

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

Oregon Senate Bill 702 requires new K-12 standards and instruction for Oregon and U.S. Civics education. Senate Bill 513 requires students to earn 0.5 credits in a United States Civics course.



Oregon's
**Instructional
Frameworks**

**SOCIAL
SCIENCES**

OREGON'S 2024 SOCIAL SCIENCE STANDARDS

Civic Engagement: Grades 6–12

Why is teaching civic engagement in grades 6–12 important?

Civic engagement education in middle and high school equips students with essential tools to become active, informed participants in their communities.

During these important years, students develop critical thinking skills to evaluate evidence, understand complex societal issues and make reasoned decisions. This preparation builds the foundation for meaningful civic participation.

When students apply social science knowledge to address community challenges, classroom learning becomes immediately relevant to their lives.

Students explore their roles, rights and responsibilities as members of a democratic society, understanding the freedoms they hold and their obligations to participate thoughtfully. This practical application helps students see themselves as agents of change who can work with others to address local and global issues, fostering purpose and belonging in their communities.

Civic education in grades 6–12 cultivates the civic responsibility and democratic values crucial for our society's future.

As students practice evidence-based decision-making and plan for positive change, they develop the confidence to advocate for a more just and sustainable democracy while building the capacity to strengthen civic institutions and address society's greatest challenges.

What does civic engagement look like in practice?

Essential Disciplinary Practice

Example

Collect, interpret, evaluate, and apply information from primary and secondary sources to better understand and create historical narratives distinguishing between fact and opinion.

Students analyze speeches and letters from Martin Luther King, Jr. and Malcolm X to analyze purpose, arguments and themes. They compare how each leader's message shaped the civil rights movement. To conclude, students share their findings in a class discussion, deepening their understanding of historical perspectives.

Example Standards: 6/7.C.PI.4, 8.C.PI.4, 8.C.CE.13, HS.C.DP.12, HS.C.CE.18

Construct well-reasoned and logically coherent explanations, arguments, and solutions related to complex social issues.

Students explore current environmental issues related to land conservation, water rights or public land use policies. They analyze government regulations, Indigenous land stewardship perspectives and corporate interests to understand multiple viewpoints. Using primary and secondary sources, students develop policy proposals on responsible land use, balancing environmental sustainability with economic and social needs. They present their proposals in a classroom forum, engage in structured debates and refine their arguments based on peer and educator feedback. This activity helps students critically evaluate land and environmental policies while fostering skills in research, argumentation and civic participation.

Example Standards: 6/7.C.PI.5, 8.C.CE.12, 8.C.CE.13, HS.C.PI.4, HS.C.CE.19

The above examples offer ways that educators might bundle or group multiple standards across the social science domains and concepts within each grade level.

Questions for Consideration and Discussion Starters

How can **educators** create classroom environments that promote students' learning of civic structures?

What strategies can **school leaders** use to integrate civic engagement education into schoolwide activities and culture?

How can **parents and caregivers** partner with schools to support opportunities for students to partake in civic engagement education?

Civic Engagement in Grades 6–12

This module supports teachers in exploring civic engagement in grades 6–12, as reflected in Oregon's 2024 Social Science Standards. It covers key themes such as the rights and responsibilities of citizens, historical and contemporary movements for justice, and youth advocacy. The module emphasizes the experiences of historically and persistently underrepresented groups and explores how civic engagement has shaped and continues to shape local, national and global societies. Educators will examine how these topics develop across grade levels—from early explorations of government power and civic participation in grades 6–8 to deeper analyses of interest holders' roles, activism and rights expansion in high school. Through engagement with primary and secondary sources, teachers will explore research-based pedagogical strategies such as inquiry-based learning, document analysis and argument construction to build their instructional toolkit to foster student agency, critical thinking and meaningful civic engagement in diverse classroom settings.

Online Module: [Civic Engagement and Citizenship 6–12](#)

Learn More [Social Science Standards Resource Website](#)
[2024 Social Science Standards](#)
[Essential Disciplinary Practices](#)