Five Oaks Museum: Exhibitions, Main Ideas, & Standards

Replenish the Root

Big Ideas

- ★ Develop a sense of **connection to this place** (the Tualatin Valley)
- ★ Cultivate an **appreciation and respect for Native land stewardship and sovereignty**
- ★ **Embrace interconnectedness and mutual responsibility** to all living beings, as modeled by oak savanna communities
- ★ See themselves as **part of nature**, not separate from it

Matching SB13 - Tribal History/Shared History (Grds 4, 8, 10)

- **Since Time Immemorial**
- **Sovereignty**
- **History**
- **Tribal Government**
- **Identity**
- **Lifeways**
- **Language**
- **Treaties with the United States**
- **Genocide, Federal Policy, and Laws**

Social Sciences Standards

3rd Grade - LOCAL COMMUNITY

- Geography: 3.8 Use **geographical tools** (maps, satellite images, photographs, Google Earth, and other representations) **to identify multiple ways to divide Oregon into areas** (such as tribal, river systems, interstate highways, county, physical, industry, agricultural).
- Geography: 3.9 **Describe and compare physical and human characteristics of regions in Oregon** (tribal, cultural, agricultural, industrial, etc.).
- Historical Knowledge: 3.11 * **Describe how the inclusion or exclusion of individuals, social and ethnic groups,** including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups, and other traditionally marginalized groups **has shaped events and development of the local community and region.**
- Historical Knowledge: 3.12 * **Describe how the identity of the local community shaped its history and compare to other communities in the region**.
- Social Science Analysis: 3.18 * **Identify how systems of power,** including white supremacy, institutional racism, racial hierarchy, and oppression **affect the perspectives of different individuals and groups when examining an event, issue, or problem with an emphasis on multiple perspectives**.

4th Grade - OREGON HISTORY

- Civics & Gov: 4.1. * **Investigate how the establishment, organization, and function of the Oregon government,** its Constitution and its laws **enforced and/or violated democratic conceptions of equity and justice for individuals and groups** including Native Americans, African-Americans, Asian-Americans, and other immigrant groups.
- Economics: 4.4 * Examine the **consequences of power and privilege on issues associated with poverty, income, and the accumulation of wealth**.
- Geography: 4.8 Explain the **interactions between the Pacific Northwest physical systems and human systems,** with a **focus on Native Americans** in that region.
- Geography 4.9: 4.9 **Compare and contrast varying patterns of settlements in Oregon,** considering, past, present, and future trends.
- Geography: 4.10 **Identify political, economic, cultural and physical conflicts,** including genocide, involving the use of land, natural resources, economic interests, competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon's different geographical areas and people groups who lived in those areas.
- Geography: 4.11 * **Understand the impact and legacy of colonialism on marginalized communities** and describe the **decisions made to shape the human** (e.g., tribal, cultural, agricultural, industrial, etc.) and **physical geography** (dams, wind turbines, climate change, transportation, etc.) and its **effect on Oregon's environmental sustainability.**
- Historical Knowledge (Focus OR Hist)**: 4.12 * Analyze the distinct way of knowing and living amongst the different American Indian tribes in Oregon prior to colonization,** such as religion, language, and cultural practices and the impact of acculturation and the ongoing perseverance and exercise of tribal sovereignty of Native Americans.
- Historical Knowledge (Focus OR Hist)**:4.14 *** Give examples of **how early non-American Indian explorers and settlers in Oregon changed Oregon's agriculture, settlement patterns, industrial, political, and business development over time, and its impact on the people of the state** (including people of different socioeconomic status, racial/ethnic groups, religious groups, and other traditionally marginalized groups.
- Historical Thinking: 4.17 * **Create and evaluate timelines** exploring the relationships among the people, events, and movements of resistance and justice in Oregon.
- Social Science Analysis: 4.24 Explain individual and cooperative approaches people have taken, or could take in the future, to **address local, regional, and global problems,** as well as predict possible results of those actions.

5th Grade - AMERICA's PAST (1492 - 1786)

- Geography: 5.11 Describe how physical, human, and political features influence events, movements, and **adaptation to the environment**.
- Geography: 5.12 Describe how technological developments, societal decisions, and personal practices **affect sustainability** in the United States.
- Historical Knowledge: 5.14 **Analyze the distinct way of knowing and living amongst the different American Indian tribes of North America prior to contact** in the late 15th and 16th centuries, such as religion, language, and cultural practices and the subsequent impact of that contact

6th Grade (The Americas: Time Immemorial- Current Day)

- Civics & Gov: 6.8 * Evaluate **alternative approaches or solutions to economic issues in terms of benefits and costs for historically marginalized groups and individuals** in early major western and non-western civilizations.
- Geography: 6.14 Identify and describe **how the physical and human characteristics of places and regions connect to human identities and cultures** in the Western Hemisphere
- Geography: 6.16 **Explain how technological developments, societal decisions, and personal practices influence sustainability**.
- Historical Knowledge: 6.19 Examine the **historic and current contributions and relevance of indigenous cultures**.
- Historical Thinking: 6.26 Analyze how a **specific problem** can manifest itself at local, regional, and global levels. Identify challenges and opportunities faced by those trying to address a specific problem.
- Historical Thinking: 6.27 Assess **individual and collective capacities to take action to address local and regional issues,** taking into account a range of possible levers of power, strategies, and potential outcomes.

8th Grade

- Civics & Gov: 8.3 **Compare and contrast** how European **governments** and the United States government **interacted with Indigenous peoples.** (In terms of fur trade–British, French, US–vs settler movement)
- Civics & Gov: 8.6 * **Examine and evaluate legal structures (e.g., Black Codes, Jim Crow, etc.) and Supreme Court decisions up to 1900** and their **lasting impact on the status, rights, and liberties of historically underrepresented individuals and groups**. (Donation Land Claim Act, Treaties, Reservations & forced removal)
- Geography: 8.20 **Identify and describe patterns and networks of economic interdependence, migration, settlement, cultural diffusion, and modern technological development.**
- Geography: 8.21 **Explain how technological developments** (such as the cotton gin, roads, railroads, canals, etc.), **societal decisions, and personal practices interact with the physical environment in the United States** (e.g sustainability, economics ecosystems).
- Historical Knowledge: 8.22 * **Evaluate continuity and change over the course of United States history** by analyzing examples of class, gender, religious, regional, and racial conflict, compromise, cooperation, interdependence, and the pursuit of social justice from multiple perspectives.
- Historical Knowledge: 8.24 * Examine the **causes of westward expansion**, the **resulting cultural and physical genocide**, and the **methods of resistance, change, and adaptation, by indigenous peoples** in response to the invasion of their lands.
- Historical Knowledge: 8.27 * Determine and explain the **importance and contributions** (products, events, actions, and ideas) **of key people, cultures, and ethnic groups, religious groups, and other historically underrepresented groups in Oregon, the United States, and the world.**
- Historical Knowledge: 8.28 ***** Critique and analyze historical events to **recognize power, authority, religion, economics, and governance as they relate to systemic oppression and its impact on Indigenous peoples, ethnic and religious groups, and other historically marginalized groups** in the colonial and modern era**.**
- Historical Thinking**:** 8.30 **Use and interpret relevant primary and secondary sources** pertaining to U.S. History from **multiple perspectives.**
- Social Science Analysis: 8.33 **Critique and analyze information for point of view, historical context, distortion, bias, propaganda, and relevance** including sources with conflicting information **in order to question the dominant narratives** in history.
- Social Science Analysis: 8.34 **Analyze how a specific problem** can manifest itself at local, regional, and global levels over time, **identifying its characteristics and causes, and the challenges and opportunities faced** by those trying to address the problem.
- Social Science Analysis: 8.35 **Analyze and apply a range of deliberative and collaborative procedures** to make **decisions** and take informed **action**.

High School

- Civics & Gov: HS.2 * Identify and analyze the **existence and perpetuation of discrimination and inequity** in the local, state, national, or global context.
- National Econ: HS.22 * Describe the potential intended and unintended benefits and negative **consequences of government economic programs and policies on the welfare and well-being of individuals and groups** including traditionally marginalized groups.
- Geography: 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**.
- Geography: 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**.
- Geography: HS.44 * Assess **how changes in the environmental and cultural characteristics** of a place or region **influence spatial patterns of trade, land use, and issues of sustainability**.
- Geography: HS 45 Identify and explain **how political and economic power dynamics** throughout time have **influenced cultural and environmental characteristics** of various places and regions.
- Geography: HS.47 * Assess the **impact of human settlement activities on the environmental and cultural characteristics** of specific places and regions.
- Historical Knowledge - HS.59 * Analyze and explain the **history of the American Indian/Alaska Natives/Native Hawaiians in Oregon and the United States regarding their culture, tribal sovereignty, and issues of concern, past and present**.
- Historical Knowledge: HS.61 * Analyze and explain the **multiple experiences and perspectives of ethnic and traditionally marginalized groups** to i**nvestigate conflicting interpretations of past and present events** of national and/or global interest.
- Historical Knowledge: HS.62 * **Identify, analyze, and celebrate the histories and contributions of traditionally marginalized groups** and individuals in shaping the cultures of Oregon, the United States, and the world.
- Historical Knowledge: HS.66 * Identify and analyze the **nature of structural and systemic oppression** on LGBTQ, people experiencing disability, ethnic and religious groups, as well as other traditionally marginalized groups, **and their role in the pursuit of justice and equality** in Oregon, the United States, and the world.
- Historical Thinking: HS.67 **Evaluate historical sources** for perspective, limitations, accuracy, and historical context.
- Social Science Analysis: HS.74 **Analyze an event, issue, problem, or phenomenon**, critiquing and **evaluating characteristics, influences, causes, and both short- and long-term effects**.
- Social Science Analysis: 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.
- Social Science Analysis: 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.

Replenish the Root

The state standards here are based off of the [2021 Oregon Social Science Standards] which integrate the Ethnic Studies standards and are required for implementation in the 2026-2027 school year.

This Is Kalapuyan Land	# StandUpFG	Untouchable Artifacts
Big Ideas ★ **Continued and thriving presence of Kalapuyan culture and sovereignty** ★ Decentering Whiteness in **understanding of place and prioritizing Native knowledge** ★ Declaration of **perpetual stewardship of Kalapuyan people** ★ "Artwork that demonstrates the **vibrance and abundance of Indigenous culture** that thrives today" ★ Challenge white supremacy through critical dialogue and **think critically about all institutions of "authority"**	Big Ideas ★ **Fluidity of history-** connection to what came before and what comes after ★ Central role of **activism** and **assertion of dignity** and **belonging** in Willamette Valley ★ Development of **empathy & community through storytelling & art**	Big Ideas ★ Decentralizes museum's singular authority in storytelling, **prioritizing native voices & understanding** ★ **Intersectional community** building ★ **Recognizes diversity of Indigenous experience** and challenges the singular dominant narrative of Native identity & story ★ **Recognize joy** of marginalized communities, not just as resilience but as joy in its own right ★ Demonstrates **thriving Native culture in the present.**
Matching SB13 - Tribal History (Grades 4, 8, 10) • **Since Time Immemorial** • **Sovereignty** • **History** • **Tribal Government** • **Identity** • **Lifeways** • **Language** • **Treaties with the United States** • **Genocide, Federal Policy, and Laws**	**Matching SB13 - Tribal History** (Grds 4, 8, 10) Although SB13 doesn't specifically speak to Latinx history, attention to intersectionality and the vast overlap between Latinx and Indigenous communities should be recognized. With the Western Hemisphere curriculum, 6th Grade social science would be an especially powerful space to examine Indigenous history and make connections to modern Latinx activism. These themes from SB13 may be especially useful: • **Since Time Immemorial** • **History** • **Identity** • **Lifeways** • **Language**	**Matching SB13 - Tribal History** (Grds 4, 8, 10) • **Since Time Immemorial** • **Sovereignty** • **History** • **Tribal Government** • **Identity** • **Lifeways** • **Language** • **Treaties with the United States** • **Genocide, Federal Policy, and Laws**
Social Sciences Standards 3rd Grade- LOCAL COMMUNITY • Geography: 3.8 Use **geographical tools** (maps, satellite images, photographs, Google Earth, and other representations) **to identify multiple ways to divide Oregon into areas** (such as tribal, river systems, interstate highways, county, physical, industry, agricultural). • Geography: 3.9 **Describe and compare physical and human characteristics of regions in Oregon** (tribal, cultural, agricultural, industrial, etc.). • Historical Knowledge: 3.11 * **Describe how the inclusion or exclusion of individuals, social and ethnic groups,** including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups, and other traditionally marginalized groups **has shaped events and development of the local community and region.** • Historical Knowledge: 3.12 * **Describe how the identity of the local community shaped its history and compare it to other communities in the region**. 4th Grade - OREGON HISTORY • Civics & Gov: 4.1. * **Investigate how the establishment, organization, and**	Social Sciences Standards 3rd Grade - LOCAL COMMUNITY • Historical Knowledge: 3.11 * **Describe how the inclusion or exclusion of individuals, social and ethnic groups,** including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups, and other traditionally marginalized groups **has shaped events and development of the local community and region.** • Historical Knowledge: 3.12 * **Describe how the identity of the local community shaped its history and compare it to other communities in the region**. 4th Grade - OREGON HISTORY • Geography 4.9: 4.9 **Compare and contrast varying patterns of settlements in Oregon,** considering, past, present, and future trends. • Geography: 4.10 **Identify political, economic, cultural and physical conflicts,** including genocide, involving the use of land, natural resources, economic interests, competition for scarce resources,	Social Sciences Standards 3rd Grade - LOCAL COMMUNITY • Historical Knowledge: 3.11 * **Describe how the inclusion or exclusion of individuals, social and ethnic groups,** including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups, and other traditionally marginalized groups **has shaped events and development of the local community and region.** 4th Grade - OREGON HISTORY • Geography: 4.10 **Identify political, economic, cultural and physical conflicts,** including genocide, involving the use of land, natural resources, economic interests, competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon's different geographical areas and people groups who lived in those areas. • Geography: 4.11 * **Understand the impact and legacy of colonialism on marginalized communities** and describe the **decisions made to shape the human** (e.g., tribal,

function of the Oregon government, its Constitution and its laws **enforced and/or violated democratic conceptions of equity and justice for individuals and groups** including Native Americans, African-Americans, Asian-Americans, and other immigrant groups.

- Geography: 4.8 Explain the **interactions between the Pacific Northwest physical systems and human systems,** with a **focus on Native Americans** in that region.
- Geography: 4.9 **Compare and contrast varying patterns of settlements in Oregon,** considering, past, present, and future trends.
- Geography: 4.10 **Identify political, economic, cultural and physical conflicts,** including genocide, involving the use of land, natural resources, economic interests, competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon's different geographical areas and people groups who lived in those areas.
- Geography: 4.11 * **Understand the impact and legacy of colonialism on marginalized communities** and describe the **decisions made to shape the human** (e.g., tribal, cultural, agricultural, industrial, etc.) and **physical geography** (dams, wind turbines, climate change, transportation, etc.) and its **effect on Oregon's environmental sustainability.**
- Historical Knowledge (Focus OR Hist): **4.12 * Analyze the distinct way of knowing and living amongst the different American Indian tribes in Oregon prior to colonization,** such as religion, language, and cultural practices and the impact of acculturation and the ongoing perseverance and exercise of tribal sovereignty of Native Americans.
- Historical Knowledge (Focus OR Hist): **4.13 * Identify and explain how discrimination based on race, gender, economic, and social group identity created and continues to affect the history, growth, and current experience of residents of Oregon.**
- Historical Knowledge (Focus OR Hist):**4.14 *** Give examples of **how early non-American Indian explorers and settlers in Oregon changed Oregon's agriculture, settlement patterns, industrial, political, and business development over time, and its impact on the people of the state** (including people of different socioeconomic status, racial/ethnic groups, religious groups, and other traditionally marginalized groups.
- Historical Thinking: 4.17 * **Create and evaluate timelines** exploring the relationships among the people, events, and movements of resistance and justice in Oregon.
- Social Science Analysis: 4.23 **Determine the validity of multiple sources,** both historical and current, including but not limited to, diverse, primary and secondary sources

5th Grade - AMERICA's PAST (1492 - 1786)

- Civics & Gov: 5.2 * Examine and critique **how** colonial and new states' **governments established, limited or denied rights and responsibilities of specific groups and individuals** with particular attention to, citizens, enslaved peoples, foreigners, nobles, religious groups, women, class systems, tribes.

different political views, boundary disputes, and cultural differences within Oregon's different geographical areas and people groups who lived in those areas.

- Historical Knowledge (Focus OR Hist): **4.13 * Identify and explain how discrimination based on race, gender, economic, and social group identity created and continues to affect the history, growth, and current experience of residents of Oregon.**
- Historical Thinking: 4.17 * **Create and evaluate timelines** exploring the relationships among the people, events, and movements of resistance and justice in Oregon.

5th Grade - AMERICA's PAST (1492 - 1786)

- Historical Knowledge: 5.22 * Examine how the **decisions of those in power affected those with less political/economic power in past and current movements for equality, freedom, and justice with connections to the present-day reality**.

6th Grade (The Americas: Time Immemorial- Current Day)

- Civics & Gov: 6.4 * Identify and analyze historical and contemporary **means that societies have undertaken for the expansion of justice, equality, and equity** for individuals and/or groups of previously historically underrepresented groups
- Historical Knowledge: 6.19 Examine the **historic and current contributions and relevance of indigenous cultures**. (Latinx as indigenous- explore connection)
- Historical Knowledge: 6.20 * Identify and analyze the **causes and effects of oppression and resistance in the living histories of historically marginalized groups** in the Western Hemisphere.
- Historical Knowledge: 6.21 * **Identify the motivations, tools, and implications of power, authority, and governance as it relates to systems and tools of oppression** (e.g., bias, injustice, discrimination, antisemitism, and stereotypes) and its **impact on ethnic and religious groups** and other historically marginalized groups of the Western Hemisphere.
- Historical Thinking: 6.23 * Explain and **analyze the historical context of key people, cultures, products, events, and ideas over time** including the examination of different perspectives from **indigenous people, ethnic and religious groups, and other traditionally marginalized groups** throughout the Western Hemisphere.

8th Grade

- Civics & Gov: 8.6 * **Examine and evaluate legal structures (e.g., Black Codes, Jim Crow, etc.) and Supreme Court decisions up to 1900** and their **lasting impact on the status, rights, and liberties of historically underrepresented individuals and groups**. (Content of exhibition could be used powerfully in a discussion of

cultural, agricultural, industrial, etc.) and **physical geography** (dams, wind turbines, climate change, transportation, etc.) and its **effect on Oregon's environmental sustainability.**

- Historical Knowledge (Focus OR Hist): **4.12 * Analyze the distinct way of knowing and living amongst the different American Indian tribes in Oregon prior to colonization,** such as religion, language, and cultural practices and the impact of acculturation and the ongoing perseverance and exercise of tribal sovereignty of Native Americans.
- Historical Knowledge (Focus OR Hist): **4.13 * Identify and explain how discrimination based on race, gender, economic, and social group identity created and continues to affect the history, growth, and current experience of residents of Oregon.**

5th Grade - AMERICA's PAST (1492 - 1786)

- Historical Knowledge: 5.14 **Analyze the distinct way of knowing and living amongst the different American Indian tribes of North America prior to contact** in the late 15th and 16th centuries, such as religion, language, and cultural practices and the subsequent impact of that contact
- Historical Knowledge: 5.22 * Examine how the **decisions of those in power affected those with less political/economic power in past and current movements for equality, freedom, and justice with connections to the present-day reality**.

6th Grade (The Americas: Time Immemorial- Current Day)

- Geography: 6.14 Identify and describe **how the physical and human characteristics of places and regions connect to 15 human identities and cultures** in the Western Hemisphere
- Historical Knowledge: 6.18 Evaluate the **impact of systems of colonial cultures on the indigenous peoples**, such as termination, sovereignty, and treaties.
- Historical Knowledge: 6.19 Examine the **historic and current contributions and relevance of indigenous cultures**.
- Historical Knowledge: 6.20 * Identify and analyze the **causes and effects of oppression and resistance in the living histories of historically marginalized groups** in the Western Hemisphere.
- Historical Thinking: 6.23 * Explain and **analyze the historical context of key people, cultures, products, events, and ideas over time** including the examination of different perspectives from **indigenous people, ethnic and religious groups, and other traditionally marginalized groups** throughout the Western Hemisphere.

8th Grade

- Civics & Gov: 8.7 * **Analyze the methods of individuals and movements responsible/necessary**

- Civics & Gov: 5.5 Describe **how the national government affects** local, state, and Oregon **tribal governments.**
- Geography: 5.10 * Identify and analyze the **implications and cultural 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.
- Historical Knowledge: 5.14 **Analyze the distinct way of knowing and living amongst the different American Indian tribes of North America prior to contact** in the late 15th and 16th centuries, such as religion, language, and cultural practices and the subsequent impact of that contact.
- Historical Knowledge: 5.22 * Examine how the **decisions of those in power affected those with less political/economic power in past and current movements for equality, freedom, and justice with connections to the present-day reality**.
- Historical Thinking: 5.25 * Develop an **understanding of why individuals and groups** from various ethnic and religious and 13 traditionally marginalized groups during the same historical period, **differed in their perspectives of events, laws/policies, or movements in the United States**.

6th Grade (The Americas: Time Immemorial-Current Day)

- Civics & Gov: 6.3 Examine the origins, purposes, and impact of constitutions, laws, treaties, and international agreements.
- Civics & Gov: 6.4 * Identify and analyze historical and contemporary **means that societies have undertaken for the expansion of justice, equality, and equity** for individuals and/or groups of previously historically underrepresented groups.
- Geography: 6.14 Identify and describe **how the physical and human characteristics of places and regions connect to 15 human identities and cultures** in the Western Hemisphere
- Historical Knowledge: 6.17 I**dentify and examine the roles and impact of diverse groups of people (social roles, political and economic structures, and family and community systems) across indigenous civilizations**.
- Historical Knowledge: 6.18 Evaluate the **impact of systems of colonial cultures on the indigenous peoples**, such as termination, sovereignty, and treaties.
- Historical Knowledge: 6.19 Examine the **historic and current contributions and relevance of indigenous cultures**.
- Historical Knowledge: 6.20 * Identify and analyze the **causes and effects of oppression and resistance in the living histories of historically marginalized groups** in the Western Hemisphere.
- Historical Knowledge: 6.21 * **Identify the motivations, tools, and implications of power, authority, and governance as it relates to systems and tools of oppression** (e.g., bias, injustice, discrimination, antisemitism, and stereotypes) and its **impact on ethnic and religious groups** and other historically marginalized groups of the Western Hemisphere.
- Historical Thinking: 6.23 * Explain and **analyze the historical context of key** "belonging" and Latinx presence in terms of the Treaty of Guadalupe-Hidalgo and the collapse of the hacienda/ranchero system post-treaty)
- Civics & Gov: 8.7 * **Analyze the methods of individuals and movements responsible/necessary for the expanding eligibility of citizenship and the continuing struggle for the expansion of rights** and responsibility for ethnic and other historically underrepresented groups at both the local and national level.
- Civics % Gov: 8.9 * **Compare historical and contemporary means of changing societies and identify individuals and/or groups promoting the common good** including the importance of advocacy and activism related to socio-economic resistance (i.e. civil rights, LGBTQ+ rights, worker's rights) for the **expansion of justice, equality, and equity** for individuals and/or groups of previously historically underrepresented groups.
- Historical Knowledge: 8.22 * **Evaluate continuity and change over the course of United States history** by analyzing examples of class, gender, religious, regional, and racial conflict, compromise, cooperation, interdependence, and the pursuit of social justice from multiple perspectives.
- Historical Knowledge: 8.27 * Determine and explain the **importance and contributions** (products, events, actions, and ideas) **of key people, cultures, and ethnic groups, religious groups, and other historically underrepresented groups in Oregon, the United States, and the world.**
- Historical Knowledge: 8.28 * Critique and analyze historical events to **recognize power, authority, religion, economics, and governance as they relate to systemic oppression and its impact on Indigenous peoples, ethnic and religious groups, and other historically marginalized groups** in the colonial and modern era**.**
- Historical Thinking: 8.30 **Use and interpret relevant primary and secondary sources** pertaining to U.S. History from **multiple perspectives.**
- Historical Thinking: 8.32 * Identify and analyze **methods of subversion, resistance, challenge, and perseverance,** within and among the intersecting identities of ethnic and social groups traditionally excluded from historical narratives.
- Social Science Analysis: 8.34 **Analyze how a specific problem** can manifest itself at local, regional, and global levels over time, **identifying its characteristics and causes, and the challenges and opportunities faced** by those trying to address the problem.
- Social Science Analysis: 8.35 **Analyze and apply a range of deliberative and collaborative procedures** to make **decisions** and take informed **action**.

for the expanding eligibility of citizenship and the continuing struggle for the expansion of rights and responsibility for ethnic and other historically underrepresented groups at both the local and national level.

- Civics % Gov: 8.9 * **Compare historical and contemporary means of changing societies and identify individuals and/or groups promoting the common good** including the importance of advocacy and activism related to socio-economic resistance (i.e. civil rights, LGBTQ+ rights, worker's rights) for the **expansion of justice, equality, and equity** for individuals and/or groups of previously historically underrepresented groups.
- Historical Knowledge: 8.22 * **Evaluate continuity and change over the course of United States history** by analyzing examples of class, gender, religious, regional, and racial conflict, compromise, cooperation, interdependence, and the pursuit of social justice from multiple perspectives.
- Historical Knowledge: 8.24 * Examine the **causes of westward expansion**, the **resulting cultural and physical genocide**, and the **methods of resistance, change, and adaptation, by indigenous peoples** in response to the invasion of their lands.
- Historical Knowledge: 8.25 * Evaluate the **impact of the intersectionality** of what constitutes identity including, including but not limited to, gender, age, race, ethnicity, religion, physical and mental disability, and class on the living histories and experiences of peoples, groups, and events.
- Historical Knowledge: 8.27 * Determine and explain the **importance and contributions** (products, events, actions, and ideas) **of key people, cultures, and ethnic groups, religious groups, and other historically underrepresented groups in Oregon, the United States, and the world.**
- Historical Knowledge: 8.28 * Critique and analyze historical events to **recognize power, authority, religion, economics, and governance as they relate to systemic oppression and its impact on Indigenous peoples, ethnic and religious groups, and other historically marginalized groups** in the colonial and modern era**.**
- Historical Thinking: 8.32 * Identify and analyze **methods of subversion, resistance, challenge, and perseverance,** within and among the intersecting identities of ethnic and social groups traditionally excluded from historical narratives.

High School

- Civics & Gov: HS.2 * Identify and analyze the **existence and perpetuation of discrimination and inequity** in the local, state, national, or global context.
- Civics & Gov: HS.11. * Analyze and evaluate the **methods for challenging, resisting, and changing society in the promotion of equity,**

people, cultures, products, events, and ideas over time including the examination of different perspectives from **indigenous people, ethnic and religious groups, and other traditionally marginalized groups** throughout the Western Hemisphere. • Social Science Analysis: 6.25 **Critique information by determining its sufficiency to answer questions** and if the source is **credible**. 8th Grade • Civics & Gov: 8.3 **Compare and contrast** how European **governments** and the United States government **interacted with Indigenous peoples.** (In terms of fur trade–British, French, US–vs settler movement) • Civics & Gov: 8.6 * **Examine and evaluate legal structures (e.g., Black Codes, Jim Crow, etc.) and Supreme Court decisions up to 1900** and their **lasting impact on the status, rights, and liberties of historically underrepresented individuals and groups**. (Donation Land Claim Act, Treaties, Reservations & forced removal, Boarding Schools, Dawes Allotment Act) • Civics & Gov: 8.7 * **Analyze the methods of individuals and movements responsible/necessary for the expanding eligibility of citizenship and the continuing struggle for the expansion of rights** and responsibility for ethnic and other historically underrepresented groups at both the local and national level. • Civics % Gov: 8.9 * **Compare historical and contemporary means of changing societies and identify individuals and/or groups promoting the common good** including the importance of advocacy and activism related to socio-economic resistance (i.e. civil rights, LGBTQ+ rights, worker's rights) for the **expansion of justice, equality, and equity** for individuals and/or groups of previously historically underrepresented groups. • Geography: 8.20 **Identify and describe patterns and networks of economic interdependence, migration, settlement, cultural diffusion, and modern technological development.** • Historical Knowledge: 8.22 * **Evaluate continuity and change over the course of United States history** by analyzing examples of class, gender, religious, regional, and racial conflict, compromise, cooperation, interdependence, and the pursuit of social justice from multiple perspectives. • Historical Knowledge: 8.24 * Examine the **causes of westward expansion**, the **resulting cultural and physical genocide**, and the **methods of resistance, change, and adaptation, by indigenous peoples** in response to the invasion of their lands. • Historical Knowledge: 8.27 * Determine and explain the **importance and contributions** (products, events, actions, and ideas) **of key people, cultures, and ethnic groups, religious groups, and other historically underrepresented groups in Oregon, the United States, and the world.** • Historical Knowledge: 8.28 * Critique and analyze historical events to **recognize power, authority, religion, economics, and governance as they relate to systemic oppression and its impact on Indigenous peoples, ethnic and religious groups, and other historically**	High School • Civics & Gov: HS.2 * Identify and analyze the **existence and perpetuation of discrimination and inequity** in the local, state, national, or global context. • Civics & Gov: HS.11. * Analyze and evaluate the **methods for challenging, resisting, and changing society in the promotion of equity, justice and equality**. • Historical Knowledge - 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. • Historical Knowledge: HS.62 * **Identify, analyze, and celebrate the histories and contributions of traditionally marginalized groups** and individuals in shaping the cultures of Oregon, the United States, and the world. • Historical Knowledge: HS.63 * **Examine the personal and historical development of identity,** including concepts of race, ethnicity, gender, sexual orientation, and religion. • Historical Knowledge: HS.65 * Identify and explain **strategies of survivance, resistance and societal change by individuals and traditionally marginalized groups** confronting discrimination, genocide, and other forms of violence, based on race, national origin, ethnicity, religion, sexual orientation, and gender • Historical Knowledge: HS.66 * Identify and analyze the **nature of structural and systemic oppression** on LGBTQ, people experiencing disability, ethnic and religious groups, as well as other traditionally marginalized groups, **and their role in the pursuit of justice and equality** in Oregon, the United States, and the world. • Social Science Analysis: 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. #StandUpFG	**justice and equality**. • Historical Knowledge - HS.59 * Analyze and explain the **history of the American Indian/Alaska Natives/Native Hawaiians in Oregon and the United States regarding their culture, tribal sovereignty, and issues of concern, past and present**. • Historical Knowledge: HS.62 * **Identify, analyze, and celebrate the histories and contributions of traditionally marginalized groups** and individuals in shaping the cultures of Oregon, the United States, and the world. • Historical Knowledge: HS.63 * **Examine the personal and historical development of identity,** including concepts of race, ethnicity, gender, sexual orientation, and religion. • Historical Knowledge: HS.65 * Identify and explain **strategies of survivance, resistance and societal change by individuals and traditionally marginalized groups** confronting discrimination, genocide, and other forms of violence, based on race, national origin, ethnicity, religion, sexual orientation, and gender • Historical Knowledge: HS.66 * Identify and analyze the **nature of structural and systemic oppression** on LGBTQ, people experiencing disability, ethnic and religious groups, as well as other traditionally marginalized groups, **and their role in the pursuit of justice and equality** in Oregon, the United States, and the world. Untouchable Artifacts

marginalized groups in the colonial and modern era. • Historical Thinking: 8.30 **Use and interpret relevant primary and secondary sources** pertaining to U.S. History from **multiple perspectives.** • Historical Thinking: 8.32 * Identify and analyze **methods of subversion, resistance, challenge, and perseverance,** within and among the intersecting identities of ethnic and social groups traditionally excluded from historical narratives. • Social Science Analysis: 8.33 **Critique and analyze information for point of view, historical context, distortion, bias, propaganda, and relevance** including sources with conflicting information **in order to question the dominant narratives** in history. High School - US post-Reconstruction • Civics & Gov: 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. (Doctrine of Discovery, Donation Land Act, Treaties, Dawes Allotment Act, Indian Citizen Act, Termination, federal dam construction, Restoration) • Civics & Gov: HS.2 * Identify and analyze the **existence and perpetuation of discrimination and inequity** in the local, state, national, or global context. • Civics & Gov: HS.11. * Analyze and evaluate the **methods for challenging, resisting, and changing society in the promotion of equity, justice and equality**. • National Econ: HS.22 * Describe the potential intended and unintended benefits and negative **consequences of government economic programs and policies on the welfare and well-being of individuals and groups** including traditionally marginalized groups. (Donation Land Claim Act, Dawes Allotment Act, Termination) • Geography: 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**. • Geography: 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**. • Historical Knowledge- 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. • Historical Knowledge - HS.59 * Analyze and explain the **history of the American Indian/Alaska Natives/Native Hawaiians in Oregon and the United States regarding their culture, tribal sovereignty, and issues of concern, past and present**. • Historical Knowledge - 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. • Historical Knowledge: HS.61 * Analyze and explain the **multiple experiences and perspectives of ethnic and traditionally marginalized groups** to **investigate conflicting interpretations of past and present events** of national and/or global interest. • Historical Knowledge: HS.62 * **Identify, analyze, and celebrate the histories and contributions of traditionally marginalized groups** and individuals in shaping the cultures of Oregon, the United States, and the world. • Historical Knowledge: HS.63 * **Examine the personal and historical development of identity,** including concepts of race, ethnicity, gender, sexual orientation, and religion. • Historical Knowledge: HS.65 * Identify and explain **strategies of survivance, resistance and societal change by individuals and traditionally marginalized groups** confronting discrimination, genocide, and other forms of violence, based on race, national origin, ethnicity, religion, sexual orientation, and gender • Historical Knowledge: HS.66 * Identify and analyze the **nature of structural and systemic oppression** on LGBTQ, people experiencing disability, ethnic and religious groups, as well as other traditionally marginalized groups, **and their role in the pursuit of justice and equality** in Oregon, the United States, and the world. • Historical Thinking: HS.67 **Evaluate historical sources** for perspective, limitations, accuracy, and historical context. • Social Science Analysis: 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. TIKL		

DISplace	Gender Euphoria	Replenish the Root
Big Ideas ★ Best way to **combat isolating displacement is by nurturing community** ★ Assertion of **belonging in both places**– Pacific NW & the Pacific Islands, both historically and in the present ★ Power of storytelling, art, food, and **all aspects of culture** in building connection and understanding.	Big Ideas ★ "Resists dominant heteronormative culture by **envisioning a world that respects the diverse lived experiences" of transness and generqueerness** ★ **Recognize diverse truths,** opposing a singular dominant narrative of genderqueereness. ★ Goals of **collective, intersectional justice with BLM**	Big Ideas ★ Develop a sense of **connection to this place** (the Tualatin Valley) ★ Cultivate an **appreciation and respect for Native land stewardship and sovereignty** ★ **Embrace interconnectedness and mutual responsibility** to all living beings, as modeled by oak savanna communities ★ See themselves as **part of nature**, not separate from it
Matching SB13 - Tribal History (Grds 4, 8, 10) In the somewhat arbitrary way that boxes of ethnicity are created (which this exhibition does a beautiful job of exploring and challenging), Native	**Matching SB13 - Tribal History** (Grds 4, 8, 10) • **Identity** (in terms of intersectionality)	**Matching SB13 - Tribal History** (Grds 4, 8, 10) • **Since Time Immemorial** • **Sovereignty** • **History** • **Tribal Government**

<table>
<tr>
<td>Hawaiian is often left out of attention to Native American and Alaskan Native focuses (as in Title VI)
• Since Time Immemorial
• Sovereignty
• History
• Tribal Government
• Identity
• Lifeways
• Language
• Treaties with the United States
• Genocide, Federal Policy, and Laws</td>
<td></td>
<td>• Identity
• Lifeways
• Language
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• Genocide, Federal Policy, and Laws</td>
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<tr>
<td>Social Sciences Standards

3rd Grade - LOCAL COMMUNITY
• Historical Knowledge: 3.11 * Describe how the inclusion or exclusion of individuals, social and ethnic groups, including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups, and other traditionally marginalized groups has shaped events and development of the local community and region.
• Social Science Analysis: 3.18 * Identify how systems of power, including white supremacy, institutional racism, racial hierarchy, and oppression affect the perspectives of different individuals and groups when examining an event, issue, or problem with an emphasis on multiple perspectives.
4th Grade- OREGON HISTORY
• Civics & Gov: 4.1. * Investigate how the establishment, organization, and function of the Oregon government, its Constitution and its laws enforced and/or violated democratic conceptions of equity and justice for individuals and groups including Native Americans, African-Americans, Asian-Americans, and other immigrant groups.
• Geography 4.9: 4.9 Compare and contrast varying patterns of settlements in Oregon, considering, past, present, and future trends.
• Geography: 4.10 Identify political, economic, cultural and physical conflicts, including genocide, involving the use of land, natural resources, economic interests, competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon's different geographical areas and people groups who lived in those areas.
• Geography: 4.11 * Understand the impact and legacy of colonialism on marginalized communities and describe the decisions made to shape the human (e.g., tribal, cultural, agricultural, industrial, etc.) and physical geography (dams, wind turbines, climate change, transportation, etc.) and its effect on Oregon's environmental sustainability.
• Historical Knowledge (Focus OR Hist): 4.13 * Identify and explain how discrimination based on race, gender, economic, and social group identity created and continues to affect the history, growth, and current experience of residents of Oregon.
• Historical Knowledge (Focus OR Hist):4.14 * Give examples of how early non-American Indian explorers and settlers in Oregon changed Oregon's agriculture, settlement patterns, industrial, political, and business development over time, and its impact on the people of the state (including people of different socioeconomic status,</td>
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5th Grade - AMERICA's PAST (1492 - 1786)
• Historical Knowledge: 5.22 * Examine how the decisions of those in power affected those with less political/economic power in past and current movements for equality, freedom, and justice with connections to the present-day reality.
6th Grade (The Americas: Time Immemorial- Current Day)
• Civics & Gov: 6.4 * Identify and analyze historical and contemporary means that societies have undertaken for the expansion of justice, equality, and equity for individuals and/or groups of previously historically underrepresented groups
• Historical Knowledge: 6.17 Identify and examine the roles and impact of diverse groups of people (social roles, political and economic structures, and family and community systems) across indigenous civilizations.
• Historical Knowledge: 6.20 * Identify and analyze the causes and effects of oppression and resistance in the living histories of historically marginalized groups in the Western Hemisphere.

8th Grade
• Civics & Gov: 8.7 * Analyze the methods of individuals and</td>
<td>Social Sciences Standards

3rd Grade - LOCAL COMMUNITY
• Geography: 3.8 Use geographical tools (maps, satellite images, photographs, Google Earth, and other representations) to identify multiple ways to divide Oregon into areas (such as tribal, river systems, interstate highways, county, physical, industry, agricultural).
• Geography: 3.9 Describe and compare physical and human characteristics of regions in Oregon (tribal, cultural, agricultural, industrial, etc.).
• Historical Knowledge: 3.11 * Describe how the inclusion or exclusion of individuals, social and ethnic groups, including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent, religious groups, and other traditionally marginalized groups has shaped events and development of the local community and region.
• Historical Knowledge: 3.12 * Describe how the identity of the local community shaped its history and compare to other communities in the region.
• Social Science Analysis: 3.18 * Identify how systems of power, including white supremacy, institutional racism, racial hierarchy, and oppression affect the perspectives of different individuals and groups when examining an event, issue, or problem with an emphasis on multiple perspectives.
4th Grade - OREGON HISTORY
• Civics & Gov: 4.1. * Investigate how the establishment, organization, and function of the Oregon government, its Constitution and its laws enforced and/or violated democratic conceptions of equity and justice for individuals and groups including Native Americans, African-Americans, Asian-Americans, and other immigrant groups.
• Economics: 4.4 * Examine the consequences of power and privilege on issues associated with poverty, income, and the accumulation of wealth.
• Geography: 4.8 Explain the interactions between the Pacific Northwest physical systems and human systems, with a focus on Native Americans in that region.
• Geography 4.9: 4.9 Compare and contrast varying patterns of settlements in Oregon, considering, past, present, and future trends.</td>
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</table>

racial/ethnic groups, religious groups, and other traditionally marginalized groups.

- Historical Thinking: 4.17 * **Create and evaluate timelines** exploring the relationships among the people, events, and movements of resistance and justice in Oregon.

5th Grade - AMERICA's PAST (1492 - 1786)

- Geography: 5.11 Describe how physical, human, and political features influence events, movements, and **adaptation to the environment.**
- Historical Knowledge: 5.15 Locate and examine **accounts of early Spanish, French and British explorations of North America** noting major land and water routes, reasons for exploration, and the location and impact of exploration and settlement.
- Historical Knowledge: 5.16 Explain the religious, political, and economic reasons for the movement of people from Europe to the Americas, and **analyze the multiple perspectives of the interactions between settlers and Indigenous peoples**.
- Historical Knowledge: 5.22 * Examine how the **decisions of those in power affected those with less political/economic power in past and current movements for equality, freedom, and justice with connections to the present-day reality**.
-

6th Grade (The Americas: Time Immemorial- Current Day)

- Civics & Gov: 6.4 * Identify and analyze historical and contemporary **means that societies have undertaken for the expansion of justice, equality, and equity** for individuals and/or groups of previously historically underrepresented groups
- Geography: 6.14 Identify and describe **how the physical and human characteristics of places and regions connect to 15 human identities and cultures** in the Western Hemisphere
- Historical Knowledge: 6.18 Evaluate the **impact of systems of colonial cultures on the indigenous peoples**, such as termination, sovereignty, and treaties.
- Historical Knowledge: 6.19 Examine the **historic and current contributions and relevance of indigenous cultures**.
- Historical Knowledge: 6.20 * Identify and analyze the **causes and effects of oppression and resistance in the living histories of historically marginalized groups** in the Western Hemisphere.
- Historical Knowledge: 6.21 * **Identify the motivations, tools, and implications of power, authority, and governance as it relates to systems and tools of oppression** (e.g., bias, injustice, discrimination, antisemitism, and stereotypes) and its **impact on ethnic and religious groups** and other historically marginalized groups of the Western Hemisphere.
- Historical Thinking: 6.23 * Explain and **analyze the historical context of key people, cultures, products, events, and ideas over time** including the examination of different perspectives from **indigenous people, ethnic and religious groups, and other traditionally marginalized groups** throughout the Western Hemisphere.

8th Grade

- Civics & Gov: 8.6 * **Examine and evaluate legal structures (e.g., Black Codes, Jim Crow, etc.) and Supreme Court decisions up to 1900** and their **lasting impact on the status, rights, and liberties of historically marginalized groups responsible/necessary for the expanding eligibility of citizenship and the continuing struggle for the expansion of rights** and responsibility for ethnic and other historically underrepresented groups at both the local and national level.
- Civics % Gov: 8.9 * **Compare historical and contemporary means of changing societies and identify individuals and/or groups promoting the common good** including the importance of advocacy and activism related to socio-economic resistance (i.e. civil rights, LGBTQ+ rights, worker's rights) for the **expansion of justice, equality, and equity** for individuals and/or groups of previously historically underrepresented groups.
- Historical Knowledge: 8.25 * Evaluate the **impact of the intersectionality** of what constitutes identity including, including but not limited to, gender, age, race, ethnicity, religion, physical and mental disability, and class on the living histories and experiences of peoples, groups, and events.
- Historical Knowledge: 8.27 * Determine and explain the **importance and contributions** (products, events, actions, and ideas) **of key people, cultures, and ethnic groups, religious groups, and other historically underrepresented groups in Oregon, the United States, and the world.**
- Historical Thinking: 8.32 * Identify and analyze **methods of subversion, resistance, challenge, and perseverance,** within and among the intersecting identities of ethnic and social groups traditionally excluded from historical narratives.

High School

- Historical Knowledge: HS.62 * **Identify, analyze, and celebrate the histories and contributions of traditionally marginalized groups** and individuals in shaping the cultures of Oregon, the United States, and the world.
- Historical Knowledge: HS.63 * **Examine the personal and historical development of identity,** including concepts of race, ethnicity, gender, sexual orientation, and religion.
- Historical Knowledge: HS.66 * Identify and analyze the **nature of structural and systemic oppression** on LGBTQ, people experiencing disability, ethnic and religious groups, as well as other traditionally marginalized groups, **and their role in the pursuit of justice and equality** in Oregon, the United States, and the world.
- Social Science Analysis: 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.

- Geography: 4.10 **Identify political, economic, cultural and physical conflicts,** including genocide, involving the use of land, natural resources, economic interests, competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon's different geographical areas and people groups who lived in those areas.
- Geography: 4.11 * **Understand the impact and legacy of colonialism on marginalized communities** and describe the **decisions made to shape the human** (e.g., tribal, cultural, agricultural, industrial, etc.) and **physical geography** (dams, wind turbines, climate change, transportation, etc.) and its **effect on Oregon's environmental sustainability.**
- Historical Knowledge (Focus OR Hist): **4.12 * Analyze the distinct way of knowing and living amongst the different American Indian tribes in Oregon prior to colonization,** such as religion, language, and cultural practices and the impact of acculturation and the ongoing perseverance and exercise of tribal sovereignty of Native Americans.
- Historical Knowledge (Focus OR Hist):**4.14 *** Give examples of **how early non-American Indian explorers and settlers in Oregon changed Oregon's agriculture, settlement patterns, industrial, political, and business development over time, and its impact on the people of the state** (including people of different socioeconomic status, racial/ethnic groups, religious groups, and other traditionally marginalized groups.
- Historical Thinking: 4.17 * **Create and evaluate timelines** exploring the relationships among the people, events, and movements of resistance and justice in Oregon.
- Social Science Analysis: 4.24 Explain individual and cooperative approaches people have taken, or could take in the future, to **address local, regional, and global problems,** as well as predict possible results of those actions.

5th Grade - AMERICA's PAST (1492 - 1786)

- Geography: 5.11 Describe how physical, human, and political features influence events, movements, and **adaptation to the environment**.
- Geography: 5.12 Describe how technological developments, societal decisions, and personal practices **affect sustainability** in the United States.
- Historical Knowledge: 5.14 **Analyze the distinct way of knowing and living amongst the different American Indian tribes of North America prior to contact** in the late 15th and 16th centuries, such as religion, language, and cultural practices and the subsequent impact of that contact

6th Grade (The Americas: Time Immemorial- Current Day)

underrepresented individuals and groups. (1898 illegal annexation of Hawaii, Chinese Exclusion Act, 1855 bar on citizenship of mixed-race individuals, 1862 Oregon head-tax on non-white residents, 1862 ban on interracial marriages, 1917 Immigration Act) • Civics & Gov: 8.7 * **Analyze the methods of individuals and movements responsible/necessary for the expanding eligibility of citizenship and the continuing struggle for the expansion of rights** and responsibility for ethnic and other historically underrepresented groups at both the local and national level. • Civics % Gov: 8.9 * **Compare historical and contemporary means of changing societies and identify individuals and/or groups promoting the common good** including the importance of advocacy and activism related to socio-economic resistance (i.e. civil rights, LGBTQ+ rights, worker's rights) for the **expansion of justice, equality, and equity** for individuals and/or groups of previously historically underrepresented groups. • Geography: 8.20 **Identify and describe patterns and networks of economic interdependence, migration, settlement, cultural diffusion, and modern technological development.** • Historical Knowledge: 8.22 * **Evaluate continuity and change over the course of United States history** by analyzing examples of class, gender, religious, regional, and racial conflict, compromise, cooperation, interdependence, and the pursuit of social justice from multiple perspectives. • Historical Knowledge: 8.24 * Examine the **causes of westward expansion**, the **resulting cultural and physical genocide**, and the **methods of resistance, change, and adaptation, by indigenous peoples** in response to the invasion of their lands. • Historical Knowledge: 8.25 * Evaluate the **impact of the intersectionality** of what constitutes identity including, including but not limited to, gender, age, race, ethnicity, religion, physical and mental disability, and class on the living histories and experiences of peoples, groups, and events. • Historical Knowledge: 8.27 * Determine and explain the **importance and contributions** (products, events, actions, and ideas) **of key people, cultures, and ethnic groups, religious groups, and other historically underrepresented groups in Oregon, the United States, and the world.** • Historical Knowledge: 8.28 ***** Critique and analyze historical events to **recognize power, authority, religion, economics, and governance as they relate to systemic oppression and its impact on Indigenous peoples, ethnic and religious groups, and other historically marginalized groups** in the colonial and modern era**.** • Historical Thinking**:** 8.30 **Use and interpret relevant primary and secondary sources** pertaining to U.S. History from **multiple perspectives.** • Historical Thinking: 8.32 * Identify and analyze **methods of subversion, resistance, challenge, and perseverance,** within and among the intersecting identities of ethnic and social groups traditionally excluded from historical narratives. High School • Civics & Gov: HS.1 * Analyze the positive and negative **implications of the US Constitution, Bill of Rights and**	Gender Euphoria	• Civics & Gov: 6.8 * Evaluate **alternative approaches or solutions to economic issues in terms of benefits and costs for historically marginalized groups and individuals** in early major western and non-western civilizations. • Geography: 6.14 Identify and describe **how the physical and human characteristics of places and regions connect to human identities and cultures** in the Western Hemisphere • Geography: 6.16 **Explain how technological developments, societal decisions, and personal practices influence sustainability**. • Historical Knowledge: 6.19 Examine the **historic and current contributions and relevance of indigenous cultures**. • Historical Thinking: 6.26 Analyze how a **specific problem** can manifest itself at local, regional, and global levels. Identify challenges and opportunities faced by those trying to address a specific problem. • Historical Thinking: 6.27 Assess **individual and collective capacities to take action to address local and regional issues,** taking into account a range of possible levers of power, strategies, and potential outcomes. 8th Grade • Civics & Gov: 8.3 **Compare and contrast** how European **governments** and the United States government **interacted with Indigenous peoples.** (In terms of fur trade–British, French, US–vs settler movement) • Civics & Gov: 8.6 * **Examine and evaluate legal structures (e.g., Black Codes, Jim Crow, etc.) and Supreme Court decisions up to 1900** and their **lasting impact on the status, rights, and liberties of historically underrepresented individuals and groups**. (Donation Land Claim Act, Treaties, Reservations & forced removal) • Geography: 8.20 **Identify and describe patterns and networks of economic interdependence, migration, settlement, cultural diffusion, and modern technological development.** • Geography: 8.21 **Explain how technological developments** (such as the cotton gin, roads, railroads, canals, etc.), **societal decisions, and personal practices interact with the physical environment in the United States** (e.g sustainability, economics ecosystems). • Historical Knowledge: 8.22 * **Evaluate continuity and change over the course of United States history** by analyzing examples of class, gender, religious, regional, and racial conflict, compromise, cooperation, interdependence, and the pursuit of social justice from multiple perspectives. • Historical Knowledge: 8.24 * Examine the **causes of westward expansion**, the **resulting cultural and physical genocide**, and the **methods of resistance, change, and adaptation, by indigenous peoples** in response to

Amendments, Supreme Court decisions, Federal Laws, and executive orders, for political, legal, economic, and social equality for all, including traditionally marginalized groups. (Exclusion Laws, Mixed-race people barred from US citizenship, Oregon "head" tax, bans on interracial marriages, Chinese Exclusion, Alien Land Law, 1917 Immigration Act, Boarding school policies, Japanese Internment)

- Civics & Gov: HS.2 * Identify and analyze the **existence and perpetuation of discrimination and inequity** in the local, state, national, or global context.
- Civics & Gov: HS.11. * Analyze and evaluate the **methods for challenging, resisting, and changing society in the promotion of equity, justice and equality**.
- National Econ: HS.17 * Analyze the impact of the use of slavery and other **exploitative labor systems** (e.g., indenture, peonage, convict leasing, sharecropping, bracero program, migrant labor, Chinese immigrants labor, contemporary prison labor) **on the development of the U.S. infrastructure, wage-competition, trade, and standards of living** in local, state, and global markets.
- Historical Knowledge- 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.
- Historical Knowledge - HS.59 * Analyze and explain the **history of the American Indian/Alaska Natives/Native Hawaiians in Oregon and the United States regarding their culture, tribal sovereignty, and issues of concern, past and present**.
- Historical Knowledge - 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.
- Historical Knowledge: HS.61 * Analyze and explain the **multiple experiences and perspectives of ethnic and traditionally marginalized groups** to i**nvestigate conflicting interpretations of past and present events** of national and/or global interest.
- Historical Knowledge: HS.62 * **Identify, analyze, and celebrate the histories and contributions of traditionally marginalized groups** and individuals in shaping the cultures of Oregon, the United States, and the world.
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- Historical Knowledge: HS.66 * Identify and analyze the **nature of structural and systemic oppression** on LGBTQ, people experiencing disability, ethnic and religious groups, as well as other traditionally marginalized groups, **and their role in the pursuit of justice and equality** in Oregon, the United States, and the world.
- Historical Thinking: HS.67 **Evaluate**

the invasion of their lands.

- Historical Knowledge: 8.27 * Determine and explain the **importance and contributions** (products, events, actions, and ideas) **of key people, cultures, and ethnic groups, religious groups, and other historically underrepresented groups in Oregon, the United States, and the world.**
- Historical Knowledge: 8.28 ***** Critique and analyze historical events to **recognize power, authority, religion, economics, and governance as they relate to systemic oppression and its impact on Indigenous peoples, ethnic and religious groups, and other historically marginalized groups** in the colonial and modern era**.**
- Historical Thinking**:** 8.30 **Use and interpret relevant primary and secondary sources** pertaining to U.S. History from **multiple perspectives.**
- Social Science Analysis: 8.33 **Critique and analyze information for point of view, historical context, distortion, bias, propaganda, and relevance** including sources with conflicting information **in order to question the dominant narratives** in history.
- Social Science Analysis: 8.34 **Analyze how a specific problem** can manifest itself at local, regional, and global levels over time, **identifying its characteristics and causes, and the challenges and opportunities faced** by those trying to address the problem.
- Social Science Analysis: 8.35 **Analyze and apply a range of deliberative and collaborative procedures** to make **decisions** and take informed **action**.

High School

- Civics & Gov: HS.2 * Identify and analyze the **existence and perpetuation of discrimination and inequity** in the local, state, national, or global context.
- National Econ: HS.22 * Describe the potential intended and unintended benefits and negative **consequences of government economic programs and policies on the welfare and well-being of individuals and groups** including traditionally marginalized groups.
- Geography: 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**.
- Geography: 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**.
- Geography: HS.44 * Assess **how changes in the environmental and cultural characteristics** of a place or region **influence spatial patterns of trade, land use, and issues of**

historical sources for perspective, limitations, accuracy, and historical context. • Social Science Analysis: 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. DISplace		**sustainability**. • Geography: HS 45 Identify and explain **how political and economic power dynamics** throughout time have **influenced cultural and environmental characteristics** of various places and regions. • Geography: HS.47 * Assess the **impact of human settlement activities on the environmental and cultural characteristics** of specific places and regions. • Historical Knowledge - HS.59 * Analyze and explain the **history of the American Indian/Alaska Natives/Native Hawaiians in Oregon and the United States regarding their culture, tribal sovereignty, and issues of concern, past and present**. • Historical Knowledge: HS.61 * Analyze and explain the **multiple experiences and perspectives of ethnic and traditionally marginalized groups** to i**nvestigate conflicting interpretations of past and present events** of national and/or global interest. • Historical Knowledge: HS.62 * **Identify, analyze, and celebrate the histories and contributions of traditionally marginalized groups** and individuals in shaping the cultures of Oregon, the United States, and the world. • Historical Knowledge: HS.66 * Identify and analyze the **nature of structural and systemic oppression** on LGBTQ, people experiencing disability, ethnic and religious groups, as well as other traditionally marginalized groups, **and their role in the pursuit of justice and equality** in Oregon, the United States, and the world. • Historical Thinking: HS.67 **Evaluate historical sources** for perspective, limitations, accuracy, and historical context. • Social Science Analysis: HS.74 **Analyze an event, issue, problem, or phenomenon**, critiquing and **evaluating characteristics, influences, causes, and both short- and long-term effects**. • Social Science Analysis: 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. • Social Science Analysis: 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. Replenish the Root

SB13 - Tribal History/ Shared History

Essential Understandings -

- **Since Time Immemorial**
- **Sovereignty**

- **History**
- **Tribal Government**
- **Identity**
- **Lifeways**
- **Language**
- **Treaties with the United States**
- **Genocide, Federal Policy, and Laws**