

SOCIAL SCIENCES

Adopted April 2001

Student accountability for these content standards began in 2003-04 for Social Sciences Subject Area Endorsement.

The study of the social sciences (civics, economics, geography, and history) prepares students for responsible citizenship. It enables students to evaluate historical and contemporary issues, understand global relationships, and make connections between the past, present, and future.

CIVICS AND GOVERNMENT: Understand and apply knowledge about government and political systems, and the rights and responsibilities of citizens.

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
Understand the origins, purposes, and functions of U.S. government, including the structure and meaning of the U.S. Constitution.	Understand the purposes of government and the basic constitutional principles of the United States republican form of government.	Identify essential ideas and values expressed in national symbols, heroes, and patriotic songs of the United States.	Identify essential ideas of our republican form of government as expressed in the Declaration of Independence and the Constitution. <i>Know the concept of "rule of law."</i>	Understand the purposes of government as stated in the Constitution and the specific provisions that limit the power of government in order to protect the rights of individuals. <i>Distinguish the purposes of government as stated in the Preamble.</i> <i>Understand how the power of government is limited in the United States.</i> <i>Recognize the provisions of the Bill of Rights (Amendments 1-10) that protect individual rights.</i>	Understand the purpose of laws and government, provisions to limit power, and the ability to meet changing needs as essential ideas of the Constitution. <i>Understand the "supremacy clause" of the U.S. Constitution as a means of resolving conflicts between state and federal law.</i> <i>Understand the concept of judicial review as a means of resolving conflict over the interpretation of the Constitution and the actions of</i>	Understand the philosophy and principles upon which the government of the United States is based.

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CIVICS AND GOVERNMENT, continued

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					<p><i>government.</i></p> <p><i>Understand how to amend the U.S. Constitution and the Oregon Constitution, including how amendments may be introduced, what is required for passage, and how the process accommodates changing needs and the preservation of values and principles.</i></p>	
Understand the organization, responsibilities, and interrelationships of local, state, and federal governments in the United States.	Understand the responsibilities and interrelationships of local, state, and national government in the U.S.		<p>Identify the primary functions of federal, state, and local governments.</p> <p><i>Identify public safety, transportation, education, and recreation as responsibilities of local governments.</i></p>	<p>Identify and distinguish how powers and responsibilities are distributed and balanced among the federal, state, and local levels.</p> <p><i>Identify the power and/or responsibility of each level of government.</i></p> <p><i>Understand how laws are made and enforced at the</i></p>	<p>Understand the interrelationship between local, state, and federal government.</p> <p><i>Understand the primary function of federal, state, and local levels of government and how the actions of one influence the</i></p>	Understand the interrelationships of government under the U.S. Constitution.

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			<p><i>Know how laws are made.</i></p> <p>#58 There Ought to be a Law</p>	<p><i>federal, state, and local levels.</i></p> <p>#58 There Ought to be a Law</p>	<p><i>workings of the others.</i></p> <p><i>Understand how federalism creates shared and reserved powers at each level of government.</i></p>	
Understand the roles of the three branches of government and explain how their powers are distributed and shared.	Understand the roles and powers of the executive, legislative, and judicial branches.		<p>Understand the roles and responsibilities of the three branches of government.</p> <p><i>Name and distinguish the primary function of each branch of government at the federal and state levels.</i></p>	<p>Understand the powers of each branch of government as stated in the Constitution.</p> <p><i>Understand the basic idea of checks and balances of each branch of the federal government.</i></p> <p><i>Identify the legislative, executive, and judicial institutions at each level of government.</i></p> <p><i>Understand the powers and responsibilities of the executive branch of government.</i></p> <p><i>Understand how</i></p>	<p>Understand how the branches of government have powers and limitations.</p> <p><i>Understand how laws are developed and applied to provide order, set limits, protect basic rights, and promote the common good.</i></p> <p><i>Understand the process by which laws are developed at the federal level, and key differences between how laws are developed at the federal level and in Oregon.</i></p> <p><i>Identify and</i></p>	

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				<i>courts are organized by level and jurisdiction, and that law is divided into Constitutional Law, criminal law, and civil law.</i>	<i>understand the powers and limits to power of the Presidency.</i>	
Understand personal and political rights of citizens in the United States.	Understand the roles, rights, and responsibilities of citizens in the United States.	Identify rights that people have in their communities.	Identify the rights of U.S. citizens. <i>Identify basic rights that are given to citizens of the United States.</i>	Understand citizens' rights and how the Constitution protects those rights. <i>Identify and understand the rights of citizens guaranteed under the Bill of Rights.</i>	Understand the role of the courts and of the law in protecting the rights of U.S. citizens. <i>Understand how the Bill of Rights offers protection of individual rights and how rights are limited for the benefit of the common good.</i> <i>Understand the role of due process in the protection of individuals.</i> <i>Understand how the rights of citizens have been augmented by case law decisions.</i>	Explore citizen participation and responsibilities as informed participants within the U.S. government's political system.

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Understand participatory responsibilities of citizens in the community (voluntarism) and in the political process (becoming informed about public issues and candidates, joining political parties/interest groups/associations, communicating with public officials, voting, influencing lawmaking through such processes as petitions/initiatives).	Understand the participatory obligations of U.S. citizens.	Identify ways that people can participate in their communities and the responsibilities of participation.	<p>Understand how citizens can learn about public issues.</p> <p>#56 We Can Work it Out</p> <p>#57 Democracy in Action</p> <p><i>Identify and give examples of resources that provide information about public issues.</i></p> <p>#57 Democracy in Action</p>	<p>Understand how citizens can make their voices heard in the political process.</p> <p>#39B&C Energy Sleuths</p> <p>#56 We Can Work it Out</p> <p>#57 Democracy in Action</p> <p>#58 There Ought to be a Law</p> <p><i>Identify and give examples of ways that citizens can let their opinions be known in the political process.</i></p> <p>#57 Democracy in Action</p>	<p>Understand the civic responsibilities of U.S. citizens and how they are met.</p> <p><i>Identify the responsibilities of citizens in the United States and understand what an individual can do to meet these responsibilities.</i></p>	

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Understand how government is influenced and changed by support and dissent of individuals, groups, and international organizations.	Understand how individuals, groups, and international organizations influence government.		<p>Identify and give examples of how individuals can influence the actions of government.</p> <p>#56 We Can Work it Out</p> <p>#57 Democracy in Action</p> <p>#58 There Ought to be a Law</p>	<p>Identify and give examples of how groups and organizations can influence the actions of government.</p> <p>#56 We Can Work it Out</p> <p>#57 Democracy in Action</p> <p>#58 There Ought to be a Law</p>	Understand how government policies and decisions have been influenced and changed by individuals, groups, and international organizations.	
			<p><i>Identify and give examples of actions citizens can take to influence government policy and decision-making.</i></p> <p>#57 Democracy in Action</p>	<p><i>Identify and give examples of how groups and organizations can influence government policy or decisions and describe how these actions can lead to such influence.</i></p> <p>#57 Democracy in Action</p>	<p><i>Understand how U.S. political parties have influenced government policy and decisions.</i></p> <p><i>Understand the causes, course, and impact of the civil rights/equal rights movements.</i></p> <p><i>Understand the Constitutional changes that resulted from major events in the 20th century.</i></p>	

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CIVICS AND GOVERNMENT, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
Understand how nations interact with each other, how events and issues in other countries can affect citizens in the United States, and how actions and concepts of democracy and individual rights of the United States can affect other peoples and nations.	Understand how the United States government relates and interacts with other nations.	Distinguish local and world issues.	Recognize and give examples of how nations interact with one another through trade, diplomacy, cultural contacts, treaties, and agreements.	Understand how actions of the U.S. government affect citizens of both the United States and other countries. #57 Democracy in Action	Understand the purposes and functions of major international organizations and the role of the United States in them.	
			<i>Know how the United States makes treaties with other nations, including Indian nations.</i> <i>Know how nations demonstrate good will toward other nations in a variety of ways.</i>	<i>Know how the U.S. government affects citizens of other countries.</i> <i>Know how U.S. government actions with other nations affect citizens of the United States.</i>	<i>Understand and give examples of how international organizations influence policies or decisions.</i> <i>Understand the purposes and functions of the United Nations, and the role of the United States in the United Nations.</i> <i>Understand the purpose and function of international humanitarian agencies and special interest advocacy</i>	

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					<i>groups, and how the United States interacts with people in other nations through these organizations.</i>	
Analyze major political systems of the world.	Understand that there are different ways for governments to be organized and to hold power.		Understand that there are different ways for governments to be organized. <i>Recognize that governments are organized in different ways.</i>	Understand various forms of government. <i>Compare and contrast various forms of government to the United States' government.</i>	Understand how various forms of government function in different situations. <i>Compare and contrast how various forms of government function in similar and different situations.</i>	
Analyze the concepts of political power, authority, conflict, and conflict management.						

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ECONOMICS: Understand economic concepts and principles and how available resources are allocated in a market economy.

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
Understand that resources are limited (e.g., scarcity). <i>#14B Renewable or Not?</i>	Understand the economic concept of scarcity.	Understand that limited resources make economic choice necessary.	Understand that all economic choices have costs and benefits, and compare options in terms of costs and benefits. <i>#14B Renewable or Not?</i> <i>#83 A Peek at Packaging</i> <i>#85 In the Driver's Seat</i> <i>Know that whenever a choice is made, there is a cost.</i>	Understand incentives in a market economy that influence individuals and businesses in allocating resources (time, money, labor, and natural resources). <i>#85 In the Driver's Seat</i> <i>Know that people respond predictably to positive and negative incentives.</i> <i>#14B Renewable or Not?</i>	Understand how specialization and competition influence the allocation of resources. <i>Understand how specialization increases efficiency, potential output, and consumer well being, but may have negative side effects.</i>	Examine how a market economy functions as a system and compares with other economic systems.
Understand economic trade-offs and how choices result in both costs and benefits to individuals and society.	Understand how trade-offs and opportunity costs are decisions that can be measured in terms of costs and benefits.		Identify and give examples of the concepts of "trade-off" and "opportunity costs."	Understand how trade-offs and opportunity costs can be identified and measured.	Understand a cost-benefit analysis of economic choices.	

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ECONOMICS, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
			<p><i>Identify and give examples of consequences of economic choices in terms of trade-off and opportunity cost.</i></p> <p><i>Understand the difference between “needs” and “wants” and their relationship to economic trade-offs.</i></p> <p>#14B Renewable or Not?</p> <p>#92A A Look at Lifestyles</p>	<p><i>Know and give examples of how changes in the economy impose costs on some and benefits on others because they arbitrarily redistribute purchasing power.</i></p> <p><i>Distinguish between “needs” and “wants” in the U.S. and other countries of the world, and the impact of the media.</i></p> <p>#14B Renewable or Not</p>	<p><i>Compare and contrast the allocation of goods and services in market and command economies.</i></p> <p><i>Understand how people make decisions by analyzing economic conditions and changes.</i></p>	
Understand how conditions in an economy influence and are influenced by the decisions of consumers, producers, economic institutions, and government.	Understand the concept of supply and demand.		<p>Understand how supply and demand influence price, and how price increases or decreases influence the decisions of consumers.</p> <p><i>Understand that prices rise and fall depending on supply and demand.</i></p> <p>#14B Renewable or Not?</p>	Understand how price is an incentive for both buyers and producers/sellers in the marketplace.	Understand how consumer demand and market price directly impact one another.	Analyze trends in economic conditions and indicators and their relationship to national and international political, social, and geographic factors.
				<p><i>Understand how supply and demand respond predictably to changes in economic</i></p>	<p><i>Understand that competition among sellers leads to lower prices and impacts production.</i></p>	

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				<i>circumstances.</i>	<i>Understand that competition among buyers increases prices and allocates goods and services only to those who can afford them.</i>	
Understand economic concepts, principles, and factors affecting the allocation of available resources in an economy.	Understand and evaluate the underlying philosophies and characteristics of various economic systems, including that of the U.S. economy.			Understand how decisions regarding what to produce, how to produce, and for whom to produce are answered in various economic systems. <i>Understand how decisions about production are made in traditional, capitalist, and command economies.</i>	Evaluate different economic systems, comparing advantages and disadvantages of each. <i>Use cost-benefit analysis to compare and contrast economic systems.</i>	Analyze and evaluate economic issues, problems, and decisions at local, national, or international levels, considering economic data, concepts, and theories.
Understand the role of government and institutions (i.e., banks, labor unions) in various economic	Understand the role of government and institutions in an economy.			Understand how banks function within the economy.	Understand how government can affect the national economy through policy.	

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systems in an economy.				<p><i>Identify and give examples of the services of a bank, and know the role of banks in the economy.</i></p>	<p>Understand how government can affect international trade through tariffs, quotas and trade agreements.</p> <p><i>Understand how government responds to problems in the economy (rapid inflation or rising unemployment) with fiscal and/or monetary policies.</i></p> <p><i>Identify and give examples of ways that the U.S. government can affect the economy through legislation or policy decisions.</i></p> <p><i>Identify tariffs, quotas, and trade agreements, and understand the consequences of their use on the economy.</i></p>	

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ECONOMICS, continued

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Understand the interdependence of the global economy and the role played by the United States.	Understand how the United States economy relates and interacts with other nations.		<p>Recognize examples of how nations interact economically.</p> <p>#14B Renewable or Not?</p> <p><i>Recognize that nations interact through trade.</i></p>	<p>Identify and give examples of how the United States economy affects citizens of both the United States and other countries.</p> <p><i>Give examples of how the United States economy affects citizens of the United States.</i></p> <p><i>Give examples of how the United States economy affects citizens of other countries.</i></p>	<p>Understand the purposes and functions of major international economic organizations and the role of the United States in them.</p> <p><i>Understand the purpose and function of international economic agencies and groups and how the United States interacts with people in other nations through these groups.</i></p>	
Understand how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.	Understand the purpose and functions of money in the economy.		<p>Identify the characteristics of money and the advantages of its use over barter.</p> <p><i>Distinguish between "barter" and "money" and how they facilitate the</i></p>	<p>Understand the function of money.</p> <p><i>Understand how money functions as a means of exchange, a store of value, and a</i></p>	<p>Understand how money makes saving and borrowing easier.</p> <p><i>Understand how money functions in the banking system and as part of fiscal</i></p>	

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			<i>exchange of goods.</i>	<i>measure of value.</i>	<i>policy.</i>	
Apply economic concepts and principles to issues of personal finance.	Demonstrate the knowledge and skills necessary to make reasoned and responsible financial decisions as a consumer, producer, saver, and investor in a market economy.	Identify ways of making money to buy a desired product and what it will cost in time and energy for each option.	<p>Understand the processes of earning, saving, spending, budgeting, and record keeping in money management.</p> <p><i>Recognize that people earn income by exchanging their labor for wages and salaries.</i></p> <p><i>Recognize that savings are the part of income not spent on taxes or consumption.</i></p> <p><i>Recognize that spending involves exchanging money for goods or services.</i></p> <p><i>Recognize that a budget is a record-keeping plan for managing income and spending.</i></p>	<p>Understand factors that determine personal income and predict future earnings, based on plans for education and training.</p> <p><i>Understand how a wage or salary is the price of labor, and is usually determined by the supply and demand for labor.</i></p> <p><i>Understand that people's incomes, in part, reflect choices they have made about education, training, skill development, and careers.</i></p> <p><i>Understand how workers can increase their productivity by improving their skills or by using tools and machinery.</i></p>	<p>Understand the potential risks and returns of various investment opportunities, including entrepreneurship, in a market economy.</p> <p><i>Identify and give examples of potential incentives and disincentives of entrepreneurship.</i></p> <p><i>Identify and give examples of potential risks and returns of economic decisions under various economic conditions.</i></p> <p><i>Understand the risks and benefits to the use of credit.</i></p>	

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			<p>Understand how banks and credit unions serve savers and borrowers.</p> <p><i>Understand how interest creates incentives for borrowing and saving.</i></p>	<p>Understand different ways that people invest and save.</p> <p><i>Understand that banks and credit unions are institutions where people save money and earn interest, and where other people borrow money and pay interest.</i></p> <p><i>Understand that stocks, bonds, and other investments are ways people earn money.</i></p>		

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GEOGRAPHY: Understand and use geographic skills and concepts to interpret contemporary and historical issues.

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
Understand the spatial concepts of location, distance, direction, scale, movement, and region.	Understand and use spatial concepts of geography.	View and draw simple maps and pictures to locate, describe, and show movement among places. #4A Sounds Around #55V Planning the Ideal Community #74 People, Places, Things	Define basic geography vocabulary such as concepts of location, direction, distance, scale, movement, and region using appropriate words and diagrams. #54 I'd Like to Visit a Place Where <i>Know and use basic map elements to answer geographic questions or display geographic information.</i> #4A & B sounds Around	Understand fundamental geography vocabulary such as concepts of distance, latitude, longitude, interdependence, accessibility, and connections. #49B Tropical Treehouse <i>Use maps, charts, and graphs to understand patterns of movement over time and space.</i>	Understand and use geographic information using a variety of scales, patterns of distribution, and arrangement. Understand the advantages and disadvantages of using various geographic representations to depict and solve geographic problems.	
Use maps and other geographic tools and technologies to acquire, process, and report information from a spatial perspective.	Locate places and understand and use geographic information or relationships by reading, interpreting, and preparing maps and other geographic representations.	Understand the purpose of maps, globes, and other geographic tools.	Examine and understand how to prepare maps, charts, and other visual representations to locate places and interpret geographic information. #4A & B Sounds Around	Read, interpret, and understand how to construct geographic representations to analyze information, understand spatial relationships, and compare places. #80 B Nothing Succeeds Like Succession	Interpret and evaluate information using complex geographic representations.	Use, analyze, and design geographic tools to interpret and evaluate information and support conclusions.

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			#54 I'd Like to Visit a Place Where #80B Nothing Succeeds Like Succession			
			<i>Use maps and charts to interpret geographic information. Use other visual representations to locate, identify, and distinguish physical and human features of places and regions.</i>	<i>Use maps, charts, graphs, and photographs to analyze spatial distributions and patterns.</i>	<i>Use a variety of geographic representations to analyze information and draw conclusions about geographic issues.</i>	
Locate major physical and human (cultural) features of the Earth.	Locate major physical and human features of the Earth.	Identify major physical features and describe how they are represented on maps, globes, and other tools.	Locate and identify on maps the continents of the world, the 50 states of the United States, and the major physical features of Oregon. <i>Identify the names of the continents and their relative size, shape, and location.</i>	Locate and identify on maps and globes the regions of the world and their prominent physical features. <i>Identify the location of major mountain ranges, deserts, rivers, cultural</i>	Locate and identify places, regions, and geographic features that have played prominent roles in historical or contemporary issues and events. <i>Locate, identify, and explain changes in countries over time. Locate and identify</i>	

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			<p><i>Identify the names of the fifty states and their location relative to other states.</i></p> <p><i>Locate, identify, and know the significance of major mountains, rivers, and land regions of Oregon.</i></p>	<p><i>regions and countries in the world.</i></p>	<p><i>places and regions most prominent in contemporary events in Oregon, the United States, and the world.</i></p>	
<p>Compare and analyze physical (e.g., landforms, vegetation, wildlife, climate, and natural hazards) and human (e.g., population, land use, language, and religion) characteristics of places and regions.</p>	<p>Identify and analyze physical and human characteristics of places and regions, the processes that have shaped them, and their geographic significance.</p>	<p>Identify physical characteristics of places and compare them.</p> <p>#4B Sounds Around #74 People, Places, Things</p>	<p>Identify physical and human characteristics of regions in the United States and the processes that have shaped them.</p> <p><i>Identify and locate major landforms, bodies of water, vegetation, and climate found in regions of the United States.</i></p> <p><i>Identify the type of economic activity,</i></p>	<p>Identify and compare physical and human characteristics of major regions and significant places in the world.</p> <p><i>Locate and identify population centers and geographic reasons for their locations.</i></p> <p><i>Identify, locate, and compare the cultural characteristics of places and regions.</i></p>	<p>Analyze changes in the physical and human characteristics of places and regions, and the effects of technology, migration, and urbanization on them.</p> <p><i>Apply geographic tools to identify change in a place over time, and to infer reasons for the change.</i></p>	<p>Analyze interrelationships among the characteristics of places and the physical, social, cultural, economic, or technological forces that shape them.</p>

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			<i>population distribution, and cities found in regions of the United States.</i>	<i>Recognize relationships between the physical and cultural characteristics of a place or region.</i>		
<p>Understand why places and regions are important to human identity and serve as symbols to unify or fragment society.</p> <p>#16A Pass the Plants, Please</p> <p>#17 A&B People of the Forest</p> <p>#55 Planning the Ideal Community</p>						
Analyze the causes of human migration (e.g., density, food and water supply, transportation and communication systems) and its effects (e.g., impact on physical and human systems).	Understand the distribution and movement of people, ideas, and products.		Identify patterns of migration and cultural interaction in the United States.	Identify and understand worldwide patterns of population distribution, migration, and cultural diffusion and interactions.	Understand how worldwide transportation and communication patterns have affected the flow and interactions of people, ideas, and products.	Analyze processes of human and cultural distribution, migration, interaction, assimilation or conflict.

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SOCIAL SCIENCES

Adopted April 2001

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GEOGRAPHY, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
			<p><i>Understand how physical geography affects the routes, flow, and destinations of migration.</i></p> <p><i>Explain how migrations affect the culture of emigrants and native populations.</i></p>	<p><i>Identify patterns of population distribution and infer causes.</i></p> <p><i>Recognize and identify patterns of migration streams in U.S. history.</i></p> <p><i>Understand how migration streams affect the spread of cultural traits.</i></p>	<p><i>Understand how transportation and communication systems of the present compare to those of the past, and how this changes perceptions of space and time.</i></p> <p><i>Understand how communication and transportation technologies contribute to trade and cultural convergence.</i></p>	
Understand economic, cultural, and environmental factors that influence changes in population, and evaluate the consequences of the resulting increases or decreases in population.	Understand, analyze and evaluate the consequences of population changes resulting from economic, cultural, or environmental factors.		<p>Identify and give examples of issues related to population increases and decreases.</p> <p>#4C Sounds Around</p> <p><i>Identify and give examples of positive and negative impacts</i></p>	<p>Identify economic, cultural, and environmental factors that affect population, and predict how the population would change as a result.</p> <p>#84 The Global Climate</p> <p><i>Identify and give examples of economic, cultural,</i></p>	<p>Analyze and evaluate the impact of economic, cultural or environmental factors that result in changes to population of cities, countries, or regions.</p> <p><i>Evaluate the consequences of economic, cultural,</i></p>	

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GEOGRAPHY, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
			<i>of population increases or decreases.</i>	<i>and environmental factors that influence population. Predict the affect of a given economic, cultural, or environmental change on a population.</i>	<i>or environmental changes on a given population.</i>	
Understand how people and the environment are interrelated.	Understand how humans affect the physical environment.	Understand how peoples' lives are affected by the physical environment. <i>#4C Sounds Around #20 Environmental Exchange Box #30 Three Cheers for Trees #31 Plant a Tree #32A A Forest of Many Uses #74 People, Places, Things</i>	Understand how physical environments are affected by human activities. <i>#4B & C Sounds Around #12 Invasive Species #17 A & B People of the Forest #20 Environmental Exchange Box #29C Rain Reasons #75 Tipi Talk #80B&C Nothing Succeeds Like Succession #81B Living with Fire #83 Resource-Go-Round #94 By the Rivers of</i>	Understand how human modification of the physical environment in a place affects both that place and other places. <i>#4C Sounds Around #12 Invasive Species #17 A & B People of the Forest #20 Environmental Exchange Box #29C Rain Reasons #32 A Forest of Many Uses #33 Forest Consequences #75 Tipi Talk</i>	Understand human modifications of the physical environment and analyze their global impacts and consequences for human activity.	Analyze issues, events, phenomena, or problems in terms of the interaction and interdependence of physical and human systems.

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GEOGRAPHY, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
			<p>Babylon</p> <p><i>Understand how and why people alter the physical environment.</i></p> <p>#32 Plant a Tree</p> <p>#36 Pollution Search</p> <p>#92 A Look at Lifestyles</p> <p><i>#Describe how human activity can impact the environment.</i></p> <p>#32 A Forest of Many Uses</p> <p>#36 Pollution Search</p> <p>#92 A Look at Lifestyles</p>	<p>#80B&C Nothing Succeeds Like Succession</p> <p>#81B Living with Fire</p> <p>#82 Resource-Go-Round</p> <p>#92 A Look at Lifestyles</p> <p>#94 By the Rivers of Babylon</p> <p><i>Understand how the process of urbanization affects the physical environment of a place, the cultural characteristics of a place, and the physical and human characteristics of the surrounding region.</i></p> <p>#31 Plant a Tree</p> <p>#36 Pollution Search</p> <p><i>Understand how clearing vegetation affects the physical environment of a place and other places.</i></p> <p>#29C Rain Reasons</p> <p>#92 A Look at Lifestyles</p>	<p><i>Distinguish between renewable resources and non-renewable resources and the global consequences of mismanagement.</i></p> <p><i>Identify and understand different methods of extracting and using resources, and analyze and compare the affect on the environment.</i></p>	

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GEOGRAPHY, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
	Understand how physical characteristics in the environment and changes in the environment affect human activities.		Understand how human activities are affected by the physical environment. <i>#12 Invasive Species</i> <i>#17 A & B People of the Forest</i> <i>#20 Environmental Exchange Box</i> <i>#31 Plant a Tree</i> <i>#75 Tipi Talk</i> <i>#80B&C Nothing Succeeds Like Succession</i> <i>#81B Living with Fire</i> <i>#82 Resource-Go-Round</i> <i>#92 A Look at Lifestyle</i> <i>#94 By the Rivers of Babylon</i>	Understand how changes in a physical environment affect human activity. <i>#12 Invasive Species</i> <i>#17 A & B People of the Forest</i> <i>#20 Environmental Exchange Box</i> <i>#31 Plant a Tree</i> <i>#33 Forest Consequences</i> <i>#75 Tipi Talk</i> <i>#80B&C Nothing Succeeds Like Succession</i> <i>#81B Living with Fire</i> <i>#82 Resource-Go-Round</i> <i>#92 A Look at Lifestyles</i> <i>#94 By the Rivers of Babylon</i>	Identify and give examples of changes in a physical environment, and evaluate their impact on human activity in the environment.	

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GEOGRAPHY, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
			<p><i>Identify constraints on human activity caused by the physical environment.</i></p> <p>#36 Pollution Search</p> <p>#92 A Look at Lifestyle</p> <p><i>Understand how the physical environment presents opportunities for economic and recreational activity.</i></p> <p>#29C Rain Reasons</p> <p>#32 A Forest of Many Uses</p> <p>#36 Pollution Search</p> <p>#92 A Look at Lifestyles</p>	<p><i>Understand how changes in the physical environment can increase or diminish capacity to support human activity.</i></p> <p>#29C Rain Reasons</p> <p>#36 Pollution Search</p> <p>#84 The Global Climate</p> <p>#92 A Look at Lifestyles</p> <p><i>Understand how climatic events or climate change affect human activity.</i></p> <p>#29C Rain Reasons</p> <p>#36 Pollution Search</p> <p>#84 The Global Climate</p> <p><i>Predict how changes in an ecosystem (not caused by human activity) might influence human activity.</i></p> <p>#32 A Forest of Many Uses</p> <p>#35 Loving It Too Much</p>	<p><i>Identify and give examples of changes in human activity due to changes in the physical environment, and analyze the impact on both.</i></p>	

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GEOGRAPHY, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
Understand how differing points of view, self-interest, and global distribution of natural resources play a role in conflict over territory. <i>#14B Renewable or Not?</i>						
Understand the geographic results of resource use and management programs and policies. <i>#14B Renewable or Not?</i>						

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HISTORY: Relate significant events and eras in United States and world history to past and present issues and developments.

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
<p>HISTORICAL SKILLS</p> <p>Interpret and reconstruct chronological relationships.</p>	<p>Understand, represent, and interpret chronological relationships in history.</p>	<p>Understand calendar time sequences and chronological sequences within narratives.</p> <p>#95 Did You Notice?</p>	<p>Interpret data and chronological relationships presented in timelines and narratives.</p> <p>#76B Tree Cookies</p> <p>#93 Paper Civilizations</p> <p>#95 Did You Notice?</p> <p><i>Order events found in historical narratives.</i></p> <p><i>Calculate time and infer information from timelines.</i></p>	<p>Represent and interpret data and chronological relationships from history, using timelines and narratives.</p> <p>#76B Tree Cookies</p> <p>#91 In the Good Old Days</p> <p>#93 Paper Civilizations</p> <p><i>Identify and create chronologies of events.</i></p> <p>#95 Did You Notice?</p> <p><i>Compare and contrast historical interpretations.</i></p>	<p>Reconstruct, interpret, and represent the chronology of significant events, developments, and narratives from history.</p> <p><i>Reconstruct the chronological order of significant events related to historical developments.</i></p> <p><i>Interpret the relationship of events occurring over time.</i></p> <p><i>Interpret timelines, charts and graphs illustrating chronological relationships.</i></p>	<p>Understand and reconstruct chronological relationships and patterns of succession and duration in human history.</p>

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HISTORY, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
Analyze cause and effect relationships, including multiple causalities.	Identify and analyze cause and effect relationships in history.		Identify cause and effect relationships in a sequence of events. <i>#94 By the Rivers of Babylon</i>	Distinguish between cause and effect relationships and events that happen or occur concurrently or sequentially. <i>#94 By the Rivers of Babylon</i>	Compare and contrast institutions and ideas in history, noting cause and effect relationships.	Analyze cause-and-effect relationships, multiple causation, and patterns of change or continuity in U.S. history.
Understand, recognize, and interpret change and continuity over time.	Interpret and represent chronological relationships and patterns of change and continuity over time.		Understand how history can be organized using themes, geography, or chronology.	Identify and give examples of chronological patterns and recognize them in related events over time.	Recognize and interpret continuity and/or change with respect to particular historical developments in the 20 th century.	
Identify and analyze diverse perspectives on and historical interpretation of historical issues and events.	Identify and analyze various perspectives and interpretations of historical issues and events.		Identify primary and secondary sources.	Evaluate data within the context it was created, testing its reliability, credibility, and bias.	Understand how contemporary perspectives affect historical interpretation.	
Understand relationships among events, issues, and developments in different spheres of human activity (i.e.						

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HISTORY, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
economic, social, political, cultural).						
WORLD HISTORY Understand and interpret events, issues, and developments within and across eras of world history.	Understand the importance and lasting influence of issues, events, people, and developments in world history.			Understand the political, economic, and cultural impact, and lasting influence of early civilizations on world development. <i>Understand the major characteristics and historical influence of the early civilizations of Mesopotamia, Indus River Valley, Egypt, the Americas, Greece.</i> <i>Identify and give examples of the political, economic, and social characteristics of the Roman Republic and Empire, and how they are reflected in the law, government, economy and society</i>	Understand the causes, characteristics, lasting influence, and impact of political, economic, and social developments in world history. <i>Understand how innovations in industry and transportation created the factory system, which led to the Industrial Revolution and transformed capitalism.</i> <i>Understand how the Agricultural Revolution contributed to and accompanied the Industrial Revolution.</i> <i>Understand the</i>	Understand the importance and lasting influence of significant eras, cultures, developments, and ideas in human history.

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HISTORY, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
				<p><i>of the United States.</i></p> <p><i>Understand the importance of the rise of Islam and its interaction with Europe.</i></p> <p><i>Understand the development of the empires and kingdoms of sub-Saharan Africa, Imperial China, and feudal Japan.</i></p> <p><i>Understand the major developments and societal impact of feudalism, the church, and the rise of cities in the European Middle Ages.</i></p> <p><i>Understand the characteristics and impact of Renaissance thinking, art, and learning.</i></p>	<p><i>concepts of imperialism and nationalism.</i></p> <p><i>Understand how European colonizers interacted with indigenous populations of Africa, India, and Southeast Asia, and how the native populations responded.</i></p> <p><i>Understand the major consequences of imperialism in Asia and Africa at the turn of the century.</i></p> <p><i>Understand Japanese expansion overseas and the consequences for Japan and Asia during the 20th century.</i></p> <p><i>Understand the impact of the Chinese Revolution of 1911, and the cause of China's Communist Revolution in 1949.</i></p> <p><i>Identify and understand the</i></p>	

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HISTORY, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
					<p><i>causes and consequences of the Russian Revolution of 1917, and the impact on politics in nations around the world.</i></p> <p><i>Identify and understand the causes and consequences of the Mexican Revolution of 1911-1917.</i></p> <p><i>Identify and understand the causes of WWI and the reasons why the United States entered this war.</i></p> <p><i>Understand the character of the war on the western and eastern fronts in World War I, and how new military technology contributed to the scale and duration of the war.</i></p> <p><i>Understand how the terms of the Versailles Treaty and the social and</i></p>	

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HISTORY, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
					<p><i>economic challenges of the postwar decade set the stage for World War II.</i></p> <p><i>Understand how the United States and other nations responded to aggression in Europe and Asia during the first half of the 20th century.</i></p> <p><i>Understand isolationism and the military and economic mobilization of the United States prior to and during World War II, and its impact on American society.</i></p> <p><i>Understand the character of the war in Europe and the Pacific, and the role of inventions and new technology on the course of the war.</i></p> <p><i>Understand the systemic campaign of terror and persecution in Nazi</i></p>	

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HISTORY, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
					<p><i>Germany.</i></p> <p><i>Understand the response of the world community to the Nazis and to the Holocaust.</i></p> <p><i>Identify and understand the causes and consequences of the resistance movement in India.</i></p> <p><i>Understand the division of Europe after WWII leading to the Cold War.</i></p> <p><i>Understand the impact of the Cold War on individuals, groups and nations.</i></p> <p><i>Understand the causes and impact of the Korean and Vietnam Wars.</i></p>	
<p>U.S. HISTORY Understand and interpret events, issues, and developments within</p>	<p>Understand the importance and lasting influence of individuals, issues, events, people, and developments in U.S.</p>		<p>Understand how individuals, issues, and events changed or significantly influenced the course of U.S. history from</p>	<p>Understand how individuals, issues, and events changed or significantly influenced the course of U.S. history post</p>	<p>Understand how individuals, issues, and events changed or significantly influenced the course of U.S. history after</p>	<p>Understand the causes, characteristics, and impact of political, economic, and social developments in U.S.</p>

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HISTORY, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
and across eras of U.S. history.	history.		<p>pre-history through the period of the American Revolution.</p> <p><i>Identify and understand the groups living in the Western Hemisphere before European exploration, their ways of life, and the empires they developed.</i></p> <p><i>Understand the impact of early European exploration on Native Americans and on the land.</i></p> <p><i>Understand the</i></p>	<p>American Revolution through 1900.</p> <p><i>Identify and understand the issues and events that were addressed at the Constitutional Convention.</i></p> <p><i>Trace the route and understand the significance of the Lewis and Clark Expedition.</i></p> <p><i>Understand the effects of 19th century westward migration, the idea of Manifest Destiny, European</i></p>	<p>1900.</p> <p><i>Identify and understand the effects of 19th century reform movements on American life in the early 20th century.</i></p> <p><i>Understand the concerns, successes, and limitations of Progressivism.</i></p> <p><i>Understand how new inventions, new methods of production, and new sources of power transformed work,</i></p>	<p>history.</p> <p>Analyze cause-and-effect relationships, multiple causation, and patterns of change or continuity in U.S. history.</p> <p>Understand and reconstruct chronological relationships and patterns of succession and duration in U.S. history.</p>

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HISTORY, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
			<p><i>impact of individuals through the period of the American Revolution, on ideas, ways of life, or the course of events in U.S. history.</i></p> <p><i>Understand the colonial experience and how it led to the American Revolution.</i></p> <p><i>Identify and understand the causes, course, and impact of the American Revolution, including the roles of George Washington, Samuel Adams, and Thomas Jefferson.</i></p>	<p><i>immigration, and rural to urban migration on indigenous populations and newcomers in the United States.</i></p> <p><i>Understand the effects of Jacksonian Democracy on political practices.</i></p> <p><i>Recognize and understand conditions of the African slave trade and experiences of enslaved African-Americans and “free Blacks” in the United States.</i></p> <p><i>Understand how the abolitionists advocated for the end of slavery and the impact of their activities.</i></p> <p><i>Understand how African-Americans dealt with the conditions of their enslavement and used religion and family to create a</i></p>	<p><i>production, and labor in the early 20th century.</i></p> <p><i>Understand the changes in society and culture in the early 20th century.</i></p> <p><i>Understand the causes of the Great Depression and the effect of the Great Depression on the American family.</i></p> <p><i>Understand how the Franklin D. Roosevelt administration and the New Deal addressed the Great Depression, redefined the role of government, and had a profound impact on American life.</i></p> <p><i>Understand the changes that created the economic boom after World War II.</i></p>	

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HISTORY, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
				<p><i>viable culture to cope with the effects of slavery.</i></p> <p><i>Identify and understand the events that led to the Civil War.</i></p> <p><i>Understand the political, economic, and social causes, course, and impact of the Civil War.</i></p> <p><i>Understand how Reconstruction affected the country.</i></p> <p><i>Identify and understand Constitutional changes that resulted from the Civil War and Reconstruction.</i></p> <p><i>Understand the effects of Indian Wars and the opening of the West on Native American tribes.</i></p> <p><i>Understand the effects of the Irish potato famine in the mid-1800s on the</i></p>		

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HISTORY, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
				<p><i>U.S. society.</i></p> <p><i>Understand the motivations for territorial expansion to the Pacific Ocean/Hawaii (“Manifest Destiny”).</i></p> <p><i>Understand the effect of territorial expansion on other nations and their people.</i></p>		
<p>STATE & LOCAL HISTORY</p> <p>Understand and interpret the history of the state of Oregon.</p>	<p>Understand and interpret events, issues, and developments in Oregon history.</p>		<p>Understand how individuals changed or significantly influenced the course of Oregon state history.</p> <p><i>Identify significant people in the history of Oregon from pre-history through the period of the American Revolution.</i></p> <p><i>Understand the interactions and contributions of the various people and</i></p>	<p>Understand how various groups of people were affected by events and developments in Oregon state history.</p> <p><i>Identify and understand significant events, developments, groups, and people in the history of Oregon from post-American Revolution until 1900.</i></p> <p><i>Understand the</i></p>	<p>Understand the causes, characteristics, and impact of political, economic, and social developments in Oregon state history.</p> <p><i>Identify and understand significant events, developments, groups, and people in the history of Oregon after 1900.</i></p> <p><i>Understand the interactions and contributions of the</i></p>	

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HISTORY, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
			<i>cultures that have lived in or migrated to the area that is now Oregon from pre-history through the period of the American Revolution.</i>	<i>interactions and contributions of the various people and cultures that have lived in or migrated to the area that is now Oregon from post-American Revolution until 1900.</i>	<i>various people and cultures that have lived in or migrated to the area that is now Oregon after 1900. Consider and analyze different interpretations of key events and/or issues in history from the perspective of Oregon.</i>	
Understand and interpret events, issues, and developments in the history of one's family, local community, and culture.	Understand and interpret events, issues, and developments in local history.	Understand events from local history.	Understand how individuals changed or significantly influenced the course of local history.	Understand the lasting influence of events and developments in local history.	Understand the causes, characteristics and impact, and lasting influence of political, economic, and social developments in local history.	

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SOCIAL SCIENCE ANALYSIS: Design and implement strategies to analyze issues, explain perspectives, and resolve issues using the social sciences.

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
Define and clarify an issue so that its dimensions are well understood.	Identify, research, and clarify an event, issue, problem, or phenomenon of significance to society.	Identify an issue or problem that can be studied.	<p>Examine an event, issue, or problem through inquiry and research.</p> <p><i>#37 Reduce, Reuse, Recycle</i></p> <p><i>#38 Every Drop Counts</i></p> <p><i>#52B A Look at Aluminum</i></p> <p><i>#54 I'd Like to Visit a Place Where</i></p> <p><i>#73 Waste Watchers</i></p> <p><i>#86 Our Changing World</i></p> <p><i>#96 Improve Your Place</i></p>	<p>Clarify key aspects of an event, issue, or problem through inquiry and research.</p> <p><i>#37 Reduce, Reuse, Recycle</i></p> <p><i>#38 Every Drop Counts</i></p> <p><i>#50 400-Acre Wood</i></p> <p><i>#52B A Look at Aluminum</i></p> <p><i>#54 I'd Like to Visit a Place Where</i></p> <p><i>#71B&C Watch on Wetlands</i></p> <p><i>#73 Waste Watchers</i></p> <p><i>#84 The Global Climate</i></p> <p><i>#86 Our Changing World</i></p> <p><i>#96 Improve Your Place</i></p>	Define, research, and explain an event, issue, problem, or phenomenon and its significance to society.	Define and explain a complex event, issue, problem, or phenomenon (historical or contemporary) of significance to society.

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SOCIAL SCIENCE ANALYSIS, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
Acquire and organize materials from primary and secondary sources.	Gather, use, and evaluate researched information to support analysis and conclusions.	Gather information relating to an issue or problem.	Gather, use, and document information from multiple sources (e.g. print, electronic, human, primary, secondary). <i>#37 Reduce, Reuse, Recycle</i> <i>#38 Every Drop Counts</i> <i>#40 Then and Now</i> <i>#52B A Look at Aluminum</i> <i>#54 I'd Like to Visit a Place Where</i> <i>#86 Our Changing World</i> <i>#96 Improve Your Place</i>	Gather, interpret, use, and document information from multiple sources, distinguishing facts from opinions and recognizing points of view. <i>#37 Reduce, Reuse, Recycle</i> <i>#38 Every Drop Counts</i> <i>#40 Then and Now</i> <i>#50 400-Acre Wood</i> <i>#52B A Look at Aluminum</i> <i>#54 I'd Like to Visit a Place Where</i> <i>#71B&C Watch on Wetlands</i> <i>#86 Our Changing World</i>	Gather, analyze, use, and document information from various sources, distinguishing facts, opinions, inferences, biases, stereotypes, and persuasive appeals. Understand what it means to be a critical consumer of information.	Analyze, interpret, and evaluate researched information, statistics, and other data, presenting differing points of view, noting patterns, limitations, and biases.
Explain various perspectives on an event or issue and the reasoning behind them.	Understand an event, issue, problem, or phenomenon from multiple perspectives.	Identify and compare different ways of looking at an event, issue, or problem.	Identify and study two or more points of view of an event, issue, or problem. <i>#19 Viewpoints on the Line</i>	Examine a controversial event, issue, or problem from more than one perspective. <i>#19 Viewpoints on the</i>	Analyze an event, issue, problem, or phenomenon from varied or opposed perspectives or points of view.	Analyze short- and long-term causes and effects of events, issues, and phenomena at various levels, from local to international.

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SOCIAL SCIENCES

Adopted April 2001

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SOCIAL SCIENCE ANALYSIS, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
			<i>#37 Reduce, Reuse, Recycle</i> <i>#38 Every Drop Counts</i> <i>#52B A Look at Aluminum</i> <i>#86 Our Changing World</i> <i>#96 Improve Your Place</i>	<i>Line</i> <i>#33 Forest Consequences</i> <i>#35 Loving It Too Much</i> <i>#37 Reduce, Reuse, Recycle</i> <i>#38 Every Drop Counts</i> <i>#50 400-Acre Wood</i> <i>#52B A Look at Aluminum</i> <i>#71B&C Watch on Wetlands</i> <i>#86 Our Changing World</i> <i>#96 Improve Your Place</i>		
Identify and analyze an issue.	Identify and analyze characteristics, causes, and consequences of an event, issue, problem, or phenomenon.	Identify how people or other living things might be affected by an event, issue, or problem.	Identify characteristics of an event, issue, or problem, suggesting possible causes and results. <i>#37 Reduce, Reuse, Recycle</i>	Examine the various characteristics, causes, and effects of an event, issue, or problem. <i>#33 Forest Consequences</i> <i>#35 Loving It Too</i>	Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short- and long-term effects.	

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SOCIAL SCIENCE ANALYSIS, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
			<i>#38 Every Drop Counts</i> <i>#52B A Look at Aluminum</i> <i>#54 Planning the Ideal Community</i> <i>#86 Our Changing World</i> <i>#96 Improve Your Place</i>	Much <i>#37 Reduce, Reuse, Recycle</i> <i>#38 Every Drop Counts</i> <i>#50 400-Acre Wood</i> <i>#52B A Look at Aluminum</i> <i>#71B&C Watch on Wetlands</i> <i>#86 Our Changing World]</i> <i>#96 Improve Your Place</i>		
Select a course of action to resolve an issue.	Identify, compare, and evaluate outcomes, responses, or solutions; then reach a supported conclusion.	Identify possible options or responses; then make a choice or express an opinion.	Identify a response or solution and support why it makes sense, using support from research. <i>#37 Reduce, Reuse, Recycle</i> <i>#38 Every Drop Counts</i> <i>#52B A Look at Aluminum</i> <i>#54 I'd Like to Visit a</i>	Consider two or more outcomes, responses, or solutions; identify their strengths and weaknesses; then conclude and justify which is the best. <i>#33 Forest Consequences</i> <i>#35 Loving It Too Much</i>	Propose, compare, and judge multiple responses, alternatives, or solutions; then reach a defensible, supported conclusion.	Reach reasoned conclusions, acknowledging alternative interpretations and using supporting data and defensible criteria.

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SOCIAL SCIENCE ANALYSIS, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
			<i>Place Where</i> <i>#86 Our Changing World</i> <i>#96 Improve Your World</i>	<i>#37 Reduce, Reuse, Recycle</i> <i>#38 Every Drop Counts</i> <i>#50 400-Acre Wood</i> <i>#52B A Look at Aluminum</i> <i>#71B&C Watch on Wetlands</i> <i>#86 Our Changing World</i> <i># 96 Improve Your World</i>		

Subject Area Endorsement Requirements

Subject area endorsement requirements for **Social Sciences** have been set by the State Board of Education, based on the state's performance standards. School districts may award a Subject Area Endorsement in Social Sciences to students who meet the performance standard on the statewide assessment.

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