

High School

It is essential that these standards be addressed in contexts that promote Social Science Analysis, civic responsibility, understanding global relationships, enhanced communication, making connections between the past, present and future, and the ability to evaluate historical and contemporary issues.

[US History – Reconstruction to Present; World History – 20th & 21st Century]

Historical Knowledge

- HS.1. Evaluate continuity and change over the course of world and United States history.
- HS.2. Analyze the complexity and investigate causes and effects of significant events in world, U.S., and Oregon history.
- HS.3. Explain the historical development and impact of major world religions and philosophies.
- HS.4. Investigate the historical development and impact of major scientific and technological innovations; political thought, theory and actions; and art and literature on culture and thought.
- HS.5. Examine and evaluate the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity in world, U.S., and Oregon history.
- HS.6. Analyze ideas critical to the understanding of history, including, but not limited to: populism, progressivism, isolationism, imperialism, communism, environmentalism, liberalism, fundamentalism, racism, ageism, classism, conservatism, cultural diversity, feminism, and sustainability.
- HS.7. Analyze the history, culture, tribal sovereignty, and historical and current issues of the American Indian tribes and bands in Oregon and the United States.
- HS.8. Explain how the American labor movement influenced events and thinking in the United States and Oregon over time.
- HS.9. Identify historical and current events, issues, and problems when national interests and global interest have been in conflict, and analyze the values and arguments on both sides of the conflict.

Historical Thinking

- HS.10. Evaluate an historical source for point of view and historical context.
- HS.11. Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses.
- HS.12. Construct and defend a written historical argument using relevant primary and secondary sources as evidence.
- HS.13. Differentiate between facts and historical interpretations, recognizing that a historian's narrative reflects his or her judgment about the significance of particular facts.

Geography

- HS.14. Create and use maps, technology, imagery and other geographical representations to extrapolate and interpret geographic data.
- HS.15. Analyze and illustrate geographic issues by synthesizing data derived from geographic representations.
- HS.16. Analyze the interconnectedness of physical and human regional systems (e.g., a river valley and culture, water rights/use in regions, choice/impact of settlement locations) and their interconnectedness to global communities.
- HS.17. Explain how migration, immigration and communication (cultural exchange, convergence and divergence) lead to cultural changes and make predictions and draw conclusions about the global impact of cultural diffusion.

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- HS.18. Analyze the impact of human migration on physical and human systems (e.g., urbanization, immigration, urban to rural).
- HS.19. Evaluate how differing points of view, self-interest, and global distribution of natural resources play a role in conflict over territory.
- HS.20. Analyze the impact on physical and human systems of resource development, use, and management and evaluate the issues of sustainability.
- HS.21. Relate trends in world population to current events and analyze their interrelationship.
- HS.22. Analyze how humans have used technology to modify the physical environment (e.g., dams, tractor, housing types).
- HS.23. Analyze distribution and characteristics of human settlement patterns.

Civics and Government

- HS.24. Analyze and critique the impact of constitutional amendments.
- HS.25. Describe elements of early governments (i.e., Greek, Roman, English, and others) that are visible in United States government structure.
- HS.26. Define and compare/contrast United States republican government to direct democracy, socialism, communism, theocracy, oligarchy.
- HS.27. Examine functions and process of United States government.
- HS.28. Evaluate how governments interact at the local, state, tribal, national, and global levels.
- HS.29. Examine the structures and functions of Oregon's state, county, local and regional governments.
- HS.30. Analyze the roles and activities of political parties, interest groups and mass media and how they affect the beliefs and behaviors of local, state, and national constituencies.
- HS.31. Describe United States foreign policy and evaluate its impact on the United States and other countries.
- HS.32. Examine and evaluate documents and decisions related to the Constitution and Supreme Court decisions (e.g., Federalist Papers, Constitution, *Marbury v. Madison*, Bill of Rights, Constitutional amendments, Declaration of Independence).
- HS.33. Explain the role of government in various current events.
- HS.34. Explain the responsibilities of citizens (e.g., vote, pay taxes).
- HS.35. Examine the pluralistic realities of society (e.g., race, poverty, gender, and age), recognizing issues of equity, and evaluating need for change.

Financial Literacy

- HS.36. Identify sources of credit and the advantages and disadvantages of using them and explain the significance of developing a positive credit rating and describe the advantages it can provide, the inherent cost of maintaining a credit card balance, and the risk of accumulating too much debt, identifying "good debt" versus "bad debt."
- HS.37. Explain and analyze the kinds and costs of insurance.
- HS.38. Explain how consumers can protect themselves from fraud, identity theft, bankruptcy, and foreclosure.
- HS.39. Compare and contrast tools for payment (e.g., cash, credit, check, debit card, phone, mobile) and explain the advantages and disadvantages of each.
- HS.40. Identify and explain different opportunities for investment and draw economic conclusions from market data.
- HS.41. Demonstrate the ability to prepare and file simple state and federal tax forms.
- HS.42. Compare and contrast different options for long term investment (e.g., stocks, bond, CDs, mutual funds IRA, 401k, pension plans, Social Security).
- HS.43. Compare and contrast of various types of loans available and how to obtain them, including student loans
- HS.44. Describe advantages and disadvantages of on-line banking options.
- HS.45. Explain how to prepare a budget that allows for "living within one's means."

Economics

- HS.46. Distinguish between fiscal and monetary policies, and describe the role and function of the Federal Reserve.
- HS.47. Explain how the global economy has developed and describe the involvement of free trade, comparative advantage, IMF, WTO, World Bank, and technology.
- HS.48. Explain economic challenges to growth in developing countries.
- HS.49. Compare and contrast methods of business organization.
- HS.50. Explain how economic indicators (including, but not limited to GDP, unemployment, Consumer Price Index [CPI], inflation) describe the condition of the economy.
- HS.51. Explain how supply and demand represent economic activity and describe the factors that cause them to shift. Define economic terms (e.g., elasticity, substitution, regulation, legislation) and identify examples of them in the current economy.
- HS.52. Explain how the American labor system impacts competition and trade in domestic and world markets.
- HS.53. Describe characteristics of command, market, traditional, and mixed economies and how they affect jobs and standards of living.
- HS.54. Explain the function of the stock market.
- HS.55. Explain business cycles and how they affect producers and consumers.
- HS.56. Describe the “circular flow” of economic activity and the role of producers, consumers, and government.

Social Science Analysis

- HS.57. Define, research, and explain an event, issue, problem, or phenomenon and its significance to society.
- HS.58. Gather, analyze, use, and document information from various sources, distinguishing facts, opinions, inferences, biases, stereotypes, and persuasive appeals.
- HS.59. Demonstrate the skills and dispositions needed to be a critical consumer of information.
- HS.60. Analyze an event, issue, problem, or phenomenon from varied or opposing perspectives or points of view.
- HS.61. Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short- and long-term effects.
- HS.62. Propose, compare, and judge multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion.
- HS.63. Engage in informed and respectful deliberation and discussion of issues, events, and ideas.