect on people and places.	Split into multiple standards. The 2024 standards provide a more specific focus on different aspects of migration and settlement patterns, including forced migration and segregation.
	HS.G.MM.3 Investigate and analyze how political and economic decisions determine the settlement patterns of human populations, including the removal and segregation of communities in the United States.	

	HS.G.MM.4 Investigate and analyze the migration and settlement patterns of human populations, including the removal and segregation of communities in past and in current societies globally.	
HS.42 Analyze the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.	Partially covered by HS.G.MM.3: Investigate and analyze how political and economic decisions determine the settlement patterns of human populations, including the removal and segregation of communities in the United States.	The 2024 standards focus more on settlement patterns and less on the specific impacts on different types of regions.
HS.43 Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.	HS.G.HI.8 Identify examples of conflict and cooperation involving the use of land and natural resources.	The 2024 standard is less specific about economic globalization and focuses more on land and resource conflicts.
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.G.HE.9 Explain how technological developments, societal decisions, and personal practices influence global resource consumption patterns, conservation, and environmental sustainability.	The 2024 standard focuses more on sustainability and less on spatial patterns of trade and land use.
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.G.HE.11 Identify and describe how the relationship to land, utilization of natural resources, displacement, and land ownership affects historically underrepresented identities, cultures, and communities.	The 2024 standard focuses more specifically on historically underrepresented groups and land relationships.
HS.46 Analyze how humans have used technology to modify the physical environment (e.g., dams, tractor, housing types, and transportation systems).	Partially covered by HS.G.HE.9 Explain how technological developments, societal decisions, and personal practices influence global resource consumption patterns, conservation, and environmental sustainability.	The 2024 standards add consumer behavior and societal decisions.
HS.47 Assess the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.	HS.G.HI.7 Assess the effect of human settlement activities on the environmental and cultural characteristics of specific places and regions.	Limited change

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.G.GR.1 Use geographic tools, various kinds of maps, and geospatial technologies to examine geographic components of past and current world events or to solve geographic problems.	See examples in 2024 standards for guidance on climate change and environmental events affecting movement and migration.
HS.49 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.	HS.G.MM.2 Analyze recent voluntary and forced migration patterns to identify and understand the push and pull factors and their effect on people and places.	
<p>HS.50 Identify and analyze how map-making, zoning, and other policy decisions create social, political, and economic realities for various population groups.</p> <p>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.</p>	Partially covered by HS.G.HE.11 Identify and describe how the relationship to land, utilization of natural resources, displacement, and land ownership affects historically underrepresented identities, cultures, and communities.	The 2024 standards focus more on land relationships and less on specific policy decisions like zoning.
New Standard	HS.G.MM.5 Explain how changes in transportation and communication technology affect the spatial connections among human settlements and the	New standard. This is an important addition as it focuses on the impact of technology on cultural diffusion.

	diffusion of ideas and cultural practices, including religious beliefs, economic exchange, and languages.	
New Standard	HS.G.HI.6 Identify how interactions among societies are affected by geographical factors.	Introduces a broader focus on geographical factors in societal interactions.
New Standard	HS.G.HE.10 Evaluate efforts at the local, national, or international level to address the use of limited or environmentally harmful resources.	New standard. Introduces a focus on environmental conservation efforts at various scales.

Key Revision

1. Applied Geographic Skills: Shift from general mapping skills to how geographic tools can be used to solve problems and analyze world events. Moves from creating or reading maps to using geographic tools to examine complex issues and propose solutions.
2. Migration and Movement: Emphasize understanding and analyzing human movement patterns that affect people and places. Includes studying historical examples of community removal and segregation, providing a more complete picture of human settlement patterns.
3. Environmental Decision-Making: Focus on evaluating specific efforts to address environmental challenges, examining how technological developments, societal decisions and personal practices influence global resource consumption and sustainability.
4. Land and Resource Relationships: Emphasize examining how relationships to land, resource utilization and displacement affect historically underrepresented communities, including specific analyses of land ownership and resource access.

Implementation Considerations

1. Teachers may need to develop new curriculum materials to address the expanded focus on migration patterns and historically underrepresented groups.
2. The shift towards sustainability and resource consumption may require updated teaching resources and approaches.
3. The reduced emphasis on specific geographical tools for high school may necessitate a reevaluation of current teaching practices and materials in K-8.

4. Thoughtful professional learning to help teachers address sensitive topics like forced migration, segregation, and the experiences of historically underrepresented groups.

Economics

2018 High School	2021 High School	Update Notes
HS.12 Analyze how determinants cause supply and demand to shift and the impact on secondary markets.	HS.E.MI.1 Define supply and demand and explain the factors that determine the production and distribution of goods and services in a market economy.	Split into multiple standards. The 2024 standards provide a more comprehensive coverage of supply and demand concepts, including modeling and effects of shortages/surpluses.
	HS.E.MI.2 Create and explain economic models of supply and demand.	
	HS.E.MI.3 Analyze the effects of shortages and surpluses on supply and demand.	
HS.13 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.	HS.E.IC.8 Explain how consumers and producers confront the condition of scarcity by making choices that involve opportunity costs and tradeoffs.	Shifted focus from incentives to scarcity and opportunity costs. The new standard is more specific about economic decision-making.
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.E.MI.6 Describe the intent and functions of the Federal Reserve System.	Narrowed focus to specifically address the Federal Reserve. The broader aspect of monetary and fiscal policy selection is less emphasized.
HS.15 Analyze benefits and risks of various methods of organizing a business. (entrepreneurship, sole proprietorship, partnerships, joint ventures, and corporations, private vs. public).	Not directly addressed- See new Financial Literacy Standards	The 2024 standards don't explicitly address different business organization methods.
HS.16 Use economic indicators to analyze the current and future state of the economy.	HS.E.MI.7 Assess the health of the U.S. economy by applying the economic indicators of inflation,	Similar focus, but the new standard specifies particular

	deflation, Gross Domestic Product (GDP), and unemployment from 1865 to the present.	indicators and adds a historical perspective
HS.17 Analyze the impact of the use of slavery and other exploitative labor systems on the development of the U.S. infrastructure, wage-competition, trade, and standards of living in local, state, and global markets.	HS.E.ST.15 Analyze the effect on national and global markets of the use of slavery and other exploitative labor systems in the development of the U.S. infrastructure, wage competition, trade, and standards of living.	Very similar, with slight rewording to emphasize effects on markets
HS.18 Explain the function of the stock market.	HS.E.MI.5 Explain the role of banks and other financial institutions in the market economy of the United States and analyze the reasons for banking crises.	Shifted focus from stock market to broader financial institutions and added focus on banking crises.
HS.19 Interpret the "circular flow" of economic activity and the role of producers, consumers, and government.	Partially covered by HS.E.MI.1 Define supply and demand and explain the factors that determine the production and distribution of goods and services in a market economy. & HS.E.MI.4 Explain and give examples of the roles the government may play in a market economy.	See examples of concepts and terms in column 4.
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.	Partially covered by HS.E.IC.10 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 underrepresented groups.	The new standard addresses impacts on underrepresented groups.
HS.21 Analyze the ways in which incentives and competition influence production and distribution in a market system.	HS.E.ST.12 Identify the basic characteristics of monopoly, oligopoly, monopolistic competition, and perfect competition.	Shifted focus to specific market structures rather than general incentives and competition.

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.	HS.E.IC.10 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 underrepresented groups.	Nearly identical
HS.23 Explain how the global economy has developed and describe the involvement of free trade, comparative advantage, specialization, and interdependence.	HS.E.ST.11 Analyze the role of comparative advantage in the international trade of goods and services.	Narrowed focus to comparative advantage in international trade. Other aspects like free trade and specialization are less emphasized.
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.E.ST.13 Explain how international economic trends and policies affect political, social, and economic conditions in various nations.	Similar focus on global economic impacts, but less specific about areas of impact.
HS.25 Describe characteristics of command, market, traditional, and mixed economies and the effect on jobs and standards of living.	Not directly addressed	This standard is now in Grade 6/7
HS.26 Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.	Partially covered by HS.E.IC.9 Analyze the effect of global events such as wars and technological developments on industry and consumers.	The new standard addresses technological developments but doesn't specifically mention capital goods or human capital. Introduces focus on global events' impacts on economy.
HS.27 Analyze the role of comparative advantage in international trade of goods and services.	HS.E.ST.11 Analyze the role of comparative advantage in the international trade of goods and services.	No change

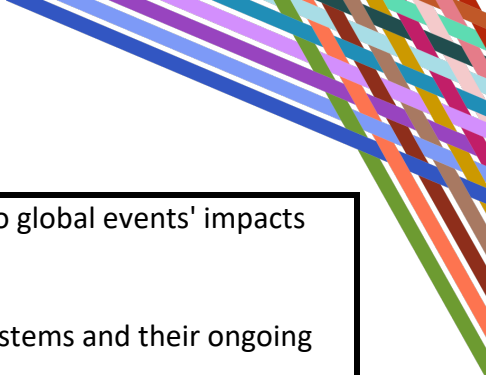
New Standard	HS.E.MI.4 Explain and give examples of the roles the government may play in a market economy.	New standard. Introduces explicit focus on government roles in market economies.
Not present	HS.E.ST.14 Summarize the role and effect of economic institutions within market economies.	New standard. Introduces focus on economic institutions in market economies.

Key Revisions

1. Integration of Historical Context and Analysis: Connect economic concepts to specific historical events and periods, making the learning more concrete and contextual.
2. Focus on Market Effects and Model Creation: Shift from analyzing how various factors affect markets (in the 2018 standards) to asking students to create and explain economic models and analyze specific market conditions like shortages and surpluses. Move toward more active engagement with economic concepts through model building and specific scenario analysis.
3. Treatment of Labor Systems: Expand the examination of labor systems beyond traditional labor market analysis.
4. Economic Equity: Explicitly address how economic policies affect traditionally underrepresented groups. Shift from analyzing general policy impacts to considering specific effects on different populations.
5. Broader Focus on Economic Systems and Models: Shift from teaching personal finance skills to emphasizing the creation and analysis of economic models in historical and global contexts.

Implementation Considerations

1. Teachers may need to develop new curriculum materials to address the more detailed coverage of supply and demand concepts, including economic modeling.
2. The addition of historical perspective since 1865 may necessitate integration with U.S. history curriculum.
3. Teachers may need to find ways to incorporate discussions of different economic systems into other areas of the curriculum.

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4. Interdisciplinary approaches may be beneficial to fully address the new standards, particularly those relating to global events' impacts on the economy.
 5. Professional development may be necessary to help teachers address sensitive topics like exploitative labor systems and their ongoing effects.

US History		
2021 High School	2024 School	Update Notes
HS.52 Evaluate continuity and change over the course of world and United States history.	HS.US.CH.1 Analyze social, political, and economic continuity and change following the Civil War and Reconstruction (1865-1896) with attention to how post-war policies and actions affected traditionally underrepresented groups and individuals.	More specific to U.S. history, focusing on the post-Civil War era and emphasizing effects on underrepresented groups. See column 4 for specific examples.
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.US.CH.2 Using primary sources from multiple perspectives, identify and analyze developments in the growth of the US economy, the changing role of government, and efforts of individuals and organizations attempting to reduce political, economic, and social inequalities in the 20th century.	More focused on U.S. history and specific to the 20th century, emphasizing economic growth, government role, and inequality reduction efforts. See column 4 for specific examples.
HS.54 Explain the development and significance of major philosophies, world religions, faiths, belief systems, including “non-Western” religion and belief systems.	HS.US.CP.17 Analyze the role of religion in shaping social, cultural, and political developments in the United States during the 20th century.	New standard focusing on the role of religion in 20th century U.S. Development of religions now in grade 6/7.
HS.56 Analyze the historical development and impact of major scientific and technological innovations, political theory, and art and literature.	HS.US.CH.4 Identify and analyze the consequences of significant events and developments in technology on American society and culture from 1865-present.	More focused on U.S. history and technological developments, omitting political theory, art, and literature.
HS.57 Examine and evaluate the origins of fundamental political debates and how conflict,	HS.US.CC.5 Analyze primary sources from multiple perspectives to develop an argument	More specific to U.S. history in the early 20th century and

compromise, and cooperation have shaped unity and diversity in world, U.S., and Oregon history.	about how the conflict between traditionalism and modernity in the early 20th century generated both progress and backlash on issues of justice and equality.	includes the use of primary sources and the social science skill of argument. See examples in column 4.
HS.58 Analyze ideas critical to the development of social, labor, and political movements in history.	HS.US.CE.10 Evaluate the actions and methods groups facing discrimination used to achieve expansion of rights and liberties from 1865-present	More focused on U.S. history and specifically addresses actions taken by discriminated groups to expand rights and liberties.
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.US.CP.13 Using the Tribal History/Shared History resources and other primary and secondary documents, analyze and explain the histories of the American Indian/Alaska Natives and the history of Native Hawaiians in Oregon to examine the effect of state and federal actions and policies on Tribal populations, rights, and culture.	The 2024 standard is similar but specifies the use of Tribal History/Shared History resources and focuses more on the effects of government actions on tribal populations.
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.US.CP.19 Identify and analyze political, social, and intellectual movements in the post-WWII United States that challenged discrimination and changed traditional assumptions about race, ethnicity, class, gender, the environment, and religion.	More specific to post-WWII U.S. history and focuses on movements challenging discrimination and traditional assumptions.
HS.63 Examine the personal and historical development of identity, including concepts of race, ethnicity, gender, sexual orientation, and religion.		

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.		
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.US.CP.12 Examine how underrepresented groups, including those identifying by race, ethnicity, gender, sexual orientation, and religion viewed themselves and contributed to the identity of the United States in the world from 1865-present.	More specific to U.S. history from 1865-present and focuses on how underrepresented groups viewed themselves and contributed to U.S. identity.
HS.62 Identify, analyze, and celebrate the histories and contributions of traditionally marginalized groups and individuals in shaping the cultures of Oregon, the United States, and the world.		
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.US.CP.14 Examine the perspectives of survivors of Indigenous genocide, Black communities destroyed by violence, and other human rights violations utilizing primary sources from multiple perspectives including written and recorded survivor testimonies.	More specifically examines survivor perspectives and utilizes primary sources.
HS.67 Evaluate historical sources for perspective, limitations, accuracy, and historical context.	Implied in several standards (e.g., HS.US.CH.2, HS.US.CC.5) that require use of primary sources.	The 2024 standards embed this skill within content-specific standards rather than

HS.68 Select and analyze historical information, including contradictory evidence, from a variety of primary and secondary sources to support or reject a claim.		as a separate standard. Also see the Essential Practices at the top of the high school standards
Not directly addressed in 2021 History. Similar to HS.10	HS.US.CH.3 Analyze the foreign policy statements of the United States to trace the changing role of United States intervention in global affairs from 1823 to the present. Supporting HS.C.IR.11	New history standard focusing on U.S. foreign policy and global intervention.
New Standard	HS.US.CC.6 Identify global conflicts and compromises to evaluate actions of the United States as an emerging global power between 1890-1945.	New standard focusing on U.S. as an emerging global power.
New Standard	HS.US.CC.7 Analyze how the differing ideologies and policies of the United States and the Soviet Union contributed to conflict and cooperation in multiple continents during the Cold War Era between 1945-1991.	New standard focusing on how the Cold War effected other nations beyond the USSR and US.
New Standard	HS.US.CC.8 Identify how Cold War tensions between the United States and the Soviet Union shaped domestic attitudes, culture, and policies.	New standard focusing on US domestic impacts of the Cold War.
New Standard	HS.US.CC.9 Analyze examples of US intervention, conflict, and compromise between the United States and other nations, groups, and individuals in the post-Cold War Era.	New standard focusing on post-Cold War U.S. foreign relations.
New Standard	HS.US.CE.11 Using primary source images, data, and documents, describe the causes of immigration to the United States and identify the domestic social and political responses to	New standard focusing on immigration and the political, and social responses to immigration with emphasis on use of primary documents.

	migration and immigration in the United States from the 19th century to the present.	
Not directly addressed in high school standards, part of grade 8.6	HS.US.CP.15 Analyze the long-term consequences of the Jim Crow era (1870s–1960s).	New standard focusing specifically on the Jim Crow era.
New Standard	HS.US.CP.16 Assess the role and consequences of antisemitism in the United States.	New standard focusing on antisemitism in the U.S. as required by recent legislation.
New Standard	HS.US.CP.18 Analyze the origins, evolution, and goals of the movement for Black equality from 1865 to the present, including examples of the social and political resistance to integration and equality.	New standard focusing specifically on the movement for Black equality.

Key Revisions

1. Primary Source Analysis: Shift toward evidence-based historical inquiry using primary sources to help students engage directly with historical evidence rather than relying solely on secondary interpretations.
2. Chronological Precision and Historical Context: Provide more specific chronological periods and historical contexts.
3. Integration of Global Perspectives: Explicitly address America’s changing role in global affairs, examining foreign policy evolution from the Monroe Doctrine through modern interventionism.
4. Experiences and Perspectives of Underrepresented and Marginalized Groups: Emphasize examining how historical events, policies and movements are shaped by diverse populations, including ethnic/racial minorities, LGBTQ+ individuals, women, people with disabilities, and others.

Implementation Considerations

1. An increased focus on primary sources may require additional resource gathering.
2. The inclusion of traditionally underrepresented groups may necessitate updating existing curriculum.

3. New resources and professional discussions may be needed on how best to address specific topics like antisemitism, religious influences, and post-Cold War foreign relations.
4. An interdisciplinary approach may be beneficial in connecting U.S. history to contemporary issues and movements.

World History		
2021 High School	2024 High School	Update Notes
HS.52 Evaluate continuity and change over the course of world and United States history.	II. Use chronological thinking skills, connecting the past with the present to recognize continuity and change in human history	Continuity and change is identified an essential practice throughout the 2024 social science standards.
	HS.WR.CH.1 Analyze the development of political identity associated with the nation-state and nationalism.	
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.WR.CC.7 Analyze causes and effects of political revolutions in multiple global regions from 1789 to the present.	The 2024 standard narrows the focus to political revolutions and specifies a time frame and compliments HS.US.CH.2
HS.54 Explain the development and significance of major philosophies, world religions, faiths, belief systems, including "non-Western" religion and belief systems.	Not directly addressed in high school 2024 standards.	Major philosophies, world religions, faiths, belief systems, are in the 6/7 History standards.
HS.56 Analyze the historical development and impact of major scientific and technological innovations, political theory, and art and literature.	HS.WR.CE.9 Analyze the political, social, economic, and cultural developments following World War I.	The 2024 standard is specific to post WWI. Technology is included in column four.
	HS.WR.CH.2 Analyze the political, social, and economic causes and effects of industrialization in	

	Europe and North America between 1850 and the present.	
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.WR.CC.5 Assess the effectiveness of organizations and institutions designed to foster collaboration, compromise, and development from 1945-present.	More specific, focusing on post-1945 international organizations rather than domestic political debates.
HS.58 Analyze ideas critical to the development of social, labor, and political movements in history.	HS.WR.CC.6 Analyze methods used by state and non-state actors in efforts to decolonize, including protests, social media campaigns, non-violent actions, boycotts, terrorism, guerilla warfare, and other methods from 1945 to the present.	Focuses specifically on decolonization movements and methods rather than general social and political movements and compliments HS.US.CE.10
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.WR.CC.3 Examine various means national and cultural groups used in attempts to combat the power of European Imperialism between 1750-1945.	Focuses specifically on responses to European imperialism rather than a broader range of social and political conflicts.
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.WR.CP.18 Analyze the conditions and responses to genocides of the 20th century.	Focuses specifically on genocide in the 20th century, while the 2021 standard covered a broader range of discrimination and violence. See HS.US.CP.14 for additional examples.
HS.67 Evaluate historical sources for perspective, limitations, accuracy, and historical context.	III. Collect, interpret, evaluate, and apply information from primary and secondary sources to better understand and create historical narrative distinguishing between fact and opinion.	The 2024 standards identify the use and analysis of primary and secondary sources as an essential practice throughout the 2024 social science standards.
	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.	
New Standard	HS.WR.CC.4 Analyze and assess how superpower rivalries created new political alliances, led to proxy	New standard focusing on Cold War dynamics.

	wars, and resulted in the rise of international organizations from 1945-1991.	
New Standard	HS.WR.CE.8 Determine the causes of World War I.	New standard specifically addressing World War I causes.
New Standard	HS.WR.CE.9 Analyze the political, social, economic, and cultural developments following World War I.	New standard focusing on post-World War I developments.
New Standard	HS.WR.CP.10 Identify the characteristics of fascism, militarism, and totalitarianism as exhibited in the rise of the authoritarian regimes in Italy, Japan, Germany, and the Soviet Union during the 1920s and 1930s.	New standard focusing on the rise of authoritarian regimes in the interwar period.
New Standard	HS.WR.CP.11 Determine the causes of World War II.	New standard specifically addressing World War II causes.
New Standard	HS.WR.CP.12 Identify the causes and effects of Japanese, Soviet, and German colonial military occupation on civilians from 1910-1945.	New standard focusing on the impacts of military occupations on civilians
New Standard	HS.WR.CP.13 Analyze the political, social, economic, and cultural developments following World War II.	New standard focusing on post-World War II developments.
New Standard	HS.WR.CP.14 Identify and explain the significance of the origins of antisemitism.	New standard specifically addressing the origins of antisemitism.
New Standard	HS.WR.CP.15 Explain the significant events, public policies, and experiences of the Holocaust.	New standard focusing on the Holocaust.
New Standard	HS.WR.CP.16 Analyze primary documents to examine the role individual bystanders, collaborators, and perpetrators played in the implementation of Nazi policies against Jewish people and other targeted groups, as well as the role of resisters in opposing the Nazis and their policies within German-occupied territory.	New standard focusing on the Holocaust.


New Standard	HS.WR.CP.17 Evaluate the international community's responses to the persecution of Jews and other identity groups during the Holocaust.	New standard focusing on international responses to the Holocaust.
New Standard	HS.WR.CP.19 Analyze efforts among nation-states and in the international community's efforts to hold perpetrators responsible for their involvement in the Holocaust and other acts of genocide.	New standard focusing on accountability for genocide.

Key Revisions

1. Historical Response and Resistance: Emphasize how different groups respond to historical challenges. Shift from simply studying events to analyzing how people actively shape their historical circumstances.
2. 20th-Century Global Challenges: Attend to 20th-century events and their impacts, particularly through multiple standards addressing the World Wars, the Holocaust, and other genocides. Shift toward helping students understand the origins and implications of contemporary global challenges.
3. International Cooperation: Shift from broadly mentioning global relationships to explicitly examining the development and effectiveness of international organizations.
4. Human Impact and Experience: Emphasize examining how historical events affected ordinary people. Shifts toward understanding history through human experience rather than just political events.

Implementation Considerations

1. Identify curriculum materials to address the new standards, particularly for 20th-century topics like World Wars I and II, the Holocaust, and the Cold War.
2. Increased focus on primary source analysis may require additional resource gathering and training in interpreting diverse historical documents from various global contexts.

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3. Primary and secondary resources for the inclusion of more diverse global perspectives.
 4. Materials that balance specific historical events with broader historical trends and processes to ensure comprehensive global coverage.
 5. Discussion on how best to address sensitive topics like genocide, the Holocaust, and the impacts of colonialism and imperialism.
 6. Interdisciplinary approaches may be beneficial, particularly in connecting world history to global economics, political science, and contemporary international relations.
 7. Awareness and use of essential practices emphasizing historical thinking skills in conjunction with content knowledge.