

## 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.

SBE May 17, 2018

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.

## Grade 2

### Civics and Government

- 2.1 Compare personal point of view with others' perspectives when participating in rule setting.
- 2.2 Identify services provided by city government.
- 2.3 Evaluate how individuals, groups, and communities manage conflict and promote justice and equity.
- 2.4 Give examples of and identify appropriate and inappropriate use of power and its effect.
- 2.5 Identify city leaders and their functions.
- 2.6 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

### Multicultural Studies

- 2.1 Compare personal point of view with others' perspectives when participating in rule setting. (Civics)
- 2.3 Evaluate how individuals, groups, and communities manage conflict and promote justice and equity. (Civics)
- 2.4 Give examples of and identify appropriate and inappropriate use of power and its effect. (Civics)
- 2.10 Explain how wealth and scarcity connect to decision-making about personal savings and spending. (Financial Literacy)
- 2.13 Identify cultural characteristics of the community. (Geography)
- 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. (History)

### 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 wealth and scarcity connect to decision making 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 and nation and the world.
- 2.13 Identify cultural characteristics of the 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.

## **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

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 communities and regions.

- 3.12 Compare and contrast the history of the local community to other communities in a 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 and compare different ways of looking at 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

### 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 15<sup>th</sup> and 16<sup>th</sup> 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)

### **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 Compare and contrast movement of people, goods, ideas, and cultural patterns in 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 affects sustainability in the United States.
- 5.13 Describe how natural and human-made events in one place affect people in other places.

### **History (Local, State, National, and World) (Focus: America's Past [U.S. History 1492-1786])**

#### **Historical Knowledge**

- 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 15<sup>th</sup> and 16<sup>th</sup> 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 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 (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender).
- 5.20 Identify and examine the roles that American Indians had in the development of the United States.
- 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).

#### **Historical Thinking**

- 5.22 Summarize how different kinds of historical sources are used to explain events in the past.
- 5.23 Use primary and secondary sources to formulate historical questions and to examine a historical account about an issue of the time.

- 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.

### **Geography– Western Hemisphere**

- 6.13 Construct and analyze maps, graphs, charts, models, and databases to make inferences and predictions regarding geographic distributions (e.g., perceptual impacts for creating boundaries, borders, cultural regions of indigenous peoples).
- 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 affects 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.

### **History (Local, State, National, and World) [Western Hemisphere--World History]**

#### **Historical Knowledge**

- 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.
- 6.18 Evaluate the impact of systems of colonial cultures on the indigenous peoples, such as termination, sovereignty, and treaties.
- 6.19 Examine the continuity and change of the indigenous cultures through relevance and contributions to modern society.
- 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.
- 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).

#### **Historical Thinking**

- 6.22 Compare alternative ways that historical periods and eras are designated (e.g. since time immemorial, ad infinitum, BCE, CE, BC, AD, decade, century, millennium).
- 6.23 Analyze cause and effect relationships within the living histories of indigenous peoples such as land, technology, and competing economic interests.

#### **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.
- 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

### **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).



- 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 Explain how the physical and human characteristics of places and regions connect to human identities and cultures.
- 7.16 Explain how changes in transportation and communication technology affects 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 eco-regions.
- 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.

### **History (Local, State, National, and World) [Eastern Hemisphere – World History]**

#### **Historical Knowledge**

- 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.
- 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 transformation of cultures and civilizations.
- 7.23 Examine the importance of trade routes and trace the rise of cultural centers.

#### **Historical Thinking**

- 7.24 Compare alternative ways that historical periods and eras are designated by identifying organizing principles in the Eastern Hemisphere (e.g. BC, BCE, AD, CE, decade, century, millennia).
- 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).
- 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.

#### **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

### 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, 13<sup>th</sup>-15<sup>th</sup> 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, 13<sup>th</sup>-15<sup>th</sup> 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)

- 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. (Civics)
- 8.9 Analyze the effect of historical and contemporary means of changing societies, and promoting the common good. (Civics)
- 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. (Economics)
- 8.20 Identify and describe patterns and networks of economic interdependence, migration, settlement, cultural diffusion, and modern technological development. (Geography)
- 8.24 Examine the cause and effect of social, political, and economic factors that motivated westward expansion, invasion of indigenous peoples, institutions, and the resulting impacts. (History)
- 8.25 Evaluate the influence of the intersections of identity, including but not limited to, gender, age, race, ethnicity, religion, and class on the experiences of peoples, groups, and events.
- 8.27 Determine and explain the importance and contributions (products, events, actions, and ideas) of key people, cultures, 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) in Oregon, the United States, and the world. (History)
- 8.28 Identify issues related to historical events to recognize the power, authority, and governance as it relates to systemic oppression and its impact on ethnic and religious groups, as well as other historically persecuted individuals in the United States in the modern era (bias, injustice, discrimination, and stereotypes). (History)
- 8.31 Analyze intersecting identities and relationships within the living histories of ethnic groups such as 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) in the United States. (History)

#### **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 be both a positive and a negative (compounding interest on investments and compounding interest on credit cards).
- 8.17 Define and explain “fair lending practices” and “financial decision-making.”
- 8.18 Describe how marketing and advertising can influence spending and saving decisions.

#### **Geography**

- 8.19 Interpret maps to identify 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 historical technological developments (such as 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).

## **History (Local, State, National, and World) [U.S. History – through Reconstruction]**

### **Historical Knowledge**

- 8.22 Evaluate continuity and change over the course of United States history by analyzing examples of conflict, compromise, cooperation, interdependence, and 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 cause and effect of social, political, and economic factors that motivated westward expansion, invasion of indigenous peoples, institutions, and the resulting impacts.
- 8.25 Evaluate the influence of the intersections of identity, including but not limited to gender, age, race, ethnicity, religion, and class on the experiences of peoples, groups, and events.
- 8.26 Analyze the figures, groups, events, and philosophies that led to 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, 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) in Oregon, the United States, and the world.
- 8.28 Identify issues related to historical events to recognize power, authority, and governance as it relates to systemic oppression and its impact on ethnic and religious groups, as well as other historically persecuted individuals in the United States in the modern era (bias, injustice, discrimination, and stereotypes).

### **Historical Thinking**

- 8.29 Use and interpret relevant primary and secondary sources pertaining to U.S. History from multiple perspectives.
- 8.30 Synthesize information and data to construct an account of historical events that includes multiple sources and varied perspectives.
- 8.31 Analyze intersecting identities and relationships within the living histories of ethnic groups such as 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) in the United States.

### **Social Science Analysis**

- 8.32 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.
- 8.33 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.
- 8.34 Analyze and apply a range of deliberative and collaborative procedures to make decisions and take informed action.
- 8.35 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

### 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.12 Examine the power of government and evaluate the reasoning and impact of Supreme Court decisions on the rights of individuals and groups (for example, Marbury v. Madison, Roe v. Wade, D.C. v. Heller, Loving v. Virginia, Plessy v. Ferguson, Obergefell v. Hodges, Brown v. Board, Cherokee Nation v. Georgia, Reed v. Reed, Oregon Employment Division vs. Smith, Korematsu v. US, Dartmouth v. Woodward, Mendez v. Westminster, etc.).
- 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).

- HS.19 Analyze the impact of the American labor system on competition and trade in local, state, and global markets (minimum vs. living wage, collective bargaining, right to work vs agency shop).
- HS.20 Explain the function of the stock market.
- HS.21 Interpret the “circular flow” of economic activity and the role of producers, consumers, and government.
- HS.22 Examine how producers and consumers in different communities and levels of society (urban and rural, socioeconomic, regional economies) influence and respond to business cycles.
- HS.23 Analyze the ways in which incentives and competition influence Production and distribution in a market system.
- HS.24 Describe the possible benefits and consequences, both intended and unintended, of government policies to improve market outcomes.

### **Global Economy**

- HS.25 Explain how the global economy has developed and describe the involvement of free trade, comparative advantage, specialization, and interdependence.
- HS.26 Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations.
- HS.27 Describe characteristics of command, market, traditional, and mixed economies and the effect on jobs and standards of living.
- HS.28 Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living.
- HS.29 Analyze the role of comparative advantage in international trade of goods and services.

### **Multicultural Studies**

- HS.1 Analyze the impact of constitutional amendments (such as groups, Individuals, institutions, national order). (Civics)
- HS.9 Examine and evaluate documents related to the Constitution and Supreme Court decisions (such as Declaration of Independence, Federalist Papers, Anti-Federalist Papers, Constitution, Bill of Rights, Constitutional amendments,). (Civics)
- HS.11 Examine the pluralistic realities of society (such as ethnic and social groups, urban/rural, cultural, poverty, religion, and age) recognizing issues of equity, and evaluating the need for change. (Civics)
- HS.12 Examine the power of government and evaluate the reasoning and impact of Supreme Court decisions on the rights of individuals and groups (such as Marbury v. Madison, Roe v. Wade, D.C. v. Heller, Loving v. Virginia, Plessy v. Ferguson, Obergefell v. Hodges, Brown v. Board, Cherokee Nation v. Georgia, Reed v. Reed, Oregon Employment Division vs. Smith, Korematsu v. US, Dartmouth v. Woodward, Mendez v. Westminster, etc.). (Civics)
- HS.22 Examine how producers and consumers in different communities and levels of society (urban and rural, socioeconomic, regional economies) influence and respond to business cycles. (Economics)
- HS.24 Describe the possible benefits and consequences, both intended and unintended, of government policies to improve market outcomes. (Economics)
- HS.26 Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations. (Economics)
- HS.42 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. (Geography)

- HS.43 Analyze the reciprocal nature of how historical events and spatial diffusion of ideas, technologies, and cultural practices have influence migration patterns and the distribution of human population. (Geography)
- HS.55 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. (History)
- HS.56 Explain the development and impact of major world religions and philosophies on historical events and people. (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. (History)
- HS.61 Analyze and explain persistent historical, social and political issues, conflicts and compromises in regards to power, inequality and justice and their connection to currents events and movements. (History)
- HS.62 Identify historical and current events, issues, and problems when national and/or global interests have been in conflict, and provide analysis from multiple perspectives. (History)
- 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. (History)
- 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. (History)
- 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. (History)

#### **Financial Literacy**

- HS.30 Identify strategies of establishing and maintaining a good credit rating, and identify and evaluate sources of credit and their advantages and disadvantages.
- HS.31 Explain and analyze the kinds and costs of insurance as a form of risk management (e.g., auto, health, renters, home, life, disability).
- HS.32 Evaluate how consumers can protect themselves from fraud, identity theft, predatory lending, bankruptcy, and foreclosure.
- HS.33 Compare and contrast tools for managing and protecting personal finances.
- HS.34 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.35 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.36 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.37 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.38 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.39 Analyze how external factors such as marketing and advertising techniques might influence spending and saving decisions.

### **Geography**

- HS.40 Use technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics at multiple scales.
- HS.41 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.42 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.43 Analyze the reciprocal nature of how historical events and spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population.
- HS.44 Analyze the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions.
- HS.45 Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
- HS.46 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.47 Explain how political and economic power dynamics throughout time have influenced cultural identity and environmental characteristics of various places and regions.
- HS.48 Analyze how humans have used technology to modify the physical environment (e.g., dams, tractor, housing types, and transportation systems).
- HS.49 Assess the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
- HS.50 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.51 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration.
- HS.52 Identify and analyze how map-making, zoning, and other policy decisions create social, political, and economic realities for various population groups.
- HS.53 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.

### **History (Local, State, National, and World) [United States History Post Reconstruction – present & World History]**

#### **Historical Knowledge**

- HS.54 Evaluate continuity and change over the course of world and United States history.
- HS.55 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.56 Explain the development and impact of major world religions and philosophies on historical events and people.
- HS.57 Analyze the historical development and impact of major scientific and technological innovations, political theory, and art and literature.

- 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.

SBE May 17, 2018

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.