

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 United States civics education.



Oregon's
**Instructional
Frameworks**

**SOCIAL
SCIENCES**

OREGON'S 2024 SOCIAL SCIENCE STANDARDS

Civic Engagement: Grades K–5

Why is teaching civic engagement in grades K–5 important?

Civic engagement education helps students build a foundational understanding of government, public service and civic participation.

By exploring how societies organize and govern themselves, students develop the knowledge and skills to engage meaningfully in their communities.

As students learn about fairness, community roles and shared responsibilities, they gain deeper insights into how government and public services function.

Understanding how different communities advocate for change fosters student agency and reinforces how students can create and contribute to a more just society.

Through civic engagement education, students explore their rights and responsibilities as members of society.

Students learn how to participate in their communities in age-appropriate ways, from classroom helper roles and playground cleanup projects to class discussions about school rules, collaborative problem-solving, simple letter writing, classroom voting and small service projects. These experiences build the foundation for understanding how citizens work together to improve their community.

What does civic engagement look like in practice?

Essential Disciplinary Practice

Example

Develop questions for social science inquiry.

After learning about fairness and justice and why rules are created, students collaboratively create a set of classroom agreements that promote what a supportive environment would look, sound and feel like, where everyone feels welcomed and affirmed. The teacher asks questions that prompt students to share ideas about what makes a classroom equitable and safe, then they vote on their top five agreements to form a class contract. Throughout the year, students revisit and revise their agreements as needed, reinforcing the idea that civic engagement is an ongoing process.

Example Standards: 2.C.CE.6, 3.C.DP.6, 4.C.DP.4, 4.C.CE.5

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

After reading about Ruby Bridges, students recreate a timeline of school integration using primary photographs. The teacher leads a class discussion of how Ruby Bridges was part of a civil rights movement that worked to change unfair rules in schools. Students connect these ideas to their experiences by talking about fairness and inclusion today.

Example Standards: 2.H.CC.3, 2.H.CP.5, 3.C.IR.2, 3.C.IR.3, 3.H.CC.3, 3.H.CE.4, 4.C.DP.4, 5.H.CEP.9

Seek and analyze diverse perspectives to develop a more complete understanding of past and current events.

In a fourth-grade lesson on the Oregon Trail, students read multiple Native American testimonies about the impacts of Westward Expansion on their communities. They compare these perspectives to settlers' accounts and examine how settlement shaped different groups' access to land, resources and civic participation.

Example Standards: 4.G.GR.3, 4.G.MM.4, 4.H.CH.1, 4.H.CH.2, 4.H.CC.3, 4.H.CE.5, 4.H.CP.6, 4.H.CP.8

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 participate in civic engagement education?

Civic Engagement in Grades K–5

This online professional module supports educators in exploring ideas of civic engagement and what it means to be a member of society in K–5 classrooms, as reflected in Oregon's 2024 Social Science Standards. The module covers key themes and concepts such as community, fairness, civic participation and the rights and responsibilities of community members. Participants will build content knowledge about the contributions of diverse communities as well as local Oregon civic engagement and activism. This module guides educators in understanding how these concepts develop across grade levels and introduces Essential Disciplinary Practices. There is a focus on using questioning strategies to foster social science inquiry by integrating culturally responsive content and applying Transformative Social and Emotional Learning to promote students' own civic engagement.

Online Module: [Civic Engagement and Citizenship K–5](#)

Learn More [Social Science Standards Resource Website](#)

[2024 Social Science Standards](#)

[Essential Disciplinary Practices](#)