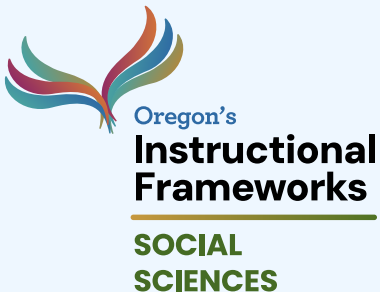


## OREGON'S 2024 REVISED SOCIAL SCIENCE STANDARDS

- ⦿ 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 K–3

## 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 K–3

### Key Revisions — Kindergarten

- 1. Identity and Social Skills:** Broaden understanding of self and family roles to include multiple aspects of identity (race, gender, family, ethnicity, culture, religion, ability), while emphasizing how words and actions affect others in creating healthy relationships.
- 2. Cultural and Community Understanding:** Shift from general cultural awareness to examining specific community traditions, celebrations and practices with emphasis on connecting students' experiences to broader community perspectives.
- 3. Geographic and Environmental Awareness:** Progress from understanding basic location concepts to creating personal geographic representations and understanding local migration stories, how the seasons change and how people and the environment affect each other.
- 4. Civic Foundation Building:** Introduce fundamental civic concepts through exploration of the purpose of public school, what democratic values are, why holidays are important and how rules promote fairness across different settings.
- 5. Economic and Historical Foundations:** Focus on age-appropriate economic concepts (e.g., money identification, community jobs) while developing historical thinking through examination of people who stood up to unfairness and made a difference.

## Key Revisions — Grade 1

1. **Identity and Group Dynamics:** Expand beyond basic family–school connections to exploring how individual identities interact within various groups (family, school, community), including exploration of group membership benefits, expectations and responsibilities.
2. **Cultural Understanding:** Shift from general celebrations of diversity to analyzing specific cultural heritage elements (songs, symbols, monuments, figures) at local, state and national levels with an emphasis on how these shape a community's identity.
3. **Civic Education:** Expand from school-based civic virtues to understanding the purpose of local government, democratic values and broader civic participation beyond the classroom environment.
4. **Geographic and Environmental Analysis:** Integrate more advanced geographic tools (legends, keys, government centers) with examination of human–environment interaction.
5. **Economic and Historical Thinking:** Progress from basic needs and wants concepts to understanding how producers and consumers work together while developing skills to analyze primary sources to understand the history of a community.

## Key Revisions — Grade 2

1. **Civic Understanding:** Expand from basic rule–setting to examining democratic processes, citizenship rights and multiple approaches to resolving conflict with emphasis on fairness and making decisions in a community.
2. **Identity and Cultural Analysis:** Shift from identifying cultural characteristics to exploring how factors like race, culture, religion, gender, indigeneity and socioeconomic status contribute to both individual identity and community enrichment.
3. **Geographic and Environmental Focus:** Integrate geographic tools and concepts to understand both physical and human geography with emphasis on how humans adapt to and modify environments for survival and habitation.
4. **Economic Concept Development:** Expand from identifying local businesses to understanding more complex economic concepts, including resource types, specialization, employment, consumer choice and trade relationships.
5. **Community Change and Leadership:** Shift from identifying leaders to examining how various individuals and groups, including changemakers and civic leaders, work for equity and shape community development.

## Key Revisions — Grade 3

1. **Civic Engagement:** Expand from basic understanding of civic participation to analyzing active support for others or ways to support others, promoting democratic values and understanding minority rights. Greater emphasis on how identity shapes perspectives and interpretations of events.
2. **Geographic Understanding:** New emphasis on understanding historical and contemporary human migration, distinguishing between voluntary and forced movement and using more sophisticated mapping tools to understand tribal lands and environmental regions.
3. **Economic Literacy:** Shift from analyzing simple producer–consumer relationships to analyzing how supply–demand dynamics work, examining the effects of advertising and studying how businesses in local communities rely on each other.
4. **Cultural Analysis:** Shift from simply describing the characteristics of a community to comparing diverse cultural aspects of communities, analyzing the effects of including or excluding individuals, social and ethnic groups and how cultures continue or change over time.
5. **Historical Investigation:** Expand from general research skills to specific emphasis on primary and secondary sources to research local history with an emphasis on how communities shape and are shaped by historical events.

## Questions for Consideration

- ⦿ How can leaders support teachers to address concepts like fairness, standing up for others or active support for others in age-appropriate ways that connect to students' identity and daily experience?
- ⦿ How can educators locate or develop hands-on materials and experiences for students to connect to their communities through the use of primary sources, artifacts and stories?
- ⦿ What additional local primary sources and community connections can make abstract concepts like migration, human–environment interaction and democracy more concrete for students?
- ⦿ How can schools and districts develop community partnerships to provide authentic learning experiences about local history and cultural diversity?
- ⦿ 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](#)