2024 Oregon Social Science Standards

K-12 Social Science State Board Adopted Version
Final version
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I.   Revisions and Additions for 2024

The 2024 Oregon Social Science Standards represent a significant revision from the 2018 Standards. These new standards reflect current educational best practices and the importance of embracing a more complete approach to history, geography, economics, and civics with the inclusion of traditionally underrepresented experiences and perspectives. Compared to previous versions from 2018 and 2021, the new standards feature:

- A restructured format based on educator feedback, improving usability and alignment with classroom needs.
- The inclusion of specific examples to provide clarification and content suggestions to support instruction and curriculum planning.
- New requirements mandated by recent legislation, including civics, ethnic studies, the Holocaust, and other genocides.

These revamped standards offer a relevant and nuanced framework for social science education in Oregon. The updated content prioritizes critical analysis, cultural awareness, and preparation for engagement in a pluralistic democracy and an increasingly interconnected world.

II.   Social Science Domains and Concepts

The social science standards include four main content domains: civics, geography, economics, and history. The domains include four concepts to assist teachers and students in understanding the main ideas of each domain.

Domain 1: Civics (C)

Code	Concept
C.PI	Political Institutions
C.IR	Identity, Roles, Responsibilities
C.DP	Democratic Principles
C.CE	Civic Engagement

Domain 3: Economics (E)

Code	Concept
E.ES	Earning, Saving, and Spending
E.MI	Micro and Macro Economics
E.IC	Incentives, Choice, and Consumer Behavior
E.ST	Specialization, Trade, Interdependence

Domain 2: Geography (G)

Code	Concept
G.GR	Geographic Reasoning
G.MM	Migration and Movement
G.HI	Human Interaction and Interconnections
G.HE	Human Environmental Interaction

Domain 4: History (H)

Code	Concept
H.CH	Continuity and Change
H.CC	Conflict and Cooperation
H.CE	Cause and Effect
H.CP	Communities and Pluralism

III. Essential Disciplinary Practices

The social sciences expand our perspectives and change how we understand the human experience. Examining the intricate relationships between individuals, communities, and societies provides vital knowledge for navigating our increasingly interconnected world. Effective social science instruction transcends rote memorization and cultivates practices that promote inquiry, critical thinking, cultural understanding, and helps young people make informed and reasoned decisions for the public good as citizens of a diverse, democratic society in an interdependent world.[1]

The ten Essential Disciplinary Practices outlined below provide a framework for teaching the social sciences. By emphasizing skills like chronological reasoning, seeking diverse viewpoints, combating digital misinformation, and empathizing with a range of identities and lived experiences, the practices help students become informed and empowered agents of change.

These practices, integrated with the grade-level standards, equip students with content knowledge and skills to address systemic injustices, advocate for a more equitable world, and uphold the aspirational ideals of our democratic society.

Essential Disciplinary Practices	Explanation
Develop questions for social science inquiry.	Instruction that empowers students to generate questions can spark curiosity, identify knowledge gaps, and help students examine their assumptions. When students pose questions and consider other perspectives, they are engaged in higher-order thinking skills like analysis, evaluation, and synthesis. Considering open-ended questions about past and present societies reinforces the vital social science skills of problem identification, issue framing, and proposing solutions.
Use chronological thinking skills, connecting the past with the present to recognize continuity and change in human history.	Understanding chronology and placing events in sequence is fundamental for students to create meaning in the social sciences and allows them to appreciate the development of and changes in traditions and institutions, as well as the identification of significant turning points and transformations. By analyzing continuities and changes over time, students identify examples of consistency, gradual evolution, and dynamic transformations.
Collect, interpret, evaluate, and apply information from primary and secondary sources to better understand and create historical narratives distinguishing between fact and opinion.	When educators introduce primary and secondary sources, students uncover vital evidence for constructing historical narratives and understanding social phenomena. By analyzing these sources, students cultivate higher-order skills like contextualizing evidence, evaluating credibility by accounting for inherent biases and distortions, corroborating across sources, and distinguishing factual claims from opinions.

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[1] National Council for the Social Studies: National Curriculum Standards for Social Studies.

Essential Disciplinary Practices	Explanation
Seek and analyze diverse perspectives to develop a more complete understanding of past and current events.	Instruction that includes multiple diverse perspectives can provide nuance and complexity to investigating and understanding past and present societal issues. Students cultivate critical thinking by evaluating varied reasoning and worldviews. Student ability to understand and engage respectfully with differing experiences and perspectives is crucial for sustaining a pluralistic democracy.
Evaluate and assess how discrimination, racism, and inequality shape historical narratives, individual perspectives, intersecting identities, and diverse understandings of the past and present.	Educators provide instruction that helps students recognize how systemic bias, discrimination, and racism often shape traditional narratives. This allows students to evaluate and critique dominant histories, as well as explore the effects of intersecting identities. As students analyze marginalization, they cultivate empathy for diverse lived experiences.
Construct well-reasoned and logically coherent explanations, arguments, and solutions related to complex societal issues.	An important objective of social science education is for students to synthesize credible information and evidence from diverse sources and perspectives to form well-reasoned and coherent arguments and propose solutions to complex societal issues. By anticipating counterarguments, considering implications, and including valid evidence and reasoning in their writing and discussions, students reinforce critical thinking skills and promote continued inquiry.
Cultivate global awareness and cultural understanding to effectively engage with the interconnected world, diverse cultures, and perspectives.	Events, issues, and decisions in one part of the world have far-reaching ripple effects across nations and cultures. Developing global awareness helps students contextualize their local community and cultural experiences as part of an interconnected human story. Bridging cultural divides enhances social cohesion, civic engagement, and inclusive decision-making - cornerstones of a thriving pluralistic democracy.
Demonstrate empathy to understand how identities shape actions of resistance and resilience among individuals and communities.	Effective social science instruction cultivates respect for diverse aspects of identity such as gender, race, ethnicity, sexual orientation, religion, socioeconomic class, and disability. The standards support students in developing an understanding of the immense strengths demonstrated by communities striving for equity despite systemic barriers. Evaluating the motivations and contexts of resistance movements, protests, and everyday resilience requires students to appreciate the inequities and challenges faced by traditionally underrepresented individuals and groups.
Develop the necessary skills to critically analyze and evaluate digital and social media content, identify reliable sources, and become more informed and responsible digital citizens.	Social science instruction in digital citizenship equips students with foundational skills for our highly connected, technologically driven world. To participate responsibly in the digital realm, students apply critical thinking tools to recognize and advocate against digital misinformation, hate speech, harassment, and other unhealthy online behaviors undermining democracy. Digital citizenship skills promote creating positive, safe, legal, and ethical digital content.

Essential Disciplinary Practices	Explanation
Apply the practices and knowledge of social science to determine the most effective ways to take informed civic action.	The social science instruction aims to support citizens to actively engage in addressing society's greatest challenges. It encourages taking informed action for tangible civic application. Students utilize vital skills such as evidence-based decision-making, analysis of local and global issues, strategic planning for change, and democratic collaboration. When students apply social science knowledge and skills, they cultivate dispositions and actions demonstrating civic responsibility, ethical leadership, stewardship, and communal improvement. Through rigorous inquiry leading to real-world application and outcomes students can advocate for a more just and sustainable democratic society.

IV. Transformative SEL and Social Science Instruction

Oregon's Transformative Social Emotional Learning Framework and Standards offer essential guidance in helping districts and classroom educators establish caring, nurturing, and active social science learning environments. Transformative Social Emotional Learning can be readily integrated with the ten Essential Disciplinary Practices for Social Science and help support a classroom climate to allow the exploration and discussion of complex histories. For social and emotional learning to be transformative, the practices and approaches require setting the conditions for nurturing and attending to personal and collective well-being during social science learning. It includes:

- Culturally responsive practices that affirm and honor students' ways of being, skill development in understanding cultural differences, and honoring students' unique strengths, perspectives, and contributions.
- Systemic approaches that consider the role and impact of the broader society and the learning environment on students' behavior and how this impacts the ways students view themselves.
- Providing students with opportunities to reflect upon and understand the root causes of emotions related to our biases, stereotypes, prejudices, and discrimination.
- Nurturing student agency and voice (including non-verbal ways to communicate) as necessary parts of the educational process, supporting students to take actions that challenge and change systems.

V. Inclusive Social Science: Expanding the Narrative

Throughout the K-12 standards, students investigate how gender, race, ethnicity, sexual orientation, religion, class, and disability often shape laws, policies, and other social interactions.

Teachers should include culturally relevant examples of the histories, contributions, and perspectives of traditionally underrepresented individuals and groups, including individuals who are American Indian/Alaska Native/Native Hawaiian, Americans of African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent, immigrants, or refugees, of various religious identities, lesbian, gay, bisexual, transgender, and other traditionally underrepresented groups.

Throughout the standards, the phrase "traditionally underrepresented groups/individuals" includes the above groups and reflects the legislative requirement of ORS 329.045 and OAR 581-022-2000. The term underrepresented refers to the absence of the history, contributions, and perspectives of individuals and groups in the traditional approach to social science standards and or within previous social science textbooks.

Oregon Social Science Grade Level Standards

Kindergarten Standards (Focus: Me and My World)

In kindergarten, students embark on the collective experience of public education, acclimating to the classroom community. Social science domains, concepts, disciplinary practices, and content are natural connections to lessons developing literacy, social and emotional skills. The standards support foundational understanding for respectful relationships. Students develop an understanding of identity, democratic values, cultural traditions, and influential historical figures while constructing chronological narratives and examining cause and effect within their community.

Creating representations of their surroundings, using directional terms, and identifying local migration stories while exploring human interactions with the environment are foundational kindergarten geography skills and knowledge. Financial literacy basics, such as identifying US currency, understanding its purpose, recognizing different jobs/volunteer roles, and the earning, saving and spending of money.

Essential Disciplinary Practices

I. Develop **questions** for social science inquiry.	II. Use **chronological thinking skills,** connecting the past with the present to recognize continuity and change in human history.	III. Collect, interpret, evaluate, and apply information from **primary and secondary sources** to better understand and create historical narrative distinguishing between fact and opinion.	IV. Seek and analyze diverse perspectives to develop **a more complete understanding of past** and current events.	V. Evaluate and assess how discrimination, racism, and inequality create **historical narratives, individual perspectives**, intersecting identities, and diverse understandings of the past and present.
VI. Construct well-reasoned and logically coherent **explanations, arguments, and solutions** related to complex societal issues.	VII. Cultivate **global awareness and cultural understanding** to effectively engage with diverse cultures and perspectives in an interconnected world.	VIII. Demonstrate empathy to understand how **identities** shape actions of resistance and resilience among individuals and communities.	IX. Develop the necessary skills to critically analyze and evaluate **digital and social media** content, identify reliable sources, and become more informed and responsible digital citizens.	X. Apply the practices and knowledge of social science to determine the most effective ways to take **informed civic action**.

Civics (K.C)

Concept	Code	Standard	Examples include, but not limited to:
Political Institutions (C.PI)	**K.C.PI.1**	Explain the goals and purpose of public school.	- Meeting friends - Shared experience - Creating community - Cooperation - Learning
Identity, Roles, and Responsibilities (C.IR)	**K.C.IR.2**	Recognize and develop an understanding of the components of a person's identity including race, gender, family, ethnicity, culture, religion, and ability.	- Individuals with diverse backgrounds and abilities - Different family structures - Cultural traditions and holidays
	K.C.IR.3	Identify the social skills necessary for healthy and respectful dialogue and relationships.	- Following classroom rules - Active listening - Respect for diversity - Kindness - Cooperation - Apologies to repair relationships
Democratic Principles (C.DP)	**K.C.DP.4**	Explain how words and actions affect others and explore what causes people to act in caring or hurtful ways.	- Classroom community - Celebrating together - Identify emotions
	K.C.DP.5	Recognize holidays as special days that may celebrate democratic values, have religious significance, and recognize noteworthy events or people in history.	- Martin Luther King Jr. Day - President's Day - Memorial Day - Juneteenth - Independence Day - Labor Day - Indigenous Peoples' Day - Veteran's Day - Native American Heritage Day - Thanksgiving
Civic Engagement (C.CE)	**K.C.CE.6**	Explain and demonstrate how rules can reduce conflict, address unfairness, and promote fairness in different settings and cultures.	- Taking turns - Transitioning to next activity - Raising hand

Geography (K.G)

Concept	Code	Standard	Examples include, but not limited to:
Geographic Reasoning (G.GR)	**K.G.GR.1**	Identify, compare, and contrast pictures, maps, and globes.	• Portraits and landscapes • Black and white vs. color • Physical maps and raised relief globes
	K.G.GR.2	Create a representation of where you live, work, and play.	• Drawings • Maps • Collages
	K.G.GR.2	Use terms related to location, direction, and distance.	• Over/under • Here/there • Left/right • Above/below • Forward/backward • In between
Migration and Movement (G.MM)	**K.G.MM.4**	Identify the migration stories of people to and within the local community/neighborhood.	• From other countries • From other states • From other towns
	K.G.MM.5	Use maps to locate, identify, and describe places of importance to self, family, school, and culture.	• Home address • School, parks, shopping areas, etc.
Human Interaction and Interconnection (G.HI)	**K.G.HI.6**	Compare and contrast the diverse aspects of culture represented in the community, such as individuals, events, songs, symbols, and community celebrations.	• Classroom communities • School communities • Local communities
	K.G.HI.7	Identify and begin to understand ways humans interact with their environment	• Gardening or farming • Hunting or fishing • Clearing land or damming rivers • Designing towns and cities
	K.G.HI.8	Explain the influence of seasonal change on human activities.	• Planting and harvesting • Outdoor sports • Clothing to wear

Economics (K.E)

Concept	Code	Standard	Examples include, but not limited to:
Earning, Saving, and Spending (E.ES)	K.E.ES.1	Identify denominations of US money and explain uses for money.	• Coins and paper money • Buying and Saving • Taxes
	K.E.ES.2	Give examples of different jobs and volunteer positions in communities.	• Teacher • Crossing guard • Librarian • Mail carrier
Incentives, Choice, and Consumer Behavior (E.IC)	K.E.IC.3	Provide examples of goods and services people purchase with the money they earn.	• Food • Clothing • Healthcare

History (K.H)

Concept	Code	Standard	Examples include, but not limited to:
Continuity and Change (H.CH)	**K.H.CH.1**	Recognize that events happen in sequential order.	• First, next, last • Now, then, before, long-ago, after • Past, present, today, tomorrow, yesterday, next week, last week, next month, etc.
Conflict and Cooperation (H.CC)	**K.H.CC.2**	Identify examples in stories, biographies, or other primary and secondary sources of unfairness or injustice toward individuals or groups, and the changemakers working for a better world.	• Individuals from national and state history • Characters in books and stories • Community members
Cause and Effect (H.CE)	**K.H.CE.3**	Explain the cause and effect of an event in a community.	• Community days • Harvest time • Parades
Communities and Pluralism (H.CP)	**K.H.CP.4**	Compare traditions and celebrations of people with different cultural backgrounds within a community.	• Birthdays • Family meals • Religious or cultural celebrations

Grade 1 Standards (Focus: My School and Family)

First grade continues the development of a student's understanding of themselves and their place within the classroom, school, and local community. The social science domains, concepts, disciplinary practices, and content are natural connections to lessons developing literacy, social and emotional skills. In first grade, students learn to recognize and respect diverse cultural heritage, celebrations, and influential figures while exploring the responsibilities of belonging to various groups.

Students construct and interpret maps, locate important community locations, investigate why and how people migrate, recognize diverse ways of living, and how humans modify environments. Economic concepts include needs and wants, consumer and producer, and goods and services. Students use primary documents like photographs, art, music, and writing to explore and reflect on the interconnections of multifaceted identities within family, school, and local community. Activities and stories featuring democratic values of fairness, equality, and inclusion build disciplinary vocabulary and help to improve reading comprehension.

Essential Disciplinary Practices

I. Develop **questions** for social science inquiry.	II. Use **chronological thinking skills,** connecting the past with the present to recognize continuity and change in human history.	III. Collect, interpret, evaluate, and apply information from **primary and secondary sources** to better understand and create historical narrative distinguishing between fact and opinion.	IV. Seek and analyze diverse perspectives to develop **a more complete understanding of past** and current events.	V. Evaluate and assess how discrimination, racism, and inequality create **historical narratives, individual perspectives**, intersecting identities, and diverse understandings of the past and present.
VI. Construct well-reasoned and logically coherent **explanations, arguments, and solutions** related to complex societal issues.	VII. Cultivate **global awareness and cultural understanding** to effectively engage with diverse cultures and perspectives in an interconnected world.	VIII. Demonstrate empathy to understand how **identities** shape actions of resistance and resilience among individuals and communities.	IX. Develop the necessary skills to critically analyze and evaluate **digital and social media** content, identify reliable sources, and become more informed and responsible digital citizens.	X. Apply the practices and knowledge of social science to determine the most effective ways to take **informed civic action**.

Civics (1.C)

Concept	Code	Standard	Examples include, but not limited to:
Political Institutions (C.PI)	**1.C.PI.1**	Explain the purpose of local government.	• Public schools & parks • Public libraries • Roads and highways • Local government such as town councils or school boards • Public transportation
Identity, Roles, and Responsibilities (C.IR)	**1.C.IR.2**	Identify, affirm, respect, and explain the diverse cultural heritage, songs, symbols, monuments, figures, and celebrations of the community and the diverse social and ethnic groups in Oregon and the United States of America.	• US and Oregon flags • Historic individuals • Bald eagle and beaver • Statue of Liberty
	1.C.IR.3	Discuss the benefits, expectations, and responsibilities of belonging to various types of groups.	• Family • Classroom • School • Neighborhoods, town, city, state, country • Teams and clubs • Congregation
Democratic Principles (C.DP)	**1.C.DP.4**	Define important concepts and values of civic life.	• Fairness and unfairness • Equality and equity • Inclusion and exclusion • Rights and responsibilities • Harm and repair
Civic Engagement (C.CE)	**1.C.CE.5**	Identify rules and describe the responsibilities of leaders and team members when participating in rule making and group activities.	• Listening • Helping • Organizing • Setting an example • Including everyone

Geography (1.G)

Concept	Code	Standard	Examples include, but not limited to:
Geographic Reasoning (G.GR)	**1.G.GR.1**	Identify and construct maps representing familiar places utilizing information from legends and keys.	• Scale • Cardinal directions • Symbols • Colors
	1.G.GR.2	Locate and identify important locations in the community.	• School • Library • Fire department • Cultural places
	1.G.GR.3	Locate and explain that a capital city is the center of government for a state or nation.	• Absolute location • Relative location
Migration and Movement (G.MM)	**1.G.MM.4**	Explain why and how people move to and within communities.	• From other countries • From other states • From other cities
Human Interaction and Interconnection (G.HI)	**1.G.HI.5**	Demonstrate understanding that people from various parts of the world can have diverse ways of living, customs, and languages and all deserve respect.	• Family structures • Holidays • Foods
Human Environmental Interaction (G.HE)	**1.G.HE.6**	Provide examples of local natural resources and describe how people use them.	• Farming • Hunting • Agriculture • Water
	1.G.HE.7	Describe ways people modify their environment.	• Farming and cultivating • Building homes and schools • Road construction • Cleaning up pollution

Economics (1.E)

Concept	Code	Standard	Examples include, but not limited to:
Earning, Saving, and Spending (E.ES)	1.E.ES.1	Identify sources of income.	• Gifts • Borrowing • Work wages • Government assistance
	1.E.ES.2	Identify choices and decisions for various uses of money.	• Saving • Spending • Contributing
Incentives, Choice, and Consumer Behavior (E.IC)	1.E.IC.3	Explain the difference between a need and a want.	• Food • Water • Clothing • Shelter • Treats • Toys
Micro and Macro (E.MI)	1.E.MI.4	Describe how people are buyers (consumers) and sellers (producers).	• Grocery stores/farmers markets • Lemonade stands • Book stores/authors
	1.E.MI.5	Identify, provide examples of, and distinguish places in communities that provide goods and services.	• Grocery store • Doctors Office • Hardware store • Restaurant • School
Specialization, Trade, & Interdependence (E.ST)	1.E.ST.6	Investigate how people can benefit themselves and others by developing specific skills, strengths, and goods.	• Creating a product with locally available resources • Trading goods between regions • Offering a service

History (1.H)

Concept	Code	Standard	Examples include, but not limited to:
Continuity and Change (H.CH)	1.H.CH.1	Recognize and document sequential patterns in seasonal events or firsthand experiences, using a calendar, words, and phrases relating to chronology and time.	• Day, week, month • Year, decade, century • Ago • BCE/CE • Time Immemorial
Conflict and Cooperation (H.CC)	1.H.CC.2	Describe the use of individual and group characteristics to divide, unite, and categorize racial, religious, ethnic, and social groups in ways that may be helpful or harmful.	• Stereotyping • Segregation and discrimination • Community pride • Celebrations • Inclusive policies • Cultural exchange
Cause and Effect (H.CE)	1.H.CE.3	Use primary sources such oral histories or artifacts to develop a simple timeline of a family's history in sequential order.	• Family tree • Photo album • Interviews
Communities and Pluralism (H.CP)	1.H.CP.4	Examine and understand self-identity and how it fits with the identities of the family, school, and the local community.	• Age • Interests • Cultural background
	1.H.CP.5	Identify and explain various viewpoints, including those from historically marginalized or underrepresented groups and individuals within our community, regarding local matters.	• Community gardens/land use • Environmentalism • Health and safety

Grade 2 Standards (Focus: My Neighborhood, My Community)

In second grade, students explore their roles as members of the local community. The standards provide opportunities to investigate the responsibilities of civic leaders and changemakers working for equity and justice. Students analyze approaches to conflict resolution and discuss how individuals and groups can impact the community. Through exploring diverse cultural identities, holidays, and community landmarks, students gain a deeper appreciation for the rich pluralism of their local environment while building content-area vocabulary.

Studying primary and secondary sources like maps, photographs, and interviews allows students to practice geographic reasoning and historical thinking skills. Teachers can utilize these sources across the curriculum to build literacy skills like identifying key details, comprehending informational texts, and conducting research. For example, analyzing maps, artifacts, or interviews related to the local community can engage students in close reading and evidence-based writing.

Essential Disciplinary Practices

I. Develop **questions** for social science inquiry.	II. Use **chronological thinking skills,** connecting the past with the present to recognize continuity and change in human history.	III. Collect, interpret, evaluate, and apply information from **primary and secondary sources** to better understand and create historical narrative distinguishing between fact and opinion.	IV. Seek and analyze diverse perspectives to develop **a more complete understanding of past** and current events.	V. Evaluate and assess how discrimination, racism, and inequality create **historical narratives, individual perspectives**, intersecting identities, and diverse understandings of the past and present.
VI. Construct well-reasoned and logically coherent **explanations, arguments, and solutions** related to complex societal issues.	VII. Cultivate **global awareness and cultural understanding** to effectively engage with diverse cultures and perspectives in an interconnected world.	VIII. Demonstrate empathy to understand how **identities** shape actions of resistance and resilience among individuals and communities.	IX. Develop the necessary skills to critically analyze and evaluate **digital and social media** content, identify reliable sources, and become more informed and responsible digital citizens.	X. Apply the practices and knowledge of social science to determine the most effective ways to take **informed civic action**.

Civics (2.C)

Concept	Code	Standard	Examples include, but not limited to:
Political Institutions (C.PI)	**2.C.PI.1**	Identify local education and civic leaders and describe their role and responsibilities.	- Teacher - Principal - Superintendent - School Board - Mayor - Council person - Governor
	2.C.PI.2	Explain the selection of political leaders through voting and democratic elections.	- Campaigns (speeches & advertising) - Platform/promises - Secret ballot "Majority rules"
Identity, Roles, and Responsibilities (C.IR)	**2.C.IR.3**	Describe and analyze the many ways students can affect their local community.	- Community gardens - Environmental conservation - Attending community events - Talking about community issues
	2.C.IR.4	Explain that all people born in the United States are citizens, many people become citizens after moving to the United States from another country, and that all residents of the United States are members of the community with rights and responsibilities.	- Right to education - Civil rights - Obeying the laws - Paying taxes - Contributing positively to the community
Democratic Principles (C.DP)	**2.C.DP.5**	Define, explain, and analyze different approaches to conflict resolution among individuals, groups, and communities.	- Fairness - Justice - Equality - Equity - Restorative
Civic Engagement (C.CE)	**2.C.CE.6**	Compare the personal point of view with others' perspectives when participating in rule setting and addressing disagreements over issues of fairness or injustice.	- Listening - Helping - Organizing - Setting an example - Including everyone

Geography (2.G)

Concept	Code	Standard	Examples include, but not limited to:
Geographic Reasoning (G.GR)	2.G.GR.1	Use the information on maps and other geographic tools to locate, identify, and describe the physical and human features of the community.	• Map title or heading • Legend or key • Scale • Grid • Cardinal and ordinal directions • Color • Topography
	2.G.GR.2	Utilize maps and globes to investigate and identify the world's physical geography.	• Oceans • Continents • Mountains • Rivers
	2.G.GR.3	Utilize maps and globes to investigate and identify the world's political geography.	• Local towns and cities • State and national capitals • State borders • Major cities
Migration and Movement (G.MM)	2.G.MM.4	Investigate the causes of regional and global migration.	• Economic opportunity • Security • Natural disaster
Human Interaction and Interconnection (G.HI)	2.G.HI.5	Explain how factors such as race, culture, religion, gender, indigeneity, and socioeconomic status contribute to identity.	• Holidays celebrated • Languages used • Resilience • Religious/spiritual associations
	2.G.HI.6	Examine the group identities in a community and describe how a diversity of cultural elements can enrich it.	• Language • Literature • Arts • Religion • Traditions • Customs

Concept	Code	Standard	Examples include, but not limited to:
	2.G.HI.7	Compare and contrast the diverse aspects of culture represented in a community, such as individuals, events, songs, symbols, and celebrations.	• Individuals • Classroom communities • Local communities • State communities
Human Environmental Interaction (G.HE)	**2.G.HE.8**	Explain and describe how humans either adapt to, or change, the environment to meet their needs for survival and living and why humans prefer to settle by rivers, bodies of water, and in or near certain landforms.	• Horticulture • Agriculture • Hunting • Domesticating animals • Natural or human made shelter

Economics (2.E)

Concept	Code	Standard	Examples include, but not limited to:
Earning, Saving, and Spending (E.ES)	**2.E.ES.1**	Explain why people save money and the various saving methods, such as saving at home or in a bank account, to help reach both short and long-term financial goals.	• An expensive purchase • A "rainy day" • A special treat • A significant event
	2.E.ES.2	Explain why employers pay people for their work.	• Recognition and reward • Incentive and motivation • Fairness and equity
Micro and Macro Economics (E.MI)	**2.E.MI.3**	Describe how examples of capital, human, and natural resources are related to goods and services.	• Machinery and factories • Labor, skills, and knowledge • Renewable and non-renewable resource
	2.E.MI.4	Provide examples of exchanges between buyers (consumers) and sellers (producers) in the community.	• Cafeteria • Grocery store • Book fair • Garage sale
Incentives, Choice, and Consumer Behavior (E.IC)	**2.E.IC.5**	Give examples of choices people make about buying goods and services	• Purchasing groceries or eating at a restaurant • Growing and harvesting from a garden • Books or video games • Toys or candy
Specialization, Trade, and Interdependence (E.ST)	**2.E.ST.6**	Explain why people specialize in producing goods and services.	• Creating a product with locally available resources • Trading goods between regions • Offering a service
	2.E.ST.7	Identify resources as renewable and non-renewable.	• Renewable: forests, crops, wind, solar • Nonrenewable: oil, natural gas, minerals

History (2.H)

Concept	Code	Standard	Examples include, but not limited to:
Continuity and Change (H.CH)	**2.H.CH.1**	Use chronological time to distinguish between events that happened in the recent and distant past.	• Day, week, month • Year, decade, century • Ago • Before Common Era (BCE)/Common Era (CE) • Time immemorial
	2.H.CH.2	Develop and analyze a timeline of events in the history of the local community.	• Local tribal affiliation • Settler arrival • Founding of town • First school constructed
Conflict and Cooperation (H.CC)	**2.H.CC.3**	Describe how individuals and groups in the local community have functioned as changemakers for equity, equality, and freedom.	• Tribal sovereignty • Expanding civil rights • Removing barriers to equality
Cause and Effect (H.CE)	**2.H.CE.4**	Use primary and secondary sources, including conducting interviews with family members, neighbors, friends, or school staff to discover and document where their families came from, inclusive of adoptive, blended, foster, and other forms of family, and how and why they moved to where they now live, and when and why their families came to Oregon.	• Since time immemorial • Recent immigration to Oregon • Generational presence in Oregon • Push and pull factors in moving to Oregon
Communities and Pluralism (H.CP)	**2.H.CP.5**	Identify the history and contributions of traditionally underrepresented individuals and groups relevant to the local community.	• [Histories and contributions from the nearest federally recognized Oregon Tribe](#) • Groups identified in Section III of this guide
	2.H.CP.6	Identify and describe community celebrations, landmarks, and symbols from a variety of traditions and explain why they are significant to the cultural heritage of members of the community.	• National or state holiday celebration • Cultural celebrations • Religious celebrations and symbols

Grade 3 Standards (Focus: Our Community and Beyond)

In third grade, students expand their civic understanding by examining state political institutions, democratic principles like majority rule and minority rights, and ways individuals can promote democratic values. They investigate differences in perspectives based on identities and experiences. Students also analyze public issues and explore avenues for civic engagement at local and regional levels.

Integrating literacy skills like close reading of sources, evaluating evidence, and research, students build historical thinking skills when utilizing primary and secondary sources like interviews, artifacts, and archives to research their local community's history and changemakers. By creating timelines, students trace significant events and the legacy of discrimination.

The economic standards introduce concepts of supply/demand pricing, advertising influences, opportunity costs, and the purpose of taxes. Authentic activities requiring financial decision-making and analysis can cross over with math content and skills to boost math proficiency. The standards foster geographic reasoning by using maps, globes, and geographic tools to identify the physical and cultural features of Oregon and the Pacific Northwest and compare how geographic factors impact communities across Oregon's diverse regions.

Essential Disciplinary Practices

I. Develop **questions** for social science inquiry.	II. Use **chronological thinking skills,** connecting the past with the present to recognize continuity and change in human history.	III. Collect, interpret, evaluate, and apply information from **primary and secondary sources** to better understand and create historical narrative distinguishing between fact and opinion.	IV. Seek and analyze diverse perspectives to develop **a more complete understanding of past** and current events.	V. Evaluate and assess how discrimination, racism, and inequality create **historical narratives, individual perspectives**, intersecting identities, and diverse understandings of the past and present.
VI. Construct well-reasoned and logically coherent **explanations, arguments, and solutions** related to complex societal issues.	VII. Cultivate **global awareness and cultural understanding** to effectively engage with diverse cultures and perspectives in an interconnected world.	VIII. Demonstrate empathy to understand how **identities** shape actions of resistance and resilience among individuals and communities.	IX. Develop the necessary skills to critically analyze and evaluate **digital and social media** content, identify reliable sources, and become more informed and responsible digital citizens.	X. Apply the practices and knowledge of social science to determine the most effective ways to take **informed civic action**.

Civics (3.C)

Concept	Code	Standard	Examples include, but not limited to:
Political Institutions (C.PI)	**3.C.PI.1**	Identify state offices, leaders, and their functions.	• Governor • House Minority Leader • Speaker of the House • Secretary of State • Secretary of Treasury • State Representative • State Senator
Identity, Roles, & Responsibilities (C.IR)	**3.C.IR.2**	Explain the differences between allies and bystanders exploring how individuals can promote democratic values such as liberty, equality, and justice when they see someone targeted for who they are.	• Teasing or bullying in school • Excluding someone on the playground • Historical examples from classroom biographies
	3.C.IR.3	Recognize that people's identities and individual experiences can lead to different interpretations of situations and events.	• Historical events • Current events • Social interactions • Literary characters • Family traditions
	3.C.IR.4	Explain how a community relies on active civic participation and identify opportunities for student participation in local and regional issues.	• Volunteer opportunities • Community gardens • Environmental conservation • Attending community events • Service projects
	3.C.IR.5	Describe the responsibilities of people in their community and state.	• Helping others • Neighborhood upkeep • Following rules • Learning
Democratic Principles (C.DP)	**3.C.DP.6**	Explain the democratic principle of a smaller voting group (the minority) having rights that the larger voting group (the majority) cannot take away.	Note- Understanding how democracy balances the idea of majority rule with protected rights for individuals.
Civic Engagement (C.CE)	**3.C.CE.7**	Identify a local public issue and describe ways individuals and groups can engage with decision-makers to have influence in the civic life of their communities.	• Letters and emails • Petition • Attend public meeting

Geography (3.G)

Concept	Code	Standard	Examples include, but not limited to:
Geographic Reasoning (G.GR)	**3.G.GR.1**	Distinguish between physical, political, cultural, and thematic maps of Oregon and the United States.	• Tribal language maps • River systems • State boundaries • Resource map • Immigration/migration patterns
	3.G.GR.2	Use lines of latitude and longitude on multiple types of maps, globes, and images to locate and describe tribal lands, environmental regions, and counties of Oregon and the greater Pacific Northwest.	• River systems • Urban and rural districts • Economic zones • Mountains and volcanoes
Migration and Movement (G.MM)	**3.G.MM.3**	Evaluate multiple theories on the populating and human movement in North and South America using archaeological evidence for the origins of people in North America, including in the Pacific Northwest.	• Rimrock Draw Rock shelter • Paisley Caves • Cooper's Ferry • Fort Rock Crater
	3.G.MM.4	Investigate the causes behind global migration, distinguishing between voluntary relocation and forced displacement.	• Environmental displacement • Economic opportunities • Political asylum • War refugees
Human Interaction and Interconnection (G.HI)	**3.G.HI.5**	Compare and contrast the diverse aspects of culture represented in a community, such as individuals, events, songs, symbols, and celebrations of community.	• Individuals • Classroom Communities • Local Communities • State Communities
Human Environmental Interaction (G.HE)	**3.G.HE.6**	Describe and compare how the physical and human geography of different Oregon regions affects the attributes of local communities.	• Oregon Coast • Willamette Valley • Rogue Valley • Cascade Range • Klamath Mountains • Deschutes-Columbia Plateau • High Desert • Blue Mountains
	3.G.HE.7	Identify and analyze Oregon's natural resources and describe how people in Oregon and other parts of the world use them.	• Timber • Fisheries • Agriculture

Economics (3.E)

Concept	Code	Standard	Examples include, but not limited to:
Earning, Saving, and Spending (E.ES)	3.E.ES.1	Consider the effect of individual financial decisions on personal, community, regional, and world resources.	• Personal budgeting • Investment and growth • Consumption and environmental impact
	3.E.ES.2	Explain the purpose of taxes in supporting examples of public goods.	• Fire protection • Police • Public libraries • Schools • Parks
Micro and Macro Economics (E.MI)	3.E.MI.3	Identify the relationship between supply and demand in setting the price of goods and services in the marketplace.	• Lemonade-stands • Concert tickets • Farmers market • Technology
	3.E.MI.4	Analyze the effect of government and business decisions on personal and community resources.	• Government regulations • Manufacturing process • Sustainable practices
Incentives, Choice, and Consumer Behavior (E.IC)	3.E.IC.5	Explain the role of advertising and peer pressure in decision-making.	• Choosing snacks • Picking toys • Playing games/apps • Group activity
	3.E.IC.6	Explain opportunity cost and how it influences buying decisions.	• Note- Opportunity cost is the trade-off, such as choosing to stay inside and read a book instead of going to play outside. The time not spent playing outside is the opportunity cost of staying inside to read a book.
Specialization, Trade, and Interdependence (E.ST)	3.E.ST.7	Investigate examples of specialization and economic interdependence in the local community.	• A baker and a butcher • A fisher and farmer • A car mechanic and a teacher
	3.E.ST.8	With prompting and support, ask and answer questions about buying, selling, or trading something and explain how people make choices about the things they need and want.	• Price comparison • Quality comparison • Prioritizing purchases

History (3.H)

Concept	Code	Standard	Examples include, but not limited to:
Continuity and Change (H.CH)	**3.H.CH.1**	Use primary and secondary sources, including conducting interviews, to research the history of the local community or region.	• Tribal history and presence • Historical figures and places • Archival newspapers • Local museums • Journals, oral histories, music • Political cartoons, photos, maps
	3.H.CH.2	Create a timeline of noteworthy events to better understand the historical and contemporary events of the local community or region.	• Tribal history and presence • Establishment of agriculture or industry • Current issue with historic connection
Conflict and Cooperation (H.CC)	**3.H.CC.3**	Describe how individuals and groups in the local community and region have functioned as changemakers for equity, equality, and freedom against bias, discrimination, racism, and oppression.	• Tribal sovereignty • Expanding civil rights • Removing barriers to equity and equality
Cause and Effect (H.CE)	**3.H.CE.4**	Describe how the inclusion or exclusion of individuals, social and ethnic groups, has shaped events and development of the local community and region.	• Oregon's Black Exclusionary Law • Limitations on land ownership • Taxes on Black, Asian, and people of multiple races • Sundown laws • Forced tribal removal and resettlement
Communities and Pluralism (H.CP)	**3.H.CP.5**	Identify what individuals and families bring with them when they move to a different place.	• Memories • Cultural traits • Goods • Ideas • Language and ways of communicating
	3.H.CP.6	Describe how the identity of the local community shaped its history and compare it to other communities in the region.	• Tribal presence • Immigrant cultures • Rural or urban setting • Locally available resources

Grade 4 Standards [Focus: Oregon]

In fourth grade, students embark on an in-depth study of Oregon history from the time immemorial Indigenous presence through the modern day. The standards provide a comprehensive look at the political, economic, and cultural forces that shaped Oregon. There is a strong emphasis on using primary and secondary source materials to build upon disciplinary literacy skills from third grade. Students analyze primary sources like historical maps, government documents, and personal accounts to investigate events such as Oregon's journey to statehood, conflicts over land and resources, and the legacy of colonialism. The required Tribal History/Shared History Lessons examine the sovereign tribal nations' relationships with the physical landscape and the impacts of settlement and marginalization.

Students learn to approach history as an interpretive discipline by interpreting maps, assessing human-environment interactions, and evaluating how perspectives and experiences influence narratives. Economic concepts include specialization, trade, labor, and market forces. In civics, students continue to explore democratic engagement, analyzing identities, understanding local and state institutions, and the role of individuals in shaping Oregon's development. Accessing and analyzing authentic sources is a crucial practice for building content knowledge and disciplinary literacy. The fourth-grade standards provide many opportunities to build and apply reading, writing, research, and analytical skills grounded in the social sciences.

Note: Required curriculum supporting standards on tribal government and history available from the Oregon Department of Education. Additional lessons and resources may also be available from local tribal websites and education centers.

Essential Disciplinary Practices

I. Develop **questions** for social science inquiry.	II. Use **chronological thinking skills,** connecting the past with the present to recognize continuity and change in human history.	III. Collect, interpret, evaluate, and apply information from **primary and secondary sources** to better understand and create historical narrative distinguishing between fact and opinion.	IV. Seek and analyze diverse perspectives to develop **a more complete understanding of past** and current events.	V. Evaluate and assess how discrimination, racism, and inequality create **historical narratives, individual perspectives**, intersecting identities, and diverse understandings of the past and present.
VI. Construct well-reasoned and logically coherent **explanations, arguments, and solutions** related to complex societal issues.	VII. Cultivate **global awareness and cultural understanding** to effectively engage with diverse cultures and perspectives in an interconnected world.	VIII. Demonstrate empathy to understand how **identities** shape actions of resistance and resilience among individuals and communities.	IX. Develop the necessary skills to critically analyze and evaluate **digital and social media** content, identify reliable sources, and become more informed and responsible digital citizens.	X. Apply the practices and knowledge of social science to determine the most effective ways to take **informed civic action**.

Civics (4.C)

Concept	Code	Standard	Examples include, but not limited to:
Political Institutions (C.PI)	**4.C.PI.1**	Investigate the creation of the Oregon constitution and identify its key components. *Note: Teachers may choose the sections of the Constitution that are most accessible and relevant to their students.*	• Laws • Rights • Processes • Division of power among the branches of government
	4.C.PI.2	Compare key components of at least two [Constitutions of the nine federally recognized Oregon Tribes](#).	• Membership • Voting procedures • Branches of government
Identity, Roles, & Responsibilities (C.IR)	**4.C.IR.3**	Examine how identity shapes perspectives about a local or state issue.	• Historical events • Current events • Social interactions
Democratic Principles (C.DP)	**4.C.DP.4**	Identify examples from the Oregon Constitution establishing equality or addressing discrimination, inequalities, or unfairness.	• Article I Sec. 1-20 • Article II Sec. 6 • Article XV Sec. 8
Civic Engagement (C.CE)	**4.C.CE.5**	Describe the importance of civic participation, including the ballot initiative process, in changing Oregon's laws and Constitution.	• Drafting and passage of the "Bottle Bill" • Student-led efforts on education standards • Local levies and bonds • Citizen statements in Oregon's official voter guide

Geography (4.G)

Concept	Code	Standard	Examples include, but not limited to:
Geographic Reasoning (G.GR)	**4.G.GR.1**	Read and/or construct maps of the Northwest, Southwest, Midwest, Northeast, and Southeast, US Atlantic and Pacific Islands using a scale, compass, and key that includes important cities and physical features.	• Political maps • Physical maps • Capital cities • Urban centers • Rivers and lakes • Tribal lands
	4.G.GR.2	On political and physical maps of North America, locate significant sites in the United States, Mexico, Canada, Oregon, Nevada, Alaska, Hawai`i, Washington, Idaho, and California.	• Capital cities • Urban centers • Rivers and lakes • Tribal lands
	4.G.GR.3	Compare and contrast tribal, colonial, historical, and contemporary maps to understand Oregon's history.	• Pre-Oregon territory maps • Coastal navigation maps • Cultural and language maps • Resource maps
Migration and Movement (G.MM)	**4.G.MM.4**	Compare and contrast varying patterns of exploration and settlement in the Pacific Northwest over time, considering how physical features and the availability of natural resources affected exploration and settlement patterns, including the development of major urban/suburban areas, industries, or trade.	• Tribal land and natural resources • Spanish exploration • British, Russian, U.S. exploration and claims • Fur trade • Navigable rivers • Timber
	4.G.MM.5	Explain how the contributions of the Indigenous Tribes of Oregon and various historical and contemporary immigrant groups create the diverse culture of present-day Oregon.	• Cultural celebrations • Languages spoken in the community • Public artwork • Place names

Concept	Code	Standard	Examples include, but not limited to:
Human Interaction and Interconnection (G.HI)	**4.G.HI.6**	Assess how physical geography and changing environmental factors affect land use and shape the cultural characteristics of a society.	• Resource extraction and conservation • Rural and urban • Horticulture and agriculture • Water access
Human Environmental Interaction (G.HE)	**4.G.GE.7**	Identify the effects on environmental stability and sustainability of technologies and policies such as dams, wind turbines, and transportation in shaping Oregon's physical and human geography.	• Flooding and drought • Air, soil, water pollution • Agricultural production • Forest and fire management • Public transportation
	4.G.GE.8	Utilize the Social Science Tribal History Shared History lessons to explore the relationship of the Nine federally recognized Tribes in Oregon with physical and human geography.	• Location of current and ancestral tribal lands • Cultural similarities and differences • Tribal stewardship of land

Economics (4.E)

Concept	Code	Standard	Examples include, but not limited to:
Earning, Saving, and Spending (E.ES)	**4.E.ES.1**	Examine the consequences of power and privilege on issues associated with poverty, income, and wealth accumulation.	• Wealth and income inequality • Poverty rates and distribution • Government policies • Investment and spending
	4.E.ES.2	Describe the difference between wages, salaries, commissions, and tips.	• Service (tips) • Construction (wages) • Educators (salary) • Real estate agent (commission)
	4.E.ES.3	Describe examples of government-provided goods and services funded with taxes.	• Public transportation and education • Police and fire departments • Health care and social services • Military defense and environmental protection
Micro and Macro Economics (E.MI)	**4.E.MI.4**	Explain the role of producers, consumers, products, and labor in economic markets.	• Producers: Manufacturing, farming, service providers • Consumers: Household, business, and government consumers • Labor: Factory, farm, professional, service
	4.E.MI.5	Investigate the relationship between the supply and demand of goods produced in Oregon.	• Timber • Agricultural • Technology

Concept	Code	Standard	Examples include, but not limited to:
Incentives, Choice, and Consumer Behavior (E.IC)	**4.E.IC.6**	Demonstrate understanding of needs and wants using a budget.	• Planning a family vacation • Trip to the store • Researching prices
	4.E.IC.7	Identify the use of targeted marketing in creating demand for consumer products.	• Television commercials • Product placement • Social media influencers
	4.E.IC.8	Analyze different buying choices and opportunity costs.	Opportunity cost as the trade-off required in selecting to purchase chocolate or fruit when there is not enough money for both.
	4.E.IC.9	Demonstrate understanding of safe internet practices by applying strategies to protect personal information.	• Identifying personal information • Safety and privacy settings • Maintaining passwords
Specialization, Trade, Interdependence (E.ST)	**4.E.ST.10**	Explain how trade leads to increasing economic interdependence.	• Goods and services • Specialization • Access to resources • Supply chains

History (4.H) (Oregon and Pacific Northwest Time Immemorial to Present)

Concept	Code	Standard	Examples include, but not limited to:
Continuity and Change (H.CH)	**4.H.CH.1**	Identify and examine the Indigenous sovereign people of Oregon prior to and during waves of exploration and settlement from Europe and the United States. *Students should engage with lessons provided in Tribal History/Shared History to identify the first nine people groups of Oregon.*	• Tribal lifeways • Immigrant settlement patterns • Federal and state policies
	4.H.CH.2	Investigate the role of "Manifest Destiny" and racial prejudice in shaping Oregon's transition from "Oregon Country" to statehood. Include the legal, political, and cultural factors causing marginalization and attempts to promote inclusivity.	• Exploration from Pacific and by Corps of Discovery • Immigration from the U.S. into Oregon Territory • Oregon Trail 1840-1860 • Oregon Treaty 1846 • Oregon Donation Land Act • Indigenous removal and reservations • Exclusionary laws in territorial & state government • Adoption of 13th-15th Amendments to U.S. Constitution • Asian exclusion and discrimination • Native Hawaiian and Pacific Islander exclusion and discrimination • Repeal of discriminatory laws in Oregon Constitution
Conflict and Cooperation (H.CC)	**4.H.CC.3**	Identify examples of Indigenous resistance to the expansion of non-Indigenous settlers into Oregon lands in the causes and results of the battles and wars in Oregon Territory and 19th century Oregon.	• Rogue River War • Nez Perce War • Modoc War • Treaties

Concept	Code	Standard	Examples include, but not limited to:
Cause and Effect (H.CE)	**4.H.CE.4**	Give examples of how changes in Oregon's agricultural, industrial, political, and business development over time affect people of the state including traditionally underrepresented groups.	• Agricultural mechanization and migrant labor • Timber and tribal Lands • Women's suffrage in Oregon • Urban housing policies and gentrification
	4.H.CE.5	Use multiple sources to explore the Oregon Trail's significance in shaping Oregon history, examining its role in westward expansion, cultural interactions, and settlement patterns.	• Experience of immigrants on the trail • Indigenous people and white settler interactions • Changes in land use
Communities and Pluralism (H.CP)	**4.H.CP.6**	Identify the history, religion, languages, and cultural practices of the Indigenous Tribes of Oregon and examples of resistance and resilience to immigration and settlement by the United States.	• Preservation of native languages • Oral traditions and histories • Traditional ecological knowledge • Wars and other conflicts • Tribal Sovereignty • Cultural celebrations
	4.H.CP.7	Identify and explain how the legacy of colonialism and 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.	• Tribal sovereignty • Health and safety outcomes • Racial demographics of Oregon
	4.H.CP.8	Identify various conflicts within Oregon, including acts of displacement, cultural and linguistic loss, violence, economic competition, political disagreements, boundary disputes, and cultural disparities across different geographical regions and demographic groups.	• Indigenous removal and reservations • Oregon's Trail of Tears • Chinese Cove • Marshfield lynching • St. Johns' Riot • The Toledo Incident • War time incarceration of Japanese Americans

Grade 5 Standards [Focus: Colonial and Early US History to 1800]

In the fifth grade, students examine the history and cultures of Indigenous peoples' and their encounters with European explorers and colonial settlers in North America during the 15th through 18th centuries. Students identify and assess the motivations, processes, and effects of cultural interactions on both colonial and Indigenous societies, and analyze the political, economic, and social factors driving European powers to establish colonial outposts across the Americas.

A focus on the decisions and policies of colonial, Federal, and State governments allows for an analysis of the process of establishing rights and freedoms for some while denying those rights and freedoms to others based on race, gender, religion, and social status. Students evaluate the democratic ideals expressed in landmark documents like the U.S. Constitution against the realities of institutionalized slavery, property requirements for voting, and violations of tribal sovereignty. Utilizing primary sources, students interpret multiple perspectives and analyze the causes and effects of the American Revolution, exploring the varied experiences and responses of diverse groups, from patriot leaders and loyalists to the displacing impacts on Native populations.

Geographic skills are employed to understand how physical landscapes influence exploration routes, settlement patterns, agricultural development, and access to natural resources. Economic concepts directly related to the history and geography standards include mercantilism, specialization of labor, and the central role of the slave trade for colonial economies.

Essential Disciplinary Practices

I. Develop **questions** for social science inquiry.	II. Use **chronological thinking skills,** connecting the past with the present to recognize continuity and change in human history.	III. Collect, interpret, evaluate, and apply information from **primary and secondary sources** to better understand and create historical narrative distinguishing between fact and opinion.	IV. Seek and analyze diverse perspectives to develop **a more complete understanding of past** and current events.	V. Evaluate and assess how discrimination, racism, and inequality create **historical narratives, individual perspectives**, intersecting identities, and diverse understandings of the past and present.
VI. Construct well-reasoned and logically coherent **explanations, arguments, and solutions** related to complex societal issues.	VII. Cultivate **global awareness and cultural understanding** to effectively engage with diverse cultures and perspectives in an interconnected world.	VIII. Demonstrate empathy to understand how **identities** shape actions of resistance and resilience among individuals and communities.	IX. Develop the necessary skills to critically analyze and evaluate **digital and social media** content, identify reliable sources, and become more informed and responsible digital citizens.	X. Apply the practices and knowledge of social science to determine the most effective ways to take **informed civic action**.

Civics (5.C)

Concept	Code	Standard	Examples include, but not limited to:
Political Institutions (C.PI)	5.C.PI.1	Compare and contrast how the governments of the British monarchy, American colonies, and Indigenous Tribes shaped interactions with one another.	• Treaties and trade • Conflicts and wars • Decision making • Religion
	5.C.PI.2	Analyze the significance of the decisions and laws of the newly formed federal and state governments in establishing, expanding, limiting, and denying rights to individuals 1789-1865.	• The distribution of political power/ "Checks and Balances" • The debate over the Bill of Rights • Tensions about representation in the legislature/ "Great Compromise" • The establishment of the Electoral College • Enslavement and representation "⅗ Compromise" • "Fugitive Slave Clause" • Protection of international slave trade to 1808 • Sovereignty and Native Americans • Naturalization Act • Property requirements for voting
	5.C.PI.3	Analyze how cooperation and conflict among people contribute to political, economic, religious, and current social events and situations in the United States.	• Disputes & compromises between political parties • Land use issues • Religious accommodation and separation
Identity, Roles, & Responsibilities (C.IR)	5.C.IR.4	Examine and critique how colonial and new states' governments established, expanded, limited, or denied rights and responsibilities of specific groups and individuals with particular attention to citizens, enslaved peoples, foreigners, nobles, religious groups, women, class systems, and Tribes.	• Abolition or expansion of slavery • Treaty rights • Voting requirements • Religious tests and taxes • Women's political and economic rights

Concept	Code	Standard	Examples include, but not limited to:
Democratic Principles (C.DP)	**5.C.DP.5**	Analyze the Preamble and sections of the Constitution to understand the establishment and limitations of democratic principles. *Note: Teachers may choose the section of the Constitution that are most accessible and relevant for their classroom.*	• Ideas of individual rights and the protection of slavery • Representative democracy and limitations on suffrage • Recognition and violations of tribal sovereignty • Equality and individual liberty • Limited Government and the supremacy clause • General Welfare and Individual property rights
Civic Engagement (C.CE)	**5.C.CE.6**	Explain specific protections provided in the Bill of Rights to individuals and the importance of these amendments to the ratification of the U.S. Constitution.	• Freedom of speech • Freedom of religion • Freedom of press • Right to trial • Rights to States

Geography (5.G)

Concept	Code	Standard	Examples include, but not limited to:
Geographic Reasoning (G.GR)	**5.G.GR.1**	Use geographic tools such as maps, satellite images, photographs, and other representations to investigate and compare the process of constructing, recognizing, and utilizing, boundaries and borders (geographic and/or human-made) in the United States.	• Tribal lands • River systems • Thematic • Topographic
	5.G.GR.2	Locate states, capital cities, and important geographic features on a United States map.	• States and capitals of the early United States • States and capitals of Pacific Northwest • Physical geography of Eastern United States
	5.G.GR.3	Locate and examine significant physical geographic features of the thirteen British colonies that became the United States.	• Effect on settlement patterns • Agricultural development • Availability of natural Resource
Migration and Movement (G.MM)	**5.G.MM.4**	Identify and analyze the implications and ramifications for Native American Tribes of the movement of people, goods, ideas, and cultural patterns to what became the United States, considering past, present, and future trends.	• Land use • Impact of disease • Trade and cultural exchange
	5.G.MM.5	Investigate the causes behind domestic and global migration, distinguishing between voluntary relocation and forced displacement, including scenarios like refugees, individuals compelled to leave their homeland and those enslaved.	• Relocation due to infrastructure projects • War refugees and displaced persons • Expulsion and removal for "ethnic cleansing" • Discrimination, prejudice, and racism • Response to natural disaster or environmental degradation
Human Interaction and Interconnection (G.HI)	**5.G.HI.6**	Trace on a map Indigenous Tribes' encounters with Europeans in North America and the Caribbean Islands in the 15th through the 18th centuries.	• Spain • Portugal • The Netherlands • England • France
	5.G.HI.7	Investigate the effects of exploration, conquest, exploitation, and colonial settlement on Indigenous Tribes in at least two geographic regions.	• Atlantic coast • Caribbean Islands • Mexico including the Southwest United States • California, Oregon, and Pacific Northwest

Concept	Code	Standard	Examples include, but not limited to:
Human Environmental Interaction (G.HE)	**5.G.HE.8**	Describe how physical, human, and political features influence events, movements, and adaptation to the environment.	• Push-Pull factors for immigration • Changes in climate • Cultural exchange and trade
	5.G.HE.9	Describe how technological developments, societal decisions, and personal practices affect sustainability in the United States.	• Agricultural technology and land use • Transportation • Urbanization • Government policies

Economics (5.E)

Concept	Code	Standard	Examples include, but not limited to:
Earning, Saving, and Spending (E.ES)	**5.E.ES.1**	Map out a savings and budget plan designed to achieve a future purchase objective.	• Planning a school field trip • Saving interest rates • Researching prices
	5.E.ES.2	Estimate income that a youth-operated business can earn.	• Babysitting • Lawn service • Lemonade stands
Micro and Macro Economics (E.MI)	**5.E.MI.3**	Explain the relationship between supply and demand.	• Income and consumption • Consumer preference • Availability of raw materials
	5.E.MI.4	Describe why the government collects taxes and what goods and services it provides society.	• Public transportation and education • Police and fire departments • Health care and social services • Military defense and environmental protection
	5.E.MI.5	Explain the United States' development from a mercantilist to a market economy.	• Exportation of raw materials • Importation of finished goods • Development of manufacturing • Limits on taxes and regulations
	5.E.MI.6	Examine the significance of the slave trade among and between the Americas, Europe, Asia, and Africa.	• North American British colonies • French and British Caribbean colonies • Portuguese Brazil • Spanish Philippines

Concept	Code	Standard	Examples include, but not limited to:
Incentives, Choice, and Consumer Behavior (E.IC)	**5.E.IC.7**	Analyze career choices with consideration of necessary qualifications, income potential, and time commitment.	• Qualification • Education requirements • Income potential
	5.E.IC.8	Analyze how incentives and opportunity costs affect decision-making.	• Choosing between joining an afterschool club or sports team • More expensive latest technology vs. saving on last year's version • Summer vacation away from home vs. time with friends
	5.E.IC.9	Discuss how life circumstances and experiences can cause people to differ in their values and attitudes about saving and their ability to save.	• Family values and behaviors on spending • Experiences with financial hardships • Employment stability and longevity
Specialization, Trade, Interdependence (E.ST)	**5.E.ST.10**	Explain why cultures and civilizations choose to specialize in producing selected goods or services.	• Crops planted and traded in the British N. American colonies. • Quahog shells to produce wampum • Shipbuilding in New England • Contemporary examples of specialization, comparative advantage, and competition.

History (5.H)

Concept	Code	Standard	Examples include, but not limited to:
Continuity and Change (H.CH)	**5.H.CH.1**	Identify the significant role of the enslavement of Indigenous peoples and Africans in the establishment of North American colonies and the United States, the gradual abolition of slavery in the Northern states, and the expansion of slavery into Western states.	• Enslaved Indigenous peoples in the 13 colonies and Caribbean • Importation and expansion of use of enslaved labor after 1619 • Northern industrial profits from use of enslaved labor in Southern states • Enlightenment Ideals and human rights • Abolition and manumission societies
	5.H.CH.2	Use maps and other sources to trace European exploration, conquest, exploitation, and colonial settlement of North America and the Caribbean Islands in the 15th through 18th centuries, and identify the reasons and effects of the voyages, including on the Indigenous Tribes already living in the region.	• Economic gain and exploitation • Empire building • Religious conversion • Spread of disease • War and dispossession • Cultural exchange and fusion • Agricultural exchange
Conflict and Cooperation (H.CC)	**5.H.CC.3**	Examine how the decisions of those in power affected those with less political/economic power in past and current movements for equality, freedom, and justice with connections to the present-day.	• 18th and 19th century treaties and current tribal sovereignty • The expansion of women's rights • Economic power and political influence
	5.H.CC.4	Analyze how instances of cooperation and conflict between Indigenous peoples and British, French, and Spanish colonial settlers contributed to political, economic, religious, and social conditions between 1500-1776.	• Anglo–Powhatan Wars 1609 • Pueblo (Pope's) Rebellion 1680 • The Great Peace of Montreal 1701 • Pontiac's Rebellion 1763
	5.H.CC.5	Analyze the effect of policies of assimilation and erasure, including cultural and physical genocide on Indigenous cultures in what became the United States.	• Disease • Violence and warfare • Force removal • Religious conversion

Concept	Code	Standard	Examples include, but not limited to:
Cause and Effect (H.CE)	**5.H.CE.6**	Identify and describe the leadership and daily life of the founders of the United States, including the political, social, and economic interactions with the local and regional Indigenous peoples.	- Leaders of American Revolution - Founders of Constitution - Haudenosaunee Confederacy
	5.H.CE.7	Explain multiple perspectives and causes and effects of events leading to colonial independence from British Rule.	- American colonies as an economic asset of British Empire - Responsibility to support British policy - Patriots and Loyalists - Increasing tensions with Indigenous Tribes - Taxation without representation
	5.H.CE.8	Examine the effects Indigenous Tribes of North America had in the early development of the United States.	- Cultural and economic exchange - Conflict and resistance - Diplomacy and treaties - Forced removal and displacement
Communities and Pluralism (H.CP)	**5.H.CP.9**	Explain the ideas and actions of individuals and groups resisting enslavement, indigenous genocide, and denial of equality and justice with connections to present-day issues.	- Conductors of the Underground Railroad - Native American leaders resisting encroachment on tribal lands - Abolitionist church congregations - Women activists insisting on gender equality
	5.H.CP.10	Analyze the distinct way of knowing and living amongst the different Indigenous peoples of North America before contact.	- Religion - Language - Cultural practices - Consequences of contact

Grade 6/7 Standards (Paleolithic to 900 CE and 600 CE to 1900 CE)

The sixth and seventh-grade standards span a date range from early to modern history and include multiple continents, cultures, and civilizations. The early history ranges from the Paleolithic era to 900 CE (Common Era), while the later period begins at 600 CE. This overlapping range offers teachers and curriculum designers flexibility in approaching the content through chronological, hemispheric, or thematic lenses. It also accommodates the varying durations of cultures and empires, which stretch across different periods. No matter the approach, teachers should also help students see the connections of the distant past to modern-day issues and events. Initiating or ending a unit of study with examples from current events is an effective culturally relevant practice. The impact of innovative technology, the role of religion in politics, the development of human rights, etc., all have modern and ancient examples.

The scope and sequence of sixth and seventh-grade curricula should encompass examples from both date ranges (Paleolithic to 900 CE and 600 CE to 1900 CE), representing multiple cultures, civilizations, and continents. For instance, a chronological approach that helps students understand cause and effect and provides a linear understating of change over time might start with the Paleolithic era, progress through ancient civilizations, and culminate at 800 CE for sixth grade. In seventh grade, students could continue historical inquiries and delve into cultures from 600 CE to 1900 CE. Alternatively, a thematic approach that allows the exploration of common threads across eras and locations might compare mathematical and scientific understandings across different periods and geographic regions, enabling students to explore topics such as calendar calculations in ancient Mesoamerica, the early Indus Valley, and 16th-century Europe.

School districts may also consider blending aspects of both models, periodically taking a thematic lens while maintaining a chronological scope and sequence. The chosen approach should map to comprehensive coverage of all standards to ensure students receive a well-rounded study of world history, civics, geography, and economics.

Essential Disciplinary Practices

I. Develop **questions** for social science inquiry.	II. Use **chronological thinking skills,** connecting the past with the present to recognize continuity and change in human history.	III. Collect, interpret, evaluate, and apply information from **primary and secondary sources** to better understand and create historical narrative distinguishing between fact and opinion.	IV. Seek and analyze diverse perspectives to develop **a more complete understanding of past** and current events.	V. Evaluate and assess how discrimination, racism, and inequality create **historical narratives, individual perspectives**, intersecting identities, and diverse understandings of the past and present.
VI. Construct well-reasoned and logically coherent **explanations, arguments, and solutions** related to complex societal issues.	VII. Cultivate **global awareness and cultural understanding** to effectively engage with diverse cultures and perspectives in an interconnected world.	VIII. Demonstrate empathy to understand how **identities** shape actions of resistance and resilience among individuals and communities.	IX. Develop the necessary skills to critically analyze and evaluate **digital and social media** content, identify reliable sources, and become more informed and responsible digital citizens.	X. Apply the practices and knowledge of social science to determine the most effective ways to take **informed civic action**.

Civics (6/7.C)

Concept	Code	Standard	Examples include, but not limited to:
Political Institutions (C.PI)	6/7.C.PI.1	Compare and contrast early forms of governance in early civilizations and empires from the Paleolithic to 900 CE.	• Africa: Egypt, Axum & Kush • Asia and India: Indus and Persia • Middle East/Mediterranean: Greece, Mesopotamia, and Rome • North America: Hopewell • Mesoamerica: Toltec, Zapotec, Olmec, Maya • China: Qin and Han
	6/7.C.PI.2	Compare and contrast early forms of governance in civilizations and empires after 600 CE, including the treatment of historically underrepresented groups and individuals.	• Arab/Muslim and Ottoman • Songhai, Mali, Ghana • Song and Mongol • Caribbean, North & South America (Taino, Inca & Aztec) • Mughal and Tu'i Tonga • European Empire and Nation-States
	6/7.C.PI.3	Compare and contrast historical and modern forms of governance over time and on multiple continents.	• Theocracies • Monarchies • Authoritarian • Dictatorships • Chiefdoms • Sachems • Confederacies
	6/7.C.PI.4	Analyze the origins, purpose, and influence of diverse religions, philosophies, and legal systems on the development of modern governments and the concepts of individual, civil, and human rights, equality, equity, and justice over time and on multiple continents.	• Hammurabi's Code • The Ten Commandments • Hebrew Bible and New Testament • Pericles and Athenian Democracy • Law of the Twelve Tables • Code of Justinian • Confucianism • Chinese legalism • Laws of Manu • The Qur'an • Magna Carta • Haudenosaunee Great Law of Peace

Concept	Code	Standard	Examples include, but not limited to:
	6/7.C.PI.5	Examine the origins, purposes, and effects of constitutions, laws, treaties, and international agreements, including the treatment of historically underrepresented groups and individuals.	• Women • Other religions • Indigenous Peoples
Identity, Roles, & Responsibilities (C.IR)	6/7.C.IR.6	Describe the rights and roles of citizens in civilizations and empires to 900 CE, with attention to the inclusion of historically underrepresented groups and individuals.	• Africa: Egypt, Axum & Kush • Asia and India: Indus and Persia • Middle East/Mediterranean: Greece, Mesopotamia, and Rome • North America: Hopewell • Mesoamerica: Toltec, Zapotec, Olmec, Maya • China: Qin and Han
	6/7.C.IR.7	Describe the rights and roles of citizens in civilizations and empires after 600 CE, with attention to the inclusion of historically underrepresented groups and individuals.	• Arab/Muslim and Ottoman • Songhai, Mali, Ghana • Song and Mongol • Caribbean, North & South America (Taino, Inca & Aztec) • Mughal and Tu'i Tonga • Myanmar Taungoo • Pueblo and Haudenosaunee • European Empire and Nation-States
	6/7.C.IR.8	Evaluate the effectiveness of different methods of resistance available in pluralistic democracies to combat misinformation, indifference, and discrimination.	• Organization • Protest • Reform • Celebration

Concept	Code	Standard	Examples include, but not limited to:
Democratic Principles (C.DP)	**6/7.C.DP.9**	Research and assess the effectiveness of individual and collective attempts towards the repair of civic society with recognition, reconciliation, and restorative justice in response to genocide and other historical injustices.	• Australia- Commission of Inquiry • Brazil- National Truth Commission • Canada- Truth and Reconciliation Commission • DRC- Truth and Reconciliation Commission • Ecuador -The Truth Commission • Europe (multiple examples) - Reparations to Holocaust survivors • Gambia- Truth, Reconciliation, and Reparations Commission • Germany- Reparations to Israel • Guatemala- Historical Clarification Commission • Norway- Truth and Reconciliation Commission • Oregon- Remembrance Project • Poland- Institute of National Remembrance • Solomon Islands-Truth and Reconciliation Commission • Taiwan-Transitional Justice Commission • United States- Maine Wabanaki-State Child Welfare Truth and Reconciliation Commission • United States- National Memorial for Peace and Justice • Note-Additional examples named in HS.WR.CP.5
Civic Engagement (C.CE)	**6/7.C.CE.10**	Identify examples of attempts to limit the power and influence of government.	• Athenian democracy • Roman republic • Magna Carta • Peasant Revolt • Haitian Revolution

Geography (6/7.G)

Concept	Code	Standard	Examples include, but not limited to:
Geographic Reasoning (G.GR)	6/7.G.GR.1	Construct and use maps and other representations, technologies, and spatial thinking to compare how physical geography, human, and environmental characteristics of a region influenced the movement of people, goods, and ideas among civilizations and empires.	• Africa: Egypt, Axum, Kush, Songhai, Mali, Ghana, Kongo • Asia and India: Indus, Mughal, Persia, Qin, Han, Song, Mongol, Taungoo • European Empires and Nations States: Viking, HRE, Portugal, Spain, England, French, Dutch • Mesoamerica and South America: Toltec, Zapotec, Olmec, Maya, Aztec, Arawak, Inca • Middle East/Mediterranean: Greece, Mesopotamia, Rome, Ottoman, Arab/Muslim • N. America: Hopewell, Haudenosaunee, Mississippian, Pueblo
	6/7.G.GR.2	Using physical and political maps, identify and distinguish countries, capitals, other cities, and important bodies of water to describe, place, region, and the absolute location and relative location of cultures and civilizations.	• Africa: Egypt, Axum, Kush, Songhai, Mali, Ghana, Kongo • Asia and India: Indus, Mughal, Persia, Qin, Han, Song, Mongol, Taungoo • European Empires and Nations States: Viking, HRE, Portugal, Spain, England, French, Dutch • Mesoamerica and South America: Toltec, Zapotec, Olmec, Maya, Aztec, Arawak, Inca • Middle East/Mediterranean: Greece, Mesopotamia, Rome, Ottoman, Arab/Muslim • N. America: Hopewell, Haudenosaunee, Mississippian, Pueblo
Migration and Movement (G.MM)	6/7.G.MM.3	Explain how technological developments in transportation and communication affected interactions between human settlements, including the diffusion of ideas and cultural practices.	• Africa: Egypt, Axum, Kush, Songhai, Mali, Ghana, Kongo • Asia and India: Indus, Mughal, Persia, Qin, Han, Song, Mongol, Taungoo • European Empires and Nations States: Viking, HRE, Portugal, Spain, England, French, Dutch • Mesoamerica and South America: Toltec, Zapotec, Olmec, Maya, Aztec, Arawak, Inca • Middle East/Mediterranean: Greece, Mesopotamia, Rome, Ottoman, Arab/Muslim • N. America: Hopewell, Haudenosaunee, Mississippian, Pueblo
Human Interaction and Interconnection (G.HI)	6/7.G.HI.4	Identify and describe how the physical geography and human characteristics of places influence cultural attributes such as politics, law, religion, diet, architecture, and the construction of race, ethnicity, and gender.	• Africa: Egypt, Axum, Kush, Songhai, Mali, Ghana, Kongo • Asia and India: Indus, Mughal, Persia, Qin, Han, Song, Mongol, Taungoo • European Empires and Nations States: Viking, HRE, Portugal, Spain, England, French, Dutch

Concept	Code	Standard	Examples include, but not limited to:
			• Mesoamerica and South America: Toltec, Zapotec, Olmec, Maya, Aztec, Arawak, Inca • Middle East/Mediterranean: Greece, Mesopotamia, Rome, Ottoman, Arab/Muslim • N. America: Hopewell, Haudenosaunee, Mississippian, Pueblo
	6/7.G.HI.5	Identify and explain the consequences of cultural conflict, interaction, exchange, and/or fusion.	• Aztec provinces of Mexico before and after Cortes • Mali trade routes across Africa in the 14th Century • Chinese trade with India and East Africa during the Ming Dynasty • Spanish control of Pacific trade between Peru-Mexico-China-Philippines • The cultural influence of Alexander's empire in the Mediterranean and SW Asia • The religious influence of Islam from the 8th-15th century • Culture and religion along the Silk Road • The expansion of Pacific Islander cultures across the Pacific
Human Environmental Interaction (G.HE)	6/7.G.HE.6	Identify how physical environments influence and effect changes in population, technical advancements, culture, and approaches to resource use, stewardship, and sustainability from the Paleolithic to 900 CE.	• Africa: Egypt, Axum, Kush, Songhai, Mali, Ghana, Kongo • Asia and India: Indus, Mughal, Persia, Qin, Han, Song, Mongol, Taungoo • European Empires and Nations States: Viking, HRE, Portugal, Spain, England, French, Dutch • Mesoamerica and South America: Toltec, Zapotec, Olmec, Maya, Aztec, Arawak, Inca • Middle East/Mediterranean: Greece, Mesopotamia, Rome, Arab/Muslim • N. America: Hopewell, Haudenosaunee, Mississippian, Pueblo • Oceania: Tuʻi Tonga
	6/7.G.HE.7	Identify and describe examples of how conquest and colonialism affected traditionally underrepresented identities, cultures, and communities.	• Forced migration and enslavement • Land use practices • Utilization of natural resources • Displacement • Conceptions of land ownership and stewardship

Economics (6/7.E)

Concept	Code	Standard	Examples include, but not limited to:
Earning, Saving, and Spending (E.ES)	**6/7.E.ES.1**	Compare the education and training requirements for at least two student selected career choices.	- CTE programs - Licensing and certification - Two- and four-year degrees - Graduate school
	6/7.E.ES.2	Create and discuss budgeting that includes realistic and locally relevant living expenses and savings for various income levels.	- Minimum wage - Earning potential of varying education levels - Cost of living
	6/7.E.ES.3	Identify tools to help budget and save money to make a large purchase in one year, 5 -years, and 10-years.	- Savings accounts and CDs - Prepaid debit cards - Budgeting apps
Micro and Macro Economics (E.MI)	**6/7.E.MI.4**	Explain how supply and demand affect wages and prices of resources.	- Rising wages due to low unemployment - Prices on goods with high demand - Elastic and inelastic goods
	6/7/E.MI.5	Analyze the role of consumers and producers in product markets.	- Computer and video games - Automobiles - Concert tickets
	6/7.E.MI.6	Identify how the four factors of production combine to make goods and deliver services in capitalist economies.	- Land - Labor - Capital - Entrepreneurship
	6/7.E.MI.7	Compare how different economic systems choose to allocate the production, distribution, and consumption of resources.	- Traditional - Command - Market - Mixed

Concept	Code	Standard	Examples include, but not limited to:
Incentives, Choice, and Consumer Behavior (E.IC)	**6/7.E.IC.8**	Explain how government interventions, such as incentives, taxes or tribute affect individual participation in the economy.	• Controlling production • Black-markets • Publicly funded infrastructure
	6/7.E.IC.9	Evaluate alternative approaches or solutions to economic issues in terms of benefits and costs for traditionally underrepresented groups and individuals in early major Western and non-Western civilizations.	• Early agriculture and labor • Long distance trade • Feudalism • Colonialism
Specialization, Trade, and Interdependence (E.ST)	**6/7.E.10.ST**	Compare specialization and trade in two or more civilizations or empires.	• Africa: Egypt, Axum, Kush, Songhai, Mali, Ghana, Kongo • Asia and India: Indus, Mughal, Persia, Qin, Han, Song, Mongol, Taungoo • European Empires and Nations States: Viking, HRE, Portugal, Spain, England, French, Dutch • Mesoamerica and South America: Toltec, Zapotec, Olmec, Maya, Aztec, Arawak, Inca • Middle East/Mediterranean: Greece, Mesopotamia, Rome, Ottoman, Arab/Muslim • North America: Hopewell, Haudenosaunee, Mississippian, Pueblo
	6/7.E.11.ST	Analyze the effect on the costs of goods and services for trade or barter with the development of specialization in local economies.	• Early agriculture and labor • Long distance trade • Guilds
	6/7.E.12.ST	Explain how growing interdependence and technological advances improve living standards within and across societies.	• Availability of goods • Reduction of work time • Reducing costs • Expanding opportunities for participation

History (6/7.H)

Concept	Code	Standard	Examples include, but not limited to:
Continuity and Change (H.CH)	**6/7.H.CH.1**	Construct and interpret a timeline using words and abbreviations for identifying key periods in the development of human societies.	• Era • Age • Decade, century, millennium • BCE/CE • Circa • Time immemorial • Lunar and solar • Linear and cyclical timelines
	6/7.H.CH.2	Explain the characteristics historians and social scientists have used to define complex societies or "civilizations." *Note- The characteristics remain a topic of debate for historians and archeologists and some societies do not include all listed characteristics.*	• The production of surplus food • Urban centers • Stratified social classes • Specialized occupations, economic systems • Systems of government, religion, and learning • Technology, art, and monumental architecture
	6/7.H.CH.3	Describe the key features and developments of independently formed civilizations and cultures between the Neolithic and 900 CE.	• Fertile Crescent/Mesopotamia (Iraq, Turkey, Iran, Syria, Israel, Lebanon, Palestine) • Egypt • Mesoamerica (Mexico & Guatemala) • Indus River Valley (India & Pakistan) • Yellow River (China) • Caral-Supe (Peru)
Conflict and Cooperation (H.CC)	**6/7.H.CC.4**	Use primary and secondary sources to identify and analyze the interactions and exchanges of cultures and civilizations from the Neolithic to 900 CE.	• Trade and technology • Diplomacy and warfare • Agriculture • Pathogens • Language • Religion • Friendship and marriage

Concept	Code	Standard	Examples include, but not limited to:
	6/7.H.CC.5	Use primary and secondary sources to identify and analyze the interactions and exchanges of cultures and civilizations after 600 CE.	• Colonialism • Trade and technology • Diplomacy and warfare • Agriculture • Pathogens • Language • Religion • Friendship and marriage
	6/7.H.CC.6	Identify examples of historical and contemporary indigenous resilience and resistance to colonial exploration and settlement.	• Aboriginal resistance in Australia • Inca and Guarani resistance to Spanish Colonialism • Standing Rock • Preservation of language and culture • Polynesian Voyaging Society
Cause and Effect (H.CE)	6/7.H.CE.7	Identify and describe examples of how conquest and colonialism affected historically underrepresented identities, cultures, and communities.	• Land use practices • Utilization of natural resources • Displacement • Conceptions of land ownership and stewardship • Lifeways • Gender identities and roles • Social hierarchy and status
Communities and Pluralism (H.CP)	6/7.H.CP.8	Compare the origins and development of early world religions from the Neolithic to 1500 CE.	• Indigenous religious traditions • Polytheism • Monotheism • Animism
	6/7.H.CP.9	Identify the key components of creation or origin stories from various civilizations and cultures.	• Deities and acts of creation • Order and chaos • Formation of earth and humans • Cultural values and beliefs • Cyclical or linear narratives

Concept	Code	Standard	Examples include, but not limited to:
	6/7.H.CP.10	Compare and contrast the central tenets and cultural practices of Hinduism, Judaism, Buddhism, Taoism, Christianity, and Islam.	• Characteristics of the belief system • Significant texts, practices, and sites • Effect of the belief system on daily life • Relationship between the belief system and government
	6/7.H.CP.11	Investigate the historical origins and modern manifestations of anti-Judaism. *Note: Anti-Judaism refers to the bias, discrimination, and violence experienced by Jewish individuals and communities throughout history primarily rooted in religious identity. Antisemitism is the prejudice, discrimination, hostility, or violence directed toward Jewish people or communities and their religious, cultural, and ethnic identity.*	• The Diaspora of 70 CE and medieval early anti-Judaism • Spanish Inquisition and other persecutions and expulsions in Europe • Social and economic stereotypes • Religious intolerance • 19th-century pseudo-science about race and national identity • Pogroms • Historical roots of the Holocaust • Modern antisemitism
	6/7.H.CP.12	Identify the motivations and methods governments and other institutions use to create, reinforce, or address injustice and divisions in society.	• Racism • Sexism • Caste • Antisemitism • Stereotypes • Prejudice • Discrimination
	6/7.H.CP.13	Use primary and secondary sources to identify archaeological evidence of the characteristics of Indigenous civilizations of the Americas and Caribbean basin from the Paleolithic to 1500.	• Cliff dwellings and rock shelters • Mound-building • Monumental architecture • Urban centers • Irrigation systems • Calendars • Stone tools, pottery & baskets • Agricultural and horticultural practices • Long distance trade • Pictographs and petroglyphs • Religion and spiritual practices and beliefs

Concept	Code	Standard	Examples include, but not limited to:
	6/7.H.CP.14	Use primary and secondary sources to identify the important characteristics of civilizations and cultures in Western Asia, the Middle East, and North Africa from Paleolithic to 1500.	- Monumental architecture - Urban centers - Stone tools, carving, sculptures, & pottery - Calendars - Irrigation systems - Agricultural and horticultural practices - Long distance trade - Metalsmithing - Writing systems - Important technologies - Religion and spiritual practices and beliefs
	6/7.H.CP.15	Use primary and secondary sources to identify the important characteristics of civilizations and cultures in Sub-Saharan Africa.	- Monumental architecture - Urban centers - Carvings, sculptures - Calendars - Irrigation systems - Agricultural and horticultural practices - Long distance trade - Metalsmithing - Important technologies - Religion and spiritual practices and beliefs

Grade 8 Standards (US History 1780-1865)

The focus in grade 8 is to build upon knowledge of early U.S. History in grade 5. Students look more closely into the democratic concepts inherited from Greece and Rome, the influence of Enlightenment thinkers, and the contributions of Native American political ideas on the construction of the Constitution and the democratic principles and values of the early Republic. Importantly, these standards encourage students to evaluate the persistent impact of racism, sexism, and other forms of prejudice on laws, treaties, and Supreme Court decisions throughout American history. Students explore the methods and movements that have advocated for the expansion of justice, equality, and equity for historically underrepresented individuals and groups.

As students engage with these standards, they have many opportunities to strengthen their literacy skills through close reading, analysis, and evaluation of complex texts, as well as through writing assignments that require critical thinking and argumentation. The standards require engagement with current events and ongoing debates. When appropriate, it is helpful to explicitly connect the issues of the 18th and 19th century with the events students encounter in the world around them. Encouraging students to draw parallels between historical events and contemporary issues will not only deepen their understanding, but also foster their ability to become informed and engaged citizens.

Essential Disciplinary Practices

I. Develop **questions** for social science inquiry.	II. Use **chronological thinking skills,** connecting the past with the present to recognize continuity and change in human history.	III. Collect, interpret, evaluate, and apply information from **primary and secondary sources** to better understand and create historical narrative distinguishing between fact and opinion.	IV. Seek and analyze diverse perspectives to develop **a more complete understanding of past** and current events.	V. Evaluate and assess how discrimination, racism, and inequality create **historical narratives, individual perspectives**, intersecting identities, and diverse understandings of the past and present.
VI. Construct well-reasoned and logically coherent **explanations, arguments, and solutions** related to complex societal issues.	VII. Cultivate **global awareness and cultural understanding** to effectively engage with diverse cultures and perspectives in an interconnected world.	VIII. Demonstrate empathy to understand how **identities** shape actions of resistance and resilience among individuals and communities.	IX. Develop the necessary skills to critically analyze and evaluate **digital and social media** content, identify reliable sources, and become more informed and responsible digital citizens.	X. Apply the practices and knowledge of social science to determine the most effective ways to take **informed civic action**.

Civics (8.C)

Concept	Code	Standard	Examples include, but not limited to:
Political Institutions (C.PI)	**8.C.PI.1**	Explain the significance of the influence of the democratic political concepts of ancient Greece and Rome on the structure and ideas of the Founders and the Constitution.	• Civic participation and duty • Voting rights • Trial by jury • Legislative bodies • Constitution writing • Rule of law • Separation of powers • Representative government
	8.C.PI.2	Explain the influence of the Enlightenment and Native American political ideas and documents on the American Revolution and the framework of the American government.	• Natural Rights and Locke • Social Contract and Rousseau • Separation of Powers and Montesquieu • Confederacy and the Haudenosaunee
	8.C.PI.3	Identify the reasons for the failure of the Articles of Confederation and the adoption of the U.S. Constitution.	• Weak central government • Lack of funding • Unanimous requirement for amendment • Shay's Rebellion
	8.C.PI.4	Examine and analyze significant primary source documents establishing, limiting, or denying civil rights in the United States and Oregon.	• Mayflower Compact (1620) • Declaration of Independence (1776) • Articles of Confederation (1777) • Federalist Papers 1, 10, and 51 (1787) • U.S. Constitution (1789) • Bill of Rights (1791) • Oregon Constitution (1857)
	8.C.PI.5	Evaluate how the persistence of racism, sexism, and other forms of prejudice, affected laws, treaties, and Supreme Court decisions from 1787 to 1865 on sovereignty, status, rights, and liberties of historically underrepresented individuals and groups.	• Treaties between Native American Tribes and US Government (1789-1890) • Virginia Declaration of Rights • Johnson v. M'Intosh and Doctrine of Discovery (1823) • Indian Removal Act (1830) • Cherokee Nation v. Georgia (1831) • Worcester v. Georgia (1832) • Elements of U.S. Constitution, including: • Article I Section 8 • Article I Section 2 • Article I Section 9

Concept	Code	Standard	Examples include, but not limited to:
			• Article IV Section 2 Clause 3 • Article VI • Married Women's Property Act • Fugitive Slave Acts (1793 & 1850) • Oregon Donation Land Claim Act (1850) • What to the slave is the Fourth of July? (1852) • Dred Scott v Sanford (1857)
	8.C.PI.6	Compare and contrast the United States republican form of government to direct democracy, theocracy, oligarchy, authoritarianism, and monarchy.	• Representative government • Town meeting • Religious leadership • Divine Right • Dictatorship • Elite rule
	8.C.PI.7	Explain the process of elections in the legislative and executive branches, and the process of nomination/confirmation of individuals in the judicial and executive branches.	• Majority rule and individual rights • Popular vote and electoral college • Ballot measures and Constitutional amendment process
	8.C.PI.8	Examine the interconnection of governing power and responsibility in the system of checks and balances.	• Congress: enumerated powers, general powers, limits on power, checks on the other two branches; roles of political parties in the organization of Congress; roles within the legislative branch, such as the Speaker of the House, the President of the Senate, minority party leaders; the system for accomplishing legislation, including committees, hearings, and legislative procedures • The Presidency: roles, powers and limits, checks on other two branches, role of the Cabinet, such as the Vice President, Attorney General and Secretaries of State, Defense, Health and Human Services, Homeland Security; executive departments and agencies (such as the Department of Education, the Federal Bureau of Investigation, or the Food and Drug Administration), and branches of the military • The Supreme Court: role and powers, checks on other two branches, lower courts

Concept	Code	Standard	Examples include, but not limited to:
Identity, Roles, and Responsibilities (C.IR)	8.C.IR.9	Identify and understand how to apply the rights and responsibilities of individuals under the Constitution.	• Bill of Rights • 14th Amendment • Responsibilities of citizenship
Democratic Principles (C.DP)	8.C.DP.10	Analyze important political and ethical values for individual rights and their lasting effect on the status, rights, and liberties of historically underrepresented individuals and groups embodied in documents such as the Declaration of Independence, the United States and Oregon Constitutions, and the Bill of Rights.	• Freedom • Liberty • Democracy • Equality • Equity
	8.C.DP.11	Analyze issues involving liberty in conflict with equality or authority, individual rights in conflict with the common good, or majority rule in conflict with minority rights.	• Privacy rights vs. security concerns • Property rights vs. environmental protections • Helmet, seatbelt, or second-hand smoking laws • Religious liberty, free speech, due process, civil rights
Civic Engagement (C.CE)	8.C.CE.12	Examine the evolution of political parties and interest groups and their effect on events, issues, and ideas.	• Federalist vs Anti-Federalists • The use of advertising and propaganda • Democratic-Republicans • Abolition and expansion of slavery • 19th -century immigration
	8.C.CE.13	Identify the methods of individuals and movements responsible for the expansion of justice, equality, equity, rights, and responsibilities of citizenship from historically underrepresented groups at the local and national levels.	• Enlightenment ideas • Abolitionist movement • Women's rights • Worker's rights • Native American resistance and treaty rights
	8.C.CE.14	Evaluate the historical and contemporary means of attempting to create more inclusive societies, including the importance of advocacy and activism related to the expansion of justice, equality, and equity for historically underrepresented individuals and groups.	• Abolitionist movement • Seneca Falls convention • Cherokee Constitution • Current issues

Geography (8.G)

Concept	Code	Standard	Examples include, but not limited to:
Geographic Reasoning (G.GR)	**8.G.GR.1**	Construct and use maps and other representations, technologies, and spatial thinking to understand changes in the demographic composition of North America.	• North American Atlantic coast tribal lands • Colonial settlement patterns • Westward expansion of U.S. states into areas inhabited by Indigenous Tribes • Regional differences below and above the Mason-Dixon line • Competing claims in the Southwest (New Spain, France, Mexico, Texas
	8.G.GR.2	Interpret maps to identify the changes in political geography, population, and economic development of the United States.	• Expansion after the American Revolution • Louisiana Purchase • Oregon Territory • Annexation of Texas • "Free states" and states allowing for enslavement
Migration and Movement (G.MM)	**8.G.MM.3**	Identify and describe the causes and effects of migration, settlement, and cultural diffusion, in the expansion of the United States after the American Revolution until the end of the Civil War.	• Indigenous lands and peoples • Expansion of slavery • Settlement and experiences of immigrants
	8.G.MM.4	Investigate the effects of migration on immigrants and the culture where they settle.	• Preservation or assimilation of cultural traits and memories • The introduction and adoption of goods, ideas, games, and written and spoken language from country of origin • The adoption of technology, food, and customs

Concept	Code	Standard	Examples include, but not limited to:
Human Interaction and Interconnection (G.HI)	**8.G.HI.5**	Identify and explain examples of the influence of physical geography on human cultural elements such as law, religion, diet, and architecture.	• Locally available building materials • Locally sourced flora and fauna • Religious or spiritual significance of geographic features
	8.G.HI.6	Identify and describe how the physical and human characteristics of places and regions connect to human identities and cultures.	• Natural resources and foods • City vs. agrarian lifestyles • Religious practices and sites • Traditional clothing • Art and architecture
Human Environmental Interaction (G.HE)	**8.G.HE.7**	Identify and describe examples of how conquest and colonialism in North America affected Indigenous peoples' identities, cultures, and communities.	• Land use practices • Utilization of natural resources • Displacement • Conceptions of land ownership and stewardship • Availability of food and effects on diet • Missionary conversions and forced education

Economics (8.E)

Concept	Code	Standard	Examples include, but not limited to:
Earning, Saving, and Spending (E.ES)	**8.E.ES.1**	Compare the education and training requirements, income potential, and primary duties of at least two jobs available to high school students.	• CTE programs • Service • Retail • Labor • Minimum wage
	8.E.ES.2	Discuss how unexpected life situations can affect financial well-being and savings plans.	• Unexpected layoffs • Accident • Medical emergency • Natural disaster • Identity theft
	8.E.ES.3	Explain how compound interest can generate both wealth and debt.	• Savings accounts • Credit card debt • Adjustable and fixed interest rates
	8.E.ES.4	Define and analyze the concept of "fair lending practices" and the history of discrimination and systemic inequalities in the US financial system.	• Gender and racial discrimination in lending • Redlining and restrictive housing covenants • Home installment contracts • Forced redistribution of land

Micro and Macro Economics (E.MI)	8.E.MI.5	Explore varying viewpoints on the role and purpose of taxation and government spending historical and contemporary debate.	• Lower taxes & limited government spending • Increased taxes & social programs • Government intervention to stabilize the economy • Redistribution of wealth & reduction of inequality
	8.E.MI.6	Explain the role of forced and exploitative labor systems in the economic development of the United States.	• Indenture • Peonage and convict leasing • Enslavement and chattel slavery • Sharecropping • Migrant and immigrant labor • Child labor
	8.E.MI.7	Identify the positive and negative effects of technology on labor.	• Transportation and shipping • Manufacturing • Textiles • Agriculture • Communication
Incentives, Choice, and Consumer Behavior (E.IC)	8.E.IC.8	Assess the effect of business growth and expansion on the allocation of resources and economic incentives.	• Local job creation • Infrastructure development • Tax revenue • Resource consumption • Pollution
Specialization, Trade, and Interdependence (E.ST)	8.E.ST.9	Explain how regional specialization created economic interdependence among the regions of the United States between 1783-1865.	• Southern cotton production and Northern textile mills • Transportation networks • Tariffs

History (8.H)

Concept	Code	Standard	Examples include, but not limited to:
Continuity and Change (H.CH)	8.H.CH.1	Identify the significant political developments surrounding the territorial expansion of the United States in the early republic (1776-1865).	• Haitian Revolution • Louisiana Purchase • War of 1812/Tecumseh's war • Policy of tribal removal • Monroe Doctrine • Annexation of Texas • War with Mexico • Oregon Territory • Dakota Wars
	8.H.CH.2	Utilize the grade 8 Tribal History Shared History resources and other Indigenous voices to examine the differing forms of oppression, including cultural and physical genocide, faced by Indigenous Tribes and acts of resilience and resistance used by Indigenous peoples in response to settler-colonialism.	• Armed resistance • Cultural persistence • Language preservation • Treaties • Cooperation and trade • Alliances • Adoption and adaptation of cultural practices
Conflict and Cooperation (H.CC)	8.H.CC.3	Discuss the ongoing debate on attempts at restorative justice to address historic and ongoing injustice.	• Recognition • Restitution • Restoration • Reparations • Reconciliation
	8.H.CC.4	Analyze resistance to enslavement through research of primary sources such as newspapers, narratives, accounts of slave auctions, and political and legal records.	• The Stono Rebellion of 1739 • The Haitian Revolution of 1791–1804 • Gabriel's Conspiracy 1800 • German Coast Uprising, 1811 • The rebellion of Denmark Vesey of 1822 • The rebellion of Nat Turner in 1831 • Self-emancipation • Maroon Communities • Plantation sabotage • The role of the Underground Railroad • Black Press, Abolitionist societies, The Black church

Concept	Code	Standard	Examples include, but not limited to:
Cause and Effect (H.CE)	**8.H.CE.5**	Explain the effects of discoveries and technologies in the 18th and 19th centuries on the political and cultural development of the United States, including the expansion of slavery and the taking of Indigenous lands.	• Developments in agriculture such • Increasing speed of transportation • Communication methods • Telegraph • Photography
	8.H.CE.6	Analyze how economic, religious, social, ideological, and political developments led to sectional and national tensions, inspiring reform movements and political and social divisions between 1800-1860.	• Second Great Awakening • Abolitionist movements • Women's Rights • Temperance • Labor tensions • Expansion of slavery
	8.H.CE.7	Evaluate the growing political tensions between 1820-1861 over the institution of slavery within the United States, leading to the Civil War.	• Missouri Compromise (1820) • Nat Turner Rebellion (1831) • Nullification Crisis (1832) • Compromise of 1850 (1850) • Kansas-Nebraska Act (1854) • Dred Scott Decision (1857) • Harper's Ferry (1858)
	8.H.CE.8	Identify and analyze the political and military significance of the Civil War.	• Industrialization of warfare • Preservation of the Union • Emancipation Proclamation • Reconstruction • Trench warfare, Ironclad ships, repeating rifles
Communities and Pluralism (H.CP)	**8.H.CP.9**	Use primary and secondary sources to evaluate how intersecting identities including, gender identity, sexual orientation, age, race, ethnicity, religion, physical and mental ability, and class affect the living histories and experiences of peoples, groups, and events.	• Personal accounts and diaries • Religious sermons • Newspaper articles • Art and music
	8.H.CP.10	Identify and explain the contributions and experiences of individuals from traditionally underrepresented identities in Oregon and the United States.	• American Indian/Alaska Native/Native Hawaiian • Americans of African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent • Immigrants or refugees • Various religious identities • Lesbian, gay, bisexual, and transgender identities

High School Standards (Focus: US Post 1865 and Modern World Post 1750)

The high school standards provide students with opportunities to develop a deep understanding of government, political parties, interest groups, and media. Emphasizing an analysis of multiple perspectives, students identify historical and contemporary efforts to address discrepancies between democratic ideals and realities for underrepresented groups. The economics standards explore market economies, supply and demand dynamics, and the roles of various economic actors and institutions.

The history standards facilitate an analysis of continuity and change, conflicts, and cooperation, causes and effects, and the diverse experiences within U.S. and world history. For U.S. history from 1865 to the present, students examine social, political, and economic changes following the Civil War, including Reconstruction and late 19th and early 20th century attempts at expanding the rights underrepresented groups. Students analyze economic growth, the evolving role of government, and efforts to reduce inequalities. Crucially, students evaluate actions and methods used by underrepresented groups to achieve expanded rights and liberties. Additionally, students trace the evolving role of U.S. foreign policy from the Monroe Doctrine to the present day, exploring conflicts and compromises that shaped the U.S. as a global power.

For world history, students analyze the development of nationalism and nation-states and the types of governments that shaped the 20th century. They explore superpower rivalries, the rise of international organizations during the Cold War era, and efforts at global cooperation and development. A significant new addition to the US and World History standards includes an exploration of the events and policies of the Holocaust, the international community's response, and efforts to hold perpetrators accountable. Students also analyze the conditions and response of the world community to other 20th-century genocides through international tribunals and truth and reconciliation commissions.

Essential Disciplinary Practices

I. Develop **questions** for social science inquiry.	II. Use **chronological thinking skills,** connecting the past with the present to recognize continuity and change in human history.	III. Collect, interpret, evaluate, and apply information from **primary and secondary sources** to better understand and create historical narrative distinguishing between fact and opinion.	IV. Seek and analyze diverse perspectives to develop **a more complete understanding of past** and current events.	V. Evaluate and assess how discrimination, racism, and inequality create **historical narratives, individual perspectives**, intersecting identities, and diverse understandings of the past and present.
VI. Construct well-reasoned and logically coherent **explanations, arguments, and solutions** related to complex societal issues.	VII. Cultivate **global awareness and cultural understanding** to effectively engage with diverse cultures and perspectives in an interconnected world.	VIII. Demonstrate empathy to understand how **identities** shape actions of resistance and resilience among individuals and communities.	IX. Develop the necessary skills to critically analyze and evaluate **digital and social media** content, identify reliable sources, and become more informed and responsible digital citizens.	X. Apply the practices and knowledge of social science to determine the most effective ways to take **informed civic action**.

Civics (HS.C)

Concept	Code	Standard	Examples include, but not limited to:
Political Institutions (C.PI)	**HS.C.PI.1**	Investigate and compare core elements of early governments that were influential and evident in the United States government structure.	• Athenian democracy • Roman republicanism • Enlightenment ideals • Haudenosaunee Confederacy
	HS.C.PI.2	Compare and contrast the United States republican form of government to direct democracy, theocracy, oligarchy, authoritarianism, and monarchy.	• Representative government • Town meeting • Religious leadership • Divine Right • Dictatorship • Elite rule
	HS.C.PI.3	Examine and compare institutions, functions, and processes of government.	• Local • Tribal • County • State • Federal
	HS.C.PI.4	Using the Tribal History/Shared History resources and other primary and secondary source documents, identify and explain the development and mechanisms for the government-to-government relationship between Oregon and the nine federally recognized tribal governments.	• 2001 Senate Bill 770 • Executive Order 96-30 • Legislative Commission on Indian Services • Specific tribal governments
	HS.C.PI.5	Explore and explain the historical evolution of the debate over the role, function, and size of the federal branches of government.	• Federalism • Necessary and proper (Elastic clause) • Presidential use of executive orders • Congressional use of filibuster • Judicial use of the shadow docket • Federal agencies' rule-making power

Concept	Code	Standard	Examples include, but not limited to:
	HS.C.PI.6	Analyze and evaluate a landmark United States Supreme Court case addressing principles of federalism.	• Separation of powers • Republican government • Voting rights • Individual rights
	HS.C.PI.7	Compare core documents associated with the protection of individual rights.	• The U.S. Bill of Rights • The 14th Amendment • Article I of the Oregon Constitution • Dept. of Education Title VI and Title IX • Universal Declaration of Human Rights • International Covenant on Civil and Political Rights • Convention on the Elimination of All Forms of Racial Discrimination
Identity, Roles, and Responsibilities (C.IR)	HS.C.IR.8	Using primary sources from multiple perspectives, discuss and debate the central ideas of the government of the United States and Oregon.	• Popular sovereignty • Tribal sovereignty • Limitations of rights based on race, gender, and age • Constitutionalism • Republicanism • Federalism • Individual rights • The social contract • Natural rights
	HS.C.IR.9	Describe the civic behaviors that promote and strengthen a pluralistic democracy.	• Cooperation and compromise • Joining an organization or participating in the community • Engaging with multiple perspectives • Civic activism • Critical thinking • Journalism • Voting in elections • Military service • Volunteering • Holding public office

Concept	Code	Standard	Examples include, but not limited to:
	HS.C.IR.10	Analyze how political parties, interest and community groups, corporations, and mass media influence the beliefs and behaviors of individuals, and the policies and laws adopted by local, state, and national governments.	• Advertising • Fund raising • Grassroots & astroturfing • Lobbying • Campaign contributions
	HS.C.IR.11	Identify and explain the roles and responsibilities of branches and agencies responsible for the foreign policy of the United States.	• Wars • Trade • Treaties • Diplomacy
Democratic Principles (C.DP)	HS.C.DP.12	Using primary sources from multiple perspectives, identify and explain historical and contemporary efforts to narrow discrepancies between foundational ideas and values of American democracy and the realities of American political and civic life for traditionally underrepresented groups.	• Women's rights organization: National Organization of Women • Black Power Organizations: Black Panther Party • Chicano Movement: La Raza Unida Party • LGBTQ2IA+: Human Rights Campaign • Native American: American Indian Movement • People with Disabilities: American Association of People with Disabilities • Asian American: Asian American Political Alliance • Jewish American: Anti-Defamation League
	HS.C.DP.13	Argue and defend positions on contemporary issues in which foundational ideas or values are in tension.	• Majority rule and individual rights • Popular vote and Electoral College • Liberty and equality • Equity and equality • Individual rights and community interests • Freedom and security
	HS.C.DP.14	Identify and analyze the existence and perpetuation of discrimination and inequity in the local, state, national, or global context.	• Employment discrimination • Healthcare disparities • Environmental impacts • Educational inequities

Concept	Code	Standard	Examples include, but not limited to:
	HS.C.DP.15	Identify and evaluate the effect of the exclusionary language and intent of the Oregon and U.S. Constitution and the provisions and process for expanding and protecting civil rights.	• Oregon Constitution: Article I Sec. 1-20 • Oregon Constitution: Article II Sec. 6 • Oregon Constitution: Article II XV Sec. 8 • US Constitution: Article 1 Sec. 2 • US Constitution: Article 4 Sec. 2 • Amendments to US Constitution
	HS.C.DP.16	Identify the requirements and process for voting.	• Citizenship, age, residency • Registration and process • Mail and in-person ballots and voter guides • Absentee voting • Counting and certification
Civic Engagement (C.CE)	HS.C.CE.17	Explain how active citizens and political or social movements can affect the lawmaking process locally, nationally, and internationally.	• Advocacy and lobbying • Social/political movements • Civil disobedience • Litigation and legal advocacy
	HS.C.CE.18	Identify and assess the planning and methods groups facing discrimination used to achieve access to voting, as well as expansion of rights and liberties from 1865 to the present.	• Women's rights • Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ2IA+) Civil Rights Movement • Disability rights and justice movement • Environment movement • Health and rights of workers • Native American rights, self-determination, sovereignty
	HS.C.CE.19	Compare the debate over a public policy issue from the past with a contemporary issue and evaluate the role of political parties, interest groups, social movements, and media in influencing public opinion.	• Labor • Environment • Disability rights • Voting • Education

Geography (HS.G)

Concept	Code	Standard	Examples include, but not limited to:
Geographic Reasoning (G.GR)	**HS.G.GR.1**	Use geographic tools, various kinds of maps, and geospatial technologies to examine geographic components of past and current world events or to solve geographic problems.	• GIS, GPS, remote sensing • Natural disasters • Humanitarian crises • Climate change • Global pandemics • War
Migration and Movement (G.MM)	**HS.G.MM.2**	Analyze recent voluntary and forced migration patterns to identify and understand the push and pull factors and their effect on people and places.	• Conflicts and violence • Economic hardship and opportunities • Environmental degradation • Climate change • Persecution and discrimination • Family reunification • Freedom and justice • Political and social response to immigration
	HS.G.MM.3	Investigate and analyze how political and economic decisions determine the settlement patterns of human populations, including the removal and segregation of communities in the United States.	• Westward expansion of the United States • Dispossession of Indigenous lands • Creation of urban ghettos and food deserts • The Great Migration • Practice of redlining • Oregon's Vanport and "Sundown Towns" • Development of suburbs • Development of the "Sunbelt" • Land use policy and rural areas • Gentrification
	HS.G.MM.4	Investigate and analyze the migration and settlement patterns of human populations, including the removal and segregation of communities in past and in current societies globally.	• Relocation due to infrastructure projects • War refugees and displaced persons • Expulsion and removal for "ethnic cleansing" • Discrimination, prejudice, and racism • Response to natural disaster or environmental degradation

Concept	Code	Standard	Examples include, but not limited to:
	HS.G.MM.5	Explain how changes in transportation and communication technology affect the spatial connections among human settlements and the diffusion of ideas and cultural practices including religious beliefs, economic exchange, and languages.	- Urbanization - Increased mobility - Expansion of trade networks - Globalization of information - Religious and ideological movements
Human Interaction and Interconnection (G.HI)	HS.G.HI.6	Identify the effects of geographical factors on the interactions among societies.	- Bodies of water - Mountains - Deserts - Climate - Presence or scarcity of natural resources - Population density
	HS.G.HI.7	Assess the effect of human settlement activities on the environmental and cultural characteristics of specific places and regions.	- Size and density of the population - Ethnic and religious makeup - Language - Art and music - Values associated with land use such as stewardship vs. ownership - Architecture and infrastructure - Political organization
	HS.G.HI.8	Identify examples of conflict and cooperation involving the use of land and natural resources.	- Border disputes over natural resources such as water - Wars, including acts of genocide, for the acquisition of land - Agreements and settlements to share resources - International immigration policies

Concept	Code	Standard	Examples include, but not limited to:
Human Environmental Interaction (G.HE)	**HS.G.HE.9**	Explain how technological developments, societal decisions, and personal practices influence global resource consumption patterns, conservation, and environmental sustainability.	• International shipping • Development of highway systems • Individual automobile ownership • Residential zoning decisions • Technology and alternative energy resources
	HS.G.HE.10	Evaluate efforts at the local, national, or international level to address the use of limited or environmentally harmful resources.	• Campaigns to alter consumption patterns • Approaches to land and resource stewardship • Assessment of carbon footprint • Mitigation and adaptation strategies • International summits on climate
	HS.G.HE.11	Identify and describe how the relationship to land, utilization of natural resources, displacement, and land ownership affects historically underrepresented identities, cultures, and communities.	• Native American tribal lands and reservations • Sovereignty and autonomy • Indigenous lands and corporate extraction contracts • Voluntary or forced migration • Establishment of political boundaries

Economics (HS.E)

Concept	Code	Standard	Examples include, but not limited to:
Micro and Macro Economics (E.MI)	HS.E.MI.1	Define supply and demand and explain the factors that determine the production and distribution of goods and services in a market economy.	• Supply and demand dynamics • Prices, profits, and competition • Government policies and interventions • Consumers and producers
	HS.E.MI.2	Create and explain economic models of supply and demand.	• An economic graph showing supply and demand • Identifying determinants of supply and demand • Shifting curves on a diagram or graph
	HS.E.MI.3	Analyze the effects of shortages and surpluses on supply and demand.	• Effects on prices • Consumer behavior • Incentives for suppliers • Illegal markets • Innovation • Government intervention
	HS.E.MI.4	Explain and give examples of the roles the government may play in a market economy.	• Provision of public goods and services • Redistribution of income • Protection of property rights • Resolution of market failures • Government bailouts • Setting interest rates • Tax incentives
	HS.E.MI.5	Explain the role of banks and other financial institutions in the market economy of the United States and analyze the reasons for banking crises.	• Intermediaries between savers and borrowers • Payment services • Risk management • Liquidity shortages • Asset quality issues • Regulatory failures
	HS.E.MI.6	Describe the intent and functions of the Federal Reserve System.	• Monetary policy • Bank regulation • Payment systems • Financial stability

Concept	Code	Standard	Examples include, but not limited to:
	HS.E.MI.7	Assess the health of the U.S. economy by applying the economic indicators of inflation, deflation, Gross Domestic Product (GDP), and unemployment from 1865 to the present.	• Financial panics of 1873 and 1893 • Roaring Twenties • Great Depression • Post WWII economic growth • Great Recession
Incentives, Choice, and Consumer Behavior (E.IC)	HS.E.IC.8	Explain how consumers and producers confront the condition of scarcity by making choices that involve opportunity costs and tradeoffs.	• Buying decisions • Long-term financial planning • Maximizing utility • Minimizing inefficiencies
	HS.E.IC.9	Analyze the effect of global events such as wars and technological developments on industry and consumers.	• Consumer demand • Raw materials • Supply chains • Innovation and productivity • Government interventions
	HS.E.IC.10	Describe the potential intended and unintended benefits and negative consequences of government economic programs and policies on the welfare and well-being of individuals and groups including traditionally underrepresented groups.	• American Indian/Alaska Native/Native Hawaiian • Americans of African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent • Immigrants or refugees • Various religious identities • Lesbian, gay, bisexual, and transgender identities
Specialization, Trade, and Interdependence (E.ST)	HS.E.ST.11	Analyze the role of comparative advantage in the international trade of goods and services.	• Specialization and efficiency • Mutual gains through trade • Supply chain interdependence • Political and social response
	HS.E.ST.12	Identify the basic characteristics of monopoly, oligopoly, monopolistic competition, and perfect competition.	• Number of producers • Level of consumer choice • Product differentiation • Price and non-price competition • Allocation of resources • Barriers to entry

Concept	Code	Standard	Examples include, but not limited to:
	HS.E.ST.13	Explain how international economic trends and policies affect political, social, and economic conditions in various nations.	- Political stability - Social welfare - Environmental and resource development - Interdependence - Migration
	HS.E.ST.14	Summarize the role and effect of economic institutions within market economies.	- Labor unions - Multinationals - Nonprofit organizations
	HS.E.ST.15	Analyze the effect on national and global markets of the use of slavery and other exploitative labor systems in the development of the U.S. infrastructure, wage competition, trade, and standards of living.	- Indenture - Peonage - Convict leasing - Sharecropping - Bracero program and migrant labor - Chinese immigrant labor - Contemporary prison labor

US History (HS.US) 1865-Present

Concept	Code	Standard	Examples include, but not limited to:
Continuity and Change (US.CH)	**HS.US.CH.1**	Analyze social, political, and economic continuity and change following the Civil War and Reconstruction (1865-1896) with attention to how post-war policies and actions affected traditionally underrepresented groups and individuals.	• The need for federal troop presence in the South • Intent and implications of the 13th, 14th, and 15th Amendments and the idea of a "second founding" • Freedmen's Bureau and organizations for Black equality • Establishment and expansion of Freedmen's towns • Accomplishments and limitations of Radical Reconstruction • Continued expansion and settlement on Indigenous lands • Growth of industry and labor tensions
	HS.US.CH.2	Using primary sources from multiple perspectives, identify and analyze developments in the growth of the US economy, the changing role of government, and efforts of individuals and organizations attempting to reduce political, economic, and social inequalities in the 20th century.	• Economic policies and labor unions • Progressive Era reforms and regulations • New Deal and Great Society Programs • Women's suffrage and Civil Rights • Activism for LGBTQ2SIA+ Equality
	HS.US.CH.3	Analyze the foreign policy statements of the United States to trace the changing role of United States intervention in global affairs from 1823 to the present.	• Washington's Farewell Address • Monroe Doctrine • Interventionism • Isolationism • Roosevelt Corollary • "Making the world safe for democracy." • Good Neighbor Policy • US interventions in Latin America • Truman Doctrine • Kennedy Doctrine • Containment • Bush Doctrine

Concept	Code	Standard	Examples include, but not limited to:
	HS.US.CH.4	Identify and analyze the developments and consequences of significant changes in technology on American society and culture from 1865-present:	• Industrialization and assembly lines • Automobiles • Electricity and communication • Wartime mobilization • Leisure time • Medical discoveries • Sanitation systems • The Internet
Conflict and Cooperation (US.CC)	HS.US.CC.5	Analyze primary sources from multiple perspectives to develop an argument about how the conflict between traditionalism and modernity in the early 20th century generated both progress and backlash on issues of justice and equality.	• Harlem Renaissance and modern art • Shifting immigration patterns and Great Migration • Reemergence of the Ku Klux Klan • Increasing role of women in the workplace • Debates over evolution and role of religion in public life • The visibility of same-sex (LGBTQ2SIA+) relationships • Prohibition and the "Jazz Age"
	HS.US.CC.6	Identify global conflicts and compromises to evaluate actions of the United States as an emerging global power between 1890-1945.	• Acquisition of lands beyond North America • Spanish-American War • Military interventions in the western hemisphere • World War I • League of Nations • Economic intervention and cooperation • WWII • United Nations
	HS.US.CC.7	Analyze how the differing ideologies and policies of the United States and the Soviet Union contributed to conflict and cooperation in multiple continents during the Cold War Era between 1945-1991.	• Military Interventions • Economic intervention and cooperation • Clandestine or covert operations • NATO (North Atlantic Treaty Organization) • Warsaw Pact • International Monetary Fund • Peace Corps

Concept	Code	Standard	Examples include, but not limited to:
	HS.US.CC.8	Identify how Cold War tensions between the United States and the Soviet Union shaped domestic attitudes, culture, and policies.	• Anti-Communism campaigns • Nationalism and patriotism • Nuclear anxiety • Military spending • Space Race • Propaganda
	HS.US.CC.9	Analyze examples of US intervention, conflict, and compromise between the United States and other nations, groups, and individuals in the post-Cold War Era.	• Kuwait and Iraq • Somalia • Haiti • Bosnia and Kosovo • Iraq • Afghanistan • UN Missions
Cause and Effect (US.CE)	HS.US.CE.10	Evaluate the actions and methods groups facing discrimination used to achieve expansion of rights and liberties from 1865-present.	• Mutual aid societies • Identity-based social organizations • Political organizations • Economic decisions • Civil disobedience and protest • State and federal legislation • Supreme Court challenges
	HS.US.CE.11	Using primary source images, data, and documents, describe the causes of immigration to the United States and identify the domestic social and political responses to migration and immigration in the United States from the 19th century to the present.	• Nativism • Anti-Irish discrimination • Chinese Exclusion Act • "Gentleman's Agreement" • 1921 and 1924 quota systems • Bracero program • 1965 Immigration Act • 1980 US Refugee Act • 2018 Executive Order 13780

Concept	Code	Standard	Examples include, but not limited to:
Communities and Pluralism (H.CP)	**HS.US.CP.12**	Examine how underrepresented groups, including those identifying by race, ethnicity, gender, sexual orientation, and religion viewed themselves and contributed to the identity of the United States in the world from 1865-present.	• American Indian/Alaska Native/Native Hawaiian • Americans of African, Asian, Pacific Island, Chicano, Latino, Middle Eastern or Jewish descent • Immigrants or refugees • Various religious identities • Lesbian, gay, bisexual, and transgender identities
	HS.US.CP.13	Using the Tribal History/Shared History resources and other primary and secondary documents, analyze and explain the histories of the American Indian/Alaska Natives and the history of Native Hawaiians in Oregon to examine the effect of state and federal actions and policies on tribal populations, rights, and culture.	• 1871 Indian Appropriations Act • Boarding school era • Dawes Act (1887) • Indian Reorganization Act • Treaties and federal policies • Sovereignty and Gov-Gov relations • Tribal termination and relocation • Tribal restoration • American Indian Movement • Land Back Movement • Indian water rights
	HS.US.CP.14	Examine the perspectives of survivors of Indigenous genocide, Black communities destroyed by violence, and other human rights violations utilizing primary sources from multiple perspectives including written and recorded survivor testimonies.	• Oregon's Trail of Tears • Tulsa massacre • Japanese incarceration • Stonewall uprising • War refugees • Holocaust and other genocides
	HS.US.CP.15	Analyze the long-term consequences of the Jim Crow era (1870s–1960s).	• Legal and social failures to guarantee racial equality • Promulgation of white supremacism • State and vigilante violence targeted at individuals and communities • The role of racist groups like the Ku Klux Klan • Black leaders and organizations working for Civil Rights and equality

Concept	Code	Standard	Examples include, but not limited to:
	HS.US.CP.16	Assess the role and consequences of antisemitism in the United States.	• Religious foundations of antisemitism • Historical and contemporary stereotypes • Exclusion of Jews and white supremacy • Response to persecution in Nazi Germany • Immigration restrictions • Media and propaganda portrayals of victims
	HS.US.CP.17	Analyze the role of religion in shaping social, cultural, and political developments in the United States during the 20th century.	• Social movements • Cultural values • Political ideologies • Public policies
	HS.US.CP.18	Analyze the origins, evolution, and goals of the movement for Black equality from 1865 to the present, including examples of the social and political resistance to integration and equality.	• Civil & political initiatives during Reconstruction 1865-1877 • Participation in segregated military • Black activists and leaders 1865-1968 • Black Organizations 1900-Present • Responses to violence
	HS.US.CP.19	Identify and analyze political, social, and intellectual movements in the post-WWII United States that challenged discrimination and changed traditional assumptions about race, ethnicity, class, gender, the environment, and religion.	• Women's rights • Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ)Civil Rights Movement • Chicano Movement • Combatting antisemitism • Disability rights movement • Environment movement • Health and rights of workers • Native American rights, self-determination, sovereignty

Concept	Code	Standard	Examples include, but not limited to:
Continuity and Change (WR.CH)	HS.WR.CH.1	Use primary and secondary resources to analyze the development of political identity associated with the nation-state and nationalism.	• French Revolution • Haiti • Gran Columbia • German Unification • Zionism • Arab Nationalism • Indian Nationalism • Ghana/Gold Coast • Kenya
	HS.WR.CH.2	Analyze the political, social, and economic causes and effects of industrialization in Europe and North America between 1850 and the present	• Migration • Industrial pollution • Labor unions • Class stratification • Cosmopolitan cities • Expansion of citizen rights • Total War • Multinational Corporations
Conflict and Cooperation (WR.CC)	HS.WR.CC.3	Examine various means national and cultural groups used in attempts to combat the power of European Imperialism between 1750-1945.	• Peru • Haiti • China • India • Hawaii • UNIA
	HS.WR.CC.4	Analyze and assess how superpower rivalries created new political alliances, led to proxy wars, and resulted in the rise of international organizations from 1945-1991.	• Cuba • China • Korea • Vietnam • Congo • NATO • Warsaw Pact

Concept	Code	Standard	Examples include, but not limited to:
	HS.WR.CC.5	Assess the effectiveness of organizations and institutions designed to foster collaboration, compromise, and development from 1945-present.	- United Nations - NAT0 - European Union - World Bank - World Trade Organization - Group of Twenty - African Union - MERCOSUR - APEC (Asia Pacific Economic Cooperation) - USMCA
	HS.WR.CC.6	Analyze methods used by state and non-state actors in efforts to decolonize, including protests, social media campaigns, non-violent actions, boycotts, terrorism, guerilla warfare, and other methods from 1945 to the present.	- India - Vietnam - Algeria - Kenya - Ghana - Angola - Poland - East Germany (GDR)
Cause and Effect (WR.CE)	**HS.WR.CE.7**	Analyze causes and effects of political revolutions in multiple global regions from 1789 to the present.	- France 1789 - Haiti 1791 - Latin American Wars of Independence 1808 - European revolutions of 1848 - Russia 1917 - Mexico 1917 - Vietnam 1945 - China 1949 - Cuba 1953 *Note-Years denote beginning of revolution*

Concept	Code	Standard	Examples include, but not limited to:
	HS.WR.CE.8	Determine the causes of World War I.	• Militarism • Alliances • Industrialization • Nationalism
	HS.WR.CE.9	Analyze the political, social, economic, and cultural developments following World War I.	• Communist and Socialist Political Parties • Role of Women • Rights of Colonial subjects • Technology • Traditional Religion • Race Relations
Communities and Pluralism (WR.CP)	HS.WR.CP.10	Identify the characteristics of fascism, militarism, and totalitarianism as exhibited in the rise of the authoritarian regimes in Italy, Japan, Germany, and the Soviet Union during the 1920s and 1930s	• Authoritarian Leadership • Militarism • Nationalism • Autarky • Totalitarian control • Corporate state • Expansionism and colonialism • Racist ideology • Propaganda • Surveillance • Terror
	HS.WR.CP. 11	Determine the causes of World War II.	• Nationalism • Weakness of League of Nations • Economic depression • Territorial ambition • Appeasement

Concept	Code	Standard	Examples include, but not limited to:
	HS.WR.CP.12	Identify the causes and effects of Japanese, Soviet, and German colonial military occupation on civilians from 1910-1945.	• Expansionism and colonialism • Ideological and racist motivations • Military strategy • War and genocide • Resistance and collaboration • Refugees and forced migration • Resilience and Long-term trauma
	HS.WR.CP.13	Analyze the political, social, economic, and cultural developments following World War II.	• Cold War • Decolonization • Ideological competition in Africa, Asia, and Americas • UN and international organizations • Civil Rights Movement • EEC and EU • Technological Advancements • Cultural exchange
	HS.WR.CP.14	Identify and explain the significance of the origins of antisemitism.	• Anti-Judaism within Catholic and Protestant teachings. • Expulsion of Jews from various European countries • State-sponsored or sanctioned violence including pogroms • Laws limiting Jewish rights before the Nazi party • Eugenics and "Social Darwinism"
	HS.WR.CP.15	Explain the significant events, public policies, and experiences of the Holocaust.	• Jewish life in Germany before and after the rise of the Nazi party • The Nuremberg Laws and related laws limiting and eliminating Jewish and other identity groups' rights (1933-1945) • Kristallnacht, rising violence against Jews and other identity groups • Invasion of Poland, creation of ghettos and concentration camps • Wannsee Conference and adoption of the Final Solution • Stories of the victims of the Holocaust

Concept	Code	Standard	Examples include, but not limited to:
	HS.WR.CP.16	Analyze primary documents to examine the role individual bystanders, collaborators, and perpetrators played in the implementation of Nazi policies against Jewish people and other targeted groups, as well as the role of resisters in opposing the Nazis and their policies within German-occupied territory.	• Diaries and letters • Photographs and film • Government Documents • Witness testimony • Trial documents • Newspaper and magazine accounts
	HS.WR.CP.17	Evaluate the international community's responses to the persecution of Jews and other identity groups during the Holocaust.	• International response or non-response to Nazi racial laws • Evian & Bermuda conferences, antisemitic and anti-immigration policies • Appeasement, collaboration with German actions and policies • Public statements addressing violations and violence against Jews and other identity groups.
	HS.WR.CP.18	Analyze the conditions and responses to genocides of the 20th century.	• Herero & Nama • Armenian • Holodomor • Cambodia • Rwanda • Guatemala • Myanmar
	HS.WR.CP.19	Analyze efforts among nation-states and in the international community's efforts to hold perpetrators responsible for their involvement in the Holocaust and other acts of genocide.	• The Nuremberg and Tokyo trials • UN -Prevention and Punishment of the Crime of Genocide • UN Declaration of Human Rights • International Criminal Tribunal for Former Yugoslavia • Argentina- Commission on Disappearance of Persons • Ecuador -The Truth Commission • Bangladesh-War Crimes Fact Finding Committee • Rwanda-National Unity and Reconciliation Commission • South Africa-Truth and Reconciliation Commission *Note*-Additional *examples included in* *6/7.C.DP.9*