



Oregon  
University  
System



Oregon Department  
of Education

Alignment of CIM and CAM  
Content Standards and Benchmarks  
with the PASS Proficiency Standards

Content Area: **Social Science**

Adopted by the State Board of Education  
March 19, 1998

# The Alignment of CIM and CAM Content Standards with PASS Proficiency Standards

## Background

In 1991, the state legislature passed the Oregon Educational Act for the 21st Century. The Act was amended in 1995 to require the State Board of Education to adopt content standards in English, Mathematics, Science, the Social Sciences, the Arts, and Second Language and to revise the Common Curriculum Goals. The Act also required the State Board of Education to “regularly and periodically review and revise its Common Curriculum Goals” including the “rigorous academic content standards.” (ORS 329.945)

Beginning in 1995 and continuing through September 1996, the Oregon Department of Education (ODE) developed the content standards and revised the Common Curriculum Goals. A team of nationally recognized curriculum experts—as well as over 1,500 citizens throughout Oregon—reviewed the standards, giving input for refinement. Copies of the draft standards were widely disseminated, and comments were invited from business people, educators, and the public. In September 1996, the State Board of Education adopted the Common Curriculum Goals and content standards, along with performance standards in mathematics and English, with the understanding that ODE staff would continue its work on the standards for the social sciences.

## Aligning CIM, CAM, and PASS

The ODE has completed a technical review of the standards in partnership with the Oregon University System (OUS) to align the Certificates of Initial Mastery (CIM) standards, the Certificate of Advanced Mastery (CAM) standards, and the Proficiency-based Admissions Standards System (PASS). The process began with a review of the standards in the spring of 1997 and during the K-12 Summer Design Institute. Subsequent teams, including representatives from ODE and PASS, reviewed

the comments on the standards that were provided during the spring and summer and adjusted the language of the content standards to clarify their meaning and to better align CIM, CAM, and PASS.

Content and assessment panels also provided input about the proposed aligned standards. National experts reviewed them for quality and alignment with the National Assessment of Educational Progress (NAEP) and the Third International Mathematics and Science Study (TIMSS) assessments. In addition, the Oregon Parent Teacher Association reviewed possible adjustments at its October board meeting. A parent group reviewed the proposed alignment at a January 1998 meeting in Bend.

Participants in the regional review meetings held throughout the state from January 7 - 15 further informed the technical review, resulting in this set of aligned standards, prepared for first reading at the January 22 meeting of the State Board of Education. Regional review sessions were held throughout the state in February. Adjustments made as a result of these meetings were presented to the State Board on February 19, 1998, for a second reading. The State Board adopted the Aligned Standards on March 19, 1998.

These standards go into effect in September 1998 to allow for alignment and printing of district curriculum materials.

## Continuous Improvement in a Standards-Based System

1987-1991	Development of Common Curriculum Goals and Essential Learning Skills
August 1995 - June 1996	Development of Academic Content Standards and revision of Common Curriculum Goals
June 1996	National Review of Proposed Standards
August 1996	Public Hearings on Content Standards
September 1996	State Board of Education adopts Content Standards
Summer 1997	Summer Design Institute addresses CIM/CAM/PASS System Alignment (K-12 educators from across the state)
Fall 1997	ODE/PASS Work Teams and state Content and Assessment Panels develop working draft of aligned standards
December 1997	State Board of Education discussion of biennial review process
January 7 - February 12, 1998	Regional meetings on proposed aligned standards
January 22, 1998	Proposed aligned standards presented to the State Board of Education for a first reading
February 19, 1998	Proposed aligned standards presented to the State Board of Education for a second reading
March 19, 1998	State Board of Education adopts aligned standards
April 1998	Aligned standards mailed to schools
September 1998	Implementation of aligned standards

### Terms Used in This Document:

**Common Curriculum Goals:** The knowledge and skills required in the K-12 curriculum, including Essential Learning Skills and Content Standards.

**Content Standards:** Required student knowledge and skills. Content standards answer the question, "What must a student know and be able to do?" Content standards have been developed in English, mathematics, science, social science, second languages, and the arts.

**Benchmark:** A point of reference from which student achievement may be measured. A benchmark indicates the expectations and requirements at a given point in time. Oregon's benchmarks are at grades 3, 5, 8, 10, and 12.

**PASS Criteria:** A point of reference that indicates the expectations and requirements for students entering Oregon's public universities.

# SOCIAL SCIENCE

## HISTORY

**ODE Definition:**

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

**PASS Proficiencies:**

Exhibit knowledge of the chronological flow of human history; identify major themes of historical change in prehistoric through contemporary periods.



Understand significant eras, concepts, people, events, and relationships in U.S. history. Employ historical thinking and inquiry to understand events, issues, developments, relationships, and perspectives of history, and to interpret current trends and issues.

Common Curriculum Goals	Content Standards	Grade 3 Benchmarks	Grade 5 Benchmarks	Grade 8 Benchmarks
<p>U.S. HISTORY: Understand and interpret events, issues, and developments within and across eras of U.S. history:</p> <p><b>Era 1:</b> Three Worlds Meet (Beginnings to 1620)</p> <p><b>Era 2:</b> Colonization and Settlement (1585-1763)</p> <p><b>Era 3:</b> Revolution and the New Nation (1754-1820s)</p> <p><b>Era 4:</b> Expansion and Reform (1801-1861)</p> <p><b>Era 5:</b> Civil War and Reconstruction (1850-1877)</p> <p><b>Era 6:</b> Development of the Industrial U.S. (1870-1900)</p> <p><b>Era 7:</b> Emergence of Modern America (1890-1930)</p> <p><b>Era 8:</b> Great Depression and WW II (1929-1945)</p> <p><b>Era 9:</b> Post-war United States (1945-1970s)</p> <p><b>Era 10:</b> Contemporary United States (1968-present)</p>	<p>Understand the importance and lasting influence of issues, events, people, and developments in U. S. history.</p>	<p>Recognize and identify the significance of national symbols and holidays:</p> <p><b>National symbols:</b> United States flag, Statue of Liberty, national anthem, Pledge of Allegiance</p> <p><b>National holidays:</b> Fourth of July, Labor Day, Columbus Day, Veteran's Day, Thanksgiving Day, Martin Luther King, Jr. Day, Presidents' Day, Memorial Day</p>	<p>Understand how individuals changed or significantly influenced the course of U.S. history, including:</p> <p><b>Explorers:</b> Christopher Columbus, Hernán Cortés, Lewis and Clark</p> <p><b>Inventors:</b> Benjamin Franklin, Thomas Edison, Alexander Graham Bell, Henry Ford, Orville and Wilbur Wright, Dr. Charles Drew</p> <p><b>Leaders:</b> Abraham Lincoln, Frederick Douglass, Susan B. Anthony, Sitting Bull, Jane Addams, Helen Keller, Martin Luther King, Jr., Cesar Chavez</p> <p>Understand the causes, course, and impact of significant events of the American Revolution, including the roles of George Washington, Samuel Adams, and Thomas Jefferson.</p>	<p>Understand how various groups of people were affected by events and developments in U.S. history:</p> <ul style="list-style-type: none"> <li>-- mass migrations (voluntary and forced) and immigration;</li> <li>-- history of slavery and abolition;</li> <li>-- consequences of war and famine;</li> <li>-- benefits of scientific and technological developments;</li> <li>-- reform movements and the rise of labor unions;</li> <li>-- rise of big business, heavy industry, and mechanized farming;</li> <li>-- motivations for and impact on other countries of U.S. territorial expansion in the 19th century.</li> </ul> <p>Understand the political, economic, and social causes, course, and impact of the Civil War and Reconstruction.</p>

**Notes on History:**

Grade 10/CIM Benchmarks	Grade 12/CAM Benchmarks	PASS Criteria
<p>Understand the causes, characteristics, and impact of political, economic, and social developments in U.S. history:</p> <ul style="list-style-type: none"> <li>-- Progressivism at the local, state, and national levels;</li> <li>-- emergence of a modern capitalist economy in the 1920s;</li> <li>-- the Great Depression and the New Deal;</li> <li>-- influence of 20th century events in Asia and Europe on the U.S. (World Wars I and II).</li> </ul>	<p>Understand the causes, characteristics, and impact of political, economic, and social developments in U.S. history:</p> <ul style="list-style-type: none"> <li>-- economic boom after World War II;</li> <li>-- causes, course, and impact of the Korean War and the Vietnam War at home and abroad;</li> <li>-- the civil rights/equal rights movements;</li> <li>-- reshaping of U.S. foreign policy following the end of the Cold War;</li> <li>-- contemporary United States.</li> </ul>	<p>~ Understand the causes, characteristics, and impact of political, economic, and social developments in U.S. history.</p>

**Assessment Notes:**

~ PASS assessment focuses on historical thinking skills in relationship to content knowledge.

# SOCIAL SCIENCE

## HISTORY, CONTINUED

### ODE Definition:

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

### PASS Proficiencies:

Exhibit knowledge of the chronological flow of human history; identify major themes of historical change in prehistoric through contemporary periods.

Understand significant eras, concepts, people, events, and relationships in U.S. history. Employ historical thinking and inquiry to understand events, issues, developments, relationships, and perspectives of history, and to interpret current trends and issues.

Common Curriculum Goals	Content Standards	Grade 3 Benchmarks	Grade 5 Benchmarks	Grade 8 Benchmarks
<p>Use primary and secondary documents and historical artifacts to interpret historical events.</p> <p>Interpret and reconstruct chronological relationships.</p> <p>Analyze cause and effect relationships, including multiple causation.</p> <p>Recognize and interpret change and continuity over time.</p> <p>Understand how contemporary perspectives affect historical interpretations.</p>	<p>Understand and interpret relationships in history, including chronology, cause and effect, change, and continuity over time.</p>	<p>Understand calendar time sequences and chronological sequences within narratives.</p>	<p>Interpret data and chronological relationships presented in timelines and narratives.</p>	<p>Represent and interpret data and chronological relationships from history, using timelines and narratives.</p> <p>Recognize and explain causes and effects of significant events in history, and identify patterns of change and continuity over time.</p>

**Notes on History:**

Grade 10/CIM Benchmarks	Grade 12/CAM Benchmarks	PASS Criteria
<p>Reconstruct, interpret, and represent the chronology of significant events, developments, and narratives from U.S. history.</p> <p>Compare and contrast institutions and ideas in various eras of history, noting cause and effect relationships and change and continuity over time.</p>	<p>Understand, reconstruct, and represent the chronology of narratives and developments throughout U.S. history.</p> <p>Analyze cause and effect relationships, multiple causation, and patterns of change or continuity over time.</p>	<p>Use historical documents, narratives, and other data to understand historical context and view U.S. history through the perspectives of participants.</p> <p>Understand and reconstruct chronological relationships, patterns of succession and duration, and the chronology of narratives throughout U.S. history.</p> <p>Analyze cause and effect relationships, multiple causation, and patterns of change or continuity throughout U.S. history.</p> <p>Investigate questions and hypotheses about developments in U.S. history through historical research and social science analysis.</p>

**Assessment Notes:**

# SOCIAL SCIENCE

## HISTORY, CONTINUED

### ODE Definition:

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

### PASS Proficiencies:

Exhibit knowledge of the chronological flow of human history; identify major themes of historical change in prehistoric through contemporary periods.

Understand significant eras, concepts, people, events, and relationships in U.S. history. Employ historical thinking and inquiry to understand events, issues, developments, relationships, and perspectives of history, and to interpret current trends and issues.

Common Curriculum Goals	Content Standards	Grade 3 Benchmarks	Grade 5 Benchmarks	Grade 8 Benchmarks
<p>WORLD HISTORY: Understand and interpret events, issues, and developments within and across eras of world history:</p> <p><b>Era 1:</b> Beginnings of Human Society</p> <p><b>Era 2:</b> Early Civilizations and the Emergence of Pastoral Peoples (4000 BC-1000 BC)</p> <p><b>Era 3:</b> Classical Traditions, Major Religions, and Giant Empires (1000 BC-300 AD)</p> <p><b>Era 4:</b> Expanding Zones of Exchange and Encounters (300-1000)</p> <p><b>Era 5:</b> Intensified Hemispheric Interactions (1000-1500)</p> <p><b>Era 6:</b> Emergence of the First Global Age (1450-1770)</p> <p><b>Era 7:</b> Age of Revolutions (1750-1914)</p> <p><b>Era 8:</b> Half-Century of Crisis and Achievement (1900-1945)</p> <p><b>Era 9:</b> 20th Century since 1945: Promises and Paradoxes</p>	<p>Understand the importance and lasting influence of significant eras, cultures, issues, events, and developments in world history.</p>		<p>Understand how individuals significantly influenced the course of world history, including:</p> <p><b>Explorers:</b> Marco Polo, Vasco Da Gama, Ferdinand Magellan, Jacques Cousteau;</p> <p><b>Scientists &amp; Inventors:</b> Leonardo Da Vinci, Johann Gutenberg, Galileo, Louis Pasteur, Marie Curie;</p> <p><b>Leaders:</b> Kublai Khan, Mohandas Gandhi, Simon Bolivar, Nelson Mandela.</p>	<p>Understand the political, economic, and social characteristics and impact of early civilizations and eras on world development, including:</p> <p>-- Ancient civilizations of Egypt, the Americas (Mayas, Incas, Aztecs), China, and Greece;</p> <p>-- the Roman Republic and Empire;</p> <p>-- the Middle Ages;</p> <p>-- the Renaissance and Reformation;</p> <p>-- agricultural and industrial revolutions;</p> <p>-- imperialism and colonialism in the late 19th century.</p>



**Notes on History:**

Grade 10/CIM Benchmarks	Grade 12/CAM Benchmarks	PASS Criteria
<p>Understand the causes, characteristics, and impact of political, economic, and social developments, including:</p> <ul style="list-style-type: none"> <li>-- imperialism and colonialism in the 20th century;</li> <li>-- revolutions in China, Russia, and Mexico;</li> <li>-- Nazi Germany and the Holocaust.</li> </ul>	<p>Understand the causes, characteristics, and impact of political, economic, and social developments in the 20th century, including:</p> <ul style="list-style-type: none"> <li>-- dismantling of the empires belonging to European nations and Japan after World Wars I and II;</li> <li>-- political movements in Africa, Eurasia, and Latin America;</li> <li>-- revolution in communication and the emergence of economic interdependence.</li> </ul>	<p>~ Understand the importance and lasting influence of significant eras, cultures, developments, and ideas in human history.</p>

**Assessment Notes:**

~ PASS assessment focuses on historical thinking skills in relationship to content knowledge.

# SOCIAL SCIENCE

## HISTORY, CONTINUED

### ODE Definition:

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

### PASS Proficiencies:

Exhibit knowledge of the chronological flow of human history; identify major themes of historical change in prehistoric through contemporary periods.

Understand significant eras, concepts, people, events, and relationships in U.S. history. Employ historical thinking and inquiry to understand events, issues, developments, relationships, and perspectives of history, and to interpret current trends and issues.

Common Curriculum Goals	Content Standards	Grade 3 Benchmarks	Grade 5 Benchmarks	Grade 8 Benchmarks
<p>Interpret and reconstruct chronological relationships.</p> <p>Analyze cause and effect relationships, including multiple causation.</p> <p>Understand relationships among events, issues, and developments in different spheres of human activity (i.e., economic, social, political, cultural).</p> <p>Understand how contemporary perspectives affect historical interpretations.</p>	<p>Interpret and represent chronological relationships and patterns of change and continuity in world history.</p>			<p>Represent and interpret the general chronology of world history, using timelines and narratives.</p> <p>Compare and contrast ways of life in various times and cultures from world history, noting change and continuity over time.</p>
<p><b>STATE AND LOCAL HISTORY</b> Understand and interpret events, issues, and developments in the history of one's family, local community, and culture.</p> <p>Understand and interpret the history of the state of Oregon.</p>				

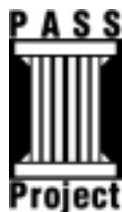
**Notes on History:**

<b>Grade 10/CIM Benchmarks</b>	<b>Grade 12/CAM Benchmarks</b>	<b>PASS Criteria</b>
Interpret and represent the chronology of significant events and developments in world history.  Identify and explain patterns of change and continuity in world history.	Understand and represent chronological relationships in world history, connecting them to contemporary developments or events.  Consider patterns of change and continuity in world history in relationship to contemporary events, issues, problems, and phenomena.	Understand and reconstruct chronological relationships and patterns of succession and duration in human history.

**Assessment Notes:**

# SOCIAL SCIENCE

## CIVICS AND GOVERNMENT



**ODE Definition:**

Understand and apply knowledge about governmental and political systems, and the rights and responsibilities of citizens.

**PASS Proficiency:**

Understand the principles, purposes, structures, and functions of government in the United States; its philosophical basis and historical evolution; the structure of power, authority, and governance; the relationship of the states to the federal government; the Constitution and Bill of Rights; the dynamics of conflicting rights and interests in the American political system; the role and responsibilities of citizenship; and patterns of democratic participation in American politics. Compare other forms of government and political systems to those found in the United States.

Common Curriculum Goals	Content Standards	Grade 3 Benchmarks	Grade 5 Benchmarks	Grade 8 Benchmarks
<p>Understand historic, geographic, social, and economic factors that help shape American society and ideas about government, including the structure and meaning of the Constitution and Bill of Rights.</p> <p>Describe the principles and ideals of American democracy (e.g., individual rights, public good, self government, justice, equality, popular sovereignty, constitutional government, rule of law, separation of powers, checks and balances, federalism).</p> <p>Describe the organization, responsibilities, and interrelationships of local, state, and federal government in the United States.</p> <p>Identify the roles of the three branches of government and explain how their powers are distributed and shared.</p>	<p>Understand the principles and ideals upon which the government of the United States is based.</p> <p>Understand the organization, responsibilities, functions, and interrelationships of federal, state, and local government in the United States.</p>	<p>Identify essential ideas and values expressed in national symbols and patriotic songs of the United States.</p> <p>Understand the purposes (e.g., order, stability) and roles of rules, leaders, and participants in government.</p>	<p>Identify essential ideas expressed in the Declaration of Independence and the Constitution.</p> <p>Identify and distinguish among the branches (legislative, executive, and judicial) and levels (federal, state, and local) of government in the United States.</p> <p>Identify how laws are made and enforced by government in the United States.</p>	<p>Understand the purposes of government as stated in the Constitution and specific provisions that limit the power of government in order to protect the rights of individuals.</p> <p>Identify how powers and responsibilities are distributed and balanced among the legislative, executive, and judicial branches of government at federal, state, and local levels.</p> <p>Understand the role of laws in the United States, and the processes through which they are made, applied, and enforced.</p>

**Notes on Civics and Government:**

Grade 10/CIM Benchmarks	Grade 12/CAM Benchmarks	PASS Criteria
Understand how the Constitution can be a vehicle for change and for resolving issues as well as a device for preserving values and principles of society.	Analyze how various provisions and foundational principles represented by the Constitution promote effective but limited government and apply to issues and policy in society.	Understand the philosophy and principles upon which the government of the United States is based.
Understand the purposes behind the organization of United States government and the responsibilities and interrelationships of its three branches, its agencies, and its levels (federal, state, local).	Analyze government involvement at the federal, state, and local levels relative to the resolution of a particular issue.	Apply understanding of the interrelationships among purposes, systems, structures, and functions of U.S. government.
Explain how laws are developed and applied to provide order, set limits, protect basic rights, and promote the common good.	Analyze the development, application, and enforcement of laws which significantly impact particular segments or contexts of society.	

**Assessment Notes:**

# SOCIAL SCIENCE

## CIVICS AND GOVERNMENT, CONTINUED

**ODE Definition:**

Understand and apply knowledge about governmental and political systems, and the rights and responsibilities of citizens.

**PASS Proficiency:**

Understand the principles, purposes, structures, and functions of government in the United States; its philosophical basis and historical evolution; the structure of power, authority, and governance; the relationship of the states to the federal government; the Constitution and Bill of Rights; the dynamics of conflicting rights and interests in the American political system; the role and responsibilities of citizenship; and patterns of democratic participation in American politics. Compare other forms of government and political systems to those found in the United States.

Common Curriculum Goals	Content Standards	Grade 3 Benchmarks	Grade 5 Benchmarks	Grade 8 Benchmarks
<p>Describe personal, political, and economic rights of citizens in the United States.</p> <p>Describe 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).</p> <p>Explain how political activity provides opportunities for choice and participation.</p> <p>Describe the character traits necessary to preserve and improve the American constitutional republic (e.g., individual responsibility, self-discipline, respect for others and the law, honesty, civic mindedness, ability to make informed choices).</p>	<p>Understand the roles, rights, and responsibilities of citizens in the United States.</p>	<p>Identify ways that people can participate in their communities and the rights and responsibilities of membership.</p>	<p>Identify how citizens can make their voices heard responsibly in the political process.</p>	<p>Understand citizens' roles and ways of participating responsibly in the political process.</p>

**Notes on Civics and Government:**

<b>Grade 10/CIM Benchmarks</b>	<b>Grade 12/CAM Benchmarks</b>	<b>PASS Criteria</b>
Understand the roles of citizens as informed, responsible participants in the political process.	Evaluate strategies for informed, responsible participation by citizens in the U.S. political system (local, state, or federal level).	Apply understanding of the U.S. political system and citizens' rights and responsibilities as informed, ethical participants.

*Assessment Notes:*

# SOCIAL SCIENCE

## CIVICS AND GOVERNMENT, CONTINUED

**ODE Definition:**

Understand and apply knowledge about governmental and political systems, and the rights and responsibilities of citizens.

**PASS Proficiency:**

Understand the principles, purposes, structures, and functions of government in the United States; its philosophical basis and historical evolution; the structure of power, authority, and governance; the relationship of the states to the federal government; the Constitution and Bill of Rights; the dynamics of conflicting rights and interests in the American political system; the role and responsibilities of citizenship; and patterns of democratic participation in American politics. Compare other forms of government and political systems to those found in the United States.

Common Curriculum Goals	Content Standards	Grade 3 Benchmarks	Grade 5 Benchmarks	Grade 8 Benchmarks
<p>Explain how nations interact with each other, how events and issues in other countries can affect citizens in the United States, and how actions of the United States can affect other peoples and nations.</p> <p>Describe how the American concepts of democracy and individual rights and responsibilities influence events in other countries and how events in other countries influence American politics and society.</p> <p>Describe U.S. foreign policy and its consequences in relation to national interest and American values.</p>	<p>Understand how the United States government relates and interacts with other nations.</p>	<p>Recognize that the world is divided into different nations that interact with one another (e.g., trade, cultural exchange, cooperation, and conflict).</p>	<p>Recognize examples of how nations interact with one another through trade, diplomacy, cultural contacts, treaties, and agreements.</p>	<p>Identify how the actions of the U.S. government affect citizens of other countries and, in turn, affect its own citizens.</p>



**Notes on Civics and Government:**

Grade 10/CIM Benchmarks	Grade 12/CAM Benchmarks	PASS Criteria
<p>Understand the purposes and functions of major international organizations (e.g., United Nations, NATO, Red Cross) and how the United States interacts with other nations through them.</p>	<p>Evaluate and defend positions on international issues in light of national interests, values, and principles.</p>	<p>Understand how other governmental and political systems compare and interact with those of the United States.</p>

*Assessment Notes:*

# SOCIAL SCIENCE

# GEOGRAPHY



**ODE Definition:**

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

**PASS Proficiency:**

Know and use geographic information, concepts, and skills to understand and analyze historical, social, economic, political, cultural, and environmental issues.

Common Curriculum Goals	Content Standards	Grade 3 Benchmarks	Grade 5 Benchmarks	Grade 8 Benchmarks
<p>Understand the spatial concepts of location, distance, direction, scale, movement, and region.</p> <p>Recognize and use appropriate geographic tools and technology (e.g., maps, globes, graphs, diagrams, aerial and other photographs, and satellite-produced images) to answer geographic questions, analyze spatial distributions, and patterns and solve geographic problems.</p> <p>Locate major physical and human (cultural) features of the Earth.</p> <p>Use maps to organize information about people, places, and environments in a spatial context.</p> <p>Compare 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>Locate places and explain geographic information or relationships by reading, interpreting, and preparing maps and other geographic representations.</p> <p>Identify and explain physical and human characteristics of places and regions, the processes that have shaped them, and their geographic significance.</p>	<p>View and draw simple maps and pictures to locate, describe, and show movement among places.</p> <p>Identify physical characteristics of places and compare them.</p>	<p>Examine and prepare maps, charts, and other visual representations to locate places and interpret geographic information.</p> <p>Locate and identify on maps the continents of the world, the 50 states of the United States, and the major physical features of Oregon.</p> <p>Identify physical and human characteristics of regions in the United States and the processes that have shaped them.</p>	<p>Read, interpret, and prepare maps, charts, graphs, and other visual representations to understand geographic relationships.</p> <p>Locate and identify on maps and globes the regions of the world and their prominent physical features.</p> <p>Explain and compare physical and human characteristics of major regions and significant places in the world.</p>

**Notes on Geography:**

Grade 10/CIM Benchmarks	Grade 12/CAM Benchmarks	PASS Criteria
<p>Use, interpret, and construct geographic representations (maps, globes, charts, graphs, diagrams, models, photographs, databases) to analyze information, explain spatial relationships, and compare places.</p>	<p>Use, analyze, and design geographic representations to interpret and evaluate information related to a specific context.</p>	<p>Use, analyze, and design geographic representations to interpret and evaluate information and support conclusions.</p>
<p>Locate and identify places, regions, and geographic features that have played prominent roles in historical or contemporary issues and events.</p>	<p>Locate places and regions that have significance within a specific context and describe their physical, social, cultural, political, and economic characteristics.</p>	<p>Locate, map, and describe major physical and human geographic phenomena (e.g., regions of strategic importance, political boundaries, distributions of populations or cultures, geological fault lines, sources of weather patterns) of significance to historical and contemporary events and issues.</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>Analyze interrelationships among the characteristics of places and the physical, social, cultural, economic, or technological processes that shape them.</p>	<p>Analyze interrelationships among the characteristics of places and the physical, social, cultural, economic, or technological processes that shape them.</p>

**Assessment Notes:**

# SOCIAL SCIENCE

## GEOGRAPHY, CONTINUED

**ODE Definition:**

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

**PASS Proficiency:**

Know and use geographic information, concepts and skills to understand and analyze historical, social, economic, political, cultural, and environmental issues.

Common Curriculum Goals	Content Standards	Grade 3 Benchmarks	Grade 5 Benchmarks	Grade 8 Benchmarks
<p>Understand the social, cultural, and economic processes that change the characteristics of places and regions over time (e.g., development, accessibility, migration, resource use, belief systems, transportation and communication systems, major technological changes, environment, wars).</p> <p>Understand why places and regions are important to human identity and serve as symbols to unify or fragment society.</p> <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).</p> <p>Understand the functions, sizes, and spatial arrangements of urban areas on Earth.</p> <p>Compare and contrast one area of settlement to another (e.g., resources, length of settlement, accessibility).</p>	<p>Understand the distribution and movement of people, ideas, and products.</p> <p>Explain how humans and the physical environment impact and influence each other.</p>	<p>Identify population patterns and cultures in a community.</p> <p>Describe how peoples' lives are affected by the physical environment.</p>	<p>Identify patterns of migration and cultural interaction in the United States.</p> <p>Explain how physical environments are affected by human activities and present opportunities, constraints, and hazards for people.</p>	<p>Identify patterns of population distribution, migration, and cultural interaction in the United States.</p> <p>Explain how human modification of the physical environment in a place affects both that place and other places.</p>

**Notes on Geography:**

**Assessment Notes:**

<b>Grade 10/CIM Benchmarks</b>	<b>Grade 12/CAM Benchmarks</b>	<b>PASS Criteria</b>
<p>Understand how transportation and communication patterns have affected the flow and interactions of people, ideas, and products.</p>	<p>Analyze issues and effects of population demographics, distribution, and cultural and movement patterns within a specific context.</p>	<p>Analyze processes of human and cultural distribution, migration, acculturation, interaction, assimilation, or conflict.</p>
<p>Analyze human modifications of the physical environment, their global impacts, and consequences for human activity.</p>	<p>Analyze an issue, event, phenomenon, or problem in terms of the interaction and interdependence of physical and human systems.</p>	<p>Analyze issues, events, phenomena, or problems in terms of the interaction and interdependence of physical and human systems.</p>

# SOCIAL SCIENCE

## GEOGRAPHY, CONTINUED

**ODE Definition:**

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

**PASS Proficiency:**

Know and use geographic information, concepts and skills to understand and analyze historical, social, economic, political, cultural, and environmental issues.

Common Curriculum Goals	Content Standards	Grade 3 Benchmarks	Grade 5 Benchmarks	Grade 8 Benchmarks
<p>Predict trends in world population numbers and patterns including differences in settlement of developing and developed countries.</p> <p>Describe the consequences of humans changing the physical environment (e.g., ozone, forests, air, water) and how human changes in one place affect other places.</p> <p>Understand how differing points of view, self interests, and global distribution of natural resources play a role in conflict over territory.</p> <p>Describe how physical characteristics of places and regions affect human activities.</p> <p>Understand the geographic results of resource use and management programs and policies.</p>				

*Notes on Geography:*

*Assessment Notes:*

Grade 10/CIM Benchmarks	Grade 12/CAM Benchmarks	PASS Criteria

# SOCIAL SCIENCE

# ECONOMICS



**ODE Definition:**

**PASS Proficiency:**

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

Analyze the structure and functioning of various economic systems, their relationship to national and international political, social, and geographic systems, and the conditions that influence the development of such systems.

Common Curriculum Goals	Content Standards	Grade 3 Benchmarks	Grade 5 Benchmarks	Grade 8 Benchmarks
<p>Understand that resources are limited (e.g., scarcity, opportunity, cost).</p> <p>Understand economic trade-offs and how choices result in both costs and benefits to individuals and society.</p> <p>Understand economic concepts, principles, and factors affecting the allocation of available resources in the U.S. market economy.</p> <p>Understand the role of government and institutions (i.e., banks, labor unions) in various economic systems in the U.S. market economy.</p> <p>Apply economic concepts and principles to issues of personal finance.</p>	<p>Understand how the U.S. market economy functions as a system to address issues of resource allocation, including production, consumption, and exchange of goods and services.</p> <p>Understand how economic conditions in a market economy influence and are influenced by the decisions of consumers, producers, economic institutions, and government.</p> <p>Demonstrate the knowledge and skills necessary to make reasoned and responsible financial decisions as a consumer, producer, saver, and investor in a market economy.</p>	<p>Understand that limited resources make economic choices necessary.</p> <p>Identify ways of making money to buy a desired product and what it will cost in time and energy for each option.</p>	<p>Understand that all economic choices have costs and benefits, and compare options in terms of costs and benefits.</p> <p>Understand how supply and demand influence price, and how price increases or decreases influence the decisions of consumers.</p> <p>Understand the processes of earning, saving, spending, budgeting, and recordkeeping in money management.</p>	<p>Understand incentives in a market economy that influence individuals and businesses in allocating resources (time, money, labor, natural resources).</p> <p>Understand how banks and credit unions serve savers and borrowers.</p> <p>Understand factors that determine personal income, and predict future earnings based on plans for education and training.</p>



**Notes on Economics:**

Grade 10/CIM Benchmarks	Grade 12/CAM Benchmarks	PASS Criteria
<p>Understand how incentives, specialization, and competition affect production and consumption in a market economy.</p>	<p>Examine how the U.S. market economy functions within a contemporary context.</p>	<p>Examine how a market economy functions as a system and compares with other economic systems.</p>
<p>Understand how consumers, producers, economic institutions, and government respond to changes in the economy.</p>	<p>Use economic indicators (consumer price index, productivity, unemployment, GNP) to understand current economic conditions and their relationship to the behavior of savers, borrowers, investors, producers, and consumers.</p>	<p>Analyze trends in economic conditions and indicators, and their relationship to national and international political, social, and geographic factors.</p>
<p>Analyze the potential risks and returns of various investment opportunities in a market economy, including entrepreneurship.</p>	<p>Apply the concepts of marginal cost and marginal benefit in making economic decisions regarding financial planning, the use of credit, and the purchase of goods and services.</p>	<p>Analyze and evaluate economic issues, problems, and decisions at local, national, or international levels, considering economic data, concepts, and theories.</p>

**Assessment Notes:**

# SOCIAL SCIENCE

## SOCIAL SCIENCE ANALYSIS



**ODE Definition:**

**PASS Proficiency:**

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

Research and analyze complex societal issues, phenomena, and events, posing and communicating potential responses. Use the varied perspectives of the social sciences, varied data sources, and technology in social science inquiry and analysis.

Common Curriculum Goals	Content Standards	Grade 3 Benchmarks	Grade 5 Benchmarks	Grade 8 Benchmarks
<p>Define and clarify an issue so that its dimensions are well understood.</p>	<p>Identify, research, and clarify an event, issue, problem, or phenomenon of significance to society.</p> <p>Gather, use, and evaluate researched information to support analysis and conclusions.</p>	<p>Identify an issue or problem that can be studied.</p>	<p>Examine an event, issue, or problem through inquiry and research.</p> <p>Gather, use, and document information from multiple sources (e.g., print, electronic, human).</p>	<p>Clarify key aspects of an event, issue, or problem through inquiry and research.</p> <p>Gather, interpret, use, and document information from multiple sources, distinguishing facts from opinions and recognizing points of view.</p>
<p>Explain various perspectives on an event or issue and the reasoning behind them.</p>	<p>Understand an event, issue, problem, or phenomenon from multiple perspectives.</p>	<p>Identify and compare different ways of looking at an event, issue, or problem.</p>	<p>Identify and study two or more points of view on an event, issue, or problem.</p>	<p>Examine a controversial event, issue, or problem from more than one perspective.</p>

**Notes on Social Science Analysis:**

Grade 10/CIM Benchmarks	Grade 12/CAM Benchmarks	PASS Criteria
<p>Define, research, and explain an event, issue, problem, or phenomenon and its significance to society.</p>	<p>Define, research, and explain a significant event, issue, problem, or phenomenon, its context and its implications for individuals and communities.</p>	<p>Define, research, and explain complex events, issues, problems, and phenomena (historical or contemporary) of significance to society.</p>
<p>Gather, analyze, use, and document information from various sources, distinguishing facts, opinions, inferences, biases, stereotypes and persuasive appeals.</p>	<p>Generate or gather, analyze, interpret, and evaluate data, statistics, and information, noting patterns, limitations, and biases.</p>	<p>Generate or gather, analyze, interpret, and evaluate data, statistics, and information, noting patterns, limitations, and biases.</p>
<p>View and explain an event, issue, problem, or phenomenon from varied or opposed perspectives or points of view.</p>	<p>View and understand an event, issue, problem, or phenomenon in multiple ways, using information and perspectives from various disciplines or interests.</p>	<p>Use, integrate, and communicate research and analysis for a variety of purposes, audiences, and contexts.</p> <p>View and understand complex events, issues, problems, and phenomena using multiple perspectives from the social sciences (i.e., historical, geographic, political, economic, sociological, anthropological, psychological).</p>

**Assessment Notes:**

# SOCIAL SCIENCE

## SOCIAL SCIENCE ANALYSIS, CONTINUED

**ODE Definition:**

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

**PASS Proficiency:**

Research and analyze complex societal issues, phenomena, and events, posing and communicating potential responses.

Common Curriculum Goals	Content Standards	Grade 3 Benchmarks	Grade 5 Benchmarks	Grade 8 Benchmarks
<p>Identify, analyze, and select a course of action to resolve an issue.</p>	<p>Identify and analyze characteristics, causes, and consequences of an event, issue, problem, or phenomenon.</p> <p>Identify, compare, and evaluate outcomes, responses, or solutions, then reach a supported conclusion.</p>	<p>Identify how people or other living things might be affected by an event, issue, or problem.</p> <p>Identify possible options or responses, then make a choice or express an opinion.</p>	<p>Explain characteristics of an event, issue, or problem, suggesting possible causes and results.</p> <p>Identify a response or solution and explain why it makes sense, using support from research.</p>	<p>Examine the various characteristics, causes, and effects of an event, issue, or problem.</p> <p>Consider two or more outcomes, responses, or solutions, identify their strengths and weaknesses, then conclude and justify which is the best.</p>

**Notes on Social Science Analysis:**

**Assessment Notes:**

Grade 10/CIM Benchmarks	Grade 12/CAM Benchmarks	PASS Criteria
<p>Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short- and long-term effects.</p> <p>Propose, compare, and judge multiple responses, alternatives, or solutions, then reach a defensible, supported conclusion.</p>	<p>Analyze an event, issue, problem, or phenomenon within a particular context, explaining multiple characteristics, causes, and consequences.</p> <p>Propose, compare, and evaluate multiple responses, alternatives, or solutions, considering context, using defensible criteria, and supporting conclusions.</p>	<p>Analyze multiple characteristics, causes, and consequences of events, issues, problems, and phenomena at various levels, from local to international.</p> <p>Propose, compare, and evaluate multiple responses, alternatives, or solutions, using supporting data and defensible criteria to reach reasoned conclusions.</p>



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