

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

Senate Bill (SB) 13 passed in 2017 mandates the creation of K-12 Native American lesson plans for Oregon public schools and professional learning for educators. The legislation requires instruction in the Tribal-approved Essential Understandings across five content areas, including social science.



Oregon's
**Instructional
Frameworks**

**SOCIAL
SCIENCES**

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Tribal History/Shared History Curriculum Factsheet

What is Oregon's Tribal History/Shared History Curriculum?

The Oregon Legislature passed Senate Bill 13 (Tribal History/Shared History) in 2017. Tribal History/Shared History includes the development of place-based curricula on the history and culture of the nine federally recognized tribes in Oregon. The legislation also supports professional learning centered on the nine Essential Understandings.

The Essential Understandings were developed in partnership with the nine federally recognized tribes in Oregon and include information about tribal history, sovereignty issues, culture, treaty rights, government, socioeconomic experiences and current events. Oregon partnered with Education Northwest to create lesson plans for grades 4, 8 and 10 informed by the Essential Understandings and aligned to the current state content 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 of Native American peoples in Oregon and the land that is currently known as the United States. This includes instruction that centers Native American voices and the importance of language and cultural revitalization for Native American students and communities. Students also learn how narratives of colonization in dominant education (e.g., boarding schools, family separation, appropriation of lands, cultural suppression, forced assimilation) contribute to misinformation, falsehoods and Indigenous erasure.

Why teach about Tribal History/Shared History?

Teaching about Tribal History/Shared History expands students' understanding of U.S. history by providing them with a perspective of Native American peoples and addressing misconceptions or falsehoods presented to the American public from a non-Native American

perspective. Studying this history provides students with an opportunity to learn about the tribes in Oregon and in the United States.

Including the study of the Oregon tribes and their contributions to the state and nation helps students to explore and reflect on how each tribe has their unique origin story and historical context. This approach supports students’ reflective and critical thinking skills and deepens their understanding of Oregon’s tribal nations’ culture and the importance of understanding a historically more complete history from the perspectives of Native American peoples themselves.

Where does Tribal History/Shared History appear in the social science standards?

Oregon’s Tribal History/Shared History standards can be found throughout the 2024 Oregon Social Science Standards. Some examples of where these standards appear in the K-12 social science standards can be found below.



Civics Standards

Grade 8:

Explain the influence of the Enlightenment and Native American political ideas and documents on the American Revolution and the framework of the American government.

High School:

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



Geography Standards

Grade 3:

Use lines of latitude and longitude on multiple types of maps, globes, and images to locate and describe tribal lands, environmental regions, and counties of Oregon and the greater Pacific Northwest.

Grade 4:

Compare and contrast tribal, colonial, historical, and contemporary maps to understand Oregon’s history.

Grade 5:

Identify and analyze the implications and ramifications for Native American Tribes of the movement of people, goods, ideas, and cultural patterns to what became the United States, considering past, present, and future trends.



History Standards

Grade 4:

Identify and examine the Indigenous sovereign people of Oregon prior to and during waves of exploration and settlement from Europe and the United States.

Grade 8:

Utilize the grade 8 Tribal History/Shared History resources and other Indigenous voices to examine the differing forms of oppression, including cultural and physical genocide, faced by Indigenous Tribes and acts of resilience and resistance used by Indigenous peoples in response to settler colonialism.

High School, U.S. History:

Using the Tribal History/Shared History resources and other primary and secondary documents, analyze and explain the histories of the American Indian/Alaska Natives and the history of Native Hawaiians in Oregon to examine the effect of state and federal actions and policies on tribal populations, rights, and culture.

Questions to consider

- Where does Tribal History/Shared History currently appear in your instruction?
- How do you address misconceptions or stereotypes about tribal nations in your classroom discussions?
- How might you engage students in exploring the ongoing contributions of tribal nations to Oregon's cultural, political and environmental landscape?
- What supports might you need to implement these standards or the Tribal History/Shared History curriculum?

Connecting to the Standards

Integrating Tribal History/Shared History in the 2024 Social Science Standards fosters the following:

Diverse Perspectives and Experiences

Incorporate diverse perspectives to validate students' cultural knowledge and engage with various worldviews meaningfully.

Critical Thinking

Encourage students to ask questions, think critically and explore multiple perspectives.

Equity and Justice

Foster empathy, empowering students to advocate for equity, challenge systemic biases and support a more just society.

For more information on Tribal History/Shared History curriculum see these [ODE guidance and tools](#).