



2024 Oregon DRAFT Social Science Standards

[K-12 Social Science Public Draft Version](#)

Standards Version 6.3

Version Update: April 18, 2024

I. Changes for 2024

The 2024 Oregon's Social Science Standards include several notable differences compared to the 2018 or 2021 versions. The changes reflect insights gained from educators, a review of standards from other states, and recent legislative mandates necessitating the inclusion of new topics such as civics, ethnic studies, the Holocaust, and other genocides. The overarching objective is to provide educators and students with a more nuanced and relevant educational framework tailored to instill active citizenship and foster a deeper comprehension of our interconnected global landscape.

II. Social Science Domain Concepts

The social science standards include four main content domains: civics, geography, economics, and history. Each of these domains are divided into four concepts helping students understand the main themes and ideas of each domain. The social science standards also include Essential Social Science Skills and Practices relevant to all grade levels and domains. The Essential Social Science Practices encompass the knowledge, skills, and dispositions for active engagement in a pluralistic democracy.

The disciplinary skills, often used by historians, political scientists, economists, and geographers, empower students to interrogate and understand their world. Designed for integration with the Content Standards, the seven practices include the processes of inquiry and research integral to a rich and robust social science curriculum and the foundation for active and responsible participation in the community. When applied with increasing sophistication at each grade level, these skills and practices support student learning throughout K-12 Social Science.

As with all the Oregon Social Science Standards, these skills and practices require students to engage with multiple voices, perspectives, contributions, and histories, including those underrepresented in traditional texts and approaches to social science.

Domains

Domain 1: Civics (C)

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

Domain 2: Geography (G)

Concepts	Title
G.GR	Geographic Reasoning
G.MM	Migration and Movement
G.HI	Human Interaction and Interconnections
G.HE	Human Environmental Interaction

Domain 3: Economics (E)

Concepts	Title
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 4: History (H)

Concepts	Title
H.CH	Continuity and Change
H.CC	Conflict and Cooperation
H.CE	Cause and Effect
H.CP	Communities and Pluralism

III. Essential Social Science Skills and Practices

The social science skills and practices, paired with the content standards, empower students to become informed and engaged citizens in a pluralistic democracy. In the early elementary years, students learn to ask questions, analyze information, and understand diverse perspectives. As they progress through each grade level, these skills deepen and become more sophisticated, allowing students to engage critically with complex social, historical, and cultural issues.

The skill and content standards encourage students to appreciate cause-and-effect relationships, develop inquiry skills, and critically analyze complex issues to make informed decisions. Global awareness and cultural competence prepare students to engage effectively with diverse perspectives and offer an analysis of multiple points of view. An empathetic approach to an honest and deep exploration of the gaps between aspirational goals and the lived realities of US and World History allows students to explore social injustices and advocate for fairness in society.

These standards also introduce media literacy skills to encourage students to critically evaluate media messages and engage responsibly in the digital age. Together, these skills provide students with the tools needed to navigate an interconnected world and contribute positively to their communities.

Standard	Text
EP.1	Demonstrate civic knowledge, skills, and dispositions required for a healthy pluralistic democracy.
EP.2	Understand cause-and-effect relationships and the drivers of change in human history.
EP.3	Develop questions for inquiry.
EP.4	Identify and analyze multiple points of view, on past and current events distinguishing between fact and opinion.
EP.5	Evaluate and assess how discrimination, racism, and inequality shape historical narratives, individual perspectives, intersecting identities, and an understanding of the past and present.
EP.6	Cultivate global awareness and cultural competence to understand the interconnectedness of the world and engage effectively with diverse cultures and perspectives.
EP.7	Identify, organize, assess, and appropriately use information from multiple sources.
EP.8	Demonstrate empathy for multiple experiences and perspectives in evaluating civic actions seeking justice, fairness, and empathy.
EP.9	Construct explanations, arguments, and solutions using reasoning, logical sequencing, examples, and details with relevant information and data.
EP.10	Practice media literacy skills to critically analyze, evaluate, and responsibly engage with various forms of media in the context of social science education.

Essential Social Science Skills and Practices Grade Level Focus

Standard	K	1	2	3	4	5	6/7	8	HS
EP.1	X	X	X	X	X	X	X	X	X
EP.2	X	X	X	X	X	X	X	X	X
EP.3	X	X	X	X	X	X	X	X	X
EP.4	X	X	X	X	X	X	X	X	X
EP.5	X	X	X	X	X	X	X	X	X
EP.6		X	X	X	X	X	X	X	X
EP.7					X	X	X	X	X
EP.8					X	X	X	X	X
EP.9							X	X	X
EP.10							X	X	X

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. 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 cause 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 laws, policies, and other social interactions are often shaped by gender, race, ethnicity, sexual orientation, religion, class, and disability.

When applicable, 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 within the typical social science textbook.

VI. Oregon Social Science Grade Level Standards

Kindergarten Standards

Civics (K.C)

Concept	Standard	Text	Example
Political Institutions	K.C.PI.1	Explain the goals and purpose of public school.	Examples include, but not limited to: <ul style="list-style-type: none"> • Meeting friends • Shared Experience • Creating Community • Cooperation • Learning
	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.	
Identity, Roles, Responsibilities	K.C.IR.3	Identify the social skills necessary for healthy and respectful dialogue and relationships.	Examples include, but not limited to: <ul style="list-style-type: none"> • Following classroom rules • Active listening • Respect for diversity • Kindness • Cooperation • Apologies to repair relationships
	K.C.DP.4	Explain how words and actions affect others and explore what causes people to act in caring or hurtful ways.	
Democratic Principles	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.	Examples include, but not limited to: <ul style="list-style-type: none"> • Martin Luther King Day • President’s Day • Memorial Day • Juneteenth • Independence Day • Labor Day • Indigenous Peoples Day • Veteran’s Day • Native American Heritage Day • Thanksgiving

Concept	Standard	Text	Example
Civic Engagement	K.C.CE.6	Explain and demonstrate how rules can reduce conflict, address unfairness, and promote fairness in different settings and cultures.	Examples include, but not limited to: <ul style="list-style-type: none"> • Taking turns • Transitioning to next activity • Raising your hand

Geography (K.G)

Concept	Standard	Text	Example
Geographic Reasoning	K.G.GR.1	Identify, compare, and contrast pictures, maps, and globes.	
	K.G.GR.2	Create a representation of where you live, work, and play.	
	K.G.GR.2	Use terms related to location, direction, and distance.	Examples include, but not limited to: <ul style="list-style-type: none"> • Over/under • Here/there • Left/right • Above/below • Forward/backward • In between
Migration and Movement	K.G.MM.4	Identify the migration stories of people to and within the local community/neighborhood.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • Home address • School, parks, shopping areas, etc.
Human Interaction and Interconnection	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.	Examples include, but not limited to: <ul style="list-style-type: none"> • Classroom Communities • School Communities • Local Communities

Concept	Standard	Text	Example
	K.G.HI.7	Identify and begin to understand ways humans interact with their environment	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • Planting and harvesting • Outdoor sports • Clothing to wear

Economics (K.E)

Concept	Standard	Text	Example
Earning, Saving, and Spending	K.E.ES.1	Identify denominations of US money and explain how money is used.	
	K.E.ES.2	Give examples of different jobs and volunteer positions in communities.	
Incentives, Choice, and Consumer Behavior	K.E.IC.3	Provide examples of goods and services people purchase with the money they earn.	

History (K.H)

Concept		Text	Example
Continuity and Change	K.H.CH.1	Recognize that events happen in sequential order.	Examples include, but not limited to: <ul style="list-style-type: none"> • First, next, last • Now, then, before, long-ago, after • Past, present, today, tomorrow, yesterday, next week, last week, next month, etc.
Conflict and Cooperation	K.H.CC.2	Identify examples in stories and biographies of unfairness or injustice towards individuals or groups, and the changemakers working to make the world more just and fairer.	Examples include, but not limited to: <ul style="list-style-type: none"> • Individuals from national and state history • Characters in books and stories • Community members
Cause and Effect	K.H.CE.3	Explain the cause and effect of an event in a community.	
Communities and Pluralism	K.H.CP.4	Compare traditions and celebrations of people with diverse cultural backgrounds within a community.	Examples include, but not limited to: <ul style="list-style-type: none"> • Birthdays • Family Meals • Religious or cultural celebrations

Grade 1 Standards

Civics (1.C)

Concept	Standard	Text	Example
Political Institutions (C.PI)	1.C.PI.1	Explain the purpose of local government.	Examples include, but not limited to: <ul style="list-style-type: none"> • Public schools & parks • Public libraries • Roads and Highways • Local government such as town councils or school boards • Public transportation
Identity, Roles, 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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 including.	Examples include, but not limited to: <ul style="list-style-type: none"> • Fairness and Unfairness • Equality and Equity • Inclusion and Exclusion • Rights and Responsibilities • Harm and Repair

Concept	Standard	Text	Example
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.	Examples include, but not limited to: <ul style="list-style-type: none"> • Listening • Helping • Organizing • Setting an example • Including everyone

Geography (1.G)

Concept	Standard	Text	Example
Geographic Reasoning (G.GR)	1.G.GR.1	Identify and construct maps representing familiar places utilizing information from legends and keys.	Examples include, but not limited to: <ul style="list-style-type: none"> • Scale • Cardinal directions • Symbols • Colors
	1.G.GR.2	Locate and identify important locations in the community.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	
Migration and Movement (G.MM)	1.G.MM.4	Explain why and how people move to and within communities.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	

Concept	Standard	Text	Example
Human Environmental Interaction (G.HE)	1.G.HE.6	Provide examples of local natural resources and describe how people use them.	
	1.G.HE.7	Describe ways people modify their environment.	Examples include, but not limited to: <ul style="list-style-type: none"> • Farming and cultivating • Building homes and schools • Road construction • Cleaning up pollution

Economics (1.E)

Concept	Standard	Text	Example
Earning, Saving, and Spending (E.ES)	1.E.ES.1	Identify sources of income.	Examples include, but not limited to: <ul style="list-style-type: none"> • Gifts • Borrowing • Work wages • Government assistance
	1.E.ES.2	Identify choices and decisions for various uses of money.	Examples include, but not limited to: <ul style="list-style-type: none"> • Saving • Spending • Contributing
Incentives, Choice, and Consumer Behavior (E.IC)	1.E.IC.3	Explain the difference between a need and a want.	Examples include, but not limited to: <ul style="list-style-type: none"> • Food • Water • Clothing • Shelter • Treats • Toys
Micro and Macro (E.MI)	1.E.MI.4	Describe how people are buyers (consumers) and sellers (producers).	
	1.E.MI.5	Identify, provide examples of, and distinguish places in communities that provide goods and services.	Examples include, but not limited to: <ul style="list-style-type: none"> • Grocery store • Dr. Office • Hardware store • Restaurant • School

Concept	Standard	Text	Example
Specialization, Trade, Interdependence (E.ST)	1.E.ST.6	Investigate how people can benefit themselves and others by developing specific skills, strengths, and goods.	Examples include, but not limited to: <ul style="list-style-type: none"> • Creating a product with locally available resources • Trading goods between regions • Offering a service

History (1.H)

Concept	Standard	Text	Example
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.	Examples include, but not limited to: <ul style="list-style-type: none"> • Day, week, month • Year, decade, century • Ago • BCE/CE • Time Immemorial
	1.H.CH.2	Describe how individual and group characteristics are used to divide, unite, and categorize racial, religious, ethnic, and social groups in ways that may be helpful or harmful.	Examples include, but not limited to: <ul style="list-style-type: none"> • Stereotyping • Segregation and discrimination • Community pride • Celebrations • Inclusive policies • Cultural exchange
Cause and Effect (H.CE)	1.H.CE.3	Use oral history or artifacts to develop a simple timeline of a family's history in sequential order.	
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.	
	1.H.CP.5	Identify and explain multiple perspectives, including from traditionally, or historically, underrepresented groups and individuals in our community on local issues.	

Grade 2 Standards

Civics (2.C)

Concept	Standard	Text	Example
Political Institutions (C.PI)	2.C.PI.1	Identify local education and civic leaders and describe their role and responsibilities.	Examples include, but not limited to: <ul style="list-style-type: none"> • Teacher • Principal • Superintendent • School Board • Mayor • Council person • Governor
	2.C.PI.2	Explain how political leaders are chosen through voting and democratic elections	
Identity, Roles, Responsibilities (C.IR)	2.C.IR.3	Describe and analyze various ways students can affect their local community.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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, some 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.	
Democratic Principles (C.DP)	2.C.DP.5	Define, explain, and analyze different approaches to conflict resolution among individuals, groups, and communities.	Examples include, but not limited to: <ul style="list-style-type: none"> • Fairness • Justice • Equality • Equity • Restorative

Concept	Standard	Text	Example
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.	Examples include, but not limited to: <ul style="list-style-type: none"> • Listening • Helping • Organizing • Setting an example • Including everyone

Geography (2.G)

Concept	Standard	Text	Example
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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • Oceans • Continents • Mountains • Rivers
	2.G.GR.3	Utilize maps and globes to investigate and identify the world's political geography.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • Economic opportunity • Security • Natural disaster
Human Interaction and Interconnection (G.HI)	2.G.HI.5	Explain how factors such as race, culture, gender, indigeneity, and socioeconomic status contribute to identity.	

Concept	Standard	Text	Example
	2.G.HI.6	Examine the group identities in a community and describe how a diversity of cultural elements can enrich it.	Examples include, but not limited to: <ul style="list-style-type: none"> • Language • Literature • Arts • Religion • Traditions • Customs
	2.G.HI.7	Compare and contrast the diverse aspects of culture represented in a community, such as individuals, events, songs, symbols, and celebrations.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • Horticulture • Agriculture • Hunting • Domesticating animals • Natural or human made shelter

Economics (2.E)

Concept	Standard	Text	Example
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.	Examples include, but not limited to: <ul style="list-style-type: none"> • An expensive purchase • A “rainy day” • A special treat • A significant event
	2.E.ES.2	Explain why employers pay people for their work.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	
Incentives, Choice, and Consumer Behavior (E.IC)	2.E.IC.5	Give examples of choices people make about buying goods and services	Examples include, but not limited to: <ul style="list-style-type: none"> • Purchasing groceries or eating at a restaurant • Growing and harvesting from a garden • Books or video games • Toys or Candy
Specialization, Trade, Interdependence (E.ST)	2.E.ST.6	Explain why people specialize in producing goods and services.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • Renewable: Forests, crops, wind, solar • Nonrenewable: Oil, natural gas, minerals

History (2.H)

Concept	Standard	Text	Example
Continuity and Change (H.CH)	2.H.CH.1	Use chronological time to distinguish between events that happened in the recent and distant past.	Examples include, but not limited to: <ul style="list-style-type: none"> • Day, week, month • Year, decade, century • Ago • BCE/CE • Time Immemorial
	2.H.CH.2	Develop and analyze a timeline of events in the history of the local community.	
Cause and Effect (H.CE)	2.H.CE.3	Conduct 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • Since time immemorial • Recent Immigration to Oregon • Generational presence in Oregon • Push and pull factors in moving to Oregon
Conflict and Cooperation (H.CC)	2.H.CC.4	Describe how individuals and groups in the local community have functioned as changemakers for equity, equality, and freedom.	
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. <i>(Note-Teachers may select histories and contributions from the nearest federally recognized Tribe and/or from the groups identified in Section III of this guide.)</i>	
	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.	Examples include, but not limited to: <ul style="list-style-type: none"> • National or state holiday celebration • Cultural celebrations • Religious celebrations and symbols

Grade 3 Standards

Civics (3.C)

Concept	Standard	Text	Example
Political Institutions (C.PI)	3.C.PI.1	Identify state offices, leaders, and their functions.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • Helping others • Neighborhood upkeep • Following rules • Learning

Concept	Standard	Text	Example
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.	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 make a difference in the civic life of their communities.	Examples include, but not limited to: <ul style="list-style-type: none"> • Letters and emails • Petition • Attend public meeting

Geography (3.G)

Concept	Standard	Text	Example
Geographic Reasoning (G.GR)	3.G.GR.1	Distinguish between physical, political, cultural, and thematic maps of Oregon and the United States.	
	3.G.GR.2	Use lines of latitude and longitude on multiple types of maps and images to locate and describe tribal lands, river systems, environments, urban and rural districts, counties, and economic zones in the greater Pacific Northwest and Oregon.	
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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • Individuals • Classroom Communities • Local Communities • State Communities

Concept	Standard	Text	Example
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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • Timber • Fisheries • Agriculture

Economics (3.E)

Concept	Standard	Text	Example
Earning, Saving, and Spending (E.ES)	3.E.ES.1	Consider the effect of individual financial decisions on personal, community, regional, and world resources.	
	3.E.ES.2	Explain the purpose of taxes in supporting examples of public goods.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • Lemonade-stands • Concert tickets • Farmers market • Technology
	3.E.MI.4	Analyze the effect of government and business decisions on personal and community resources.	

Concept	Standard	Text	Example
Incentives, Choice, and Consumer Behavior (E.IC)	3.E.IC.5	Explain the role of advertising and peer pressure in decision-making.	Examples include, but not limited to: <ul style="list-style-type: none"> • Choosing snacks • Picking toys • Playing games/apps • Group activity
	3.E.IC.6	Explain opportunity cost and how it influences buying decisions.	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, Interdependence (E.ST)	3.E.ST.7	Investigate examples of specialization and economic interdependence in the local community.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	

History (3.H)

Concept	Standard	Text	Example
Continuity and Change (H.CH)	3.H.CH.1	Use primary and secondary resources, including conducting interviews, to research the history of the local community or region.	
	3.H.CH.2	Create a timeline of significant events to better understand the historical and contemporary events of the local community or region.	
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.	
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.	Examples include, but not limited to: <ul style="list-style-type: none"> • Oregon’s Black Exclusionary Law • Limitations on Land Ownership • Additional 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	

Grade 4 Standards

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.

Civics (4.C)

Concept	Standard	Text	Example
Political Institutions (C.PI)	4.C.PI.1	Investigate the creation of the Oregon constitution and identify its key components. <i>Note: Teachers may choose the sections of the Constitution that they believe to be most accessible and relevant to their students.</i>	Examples include, but not limited to: <ul style="list-style-type: none"> • 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 .	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	
Democratic Principles (C.DP)	4.C.DP.4	Identify examples from the Oregon Constitution establishing equality or addressing discrimination, inequalities, or unfairness.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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	Standard	Text	Example
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.	
	4.G.GR.2	On political and physical maps of North America, locate the United States, Mexico, Canada, Oregon, Nevada, Alaska, Hawai`i, Washington, Idaho, and California.	
	4.G.GR.3	Compare and contrast tribal, colonial, historical, and contemporary maps to understand Oregon's history.	Examples may include, but not limited to: <ul style="list-style-type: none"> • 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.	Examples may include, but not limited to: <ul style="list-style-type: none"> • 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.	
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.	
Human Environmental Interaction (G.HE)	4.G.GE.7	Identify the effects on environmental stability and sustainability of technologies such as dams, wind turbines, and transportation in shaping Oregon's physical and human geography.	
	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.	

Economics (4.E)

Concept	Standard	Text	Example
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.	
	4.E.ES.2	Describe the difference between wages, salaries, commissions, and tips.	Examples include, but not limited to: <ul style="list-style-type: none"> • Service (tips) • Construction (wages) • Educators (salary) • Real Estate Agent (commission)
	4.EF.ES.3	Describe examples of government-provided goods and services funded with taxes.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • Timber • Agricultural • Technology
Incentives, Choice, and Consumer Behavior (E.IC)	4.E.IC.6	Analyze different buying choices and opportunity costs.	Opportunity cost is the trade-off required in selecting to purchase chocolate or fruit when there is not enough money for both.

Concept	Standard	Text	Example
	4.E.IC.7	Identify the use of targeted marketing in creating demand for consumer products.	Examples include, but not limited to: <ul style="list-style-type: none"> • Television commercials • Product placement • Social media influencers
	4.E.IC.8	Demonstrate understanding of needs and wants using a budget.	
	4.E.IC.9	Demonstrate understanding of safe internet practices by applying strategies to protect personal information.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	

History (4.H)

Concept	Standard	Text	Example
<p>Continuity and Change (H.CH)</p>	<p>4.H.CH.1</p>	<p>Identify and examine the Indigenous sovereign people of Oregon prior to and during waves of exploration and settlement from Europe and the United States. <i>Students should engage with lessons provided in Tribal History/Shared History to identify the first nine people groups of Oregon.</i></p>	
	<p>4.H.CH.2</p>	<p>Explain the transition of Oregon from “Oregon Country” to provisional government, to state with attention to the legal, political, and cultural exclusion and attempts for greater inclusion of traditionally underrepresented groups.</p>	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • Exploration from Pacific and by Corps of Discovery • Immigration from the United States into Oregon Territory • Oregon Treaty 1846 • Oregon Donation Land Act • Indigenous removal and reservations • Exclusionary laws in territorial and 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
<p>Conflict and Cooperation (H.CC)</p>	<p>4.H.CC.3</p>	<p>Identify and explain how ideas such as “Manifest Destiny,” and racism contributed to bias, prejudice, and discrimination in Oregon’s past and continues to affect the current experience of residents of Oregon.</p>	
	<p>4.H.CC.4</p>	<p>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.</p>	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • Rogue River War • Nez Perce War • Modoc War • Treaties

Concept	Standard	Text	Example
Cause and Effect (H.CE)	4.H.CE.5	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.	
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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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, 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.	
	4.H.CP.8	Identify conflicts, including acts of displacement, loss of culture and language, and violence, involving the use of land, natural resources, economic interests, competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon’s various geographical areas and people groups.	Examples include, but not limited to: <ul style="list-style-type: none"> • Indigenous removal and reservations • Oregon’s Trail of Tears • Chinese Cove • Alonzo Tucker • St. Johns’ Riot • The Toledo Incident • War time incarceration of Japanese Americans

Grade 5 Standards

Civics (5.C)

Concept	Standard	Text	Example
Political Institutions (C.PI)	5.C.PI.1	Compare and contrast the British monarchy, American colonial governments, and Tribal governments through their various interactions.	
	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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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 “3/5 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.	
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.	
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. <i>Note: Teachers may choose the sections of the Constitution that they believe to be most accessible and relevant to their students</i>	Examples include, but not limited to: <ul style="list-style-type: none"> • 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

Concept	Standard	Text	Example
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.	Examples include, but not limited to: <ul style="list-style-type: none"> • Freedom of speech • Freedom of religion • Freedom of press • Right to trial • Rights to States

Geography (5.G)

Concept	Standard	Text	Example
Geographic Reasoning (G.GR)	5.G.GR.1	Use geographic tools such as maps, satellite images, photographs, and other representations to investigate and compare how boundaries and borders (geographic or human-made) are created, recognized, and utilized in the United States.	Examples include, but not limited to: <ul style="list-style-type: none"> • Tribal lands • River systems • Thematic • Topographic
	5.G.GR.2	Locate States and capital cities on a United States map.	
	5.G.GR.3	Locate and examine the thirteen British colonies that became the United States.	
Migration and Movement (G.MM)	5.G.MM.4	Identify and analyze the implications and cultural 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.	
	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 who were enslaved.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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	Standard	Text	Example
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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • Atlantic coast • Caribbean Islands • Mexico including the Southwest United States • California, Oregon, and Pacific Northwest
	5.G.HI.8	Describe how natural and human-made events in one place affect people in other places.	
Human Environmental Interaction (G.HE)	5.G.HE.9	Describe how physical, human, and political features influence events, movements, and adaptation to the environment.	
	5.G.HE.10	Describe how technological developments, societal decisions, and personal practices affect sustainability in the United States.	

Economics (5.E)

Concept	Standard	Text	Example
Earning, Saving, and Spending (E.ES)	5.E.ES.1	Map out a savings and budget plan designed to achieve a future purchase objective.	
	5.E.ES.2	Estimate income that could be earned from a business operated by children.	Examples include, but not limited to: <ul style="list-style-type: none"> • Babysitting • Lawn service • Lemonade stands

Concept	Standard	Text	Example
<p>Micro and Macro Economics (E.MI)</p>	<p>5.E.MI.3</p>	<p>Explain the relationship between supply and demand.</p>	
	<p>5.E.MI.4</p>	<p>Describe why the government collects taxes and what goods and services it provides society.</p>	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • Public transportation and education • Police and fire departments • Health care and social services • Military defense and environmental protection
	<p>5.E.MI.5</p>	<p>Explain the United States’ development from a mercantilist to a market economy.</p>	
	<p>5.E.MI.6</p>	<p>Examine the significance of the slave trade among and between the Americas, Europe, Asia, and Africa.</p>	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • North American British colonies • French and British Caribbean colonies • Portuguese Brazil • Spanish Philippines
<p>Incentives, Choice, and Consumer Behavior (E.IC)</p>	<p>5.E.IC.7</p>	<p>Analyze career choices through the return on investment (qualifications, education, and income potential).</p>	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • Qualification • Education requirements • Income potential
	<p>5.E.IC.8</p>	<p>Analyze how incentives and opportunity costs affect decision-making.</p>	
	<p>5.E.IC.9</p>	<p>Discuss how life circumstances and experiences can cause people to differ in their values and attitudes about saving and their ability to save.</p>	

Concept	Standard	Text	Example
Specialization, Trade, Interdependence (E.ST)	5.E.IC.10	Explain why cultures and civilizations choose to specialize in producing selected goods or services.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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	Standard	Text	Example
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.	
	5.H.CH.2	Use maps 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	
	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.	Examples include, but not limited to: <ul style="list-style-type: none"> • Anglo–Powhatan Wars 1609 • Pueblo (Pope’s) Rebellion 1680 • The Great Peace of Montreal 1701 • Pontiac’s Rebellion 1763

Concept	Standard	Text	Example
	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.	Examples include, but not limited to: <ul style="list-style-type: none"> • Disease • Violence and warfare • Force removal • Religious conversion
Cause and Effect (H.CE)	5.H.CE.6	Identify and describe the leaders and daily life of the early colonial founders of the future United States, including the political, social, and economic interactions with the local and regional Indigenous peoples.	
	5.H.CE.7	Explain multiple perspectives and causes and effects of events leading to colonial independence from British Rule.	
	5.H.CE.8	Examine the effect Indigenous Tribes of North America had in the early development of the United States.	
Communities and Pluralism (H.CP)	5.H.CEP.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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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 American Indian Tribes of North America before contact.	Examples include, but not limited to: <ul style="list-style-type: none"> • Religion • Language • Cultural practices • Consequences of contact

Grade 6/7 Standards

To address the diverse range of continents, cultures, and civilizations, many sixth and seventh-grade standards incorporate a date range spanning both early and later history. 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, whether through chronological, hemispheric, or thematic lenses. It also accommodates the varying durations of cultures and empires, which may overlap or occur across different time periods.

The scope and sequence of sixth and seventh-grade curricula should encompass examples from both date ranges, representing multiple cultures, civilizations, and continents. For instance, a chronological approach might start with the Paleolithic era, progress through ancient civilizations, and culminate at 800 CE for sixth grade. In seventh grade, students could delve into cultures spanning from 600 CE to 1900 CE.

Alternatively, a thematic approach might compare mathematical and scientific understandings across different time periods and geographic regions enabling students to explore topics such as calendar calculations in ancient Mesoamerica, the early Indus Valley, and 16th century Europe.

By incorporating these date ranges and offering various instructional approaches, educators can ensure a comprehensive exploration of world history that encompasses diverse cultures, civilizations, and time periods while fostering critical thinking and analytical skills in students.

Civics (6/7.C)

Concept	Standard	Text	Example
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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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, Aztec • 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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

Concept	Standard	Text	Example
	6/7.C.PI.3	Compare and contrast historical and modern forms of governance over time and on multiple continents.	Examples include, but not limited to: <ul style="list-style-type: none"> • Theocracies • Monarchies • Authoritarian • Dictatorships • Chiefdoms • Sachems • Confederacies
	6/7.C.PI.4	Examine the origins, purposes, and effects of constitutions, laws, treaties, and international agreements, including the treatment of historically underrepresented groups and individuals.	
	6/7.C.PI.5	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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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
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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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

Concept	Standard	Text	Example
	<p>6/7.C.IR.7</p>	<p>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.</p>	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • 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
	<p>6/7.C.IR.8</p>	<p>Evaluate the effectiveness of different methods of resistance available in pluralistic democracies to combat misinformation, indifference, and discrimination.</p>	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • Organization • Protest • Reform • Celebration
<p>Democratic Principles (C.DP)</p>	<p>6/7.C.DP.9</p>	<p>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.</p>	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • 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 • <i>Note-Additional examples are named in HS.WH.CP.5</i>

Concept	Standard	Text	Example
Civic Engagement (C.CE)	6/7.C.CE.10	Identify examples of attempts to limit the power and influence of government.	Examples include, but not limited to: <ul style="list-style-type: none"> • Athenian Democracy • Roman Republic • Magna Carta • Peasant Revolt • Haitian Revolution

Geography (6/7.G)

Concept	Standard	Text	Example
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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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

Concept	Standard	Text	Example
<p>Migration and Movement (G.MM)</p>	<p>6/7.G.MM.3</p>	<p>Explain how technological developments in transportation and communication affected interactions between human settlements, including the diffusion of ideas and cultural practices.</p>	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • 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
<p>Human Interaction and Interconnection (G.HI)</p>	<p>6/7.G.HI.4</p>	<p>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.</p>	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • 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
	<p>6/7.G.HI.5</p>	<p>Identify and explain the consequences of cultural conflict, interaction, exchange, and/or fusion.</p>	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • 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

Concept	Standard	Text	Example
<p>Human Environmental Interaction (G.HE)</p>	<p>6/7.G.HE.6</p>	<p>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</p>	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • 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 • Oceania: Tu'i Tonga
<p>Human Environmental Interaction (G.HE)</p>	<p>6/7.G.HE.7</p>	<p>Identify and describe examples of how conquest and colonialism affected traditionally underrepresented identities, cultures, and communities.</p>	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • Forced migration and enslavement • Land use practices • Utilization of natural resources • Displacement • Conceptions of land ownership and stewardship

Economics (6/7.E)

Concept	Standard	Text	Example
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.	
	6/7.E.ES.2	Create and discuss budgeting that includes realistic and locally relevant living expenses and savings for various income levels.	Examples include, but not limited to: <ul style="list-style-type: none"> • Minimum wage • Average for high school education • Average for associate degree • Average for bachelor's degree • Average for advanced degree
	6/7.E.ES.3	Create a savings plan that will allow someone to make a large purchase in one year, 5 -years, and 10-years.	
Micro and Macro Economics (E.MI)	6/7.E.MI.4	Explain how supply and demand affect wages and prices of resources.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	
	6/7.EF.MI.6	Identify how the four factors of production combine to make goods and deliver services in capitalist economies.	Examples include, but not limited to: <ul style="list-style-type: none"> • Land • Labor • Capital • Entrepreneurship
	6/7.EF.MI.7	Compare how different economic systems choose to allocate the production, distribution, and consumption of resources.	Examples include, but not limited to: <ul style="list-style-type: none"> • Traditional • Command • Market • Mixed

Concept	Standard	Text	Example
Incentives, Choice, and Consumer Behavior (E.IC)	6/7.E.IC.8	Explain how government interventions, such as taxes or tribute affect individual participation in the economy.	
	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.	
Specialization, Trade, Interdependence (E.ST)	6/7.EF.10.ST	Compare specialization and trade in two or more civilizations or empires.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.EF.11.ST	Analyze the effect on the costs of goods and services for trade or barter with the development of specialization in local economies.	
	6/7.EF.12.ST	Explain how growing interdependence and technological advances improve living standards within and across societies.	

History (6/7.H)

Concept	Standard	Text	Example
<p>Continuity and Change (H.CH)</p>	<p>6/7.H.CH.1</p>	<p>Construct and interpret a timeline using words and abbreviations for identifying key periods in the development of human societies.</p>	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • Era • Age • Decade, Century, Millenium • BCE/CE • Circa • Time Immemorial • Lunar and solar • Linear and cyclical timelines
	<p>6/7.H.CH.2</p>	<p>Explain the characteristics historians and social scientists have used to define complex societies or “civilizations.”</p>	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • 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 • Note- The characteristics remain a topic of debate for historians and archeologists. Not all listed characteristics are considered required.
	<p>6/7.H.CH.3</p>	<p>Describe the important features and developments of independently formed civilizations and cultures between the Neolithic and 900 CE.</p>	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • 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)
<p>Conflict and Cooperation (H.CC)</p>	<p>6/7.H.CC.4</p>	<p>Identify and analyze the interactions and exchanges of cultures and civilizations from the Neolithic to 900 CE.</p>	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • Trade and technology • Diplomacy and warfare • Agriculture • Pathogens • Language • Religion • Friendship and marriage

Concept	Standard	Text	Example
	6/7.H.CC.5	Identify and analyze the interactions and exchanges of cultures and civilizations after 600 CE	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	
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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	

Concept	Standard	Text	Example
	6/7.H.CP.10	Compare and contrast the central tenets and cultural practices of Hinduism, Judaism, Buddhism, Taoism, Christianity, and Islam.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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. <i>Note: anti-Judaism refers to the bias, discrimination, and violence experienced by individuals and communities identifying as Jewish throughout history. Antisemitism refers to the more modern pseudo-scientific attempt to justify anti-Judaism based on culture, ethnicity, or race.</i>	Examples include, but not limited to: <ul style="list-style-type: none"> • The Diaspora of 70 CE and early European anti-Judaism • Spanish Inquisition and other expulsions in Europe • Social and economic stereotypes • Religious intolerance • 19th-century ideas about race and nation • Pogroms • Historical roots of the Holocaust • Modern antisemitism
	6/7.H.CP.12	Identify the motivations and methods governments use to create and/or reinforce injustice and divisions in society.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • Cliff dwellings • 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	Standard	Text	Example
	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.	Examples include, but not limited to: <ul style="list-style-type: none"> • Monumental architecture • Urban centers • Stone tools & pottery • Carvings, sculptures • 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 African.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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

Civics (8.C)

Concept	Standard	Text	Example
<p>Political Institutions (C.PI)</p>	<p>8.C.PI.1</p>	<p>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.</p>	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • Civic participation and duty • Voting rights • Trial by jury • Legislative bodies • Constitution writing • Rule of law • Separation of powers • Representative government
	<p>8.C.PI.2</p>	<p>Explain the influence of the Enlightenment and Native American political ideas and documents on the American Revolution and the framework of the American government.</p>	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • Natural Rights and Locke • Social Contract and Rousseau • Separation of Powers and Montesquieu • Confederacy and the Haudenosaunee
	<p>8.C.PI.3</p>	<p>Identify the reasons for the failure of the Articles of Confederation and the adoption of the U.S. Constitution.</p>	
	<p>8.C.PI.4</p>	<p>Examine and analyze significant documents establishing, limiting, or denying civil rights in the United States and Oregon.</p>	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • 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)

Concept	Standard	Text	Example
	8.C.PI.5	Evaluate how the persistence of racism and sexism affected laws, treaties, and Supreme Court decisions from 1787 to 1865 on sovereignty, status, rights, and liberties of historically underrepresented individuals and groups.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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) • Element of U.S. Constitution including • Article I Section 8 • Article I Section 2 • Article I Section 9 • Article IV Section 2 Clause 3 • 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.	
	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.	Examples include, but not limited to: <ul style="list-style-type: none"> • Majority rule and individual rights • Popular vote and electoral college • Ballot measures and Constitutional amendment process
	8.C.PI.8	Examine how governing power and responsibility are interconnected in the system of checks and balances.	Examples should include, but not limited to: <ul style="list-style-type: none"> • 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

Concept	Standard	Text	Example
			<ul style="list-style-type: none"> • 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
Identity, Roles, Responsibilities (C.IR)	8.C.IR.9	Identify and understand how to apply the rights and responsibilities of individuals under the Constitution.	
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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	
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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • Enlightenment ideas • Abolitionist movement • Women’s rights • Worker’s rights • Native American resistance and treaty rights

Concept	Standard	Text	Example
	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.	

Geography (8.G)

Concept	Standard	Text	Example
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.	Students should use maps to locate all, but not limited to: <ul style="list-style-type: none"> • 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.	
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.	Examination of the effects of expansion should include but not limited to: <ul style="list-style-type: none"> • 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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	Standard	Text	Example
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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	
Human Environmental Interaction (G.HE)	8.G.HI.7	Identify and describe examples of how conquest and colonialism in North America affected Indigenous peoples' identities, cultures, and communities.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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	Standard	Text	Example
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.	
	8.E.ES.2	Discuss how unexpected life situations can affect financial well-being and savings plans.	
	8.E.ES.3	List the potential benefits of investing money in a financial asset.	Examples include, but not limited to: <ul style="list-style-type: none"> • Potential for growth • Diversification of assets • Income generation • Tax benefits

Concept	Standard	Text	Example
	8.E.ES.4	Demonstrate how to find the current prices of stocks, bonds, and mutual funds.	
	8.E.ES.5	Explain how compound interest can generate both wealth and debt.	
	8.E.ES.6	Define and analyze the concept of “fair lending practices” and the history of discrimination and systemic inequalities in the US financial system.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.7	Analyze differing perspectives regarding the role of government in the economy, including the role of money and banking.	
	8.E.MI.8	Identify differing perspectives on the role and purpose of taxation and government spending in historical and contemporary debate.	
	8.E.MI.9	Explain the role of forced and exploitative labor systems in the economic development of the United States.	Examples include, but not limited to: <ul style="list-style-type: none"> • Indenture • Peonage and convict leasing • Enslavement and chattel slavery • Sharecropping • Migrant and immigrant labor • Child labor
	8.E.MI.10	Identify the positive and negative effects of technology on labor.	Examples include, but not limited to: <ul style="list-style-type: none"> • Transportation and shipping • Manufacturing • Textiles • Agriculture • Communication

Concept	Standard	Text	Example
Incentives, Choice, and Consumer Behavior (E.IC)	8.E.IC.11	Assess the effect of business growth and expansion on the allocation of resources and economic incentives.	
Specialization, Trade, Interdependence (E.ST)	8.E.ST.12	Explain how regional specialization created economic interdependence among the regions of the United States between 1783-1877.	

History (8.H)

Concept	Standard	Text	Example
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).	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • Armed resistance • Cultural persistence • Language preservation • Treaties • Cooperation and Trade • Alliances • Adoption and adaptation of cultural practices

Concept	Standard	Text	Example
Conflict and Cooperation (H.CC)	8.H.CC.3	Discuss the ongoing debate on attempts at restorative justice to address historic and ongoing injustice.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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 • Plantation sabotage • The role of the Underground Railroad • Black Press, Abolitionist societies, The Black church
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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • Second Great Awakening • Abolitionist movements • Women’s Rights • Temperance • Labor tensions • Expansion of slavery

Concept	Standard	Text	Example
	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.	
	8.H.CE.8	Identify and analyze the military and political significance of the Civil War.	
Communities and Pluralism (H.CP)	8.H.CE.9	Use primary and secondary sources to evaluate how the intersectionality of 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.	
	8.H.CE.10	Identify and explain the contributions and experiences of individuals from traditionally underrepresented identities in Oregon and the United States.	

High School Standards

Civics (HS.C)

Concept	Standard	Text	Example
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.	Examples should include ideas, principles, and structures of government known to members of the Second Continental Congress and The Constitutional Convention such as, but not limited to: <ul style="list-style-type: none"> • 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.	
	HS.C.PI.3	Examine and compare institutions, functions, and processes of government.	Examples include, but not limited to: <ul style="list-style-type: none"> • Local • Tribal • County • State • Federal
	HS.C.PI.4	Using the Tribal History/Shared History resources and other primary and secondary documents, identify and explain the development and mechanisms for the government-to-government relationship between Oregon and the nine federally recognized tribal governments.	
	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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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	Standard	Text	Example
	HS.C.PI.6	Analyze and evaluate a landmark United States Supreme Court case addressing principles of federalism.	Examples include, but not limited to: <ul style="list-style-type: none"> • Separation of powers • Republican government • Voting rights • Individual rights
	HS.C.PI.7	Compare core documents associated with the protection of individual rights.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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, 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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	Standard	Text	Example
	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.	
	HS.C.IR.11	Identify and explain the roles and responsibilities of branches and agencies responsible for the foreign policy of the United States.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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 realities of American political and civic life for traditionally underrepresented groups.	
	HS.C.DP.13	Argue and defend positions on contemporary issues in which foundational ideas or values are in tension.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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 context.	
	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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	

Concept	Standard	Text	Example
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.	
	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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • Labor • Environment • Disability rights • Voting • Education

Geography (HS.G)

Concept	Standard	Text	Example
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.	
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.	
	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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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 • 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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
	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.	

Concept	Standard	Text	Example
Human Interaction and Interconnection (G.HI)	HS.G.HI.6	Identify how interactions among societies are affected by geographical factors.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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
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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • Campaigns to alter consumption patterns • Approaches to land and resource stewardship • Assessment of carbon footprint • Mitigation and adaptation strategies • International summits on climate

Concept	Standard	Text	Example
	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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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	Standard	Text	Example
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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	
	HS.E.MI.4	Explain and give examples of the roles the government may play in a market economy.	Examples include, but not limited to: <ul style="list-style-type: none"> • Provision of public goods and services • Redistribution of income • Protection of property rights • Resolution of market failures • Government bailouts • Setting interest rates • Tax incentives

Concept	Standard	Text	Example
	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.	
	HS.E.MI.6	Describe the intent and functions of the Federal Reserve System.	Examples include, but not limited to: <ul style="list-style-type: none"> • Monetary Policy • Bank Regulation • Payment Systems • Financial Stability
	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.	
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.	
	HS.E.IC.9	Analyze the effect of global events such as wars and technological developments on industry and consumers.	
	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.	
Specialization, Trade, Interdependence (E.ST)	HS.E.ST.11	Analyze the role of comparative advantage in the international trade of goods and services.	

Concept	Standard	Text	Example
	HS.E.ST.12	Identify the basic characteristics of monopoly, oligopoly, monopolistic competition, and perfect competition.	
	HS.E.ST.13	Explain how international economic trends and policies affect political, social, and economic conditions in various nations.	
	HS.E.ST.14	Summarize the role and effect of economic institutions within market economies.	Examples include, but not limited to: <ul style="list-style-type: none"> • Students may investigate examples of economic institutions such as, but not limited to • 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • Indenture • Peonage • Convict leasing • Sharecropping • Bracero program and Migrant labor • Chinese Immigrant labor • Contemporary prison labor

US History (HS.US)

Concept	Standard	Text	Example
<p>Continuity and Change (US.CH)</p>	<p>HS.US.CH.1</p>	<p>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.</p>	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • 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
	<p>HS.US.CH.2</p>	<p>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.</p>	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • 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
	<p>HS.US.CH.3</p>	<p>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.</p>	<p>Examples include, but not limited to:</p> <ul style="list-style-type: none"> • 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	Standard	Text	Example
	HS.US.CH.4	Identify and analyze the consequences of significant events and developments in technology on American society and culture from 1865-present:	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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 Europe, Latin America, Africa, and Asia, during the Cold War Era between 1945- 1991.	Examples include, but not limited to: <ul style="list-style-type: none"> • Military Interventions • Economic intervention and cooperation • Clandestine or covert operations • NATO (North Atlantic Treaty Organization) • Warsaw Pact • International Monetary Fund • Peace Corps

Concept	Standard	Text	Example
	HS.US.CC.8	Identify how Cold War tensions between the United States and the Soviet Union shaped domestic attitudes, culture, and policies.	
	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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • Mutual aid societies • Social organizations • Political organizations • Economic decisions • Civil disobedience and protest • State and federal legislation • Supreme Court challenges
Cause and Effect (H.CE)	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.	Examples include, but not limited to: <ul style="list-style-type: none"> • Nativism • Anti-Irish discrimination • Chinese Exclusion Act • “Gentleman’s Agreement” • 1921 and 1924 quota systems • Bracero Program • 1965 Immigration Act
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.	

Concept	Standard	Text	Example
	HS.US.CP.13	Analyze and explain the histories of the American Indian/Alaska Natives and the history of Native Hawaiians in Oregon and the United States regarding their culture, tribal sovereignty, and issues of concern, past and present.	
	HS.US.CP.14	Using the Tribal History/Shared History resources and other primary and secondary documents, examine the effect of state and federal actions and policies on Tribal populations	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.15	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.	
	HS.US.CP.16	Analyze the political and social significance of personal and group identities.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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

Concept	Standard	Text	Example
	HS.US.CP.17	Analyze the long-term consequences of the Jim Crow era (1870s–1960s).	Examples include, but not limited to: <ul style="list-style-type: none"> • Legal and social failures to guarantee racial equality • Promulgation of white supremacy • 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
	HS.US.CP.18	Assess the role and consequences of antisemitism in the United States.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.19	Analyze the role of religion in shaping social, cultural, and political developments in the United States during the 20th century.	Examples include, but not limited to: <ul style="list-style-type: none"> • Social movements • Cultural values • Political ideologies • Public policies
	HS.US.CP.20	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.	Examples include, but not limited to: <ul style="list-style-type: none"> • Civil and 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.21	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.	Examples include, but not limited to: <ul style="list-style-type: none"> • Women’s rights • Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Civil Rights Movement • Anti-Defamation League • Disability rights movement • Environment movement • Health and rights of workers • Native American rights, self-determination, sovereignty

World History (HS.WR)

Concept	Standard	Text	Example
Continuity and Change (WR.CH)	HS.WR.CH.1	Analyze the development of political identity associated with the nation-state and nationalism.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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	Examples include, but not limited to: <ul style="list-style-type: none"> • Migration • Industrial pollution • Labor unions • Class stratification • Cosmopolitan cities • Expansion of citizen rights • Total War • Multinational Corporations
Conflict and Cooperation (US.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.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • Cuba • China • Korea • Vietnam • Congo • NATO • Warsaw Pact

Concept	Standard	Text	Example
	HS.WR.CC.5	Assess the effectiveness of organizations and institutions designed to foster collaboration, compromise, and development from 1945-present.	Examples include, but not limited to: <ul style="list-style-type: none"> • United Nations • NATO • 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.	Examples include, but not limited to: <ul style="list-style-type: none"> • India • Vietnam • Algeria • Kenya • Ghana • Angola • Poland • East Germany (GDR)
	HS.WR.CC.7	Analyze causes and effects of political revolutions in multiple global regions from 1789 to the present.	Examples include, but not limited to: <ul style="list-style-type: none"> • France 1789 • Haiti 1791 • Latin American Wars of Independence 1808 • European revolutions of 1848 • Russia 1917 • Mexico 1917 • Vietnam 1945 • China 1949 • Cuba 1953 <p><i>Note-Years denote beginning of revolution</i></p>

Concept	Standard	Text	Example
Cause and Effect (US.CE)	HS.US.CE.8	Determine the causes of World War I.	Examples include, but not limited to: <ul style="list-style-type: none"> • Militarism • Alliances • Industrialization • Nationalism
	HS.US.CE.9	Analyze the political, social, economic, and cultural developments following World War I.	Examples include, but not limited to: <ul style="list-style-type: none"> • Communist and Socialist Political Parties • Role of Women • Rights of Colonial subjects • Technology • Traditional Religion • Race Relations
Communities and Pluralism (H.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	
	HS.WR.CP.11	Determine the causes of World War II.	Examples include, but not limited to: <ul style="list-style-type: none"> • Nationalism • Weakness of League of Nations • Economic depression • Territorial ambition • Appeasement
	HS.WR.CP.12	Identify the causes and effects of Japanese, Soviet, and German colonial military occupation on civilians from 1910-1945.	

Concept	Standard	Text	Example
	HS.WR.CP.13	Analyze the political, social, economic, and cultural developments following World War II.	
	HS.WR.CP.14	Identify and explain the significance of the origins of antisemitism.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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
	HS.WR.CP.15	Explain the significant events, public policies, and experiences of the Holocaust.	Examples include, but not limited to: <ul style="list-style-type: none"> • 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 and rising violence against Jews and other identity groups • Invasion of Poland and creation of ghettos • Wannsee Conference and adoption of the Final Solution
	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.	
	HS.WR.CP.17	Evaluate the international community's responses to the persecution of Jews and other identity groups during the Holocaust.	Examples include, but not limited to: <ul style="list-style-type: none"> • International response or non-response to Nazi racial laws • Evian & Bermuda conferences and anti-immigration policies • Appeasement and collaboration with German actions and policies • Public statements addressing violations and violence against Jews and other identity groups.

Concept	Standard	Text	Example
	HS.WR.CP.18	Analyze the conditions and responses to genocides of the 20th century.	Examples include, but not limited to: <ul style="list-style-type: none"> • Herero & Nama • Armenian • Holodomor • Cambodia • Rwanda • Guatemala
	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.	Examples include, but not limited to: <ul style="list-style-type: none"> • The Nuremberg trials • UN -Prevention and Punishment of the Crime of Genocide • UN Declaration of Human Rights • Tokyo Trials • 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 <p><i>Note-Additional examples are included in 6/7.C.DP.1</i></p>