

# **2020 ELECTIONS: WHY VOTING MATTERS**

## **OREGON STATE STANDARDS**

### **Grade 8 Social Studies**

#### **Civics and Government**

8.2 Identify and understand how to apply the rights and responsibilities of individuals under the Constitution.

8.5 Examine and analyze important United States and Oregon documents, including (but not limited to) the Constitution, Bill of Rights, 13th -15th Amendments and Oregon Constitution.

8.7 Analyze the expanding eligibility of citizenship in the continuing struggle for the expansion of rights for ethnic and traditionally marginalized groups.

8.8 Analyze important political and ethical values such as freedom, democracy, equality, equity, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.

8.9 Analyze the effect of historical and contemporary means of changing societies, and promoting the common good.

8.10 Explain specific roles and responsibilities of citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).

#### **Historical Thinking**

8.29 Use and interpret relevant primary and secondary sources pertaining to U.S. History from multiple perspectives.

8.30 Synthesize information and data to construct an account of historical events that includes multiple sources and varied perspectives.

#### **Social Science and Analysis**

8.32 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.

8.33 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.

8.34 Analyze and apply a range of deliberative and collaborative procedures to make decisions and take informed action.

8.35 Construct explanations using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.

## Grade 8

### Oregon CCSS Literacy in History/Social Studies

#### Reading Informational Text

- 6-8.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- 6-8.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- 6-8.RH.3 Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).
- 6-8.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- 6-8.RH.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
- 6-8.RH.6 Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).
- 6-8.RH.8 Distinguish among fact, opinion, and reasoned judgment in a text.

#### Writing

- 6-8.WHST.1 Write arguments focused on *discipline-specific content*.
- 6-8.WHST.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- 6-8.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6-8.WHST.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
- 6-8.WHST.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 6-8.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

# High School Social Studies

## Civics and Government

HS.1 Analyze the impact of constitutional amendments on groups, individuals, institutions, national order.

HS.4 Examine institutions, functions and processes of United States government.

HS.6 Examine the institutions, functions, and processes of Oregon's state, county, local and regional governments.

HS.10 Explain the roles and responsibilities of active members of a democracy and the role of individuals, social movements, and governments in various current events.

HS.11 Examine the pluralistic realities of society recognizing issues of equity and evaluating the need for change.

HS.13 Examine and analyze provisions of the Oregon Constitution and the U.S. Constitution.

## Historical Knowledge

HS.54 Evaluate continuity and change over the course of world and United States history.

HS.55 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.58 Examine and evaluate the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped unity and diversity in world, U.S., and Oregon history.

HS.61 Analyze and explain persistent historical, social and political issues, conflicts and compromises in regards to power, inequality and justice and their connections to current events and movements.

## Historical Thinking

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.

## Social Science Analysis

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.73 Identify and analyze multiple and diverse perspectives as critical consumers of information.

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.

# CCSS Literacy in History & Social Studies

## Grades 9/10

### Reading Informational Text

- 9-10.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
- 9-10.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
- 9-10.RH.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.
- 9-10.RH.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
- 9-10.RH.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
- 9-10.RH.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.
- 9-10.RH.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

### Writing

- 9-10.WHST.1 Write arguments focused on *discipline-specific content*.
- 9-10.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 9-10.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.

# CCSS Literacy in History & Social Studies

## Grades 11/12

### Reading Informational Text

- 11-12.RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- 11-12.RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- 11-12.RH.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- 11-12.RH.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- 11-12.RH.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- 11-12.RH.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
- 11-12.RH.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.

## Writing

- 11-12.WHST.1 Write arguments focused on *discipline-specific content*.
- 11-12.WHST.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 11-12.WHST.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- 11-12.WHST.9 Draw evidence from informational texts to support analysis, reflection, and research.