Oregon Essential Standards-High School American History	Dream of a Nation Chapter(s)											
	1. A People Centered and Accountable Government	*2. Citizen Stewardship*	*3. Creating a Stable and Equitable Economy*	*4. A New Media That Informs and Empowers*	*5. Aiming for the Best in Education*	*6. Re-Powering America*	*7. Improving Health and Avoiding Alarming Trends*	*8. Ending Poverty and Building Common Wealth*	*9. Re-Imaging Business*	*10. Strengthening Communities*	*11. Waging Peace*	*12. A Nation That Shines*
HS.2. Analyze the complexity and investigate causes and effects of significant events in U.S. history.	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
HS.4. Investigate the historical development and impact of major scientific and technological innovations; political thought, theory and actions.	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
HS.5. Examine and evaluate the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity in the U.S.	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
HS.6. Analyze ideas critical to the understanding of history, including, but not limited to: populism, progressivism, isolationism, imperialism, communism, environmentalism, liberalism, fundamentalism, racism, ageism, classism, conservatism, cultural diversity, feminism, and sustainability.	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
HS.7. Analyze the history, culture, tribal sovereignty, and historical and current issues of the American Indian tribes and bands in Oregon and the United States.										❖		❖

HS.8. Explain how the American labor movement influenced events and thinking in the United States and Oregon over time.			❖		❖			❖		❖		
HS.9. Identify historical and current events, issues, and problems when national interests and global interest have been in conflict, and analyze the values and arguments on both sides of the conflict.		❖	❖			❖		❖	❖		❖	
HS.16. Analyze the interconnectedness of physical and human regional systems (e.g., a river valley and culture, water rights/use in regions, choice/impact of settlement locations) and their interconnectedness to global communities.		❖				❖		❖	❖	❖	❖	
HS.20. Analyze the impact on physical and human systems of resource development, use, and management and evaluate the issues of sustainability.		❖				❖	❖		❖			
HS.22. Analyze how humans have used technology to modify the physical environment (e.g., dams, tractor, housing types).		❖				❖	❖	❖		❖		
HS.26. Define and compare/contrast United States republican government to direct democracy, socialism, communism, theocracy, oligarchy.	❖											
HS.30. Analyze the roles and activities of political parties, interest groups and mass media and how they affect the beliefs and behaviors of local, state, and national constituencies.	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
HS.31. Describe United States foreign policy and evaluate its impact on the United States and other countries.	❖										❖	

HS.33. Explain the role of government in various current events.	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
HS.34. Explain the responsibilities of citizens (e.g., vote, pay taxes).	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
HS.35. Examine the pluralistic realities of society (e.g., race, poverty, gender, and age), recognizing issues of equity, and evaluating need for change.				❖	❖			❖		❖		

HS.40. Identify and explain different opportunities for investment and draw economic conclusions from market data.			❖						❖			
HS.48. Explain economic challenges to growth in developing countries.								❖				
HS.49. Compare and contrast methods of business organization.			❖						❖			
HS.50. Explain how economic indicators (including, but not limited to GDP, unemployment, Consumer Price Index [CPI], inflation) describe the condition of the economy.	❖		❖						❖		❖	
HS.52. Explain how the American labor system impacts competition and trade in domestic and world markets.	❖		❖									
HS.53. Describe characteristics of command, market, traditional, and mixed economies and how they affect jobs and standards of living.			❖						❖			
HS.57. Define, research, and explain an event, issue, problem, or	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖

phenomenon and its significance to society.												
HS.61. Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short- and long-term effects.	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖
HS.62. Propose, compare, and judge multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion.	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖	❖