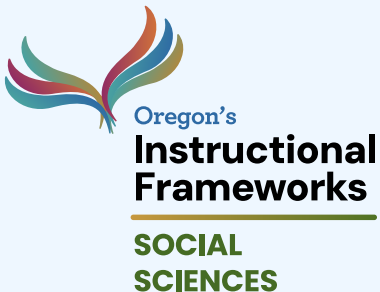


## OREGON'S 2024 REVISED SOCIAL SCIENCE STANDARDS

- ⦿ 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 9–12

## 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> <b>Civics</b></div> <div><ul style="list-style-type: none"><li>◉ Political Institutions</li><li>◉ Identity, Roles, Responsibilities</li><li>◉ Democratic Principles</li><li>◉ Civic Engagement</li></ul></div>	<div> <b>Geography</b></div> <div><ul style="list-style-type: none"><li>◉ Geographic Reasoning</li><li>◉ Migration and Movement</li><li>◉ Human Interaction and Interconnections</li><li>◉ Human Environmental Interaction</li></ul></div>
<div> <b>Economics</b></div> <div><ul style="list-style-type: none"><li>◉ Earning, Saving, and Spending</li><li>◉ Micro and Macro Economics</li><li>◉ Incentives, Choice, and Consumer Behavior</li><li>◉ Specialization, Trade, Interdependence</li></ul></div>	<div> <b>History</b></div> <div><ul style="list-style-type: none"><li>◉ Continuity and Change</li><li>◉ Conflict and Cooperation</li><li>◉ Cause and Effect</li><li>◉ Communities and Pluralism</li></ul></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 9–12

### Key Revisions — Civics



1. **Discrimination and Rights:** Shift from broadly ‘examining pluralistic realities’ to requiring students to identify and analyze specific examples of discrimination and inequity.
2. **Government-to-Government Tribal Relations:** Shift from including Tribal governments within a broader examination of intergovernmental relationships (in the 2018 standards) to specifically requiring students to understand the mechanisms and development of Oregon’s government-to-government relationship with Tribal Nations.
3. **Study of Political Influence and Power:** Shift from conventional political actors to diverse forces shaping policy and public opinion, including community groups, corporations and mass media.
4. **Connection Between Past and Present:** Explicitly require students to compare historical and contemporary public policy debates to understand their ongoing relevance in current civic life.

### Key Revisions — Geography



1. **Applied Geographic Skills:** Shift from general mapping skills to how geographic tools can be used to solve problems and analyze world events. Moves from creating or reading maps to using geographic tools to examine complex issues and propose solutions.
2. **Migration and Movement:** Emphasize understanding and analyzing human movement patterns that affect people and places. Includes studying historical examples of community removal and segregation, providing a more complete picture of human settlement patterns.
3. **Environmental Decision-Making:** Focus on evaluating specific efforts to address environmental challenges, examining how technological developments, societal decisions and personal practices influence global resource consumption and sustainability.
4. **Land and Resource Relationships:** Emphasize examining how relationships to land, resource utilization and displacement affect historically underrepresented communities, including specific analyses of land ownership and resource access.

## Key Revisions — Economics



1. **Integration of Historical Context and Analysis:** Connect economic concepts to specific historical events and periods, making the learning more concrete and contextual.
2. **Focus on Market Effects and Model Creation:** Shift from analyzing how various factors affect markets (in the 2018 standards) to asking students to create and explain economic models and analyze specific market conditions like shortages and surpluses. Move toward more active engagement with economic concepts through model building and specific scenario analysis.
3. **Treatment of Markets and Labor:** Expand the examination of labor systems beyond traditional labor market analysis.
4. **Economic Equity:** Explicitly address how economic policies affect traditionally underrepresented groups. Shift from analyzing general policy impacts to considering specific effects on different populations.
5. **Broader Focus on Economic Systems and Models:** Shift from teaching personal finance skills to emphasizing the creation and analysis of economic models in historical and global contexts.

## Key Revisions — U.S. History



1. **Primary Source Analysis:** Shift toward evidence-based historical inquiry using primary sources to help students engage directly with historical evidence rather than relying solely on secondary interpretations.
2. **Chronological Precision and Historical Context:** Provide more specific chronological time periods and historical contexts.
3. **Integration of Global Perspectives:** Explicitly address America's changing role in global affairs, examining foreign policy evolution from the Monroe Doctrine through modern interventionism.
4. **Experiences and Perspectives of Underrepresented and Marginalized Groups:** Emphasize examining how historical events, policies and movements are shaped by diverse populations, including ethnic and racial minorities, LGBTQ+ individuals, women, people with disabilities and others.

## Key Revisions — World History



1. **Historical Response and Resistance:** Emphasize how different groups respond to historical challenges. Shift from simply studying events to analyzing how people actively shape their historical circumstances.
2. **20th-Century Global Challenges:** Attend to 20th-century events and their impacts, particularly through multiple standards addressing the World Wars, the Holocaust and other genocides. Shift toward helping students understand the origins and implications of contemporary global challenges.
3. **International Cooperation:** Shift from broadly mentioning global relationships to explicitly examining the development and effectiveness of international organizations.
4. **Human Impact and Experience:** Emphasize examining how historical events affected ordinary people. Shifts toward understanding history through human experience rather than just political events.

## Questions for Consideration

- ⦿ How can leaders help teachers to access diverse primary and secondary sources, survivor testimonies, documents and images for the specific case studies mentioned in the standards?
- ⦿ What additional supports do teachers need to help students engage with difficult topics like genocide, military occupation and human rights violations while maintaining emotional safety and fostering empathy?
- ⦿ What professional development resources are available to help teachers effectively implement the Essential Disciplinary Practices in their classrooms, particularly those practices that develop students' critical thinking, inquiry skills and civic engagement?
- ⦿ 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?
- ⦿ What structures or protocols can teachers use to effectively connect historical events to contemporary issues, helping students analyze current events through multiple perspectives while maintaining a balanced approach?

**Learn more** [Grades 9–12 Crosswalk 2021–2024](#)