

**HIGH SCHOOL  
Social Sciences  
PRIORITY STANDARDS**

Course(s) where this standard is applied	Performance Indicator Code	Performance Standards
<b>Civics and Government</b>		
	HS.1	Analyze the positive and negative implications of the US Constitution, Bill of Rights and Amendments, Supreme Court decisions, Federal Laws, and executive orders, for political, legal, economic, and social equality for all, including traditionally marginalized groups.
	HS.4	Describe core elements of early governments that are evident in United States government structure.
	HS.6	Examine institutions, functions and processes of the United States government.
	HS.9	Analyze United States foreign policy and the role of institutions and interest groups in creating policy and evaluate their impact on the United States and the international community.
	HS.10	Analyze United States foreign policy and the role of institutions and interest groups in creating policy and evaluate their impact on the United States and the international community.
	HS.11	Analyze and evaluate the methods for challenging, resisting, and changing society in the promotion of equity, justice and equality.
<b>Economics Microeconomics/Decision Making</b>		
	HS.12	Analyze how determinants cause supply and demand to shift and the impact on secondary markets.
	HS.13	Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups.
<b>National Economy</b>		
	HS.14	Evaluate the selection of monetary and fiscal policies in response to a variety of economic conditions and indicators and the role and function of the Federal Reserve.
	HS.16	Use economic indicators to analyze the current and future state of the economy.
	HS.18	Explain the function of the stock market.
	HS.19	Interpret the "circular flow" of economic activity and the role of producers, consumers, and government.
<b>Global Economy</b>		
	HS.24	Explain how current globalization trends and policies affect economic growth, labor markets, labor conditions, human rights, the environment, and resource and income distribution in different nations.
	HS.25	Describe characteristics of command, market, traditional, and mixed economies and the effect on jobs and standards of living.
<b>Financial Literacy</b>		
	HS.28	Identify strategies of establishing and maintaining a good credit rating, and identify and evaluate sources of credit and their advantages and disadvantages.
	HS.32	Identify financial institutions in the community and their purpose (such as unions, consumer/business loans, deposit insurance, investments/trust services, non-traditional banking).unions, consumer/business loans, deposit insurance, investments/trust services, non-traditional banking).
	HS.33	Compare and contrast different investment options in weighing risk versus return to meet financial goals for long- term investment (such as stocks, bond, precious metals, rare earths, CDs, mutual funds, IRAs, 401ks, college savings/529, real estate, pension plans, Social Security).
	HS.34	Identify and explain strategies for creating a budget that balances income and expenses and encourages saving for emergencies and long-term financial goals, such as retirement.
	HS.36	Identify goods and services funded through local taxes (such as snow removal, waste management, law enforcement) and assess the effects of taxes on personal income.
<b>Geography</b>		
	HS.39	Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics. WITH HS.50
	HS.41	Analyze migration patterns to understand the relationships among major events, government policies, private action, and spatial diffusion of ideas, technologies, and cultural practices, in the distribution of human populations, segregation of communities, and marginalization and empowerment of individuals and groups.
	HS.43	Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries.
	HS.46	Analyze how humans have used technology to modify the physical environment (e.g., dams, tractor, housing types, and transportation systems).
	HS.48	Determine the influence of long-term climate change and variability on human migration, settlement patterns, resource use, and land uses at local-to-global scales.
<b>Historical Knowledge [United States History Post Reconstruction – Present &amp; World History]</b>		
	HS.52	Evaluate continuity and change over the course of world and United States history.

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	HS.53	Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of world, U.S., and Oregon history.
	HS.54	Explain the development and significance of major philosophies, world religions, faiths, belief systems, including "non-Western" religion and belief systems.
	HS.56	Analyze the historical development and impact of major scientific and technological innovations, political theory, and art and literature.
	HS.60	Analyze and explain the historic and contemporary examples of social and political conflicts and compromises including the actions of traditionally marginalized individuals and groups addressing inequities, inequality, power, and justice in the U.S. and the world.
	HS.63	Examine the personal and historical development of identity, including concepts of race, ethnicity, gender, sexual orientation, and religion.
<b>Historical Thinking</b>		
	HS.67	Evaluate historical sources for perspective, limitations, accuracy, and historical context.
	HS.68	Select and analyze historical information, including contradictory evidence, from a variety of primary and secondary sources to support or reject a claim.
	HS.69	Create and defend a historical argument utilizing primary and secondary sources as evidence.
	HS.70	Identify and critique how the perspective of contemporary thinking influences our view of history.
<b>Social Science Analysis</b>		
	HS.71	Construct arguments using precise claims, integrating and evaluating information provided by multiple sources, diverse media, and formats, while acknowledging counterclaims and evidentiary strengths and weaknesses.
	HS.74	Analyze an event, issue, problem, or phenomenon, critiquing and evaluating characteristics, influences, causes, and both short- and long-term effects.
	HS.75	Evaluate options for individual and collective actions to address local, regional and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
	HS.76	Propose, compare, and evaluate multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion.
	HS.77	Engage in informed and respectful deliberation and discussion of issues, events, and ideas applying a range of strategies and procedures to make decisions and take informed action.
	HS.78	Identify and critique how implicit bias, institutional racism, racial supremacy, privilege, intersectionality, and identity, influence perspectives in the understanding of history and contemporary events