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New 2024 Social Science Standards

1. What are the 2024 Social Science Standards?

Oregon's 2024 updated Social Science Standards balance core content knowledge with essential skills for understanding our diverse society. The standards build strong foundations in civics, economics, geography and history while integrating recent legislative requirements for teaching Tribal History/Shared History, ethnic studies and Holocaust and genocide studies. Students develop abilities to analyze historical sources, understand multiple perspectives and engage thoughtfully with complex issues. These standards help students connect historical understanding to contemporary issues while preparing them to participate in a diverse democracy.

2. Why were the 2024 Social Science Standards updated?

As part of the typical seven-year revision cycle, the new standards were shaped with input from Oregonians and reflect a commitment to telling a more complete story of our state, nation and world. These standards incorporate often underrepresented histories, contributions and perspectives. Additionally, they feature requirements mandated by recent legislation, including civics, ethnic studies, the Holocaust and other genocides.

3. How were the 2024 Social Science Standards created?

A Social Science Teacher Advisory Panel reviewed and offered revisions to the 2021 Social Science Standards. Community groups, educators and the public provided additional comments and feedback before the State Board of Education reviewed and approved the 2024 Social Science Standards.

4. What is the timeline of adoption for the 2024 Social Science Standards?

The 2018 standards are the current required standards for use by school districts through the 2025 school year. However, school districts may begin using the 2024 standards at any time and are required to implement the 2024 standards in the 2026–2027 school year. Visit the [2024 Social Science Standards Overview](#) page for a full list of the related laws, legislative history and timeline for implementing the standards.

5. How are the revised 2024 Social Science Standards organized?

The standards are structured around four key domains, including civics, geography, economics and history, encompassing the following set of core concepts:

- ⦿ Civics focuses on political institutions; identity, roles and responsibilities; democratic principles; and civic engagement.
- ⦿ Geography focuses on geographic reasoning, migration and movement, human interactions and interconnections and human environmental interactions.
- ⦿ Economics focuses on earning, saving and spending; micro and macroeconomics; incentives, choice and consumer behavior; and specialization, trade and interdependence.
- ⦿ History focuses on continuity and change, conflict and cooperation, cause and effect and communities and pluralism.

6. What are Essential Disciplinary Practices?

The 2024 Social Science Standards integrate ten Essential Disciplinary Practices that support teaching and learning across social science disciplines with grade-level content standards. These practices are core thinking and analytical skills that students develop across all social science subjects. These practices help students learn to ask meaningful questions, evaluate sources critically, understand events in a historical context and consider multiple perspectives. Through these practices, students develop the ability to construct evidence-based arguments, recognize reliable information and understand how different communities have experienced historical events. These skills build throughout the K–12 experience, becoming more sophisticated as students engage with grade-level content. You can read more in the [Essential Disciplinary Practices Factsheet](#).

7. What are the key revisions in the 2024 Social Science Standards?

- ⦿ The revised standards for grades K–3 emphasize an increased focus on identity and cultural understanding, an expanded geographic and environmental awareness, a broadened understanding of civic engagement and democratic values, and new approaches to economic and historical literacy. The [K–3 Standards and Shifts Information Sheet](#), along with the [Standards Crosswalks](#), outlines the specific changes within each grade band.
- ⦿ The revised standards for grades 4–5 emphasize new approaches to geography and economics, and increased focus on indigenous history and perspectives, an expanded understanding of civic engagement and government systems, and a deeper analysis of systems and structures of power. [The 4–5 Standards and Shifts Information Sheet](#), along with the [Standards Crosswalks](#), outlines the specific changes within each grade band.

- ⦿ The revised standards for grades 6–8 emphasize an expanded historical perspective, an increased focus on underrepresented identities and groups, new approaches to geography and economics, and a deepened understanding of civic engagement. The [6–8 Standards and Shifts Information Sheet](#), along with the [Standards Crosswalks](#) document, outlines the specific changes within each grade band.
- ⦿ The revised standards for high school emphasize an expanded focus on power, justice and underrepresented communities; an increased emphasis on active inquiry and problem-solving; stronger connections between historical events and present-day issues; and a broader analysis of global challenges and cooperation. The [High School Standards and Shifts Information Sheet](#), along with the [Standards Crosswalks](#) document, outlines the specific changes within each grade band.

Integrated Approach to Social Science

1. What does it mean to have an integrated approach to social science?

Oregon’s integrated approach to social science weaves diverse perspectives, experiences and contributions across K–12. This approach allows students to develop a deeper understanding of individuals and groups shaping our world, examine the complexity of social structures and their impact on history and society, build critical thinking skills and cultural awareness, become more informed and engaged citizens, and see their histories and identities reflected in the curriculum while fostering empathy and understanding across cultural differences.

2. How can the 2024 Social Science Standards support interdisciplinary teaching?

The 2024 Oregon Social Science Standards support interdisciplinary teaching by emphasizing inquiry, critical thinking and the analysis of diverse perspectives. By integrating skills such as evaluating sources, understanding historical continuity and change and applying digital literacy, these standards create natural connections across multiple disciplines and subjects. This approach encourages educators to engage students in complex societal issues through multiple lenses, fostering deeper learning and real-world application. You can read more about the intersection and overlap between Oregon English language arts (ELA) and Literacy Standards and Social Science Standards on the [Oregon Department of Education’s Standards Document webpage](#).

3. How do Oregon’s 2024 Social Science Standards relate to the Transformative Social and Emotional Standards & Framework?

Transformative Social and Emotional Learning can be readily integrated with the ten Essential Disciplinary Practices for social science and help support a classroom climate to allow the exploration and discussion of complex histories. For social and emotional learning to be transformative, practices and approaches require setting the conditions for nurturing and attending to personal and collective well-being during social science learning. Review [Oregon’s Transformative Social and Emotional Learning Framework & Standards](#) to learn more about integrating Transformative Social and Emotional Learning principles into classrooms, schools and communities.

4. How is Oregon’s Tribal History/Shared History integrated in the 2024 Social Science Standards?

- ◉ The 2024 Oregon Social Science Standards integrate the study of [Tribal History/Shared History](#) and prepare students to understand and reflect on the contributions, sovereignty and perspectives of Native American peoples in Oregon and the land now known as the United States. This includes instruction that incorporates Native American voices and the importance of language and cultural revitalization for Native American students and communities. Students examine policies and practices that impact tribal nations while learning about Indigenous resistance and resilience and the ongoing exercise of tribal sovereignty.
- ◉ Oregon’s Tribal History/Shared History is integrated throughout the 2024 Oregon Social Science Standards. Some examples of where these standards appear in the K–12 social science standards can be found in the [Tribal History/Shared History Factsheet](#). You can learn about the [Essential Understandings of Native Americans in Oregon](#) and access specific lesson plans and professional development opportunities on ODE’s [Tribal History/Shared History webpage](#).

5. How are the Holocaust and other genocides integrated in the 2024 Social Science Standards?

Holocaust and other genocides education is mandated by Senate Bill 664, ensuring that students learn about historical atrocities such as the Holocaust and other genocides. The 2024 Social Science Standards examine genocides before and after the Holocaust, allowing students to analyze patterns of human behavior, the role of economic and political systems and the consequences of prejudice, discrimination, antisemitism, racism and colonization. Beginning with age-appropriate concepts in elementary grades, students develop understanding through middle and high school, where they examine specific

historical events, evaluate national and international responses and consider ways to prevent future atrocities while deepening their understanding of human rights and the fight against misinformation. Through studying these events, students develop critical thinking skills, examine the importance of standing up for others and deepen their understanding of human rights. Refer to this [factsheet](#) for more on integrating the Holocaust and this [factsheet](#) on other genocides into social science instruction.

6. How do the 2024 Social Science Standards approach teaching about the Holocaust and genocide in developmentally appropriate ways?

The 2024 Oregon Social Science Standards approach teaching about the Holocaust and genocide with a developmentally appropriate framework by integrating these topics gradually across different grade levels. For example, elementary students explore foundational concepts like human rights, discrimination and civic responsibility, while middle school students begin examining historical injustices, resistance movements and the role of bias and propaganda in shaping societal attitudes. High school students engage directly with the Holocaust and other genocides, analyzing historical context, causes and consequences through survivor testimonies, trial records and primary sources.

7. How is ethnic studies integrated into the 2024 Social Science Standards?

The 2024 Social Science Standards integrate ethnic studies throughout K–12 instruction by examining the histories, contributions and perspectives of diverse communities in Oregon and beyond. Beginning with age-appropriate concepts about identity and cultural understanding in elementary grades, students develop a deeper awareness of how different groups have shaped Oregon’s past and present. Through middle and high school, students analyze historical events from multiple perspectives, examine the impacts of inclusion and exclusion in their communities and explore stories of resistance and resilience.

8. How do Oregon’s 2024 Social Science Standards develop a more complete understanding of American history?

The 2024 Oregon Social Science Standards aim to help students develop a more complete understanding of American history—one that celebrates our nation’s achievements and ideals while thoughtfully examining our challenges and progress. Through critical thinking and inquiry, students learn to analyze historical evidence, evaluate multiple perspectives and draw evidence-based conclusions. The standards prepare students to participate knowledgeably in our democracy by understanding how our government works, the

importance of civic engagement and the roles and responsibilities of living in a community. Students learn about the aspirational vision of America's founders and how successive generations have worked to expand American freedoms and opportunities. Through examining various historical perspectives and experiences, students explore the full scope of our nation's story, including moments when our nation lived up to its highest ideals and times when it fell short of its democratic principles.

Ethnic studies seeks to elevate the perspectives, contributions and histories of individuals and groups that are often neglected in the examination of social science topics. Oregon's ethnic studies standards are inclusive of both world and United States history. The standards are intended to broaden the analysis of social science with the inclusion of additional voices representing diverse American and global perspectives.

Support for Professional Learning and Communication about the Standards

1. How are teachers being supported in implementing these standards?

Teachers can access support and professional learning resources through [Oregon's Open Learning platform](#), the Oregon Department of Education's [Social Science webpage](#), and monthly newsletters. Additionally, Senate Bill 1050 allocates resources to create professional learning specifically designed to support social science educators in the implementation of ethnic studies as well as Holocaust and genocide studies. These resources will be available for free in June of 2025 via a new Oregon Instructional Frameworks webpage, focused on social science professional learning.

2. Are there curricula, textbooks, lesson plans or other instructional materials that teachers must use to address the standards?

- ⦿ The Oregon Department of Education will complete an instructional materials review process in the summer of 2025. Information about identified instructional materials aligned to the new social science standards will be posted on the ODE Social Science webpage. School districts may select from these materials or conduct an independent adoption. [A bank of vetted instructional resources](#) aligned with the new standards is accessible for all educators.
- ⦿ Some schools may choose to offer an elective based on ethnic studies or Holocaust and genocide studies.

- ⦿ There are required [Tribal History/Shared History lessons](#) that are shared in the 2024 standards.

3. How can schools and districts engage with families and communities around these standards?

To ensure clear communication and address potential misunderstandings, schools and districts may create informational materials, collaborate with local organizations or host events exploring the standards. Digital platforms, newsletters and multilingual resources can also help keep families informed. Schools and districts may choose to share this [family and community resource](#).

4. How should I prepare my community for the introduction of the updated Oregon 2024 Social Science Standards?

Until the 2026–2027 school year, school districts can decide if and when they will implement the 2024 Social Science Standards. ODE has created this set of [communication resources and informational materials](#) to help communities better understand why and how these standards can and will be implemented through student learning.

5. Where can I find more information about Oregon’s 2024 Social Science Standards and related initiatives?

Resources supporting Oregon’s Social Science Standards, ethnic studies integration, Holocaust and genocide education and professional development opportunities are available on the [Oregon Department of Education’s social science website](#) and on the [new instructional frameworks website](#) created to provide free professional learning and instructional resources aligned to the standards.