Oregon K-12 Social Sciences Academic Content Standards

Kindergarten

Civics and Government

K.1 Explain why rules reduce conflict and promote fairness.
K.2 Use and identify respectful dialogue, taking turns, and explain how rules are different in different settings.
K.3 Describe roles of self and family members.

Economics

K.4 Distinguish between personal wants and needs.

Multicultural Studies

K.2 Use and identify respectful dialogue, taking turns, and explain how rules are different in different settings. (Civics)
K.7 Identify examples of ownership of different items, recognizing the difference between private and public ownership, the responsibility for stewardship and guardianship, and the opportunity for sharing. (Economics)
K.10 Locate, identify, and describe places of importance to self, family, school, and culture. (Geography)
K.14 Identify “change-makers,” those that change things that are not fair and those that make the world better.
K.17 Make connections (similarities and differences) between self and others. (History)

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, and the opportunity for borrowing and sharing.
K.8 Explain how people earn income and that some jobs earn money while some 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 Explain how people can care for our environment (such as classroom, playground, library, etc.).
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 “change-makers,” those that change things that are not fair and those that make the world better.

Historical Thinking

K.15 Distinguish between past and present.
K.16 Understand and create timelines to show basic personal events in a sequential order.
K.17 Make connections (similarities and differences) between self and others.
K.18 Compare and contrast past and present events or practices.

Social Science Analysis
K.19 For a given problem find a solution that demonstrates fairness and empathy.
K.20 Given context clues, develop a reasonable idea about who created the primary or secondary source, when they created it, where they created it, or why they created it.
Grade 1

Civics and Government
1.1 Describe the responsibilities of leaders and team members and demonstrate the ability to be both when working to accomplish a common task.
1.2 Apply civic virtues (such as equality, freedom, liberty, respect for individual rights, equity, justice, and deliberation) when participating in school settings (such as the classroom, cafeteria, playground, assemblies, and independent work).

Economics
1.3 Identify sources of income (some examples could be gifts, borrowing, allowance, work wages, government assistance).
1.4 Compare and contrast the monetary value of items. (Some things cost more than others do.)

Multicultural Studies
1.2 Apply civic virtues (such as equality, freedom, liberty, respect for individual rights, equity, justice, and deliberation) when participating in school settings (such as the classroom, cafeteria, playground, assemblies, and independent work).
1.6 Describe ways people celebrate their diverse cultural heritages in the community. (Geography)
1.7 Locate and identify important places in the community (school, library, fire department, cultural places). (Geography)
1.13 Understand, affirm, respect, and celebrate the diversity of individuals, families, and school communities. (History)
1.14 Make connections between the student’s family and other families, the student’s school and other schools. (History)

Financial Literacy
1.5 Identify different uses of money (saving, spending and sharing/contributing)

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

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

Historical Knowledge
1.11 Understand that families have a past.
1.12 Identify songs and symbols commonly associated with the United States of America.
1.13 Understand, affirm, respect, and celebrate the diversity of individuals, families, and school communities.
1.14 Make connections between the student’s family and other families, the student’s school and other schools

Historical Thinking
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 a 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.
1.22 Determine if a source is primary or secondary and distinguish whether it is mostly fact or opinion.
These standards were adopted by the Oregon State Board of Education on May 17, 2018. Schools and districts should align instruction to these standards.
History (Local, State, National, and World) (Focus: My Neighborhood, My Community)

**Historical Knowledge**

2.16 Identify a variety of diverse individuals, groups, and circumstances that had an impact on 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 (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender). (History)

2.17 Identify and describe community celebrations, landmarks, symbols and traditions, and explain why they are significant to the cultural heritage of members of the community.

**Historical Thinking**

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.
Grade 3

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 relationship between producers and consumers.
3.5 Explain how profit influences sellers in markets.
3.6 Identify key industries of Oregon.

Multicultural Studies
3.3 Explain how a community relies on active civic participation and identify opportunities for student participation in local issues. (Civics)
3.9 Describe and compare human characteristics of regions in Oregon (tribal, cultural, agricultural, industrial, etc.) (Geography)
3.11 Describe how individuals, groups, (e.g. socioeconomic differences, ethnic groups, and social 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 (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), events and developments have shaped the local community and region.
3.14 Explain why individuals and groups (e.g. socioeconomic, ethnic, and religious groups, and traditionally marginalized groups) in the same historical period differed in the way they viewed and interpreted historical events. (History)

Financial Literacy
3.7 Analyze the impact of personal financial decisions on personal, community, regional, and world resources. (i.e. how my 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.

History (Local, State, National, and World) (Focus: Our Community and Beyond [Emphasis on Oregon Geography and Local/Regional History])

Historical Knowledge
3.11 Describe how individuals, groups, (e.g. socioeconomic differences, ethnic groups, and social groups including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent) and
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Grade 4

Civics and Government
4.1 Investigate the organization and functions of Oregon government.
4.2 Explain how Oregon achieved statehood and identify the stakeholders involved.

Economics
4.3 Analyze how wealth and scarcity connect to personal, community, regional, and world resources.

Multicultural Studies
4.2 Explain how Oregon achieved statehood and identify the stakeholders involved. (Civics)
4.3 Analyze how wealth and scarcity connect to personal, community, regional, and world resources. (Economics)
4.7 Explain the interactions between the Pacific Northwest physical systems and human systems, with a focus on Native Americans in that region. (Geography)
4.11 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 subsequent impact of that colonization. (History)
4.12 Explain how diverse individuals, groups (including socioeconomic differences, ethnic groups, and social groups and 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 (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), circumstances and events influenced the early growth and changes in Oregon (including, but not limited to fur trappers, traders, Lewis and Clark, pioneers and westward movement). (History)
4.13 Give examples of changes in Oregon’s agricultural, industrial, political, and business development over time, and the impacts on the people of the state (including people of different socioeconomic status, ethnic groups, religious groups, and other traditionally marginalized groups). (History)
4.14 Examine the history of the nine federally recognized Oregon tribes. (History)

Financial Literacy
4.4 Analyze different buying choices and opportunity costs.
4.5 Demonstrate understanding of needs and wants using a budget.
4.6 Determine the consequences of sharing personal information with others.

Geography
4.7 Explain the interactions between the Pacific Northwest physical systems and human systems, with a focus on Native Americans in that region.
4.8 Compare and contrast varying patterns of settlements in Oregon, considering, past, present, and future trends.
4.9 Identify conflicts involving use of land, natural resources, economic interests, competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon and between different geographical areas.
4.10 Describe how technological developments, societal decisions, and personal practices affect Oregon’s sustainability (dams, wind turbines, climate change and variability, transportation systems, etc.).
History (Local, State, National, and World) (Focus: Oregon’s Past [Oregon History])

**Historical Knowledge**

4.11 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 subsequent impact of that colonization.

4.12 Explain how diverse individuals, groups (including socioeconomic differences, ethnic groups, and social groups and 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 (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), circumstances and events influenced the early growth and changes in Oregon (including, but not limited to fur trappers, traders, Lewis and Clark, pioneers and westward movement).

4.13 Give examples of changes in Oregon’s agricultural, industrial, political, and business development over time, and the impacts on the people of the state (including people of different socioeconomic status, ethnic groups, religious groups, and other traditionally marginalized groups).

4.14 Examine the history of the nine federally recognized Oregon tribes.

**Historical Thinking**

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

4.16 Create and evaluate timelines that show relationships among people, events, and movements in Oregon history.

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

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

**Social Science Analysis**

4.19 Compare eyewitness and secondhand accounts of an event.

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

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

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

4.23 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

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 Summarize and critique how colonial and new states’ governments affected groups within their population (such as citizens, enslaved peoples, foreigners, nobles, religious groups, women, class systems, tribes).
5.3 Compare and contrast tribal forms of government, British monarchy, and early American colonial governments.
5.4 Identify principles of U.S. democracy found in the U.S. Constitution and Bill of Rights.
5.5 Describe how national government affects local, state, and Oregon tribal governments.

Economics
5.6 Explain ways trade can be encouraged or restricted and how it affects relationships between countries.
5.7 Explain the purpose of taxes and give examples of their use from current and U.S. history.

Multicultural Studies
5.1 Analyze how cooperation and conflict among people contribute to political, economic, religious, and current social events and situations in the United States. (Civics)
5.2 Summarize and critique how colonial and new states’ governments affected groups within their population (such as citizens, enslaved peoples, foreigners, nobles, religious groups, women, class systems, tribes). (Civics)
5.3 Compare and contrast tribal forms of government, British monarchy, and early American colonial governments. (Civics)
5.10 Compare and contrast movement of people, goods, ideas, and cultural patterns in the United States, considering past, present and future trends. (Geography)
5.13 Describe how natural and human-made events in one place affect people in other places. (Geography)
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. (History)
5.16 Explain the religious, political, and economic reasons for movement of people from Europe to the Americas, and analyze the multiple perspectives of the interactions between settlers and American Indians. (History)
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 (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender).(History)
5.21 Identify issues related to historical events to recognize power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other traditionally marginalized groups in the modern era (bias and injustice, discrimination, stereotypes).
5.24 Explain why individuals and groups, including ethnic and religious groups, and traditionally marginalized groups during the same historical period differed in their perspectives of events. (History)
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5.24 Explain why individuals and groups, including ethnic and religious groups, and traditionally marginalized groups during the same historical period differed in their perspectives of events.

Social Science Analysis
5.25 Analyze multiple accounts or perspectives of the same event, issue, problem or topic and describe important similarities and differences.
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

Civics and Government – Western Hemisphere (countries other than the United States)
6.1 Compare and contrast early forms of government via the study of early civilizations of the Western Hemisphere.
6.2 Describe current forms of government 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 Recognize historical and contemporary means of changing societies and promoting the common good.
6.5 Investigate current issues and how they relate to other countries.

Economics—Western Hemisphere
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 different groups and society as a whole.

Multicultural Studies
6.1 Compare and contrast early forms of government via the study of early civilizations of the Western Hemisphere. (Civics)
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. (Civics)
6.4 Recognize historical and contemporary means of changing societies and promoting the common good. (Civics)
6.8 Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups and society as a whole. (Economics)
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. (Geography)
6.17 Identify and examine the roles and impact of diverse groups of people (e.g. gender roles, social roles, political and economic structures) within the countries of the Western Hemisphere. (History)
6.20 Analyze cause and effect relationships within the living histories of ethnic groups, religious groups, and other traditionally marginalized groups in the Western Hemisphere. (History)
6.21 Identify issues related to historical events to recognize power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other traditionally marginalized groups in the modern era (bias and injustice, discrimination, stereotypes). (History)

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. (wearing helmets, bike theft, piggy bank v. bank).
6.12 Define and explain the following: spending, savings, credit, and debt.
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Grade 7

Civics and Government—Eastern Hemisphere
7.1  Describe the role of citizens in governments.
7.2  Compare and contrast early forms of government via the study of early civilizations.
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 (including but not limited to, Ten Commandments, Magna Carta, Hammurabi’s Code, Confucianism, Vedic Law Code) on the development of modern governments.
7.5  Compare historical and contemporary means of changing societies and promoting the common good.

Economics—Eastern Hemisphere
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 a global economy

Multicultural Studies
7.3  Investigate various current issues in the Eastern Hemisphere and how they relate to other countries throughout the world. (Civics)
7.5  Compare historical and contemporary means of changing societies and promoting the common good. (Civics)
7.9  Compare and contrast the function of imports, exports, and barriers across cultural groups in regards trade within a global economy (Economics)
7.15  Explain how the physical and human characteristics of places and regions connect to human identities and cultures in the Eastern Hemisphere. (Geography)
7.20  Determine and explain 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 Eastern Hemisphere. (History)
7.25  Identify issues related to historical events to recognize power, authority, religion, and governance as it relates to systemic oppression and its impact on indigenous peoples and ethnic and religious groups, and other traditionally marginalized groups in the modern era (bias, injustice, anti-Semitism, discrimination, stereotypes) including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent and traditionally marginalized groups (women, people with disabilities, immigrants, refugees, religious groups, and individuals who are lesbian, gay, bisexual, or transgender). (History)
7.26  Analyze cause and effect relationships within the living histories of ethnic groups, religious groups and other traditionally marginalized groups in the Eastern Hemisphere. (History)

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

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 important United States and Oregon documents, including (but not limited to) the Constitution, Bill of Rights, 13th-15th Amendments and Oregon Constitution.
8.6 Examine and evaluate landmark Supreme Court decisions up to 1900 and the impact of the decisions on government practices, personal liberties, and property rights. (such as Marbury v. Madison, Cherokee Nation v. Georgia, Plessy v. Ferguson, Dred Scott v. Sandford, Yick Wo v. Hopkins)
8.7 Analyze the expanding eligibility of citizenship in the continuing struggle for the expansion of rights for ethnic and traditionally marginalized groups.
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 Analyze the effect of historical and contemporary means of changing societies, and promoting the common good.
8.10 Explain specific roles and responsibilities of citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).
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 Investigate how economic decisions affect the well-being of individuals within a group (such as enslaved people, indigenous peoples, women, and children), businesses, and society.

Multicultural Studies
8.2 Identify and understand how to apply the rights and responsibilities of individuals under the Constitution. (Civics)
8.3 Compare and contrast how European governments and the United States government interacted with Indigenous peoples. (Civics)
8.5 Examine and analyze important United States and Oregon documents, including (but not limited to) the Constitution, Bill of Rights, 13th-15th Amendments and Oregon Constitution. (Civics)
8.6 Examine and evaluate landmark Supreme Court decisions up to 1900 and the impact of the decisions on government practices, personal liberties, and property rights. (such as Marbury v. Madison, Cherokee Nation v. Georgia, Plessy v. Ferguson, Dred Scott v. Sandford, Yick Wo v. Hopkins) (Civics)
8.7 Analyze the expanding eligibility of citizenship in the continuing struggle for the expansion of rights for ethnic and other traditionally marginalized groups. (Civics)
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High School

Civics and Government

HS.1 Analyze the impact of constitutional amendments on groups, individuals, institutions, national order.

HS.2 Describe core elements of early governments that are evident in United States government structure.

HS.3 Compare and contrast the United States’ republican form of government to direct democracy, theocracy, oligarchy, authoritarianism, and monarchy.

HS.4 Examine institutions, functions and processes of United States government.

HS.5 Evaluate the relationships among governments at the local, state, tribal, national, and global levels.

HS.6 Examine the institutions, functions, and processes of Oregon’s state, county, local and regional governments.

HS.7 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.8 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.9 Examine and evaluate documents related to the Constitution and Supreme Court decisions (such as Declaration of Independence, Federalist Papers, Anti-Federalist Papers, the Constitution, the Bill of Rights, and Constitutional amendments).

HS.10 Explain the roles and responsibilities of active members of a democracy and the role of individuals, social movements, and governments in various current events.

HS.11 Examine the pluralistic realities of society recognizing issues of equity and evaluating the need for change.


HS.13 Examine and analyze provisions of the Oregon Constitution and the U.S. Constitution.

Economics

Microeconomics/Decision Making

HS.14 Analyze how determinants cause supply and demand to shift and the impact on secondary markets.

HS.15 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.

National Economy

HS.16 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.17 Analyze benefits and risks of business organizations (entrepreneurship, sole proprietorship, partnerships, joint ventures, and corporations, private vs. public).

HS.18 Use economic indicators to analyze the current and future state of the economy (including but not limited to unemployment, components of GDP, consumer price index (CPI), inflation, stock market, building permits).
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HS.58 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.59 Analyze ideas critical to the development of social, labor, and political movements in history.

HS.60 Analyze the history, culture, tribal sovereignty, and historical and current issues of the American Indian/Alaska Native/Native Hawaiian in Oregon and the United States.

HS.61 Analyze and explain persistent historical, social and political issues, conflicts and compromises in regards to power, inequality and justice and their connections to current events and movements.

HS.62 Identify historical and current events, issues, and problems when national and/or global interests are/have been in conflict, and provide analysis from multiple perspectives.

HS.63 Identify and analyze 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 (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), their relevant historic and current contributions to Oregon the United States, and the world.

HS.64 Examine the development of the concepts of ethnicity and race.

HS.65 Identify and analyze the nature of systemic oppression on ethnic and religious groups, as well as other traditionally marginalized groups, in the pursuit of justice and equality in Oregon, the United States-and the world.

HS.66 Examine and analyze the multiple perspectives and contributions of ethnic and religious groups, as well as traditionally marginalized groups within a dominant society and how different values and views shape 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.

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.