

SOCIAL SCIENCE Standards for 2005-06

TRANSITIONS



**A Framework of Oregon Standards
to Prepare Middle- and High-School Students
for College Success**

SPONSORED BY:

Oregon University System

Oregon Department of Education

Department of Community Colleges
& Workforce Development



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This document and the *Transitions* documents for other content areas are available as PDFs on the PASS website, www.ous.edu/pass

Introduction

This *Transitions* document illustrates the aligned academic standards for the social sciences that Oregon educators have identified for Grade 8 through college-entry level.

- The Grade 8 standards describe what students should know to move successfully into high school coursework and meet the expectations of an increasingly complex curriculum.
- The High School standards define initial mastery of basic high school knowledge and skills. These standards support students as they move from high school to their future roles as family members, college students, workforce participants, and citizens.
- The High School-to-College standards are based on the Proficiency-based Admission Standards System (PASS) used by the Oregon University System (OUS). OUS uses the PASS standards and assessments to define and measure the knowledge and skills students need for a successful transition from high school to college.

Each document in the *Transitions* series supplements:

1. the *PASS Guides to Teaching and Assessing Proficiency for University Admission* in each content area (available through the *documents/standards-assess* link at <http://pass.ous.edu/>) and
2. the *Oregon Standards Newspaper* (available from the *Publications* link at <http://www.ode.state.or.us/>). Note that in the columns for Grade 8 and High School standards, the italicized text defines eligible content that may appear on the Oregon Statewide Assessments.

Oregon is a leader among states in identifying and adopting an aligned framework of K-16 academic standards. The *Transitions* documents will be useful to those who guide students through their transitions from middle school to high school and from high school to community college, the university, and beyond.

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OREGON GRADE-LEVEL STANDARDS Grade 8

HIGH SCHOOL STANDARDS (CERTIFICATES OF INITIAL AND ADVANCED MASTERY)

OREGON HIGH SCHOOL-TO-COLLEGE STANDARDS (PASS)

CIVICS AND GOVERNMENT

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.

Distinguish the purposes of government as stated in the Preamble.

Understand how the power of government is limited in the United States.

Recognize the provisions of the Bill of Rights (Amendments 1-10) that protect individual rights.

Identify and distinguish how powers and responsibilities are distributed and balanced among the federal, state, and local levels.

Identify the power and/or responsibility of each level of government.

Understand how laws are made and enforced at the federal, state, and local levels.

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Understand the purpose of laws and government, provisions to limit power, and the ability to meet changing needs as essential ideas of the Constitution.

Understand the “supremacy clause” of the U.S. Constitution as a means of resolving conflicts between state and federal law.

Understand the concept of judicial review as a means of resolving conflict over the interpretation of the Constitution and the actions of government.

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.

Understand the interrelationship between local, state, and federal government.

Understand the primary function of federal, state, and local levels of government and how the actions of one influence the workings of the others.

Understand how federalism creates shared and reserved powers at each level of government.

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UNDERSTAND STRUCTURES AND SYSTEMS OF U.S. GOVERNMENT (PASS Standard E)

Understand the principles, structures, and functions of government in the United States and the rights and responsibilities of its citizens.

Criterion E1: UNDERSTANDING OF U.S. GOVERNMENT PRINCIPLES

Understand the philosophy and principles upon which the government of the United States is based.

Descriptions of Proficient Performance for E1:

- demonstrates a conceptual understanding of:
 - the basic philosophies and principles underlying U.S. government
 - the principles described in the Constitution and other foundation documents
 - the system of checks and balances among the three branches of government
- recognizes how the principles of the U.S. government affect governmental decisions and relations with the world

Criterion E2: UNDERSTANDING OF U.S. GOVERNMENT SYSTEM

Understand the interrelationships of government under the U.S. Constitution.

Descriptions of Proficient Performance for E2:

- demonstrates understanding of the purposes of U.S. government as outlined in the Constitution and the Bill of Rights
- demonstrates understanding of individual rights as provided in the Constitution and the amendments
- demonstrates understanding of governmental structures at federal, state, or local levels and describes procedures of governmental action

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HIGH SCHOOL STANDARDS (CERTIFICATES OF INITIAL AND ADVANCED MASTERY)

OREGON HIGH SCHOOL-TO-COLLEGE STANDARDS (PASS)

CIVICS AND GOVERNMENT, *cont.*

Understand the powers of each branch of government as stated in the Constitution.

Understand the basic idea of checks and balances of each branch of the federal government.

Identify the legislative, executive, and judicial institutions at each level of government.

Understand the powers and responsibilities of the executive branch of government.

Understand how courts are organized by level and jurisdiction, and that law is divided into Constitutional Law, criminal law, and civil law.

Understand citizens' rights and how the Constitution protects those rights.

Identify and understand the rights of citizens guaranteed under the Bill of Rights.

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Understand how the branches of government have powers and limitations.

Understand how laws are developed and applied to provide order, set limits, protect basic rights, and promote the common good.

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.

Identify and understand the powers and limits to power of the Presidency.

Understand the role of the courts and of the law in protecting the rights of U.S. citizens.

Understand how the Bill of Rights offers protection of individual rights and how rights are limited for the benefit of the common good.

Understand the role of due process in the protection of individuals.

Understand how the rights of citizens have been augmented by case law decisions.

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- analyzes the role, structure, development, interpretation, and enforcement of law
- examines historical and contemporary issues in relation to the principles of U.S. government

Criterion E3: **UNDERSTANDING OF U.S. POLITICAL SYSTEM**

Explore citizen participation and responsibilities as informed participants within the U.S. government's political system.

Descriptions of Proficient Performance for E3:

- explains the roles of political parties and movements as they relate to the principles of constitutional government
- examines the electoral process, voting system, and implications of citizen participation
- participates in the political processes or demonstrates understanding of methods by which citizens can participate



OREGON GRADE-LEVEL STANDARDS Grade 8

HIGH SCHOOL STANDARDS (CERTIFICATES OF INITIAL AND ADVANCED MASTERY)

OREGON HIGH SCHOOL-TO-COLLEGE STANDARDS (PASS)

CIVICS AND GOVERNMENT, *cont.*

Understand how citizens can make their voices heard in the political process.

Identify and give examples of ways that citizens can let their opinions be known in the political process.

Identify and give examples of how groups and organizations can influence the actions of government.

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.

Understand how actions of the U.S. government affect citizens of both the United States and other countries.

Know how the U.S. government affects citizens of other countries.

Know how U.S. government actions with other nations affect citizens of the United States.

Understand various forms of government.

Compare and contrast various forms of government to the United States' government.

Understand the civic responsibilities of U.S. citizens and how they are met.

Identify the responsibilities of citizens in the United States and understand what an individual can do to meet these responsibilities.

Understand how government policies and decisions have been influenced and changed by individuals, groups, and international organizations.

Understand how U.S. political parties have influenced government policy and decisions.

Understand the causes, course, and impact of the civil rights/equal rights movements.

Understand the Constitutional changes that resulted from major events in the 20th century.

Understand the purposes and functions of major international organizations and the role of the United States in them.

Understand and give examples of how international organizations influence policies or decisions.

Understand the purposes and functions of the United Nations, and the role of the United States in the United Nations.

Understand the purpose and function of international humanitarian agencies and special interest advocacy groups, and how the United States interacts with people in other nations through these organizations.

Understand how various forms of government function in different situations.

Compare and contrast how various forms of government function in similar and different situations.



ECONOMICS

Understand incentives in a market economy that influence individuals and businesses in allocating resources (time, money, labor, and natural resources).

Know that people respond predictably to positive and negative incentives.

Understand how trade-offs and opportunity costs can be identified and measured.

Know and give examples of how changes in the economy impose costs on some and benefits on others because they arbitrarily redistribute purchasing power.

Distinguish between “needs” and “wants” in the U.S. and other countries of the world, and the impact of the media

Understand how price is an incentive for both buyers and producers/sellers in the marketplace.

Understand how supply and demand respond predictably to changes in economic circumstances.

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Understand how specialization and competition influence the allocation of resources.

Understand how specialization increases efficiency, potential output, and consumer well being, but may have negative side effects.

Understand a cost-benefit analysis of economic choices.

Compare and contrast the allocation of goods and services in market and command economies.

Understand how people make decisions by analyzing economic conditions and changes.

Understand how consumer demand and market price directly impact one another.

Understand that competition among sellers leads to lower prices and impacts production.

Understand that competition among buyers increases prices and allocates goods and services only to those who can afford them.

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ANALYZE ECONOMIC SYSTEMS (PASS Standard F)

Analyze the structure and function of a market economy and compare this system with traditional and command economies.

Criterion F1: UNDERSTANDING OF ECONOMIC SYSTEMS AND CONCEPTS

Examine how a market economy functions as a system and compares with other economic systems.

Descriptions of Proficient Performance for F1:

- understands and analyzes a market economy system in terms of fundamental, microeconomic, and macroeconomic concepts as outlined in the Eligible Content for Oregon Statewide Assessment
- compares a market economy system with other economic systems (such as traditional or command) in terms of basic economic concepts and activities (producing, exchanging, consuming, saving, investing), institutions, and decisions

Criterion F2: ANALYSIS OF ECONOMIC CONDITIONS

Analyze trends in economic conditions and indicators and their relationship to national and international political, social, and geographic factors.

Descriptions of Proficient Performance for F2:

- analyzes relationships among formal and informal economic institutions (such as individuals, families, businesses, cooperatives, corporations, unions, banks, governmental agencies) and how they influence and are influenced by economic conditions
- identifies and analyzes key economic indicators and trends within a historical or contemporary economic context
- analyzes relationships among micro, macro, and international economic factors and conditions

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OREGON GRADE-LEVEL STANDARDS Grade 8

HIGH SCHOOL STANDARDS (CERTIFICATES OF INITIAL AND ADVANCED MASTERY)

OREGON HIGH SCHOOL-TO-COLLEGE STANDARDS (PASS)

ECONOMICS, *cont.*

Understand how decisions regarding what to produce, how to produce, and for whom to produce are answered in various economic systems.

Understand how decisions about production are made in traditional, capitalist, and command economies

Understand how banks function within the economy.

Identify and give examples of the services of a bank, and know the role of banks in the economy

Identify and give examples of how the United States economy affects citizens of both the United States and other countries.

Give examples of how the United States economy affects citizens of the United States.

Give examples of how the United States economy affects citizens of other countries.

Understand the function of money.

Understand how money functions as a means of exchange, a store of value, and a measure of value.

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Evaluate different economic systems, comparing advantages and disadvantages of each.

Use cost-benefit analysis to compare and contrast economic systems.

Understand how government can affect the national economy through policy.

Understand how government can affect international trade through tariffs, quotas and trade agreements.

Understand how government responds to problems in the economy (rapid inflation or rising unemployment) with fiscal and/or monetary policies.

Identify and give examples of ways that the U.S. government can affect the economy through legislation or policy decisions.

Identify tariffs, quotas, and trade agreements, and understand the consequences of their use on the economy.

Understand the purposes and functions of major international economic organizations and the role of the United States in them.

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.

Understand how money makes saving and borrowing easier.

Understand how money functions in the banking system and as part of fiscal policy.

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- applies principles of basic economic theories to explain economic conditions, indicators, and performance of economic systems

Criterion F3: ANALYSIS OF ECONOMIC ISSUES AND DECISIONS

Analyze and evaluate economic issues, problems, and decisions at local, national, or international levels, considering economic data, concepts, and theories.

Descriptions of Proficient Performance for F3:

- identifies an issue, problem, or decision and assesses the economic factors that influence it
- identifies the effects of market economies on political systems
- understands and analyzes economic statistics and data
- analyzes an economic cycle, pattern, trend, or market performance; draws supported inferences or makes defensible predictions based on economic theories, data, and analysis

SOCIAL SCIENCE



OREGON GRADE-LEVEL STANDARDS Grade 8

HIGH SCHOOL STANDARDS (CERTIFICATES OF INITIAL AND ADVANCED MASTERY)

OREGON HIGH SCHOOL-TO-COLLEGE STANDARDS (PASS)

ECONOMICS, *cont.*

Understand factors that determine personal income and predict future earnings, based on plans for education and training.

Understand how a wage or salary is the price of labor, and is usually determined by the supply and demand for labor.

Understand that people's incomes, in part, reflect choices they have made about education, training, skill development, and careers.

Understand how workers can increase their productivity by improving their skills or by using tools and machinery.

Understand different ways that people invest and save.

Understand that banks and credit unions are institutions where people save money and earn interest, and where other people borrow money and pay interest.

Understand that stocks, bonds, and other investments are ways people earn money.

Understand the potential risks and returns of various investment opportunities, including entrepreneurship, in a market economy.

Identify and give examples of potential incentives and disincentives of entrepreneurship.

Identify and give examples of potential risks and returns of economic decisions under various economic conditions.

Understand the risks and benefits to the use of credit.



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HIGH SCHOOL STANDARDS (CERTIFICATES OF INITIAL AND ADVANCED MASTERY)

OREGON HIGH SCHOOL-TO-COLLEGE STANDARDS (PASS)

GEOGRAPHY

Understand fundamental geography vocabulary such as concepts of distance, latitude, longitude, interdependence, accessibility, and connections.

Use maps, charts, and graphs to understand patterns of movement over time and space.

Read, interpret, and understand how to construct geographic representations to analyze information, understand spatial relationships, and compare places.

Use maps, charts, graphs, and photographs to analyze spatial distributions and patterns.

Locate and identify on maps and globes the regions of the world and their prominent physical features.

Identify the location of major mountain ranges, deserts, rivers, cultural regions and countries in the world.

Identify and compare physical and human characteristics of major regions and significant places in the world.

Locate and identify population centers and geographic reasons for their locations.

Identify, locate, and compare the cultural characteristics of places and regions.

Recognize relationships between the physical and cultural characteristics of a place or region.

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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.

Interpret and evaluate information using complex geographic representations.

Use a variety of geographic representations to analyze information and draw conclusions about geographic issues.

Locate and identify places, regions, and geographic features that have played prominent roles in historical or contemporary issues and events.

Locate, identify, and explain changes in countries over time.

Locate and identify places and regions most prominent in contemporary events in Oregon, the United States, and the world.

Analyze changes in the physical and human characteristics of places and regions, and the effects of technology, migration, and urbanization on them.

Apply geographic tools to identify change in a place over time, and to infer reasons for the change

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KNOW AND USE GEOGRAPHIC INFORMATION (PASS Standard B)

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

Criterion B1: USE OF GEOGRAPHIC INFORMATION

Use, analyze, and design geographic tools to interpret and evaluate information and support conclusions.

Descriptions of Proficient Performance for B1:

- uses maps, photographs, and other tools to research places and geographic phenomena
- designs geographic tools to analyze events, issues, problems, and phenomena, and to suggest or explain responses

Criterion B2: ANALYSIS OF PLACES & REGIONS

Analyze interrelationships among the characteristics of places and the physical, social, cultural, economic, or technological processes that shape them.

Descriptions of Proficient Performance for B2:

- identifies physical, cultural, political, and economic traits of continents, regions, and major countries
- describes and analyzes the characteristics of places and the forces that shape them
- explains changing boundaries, characteristics, and conceptualizations of regions; examines how culture and experience influence perceptions of places and organizations of regional systems

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GEOGRAPHY, *cont.*

Identify and understand worldwide patterns of population distribution, migration, and cultural diffusion and interactions.

Identify patterns of population distribution and infer causes.

Recognize and identify patterns of migration streams in U.S. history.

Understand how migration streams affect the spread of cultural traits.

Identify economic, cultural, and environmental factors that affect population, and predict how the population would change as a result.

Identify and give examples of economic, cultural, and environmental factors that influence population.

Predict the affect of a given economic, cultural, or environmental change on a population.

Understand how human modification of the physical environment in a place affects both that place and other places.

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.

Understand how clearing vegetation affects the physical environment of a place and other places.

Understand how changes in a physical environment affect human activity.

Understand how changes in the physical environment can increase or diminish capacity to support human activity.

Understand how climatic events or climate change affect human activity.

Predict how changes in an ecosystem (not caused by human activity) might influence human activity.

Understand how worldwide transportation and communication patterns have affected the flow and interactions of people, ideas, and products.

Understand how transportation and communication systems of the present compare to those of the past, and how this changes perceptions of space and time.

Understand how communication and transportation technologies contribute to trade and cultural convergence.

Analyze and evaluate the impact of economic, cultural or environmental factors that result in changes to population of cities, countries, or regions.

Evaluate the consequences of economic, cultural, or environmental changes on a given population.

Understand human modifications of the physical environment and analyze their global impacts and consequences for human activity.

Distinguish between renewable resources and non-renewable resources and the global consequences of mismanagement.

Identify and understand different methods of extracting and using resources, and analyze and compare the affect on the environment.

Identify and give examples of changes in a physical environment, and evaluate their impact on human activity in the environment.

Identify and give examples of changes in human activity due to changes in the physical environment, and analyze the impact on both.

Criterion B3: ANALYSIS OF POPULATIONS AND CULTURES

Analyze processes of human and cultural distribution, migration, acculturation, interaction, assimilation or conflict.

Descriptions of Proficient Performance for B3:

- identifies population distributions, explains population demographics and trends, and analyzes issues related to population change
- analyzes physical, economic, political, and social factors that contribute to human migration and describes its impact on places and systems
- examines the effects of cultural assimilation, convergence, and divergence on people and places

Criterion B4: ANALYSIS OF PHYSICAL AND HUMAN SYSTEMS

Analyze issues, events, phenomena, or problems in terms of the interaction and interdependence of physical and human systems.

Descriptions of Proficient Performance for B4:

- examines how human activities modify the environment and how technology expands this capability
- analyzes and evaluates the impact of human changes on the local and global environment
- analyzes issues, events, or problems in terms of the interaction and interdependence of physical and human systems



OREGON GRADE-LEVEL STANDARDS Grade 8

HIGH SCHOOL STANDARDS (CERTIFICATES OF INITIAL AND ADVANCED MASTERY)

OREGON HIGH SCHOOL-TO-COLLEGE STANDARDS (PASS)

HISTORY

Historical Skills

Represent and interpret data and chronological relationships from history, using timelines and narratives.

Identify and create chronologies of events.

Compare and contrast historical interpretations

Distinguish between cause and effect relationships and events that happen or occur concurrently or sequentially.

Identify and give examples of chronological patterns and recognize them in related events over time.

Evaluate data within the context it was created, testing its reliability, credibility, and bias.

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Reconstruct, interpret, and represent the chronology of significant events, developments, and narratives from history.

Reconstruct the chronological order of significant events related to historical developments.

Interpret the relationship of events occurring over time.

Interpret timelines, charts and graphs illustrating chronological relationships.

Compare and contrast institutions and ideas in history, noting cause and effect relationships.

Recognize and interpret continuity and/or change with respect to particular historical developments in the 20th century.

Understand how contemporary perspectives affect historical interpretation.

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UNDERSTAND PATTERNS OF HUMAN HISTORY (PASS Standard C)

Understand significant eras, concepts, events, and relationships in history. Employ historical thinking and inquiry to understand events, issues, developments, relationships, and perspectives of history.

Criterion C3: **CHRONOLOGICAL THINKING**

Understand and reconstruct chronological relationships and patterns of succession and duration in human history.

Descriptions of Proficient Performance for C3:

- presents significant dates and chronological sequences in human history
- develops and communicates hypotheses, analyses, interpretations, and/or conclusions based on historical chronology and sequence

Criterion C2: **HISTORICAL ANALYSIS AND COMPREHENSION**

Analyze cause-and-effect relationships, multiple causation, and patterns of change or continuity throughout U.S. history.

Descriptions of Proficient Performance for C2:

- analyzes cause-effect relationships in history, considering the influence of events and individuals, the importance of ideas and context, and the role of chance
- identifies short- and long-term effects of events, issues, decisions, or phenomena in history
- uses non-narrative historical data (maps, pictures, statistics, art, music, etc.) to understand historical context
- compares presentations of history found in varied narratives, primary source documents, biographies,

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HIGH SCHOOL STANDARDS (CERTIFICATES OF INITIAL AND ADVANCED MASTERY)

OREGON HIGH SCHOOL-TO-COLLEGE STANDARDS (PASS)

HISTORY, *cont.*

World History

Understand the political, economic, and cultural impact, and lasting influence of early civilizations on world development.

Understand the major characteristics and historical influence of the early civilizations of Mesopotamia, Indus River Valley, Egypt, the Americas, Greece.

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 of the United States.

Understand the importance of the rise of Islam and its interaction with Europe.

Understand the development of the empires and kingdoms of sub-Saharan Africa, Imperial China, and feudal Japan.

Understand the major developments and societal impact of feudalism, the church, and the rise of cities in the European Middle Ages.

Understand the characteristics and impact of Renaissance thinking, art, and learning.

Understand the causes, characteristics, lasting influence, and impact of political, economic, and social developments in world history.

Understand how innovations in industry and transportation created the factory system, which led to the Industrial Revolution and transformed capitalism.

Understand how the Agricultural Revolution contributed to and accompanied the Industrial Revolution.

Understand the concepts of imperialism and nationalism.

Understand how European colonizers interacted with indigenous populations of Africa, India, and Southeast Asia, and how the native populations responded.

Understand the major consequences of imperialism in Asia and Africa at the turn of the century.

Understand Japanese expansion overseas and the consequences for Japan and Asia during the 20th century.

Understand the impact of the Chinese Revolution of 1911, and the cause of China's Communist Revolution in 1949.

Identify and understand the causes and consequences of the Russian Revolution of 1917, and the impact on politics in nations around the world.

Identify and understand the causes and consequences of the Mexican Revolution of 1911-1917.

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fiction, and other sources

- demonstrates historical perspective and considers context in examining historical narratives, documents, or events
- analyzes historical data to assess source, context, authenticity, and bias

Criterion C1: UNDERSTANDING OF HUMAN HISTORY

Understand the importance and lasting influence of significant eras, cultures, developments, and ideas in human history.

Descriptions of Proficient Performance for C1:

- demonstrates proficient understanding of important developments in history and their relationship to significant eras, issues, events, and phenomena. (See the Eligible Content for Oregon Statewide Assessment for possible topics.)



OREGON GRADE-LEVEL STANDARDS Grade 8

HIGH SCHOOL STANDARDS (CERTIFICATES OF INITIAL AND ADVANCED MASTERY)

OREGON HIGH SCHOOL-TO-COLLEGE STANDARDS (PASS)

HISTORY, *cont.*

Identify and understand the causes of WWI and the reasons why the United States entered this war.

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.

Understand how the terms of the Versailles Treaty and the social and economic challenges of the postwar decade set the stage for World War II.

Understand how the United States and other nations responded to aggression in Europe and Asia during the first half of the 20th century.

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.

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.

Understand the systemic campaign of terror and persecution in Nazi Germany.

Understand the response of the world community to the Nazis and to the Holocaust.

Identify and understand the causes and consequences of the resistance movement in India.

Understand the division of Europe after WWII leading to the Cold War.

Understand the impact of the Cold War on individuals, groups, and nations.

Understand the causes and impact of the Korean and Vietnam Wars.

SOCIAL SCIENCE



OREGON GRADE-LEVEL STANDARDS
Grade 8

HIGH SCHOOL STANDARDS (CERTIFICATES
OF INITIAL AND ADVANCED MASTERY)

OREGON HIGH SCHOOL-TO-COLLEGE STANDARDS
(PASS)

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HIGH SCHOOL STANDARDS (CERTIFICATES OF INITIAL AND ADVANCED MASTERY)

OREGON HIGH SCHOOL-TO-COLLEGE STANDARDS (PASS)

HISTORY, *cont.*

U.S. History

Understand how individuals, issues, and events changed or significantly influenced the course of U.S. history post American Revolution through 1900.

Identify and understand the issues and events that were addressed at the Constitutional Convention.

Trace the route and understand the significance of the Lewis and Clark Expedition.

Understand the effects of 19th century westward migration, the idea of Manifest Destiny, European immigration, and rural to urban migration on indigenous populations and newcomers in the United States.

Understand the effects of Jacksonian Democracy on political practices.

Recognize and understand conditions of the African slave trade and experiences of enslaved African-Americans and “free Blacks” in the United States.

Understand how the abolitionists advocated for the end of slavery and the impact of their activities.

Understand how African-Americans dealt with the conditions of their enslavement and used religion and family to create a viable culture to cope with the effects of slavery.

Identify and understand the events that led to the Civil War.

Understand the political, economic, and social causes, course, and impact of the Civil War.

Understand how Reconstruction affected the country.

Identify and understand Constitutional changes that resulted from the Civil War and Reconstruction.

Understand the effects of Indian Wars and the opening of the West on Native American tribes.

Understand the effects of Indian Wars and the opening of the West on Native American tribes.

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Understand how individuals, issues, and events changed or significantly influenced the course of U.S. history after 1900.

Identify and understand the effects of 19th century reform movements on American life in the early 20th century.

Understand the concerns, successes, and limitations of Progressivism.

Understand how new inventions, new methods of production, and new sources of power transformed work, production, and labor in the early 20th century.

Understand the changes in society and culture in the early 20th century.

Understand the causes of the Great Depression and the effect of the Great Depression on the American family.

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.

Understand the changes that created the economic boom after World War II.

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UNDERSTAND UNITED STATES HISTORY (PASS Standard D)

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

Criterion D1: UNDERSTANDING OF U.S. HISTORY

Understand the causes, characteristics, and impact of political, economic, and social developments in U.S. history.

Descriptions of Proficient Performance for D1:

- demonstrates proficient understanding of important developments in U.S. history and their relationship to significant eras, issues, events, and phenomena. (See the Eligible Content for Oregon Statewide Assessment for possible topics.)

Criterion D2: HISTORICAL ANALYSIS AND COMPREHENSION

Analyze cause-and-effect relationships, multiple causation, and patterns of change or continuity in U.S. history.

Descriptions of Proficient Performance for D2:

- analyzes cause-effect relationships in U.S. history, considering the influence of events and individuals, the importance of ideas and context, and the role of chance
- identifies short- and long-term effects of events, issues, decisions, or phenomena in U.S. history
- uses non-narrative historical data (maps, pictures, statistics, art, music, etc.) to understand historical context
- compares presentations of U.S. history found in varied narratives, primary source documents, biographies, fiction, and other sources

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OREGON GRADE-LEVEL STANDARDS Grade 8

HIGH SCHOOL STANDARDS (CERTIFICATES OF INITIAL AND ADVANCED MASTERY)

OREGON HIGH SCHOOL-TO-COLLEGE STANDARDS (PASS)

HISTORY, *cont.*

Understand the effects of the Irish potato famine in the mid-1800s on the U.S. society.

Understand the motivations for territorial expansion to the Pacific Ocean/Hawaii (“Manifest Destiny”).

Understand the effect of territorial expansion on other nations and their people.

State and Local History

Understand how various groups of people were affected by events and developments in Oregon state history.

Identify and understand significant events, developments, groups, and people in the history of Oregon from post-American Revolution until 1900.

Understand the 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.

Understand the lasting influence of events and developments in local history.

Understand the causes, characteristics, and impact of political, economic, and social developments in Oregon state history.

Identify and understand significant events, developments, groups, and people in the history of Oregon after 1900.

Understand the interactions and contributions of the 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.

Understand the causes, characteristics and impact, and lasting influence of political, economic, and social developments in local history

- demonstrates historical perspective and considers context in examining historical narratives, documents, or events

Criterion D3: **CHRONOLOGICAL THINKING**

Understand and reconstruct chronological relationships and patterns of succession and duration in U.S. history.

Descriptions of Proficient Performance for D3:

- presents significant dates and chronological sequences in U.S. history
- develops and communicates hypotheses, analyses, interpretations, and/or conclusions based on historical chronology and sequence



OREGON GRADE-LEVEL STANDARDS Grade 8

HIGH SCHOOL STANDARDS (CERTIFICATES OF INITIAL AND ADVANCED MASTERY)

OREGON HIGH SCHOOL-TO-COLLEGE STANDARDS (PASS)

SOCIAL SCIENCE ANALYSIS

Clarify key aspects of an event, issue, or problem through inquiry and research.

Gather, interpret, use, and document information from multiple sources, distinguishing facts from opinions and recognizing points of view.

Define, research, and explain an event, issue, problem, or phenomenon and its significance to society.

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 ISSUES AND EVENTS (PASS Standard A)

Analyze complex societal issues, phenomena, and events, past and present, posing and communicating potential interpretations and responses. Use varied information sources and technology in social science inquiry and analysis.

Criterion A1: **FRAMING OF EVENT(S), ISSUE(S), AND PROBLEM(S)**

Define and explain a complex event, issue, problem, or phenomenon (historical or contemporary) of significance to society.

Descriptions of Proficient Performance for A1:

- establishes an insightful thesis or question to organize analysis
- provides detailed descriptions demonstrating connections between components of the topic
- uses a variety of examples to show implications and/or significance of the topic to society

Criterion A2: **USE OF RESEARCH AND INQUIRY**

Analyze, interpret, and evaluate researched information, statistics, and other data, presenting differing points of view and noting patterns, limitations, and biases.

Descriptions of Proficient Performance for A2:

- researches, generates, and/or gathers information, statistics, and other data using processes and sources such as:
 - electronic and print resources
 - primary and secondary source documents, artifacts, maps, tables, or graphs
 - interviews or surveys
 - systematic observations

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Italicized text defines eligible content that may appear on the Oregon Statewide Assessments.



OREGON GRADE-LEVEL STANDARDS Grade 8

HIGH SCHOOL STANDARDS (CERTIFICATES OF INITIAL AND ADVANCED MASTERY)

OREGON HIGH SCHOOL-TO-COLLEGE STANDARDS (PASS)

SOCIAL SCIENCE ANALYSIS, *cont.*

Examine a controversial event, issue, or problem from more than one perspective.

Examine the various characteristics, causes, and effects of an event, issue, or problem.

Consider two or more outcomes, responses, or solutions; identify their strengths and weaknesses; then conclude and justify which is the best.

Analyze an event, issue, problem, or phenomenon from varied or opposed perspectives or points of view.

Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short- and long-term effects.

Propose, compare, and judge multiple responses, alternatives, or solutions; then reach a defensible, supported conclusion.

- incorporates quotations and researched information without plagiarism
- adequately explains viewpoints, minimizing personal bias
- uses and cites relevant information from various sources to support different perspectives

Criterion A3: **ANALYSIS OF EVENTS, ISSUES, AND PROBLEMS**

Analyze short- and long-term causes and effects of events, issues, and phenomena at various levels, from local to international.

Descriptions of Proficient Performance for A3:

- identifies and clarifies several short- and long-term causes of the topic
- suggests and explains several short- and long-term effects or consequences of the topic
- demonstrates an understanding of facts versus opinions in presenting data about causes and effects

Criterion A4: **INTERPRETING OR PROPOSING SOLUTIONS TO EVENTS, ISSUES, AND PROBLEMS**

Research reasoned conclusions, acknowledging alternative interpretations and using supporting data and defensible criteria.

Descriptions of Proficient Performance for A4:

- develops a defensible, supported conclusion that is logically related to the thesis or question by:
 - proposing, comparing, and evaluating possible responses to the topic (historical)
- and/or
 - proposing, comparing, and evaluating alternative solutions (contemporary)
- avoids oversimplification, overgeneralization, absolute thinking, and faulty reasoning.

OREGON HIGH SCHOOL-TO-COLLEGE STANDARDS
(PASS)

PSYCHOLOGY

EXAMINE ASPECTS OF HUMAN BEHAVIOR (PASS Standard G)

Examine the dimensions of individual, small group, and social behavior and the effects of culture and ethnic diversity within and among societies. Analyze complex societal issues, phenomena, and events, past and present, posing and communicating potential interpretations and responses. Use varied information sources and technology in social science inquiry and analysis.

Criterion G1: EXAMINATION OF SOCIAL INFLUENCES, BELIEFS, AND BEHAVIOR

Examine the influence of social factors on the development of beliefs, attitudes, and behaviors.

Descriptions of Proficient Performance for G1:

- examines selected social factors by identifying
- how societal factors influence beliefs and attitudes
- how beliefs and attitudes manifest in behaviors
- how beliefs, attitudes, and behaviors influence a society
- explores the mind's influence on behavior, attitudes, and beliefs according to the major theories (psychoanalysis, behaviorism, humanism, biological, cognitive, socio-cultural) explaining the human experience

Criterion G2: EXAMINATION OF GROUP MEMBERSHIP

Examine the dynamics of group membership and its effects on an individual.

Descriptions of Proficient Performance for G2:

- identifies and characterizes a variety of groups to which an individual may belong, including inherent, circumstantial, and optional social memberships
- uses information from the behavioral social sciences to understand issues of group membership
- describes influences of family, ethnicity, socioeconomic status, gender, religious affiliation, or other forms of group membership on the development of an individual's identity
- examines the dynamics of an individual's group membership and relates social attitudes and behaviors (e.g., stereotyping, prejudice, conformity, altruism) to issues of group membership

Criterion G3: EXAMINATION OF CULTURAL DYNAMICS

Describe the influence of cultural beliefs and social roles on interactions and relationships.

Descriptions of Proficient Performance for G3:

- identifies and describes norms and assumptions of a particular cultural group
- describes the influences of culture on the development of an individual's identity, values, behaviors, and/or communication
- describes processes of acculturation (learning one's own culture or being immersed in a new culture)
- compares and contrasts cultures, considering norms, assumptions, behaviors, and effects on individuals
- examines the dynamics and effects of cultural or ethnic diversity within a social group
- uses information from the behavioral sciences and an understanding of cultural dynamics to examine social issues or phenomena



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