

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 genocide

OREGON'S 2024 SOCIAL SCIENCE STANDARDS

Essential Disciplinary Practices Factsheet

What are the Essential Disciplinary Practices?

Social science education includes the study of civics and government, economics, geography and history and aims to help students develop as thoughtful citizens in a pluralistic society. Effective social science instruction also cultivates inquiry, critical thinking and cultural understanding. The [2024 Social Science Standards](#) integrate ten Essential Disciplinary Practices with grade level content standards.

The ten Essential Disciplinary Practices (EDP) are

- 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**.


Why integrate the Essential Disciplinary Practices into the social science standards?

Teaching students the Essential Disciplinary Practices begins with developing their ability to pose meaningful questions that spark curiosity and challenge assumptions. Students learn to synthesize credible information and evidence from diverse sources, evaluate digital and social media content, and form well-reasoned arguments about complex societal issues. When analyzing primary and secondary sources and evaluating different views, they learn to identify credible evidence for constructing historical narratives and to distinguish factual claims from opinions.

The Essential Disciplinary Practices cultivate respect for gender, race, ethnicity, sexual orientation, religion, socioeconomic class and disability while helping students understand how these identities shape actions of resistance and resilience. Instruction that includes diverse perspectives supports students’ understanding of both continuity and change in human history, revealing the complexity of past and current events. Developing global awareness helps students contextualize their local community and cultural experiences as part of an interconnected human story.

How are the Essential Disciplinary Practices integrated in the social science standards?

Some examples of how the Essential Disciplinary Practices are integrated in the 2024 Social Science Standards can be found below.

<div>Civics Standards</div>			
<p>Kindergarten:</p> <p>Recognize and develop an understanding of the components of a person’s identity including race, gender, family, ethnicity, culture, religion, and ability.</p> <p>[EDP VII, VIII]</p>	<p>Grade 5:</p> <p>Analyze how cooperation and conflict among people contribute to political, economic, religious, and current social events and situations in the United States.</p> <p>[EDP IV, VIII]</p>	<p>Grade 8:</p> <p>Evaluate how the persistence of racism, sexism, and other forms of prejudice, affected laws, treaties, and Supreme Court decisions from 1787 to 1865 on sovereignty, status, rights, and liberties of historically underrepresented individuals and groups.</p> <p>[EDP V]</p>	<p>High School:</p> <p>Using the Tribal History/Shared History resources and other primary and secondary source documents, identify and explain the development and mechanisms for the government-to-government relationship between Oregon and the nine federally recognized tribal governments.</p> <p>[EDP III, IV, V, VII]</p>



Geography Standards

Kindergarten:

Identify the migration stories of people to and within the local community/neighborhood.

[EDP V, VII]

Grade 5:

Investigate the causes behind domestic and global migration, distinguishing between voluntary relocation and forced displacement, including scenarios like refugees, individuals compelled to leave their homeland and those enslaved.

[EDP V, VII, VIII]

Grade 8:

Investigate the effects of migration on immigrants and the culture where they settle.

[EDP III, VII]

High School:

Identify and describe how the relationship to land, utilization of natural resources, displacement, and land ownership affects historically underrepresented identities, cultures, and communities.

[EDP IV, V, VII, VIII]



Economics Standards

Grade 5:

Discuss how life circumstances and experiences can cause people to differ in their values and attitudes about saving and their ability to save.

[EDP IV]

Grade 8:

Define and analyze the concept of "fair lending practices" and the history of discrimination and systemic inequalities in the US financial system.

[EDP IV, V, VII, VIII]

High School:

Analyze the effect of global events such as wars and technological developments on industry and consumers.

[EDP VII]



History Standards

Kindergarten:

Recognize that events happen in sequential order.

[EDP II]

Grade 5:

Explain multiple perspectives and causes and effects of events leading to colonial independence from British Rule.

[EDP IV]

Grade 8:

Analyze resistance to enslavement through research of primary sources such as newspapers, narratives, accounts of slave auctions, and political and legal records.

[EDP III, V, VIII].

High School, U.S. History:

Use primary and secondary resources to analyze the development of political identity associated with the nation-state and nationalism.

[EDP III, VII]

Questions to consider

- How do you teach students to critically analyze and evaluate digital and social media content, identify reliable sources and become more informed and responsible digital users?
- What strategies do you use to help your students determine the most effective ways to take informed civic action?
- Which Essential Disciplinary Practices would you like to strengthen in your teaching and what resources would help you do so?

For further explanation of the Essential Disciplinary Practices see the [Oregon 2024 Social Science Standards](#).