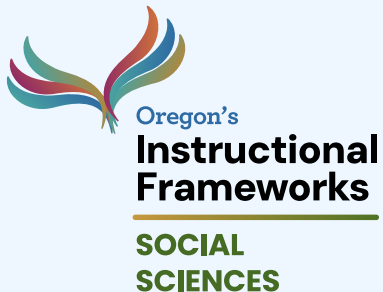


OREGON'S 2024 REVISED SOCIAL SCIENCE STANDARDS

- ⦿ prioritize critical analysis, cultural awareness and engaging in a diverse democracy and an interconnected world
- ⦿ include the contributions, perspectives and histories of individuals and groups previously underrepresented
- ⦿ address new requirements including civics, ethnic studies, the Holocaust and other genocides



Introducing Oregon's 2024 Social Science Standards

Grades 4–5

The Oregon 2024 Social Science Standards

The Oregon State Board of Education adopted new [social science standards](#) in June 2024, which introduced significant changes including new content, disciplinary practices and formatting updates. Schools across Oregon must fully implement these K-12 standards no later than the 2026–2027 academic year.

The 2024 Oregon Social Science Standards represent a transformative shift in how we prepare students to understand and engage with our complex world. By expanding historical perspectives, integrating traditionally underrepresented voices and deepening students' analytical skills, these standards equip students with the tools they need to become thoughtful, informed citizens.

The standards' emphasis on social science content, critical thinking, diverse viewpoints and civic engagement helps students develop a more complete understanding of how past events shape our present reality, while building their capacity to participate meaningfully in our pluralistic democracy. These standards acknowledge that effective social science education must help students understand not only the interconnections between civics, geography, economics and history but also how these connections shape our understanding of both past and present.

Through an integrated approach that emphasizes both content knowledge and Essential Disciplinary Practices, Oregon's [Transformative Social and Emotional Learning Standards](#) are included in the newly revised social studies standards. They should be integrated to help support a classroom climate conducive to the exploration and discussion of complex histories.

Content Domains and Concepts

The 2024 Social Science Standards include four main content domains: civics, geography, economics and history. Each domain includes four concepts or main ideas.

<div>Civics</div> <div><ul style="list-style-type: none">Political InstitutionsIdentity, Roles, ResponsibilitiesDemocratic PrinciplesCivic Engagement</div>	<div><div></div>Geography</div> <div><ul style="list-style-type: none">Geographic ReasoningMigration and MovementHuman Interaction and InterconnectionsHuman Environmental Interaction</div>
<div><div></div>Economics</div> <div><ul style="list-style-type: none">Earning, Saving, and SpendingMicro and Macro EconomicsIncentives, Choice, and Consumer BehaviorSpecialization, Trade, Interdependence</div>	<div><div></div>History</div> <div><ul style="list-style-type: none">Continuity and ChangeConflict and CooperationCause and EffectCommunities and Pluralism</div>

Disciplinary Practices

The 2024 Social Science Standards embed critical thinking, inquiry, source analysis and civic engagement skills throughout the curriculum, challenging students to develop a more complete, nuanced understanding of past and present social issues. Ten Essential Disciplinary Practices are outlined in the social science standards and are designed to be integrated with grade-level content standards:

- I. Develop questions** for social science inquiry.
- II. Use chronological thinking skills**, connecting the past with the present to recognize continuity and change in human history.
- III. Collect, interpret, evaluate and apply information from primary and secondary sources** to better understand and create historical narratives distinguishing between fact and opinion.
- IV. Seek and analyze diverse perspectives** to develop a more complete understanding of past and current events.
- V. Evaluate and assess how discrimination, racism and inequality** shape historical narratives, individual perspectives, intersecting identities and diverse understandings of the past and present.
- VI. Construct well-reasoned and logically coherent explanations, arguments and solutions** related to complex societal issues.

- VII. Cultivate global awareness and cultural understanding** to effectively engage with the interconnected world, diverse cultures and perspectives.
- VIII. Demonstrate empathy** to understand how identities shape actions of resistance and resilience among individuals and communities.
- IX. Develop the necessary skills to critically analyze and evaluate digital and social media content**, identify reliable sources and become more informed and responsible digital citizens.
- X. Apply the practices and knowledge of social science** to determine the most effective ways to take informed civic action.

Key Revisions in Grades 4–5

Key Revisions — Grade 4

1. **Indigenous Understanding:** Shift from general Tribal history to a specific focus on sovereignty, resistance, Indigenous governance and cultural practices.
2. **Historical Analysis:** Shift from describing historical events to examining how specific forces like colonialism, racial prejudice and discriminatory policies shaped Oregon’s development and continue to impact communities today.
3. **Economic Literacy:** Expand from basic resource concepts to more complex economic relationships, including personal finance, market dynamics, targeted marketing and economic interdependence, with a specific focus on Oregon’s economy and trade.
4. **Geographic Thinking:** Shift from general settlement patterns to detailed analysis of how geography influences culture, sustainability and human movement with an emphasis on mapping skills and regional understanding.
5. **Constitutional and Civic Engagement:** Expand from basic government structure to explore active civic participation and constitutional protection, requiring a deeper understanding of how citizens can affect change.

Key Revisions — Grade 5

1. **Enhanced Indigenous Perspectives:** Shift to an explicit focus on Indigenous sovereignty, experiences with colonization, resistance to oppression and specific examination of assimilation policies and cultural genocide.
2. **Complex Government Analysis:** Expand from identifying basic government principles to analyzing interactions between different forms of governance, including the tensions within democratic principles.
3. **Economic Understanding:** Expand from basic career and tax concepts to examining complex economic systems, global trade networks and the economic dimensions of slavery and colonization.
4. **Geographic Reasoning:** Shift from general map skills to specific applications analyzing features that influenced colonial development with emphasis on how geography shapes cultural interactions and power dynamics.
5. **Historical Thinking:** Shift from describing historical events to analyzing causes, effects and connections between past and present, particularly regarding systemic inequalities, resistance movements and social justice.

Questions for Consideration

- ⦿ How can leaders support teachers to address sensitive topics like colonialism, discrimination and Tribal sovereignty in age-appropriate ways while maintaining historical accuracy and cultural respect?
- ⦿ What additional supports do teachers need to integrate the ten Essential Disciplinary Practices across the content areas and to help students make connections between historical events and contemporary issues?
- ⦿ What resources are available to explore or expand place-based learning to connect students to local history and geography?
- ⦿ How can schools and districts support planning around vertical alignment, pacing and time management, given the need to balance deep historical investigation with the practical constraints of the academic calendar?

Learn more [Grades K–5 Crosswalk 2021–2024](#)