

Oregon Social Sciences Standards “Crosswalk” 2011-2001

The [Oregon Social Sciences Academic Content Standards](#) were adopted by the Oregon State Board of Education on August 15, 2011(ORS 329.045). School districts will be expected to align instruction to the new standards by the beginning of the 2012-2013 school year.

What is NEW in the 2011 Oregon Social Sciences Standards?

- The standards are aligned to the [Common Core State Standards for Literacy in History/Social Studies](#).
- The standards were drafted using a Core Standards format. The Core Standards are descriptors of the Social Sciences **knowledge and skills expected of a prepared Oregon high school graduate**.
- The standards include **GRADE SPECIFIC STANDARDS** which will
 - Ensure that highly mobile students will be able to interact with more content rather than repeat content within benchmark grade bands.
 - Make clearer content specifications for teachers.
- The standards include more specific **expectations for instruction in grades K-3** than was included in the 2001 standards.
- The standards include a **focus on the Western Hemisphere in grade 6**.
- The standards have **instructional expectations** that are linked to the National Council for the Social Studies’ “A Vision of Powerful Teaching and Learning in the Social Studies: Building Social Understanding and Civic Efficacy” Position Paper, 2008.

What is DIFFERENT in the 2011 Oregon Social Sciences Standards?

- The standards focus on concepts rather than discreet content. Districts will make decisions about the discreet content appropriate to provide instruction to the concepts.
- The standards are written to facilitate more depth to instruction and to allow more project-based learning.
- The standards use more active verbs to establish rigor and the level of complexity expectations.
- The standards have additional categories, “Historical Thinking” and “Financial Literacy” that bring better focus to expected instruction.
- The standards at Grade 3 and Grade 4 are focused on the study of Oregon. However, students should receive instruction that relates to Oregon throughout K-12 as appropriate, emphasizing Oregon’s relationship to the nation and the world.

Diploma Requirements for Social Sciences:

In January of 2007, the State Board of Education voted to strengthen high school graduation requirements. These new requirements are designed to better prepare each student for success in college, work, and citizenship. To earn a diploma, students will need to:

1. Successfully complete the credit requirements
2. Demonstrate proficiency in the [Essential Skills](#)
3. Meet the [personalized learning requirements](#)

Diploma Requirements Timeline

Areas*	Requirements for students first enrolled in grade 9 during the 2008-2009 school year: (Graduation in 2012)	Requirements for students first enrolled in grade 9 during the 2009-2010 school year: (Graduation in 2013)	Requirements for students first enrolled in grade 9 during the 2010-2011 school year and in any subsequent school year: (Graduation in 2014 and beyond)
English Language Arts	4	4	4
Mathematics	3	3	3 - Algebra I & above*
Science	3 - Scientific Inquiry & Lab Experiences*•	3 - Scientific Inquiry & Lab Experiences*•	3
Social Sciences	3	3	3
Physical Education	1	1	1
Health	1	1	1
Second Language The Arts Career & Technical Education	3	3	3
Electives	6	6	6
Total Credits	24	24	24

If you have questions about the standards, please contact:

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2001 Common Curriculum Goals and Content Standards	2011 Social Sciences Core Standards
<p><u>HISTORICAL SKILLS:</u> CCG: Interpret and reconstruct chronological relationships.</p> <ul style="list-style-type: none"> Understand, represent, and interpret chronological relationships in history. <p>CCG: Analyze cause and effect relationships, including multiple causalities.</p> <ul style="list-style-type: none"> Identify and analyze cause and effect relationships in history. <p>CCG: Understand, recognize, and interpret change and continuity over time.</p> <ul style="list-style-type: none"> Interpret and represent chronological relationships and patterns of change and continuity over time. <p>CCG: Identify and analyze diverse perspectives on and historical interpretation of historical issues and events.</p> <ul style="list-style-type: none"> Identify and analyze various perspectives and interpretations of historical issues and events. <p>CCG: Understand relationships among events, issues, and developments in different spheres of human activity (i.e. economic, social, political, cultural).</p> <p><u>WORLD HISTORY:</u> CCG: Understand and interpret events, issues, and developments within and across eras of world history.</p> <ul style="list-style-type: none"> Understand the importance and lasting influence of issues, events, people, and developments in world history. <p><u>U.S. HISTORY</u> CCG: Understand and interpret events, issues, and developments within and across eras of U.S. history.</p> <ul style="list-style-type: none"> Understand the importance and lasting influence of individuals, issues, events, people, and developments in U.S. history. <p><u>STATE & LOCAL HISTORY</u> CCG: Understand and interpret the history of the state of Oregon.</p> <ul style="list-style-type: none"> Understand and interpret events, issues, and developments in Oregon history. <p>CCG: Understand and interpret events, issues, and developments in the history of one’s family, local community, and culture.</p> <ul style="list-style-type: none"> Understand and interpret events, issues, and developments in local history. 	<p>History</p> <ol style="list-style-type: none"> Analyze and apply cause and effect relationships to a variety of historical issues, events and problems. Analyze and apply change and continuity relationships to a variety of historical issues, events, and problems. Construct, support, and refute interpretations of history using political, social, economic, and cultural perspectives by drawing from a variety of primary and secondary sources. Interpret historical perspectives through personal, local, state, tribal, national, and global narratives.
<p>CCG: Understand the spatial concepts of location, distance, direction, scale, movement, and region.</p>	<p>Geography</p> <ol style="list-style-type: none"> Apply geographic skills, concepts, and technologies (e.g., maps, GIS,

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<ul style="list-style-type: none"> • Understand and use spatial concepts of geography. <p>CCG: Use maps and other geographic tools and technologies to acquire, process, and report information from a spatial perspective.</p> <ul style="list-style-type: none"> • Locate places and understand and use geographic information or relationships by reading, interpreting, and preparing maps and other geographic representations. <p>CCG: Locate major physical and human (cultural) features of the Earth.</p> <ul style="list-style-type: none"> • Locate major physical and human features of the Earth. <p>CCG: Compare and analyze physical (e.g., landforms, vegetation, wildlife, climate, and natural hazards) and human (e.g., population, land use, language, and religion) characteristics of places and regions.</p> <ul style="list-style-type: none"> • Identify and analyze physical and human characteristics of places and regions, the processes that have shaped them, and their geographic significance. <p>CCG: Understand why places and regions are important to human identity and serve as symbols to unify or fragment society.</p> <p>CCG: 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> <ul style="list-style-type: none"> • Understand the distribution and movement of people, ideas, and products. <p>CCG: Understand economic, cultural, and environmental factors that influence changes in population, and evaluate the consequences of the resulting increases or decreases in population.</p> <ul style="list-style-type: none"> • Understand, analyze and evaluate the consequences of population changes resulting from economic, cultural, or environmental factors. <p>CCG: Understand how people and the environment are interrelated.</p> <ul style="list-style-type: none"> • Understand how humans affect the physical environment. • Understand how physical characteristics in the environment and changes in the environment affect human activities. <p>CCG: Understand how differing points of view, self-interest, and global distribution of natural resources play a role in conflict over territory.</p> <p>CCG: Understand the geographic results of resource use and management programs and policies.</p>	<p>Google Earth) to gather, display, and analyze spatial information.</p> <ol style="list-style-type: none"> 6. Analyze economic, social, human migration, settlement, and distribution patterns. 7. Locate and examine physical and human characteristics of places and regions, their impact on developing societies, and their connections and interdependence. 8. Evaluate how human cooperation and competition for resources shape the earth's political, economic, physical, and social environments. 9. Evaluate how technological developments, societal decisions, and personal decisions and actions influence the earth's sustainability.

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<p>CCG: Understand the origins, purposes, and functions of U.S. government, including the structure and meaning of the U.S. Constitution.</p> <ul style="list-style-type: none"> Understand the purposes of government and the basic constitutional principles of the United States republican form of government. <p>CCG: Understand the organization, responsibilities, and interrelationships of local, state, and federal governments in the United States</p> <ul style="list-style-type: none"> Understand the responsibilities and interrelationships of local, state, and national government in the U.S. <p>CCG: Understand the roles of the three branches of government and explain how their powers are distributed and shared.</p> <ul style="list-style-type: none"> Understand the roles and powers of the executive, legislative, and judicial branches. <p>CCG: Understand personal and political rights of citizens in the United States.</p> <ul style="list-style-type: none"> Understand the roles, rights, and responsibilities of citizens in the United States. <p>CCG: Understand participatory responsibilities of citizens in the community (voluntarism) and in the political process (becoming informed about public issues and candidates, joining political parties/interest groups/associations, communicating with public officials, voting, influencing lawmaking through such processes as petitions/initiatives).</p> <ul style="list-style-type: none"> Understand the participatory obligations of U.S. citizens. <p>CCG: Understand how government is influenced and changed by support and dissent of individuals, groups, and international organizations.</p> <ul style="list-style-type: none"> Understand how individuals, groups, and international organizations influence government. <p>CCG: Understand how nations interact with each other, how events and issues in other countries can affect citizens in the United States, and how actions and concepts of democracy and individual rights of the United States can affect other peoples and nations.</p> <ul style="list-style-type: none"> Understand how the United States government relates and interacts with other nations. <p>CCG: Analyze major political systems of the world.</p>	<p>Civics and Government</p> <ol style="list-style-type: none"> Examine the relationship between government and citizens to distinguish and evaluate the ways that civic participation occurs in local, state, tribal, national, and global communities. Engage in informed and respectful deliberation of local, state, tribal, national, and global issues. Analyze the structure and functions of political parties, interest groups, and the mass media and their affect on the political beliefs and behaviors of citizens. Evaluate the contributions of early governments to the development of modern United States government. Evaluate the various functions and processes of governments and their impact on societies and citizens, comparing and contrasting various government designs to evaluate how they serve their citizens. Identify defining documents and speeches of United States government and the specific purpose and significance of each. Examine the pluralistic realities of society (e.g., race, poverty, gender, and age), recognizing issues of equity, and evaluating need for change

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<ul style="list-style-type: none"> Understand that there are different ways for governments to be organized and to hold power. <p>CCG: Analyze the concepts of political power, authority, conflict, and conflict management.</p>	
<p>CCG: Understand that resources are limited (e.g., scarcity).</p> <ul style="list-style-type: none"> Understand the economic concept of scarcity. <p>CCG: Understand economic trade-offs and how choices result in both costs and benefits to individuals and society.</p> <ul style="list-style-type: none"> Understand how trade-offs and opportunity costs are decisions that can be measured in terms of costs and benefits. <p>CCG: Understand how conditions in an economy influence and are influenced by the decisions of consumers, producers, economic institutions, and government.</p> <ul style="list-style-type: none"> Understand the concept of supply and demand. <p>CCG: Understand economic concepts, principles, and factors affecting the allocation of available resources in an economy.</p> <ul style="list-style-type: none"> Understand and evaluate the underlying philosophies and characteristics of various economic systems, including that of the U.S. economy. <p>CCG: Understand the role of government and institutions (i.e., banks, labor unions) in various economic systems in an economy.</p> <ul style="list-style-type: none"> Understand the role of government and institutions in an economy. <p>CCG: Understand the interdependence of the global economy and the role played by the United States</p> <ul style="list-style-type: none"> Understand how the United States economy relates and interacts with other nations. <p>CCG: Understand how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.</p> <ul style="list-style-type: none"> Understand the purpose and functions of money in the economy. 	<p>Economics</p> <ol style="list-style-type: none"> Examine the structure and functions of the US economy to analyze the impact of systemic decisions on personal, local, regional, national and global economies. Examine the interdependence of economic systems and institutions and its effects upon individual, local, regional, national, and global decision-making. Examine economic growth and use economic indicators to evaluate the condition of market systems. Explain how changes in economic markets are related to availability of resources, production, distribution, and technological developments. Analyze the allocation of scarce resources through individual choice, market interaction, and public policy.
<p>CCG: Apply economic concepts and principles to issues of personal finance.</p> <ul style="list-style-type: none"> 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>Financial Literacy</p> <ol style="list-style-type: none"> Acquire the knowledge and economic reasoning skills to make sound personal financial decisions to meet long and short term goals. Understand and apply key concepts of personal income potential, risk

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	<p>management, and investment.</p> <p>24. Examine individual responsibility and the impact of decisions on personal, local, regional, national and global economies.</p>
<p>CCG: Define and clarify an issue so that its dimensions are well understood.</p> <ul style="list-style-type: none"> Identify, research, and clarify an event, issue, problem, or phenomenon of significance to society. <p>CCG: Acquire and organize materials from primary and secondary sources.</p> <ul style="list-style-type: none"> Gather, use, and evaluate researched information to support analysis and conclusions. <p>CCG: Explain various perspectives on an event or issue and the reasoning behind them.</p> <ul style="list-style-type: none"> Understand an event, issue, problem, or phenomenon from multiple perspectives. <p>CCG: Identify and analyze an issue.</p> <ul style="list-style-type: none"> Identify and analyze characteristics, causes, and consequences of an event, issue, problem, or phenomenon. <p>CCG: Select a course of action to resolve an issue.</p> <ul style="list-style-type: none"> Identify, compare, and evaluate outcomes, responses, or solutions; then reach a supported conclusion. 	<p>Social Science Analysis</p> <p>25. Define and clarify an issue so that its dimensions are well understood.</p> <p>26. Acquire, organize, analyze and evaluate information from primary and secondary sources.</p> <p>27. Describe various perspectives on an event or issue and the reasoning behind them.</p> <p>28. Analyze characteristics, causes, and consequences of an event, issue, problem or phenomenon.</p> <p>29. Identify, compare, and evaluate outcomes, responses, or solutions; then reach an informed and supported conclusion.</p>

2001 Benchmark Standards and Eligible Content	2011 Social Sciences Grade Level Standards
Benchmark 1 (Grades K-3)	Grade-specific standards K-3
<p>SS.03.HS.02 Understand events from local history.</p>	<p>Historical Knowledge</p> <ul style="list-style-type: none"> K.1. Compare children and families of today to those of the past. K.2. Identify celebrations, commemorations, and holidays as a way of remembering and honoring people, events, and heritage. 1.1. Describe how people live in the community. 1.2. Compare the ways people lived in the community in the past with the way they live in the present. 1.3. Identify American songs and symbols. 1.4. Identify people and events observed in national celebrations and holidays. 2.1. Identify individuals who had an impact on the local community and explain how people and events of the past influence the present. 2.2. Identify when the local community was established and identify its founders and early settlers and recognizing continuity and change in local and regional communities over time. 2.3. Identify and describe community celebrations, symbols and traditions and explain why they are important to some people. 3.1. Describe how significant people, events and developments have shaped their own community and region. 3.2. Compare and contrast the history of their own community to other communities in the region.
<p>SS.03.HS.01 Understand calendar time sequences and chronological sequences within narratives.</p>	<p>Historical Thinking</p> <ul style="list-style-type: none"> K.3. Distinguish between past and present. K.4. Compare and contrast the student’s own environment with the past. K.5. Use sense of time for planning. K.6. Create and explain a simple timeline of events. 1.5. Use terms related to time to sequentially order events that have occurred. 1.6. Describe how clocks and calendars are used to measure time.

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	<ul style="list-style-type: none"> 1.7 Develop and analyze a simple timeline of important events. 1.8 Identify and compare historical fact and fiction in folktales and legends. 2.4. Differentiate between events that happened in the recent and distant past. 2.5. Develop a timeline of important events in the history of the community. 2.6. Identify important school days, holidays, and community events on a calendar. 3.3. Apply research skills and technologies to gather information about the past in the region. 3.4. Describe local communities and regions past and present. 3.5. Explain how some sources are more useful for answering historical questions than others.
<p>SS.03.GE.01 View and draw simple maps and pictures to locate, describe, and show movement among places.</p> <p>SS.03.GE.02 Understand the purpose of maps, globes, and other geographic tools.</p> <p>SS.03.GE.03 Identify major physical features and describe how they are represented on maps, globes, and other tools.</p> <p>SS.03.GE.04 Identify physical characteristics of places and compare them.</p> <p>SS.03.GE.05 Understand how peoples' lives are affected by the physical environment.</p>	<p>Geography</p> <ul style="list-style-type: none"> K.7. Identify and compare and contrast pictures, maps and globes. K.8. Describe roles of self and family members. K.9. Locate, identify, and describe places of importance to self, family, and school. K.10. Explain how people can care for the environment. K.11. Use terms related to location, direction, and distance (e.g., over/under, here/there, left/right, above/below, forward/backward, between). 1.9 Describe ways people celebrate their diverse cultural heritages in the community. 1.10 Locate and identify important places in the community (school, library, fire department, etc.). 1.11 Explain how seasonal changes influence activities in school and community. 1.12 Give examples of local natural resources and describe how people use them. 2.7. Use basic information on maps and other geographic tools to locate and identify physical and human features of the community. 2.8. Identify relative location of school and community in the state and

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	<p>nation and the world.</p> <p>2.9. Describe physical and human characteristics of the community.</p> <p>2.10. Use and apply cardinal directions; locate and identify local physical features on maps (e.g., oceans, cities, continents).</p> <p>3.6. Identify hemispheres, continents and oceans using globes and maps.</p> <p>3.7. Use a simple grid system, symbols, and other information to locate the physical and political features of places on maps and globes.</p> <p>3.8. Identify links of land, regions, river systems, interstate highways between Oregon and other states.</p> <p>3.9. Describe physical and human characteristics of tribal regions in Oregon and North America.</p> <p>3.10. Identify and compare physical features of Oregon and other Northwestern states.</p> <p>3.11. Explain the influence of humans (traders, immigrants, indigenous, current residents) on Oregon's and the Northwest's physical systems.</p> <p>3.12. Identify and analyze Oregon's natural resources and describe how people in Oregon and other parts of the world use them.</p> <p>3.13. Identify how people have adapted to and have changed the physical geography of the community.</p>

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<p>SS.03.CG.01 Identify essential ideas and values expressed in national symbols, heroes, and patriotic songs of the United States.</p> <p>SS.03.CG.02 Identify rights that people have in their communities.</p> <p>SS.03.CG.03 Identify ways that people can participate in their communities and the responsibilities of participation.</p> <p>SS.03.CG.04 Distinguish local and world issues.</p>	<p>Civics and Government</p> <p>K.12. Explain why rules are needed and how rules reduce conflict and promote fairness.</p> <p>K.13. Use and identify respectful dialog, taking turns, and explain how rules are different in different settings.</p> <p>K.14. Distinguish between democratic methods and decisions made by authority.</p> <p>1.13 Describe the responsibilities of leaders.</p> <p>1.14 Describe the responsibilities of team members.</p> <p>1.15 Demonstrate the ability to be both a leader and team member.</p> <p>1.16 Identify the United States and Oregon flags and other symbols.</p> <p>1.17 Identify and describe significant holidays.</p> <p>2.11. Participate in rule setting and monitoring activities considering multiple points of view.</p> <p>2.12. Identify services provided by local government.</p> <p>2.13. Evaluate how individuals, groups, and communities manage conflict and promote justice.</p> <p>2.14. Give examples of and identify appropriate and inappropriate use of power and the consequences.</p> <p>2.15. Identify local leaders and their functions.</p> <p>2.16. Identify ways students can have an impact in their local community.</p> <p>3.14. Describe how different levels of government provide services and protect citizens.</p> <p>3.15. Describe the responsibilities of citizens in their community and state.</p>
<p>SS.03.EC.01 Understand that limited resources make economic choice necessary</p> <p>SS.03.EC.02 Identify ways of making money to buy a desired product and what it will cost in time and energy for each option.</p>	<p>Economics/Financial Literacy</p> <p>K.15. Identify various forms of money and explain how money is used.</p> <p>K.16. Give examples of different jobs performed in neighborhoods.</p> <p>K.17. Identify examples of ownership of different items, recognizing the difference between private and public ownership, and the need for sharing.</p> <p>K.18. Explain how jobs provide income.</p> <p>K.19. Distinguish between wants and needs.</p>

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	<p>1.18 Explain how personal saving and spending can be used to meet short-term financial goals.</p> <p>1.19 Identify sources of income (e.g., gifts, borrowing, allowance, work, wages).</p> <p>2.17. Explain various methods of saving and how saving can help reach financial goals.</p> <p>2.18. Identify local businesses and the goods and services they produce.</p> <p>3.16 Describe the relationship between producers and consumers.</p> <p>3.17 Explain the issue of scarcity to personal, community, regional, and world resources.</p>
<p>SS.03.SA.01 Identify an issue or problem that can be studied.</p> <p>SS.03.SA.02 Gather information relating to an issue or problem.</p> <p>SS.03.SA.03 Identify and compare different ways of looking at an event, issue, or problem.</p> <p>SS.03.SA.04 Identify how people or other living things might be affected by an event, issue, or problem.</p> <p>SS.03.SA.05 Identify possible options or responses; then make a choice or express an opinion.</p>	<p>Social Science Analysis</p> <p>K.20. Compare and contrast past and present events or practices.</p> <p>1.20. Identify cause-and-effect relationships.</p> <p>1.21. Identify an issue or problem that can be studied.</p> <p>2.19. Describe the connection between two or more current or historical events.</p> <p>2.20. Compare and contrast past and present situations, people, and events in neighborhoods and communities.</p> <p>2.21. Evaluate information relating to an issue or problem.</p> <p>3.18 Use a variety of historical sources including artifacts, pictures and documents to identify factual evidence.</p> <p>3.19 Identify and compare different ways of looking at an event, issue, or problem.</p> <p>3.20 Identify how people or other living things might be affected by an event, issue, or problem.</p>
Benchmark 2 (Grades 4-5)	Grade-specific standards 4-5
<p>U.S. History</p> <p>SS.05.HS.05 Understand how individuals, issues, and events changed or significantly influenced the course of U.S. history from pre-history through the period of the American Revolution.</p> <ul style="list-style-type: none"> SS.05.HS.05.01 Identify and understand the groups living in the Western Hemisphere before European exploration, their ways of life, and the empires 	<p>Historical Knowledge</p> <p>4.1. Identify and describe historic Native American Indian groups that lived in Oregon prior to contact with Europeans and at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment.</p> <p>4.2. Explain how key individuals and events influenced the early growth</p>

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<p><i>they developed.</i></p> <ul style="list-style-type: none"> • <i>SS.05.HS.05.02 Understand the impact of early European exploration on Native Americans and on the land.</i> • <i>SS.05.HS.05.03 Understand the impact of individuals through the period of the American Revolution, on ideas, ways of life, or the course of events in U.S. history.</i> • <i>SS.05.HS.05.04 Understand the colonial experience and how it led to the American Revolution.</i> • <i>SS.05.HS.05.05 Identify and understand the causes, course, and impact of the American Revolution, including the roles of George Washington, Samuel Adams, and Thomas Jefferson.</i> <p>SS.05.HS.06 Understand how individuals changed or significantly influenced the course of Oregon state history.</p> <ul style="list-style-type: none"> • <i>SS.05.HS.06.01 Identify significant people in the history of Oregon from pre-history through the period of the American Revolution.</i> • <i>SS.05.HS.06.02 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 pre-history through the period of the American Revolution.</i> <p>SS.05.HS.07 Understand how individuals changed or significantly influenced the course of local history.</p>	<p>and changes in Oregon.</p> <p>4.3. Give examples of changes in Oregon’s agricultural, industrial, political, and business development over time.</p> <p>4.4. Identify the 9 federally recognized Oregon tribes and their aboriginal boundaries.</p> <p>5.1. Identify and compare historical Native American groups and settlements that existed in North America prior to contact with European exploration in the late fifteenth and sixteenth centuries.</p> <p>5.2. Locate and examine accounts of early Spanish, French and British explorations of North America noting major land and water routes, reasons for exploration and the location and impact of exploration and settlement.</p> <p>5.3. Explain the religious, political, and economic reasons for movement of people from Europe to the Americas and describe instances of both cooperation and conflict between Native American Indians and European settlers.</p> <p>5.4. Identify and locate the 13 British colonies that became the United States and identify the early founders, describe daily life (political, social, and economic organization and structure), and describe early colonial resistance to British rule.</p>
<p>SS.05.HS.01 Interpret data and chronological relationships presented in timelines and narratives.</p> <ul style="list-style-type: none"> • <i>SS.05.HS.01.01 Order events found in historical narratives.</i> • <i>SS.05.HS.01.02 Calculate time and infer information from timelines.</i> <p>SS.05.HS.02 Identify cause and effect relationships in a sequence of events.</p> <p>SS.05.HS.03 Understand how history can be organized using themes, geography, or chronology.</p> <p>SS.05.HS.04 Identify primary and secondary sources.</p>	<p>Historical Thinking</p> <p>4.5. Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories.</p> <p>4.6. Create and evaluate timelines that show relationships among people, events, and movements in Oregon history.</p> <p>4.7. Use primary and secondary sources to create or describe a narrative about events in Oregon history.</p> <p>5.5. Create and interpret timelines showing major people, events and developments in the early history of the United States.</p>

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	<p>5.6. Use primary and secondary sources to formulate historical questions, to examine an historical account about an issue of the time, and to reconstruct the literal meaning of the passages by identifying who was involved, what happened, where it happened, and what events led to these developments and what consequences or outcomes followed.</p>
<p>SS.05.GE.01 Define basic geography vocabulary such as concepts of location, direction, distance, scale, movement, and region using appropriate words and diagrams.</p> <ul style="list-style-type: none"> SS.05.GE.01.01 Know and use basic map elements to answer geographic questions or display geographic information. <p>SS.05.GE.02 Examine and understand how to prepare maps, charts, and other visual representations to locate places and interpret geographic information.</p> <ul style="list-style-type: none"> SS.05.GE.02.01 Use maps and charts to interpret geographic information. SS.05.GE.02.02 Use other visual representations to locate, identify, and distinguish physical and human features of places and regions. <p>SS.05.GE.03 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> <ul style="list-style-type: none"> SS.05.GE.03.01 Identify the names of the continents and their relative size, shape, and location. SS.05.GE.03.02 Identify the names of the fifty states and their location relative to other states. SS.05.GE.03.03 Locate, identify, and know the significance of major mountains, rivers, and land regions of Oregon. <p>SS.05.GE.04 Identify physical and human characteristics of regions in the United States and the processes that have shaped them.</p> <ul style="list-style-type: none"> SS.05.GE.04.01 Identify and locate major landforms, bodies of water, vegetation, and climate found in regions of the United States. SS.05.GE.04.02 Identify the type of economic activity, population distribution, and cities found in regions of the United States. <p>SS.05.GE.05 Identify patterns of migration and cultural interaction in the United States.</p>	<p>Geography</p> <p>4.8. Use geographical tools (e.g., maps, GIS, Google Earth) to identify absolute and relative locations and physical characteristics of places in Oregon.</p> <p>4.9. Explain the influence of Oregon and the Northwest’s physical systems on humans, including Native Americans.</p> <p>4.10. Compare and contrast varying patterns of settlements in Oregon, past and present, and consider future trends.</p> <p>4.11. Identify conflicts involving use of land, natural resources, economy, and competition for scarce resources, different political views, boundary disputes, and cultural differences within Oregon and between different geographical areas.</p> <p>4.12. Explain how people in Oregon have modified their environment and how the environment has influenced people’s lives.</p> <p>4.13. Describe how technological developments, societal decisions, and personal practices influence Oregon’s sustainability (dams, wind turbines, etc.).</p> <p>5.7. Identify, locate, and describe places and regions in the United States.</p> <p>5.8. Use various types of maps to describe and explain the United States.</p> <p>5.9. Explain migration, trade, and cultural patterns in the United States.</p> <p>5.10. Describe how physical and political features influence events, movements, and adaptation to the environment.</p> <p>5.11. Describe how technological developments, societal decisions, and personal practices influence sustainability in the United States.</p>

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<ul style="list-style-type: none"> • <i>SS.05.GE.05.01 Understand how physical geography affects the routes, flow, and destinations of migration.</i> • <i>SS.05.GE.05.02 Explain how migrations affect the culture of emigrants and native populations.</i> <p>SS.05.GE.06 Identify and give examples of issues related to population in- creases and decreases.</p> <ul style="list-style-type: none"> • <i>SS.05.GE.06.01 Identify and give examples of positive and negative impacts of population increases or decreases.</i> <p>SS.05.GE.07 Understand how physical environments are affected by human activities.</p> <p>SS.05.GE.07.01 <i>Understand how and why people alter the physical environment.</i></p> <p>SS.05.GE.07.02 <i>Describe how human activity can impact the environment</i></p> <p>SS.05.GE.08 Understand how human activities are affected by the physical environment.</p> <ul style="list-style-type: none"> • <i>SS.05.GE.08.01 Identify constraints on human activity caused by the physical environment.</i> • <i>SS.05.GE.08.02 Understand how the physical environment presents opportunities for economic and recreational activity.</i> 	
<p>SS.05.CG.01 Identify essential ideas of our republican form of government as expressed in the Declaration of Independence and the Constitution.</p> <ul style="list-style-type: none"> • <i>SS.05.CG.01.01 Know the concept of “rule of law.”</i> <p>SS.05.CG.02 Identify the primary functions of federal, state, and local governments.</p> <ul style="list-style-type: none"> • <i>SS.05.CG.02.01 Identify public safety, transportation, education, and recreation as responsibilities of local governments.</i> • <i>SS.05.CG.02.02 Know how laws are made.</i> <p>SS.05.CG.03 Understand the roles and responsibilities of the three branches of government.</p> <ul style="list-style-type: none"> • <i>SS.05.CG.03.01 Name and distinguish the primary function of each branch of government at the federal and state levels.</i> <p>SS.05.CG.04 Identify the rights of U.S. citizens.</p> <ul style="list-style-type: none"> • <i>SS.05.CG.04.01 Identify basic rights that are given to citizens of the United States.</i> <p>SS.05.CG.05 Understand how citizens can learn about public issues.</p>	<p>Civics and Government</p> <p>4.14. Explain the organization and functions of Oregon government.</p> <p>4.15. Describe and evaluate how historical Oregon governments affected groups within the state (citizens, foreigners, women, class systems, minority groups, tribes).</p> <p>4.16. Explain the process of Oregon statehood.</p> <p>5.12. Analyze how cooperation and conflict among people contribute to political, economic and social events and situations in the United States.</p> <p>5.13. Describe and summarize how colonial and new states’ governments affected groups within their population (e.g., citizens, slaves, foreigners, nobles, women, class systems, tribes).</p> <p>5.14. Compare and contrast tribal forms of government, British monarchy, and early American colonial governments.</p> <p>5.15. Identify principles of U.S. democracy found in the U.S. Constitution</p>

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<ul style="list-style-type: none"> SS.05.CG.05.01 <i>Identify and give examples of resources that provide information about public issues.</i> <p>SS.05.CG.06 Identify and give examples of how individuals can influence the actions of government.</p> <ul style="list-style-type: none"> SS.05.CG.06.01 <i>Identify and give examples of actions citizens can take to influence government policy and decision-making.</i> <p>SS.05.CG.07 Recognize and give examples of how nations interact with one another through trade, diplomacy, cultural contacts, treaties, and agreements.</p> <ul style="list-style-type: none"> SS.05.CG.07.01 <i>Know how the United States makes treaties with other nations, including Indian nations.</i> SS.05.CG.07.02 <i>Know how nations demonstrate good will toward other nations in a variety of ways.</i> <p>SS.05.CG.08 Understand that there are different ways for governments to be organized.</p> <ul style="list-style-type: none"> SS.05.CG.08.01 <i>Recognize that governments are organized in different ways</i> 	<p>and Bill of Rights.</p> <p>5.16. Describe how national government affects local and state government.</p>
<p>SS.05.EC.01 Understand that all economic choices have costs and benefits, and compare options in terms of costs and benefits.</p> <ul style="list-style-type: none"> SS.05.EC.01.01 <i>Know that whenever a choice is made, there is a cost.</i> <p>SS.05.EC.02 Identify and give examples of the concepts of “trade-off” and “opportunity costs.”</p> <ul style="list-style-type: none"> SS.05.EC.02.01 <i>Identify and give examples of consequences of economic choices in terms of trade-off and opportunity cost.</i> SS.05.EC.02.02 <i>Understand the difference between “needs” and “wants” and their relationship to economic trade-offs.</i> <p>SS.05.EC.03 Understand how supply and demand influence price, and how price increases or decreases influence the decisions of consumers.</p> <ul style="list-style-type: none"> SS.05.EC.03.01 <i>Understand that prices rise and fall depending on supply and demand.</i> <p>SS.05.EC.04 Recognize examples of how nations interact economically.</p> <ul style="list-style-type: none"> SS.05.EC.04.01 <i>Recognize that nations interact through trade.</i> <p>SS.05.EC.05 Identify the characteristics of money and the advantages of its use over</p>	<p>Economics/Financial Literacy</p> <p>4.17. Analyze different buying choices and their opportunity costs while demonstrating the difference between needs and wants.</p> <p>4.18. Identify key industries of Oregon.</p> <p>5.17. Explain ways trade can be restricted or encouraged (e.g., boycott) and how these affect producers and consumers.</p> <p>5.18. Explain the purpose of taxes and give examples from U.S. history of their use.</p>

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<p>barter.</p> <ul style="list-style-type: none"> SS.05.EC.05.01 Distinguish between “barter” and “money” and how they facilitate the exchange of goods. <p>SS.05.EC.06 Understand the processes of earning, saving, spending, budget- ing, and record keeping in money management.</p> <ul style="list-style-type: none"> SS.05.EC.06.01 Recognize that people earn income by exchanging their labor for wages and salaries. SS.05.EC.06.02 Recognize that savings are the part of income not spent on taxes or consumption. SS.05.EC.06.03 Recognize that spending involves exchanging money for goods or services. SS.05.EC.06.04 Recognize that a budget is a record- keeping plan for managing income and spending. <p>SS.05.EC.07 Understand how banks and credit unions serve savers and borrowers.</p> <ul style="list-style-type: none"> SS.05.EC.07.01 Understand how interest creates incentives for borrowing and saving. 	

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<p>SS.05.SA.01 Examine an event, issue, or problem through inquiry and re- search.</p> <p>SS.05.SA.02 Gather, use, and document information from multiple sources (e.g. print, electronic, human, primary, secondary).</p> <p>SS.05.SA.03 Identify and study two or more points of view of an event, issue, or problem.</p> <p>SS.05.SA.04 Identify characteristics of an event, issue, or problem, suggesting possible causes and results.</p> <p>SS.05.SA.05 Identify a response or solution and support why it makes sense, using support from research.</p>	<p>Social Science Analysis</p> <p>4.19. Compare eyewitness and secondhand accounts of an event.</p> <p>4.20. Describe the sequence of events in given current and historical accounts.</p> <p>4.21. Analyze historical accounts related to Oregon to understand cause-and-effect.</p> <p>5.19. Analyze two accounts of the same event or topic and describe important similarities and differences.</p> <p>5.20. Gather, use and document information from multiple sources (e.g., print, electronic, human, primary, secondary) to examine an event, issue, or problem through inquiry and research.</p> <p>5.21. Identify and study two or more points of view of an event, issue or problem.</p> <p>5.22. Identify characteristics of an event, issue, or problem, suggesting</p>

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	<p>possible causes and results.</p> <p>5.23. Propose a response or solution to an issue or problem and support why it makes sense, using support from research.</p>
Benchmark 3 (Grades 6-8)	Grade-specific standards 6-8

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WORLD HISTORY
 SS.08.HS.05 Understand the political, economic, and cultural impact, and lasting influence of early civilizations on world development.

- SS.08.HS.05.01 *Understand the major characteristics and historical influence of the early civilizations of Mesopotamia, Indus River Valley, Egypt, the Americas, Greece.*
- SS.08.HS.05.02 *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.*
- SS.08.HS.05.03 *Understand the importance of the rise of Islam and its interaction with Europe.*
- SS.08.HS.05.04 *Understand the development of the empires and kingdoms of sub-Saharan Africa, Imperial China, and feudal Japan.*
- SS.08.HS.05.05 *Understand the major developments and societal impact of feudalism, the church, and the rise of cities in the European Middle Ages.*
- SS.08.HS.05.06 *Understand the characteristics and impact of Renaissance thinking, art, and learning.*

U.S HISTORY
 SS.08.HS.06 Understand how individuals, issues, and events changed or significantly influenced the course of U.S. history post-American Revolution through 1900.

- SS.08.HS.06.01 *Identify and understand the issues and events that were addressed at the Constitutional Convention.*
- SS.08.HS.06.02 *Trace the route and understand the significance of the Lewis and Clark Expedition.*
- SS.08.HS.06.03 *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.*
- SS.08.HS.06.04 *Understand the effects of Jacksonian Democracy on political practices.*
- SS.08.HS.06.05 *Recognize and understand conditions of the African slave trade and experiences of enslaved African-Americans and “free Blacks” in the United States.*
- SS.08.HS.06.06 *Understand how the abolitionists advocated for the end of slavery and the impact of their activities.*
- SS.08.HS.06.07 *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.*

Historical Knowledge

- 6.1. Determine and explain the historical context of key people, cultures, products, events, and ideas over time including the examination of different perspectives from people involved including, but not limited to, Aztec, Maya, Inca, Inuit, early Native American cultures of North America, major explorers, colonizers of countries in the Western Hemisphere, and the Columbian Exchange.
- 6.2. Identify examples of the social, political, cultural, and economic development in key areas of the Western Hemisphere.
- 6.3. Describe the rise; the political, technological, and cultural achievements; and the decline of ancient civilizations in Europe, Asia, and Africa prior to the Roman Empire.
- 7.1. Describe and compare the beliefs, the spread, and the influence of religions throughout Europe, Asia, and Africa, Islam, Crusades, Holy Roman Empire.
- 7.2. Examine the importance of trade routes and trace the rise of cultural centers and trade cities in Europe, Asia, and Africa.
- 7.3. Analyze the interconnections of people, places and events in the economic, scientific and cultural exchanges of the European Renaissance that led to the Scientific Revolution, voyages of discovery and imperial conquest.
- 8.1. Evaluate continuity and change over the course of United States history by analyzing examples of conflict, cooperation, and interdependence among groups, societies, or nations.
- 8.2. Evaluate continuity and change over the course of United States history, by analyzing key people and constitutional convention, age of Jefferson, industrial revolution, westward expansion, Civil War.
- 8.3. Examine social, political and economic factors that caused westward expansion from American Revolution through reconstruction.
- 8.4. Evaluate the impact of different factors, including gender, age, ethnicity and class on groups and individuals during this time period and the impact these groups and individuals have on events of the time.
- 8.5. Analyze the causes as outlined in the Declaration of Independence, and examine the major American and British leaders, key events, international support, and consequences of (e.g., Articles of Confederation, changes in trade relationships, achievement of independence by the United States, the American Revolution

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<p>HISTORICAL SKILLS</p> <p>SS.08.HS.01 Represent and interpret data and chronological relationships from history, using timelines and narratives.</p> <ul style="list-style-type: none"> • <i>SS.08.HS.01.01 Identify and create chronologies of events.</i> • <i>SS.08.HS.01.02 Compare and contrast historical interpretations.</i> <p>SS.08.HS.02 Distinguish between cause and effect relationships and events that happen or occur con- currently or sequentially.</p> <p>SS.08.HS.03 Identify and give examples of chronological patterns and recognize them in related events over time.</p> <p>SS.08.HS.04 Evaluate data within the context in which it was created, testing its reliability, credibility, and bias</p>	<p>Historical Thinking</p> <p>6.4. Explain how different cultures in the Western Hemisphere record history.</p> <p>6.5. Critique information to determine if it is sufficient to answer historical questions.</p> <p>6.6. Create and compare timelines that identify major people, events and developments in the history of individual civilizations and/or countries that comprise the Americas.</p> <p>6.7. Define and use the terms “decade,” “century,” and “millennium,” and compare alternative ways that historical periods and eras are designated by identifying the organizing principles upon which each is based.</p> <p>6.8. Analyze cause-and-effect relationships, including the importance of individuals, ideas, human interests and beliefs.</p> <p>6.9. Differentiate between fact and interpretation in historical accounts and explain the meaning of historical passages by identifying who was involved, what happened, where it happened, and relating them to outcomes that followed and gaps in the historical record.</p> <p>6.10. Identify issues related to a historical event in the Americas and give basic arguments for and against that issue utilizing the perspectives, interests and values of those involved.</p> <p>7.4. Explain how and why cultures in the Eastern Hemisphere record history in different ways.</p> <p>7.5. Create and compare timelines that identify major people and events and developments in the history of civilization and/or countries of Africa, Asia and the Southwest Pacific.</p> <p>7.6. Form historical questions and use a variety of information resources to find, summarize and evaluate historical data on the people places, events and developments that have played a part in the history of Africa, Asia and the Southwest Pacific.</p> <p>7.7. Interpret documents and data from multiple primary and secondary sources (e.g., art, artifacts, eyewitness accounts, letters and diaries,</p>

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	<p>real or simulated historical sites, charts, graphs, diagrams, written texts) while forming historical questions.</p> <p>8.6. Analyze evidence from multiple sources including those with conflicting accounts about specific events in U.S. History.</p> <p>8.7. Evaluate information from a variety of sources and perspectives.</p> <p>8.8. Construct or evaluate a written historical argument demonstrating an understanding of primary and secondary sources.</p> <p>8.9. Use and interpret documents and other relevant primary and secondary sources pertaining to U.S. History from multiple perspectives.</p>

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SS.08.GE.01 Understand fundamental geography vocabulary such as concepts of distance, latitude, longitude, interdependence, accessibility, and connections.

- *SS.08.GE.01.01 Use maps, charts, and graphs to understand patterns of movement over time and space.*

SS.08.GE.02 Read, interpret, and understand how to construct geographic representations to analyze information, understand spatial relationships, and compare places.

- *SS.08.GE.02.01 Use maps, charts, graphs, and photographs to analyze spatial distributions and patterns.*

SS.08.GE.03 Locate and identify on maps and globes the regions of the world and their prominent physical features.

- *SS.08.GE.03.01 Identify the location of major mountain ranges, deserts, rivers, cultural regions and countries in the world.*

SS.08.GE.04 Identify and compare physical and human characteristics of major regions and significant places in the world.

- *SS.08.GE.04.01 Locate and identify population centers and geographic reasons for their locations.*
- *SS.08.GE.04.02 Identify, locate, and compare the cultural characteristics of places and regions.*
- *SS.08.GE.04.03 Recognize relationships between the physical and cultural characteristics of a place or region.*

SS.08.GE.05 Identify and understand worldwide patterns of population distribution, migration, and cultural diffusion and interactions.

- *SS.08.GE.05.01 Identify patterns of population distribution and infer causes.*
- *SS.08.GE.05.02 Recognize and identify patterns of migration streams in U.S. history.*
- *SS.08.GE.05.03 Understand how migration streams affect the spread of cultural traits.*

SS.08.GE.06 Identify economic, cultural, and environmental factors that affect population, and predict how the population would change as a result.

- *SS.08.GE.06.01 Identify and give examples of economic, cultural, and environmental factors that influence population.*
- *SS.08.GE.06.02 Predict the effect of a given economic, cultural, or environmental change on a population*

SS.08.GE.07 Identify patterns and how human modification of the physical environment in a place affects both that place and other places.

- *SS.08.GE.07.01 Understand how the process of urbanization affects the*

Geography

6.11. Distinguish among different types of maps and use them to analyze an issue in the Western Hemisphere.

6.12. Collect and analyze data to describe regions of the Western Hemisphere.

6.13. Classify and analyze the types of connections between places in the Western Hemisphere.

6.14. Identify physical features of the Western Hemisphere and explain their effects on people and events.

6.15. Explain how people have adapted to or changed the physical environment in the Western Hemisphere.

6.16. Explain how technological developments, societal decisions, and personal practices influence sustainability in the Western Hemisphere.

7.8. Use and evaluate maps, graphs, charts, models, and databases to analyze geographic distributions in the Eastern Hemisphere.

7.9. Collect and analyze data to make geographic inferences and predictions regarding the Eastern Hemisphere.

7.10. Interpret maps and other geographic tools to find patterns in human and physical systems in the Eastern Hemisphere.

7.11. Describe the physical environment of places in the Eastern Hemisphere and how it influences trade, culture, and the economy.

7.12. Compare and analyze human characteristics (e.g., population, land use, language, and religion) of places and regions in the Eastern Hemisphere.

7.13. Describe the historical and current physical, cultural, and economic characteristics of eco-regions.

7.14. Explain how technological developments, societal decisions, and personal practices influence sustainability in the Eastern Hemisphere.

7.15. Determine and explain the interdependence of people around the world during significant eras or events.

8.10. Interpret maps to identify growth and development of the United States.

8.11. Identify and describe patterns and networks of economic interdependence, migration, and settlement.

8.12. Investigate how differing geographic perspectives apply to issues in

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SS.08.CG.01 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.

- *SS.08.CG.01.01 Distinguish the purposes of government as stated in the Preamble*
- *SS.08.CG.01.02 Understand how the power of government is limited in the United States.*
- *SS.08.CG.01.03 Recognize the provisions of the Bill of Rights (Amendments 1-10) that protect individual rights.*

SS.08.CG.02 Identify and distinguish how powers and responsibilities are distributed and balanced among the federal, state, and local levels.

- *SS.08.CG.02.01 Identify the power or responsibility of each level of government.*
- *SS.08.CG.02.02 Understand how laws are made and enforced at the federal, state, and local levels.*

SS.08.CG.03 Understand the powers of each branch of government as stated in the Constitution.

- *SS.08.CG.03.01 Understand the basic idea of checks and balances of each branch of the federal government.*
- *SS.08.CG.03.02 Identify the legislative, executive, and judicial institutions at each level of government.*
- *SS.08.CG.03.03 Understand the powers and responsibilities of the executive branch of government.*
- *SS.08.CG.03.04 Understand how courts are organized by level and jurisdiction, and that law is divided into Constitutional Law, criminal law, and civil law.*

SS.08.CG.04 Understand citizens' rights and how the Constitution protects those rights.

- *SS.08.CG.04.01 Identify and understand the rights of citizens guaranteed under the Bill of Rights.*

SS.08.CG.05 Understand how citizens can make their voices heard in the political process.

- *SS.08.CG.05.01 Identify and give examples of ways that citizens can let their opinions be known in the political process.*

SS.08.CG.06 Identify and give examples of how groups and organizations can

- *SS.08.CG.06.01 Identify and give examples of how groups and organizations can influence government policy or decisions and describe how these actions*

Civics and Government

- 6.17. Compare and contrast early forms of government via the study of early civilizations (tribal, monarchy, democracy, theocracy, and oligarchy) in the Western Hemisphere.
- 6.18. Describe current forms of government in countries in the Western Hemisphere.
- 7.16. Describe the role of citizens in various governments in the Eastern Hemisphere.
- 7.17. Compare and contrast early forms of government via the study of early civilizations (tribal, monarchy, democracy, theocracy, and oligarchy) in the Eastern Hemisphere.
- 7.18. Investigate current issues in the Eastern Hemisphere and how they relate to other countries, including the United States.
- 7.19. Analyze the significance of the Magna Carta, Hammurabi's Code and other documents on the development of modern governments.
- 8.14. Explain rights and responsibilities of citizens.
- 8.15. Contrast the impact of the Articles of Confederation as a form of government to the U.S. Constitution.
- 8.16. Compare and contrast how European governments and the United States government interacted with Native American peoples.
- 8.17. Examine the development activities of political parties and interest groups and their affect on events, issues, and ideas.
- 8.18. Examine and analyze important United States documents, including (but not limited to) the Constitution, Bill of Rights, 13th-15th Amendments.
- 8.19. Examine important Supreme Court decisions prior to 1880 and the impact of the decisions on government practices, personal liberties, and property rights.
- 8.20. Analyze the changing definition of citizenship and the expansion of rights.
- 8.21. Analyze important political and ethical values such as freedom, democracy, equality, and justice embodied in documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.

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<p>SS.08.EC.01 Understand incentives in a market economy that influence individuals and businesses in allocating resources (time, money, labor, and natural resources).</p> <ul style="list-style-type: none"> SS.08.EC.01.01 <i>Know that people respond predictably to positive and negative incentives.</i> <p>SS.08.EC.02 Understand how trade-offs and opportunity costs can be identified and measured.</p> <ul style="list-style-type: none"> SS.08.EC.02.01 <i>Know and give examples of how changes in the economy impose costs on some and benefits on others because they arbitrarily redistribute purchasing power.</i> SS.08.EC.02.02 <i>Distinguish between “needs” and “wants” in the U.S. and other countries of the world, and the impact of the media.</i> <p>SS.08.EC.03 Understand how price is an incentive for both buyers and producers/sellers in the marketplace.</p> <ul style="list-style-type: none"> SS.08.EC.03.01 <i>Understand how supply and demand respond predictably to changes in economic circumstances.</i> <p>SS.08.EC.04 Understand how decisions regarding what to produce, how to produce, and for whom to produce are answered in various economic systems.</p> <ul style="list-style-type: none"> SS.08.EC.04.01 <i>Understand how decisions about production are made in traditional, capitalist, and command economies.</i> <p>SS.08.EC.05 Understand how banks function within the economy.</p> <ul style="list-style-type: none"> SS.08.EC.05.01 <i>Identify and give examples of the services of a bank, and know the role of banks in the economy.</i> <p>SS.08.EC.06 Identify and give examples of how the United States economy affects citizens of both the United States and other countries.</p> <ul style="list-style-type: none"> SS.08.EC.06.01 <i>Give examples of how the United States economy affects citizens of the United States.</i> SS.08.EC.06.02 <i>Give examples of how the United States economy affects the citizens of other countries.</i> <p>SS.08.EC.07 Understand the function of money.</p> <ul style="list-style-type: none"> SS.08.EC.07.01 <i>Understand how money functions as a means of exchange, a store of value, and a measure of value.</i> <p>SS.08.EC.08 Understand factors that determine personal income and predict future</p>	<p>Economics/Financial Literacy</p> <p>6.19. Describe the role and function of prices in the economy.</p> <p>7.20. Explain the concepts of “supply” and “demand” and how price allocates scarce goods.</p> <p>7.21. Explain the function of imports and exports in the economy.</p> <p>7.22. Explain “outsourcing” and describe the costs and benefits.</p> <p>7.23. Explain the function of profit in the economy.</p> <p>8.22. Distinguish among tariffs, quotas, and government policies as means to regulate trade.</p> <p>8.23. Describe how industrialization changes production and how it creates shifts in the market.</p>

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<p>earnings, based on plans for education and training.</p> <ul style="list-style-type: none"> • SS.08.EC.08.01 <i>Understand how a wage or salary is the price of labor, and is usually determined by the supply and demand for labor.</i> • SS.08.EC.08.02 <i>Understand that people’s incomes, in part, reflect choices they have made about education, training, skill development, and careers.</i> • SS.08.EC.08.03 <i>Understand how workers can increase their productivity by improving their skills or by using tools and machinery</i> <p>SS.08.EC.09 Understand different ways that people invest and save.</p> <ul style="list-style-type: none"> • SS.08.EC.09.01 <i>Understand that banks and credit unions are institutions where people save money and earn interest, and where other people borrow money and pay interest.</i> • SS.08.EC.09.02 <i>Understand that stocks, bonds, and</i> • <i>other investments are ways people earn money.</i> 	
<p>SS.08.SA.01 Clarify key aspects of an event, issue, or problem through inquiry and research.</p> <p>SS.08.SA.02 Gather, interpret, use, and document information from multiple sources, distinguishing facts from opinions and recognizing points of view.</p> <p>SS.08.SA.03 Examine a controversial event, issue, or problem from more than one perspective.</p> <p>SS.08.SA.04 Examine the various characteristics, causes, and effects of an event, issue, or problem.</p> <p>SS.08.SA.05 Consider two or more outcomes, responses, or solutions; identify their strengths and weaknesses; then conclude and justify which is the best</p>	<p>Social Science Analysis</p> <p>6.20. Critique information to determine if it is sufficient to answer questions.</p> <p>6.21. Clarify key aspects of an event, issue, or problem through inquiry and research.</p> <p>6.22. Gather, interpret, document, and use information from multiple sources, distinguishing facts from opinions and recognizing points of view.</p> <p>6.23. Interpret documents and data from multiple primary and secondary sources (art, artifacts, eyewitness accounts, letters and diaries, real or simulated historical sites, charts, graphs, diagrams, written texts).</p> <p>7.24. Analyze current and historical sources (e.g., artifacts, eyewitness accounts, letters and diaries, real or simulated historical sites, charts, graphs, diagrams, and written texts) for accuracy and point of view while forming questions.</p> <p>7.25. Analyze evidence from multiple sources including those with conflicting information.</p> <p>8.24. Compare fictional portrayals of a time, place, or character to historical or other non-fictional sources relating to the same period.</p>

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	<p>8.25. Critique data for point of view, historical context, distortion, or propaganda and relevance.</p> <p>8.26. Examine a controversial event, issue, or problem from more than one perspective.</p> <p>8.27. Examine the various characteristics, causes, and effects of an event, issue, or problem.</p> <p>8.28. Investigate a response or solution to an issue or problem and support or oppose, using research.</p>
Benchmark 4 (High School)	Grade-specific standards High School (9-12)
	[US History–Reconstruction to Present; World History–20th & 21st Century]
<p>WORLD HISTORY SS.HS.HS.05 Understand the causes, characteristics, lasting influence, and impact of political, economic, and social developments in world history.</p> <ul style="list-style-type: none"> • <i>SS.HS.HS.05.01 Understand how innovations in industry and transportation created the factory system, which led to the Industrial Revolution and transformed capitalism.</i> • <i>SS.HS.HS.05.02 Understand how the Agricultural Revolution contributed to and accompanied the Industrial Revolution.</i> • <i>SS.HS.HS.05.03 Understand the concepts of imperialism and nationalism.</i> • <i>SS.HS.HS.05.04 Understand how European colonizers interacted with indigenous populations of Africa, India, and Southeast Asia, and how the native populations responded.</i> • <i>SS.HS.HS.05.05 Understand the major consequences of imperialism in Asia and Africa at the turn of the century.</i> • <i>SS.HS.HS.05.06 Understand Japanese expansion overseas and the consequences for Japan and Asia during the 20th century.</i> • <i>SS.HS.HS.05.07 Understand the impact of the Chinese Revolution of 1911, and the cause of China’s Communist Revolution in 1949.</i> • <i>SS.HS.HS.05.08 Identify and understand the causes and consequences of the Russian Revolution of 1917, and the impact on politics in nations around the world.</i> • <i>SS.HS.HS.05.09 Identify and understand the causes and consequences of the</i> 	<p>Historical Knowledge</p> <p>HS.1. Evaluate continuity and change over the course of world and United States history.</p> <p>HS.2. Analyze the complexity and investigate causes and effects of significant events in world, U.S., and Oregon history.</p> <p>HS.3. Explain the historical development and impact of major world religions and philosophies.</p> <p>HS.4. Investigate the historical development and impact of major scientific and technological innovations; political thought, theory and actions; and art and literature on culture and thought.</p> <p>HS.5. Examine and evaluate the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity in world, U.S., and Oregon history.</p> <p>HS.6. Analyze ideas critical to the understanding of history, including, but not limited to: populism, progressivism, isolationism, imperialism, communism, environmentalism, liberalism, fundamentalism, racism, ageism, classism, conservatism, cultural diversity, feminism, and sustainability.</p> <p>HS.7. Analyze the history, culture, tribal sovereignty, and historical and current issues of the American Indian tribes and bands in Oregon and the United States.</p> <p>HS.8. Explain how the American labor movement influenced events and</p>

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<p><i>Mexican Revolution of 1911-1917.</i></p> <ul style="list-style-type: none"> • <i>SS.HS.HS.05.10 Identify and understand the causes of WWI and the reasons why the United States entered this war.</i> • <i>SS.HS.HS.05.11 Understand the character of the war on the western and eastern fronts in World War I, and how new military technology contributed to the scale and duration of the war.</i> • <i>SS.HS.HS.05.12 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.</i> • <i>SS.HS.HS.05.13 Understand how the United States and other nations responded to aggression in Europe and Asia during the first half of the 20th century.</i> • <i>SS.HS.HS.05.14 Understand isolationism and the military and economic mobilization of the United States prior to and during World War II, and its impact on American society.</i> • <i>SS.HS.HS.05.15 Understand the character of the war in Europe and the Pacific, and the role of inventions and new technology on the course of the war.</i> • <i>SS.HS.HS.05.16 Understand the systematic campaign of terror and persecution in Nazi Germany.</i> • <i>SS.HS.HS.05.17 Understand the response of the world community to the Nazis and to the Holocaust.</i> • <i>SS.HS.HS.05.18 Identify and understand the causes and consequences of the resistance movement in India.</i> • <i>SS.HS.HS.05.19 Understand the division of Europe after WWII leading to the Cold War.</i> • <i>SS.HS.HS.05.20 Understand the impact of the Cold War on individuals, groups, and nations.</i> • <i>SS.HS.HS.05.21 Understand the causes and impact of the Korean and Vietnam Wars.</i> <p>UNITED STATES HISTORY</p> <p>SS.HS.HS.06 Understand how individuals, issues, and events changed or significantly</p>	<p>thinking in the United States and Oregon over time.</p> <p>HS.9. Identify historical and current events, issues, and problems when national interests and global interest have been in conflict, and analyze the values and arguments on both sides of the conflict.</p>

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<p>influenced the course of U.S. history after 1900.</p> <ul style="list-style-type: none"> • <i>SS.HS.HS.06.01 Identify and understand the effects of 19th century reform movements on American life in the early 20th century.</i> • <i>SS.HS.HS.06.02 Understand the concerns, successes, and limitations of Progressivism.</i> • <i>SS.HS.HS.06.03 Understand how new inventions, new methods of production, and new sources of power transformed work, production, and labor in the early 20th century.</i> • <i>SS.HS.HS.06.04 Understand the changes in society and culture in the early 20th century.</i> • <i>SS.HS.HS.06.05 Understand the causes of the Great Depression and the effect of the Great Depression on the American family.</i> • <i>SS.HS.HS.06.06 Understand how the Franklin D. Roosevelt administration and the New Deal addressed the Great Depression, redefined the role of government, and had a profound impact on American life.</i> • <i>SS.HS.HS.06.07 Understand the changes that created the economic boom after World War II.</i> <p>STATE AND LOCAL HISTORY</p> <p>SS.HS.HS.07 Understand the causes, characteristics, and impact of political, economic, and social developments in Oregon state history.</p> <ul style="list-style-type: none"> • <i>SS.HS.HS.07.01 Identify and understand significant events, developments, groups, and people in the history of Oregon after 1900.</i> • <i>SS.HS.HS.07.02 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.</i> • <i>SS.HS.HS.07.03 Consider and analyze different interpretations of key events and/or issues in history from the perspective of Oregon.</i> <p>SS.HS.HS.08 Understand the causes, characteristics and impact, and lasting influence of political, economic, and social developments in local history.</p>	
<p>HISTORICAL SKILLS</p> <p>SS.HS.HS.01 Reconstruct, interpret, and represent the chronology of significant</p>	<p>Historical Thinking</p> <p>HS.10. Evaluate an historical source for point of view and historical</p>

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<p>events, developments, and narratives from history.</p> <ul style="list-style-type: none"> SS.HS.HS.01.01 <i>Reconstruct the chronological order of significant events related to historical developments.</i> SS.HS.HS.01.02 <i>Interpret the relationship of events occurring over time.</i> SS.HS.HS.01.03 <i>Interpret timelines, charts, and graphs, illustrating chronological relationships.</i> <p>SS.HS.HS.02 Compare and contrast institutions and ideas in history, noting cause and effect relationships.</p> <p>SS.HS.HS.03 Recognize and interpret continuity and/ or change with respect to particular historical developments in the 20th century.</p> <p>SS.HS.HS.04 Understand how contemporary perspectives affect historical interpretation.</p>	<p>context.</p> <p>HS.11. Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses.</p> <p>HS.12. Construct and defend a written historical argument using relevant primary and secondary sources as evidence.</p> <p>HS.13. Differentiate between facts and historical interpretations, recognizing that a historian’s narrative reflects his or her judgment about the significance of particular facts.</p>
<p>SS.HS.GE.01 Understand and use geographic information using a variety of scales, patterns of distribution, and arrangement.</p> <ul style="list-style-type: none"> SS.HS.GE.01.01 <i>Understand the advantages and disadvantages of using various geographic representations to depict and solve geographic problems.</i> <p>SS.HS.GE.02 Interpret and evaluate information using complex geographic representations.</p> <ul style="list-style-type: none"> SS.HS.GE.02.01 <i>Use a variety of geographic representations to analyze information and draw conclusions about geographic issues.</i> <p>SS.HS.GE.03 Locate and identify places, regions, and geographic features that have played prominent roles in historical or contemporary issues and events.</p> <ul style="list-style-type: none"> SS.HS.GE.03.01 <i>Locate, identify, and explain changes in countries over time.</i> SS.HS.GE.03.02 <i>Locate and identify places and regions most prominent in contemporary events in Oregon, the United States, and the world.</i> <p>SS.HS.GE.04 Analyze changes in the physical and human characteristics of places and regions, and the effects of technology, migration, and urbanization on them.</p> <ul style="list-style-type: none"> SS.HS.GE.04.01 <i>Apply geographic tools to identify change in a place over time, and to infer reasons for the change.</i> <p>SS.HS.GE.05 Understand how worldwide transportation and communication patterns have affected the flow and interactions of people, ideas, and products.</p> <ul style="list-style-type: none"> SS.HS.GE.05.01 <i>Understand how transportation and communication systems</i> 	<p>Geography</p> <p>HS.14. Create and use maps, technology, imagery and other geographical representations to extrapolate and interpret geographic data.</p> <p>HS.15. Analyze and illustrate geographic issues by synthesizing data derived from geographic representations.</p> <p>HS.16. Analyze the interconnectedness of physical and human regional systems (e.g., a river valley and culture, water rights/use in regions, choice/impact of settlement locations) and their interconnectedness to global communities.</p> <p>HS.17. Explain how migration, immigration and communication (cultural exchange, convergence and divergence) lead to cultural changes and make predictions and draw conclusions about the global impact of cultural diffusion.</p> <p>HS.18. Analyze the impact of human migration on physical and human systems (e.g., urbanization, immigration, urban to rural).</p> <p>HS.19. Evaluate how differing points of view, self-interest, and global distribution of natural resources play a role in conflict over territory.</p> <p>HS.20. Analyze the impact on physical and human systems of resource development, use, and management and evaluate the issues of sustainability.</p>

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<p><i>of the present compare to those of the past, and how this changes perceptions of space and time.</i></p> <ul style="list-style-type: none"> • <i>SS.HS.GE.05.02 Understand how communication and transportation technologies contribute to trade and cultural convergence.</i> <p>SS.HS.GE.06 Analyze and evaluate the impact of economic, cultural or environmental factors that result in changes to population of cities, countries, or regions.</p> <ul style="list-style-type: none"> • <i>SS.HS.GE.06.01 Evaluate the consequences of economic, cultural, or environmental changes on a given population.</i> <p>SS.HS.GE.07 Understand human modifications of the physical environment and analyze their global impacts and consequences for human activity.</p> <ul style="list-style-type: none"> • <i>SS.HS.GE.07.01 Distinguish between renewable resources and non-renewable resources and the global consequences of mismanagement.</i> • <i>SS.HS.GE.07.02 Identify and understand different methods of extracting and using resources, and analyze and compare the effect on the environment</i> <p>SS.HS.GE.08 Identify and give examples of changes in a physical environment, and evaluate their impact on human activity in the environment.</p> <ul style="list-style-type: none"> • <i>SS.HS.GE.08.01 Identify and give examples of changes in human activity due to changes in the physical environment, and analyze the impact on both.</i> 	<p>HS.21. Relate trends in world population to current events and analyze their interrelationship.</p> <p>HS.22. Analyze how humans have used technology to modify the physical environment (e.g., dams, tractor, housing types).</p> <p>HS.23. Analyze distribution and characteristics of human settlement patterns.</p>
<p>SS.HS.CG.01 Understand the purpose of laws and government, provisions to limit power, and the ability to meet changing needs as essential ideas of the Constitution.</p> <ul style="list-style-type: none"> • <i>SS.HS.CG.01.01 Understand the “supremacy clause” of the U.S. Constitution as a means of resolving conflicts between state and federal law.</i> • <i>SS.HS.CG.01.02 Understand the concept of judicial review as a means of resolving conflict over the interpretation of the Constitution and the actions of government.</i> • <i>SS.HS.CG.01.03 Understand how to amend the U.S. Constitution and the Oregon Constitution, including how amendments may be introduced, what is required for passage, and how the process accommodates changing needs and the preservation of values and principles</i> <p>SS.HS.CG.02 Under- stand the interrelationship between local, state, and federal government.</p> <ul style="list-style-type: none"> • <i>SS.HS.CG.02.01 Understand the primary function of federal, state, and local</i> 	<p>Civics and Government</p> <p>HS.24. Analyze and critique the impact of constitutional amendments.</p> <p>HS.25. Describe elements of early governments (i.e., Greek, Roman, English, and others) that are visible in United States government structure.</p> <p>HS.26. Define and compare/contrast United States republican government to direct democracy, socialism, communism, theocracy, oligarchy.</p> <p>HS.27. Examine functions and process of United States government.</p> <p>HS.28. Evaluate how governments interact at the local, state, tribal, national, and global levels.</p> <p>HS.29. Examine the structures and functions of Oregon’s state, county, local and regional governments.</p> <p>HS.30. Analyze the roles and activities of political parties, interest groups and mass media and how they affect the beliefs and behaviors of</p>

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<p><i>levels of government and how the actions of one influence the workings of the others.</i></p> <ul style="list-style-type: none"> • <i>SS.HS.CG.02.02 Understand how federalism creates shared and reserved powers at each level of government.</i> <p>SS.HS.CG.03 Understand how the branches of government have powers and limitations.</p> <ul style="list-style-type: none"> • <i>SS.HS.CG.03.01 Understand how laws are developed and applied to provide order, set limits, protect basic rights, and promote the common good.</i> • <i>SS.HS.CG.03.02 Understand the process by which laws are developed at the federal level, and key differences between how laws are developed at the federal level and in Oregon.</i> • <i>SS.HS.CG.03.03 Identify and understand the powers and limits to power of the Presidency.</i> <p>SS.HS.CG.04 Understand the role of the courts and of the law in protecting the rights of U.S. citizens.</p> <ul style="list-style-type: none"> • <i>SS.HS.CG.04.01 Understand how the Bill of Rights offers protection of individual rights and how rights are limited for the benefit of the common good.</i> • <i>SS.HS.CG.04.02 Understand the role of due process in the protection of individuals.</i> • <i>SS.HS.CG.04.03 Understand how the rights of citizens have been augmented by case law decisions.</i> <p>SS.HS.CG.05 Understand the civic responsibilities of U.S. citizens and how they are met.</p> <ul style="list-style-type: none"> • <i>SS.HS.CG.05.01 Identify the responsibilities of citizens of the United States and understand what an individual can do to meet these responsibilities.</i> <p>SS.HS.CG.06 Understand how government policies and decisions have been influenced and changed by individuals, groups, and international organizations.</p> <ul style="list-style-type: none"> • <i>SS.HS.CG.06.01 Understand how U.S. political parties have influenced government policy and decisions.</i> • <i>SS.HS.CG.06.02 Understand the causes, course, and impact of the civil rights/equal rights movements.</i> 	<p>local, state, and national constituencies.</p> <p>HS.31. Describe United States foreign policy and evaluate its impact on the United States and other countries.</p> <p>HS.32. Examine and evaluate documents and decisions related to the Constitution and Supreme Court decisions (e.g., Federalist Papers, Constitution, <i>Marbury v. Madison</i>, Bill of Rights, Constitutional amendments, Declaration of Independence).</p> <p>HS.33. Explain the role of government in various current events.</p> <p>HS.34. Explain the responsibilities of citizens (e.g., vote, pay taxes).</p> <p>HS.35. Examine the pluralistic realities of society (e.g., race, poverty, gender, and age), recognizing issues of equity, and evaluating need for change.</p>

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<ul style="list-style-type: none"> • <i>SS.HS.CG.06.03 Understand the Constitutional changes that resulted from major events in the 20th century.</i> <p>SS.HS.CG.07 Understand the purposes and functions of major international organizations and the role of the United States in them.</p> <ul style="list-style-type: none"> • <i>SS.HS.CG.07.01 Understand and give examples of how international organizations influence policies or decisions.</i> • <i>SS.HS.CG.07.02 Understand the purposes and functions of the United Nations, and the role of the United States in the United Nations.</i> • <i>SS.HS.CG.07.03 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.</i> <p>SS.HS.CG.08 Understand how various forms of government function in different situations.</p> <ul style="list-style-type: none"> • <i>SS.HS.CG.08.01 Compare and contrast how various forms of government function in similar and different situations.</i> 	
<p>SS.HS.EC.09 Understand the potential risks and returns of various investment opportunities, including entrepreneurship, in a market economy.</p> <ul style="list-style-type: none"> • <i>SS.HS.EC.09.01 Identify and give examples of potential incentives and disincentives of entrepreneurship.</i> • <i>SS.HS.EC.09.02 Identify and give examples of potential risks and returns of economic decisions under various economic conditions.</i> • <i>SS.HS.EC.09.03 Understand the risks and benefits to the use of credit.</i> 	<p>Financial Literacy</p> <p>HS.36. Identify sources of credit and the advantages and disadvantages of using them and explain the significance of developing a positive credit rating and describe the advantages it can provide, the inherent cost of maintaining a credit card balance, and the risk of accumulating too much debt, identifying "good debt" versus "bad debt."</p> <p>HS.37. Explain and analyze the kinds and costs of insurance.</p> <p>HS.38. Explain how consumers can protect themselves from fraud, identity theft, bankruptcy, and foreclosure.</p> <p>HS.39. Compare and contrast tools for payment (e.g., cash, credit, check, debit card, phone, mobile) and explain the advantages and disadvantages of each.</p> <p>HS.40. Identify and explain different opportunities for investment and draw economic conclusions from market data.</p> <p>HS.41. Demonstrate the ability to prepare and file simple state and federal</p>

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	<p>tax forms.</p> <p>HS.42. Compare and contrast different options for long term investment (e.g., stocks, bond, CDs, mutual funds IRA, 401k, pension plans, Social Security).</p> <p>HS.43. Compare and contrast of various types of loans available and how to obtain them, including student loans</p> <p>HS.44. Describe advantages and disadvantages of on-line banking options.</p> <p>HS.45. Explain how to prepare a budget that allows for “living within one’s means.”</p>
<p>SS.HS.EC.01 Understand how specialization and competition influence the allocation of resources.</p> <ul style="list-style-type: none"> SS.HS.EC.01.01 <i>Understand how specialization increases efficiency, potential output, and consumer well being, but may have negative side effects.</i> <p>SS.HS.EC.02 Understand a cost-benefit analysis of economic choices.</p> <ul style="list-style-type: none"> SS.HS.EC.02.01 <i>Compare and contrast the allocation of goods and services in market and command economies.</i> SS.HS.EC.02.02 <i>Understand how people make decisions by analyzing economic conditions and changes.</i> <p>SS.HS.EC.03 Understand how consumer demand and market price directly impact one another.</p> <ul style="list-style-type: none"> SS.HS.EC.03.01 <i>Understand that competition among sellers leads to lower prices and impacts production.</i> SS.HS.EC.03.02 <i>Understand that competition among buyers increases prices and allocates goods and services only to those who can afford them.</i> <p>SS.HS.EC.04 Evaluate different economic systems, comparing advantages and disadvantages of each.</p> <ul style="list-style-type: none"> SS.HS.EC.04.01 <i>Use cost- benefit analysis to compare and contrast economic systems.</i> <p>SS.HS.EC.05 Understand how government can affect the national economy through policy.</p> <p>SS.HS.EC.06 Understand how government can affect international trade through</p>	<p>Economics</p> <p>HS.46. Distinguish between fiscal and monetary policies, and describe the role and function of the Federal Reserve.</p> <p>HS.47. Explain how the global economy has developed and describe the involvement of free trade, comparative advantage, IMF, WTO, World Bank, and technology.</p> <p>HS.48. Explain economic challenges to growth in developing countries.</p> <p>HS.49. Compare and contrast methods of business organization.</p> <p>HS.50. Explain how economic indicators (including, but not limited to GDP, unemployment, Consumer Price Index [CPI], inflation) describe the condition of the economy.</p> <p>HS.51. Explain how supply and demand represent economic activity and describe the factors that cause them to shift. Define economic terms (e.g., elasticity, substitution, regulation, legislation) and identify examples of them in the current economy.</p> <p>HS.52. Explain how the American labor system impacts competition and trade in domestic and world markets.</p> <p>HS.53. Describe characteristics of command, market, traditional, and mixed economies and how they affect jobs and standards of living.</p> <p>HS.54. Explain the function of the stock market.</p> <p>HS.55. Explain business cycles and how they affect producers and consumers.</p>

2001 Benchmark Standards and Eligible Content	2011 Social Sciences Grade Level Standards
<p>tariffs, quotas and trade agreements.</p> <ul style="list-style-type: none"> • <i>SS.HS.EC.06.01 Understand how government responds to problems in the economy (rapid inflation or rising unemployment) with fiscal and/or monetary policies.</i> • <i>SS.HS.EC.06.02 Identify and give examples of ways that the U.S. government can affect the economy through legislation or policy decisions.</i> • <i>SS.HS.EC.06.03 Identify tariffs, quotas, and trade agreements, and understand the consequences of their use in the economy.</i> <p>SS.HS.EC.07 Understand the purposes and functions of major international economic organizations and the role of the United States in them.</p> <ul style="list-style-type: none"> • <i>SS.HS.EC.07.01 Understand the purpose and function of international economic agencies and groups and how the United States interacts with people in other nations through these groups.</i> <p>SS.HS.EC.08 Understand how money makes saving and borrowing easier.</p> <ul style="list-style-type: none"> • <i>SS.HS.EC.08.01 Understand how money functions in the banking system and as part of fiscal policy.</i> 	<p>HS.56. Describe the “circular flow” of economic activity and the role of producers, consumers, and government.</p>
<p>SS.HS.SA.01 Define, research, and explain an event, issue, problem, or phenomenon and its significance to society.</p> <p>SS.HS.SA.02 Gather, analyze, use, and document information from various sources, distinguishing facts, opinions, inferences, biases, stereotypes, and persuasive appeals.</p> <p>SS.HS.SA.03 Understand what it means to be a critical consumer of information.</p> <p>SS.HS.SA.04 Analyze an event, issue, problem, or phenomenon from varied or opposed perspectives or points of view.</p> <p>SS.HS.SA.05 Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short- and long-term effects.</p> <p>SS.HS.SA.06 Propose, compare, and judge multiple responses, alternatives, or solutions; then reach a defensible, supported conclusion.</p>	<p>Social Science Analysis</p> <p>HS.57. Define, research, and explain an event, issue, problem, or phenomenon and its significance to society.</p> <p>HS.58. Gather, analyze, use, and document information from various sources, distinguishing facts, opinions, inferences, biases, stereotypes, and persuasive appeals.</p> <p>HS.59. Demonstrate the skills and dispositions needed to be a critical consumer of information.</p> <p>HS.60. Analyze an event, issue, problem, or phenomenon from varied or opposing perspectives or points of view.</p> <p>HS.61. Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short- and long-term effects.</p> <p>HS.62. Propose, compare, and judge multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion.</p>

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	HS.63. Engage in informed and respectful deliberation and discussion of issues, events, and ideas.