

# Ethnic Studies

Update February 2020

## Legislation

In 2017 the Oregon Legislative Assembly adopted House Bill 2845 calling for the identification and creation of Ethnic Studies instruction for students in kindergarten through grade 12 relating to social science standards.

The law defined Ethnic Studies to include the study of “ethnic and social minorities”.

“Ethnic minorities” means individuals who are Native American or Americans of African, Asian, Pacific Island, Chicano, Latino or Middle Eastern descent.

“Social minorities” means women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual or transgender.

## Advisory Group

An advisory group consisting of representatives from 13 ethnic and social groups convened for 15 meetings from November 2017 to June 2019. The advisory group meetings culminated in the production of a recommendation of ethnic studies standards to be included as part of the social science K-12 standards.

## Next Steps

Beginning in February 2020, a panel of K-12 teachers will meet to review and revise the advisory group’s recommendations. The law requires the Oregon School Board to adopt the new standards by September 2020. It is recommended that schools provide professional development on the pedagogy and content of ethnic studies before utilizing the new standards. The ethnic studies standards will be part of the required social science standards adoption in 2025.

## Resources

HB 2023 requires the 2025 Social Science Instructional Materials Adoption to align with the new ethnic studies standards. ODE currently hosts a number of resources on the Social Science Webpage, including [a list of supplemental resources and helpful websites.](#)

# Ethnic Studies Grade Level Standards Recommendation July 2019

## Kindergarten

- K1 Develop understanding of identity formation related to self, family, community, gender, and disability.
- K2 Understand culture, define culture, compare and contrast other cultures to own.
- K3 Examine culturally significant traditions, days, and places.
- K4 Define and understand diversity as it relates to visible and invisible characteristics that make each individual different.
- K5 Identify examples of unfairness or injustice towards individuals or groups and the “change-makers,” who worked to make the world better.
- K6 Make connections and describe the similarities and differences between self and others related to race, ethnicity, culture, disability, and gender identity.

## Grade 1

- 1.1 Examine social construction as it relates to \* race, ethnicity, gender, disabilities, sexual orientation.
- 1.2 Identify a variety of diverse individuals, groups, and circumstances that had a contribution on the local community including \*
- 1.3 Examine and understand your own self-identity and how it fits with the identity of the local community.
- 1.4 Identify and explain issues and problems of importance to students and ways people are addressing them.
- 1.5 Define, compare and contrast equity, equality and systems of power.
- 1.6 Identify and examine the owner or entity of power as it relates to the creation of rules and laws.
- 1.7 Affirm, respect, and celebrate the diversity of your community.
- 1.8 Identify and explain the perspectives of social groups\* in our community on local issues.

## Grade 2

- 2.1 Compare personal point of view with others'\* perspectives when participating in rule setting and addressing issues of fairness. (Civics)
- 2.2 Explain and evaluate how individuals, groups, and communities identify and manage conflict and promote justice and equity (vs. equality). (Civics)
- 2.3 Identify and describe community celebrations, landmarks, symbols from a variety of traditions and explain why they are significant to the cultural heritage of members of the community. (History)
- 2.4 Explain how wealth and scarcity affect individual and group power and the ability to make decisions about personal savings and spending. (Financial Literacy)
- 2.5 Identify the cultural characteristics of my group identity, (including race, culture, disability, religion, and gender) and that of the local community. (Geography)
- 2.6 Identify a diversity of individuals, groups, and circumstances that impact the local community (History)

## Grade 3

- 3.1 Describe the use of stereotypes and expectations in marketing products for consumption. (Economics)
- 3.2: Examine and analyze the effects of dehumanization through the capture, trade, and enslavement of Africans, and the capture and genocide of Native Americans with the Americas.
- 3.3: Understand the impact and legacy of colonialism on marginalized communities and describe the decisions made to shape the human characteristics of regions in Oregon (tribal, cultural, agricultural, and industrial, etc.) with consideration to how bias has manifested into the various social groups and systems. (Geography)
- 3.4: Understand and analyze the impact of systems of power, including white supremacy, institutional racism, racial hierarchy, and oppression. (Historical thinking)
- 3.5: Describe how individuals, groups\* (including socioeconomic differences, ethnic groups, and social groups) events and developments have shaped the local community and region.
- 3.6 Describe how the identity of the local community shaped its history and compare to other communities in the region. (History)

## Grade 4

- 4.1 Analyze the consequences of power and privilege on issues associated with poverty, income, and the accumulation of wealth. (Economics)
- 4.2 Identify political, economic, cultural and physical conflicts, including genocide, involving the use of land, natural resources, economic interests, competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon and between different geographical areas. (Geography)
- 4.3 Identify and explain how discrimination based on race, gender, economic, and social group identity created and continues to affect the history, growth, and current experience of residents of Oregon. (History)
- 4.4 Create and evaluate timelines exploring the relationships among the people, events, and movements of resistance, perseverance, and self-determination, and justice in Oregon. (History)

## Grade 5

- 5.1. 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, cycles, or movements in the United States.
- 5.2. Examine the connections between current and historical events especially as they relate to movements of equality, freedom, and justice for traditionally marginalized groups\*.
- 5.3. Examine and critique how colonial and new states' governments established, limited or denied rights and responsibilities of specific groups and individuals (such as citizens, enslaved peoples, foreigners, nobles, religious groups, women, class systems, tribes). (Civics)
- 5.4. Analyze the implications of the concept of Manifest Destiny.
- 5.5. Compare and contrast tribal forms of government, the British monarchy, and early American colonial governments and analyze their interactions. (Civics)
- 5.6. Compare and contrast multiple accounts or perspectives of the same event, issue, problem or topic and describe important similarities and differences.
- 5.7. Explain and analyze the significance of the slave trade in mercantilist and free- trade systems in trade relations among and between the colonies, Europe, Asia, and Africa. (Economics)
- 5.8. Identify and compare the movement of people, goods, ideas, and cultural patterns to what became the United States, considering past, present and future trends. (Geography)

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## Grade 6

6.1 Locate, interpret, document, and use information from multiple sources and diverse media, distinguishing facts from opinions while recognizing bias, points of view or cultural frameworks through inquiry and research. (Social Science Analysis)

6.2 Analyze cause and effect relationships within the living histories of ethnic groups, religious groups, individuals with disabilities, and other traditionally marginalized groups in the Western Hemisphere. (History)

6.3 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 Western Hemisphere. (History)

6.4 Construct arguments using claims and evidence from multiple sources, (i.e. primary, secondary, and counter-claims, dominant narratives, competing narratives) while acknowledging the strengths and limitations of these arguments and the construction of historical knowledge absent written records. (Social Science Analysis)

6.5 Recognize historical and contemporary means of changing societies and identify individuals and/or groups promoting the common good.

6.6 Identify the motivations, tools, and implications of power, authority, and governance as it relates to systems of oppression and its impact on ethnic and religious groups and other historically marginalized groups. (History)

6.7 Identify and examine the roles and impact of diverse groups of people (e.g. gender roles, social roles, political and economic structures and family and community systems across ancient civilizations (History)

6.8 Compare and contrast early forms of governance including the treatment of historically marginalized groups and individuals via the study of early major western and non-western civilizations (Civics)

6.9 Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for different groups in early major western and non-western civilizations. (Economics)

## Grade 7

7.1 Compare and contrast early forms of governance and the global economy, including the treatment of historically marginalized groups and individuals (i.e. indigenous peoples, ethnic and religious) via the study of early civilizations of the Eastern Hemisphere. (Civics)

7.2 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 and the concept of individual rights and responsibilities. (Civics)

7.3 Analyze cause and effect relationships within the living histories of ethnic groups, religious groups and other traditionally marginalized groups in the Eastern Hemisphere. (History)

7.4 Identify issues related to historical events to recognize the power, authority, and governance as it relates to systemic oppression and its impact on indigenous peoples, racial, ethnic, and religious groups, as well as other historically persecuted individuals in the Eastern Hemisphere (bias, injustice, discrimination, and stereotypes). (History)

7.5 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). (History)

7.6 Compare historical and contemporary means of changing societies and identify individuals and/or groups promoting the common good including the historic importance of advocacy and activism related to socioeconomic resistance (i.e. oppression of the elites, royalty, and religious minority). (Civics)

7.7 Identify and describe how the relationship to land including stewardship, displacement, and land ownership impacts identities, cultures, and communities in the Eastern Hemisphere. (Geography)

## Grade 8

8.1 Critique and analyze 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 historically marginalized groups in the colonial and modern era.

8.2 Examine the causes of westward expansion and the resulting cultural and physical genocide of the American Indian/Alaska Native/Native Hawaiian. (History)

8.3 Evaluate the influence of the intersections of identity, including but not limited to, gender, age, race, ethnicity, religion, physical and mental disability, and class on the living histories and experiences of peoples, groups, and events.

8.4 Analyze the expanding eligibility of citizenship and the continuing struggle for the expansion of rights and responsibilities for ethnic and other historically marginalized groups. (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) and its impact on historically marginalized groups. (Civics)

8.7 Compare historical and contemporary means of changing societies and identify individuals and/or groups\* promoting the common good including the historic importance of advocacy and activism related to socio-economic resistance (i.e. civil rights, LGBTQ rights, worker's rights).

8.8 Examine and explain the nature of slavery in the US, efforts of self- emancipation, the central role of slavery in US political and military conflict, and the lasting-legacy of enslavement, Jim Crow laws, and Anti-Blackness. (History)

8.9 Determine and explain the importance and contributions (products, events, actions, and ideas) of

key people, cultures, and ethnic groups\*, religious groups, and other traditionally marginalized groups in Oregon, the United States, and the world. (History)

## High School

HS.1 Analyze the impact of the Constitution, the amendments, and attempts at constitutional reform in the establishment and extension of political, social, economic, and educational rights for historically marginalized groups (e.g. 3/5th Compromise, Establishment Clause, the electoral college, Bill of Rights, 13th, 14th, 15th, 19th, 24th, & 26th Amendments, Equal Rights Amendment ). (Civics)

HS.2 Identify and analyze the challenges and opportunities of a diverse and pluralistic society (i.e. ethnic, race, and social groups, urban/rural, cultural, poverty, religion, gender, sexual orientation, people with disabilities, and age) recognizing issues of discrimination and inequity, and evaluating methods and actions for promoting pursuit of justice and equality. (Civics)

HS.3 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.4 Examine the power of governance and evaluate the reasoning and impact of Supreme Court decisions and federal/state legislation on the rights of individuals and groups (e.g. Marbury v. Madison, Dred Scott v. Sandford, Reconstruction Civil Rights Acts, Plessy v. Ferguson, D.C. v. Heller, Loving v. Virginia, Obergefell v. Hodges, Mendez v. Westminster, Hernandez v. Texas, Brown v. Board, Civil Rights Act of 1964, Voting Rights Act 1965, Gong Lum v. Rice, US v. Ju Toy, Yick Wo v. Hopkins, Chinese Exclusion Act, US v. Wong Kim Ark, US v. Bhagat Singh Thind, Takao Ozawa v. US, Immigration Act of 1965, Sisters v. Pierce, Cherokee Nation v. Georgia, Roe v. Wade, Reed v. Reed, Plyer v. Doe, Oregon Employment Division vs. Smith, Exec. Order 9066, Korematsu v. US, Dartmouth v. Woodward, West Virginia State Board of Education v. Barnette, Rehabilitation Act, ADA, etc.). (Civics) \*

\*HS.5 Analyze the impact of the exploitative labor systems (e.g., slavery, indenture, peonage, convict leasing, sharecropping, bracero program, migrant labor, Chinese immigrants and the building of the transcontinental railroad) on competition, trade, and standards of living in local, state, and global markets (minimum vs. living wage, collective bargaining, right to work vs agency shop). (Economics)

HS.6 Identify and explain how the business cycle has a disparate impact on allocation of resources on producers and consumers in multiple communities and groups (historically marginalized, urban and rural, socioeconomic, regional, and global economies). (Economics)

HS.7 Describe the potential benefits and consequences, both intended and unintended, of government policies to improve market outcomes and well-being of individuals and groups. (Economics)

HS.8 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.9 Use geographic data to analyze the interconnectedness of physical and human regional systems with the global community (e.g., river valley and culture, water rights/use in regions, choice/impact of settlement locations). (Geography)

HS.10 Analyze the relationships among major events, government policies, private action, and spatial diffusion of ideas, technologies, and cultural practices influencing migration patterns, distribution of human populations, segregation of communities, and marginalization and empowerment of individuals and groups. (Geography)

HS.11 Analyze and explain the multiple perspectives of ethnic and traditionally marginalized group to investigate causes and effects of significant events in the development of world, U.S., and Oregon history. (History)

HS.12 Explain the origins and development of major world religions, faiths, belief systems, and philosophies and their impact on historical events, including the experience of traditionally marginalized individuals, and groups. (History)

HS.13 Analyze and explain the history of the American Indian/Alaska Natives/Native Hawaiians in Oregon and the United States regarding their culture, tribal sovereignty, and issues of concern, past and present. (History)

HS.14 Analyze and explain the history and persistence of social and political conflicts and compromises regarding power, inequality, and justice with attention to the actions of traditionally marginalized individuals and groups and their connection to current events and movements in the U.S. (e.g. Abolition, Suffrage, Prohibition, Women's Movement, Civil Rights, Chicano, American Indian Movement, Poor Peoples' Campaign, Stonewall, anti-war, student, ethnic studies, Disability Rights Movement). (History)

HS.15 Analyze and explain the multiple perspectives of ethnic and traditionally marginalized groups to investigate past and present events when national and/or global interests have been in conflict. (History)

HS.16 Identify and analyze the histories of ethnic and traditionally marginalized groups\* and their contributions to Oregon the United States, and the world. (History)

HS.17 Examine the development of the concepts of race and ethnicity. (History)

HS.18 Identify and explain the legacy of violence, discrimination, and segregation based on race, ethnicity, religion, and gender. (History)

HS.19 Identify and analyze the nature of structural and systemic oppression on LGBTQ, people experiencing disability, ethnic and religious groups, as well as other traditionally marginalized groups, and their role in the pursuit of justice and equality in Oregon, the United States, and the world. (History)

HS.20 Examine and analyze the multiple perspectives and contributions of traditionally marginalized groups\* within a dominant society and how different values and views shape Oregon, the United States, and the world. (History)

\*HS.21 Identify and critique how implicit bias, institutional racism, racial supremacy, and identity influences perspectives in the understanding of history and contemporary even (Social Science Analysis)