

## Oregon Social Sciences Academic Content Standards

*Adopted August 15, 2011*

The Oregon Social Sciences Academic Content Standards were adopted by the Oregon State Board of Education on August 15, 2011(ORS 329.045). School districts will be expected to align instruction to the new standards by the beginning of the 2012-2013 school year. As with the mathematics and science standards, the new Social Sciences standards have been developed using the Core Standards format. The Core Standards format has two levels of standards statements:

- Core Standards: The knowledge and skills expected of a prepared Oregon high school graduate.
- Grade Level Standards: Developmental knowledge and skills that will lead to successful acquisition of the knowledge and skills in the Core Standards.

Studying the Social Sciences helps students develop as rational, humane and productive citizens in a democratic society. These Social Sciences standards define the content knowledge, thinking skills, and “habits of mind” that all Oregon students are expected to acquire in K-8 and three years of high school. The standards are organized by the content areas mandated in state statute: Civics and Government, Economics, Geography, History (Historical Knowledge). Additional headings are included to highlight specific content and skills: Financial Literacy, Social Science Analysis, and Historical Thinking.

### **Teaching, Learning, and Assessment—Local District Responsibilities**

The Oregon Social Sciences Academic Content Standards are not sequenced for instruction and do not prescribe classroom activities, materials, or instructional strategies, approaches, or practices. **They are not a curriculum. These standards define what students should know and be able to do** during social sciences instruction in K-8 and in high school. Local districts, employing best practices standards implementation processes, will make curriculum decisions. The intent is that these standards will not be taught in isolation from one another, but will be integrated to create meaningful and engaging units and lessons with relevance to students’ lives.

Oregon Revised Statute 329.045 requires that the State Board of Education adopt standards in history, geography, civics and government, and economics. All Oregon public school districts are required to provide instruction aligned to the adopted standards. The law then gives decisions about how instruction is delivered to students to the local school districts. Upon receiving new standards, most local districts will engage in a prioritization process and identify what the district sees as the standards that provide students content, thinking, and reasoning skills to leverage other standards/learning. Local districts will then identify the specific skills and concepts included in both the Core Standards and in the grade-level standards and determine the context necessary for successful mastery.

Local districts will make every effort to ensure that instruction is based on effective practice for Social Sciences:

#### **A. Social Studies Teaching and Learning Are Powerful When They Are Meaningful**

Meaningful social studies builds curriculum networks of knowledge, skills, beliefs, and attitudes that are structured around enduring understandings, essential questions, important ideas, and goals.

- Key concepts and themes are developed in depth. The most effective social studies teachers do not diffuse their efforts by covering too many topics superficially. Breadth is important, but deep and thoughtful understanding is essential to prepare students for the issues of twenty-first century citizenship.
- Skills necessary to help our students thrive in a world of continuous and accelerating change are emphasized. These include discipline-based literacy, multi-disciplinary awareness, information gathering and analysis, inquiry and critical thinking, communication, data analysis and the prudent use of twenty-first century media and technology. Skills are embedded throughout meaningful social studies lessons, rather than added on at the end.
- Teachers are reflective in planning, implementing, and assessing meaningful curriculum. Reflective teachers are well informed about the nature and purposes of social studies, have a continually growing understanding of the disciplines that they teach, and keep up with pedagogical developments in the field of social studies.
- Meaningful curriculum includes extensive and reflective study of the United States and other nations' histories, religions, and cultures.

#### **B. Social Studies Teaching and Learning Are Powerful When They Are Integrative**

The subjects that comprise social studies--i.e., history, economics, geography, political science, sociology, anthropology, archaeology and psychology--are rich, interrelated disciplines, each critical to the background of thoughtful citizens. The social studies curriculum is integrative, addressing the totality of human experience over time and space, connecting with the past, linked to the present, and looking ahead to the future. Focusing on the core social studies disciplines, it includes materials drawn from the arts, sciences, and humanities, from current events, from local examples and from students' own lives.

- Each of the social studies disciplines themselves integrates content from the others. Units and lessons can draw on ideas from economics, geography, history, political science, and sociology to increase understanding of an event or concept. Each disciplined pursuit demands a level of sensitivity and awareness to content drawn from the arts, humanities, and sciences.
- Powerful social studies teaching combines elements of all the disciplines as it provides opportunities for students to conduct inquiry, develop and display data, synthesize findings, and make judgments.
- Social studies teaching and learning requires effective use of technology, communication, and reading/writing skills that add important dimensions to students' learning.

#### **C. Social Studies Teaching and Learning Are Powerful When They Are Value-Based**

Social studies teachers recognize that students do not become responsible, participating citizens automatically. The values embodied in our democratic form of government, with its commitment to justice, equality, and freedom of thought and speech, are reflected in social studies classroom practice.

- Social studies teachers develop awareness of their own values and how those values influence their teaching. They assess their teaching from multiple perspectives and, when appropriate, adjust it to achieve a better balance.
- Students are made aware of potential policy implications and taught to think critically and make decisions about a variety of issues, modeling the choices they will make as adult citizens.
- Students learn to assess the merits of competing arguments, and make reasoned decisions that include consideration of the values within alternative policy recommendations.

- Through discussions, debates, the use of authentic documents, simulations, research, and other occasions for critical thinking and decision making, students learn to apply value-based reasoning when addressing problems and issues.
- Students engage in experiences that develop fair-mindedness, and encourage recognition and serious consideration of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and differences, and a commitment to individual and social responsibility.

#### **D. Social Studies Teaching and Learning Are Powerful When They Are Challenging**

Student work should reflect a balance between retrieval and recitation of content and a thoughtful examination of concepts in order to provide intellectual challenges. The teacher must explain and model intellectual standards expected of students. These include, but are not limited to: clarity, precision, completeness, depth, relevance, and fairness.

- Challenging social studies instruction makes use of regular writing and the analysis of various types of documents, such as primary and secondary sources, graphs, charts, and data banks. It includes sources from the arts, humanities, and sciences, substantive conversation, and disciplined inquiry.
- Disciplined inquiry, in turn, includes the teaching of sophisticated concepts and ideas, and in-depth investigation of fewer rather than more topics, with deep processing and detailed study of each topic.
- Challenging social studies includes the rigorous teaching of the core disciplines as influential and continually growing tools for inquiry.

#### **E. Social Studies Teaching and Learning Are Powerful When They Are Active**

Active lessons require students to process and think about what they are learning. There is a profound difference between learning about the actions and conclusions of others and reasoning one's way toward those conclusions. Active learning is not just "hands-on," it is "minds-on."

- Students work individually and collaboratively, using rich and varied sources, to reach understandings, make decisions, discuss issues and solve problems.
- Student construction of meaning is facilitated by clear explanation, modeling, and interactive discourse. Explanation and modeling from the teacher are important, as are student opportunities to ask and answer questions, discuss or debate implications, and participate in compelling projects that call for critical thinking.
- Powerful social studies teachers develop and/or expand repertoires of engaging, thoughtful teaching strategies for lessons that allow students to analyze content in a variety of learning modes.

*("A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy" A Position Statement of National Council for the Social Studies. Silver Springs, MD: National Council for the Social Studies. 2008.)*

Districts should help teachers make the specific content decisions necessary to provide effective instruction to the broader concepts and content parameters included in the Oregon K-12 Social Sciences Standards. Teachers should be cautioned against lessons that attempt to include too much specific content at the expense of essential concepts and understandings. Instruction should focus on concepts, skills, and applications rather than "covering" every chapter in a textbook.

The *Common Core State Standards (CCSS) for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects* was incorporated within the Oregon Social Sciences standards revision, particularly within Social Science Analysis standards and Historical Thinking standards. It is expected that Oregon Social Sciences instruction will include the CCSS, infusing the reading, writing, and speaking common core standards across the curriculum.

### **The Oregon Social Sciences Standards Review and Revision Process**

The review of the Social Sciences standards began in February 2009. The Social Sciences Content and Assessment Panel and other stakeholders reviewed the 2001 version of the standards and numerous other state and national documents in the course of the standards revision. Links to research, sources and reference documents that informed this review are posted on the ODE's website at <http://www.ode.state.or.us/search/page/?=2429>. Recommendations made by WestEd during its 2007 review of the Oregon Standards were considered. Standards frameworks from the National Assessment of Education Progress (NAEP), the National Council for the Social Studies, the Council for Economic Education, the National Geographic Society, the National Council for History Education, the national JumpStart Coalition, as well as state standards documents from Colorado, Indiana, Washington, California, and Wisconsin were consulted during construction of the initial draft. In addition to the work done by the full Social Sciences Content and Assessment Panel, two sub-groups of the panel met to prepare the revision draft.

After full panel review of the work, the initial draft was released for public review in November 2010. Various constituent groups, such as Social Sciences teachers, Government to Government, the Oregon Heritage Commission, members of the Environmental Literacy Task Force, Civic Education organizations, Financial Literacy organizations, and interested individuals responded to an electronic survey or submitted comments documents. The Social Sciences Content and Assessment Panel members reviewed all survey results and submitted comments and made revisions to the initial draft. The second draft then went back to the Content and Assessment Panel for final review.

In between panel meetings, the various drafts were made available on ODE's website at <http://www.ode.state.or.us/search/page/?=2429>. The ODE also posted news announcements and sent out messages via the Superintendent's Pipeline, the Curriculum Director's listserv, and the Oregon Social Sciences Teacher Update e-newsletter. In addition, ODE staff gave presentations on the Social Sciences Standards revision at conferences and board meetings including the Oregon Council for the Social Studies, the Oregon JumpStart Coalition, the Oregon Heritage Commission, and various university pre-service teacher classes and ESD meetings.

Feedback was collected and then carefully reviewed by the panel prior to updating the draft. Several of those providing feedback have commented that they were pleased to see that their input was valued and influenced subsequent drafts.

The First Reading draft of the standards was posted on the ODE web site. In addition, a Survey Monkey electronic survey was posted to collect any final feedback about the draft. Respondents were encouraged to provide notice of any technical errors that needed correction as well as other comments. Comments were shared with the State Board of Education.

Finally, a focus group was conducted with teachers participating in the Instructional Materials Evaluation at Western Oregon University on August 3, 2011. These teachers had become very familiar with the proposed revision document and offered their perceptions about the proposed standards and how the changes in standards would impact instruction and student engagement.

### **What has changed from the 2001 Social Sciences Standards**

The 2001 Social Sciences Standards were organized according to content strands in Civics and Government, Economics, Geography, History, and Social Science Analysis. Each strand was subdivided into Common Curriculum Goals (CCG) that were identical for all benchmark grades. Each of the CCGs had content standards, several benchmark standards, and multiple eligible content statements for each benchmark. While the overall breadth of the Social Sciences standards remains, the standards have been revised and organized using the Core Standards structure to articulate the learning expected at each grade leading to the knowledge and skills expected of Oregon high school graduates.

The revised Social Sciences standards are organized under six strands: History, Geography, Civics and Government, Economics, Financial Literacy, and Social Science Analysis at each grade in K-8 and for high school. The Core Standards statements describe the Social Sciences knowledge and skills expected of a prepared Oregon high school graduate. The grade-level standards describe developmental knowledge and skills that will lead to successful acquisition of the knowledge and skills in the Core Standards. Both the Core and grade-level standards reference content and skills.

### **Next Steps – Curriculum and Instruction Supports**

In addition to the academic content standards, ODE will develop a curriculum and instruction support document to clearly outline the content boundaries, give examples, list key understandings, and provide sample grade-level units. ODE also plans to provide Social Sciences concept maps which show the vertical progression and within grade connections. A cross-walk document, helping educators and students transition from the 2001 to the revised standards will also be produced. Guidance to districts on how to link the new standards to the Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects K-12 is currently under development.

## Social Sciences

### CORE STANDARDS

It is essential that these standards be addressed in contexts that promote Social Science Analysis, civic responsibility and engagement, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues.

#### History

1. Analyze and apply cause and effect relationships to a variety of historical issues, events and problems.
2. Analyze and apply change and continuity relationships to a variety of historical issues, events, and problems.
3. Construct, support, and refute interpretations of history using political, social, economic, and cultural perspectives by drawing from a variety of primary and secondary sources.
4. Interpret historical perspectives through personal, local, state, tribal, national, and global narratives.

#### Geography

5. Apply geographic skills, concepts, and technologies (e.g., maps, GIS, Google Earth) to gather, display, and analyze spatial information.
6. Analyze economic, social, human migration, settlement, and distribution patterns.
7. Locate and examine physical and human characteristics of places and regions, their impact on developing societies, and their connections and interdependence.
8. Evaluate how human cooperation and competition for resources shape the earth's political, economic, physical, and social environments.
9. Evaluate how technological developments, societal decisions, and personal decisions and actions influence the earth's sustainability.

#### Civics and Government

10. Examine the relationship between government and citizens to distinguish and evaluate the ways that civic participation occurs in local, state, tribal, national, and global communities.
11. Engage in informed and respectful deliberation of local, state, tribal, national, and global issues.
12. Analyze the structure and functions of political parties, interest groups, and the mass media and their affect on the political beliefs and behaviors of citizens.
13. Evaluate the contributions of early governments to the development of modern United States government.
14. Evaluate the various functions and processes of governments and their impact on societies and citizens, comparing and contrasting various government designs to evaluate how they serve their citizens.
15. Identify defining documents and speeches of United States government and the specific purpose and significance of each.
16. Examine the pluralistic realities of society (e.g., race, poverty, gender, and age), recognizing issues of equity, and evaluating need for change.

#### Economics

17. Examine the structure and functions of the US economy to analyze the impact of systemic decisions on personal, local, regional, national and global economies.
18. Examine the interdependence of economic systems and institutions and its effects upon individual, local, regional, national, and global decision-making.
19. Examine economic growth and use economic indicators to evaluate the condition of market systems.
20. Explain how changes in economic markets are related to availability of resources, production, distribution, and technological developments.
21. Analyze the allocation of scarce resources through individual choice, market interaction, and public policy.

#### Financial Literacy

22. Acquire the knowledge and economic reasoning skills to make sound personal financial decisions to meet long and short term goals.
23. Understand and apply key concepts of personal income potential, risk management, and investment.
24. Examine individual responsibility and the impact of decisions on personal, local, regional, national and global economies.

#### Social Science Analysis

25. Define and clarify an issue so that its dimensions are well understood.
26. Acquire, organize, analyze and evaluate information from primary and secondary sources.
27. Describe various perspectives on an event or issue and the reasoning behind them.
28. Analyze characteristics, causes, and consequences of an event, issue, problem or phenomenon.
29. Identify, compare, and evaluate outcomes, responses, or solutions; then reach an informed and supported conclusion.

## Kindergarten

It is essential that these standards be addressed in contexts that promote Social Science Analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues.

### Historical Knowledge

- K.1. Compare children and families of today to those of the past.
- K.2. Identify celebrations, commemorations, and holidays as a way of remembering and honoring people, events, and heritage.

### Historical Thinking

- K.3. Distinguish between past and present.
- K.4. Compare and contrast the student's own environment with the past.
- K.5. Use sense of time for planning.
- K.6. Create and explain a simple timeline of events.

### Geography

- K.7. Identify and compare and contrast pictures, maps and globes.
- K.8. Describe roles of self and family members.
- K.9. Locate, identify, and describe places of importance to self, family, and school.
- K.10. Explain how people can care for the environment.
- K.11. Use terms related to location, direction, and distance (e.g., over/under, here/there, left/right, above/below, forward/backward, between).

### Civics and Government

- K.12. Explain why rules are needed and how rules reduce conflict and promote fairness.
- K.13. Use and identify respectful dialog, taking turns, and explain how rules are different in different settings.
- K.14. Distinguish between democratic methods and decisions made by authority.

### Economics/Financial Literacy

- K.15. Identify various forms of money and explain how money is used.
- K.16. Give examples of different jobs performed in neighborhoods.
- K.17. Identify examples of ownership of different items, recognizing the difference between private and public ownership, and the need for sharing.
- K.18. Explain how jobs provide income.
- K.19. Distinguish between wants and needs.

### Social Science Analysis

- K.20. Compare and contrast past and present events or practices.

## Grade 1

It is essential that these standards be addressed in contexts that promote Social Science Analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues.

### Historical Knowledge

- 1.1. Describe how people live in the community.
- 1.2. Compare the ways people lived in the community in the past with the way they live in the present.
- 1.3. Identify American songs and symbols.
- 1.4. Identify people and events observed in national celebrations and holidays.

### Historical Thinking

- 1.5. Use terms related to time to sequentially order events that have occurred.
- 1.6. Describe how clocks and calendars are used to measure time.
- 1.7. Develop and analyze a simple timeline of important events.
- 1.8. Identify and compare historical fact and fiction in folktales and legends.

### Geography

- 1.9. Describe ways people celebrate their diverse cultural heritages in the community.
- 1.10. Locate and identify important places in the community (school, library, fire department, etc.).
- 1.11. Explain how seasonal changes influence activities in school and community.
- 1.12. Give examples of local natural resources and describe how people use them.

### Civics and Government

- 1.13. Describe the responsibilities of leaders.
- 1.14. Describe the responsibilities of team members.
- 1.15. Demonstrate the ability to be both a leader and team member.
- 1.16. Identify the United States and Oregon flags and other symbols.
- 1.17. Identify and describe significant holidays.

### Economics/Financial Literacy

- 1.18. Explain how personal saving and spending can be used to meet short-term financial goals.
- 1.19. Identify sources of income (e.g., gifts, borrowing, allowance, work wages).

### Social Science Analysis

- 1.20. Identify cause-and-effect relationships.
- 1.21. Identify an issue or problem that can be studied.

## Grade 2

It is essential that these standards be addressed in contexts that promote Social Science Analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues.

### Historical Knowledge

- 2.1. Identify individuals who had an impact on the local community and explain how people and events of the past influence the present.
- 2.2. Identify when the local community was established and identify its founders and early settlers and recognizing continuity and change in local and regional communities over time.
- 2.3. Identify and describe community celebrations, symbols and traditions and explain why they are important to some people.

### Historical Thinking

- 2.4. Differentiate between events that happened in the recent and distant past.
- 2.5. Develop a timeline of important events in the history of the community.
- 2.6. Identify important school days, holidays, and community events on a calendar.

### Geography

- 2.7. Use basic information on maps and other geographic tools to locate and identify physical and human features of the community.
- 2.8. Identify relative location of school and community in the state and nation and the world.
- 2.9. Describe physical and human characteristics of the community.
- 2.10. Use and apply cardinal directions; locate and identify local physical features on maps (e.g., oceans, cities, continents).

### Civics and Government

- 2.11. Participate in rule setting and monitoring activities considering multiple points of view.
- 2.12. Identify services provided by local government.
- 2.13. Evaluate how individuals, groups, and communities manage conflict and promote justice.
- 2.14. Give examples of and identify appropriate and inappropriate use of power and the consequences.
- 2.15. Identify local leaders and their functions.
- 2.16. Identify ways students can have an impact in their local community.

### Economics/Financial Literacy

- 2.17. Explain various methods of saving and how saving can help reach financial goals.
- 2.18. Identify local businesses and the goods and services they produce.

### Social Science Analysis

- 2.19. Describe the connection between two or more current or historical events.
- 2.20. Compare and contrast past and present situations, people, and events in neighborhoods and communities.
- 2.21. Evaluate information relating to an issue or problem.

## Grade 3

It is essential that these standards be addressed in contexts that promote Social Science Analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues.

### [Emphasis on Oregon Geography and Local/Regional History]

#### Historical Knowledge

- 3.1. Describe how significant people, events and developments have shaped their own community and region.
- 3.2. Compare and contrast the history of their own community to other communities in the region.

#### Historical Thinking

- 3.3. Apply research skills and technologies to gather information about the past in the region.
- 3.4. Describe local communities and regions past and present.
- 3.5. Explain how some sources are more useful for answering historical questions than others.

#### Geography

- 3.6. Identify hemispheres, continents and oceans using globes and maps.
- 3.7. Use a simple grid system, symbols, and other information to locate the physical and political features of places on maps and globes.
- 3.8. Identify links of land, regions, river systems, interstate highways between Oregon and other states.
- 3.9. Describe physical and human characteristics of tribal regions in Oregon and North America.
- 3.10. Identify and compare physical features of Oregon and other Northwestern states.
- 3.11. Explain the influence of humans (traders, immigrants, indigenous, current residents) on Oregon's and the Northwest's physical systems.
- 3.12. Identify and analyze Oregon's natural resources and describe how people in Oregon and other parts of the world use them.
- 3.13. Identify how people have adapted to and have changed the physical geography of the community.

#### Civics and Government

- 3.14. Describe how different levels of government provide services and protect citizens.
- 3.15. Describe the responsibilities of citizens in their community and state.

#### Economics/Financial Literacy

- 3.16. Describe the relationship between producers and consumers.
- 3.17. Explain the issue of scarcity to personal, community, regional, and world resources.

#### Social Science Analysis

- 3.18. Use a variety of historical sources including artifacts, pictures and documents to identify factual evidence.
- 3.19. Identify and compare different ways of looking at an event, issue, or problem.
- 3.20. Identify how people or other living things might be affected by an event, issue, or problem.

## Grade 4

It is essential that these standards be addressed in contexts that promote Social Science Analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues.

### [Oregon History]

#### Historical Knowledge

- 4.1. Identify and describe historic Native American Indian groups that lived in Oregon prior to contact with Europeans and at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.
- 4.2. Explain how key individuals and events influenced the early growth and changes in Oregon.
- 4.3. Give examples of changes in Oregon's agricultural, industrial, political, and business development over time.
- 4.4. Identify the 9 federally recognized Oregon tribes and their aboriginal boundaries.

#### Historical Thinking

- 4.5. Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories.
- 4.6. Create and evaluate timelines that show relationships among people, events, and movements in Oregon history.
- 4.7. Use primary and secondary sources to create or describe a narrative about events in Oregon history.

#### Geography

- 4.8. Use geographical tools (e.g., maps, GIS, Google Earth) to identify absolute and relative locations and physical characteristics of places in Oregon.
- 4.9. Explain the influence of Oregon and the Northwest's physical systems on humans, including Native Americans.
- 4.10. Compare and contrast varying patterns of settlements in Oregon, past and present, and consider future trends.
- 4.11. Identify conflicts involving use of land, natural resources, economy, and competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon and between different geographical areas.
- 4.12. Explain how people in Oregon have modified their environment and how the environment has influenced people's lives.
- 4.13. Describe how technological developments, societal decisions, and personal practices influence Oregon's sustainability (dams, wind turbines, etc.).

#### Civics and Government

- 4.14. Explain the organization and functions of Oregon government.
- 4.15. Describe and evaluate how historical Oregon governments affected groups within the state (citizens, foreigners, women, class systems, minority groups, tribes).
- 4.16. Explain the process of Oregon statehood.

#### Economics/Financial Literacy

- 4.17. Analyze different buying choices and their opportunity costs while demonstrating the difference between needs and wants.
- 4.18. Identify key industries of Oregon.

**Social Science Analysis**

- 4.19. Compare eyewitness and secondhand accounts of an event.
- 4.20. Describe the sequence of events in given current and historical accounts.
- 4.21. Analyze historical accounts related to Oregon to understand cause-and-effect.

## Grade 5

It is essential that these standards be addressed in contexts that promote Social Science Analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues.

### [U.S. History 1492-1786]

#### Historical Knowledge

- 5.1. Identify and compare historical Native American groups and settlements that existed in North America prior to contact with European exploration in the late fifteenth and sixteenth centuries.
- 5.2. Locate and examine accounts of early Spanish, French and British explorations of North America noting major land and water routes, reasons for exploration and the location and impact of exploration and settlement.
- 5.3. Explain the religious, political, and economic reasons for movement of people from Europe to the Americas and describe instances of both cooperation and conflict between Native American Indians and European settlers.
- 5.4. Identify and locate the 13 British colonies that became the United States and identify the early founders, describe daily life (political, social, and economic organization and structure), and describe early colonial resistance to British rule.

#### Historical Thinking

- 5.5. Create and interpret timelines showing major people, events and developments in the early history of the United States.
- 5.6. Use primary and secondary sources to formulate historical questions, to examine an historical account about an issue of the time, and to reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, and what events led to these developments and what consequences or outcomes followed.

#### Geography

- 5.7. Identify, locate, and describe places and regions in the United States.
- 5.8. Use various types of maps to describe and explain the United States.
- 5.9. Explain migration, trade, and cultural patterns in the United States.
- 5.10. Describe how physical and political features influence events, movements, and adaptation to the environment.
- 5.11. Describe how technological developments, societal decisions, and personal practices influence sustainability in the United States.

#### Civics and Government

- 5.12. Analyze how cooperation and conflict among people contribute to political, economic and social events and situations in the United States.
- 5.13. Describe and summarize how colonial and new states' governments affected groups within their population (e.g., citizens, slaves, foreigners, nobles, women, class systems, tribes).
- 5.14. Compare and contrast tribal forms of government, British monarchy, and early American colonial governments.
- 5.15. Identify principles of U.S. democracy found in the U.S. Constitution and Bill of Rights.
- 5.16. Describe how national government affects local and state government.

**Economics/Financial Literacy**

- 5.17. Explain ways trade can be restricted or encouraged (e.g., boycott) and how these affect producers and consumers.
- 5.18. Explain the purpose of taxes and give examples from U.S. history of their use.

**Social Science Analysis**

- 5.19. Analyze two accounts of the same event or topic and describe important similarities and differences.
- 5.20. Gather, use and document information from multiple sources (e.g., print, electronic, human, primary, secondary) to examine an event, issue, or problem through inquiry and research.
- 5.21. Identify and study two or more points of view of an event, issue or problem.
- 5.22. Identify characteristics of an event, issue, or problem, suggesting possible causes and results.
- 5.23. Propose a response or solution to an issue or problem and support why it makes sense, using support from research.

## Grade 6

It is essential that these standards be addressed in contexts that promote Social Science Analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues.

### [World History & Geography--Western Hemisphere]

#### Historical Knowledge

- 6.1. Determine and explain the historical context of key people, cultures, products, events, and ideas over time including the examination of different perspectives from people involved including, but not limited to, Aztec, Maya, Inca, Inuit, early Native American cultures of North America, major explorers, colonizers of countries in the Western Hemisphere, and the Columbian Exchange.
- 6.2. Identify examples of the social, political, cultural, and economic development in key areas of the Western Hemisphere.
- 6.3. Describe the rise; the political, technological, and cultural achievements; and the decline of ancient civilizations in Europe, Asia, and Africa prior to the Roman Empire.

#### Historical Thinking

- 6.4. Explain how different cultures in the Western Hemisphere record history.
- 6.5. Critique information to determine if it is sufficient to answer historical questions.
- 6.6. Create and compare timelines that identify major people, events and developments in the history of individual civilizations and/or countries that comprise the Americas.
- 6.7. Define and use the terms “decade,” “century,” and “millennium,” and compare alternative ways that historical periods and eras are designated by identifying the organizing principles upon which each is based.
- 6.8. Analyze cause-and-effect relationships, including the importance of individuals, ideas, human interests and beliefs.
- 6.9. Differentiate between fact and interpretation in historical accounts and explain the meaning of historical passages by identifying who was involved, what happened, where it happened, and relating them to outcomes that followed and gaps in the historical record.
- 6.10. Identify issues related to a historical event in the Americas and give basic arguments for and against that issue utilizing the perspectives, interests and values of those involved.

#### Geography

- 6.11. Distinguish among different types of maps and use them to analyze an issue in the Western Hemisphere.
- 6.12. Collect and analyze data to describe regions of the Western Hemisphere.
- 6.13. Classify and analyze the types of connections between places in the Western Hemisphere.
- 6.14. Identify physical features of the Western Hemisphere and explain their effects on people and events.
- 6.15. Explain how people have adapted to or changed the physical environment in the Western Hemisphere.
- 6.16. Explain how technological developments, societal decisions, and personal practices influence sustainability in the Western Hemisphere.

#### Civics and Government

- 6.17. Compare and contrast early forms of government via the study of early civilizations (tribal, monarchy, democracy, theocracy, and oligarchy) in the Western Hemisphere.
- 6.18. Describe current forms of government in countries in the Western Hemisphere.

**Economics/Financial Literacy**

- 6.19. Describe the role and function of prices in the economy.

**Social Science Analysis**

- 6.20. Critique information to determine if it is sufficient to answer questions.
- 6.21. Clarify key aspects of an event, issue, or problem through inquiry and research.
- 6.22. Gather, interpret, document, and use information from multiple sources, distinguishing facts from opinions and recognizing points of view.
- 6.23. Interpret documents and data from multiple primary and secondary sources (art, artifacts, eyewitness accounts, letters and diaries, real or simulated historical sites, charts, graphs, diagrams, written texts).

## Grade 7

It is essential that these standards be addressed in contexts that promote Social Science Analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues.

### [World History –Eastern Hemisphere]

#### Historical Knowledge

- 7.1. Describe and compare the beliefs, the spread, and the influence of religions throughout Europe, Asia, and Africa, Islam, Crusades, Holy Roman Empire.
- 7.2. Examine the importance of trade routes and trace the rise of cultural centers and trade cities in Europe, Asia, and Africa.
- 7.3. Analyze the interconnections of people, places and events in the economic, scientific and cultural exchanges of the European Renaissance that led to the Scientific Revolution, voyages of discovery and imperial conquest.

#### Historical Thinking

- 7.4. Explain how and why cultures in the Eastern Hemisphere record history in different ways.
- 7.5. Create and compare timelines that identify major people and events and developments in the history of civilization and/or countries of Africa, Asia and the Southwest Pacific.
- 7.6. Form historical questions and use a variety of information resources to find, summarize and evaluate historical data on the people places, events and developments that have played a part in the history of Africa, Asia and the Southwest Pacific.
- 7.7. Interpret documents and data from multiple primary and secondary sources (e.g., art, artifacts, eyewitness accounts, letters and diaries, real or simulated historical sites, charts, graphs, diagrams, written texts) while forming historical questions.

#### Geography

- 7.8. Use and evaluate maps, graphs, charts, models, and databases to analyze geographic distributions in the Eastern Hemisphere.
- 7.9. Collect and analyze data to make geographic inferences and predictions regarding the Eastern Hemisphere.
- 7.10. Interpret maps and other geographic tools to find patterns in human and physical systems in the Eastern Hemisphere.
- 7.11. Describe the physical environment of places in the Eastern Hemisphere and how it influences trade, culture, and the economy.
- 7.12. Compare and analyze human characteristics (e.g., population, land use, language, and religion) of places and regions in the Eastern Hemisphere.
- 7.13. Describe the historical and current physical, cultural, and economic characteristics of eco-regions.
- 7.14. Explain how technological developments, societal decisions, and personal practices influence sustainability in the Eastern Hemisphere.
- 7.15. Determine and explain the interdependence of people around the world during significant eras or events.

#### Civics and Government

- 7.16. Describe the role of citizens in various governments in the Eastern Hemisphere.
- 7.17. Compare and contrast early forms of government via the study of early civilizations (tribal, monarchy, democracy, theocracy, and oligarchy) in the Eastern Hemisphere.

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- 7.18. Investigate current issues in the Eastern Hemisphere and how they relate to other countries, including the United States.
- 7.19. Analyze the significance of the Magna Carta, Hammurabi's Code and other documents on the development of modern governments.

**Economics/Financial Literacy**

- 7.20. Explain the concepts of "supply" and "demand" and how price allocates scarce goods.
- 7.21. Explain the function of imports and exports in the economy.
- 7.22. Explain "outsourcing" and describe the costs and benefits.
- 7.23. Explain the function of profit in the economy.

**Social Science Analysis**

- 7.24. Analyze current and historical sources (e.g., artifacts, eyewitness accounts, letters and diaries, real or simulated historical sites, charts, graphs, diagrams, and written texts) for accuracy and point of view while forming questions.
- 7.25. Analyze evidence from multiple sources including those with conflicting information.

## Grade 8

It is essential that these standards be addressed in contexts that promote Social Science Analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues.

### [U.S. History – 1765-Reconstruction]

#### Historical Knowledge

- 8.1. Evaluate continuity and change over the course of United States history by analyzing examples of conflict, cooperation, and interdependence among groups, societies, or nations.
- 8.2. Evaluate continuity and change over the course of United States history, by analyzing key people and constitutional convention, age of Jefferson, industrial revolution, westward expansion, Civil War.
- 8.3. Examine social, political and economic factors that caused westward expansion from American Revolution through reconstruction.
- 8.4. Evaluate the impact of different factors, including gender, age, ethnicity and class on groups and individuals during this time period and the impact these groups and individuals have on events of the time.
- 8.5. Analyze the causes as outlined in the Declaration of Independence, and examine the major American and British leaders, key events, international support, and consequences of (e.g., Articles of Confederation, changes in trade relationships, achievement of independence by the United States) the American Revolution.

#### Historical Thinking

- 8.6. Use and interpret documents and other relevant primary and secondary sources pertaining to U.S. History from multiple perspectives.
- 8.7. Analyze evidence from multiple sources including those with conflicting accounts about specific events in U.S. History.
- 8.8. Evaluate information from a variety of sources and perspectives.
- 8.9. Construct or evaluate a written historical argument demonstrating an understanding of primary and secondary sources.

#### Geography

- 8.10. Interpret maps to identify growth and development of the United States.
- 8.11. Identify and describe patterns and networks of economic interdependence, migration, and settlement.
- 8.12. Investigate how differing geographic perspectives apply to issues in U.S. History.
- 8.13. Explain how current and historical technological developments, societal decisions, and personal practices influence sustainability in the United States.

#### Civics and Government

- 8.14. Explain rights and responsibilities of citizens.
- 8.15. Contrast the impact of the Articles of Confederation as a form of government to the U.S. Constitution.
- 8.16. Compare and contrast how European governments and the United States government interacted with Native American peoples.
- 8.17. Examine the development activities of political parties and interest groups and their affect on events, issues, and ideas.
- 8.18. Examine and analyze important United States documents, including (but not limited to) the Constitution, Bill of Rights, 13<sup>th</sup>-15<sup>th</sup> Amendments.

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- 8.19. Examine important Supreme Court decisions prior to 1880 and the impact of the decisions on government practices, personal liberties, and property rights.
- 8.20. Analyze the changing definition of citizenship and the expansion of rights.
- 8.21. Analyze important political and ethical values such as freedom, democracy, equality, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.

**Economics/Financial Literacy**

- 8.22. Distinguish among tariffs, quotas, and government policies as means to regulate trade.
- 8.23. Describe how industrialization changes production and how it creates shifts in the market.

**Social Science Analysis**

- 8.24. Compare fictional portrayals of a time, place, or character to historical or other non-fictional sources relating to the same period.
- 8.25. Critique data for point of view, historical context, distortion, or propaganda and relevance.
- 8.26. Examine a controversial event, issue, or problem from more than one perspective.
- 8.27. Examine the various characteristics, causes, and effects of an event, issue, or problem.
- 8.28. Investigate a response or solution to an issue or problem and support or oppose, using research.

## High School

It is essential that these standards be addressed in contexts that promote Social Science Analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues.

### [US History – Reconstruction to Present; World History – 20<sup>th</sup> & 21<sup>st</sup> Century]

#### Historical Knowledge

- HS.1. Evaluate continuity and change over the course of world and United States history.
- HS.2. Analyze the complexity and investigate causes and effects of significant events in world, U.S., and Oregon history.
- HS.3. Explain the historical development and impact of major world religions and philosophies.
- HS.4. Investigate the historical development and impact of major scientific and technological innovations; political thought, theory and actions; and art and literature on culture and thought.
- HS.5. Examine and evaluate the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity in world, U.S., and Oregon history.
- HS.6. Analyze ideas critical to the understanding of history, including, but not limited to: populism, progressivism, isolationism, imperialism, communism, environmentalism, liberalism, fundamentalism, racism, ageism, classism, conservatism, cultural diversity, feminism, and sustainability.
- HS.7. Analyze the history, culture, tribal sovereignty, and historical and current issues of the American Indian tribes and bands in Oregon and the United States.
- HS.8. Explain how the American labor movement influenced events and thinking in the United States and Oregon over time.
- HS.9. Identify historical and current events, issues, and problems when national interests and global interest have been in conflict, and analyze the values and arguments on both sides of the conflict.

#### Historical Thinking

- HS.10. Evaluate an historical source for point of view and historical context.
- HS.11. Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses.
- HS.12. Construct and defend a written historical argument using relevant primary and secondary sources as evidence.
- HS.13. Differentiate between facts and historical interpretations, recognizing that a historian's narrative reflects his or her judgment about the significance of particular facts.

#### Geography

- HS.14. Create and use maps, technology, imagery and other geographical representations to extrapolate and interpret geographic data.
- HS.15. Analyze and illustrate geographic issues by synthesizing data derived from geographic representations.
- HS.16. Analyze the interconnectedness of physical and human regional systems (e.g., a river valley and culture, water rights/use in regions, choice/impact of settlement locations) and their interconnectedness to global communities.
- HS.17. Explain how migration, immigration and communication (cultural exchange, convergence and divergence) lead to cultural changes and make predictions and draw conclusions about the global impact of cultural diffusion.

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- HS.18. Analyze the impact of human migration on physical and human systems (e.g., urbanization, immigration, urban to rural).
- HS.19. Evaluate how differing points of view, self-interest, and global distribution of natural resources play a role in conflict over territory.
- HS.20. Analyze the impact on physical and human systems of resource development, use, and management and evaluate the issues of sustainability.
- HS.21. Relate trends in world population to current events and analyze their interrelationship.
- HS.22. Analyze how humans have used technology to modify the physical environment (e.g., dams, tractor, housing types).
- HS.23. Analyze distribution and characteristics of human settlement patterns.

### **Civics and Government**

- HS.24. Analyze and critique the impact of constitutional amendments.
- HS.25. Describe elements of early governments (i.e., Greek, Roman, English, and others) that are visible in United States government structure.
- HS.26. Define and compare/contrast United States republican government to direct democracy, socialism, communism, theocracy, oligarchy.
- HS.27. Examine functions and process of United States government.
- HS.28. Evaluate how governments interact at the local, state, tribal, national, and global levels.
- HS.29. Examine the structures and functions of Oregon's state, county, local and regional governments.
- HS.30. Analyze the roles and activities of political parties, interest groups and mass media and how they affect the beliefs and behaviors of local, state, and national constituencies.
- HS.31. Describe United States foreign policy and evaluate its impact on the United States and other countries.
- HS.32. Examine and evaluate documents and decisions related to the Constitution and Supreme Court decisions (e.g., Federalist Papers, Constitution, *Marbury v. Madison*, Bill of Rights, Constitutional amendments, Declaration of Independence).
- HS.33. Explain the role of government in various current events.
- HS.34. Explain the responsibilities of citizens (e.g., vote, pay taxes).
- HS.35. Examine the pluralistic realities of society (e.g., race, poverty, gender, and age), recognizing issues of equity, and evaluating need for change.

### **Financial Literacy**

- HS.36. Identify sources of credit and the advantages and disadvantages of using them and explain the significance of developing a positive credit rating and describe the advantages it can provide, the inherent cost of maintaining a credit card balance, and the risk of accumulating too much debt, identifying "good debt" versus "bad debt."
- HS.37. Explain and analyze the kinds and costs of insurance.
- HS.38. Explain how consumers can protect themselves from fraud, identity theft, bankruptcy, and foreclosure.
- HS.39. Compare and contrast tools for payment (e.g., cash, credit, check, debit card, phone, mobile) and explain the advantages and disadvantages of each.
- HS.40. Identify and explain different opportunities for investment and draw economic conclusions from market data.
- HS.41. Demonstrate the ability to prepare and file simple state and federal tax forms.
- HS.42. Compare and contrast different options for long term investment (e.g., stocks, bond, CDs, mutual funds IRA, 401k, pension plans, Social Security).
- HS.43. Compare and contrast of various types of loans available and how to obtain them, including student loans
- HS.44. Describe advantages and disadvantages of on-line banking options.
- HS.45. Explain how to prepare a budget that allows for "living within one's means."

**Economics**

- HS.46. Distinguish between fiscal and monetary policies, and describe the role and function of the Federal Reserve.
- HS.47. Explain how the global economy has developed and describe the involvement of free trade, comparative advantage, IMF, WTO, World Bank, and technology.
- HS.48. Explain economic challenges to growth in developing countries.
- HS.49. Compare and contrast methods of business organization.
- HS.50. Explain how economic indicators (including, but not limited to GDP, unemployment, Consumer Price Index [CPI], inflation) describe the condition of the economy.
- HS.51. Explain how supply and demand represent economic activity and describe the factors that cause them to shift. Define economic terms (e.g., elasticity, substitution, regulation, legislation) and identify examples of them in the current economy.
- HS.52. Explain how the American labor system impacts competition and trade in domestic and world markets.
- HS.53. Describe characteristics of command, market, traditional, and mixed economies and how they affect jobs and standards of living.
- HS.54. Explain the function of the stock market.
- HS.55. Explain business cycles and how they affect producers and consumers.
- HS.56. Describe the “circular flow” of economic activity and the role of producers, consumers, and government.

**Social Science Analysis**

- HS.57. Define, research, and explain an event, issue, problem, or phenomenon and its significance to society.
- HS.58. Gather, analyze, use, and document information from various sources, distinguishing facts, opinions, inferences, biases, stereotypes, and persuasive appeals.
- HS.59. Demonstrate the skills and dispositions needed to be a critical consumer of information.
- HS.60. Analyze an event, issue, problem, or phenomenon from varied or opposing perspectives or points of view.
- HS.61. Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short- and long-term effects.
- HS.62. Propose, compare, and judge multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion.
- HS.63. Engage in informed and respectful deliberation and discussion of issues, events, and ideas.