

DOCUMENT RESUME

ED 323 157

SO 030 216

TITLE Social Studies: Common Curriculum Goals. Spring 1990.

INSTITUTION Oregon State Dept. of Education, Salem.

PUB DATE 90

NOTE 73p.

PUB TYPE Guides - Non-Classroom Use (055) -- Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS \*Educational Objectives; Elementary Secondary Education; Instructional Materials; Program Guides; Skill Development; \*Social Studies; State Curriculum Guides; Student Educational Objectives

IDENTIFIERS \*Oregon; \*Social Studies Curriculum

ABSTRACT

This document defines and provides common curriculum goals in social studies for Oregon public school students. The goals were designed to define what should be taught, while allowing local schools and districts to decide the specific context of instruction. The contents include: (1) design; (2) organization; (3) building a local program and implementation; (4) a district level implementation chart; and (5) common curriculum goals. Ten strands of knowledge are outlined: (1) economic understandings; (2) political understandings; (3) geographic understandings; (4) historical understandings; (5) cultural and social understandings; (6) communications and study skills; (7) thinking/decision-making skills; (8) interpersonal/participation skills; (9) constitutional/democratic heritage; and (10) civic values and responsibilities. An evaluation form for the guide concludes the document. (NL)

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## FOREWORD

Following the adoption of the Oregon Action Plan for Excellence in 1984, the State Board of Education embarked on a curriculum improvement project to define the goals of education for all public school students in Oregon. These goals, called *common curriculum goals*, have been developed by the state in all required subject areas with the assistance of numerous teachers, administrators and other interested citizens.

This document provides the common curriculum goals in social studies, a subject area devoted primarily to citizenship education which includes the study of history, geography, government, economics, anthropology, sociology and psychology. The goals were designed to define what should be taught, always keeping in mind the crucial role of the local school and district to make decisions regarding the specific context of instruction. All who have worked on the development of these goals have shared a commitment to the need for meaningful knowledge, a respect for self and others, and the importance of civic action. Coupled with a similar commitment and creativity from local educators, I feel assured that the implementation of these goals will produce the kind of citizens we need for the twenty-first century.

We continue to learn how to provide children with the very best in public education. In this spirit, the staff members at the Oregon Department of Education welcome your comments and questions. For further information about these goals and their implementation, please contact the specialist for Social Studies Education directly at 378-3602.

John W. Erickson  
State Superintendent  
of Public Instruction

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This document was produced by  
the Publications and Multimedia Center  
Oregon Department of Education  
Salem, Oregon 97310-0290

Complimentary copies have been sent to Oregon school districts.  
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## ACKNOWLEDGMENTS

Grateful acknowledgment is made to the following people for the many hours they have contributed to the development of the common curriculum goals in social studies. They shared their thinking and experiences as classroom teachers, as administrators, and as teachers of teachers in various inservice and preservice teacher education programs. School districts and colleges released these people to work on this publication, and in addition, many voluntarily gave of their time in the summer months.

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## INTRODUCTION

### THE OREGON ACTION PLAN FOR EXCELLENCE

The Action Plan identified seven areas of improvement, one of which called for a statewide definition of what students should learn:

The Oregon Department of Education, working with local school districts and higher education institutions, shall define the required **common curriculum goals** for elementary and secondary schools in terms of the learning skills and knowledge students are expected to possess as a result of their schooling experience.

Local school districts, with assistance from the Oregon Department of Education, shall be responsible for organizing the curriculum and delivering instruction to achieve the **common curriculum goals**.

#### Common Curriculum Goals

The first stage in defining the Common Curriculum Goals was to develop the **Essential Learning Skills** — the basic skill and performance expectations for all students in the areas of reading, writing, speaking, listening, mathematics, reasoning and study skills. The second stage is to develop Common Knowledge and Skills in individual subject areas. Together with the **Essential Learning Skills**, they form the Common Curriculum Goals for all students.

#### A. Essential Learning Skills

The **Essential Learning Skills** are considered basic to all students' learning, and all teachers are expected to provide instruction in these skills. Only to the degree that students develop these skills and form the habit of using them, can instruction in subject matter areas be successful. The skills are not specific to any one discipline but provide a link across all

disciplines. Furthermore, the skills do not grow in isolation from content; they are strengthened through practice and use in all subject areas.

#### B. Common Knowledge and Skills

Looking beyond the **Essential Learning Skills**, this document defines more fully what are considered to be the essentials in a strong Social Studies Education program. Each district will want to extend and elaborate upon this base in order to create its own unique, comprehensive Social Studies Education curriculum. Students should have the opportunity to demonstrate their achievement in a variety of ways. Equal opportunity to learn and the special needs of students are primary considerations in determining acceptable performance levels.

#### State Standards

The Common Curriculum Goals as presented in this document receive their authority from the Oregon State Standards for Public Schools, OAR 581-22-420 and 581-22-425. These rules were amended by the State Board of Education in January 1986.

#### PHILOSOPHY\*/RATIONALE UNDERLYING THIS CURRICULUM

The greatest challenge any nation ever faces is educating its children for tomorrow. Part of that challenge involves the development of good citizens. Citizenship education is the primary purpose of the social studies.

The diverse nature of the elements of society today call for three characteristics in our citizenry. The good citizen must:

\* Excerpted from *Social Studies Philosophy Statement*, published by the Oregon Department of Education in January 1990. A copy may be obtained from the Publications Sales Clerk, Oregon Department of Education, 700 Pringle Parkway SE, Salem, OR 97310-0290.

- **Be literate:** be informed about world happenings with a sense of historical connections; have knowledge of rights and responsibilities; develop an ability to question and explore alternatives critically; perceive the diversity of the world, its people, cultures, and aesthetics; have knowledge of self and society.
- **Accept responsibility for self and others:** understand the relationship between self and others; apply democratic principles; be ethical and humane; function effectively as an individual and group member; adapt to circumstances, roles and situations; show a willingness to serve; appreciate diversity; recognize the validity and strength of multiple perspectives; recognize the need for national and international citizenship.
- **Have a commitment to a democratic society:** appreciate the American heritage; have a sense of stewardship for the future; demonstrate respect for law; demonstrate respect for decision making; actively participate in forming public policy and implementing it.

Thus, citizenship education presumes both the caretaking of heritage and the stewardship of change. It aims at preserving the ideals of society by educating citizens who can perpetuate, adapt and create institutions for doing that. Which educational approaches, then, can best preserve our heritage and commit us to a future characterized by rapid change?

With over 95 percent of the information available to human beings stored outside the human mind, we must come to regard information and facts as data to be used in conceptualizing relationships, examining alternatives and exploring possibilities. In addition, we must teach young people to retrieve, control and use the ever-expanding networks of information we create. Thus, this philosophy presumes an approach to social studies that is primarily conceptual and process-oriented, developed from a foundational core of historical and social science information.

### Design

Prior to developing the common curriculum goals in social studies and grade level expectations at 3, 5, 8, and 11/12, considerable thought and debate occurred relative to how the goals would be

organized and what philosophical underpinnings would guide their design. In addition to the ideas set forth in the preceding Philosophy, the following decisions were made early in the development process and guided the work of the various working committees responsible for producing this document.

- The goals would be organized into categories, or strands, with which both secondary social studies educators and elementary generalists were familiar. Thus, traditional categories, such as geography, economics, and history were preferred as strand organizers over thematic organizers such as conflict, diversity and justice.
- The goals would be written to accommodate a variety of scope and sequences thus giving districts the option of adopting traditional patterns or developing more innovative models.
- Every effort would be made to write the goals using language that would not be so general as to render the goals meaningless, or so specific as to eliminate local decision making.
- The sole purpose of the document would be to **define** for the state of Oregon the **ends** of social studies education. It would not be a staff development document, and as such, would contain little help in that direction. Because social studies has traditionally suffered from a lack of definition, it was felt that a clear definition of "what" should precede any assistance in "how."
- The Essential Learning Skills would be incorporated into the document in a way that reflected a reasonable balance between the development of foundational skills and the acquisition of specific content knowledge.
- The goals would focus primarily on the development of concepts and organizing principles in social studies, but would not ignore the need for a common body of specific knowledge essential to civic literacy.
- Every effort would be made to restrict the goals to a manageable number; however, the key to effective implementation was seen as careful planning involving a wise use of time.



- The affective goals of social studies as expressed in the "Social Studies Philosophy Statement" (i.e., a commitment to a democratic society, empathy for others) would be addressed in the common curriculum goals through conceptual understandings. It was reasoned that conceptual understandings would provide an important cognitive base for the development of positive attitudes and behaviors.

### Organization

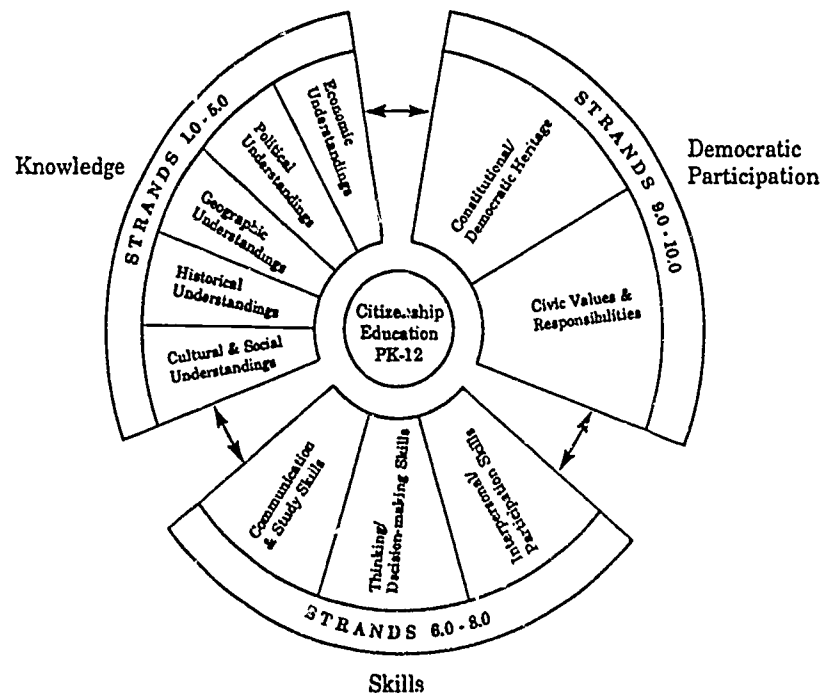
The goals are organized into 10 strands with three major areas as shown below:

The first five strands (1.0-5.0) include knowledge goals related to major concepts in social studies. Although classified as **Knowledge** goals, they actually represent a blend of knowledge and skills

(from Bloom's Taxonomy) and are thus labeled as "understandings." These concepts are for the most part generic in terms of time and place and can best be taught through multiple examples (i.e., different societies, different periods of time).

The second set of strands (6.0-8.0) are classified as **Skills**, and include those skills necessary to acquire and express information. Although many are not unique to social studies, they are, nevertheless, essential to learning the subject area content, and as such, should be taught using the content of the disciplines.

The last set of strands (9.0-10.0) is labeled **Democratic Participation**, and focuses specifically on those knowledges and skills needed by citizens in our society. Unlike the first five strands, the context for study is generally limited to the United States — its history and government.





## NEXT STEPS: BUILDING A LOCAL PROGRAM AND IMPLEMENTATION

With successful implementation of the common curriculum goals as its ultimate aim, the State Department of Education realizes the importance and necessity of providing assistance to districts as they work to produce comprehensive instructional programs. The key to successful implementation of the social studies common curriculum goals is the selection of a scope and sequence suited to the needs of students that will allow for the spiraling development of the concepts embodied in the goals. Because there is no research to indicate the superiority of any one particular pattern over another, the state department was advised not to produce a model sequence in social studies through comprehensive curriculum goals. To do so would have added little to the local development effort and may have, in fact, confused decision making. Rather, the state department will concentrate its resources on producing other types of models to assist with the development of local social studies programs.

In the area of curriculum development, the state department will be producing documents and other support vehicles designed to facilitate the decision-making process. As a start, the chart on the next two pages outlines a procedure that can be used in developing a coordinated district social studies program based on the common curriculum goals. In addition, the state department will provide a

compilation of various scope and sequences used around the country, and will continue to provide on-site technical assistance upon request.

In the area of classroom implementation the state department proposes to help teachers develop a process to either (a) match their current content to the goals and refocus accordingly, and/or (b) select content specifically for the purpose of illustrating various concepts and/or processes. Any support print materials will be designed as clearly as possible, and will focus on specific examples that can be followed by all those responsible for implementation (i.e., curriculum coordinators, teachers). In addition, the state department will work with the Oregon Council for the Social Studies, the Oregon Law Related Education Program, the Oregon Geographic Alliance and other groups to sponsor workshops and staff development opportunities.

In summary, state assistance in translating the common curriculum goals in social studies into a fully implemented program will focus on facilitating local decision making and staff development. Such assistance is considered the most useful in the context of social studies education and the successful implementation of the common curriculum goals.

## DISTRICT LEVEL CURRICULUM DEVELOPMENT: IMPLEMENTING THE CCG'S IN SOCIAL STUDIES

- Begin With:** Common Curriculum Goals in Social Studies (and specific grade level expectations at 3, 5, 8, and 11/12)
- Translate to:** District Grade Level or Course Goals
- Develop a district scope and sequence. This will provide the context within which instruction toward the goals occurs. The common curriculum goals were designed to accommodate a variety of scope and sequences.
  - Review the grade level expectations at 3, 5, 8, and 11/12 and decide at what grade level each will be instructionally addressed (i.e., Will a "by the end of 5th grade" expectation be dealt with instructionally at grade 4? grade 5? or in both grades 4 and 5?).
  - Translate the common curriculum goals (using the grade level expectations at 3, 5, 8, and 11/12 for guidance) into district grade level or course goals by tying them to the context specified within the scope and sequence. Cross-reference district grade level/course goals to the common curriculum goals.
- Tie Goals to:** Instructional Materials
- Review materials on state adopted list. Select those that best support your district's grade level and course goals and other identified criteria. If no materials are found that meet the district's needs, review materials and programs not on the state adopted list. Select those that do meet the district's needs and prepare and submit to the Oregon Department of Education a request for independent adoption.
  - Determine what supplementary materials and resources are needed in order to teach the district's grade level and course goals.
- Provide:** Support and Staff Development Opportunities as Needed
- Classify District Goals** Type of Assessment or Measurement Used to Determine Student Mastery
- According to:**
- Distinguish between (a) goals that could appropriately be measured by multiple choice test items, and (b) goals that must/should be assessed by other means.
  - For goals that could appropriately be measured by multiple-choice items, distinguish between those that are (a) assessed by standardized tests (norm-referenced or criterion-referenced) administered in your district, and (b) those that are not.
  - Produce assessment specifications for goals to be assessed by teacher certification (on multiple choice tests or by other assessment means).
  - Prepare assessment items/procedures from assessment specifications.
- Revise:** Recordkeeping system, as needed, to track individual student progress of goal attainment

# KNOWLEDGE

## STRAND 1.0: Economic Understandings

COMMON CURRICULUM GOALS	BY END OF GRADE 3	BY END OF GRADE 5	BY END OF GRADE 8	BY END OF GRADE 11/12
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Students will be able to:

<p>1.1 DESCRIBE HOW THE SCARCITY DILEMMA REQUIRES PEOPLE TO MAKE CHOICES RELATED TO THE USE OF NATURAL, HUMAN AND CAPITAL RESOURCES*</p>	<p>*Know that there are limited resources to meet unlimited needs and wants</p>	<p>*Distinguish among natural, human and capital resources and give examples of their scarcity</p>	<p>*Explain and give examples of the relationship between scarcity and opportunity cost, or anything you give up when you choose to use resources on something else</p>	<p>*Analyze the role of scarcity, opportunity cost and trade offs in a specific economic dilemma</p>
<p>1.2 EXPLAIN THE WAYS IN WHICH ECONOMIC SYSTEMS, INCLUDING THAT FOUND IN THE UNITED STATES, WORK TO PRODUCE, DISTRIBUTE AND EXCHANGE GOODS AND SERVICES</p>	<p>*Recognize the relationship between supply and demand and unemployment</p>	<p>*Explain the role of supply and demand in the U.S. economy</p>	<p>*Describe the resource base and economic activity that goes on in a location in the United States and explain how economic decisions are geographically related</p>	<p>*Describe the circular flow of goods/services and income in the United States economy and the role price plays in that flow</p>
	<p><b>Describe the production and distribution of a specific product in the United States (e.g., milk, paper)</b></p>	<p><b>Describe methods of production, distribution and exchange in a nonindustrial economic society (e.g., Native American, American colonies, a Third World country)</b></p>	<p><b>Describe how specialization and division of labor influence productivity and lead to interdependent economic activity</b></p>	<p><b>Compare and contrast production and distribution in major economic systems (e.g., traditional, market, command)</b></p>
				<p><b>Describe the origins and workings of feudalism, mercantilism, capitalism, communism and socialism</b></p>

\* Modifications to the original Essential Learning Skills wording are indicated by bold print.

# KNOWLEDGE

## STRAND 1.0: Economic Understandings (continued)

COMMON CURRICULUM GOALS	BY END OF GRADE 3	BY END OF GRADE 5	BY END OF GRADE 8	BY END OF GRADE 11/12
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Students will be able to:

<sup>d</sup>Evaluate the relative advantages and disadvantages of competitive, oligopolistic and monopolistic markets

1.3 IDENTIFY THE ROLE OF FINANCIAL INSTITUTIONS IN THE UNITED STATES AND WORLD ECONOMIES	<sup>a</sup> Know that a bank is a place to save and borrow money	<sup>a</sup> Identify basic banking services (e.g., checking and savings accounts, credit cards, loans)	<sup>a</sup> Identify the relationship between currency and basic banking services (e.g., checking and savings accounts, credit cards, loans)	<sup>a</sup> Explain the role of banks, the Federal Reserve System, and stock markets in the United States and world economies
1.4 EXPLAIN AND INTERPRET VARIOUS ECONOMIC INDICATORS TO DETERMINE THE CURRENT STATE OF THE UNITED STATES ECONOMY AND TO PREDICT ECONOMIC CHANGE		<sup>a</sup> Interpret and prepare simple charts and graphs showing economic data (e.g., unemployment)	<sup>a</sup> Explain what unemployment and consumer price indices show about the state of the economy	<sup>a</sup> Use data from economic indicators (e.g., unemployment averages, consumer price indices, GNP, stock market averages) to predict the likely course of the U.S. economy
1.5 DESCRIBE THE INTERDEPENDENCE OF THE GLOBAL ECONOMY AND THE ROLE PLAYED BY THE UNITED STATES	<sup>a</sup> Identify U.S. imports and exports	<sup>a</sup> Define and give examples of global trade	<sup>a</sup> Illustrate how trade connections lead to economic interdependence among nations	<sup>a</sup> Describe and evaluate the effects of international trade and finance on global relations (e.g., world debt crisis, exchange rates, balance of trade)

# KNOWLEDGE

## STRAND 1.0: Economic Understandings (continued)

COMMON CURRICULUM GOALS	BY END OF GRADE 3	BY END OF GRADE 5	BY END OF GRADE <sup>c</sup> 8	BY END OF GRADE 11/12
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Students will be able to:

		<p><sup>b</sup>Identify major U.S. imports, exports and trading partners</p>	<p><sup>b</sup>Describe the role of the United States in the global economy (e.g., trade, technology, foreign aid, multinational corporations)</p> <p><sup>c</sup>List factors that reflect the state of a nation's economy (e.g., inflation rate, unemployment, balance of trade)</p>	<p><sup>b</sup>Analyze the evolving economic ties of nations in the global economy (e.g., EEC, OPEC, Pacific Rim)</p> <p><sup>c</sup>Analyze the economic conditions of developing, and developed countries and their impact on the global community</p>
<p>1.6 EXPLAIN THE INTERRELATIONSHIPS AMONG ECONOMIC, POLITICAL AND SOCIAL SYSTEMS, EVENTS AND/OR SITUATIONS</p>	<p><sup>a</sup>Identify an economic consequence of a social behavior (e.g., stealing, vandalism, jobs, recycling)</p> <p><sup>b</sup>Explain how family life is affected by making and spending money</p>	<p><sup>a</sup>Identify social issues that have an economic impact (e.g., homelessness, environmental concerns, education)</p> <p><sup>b</sup>Explain how an economic event influences(ed) people's lives (e.g., California Gold Rush, opening of a new factory)</p>	<p><sup>a</sup>Describe how social and political change can influence changes in an economic system (e.g., the economic role of women during World War II)</p> <p><sup>b</sup>Illustrate the effect of economic situations on social systems, issues or events (e.g., need for large inexpensive labor force on Southern plantations/slavery; industrialization/emergence of organized labor; poverty/homelessness)</p>	<p><sup>a</sup>Illustrate how social and political events affect economic systems (e.g., wars, change of political leadership, changing family structure)</p> <p><sup>b</sup>Demonstrate an understanding of the multiple causes and interrelationship of economic, political and social behaviors related to current issues (e.g., drugs, homelessness, child labor, education)</p>

# KNOWLEDGE

## STRAND 2.0: Political Understandings (continued)

COMMON CURRICULUM GOALS	BY END OF GRADE 3	BY END OF GRADE 5	BY END OF GRADE 8	BY END OF GRADE 11/12
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Students will be able to:

2.1 EXPLAIN THE ORIGINS, PURPOSES, AND FUNCTIONS OF GOVERNMENT	<p><sup>a</sup>Tell why groups have rules and laws</p> <p><sup>b</sup>Identify services of government (e.g., post office, schools, law enforcement)</p>	<p><sup>a</sup>Explain reasons why governments are formed (e.g., protection, service, to achieve common goals)</p> <p><sup>b</sup>Identify services of government (e.g., defense, food inspection, roads)</p>	<p><sup>a</sup>Describe ways in which governments currently fulfill their purposes (e.g., provide for safety, welfare, common good)</p> <p><sup>b</sup>Identify services of governments at all levels (e.g., local, state, national, international)</p> <p><sup>c</sup>Give historical examples of how governments originated</p>	<p><sup>a</sup>Analyze ways in which governments currently fulfill their purposes (e.g., provide for safety, welfare, common good)</p> <p><sup>b</sup>Describe ways governments fund services (e.g., taxation, lottery receipts, user fees)</p> <p><sup>c</sup>Explain processes by which governments were and can be created (e.g., coup d'etat, revolution, compact, charter)</p>
2.2 EXPLAIN HOW GOVERNMENT IS INFLUENCED AND CHANGED BY THE SUPPORT AND DISSENT OF INDIVIDUALS, INTEREST GROUPS AND INTERNATIONAL ORGANIZATIONS	<p><sup>a</sup>Recognize ways laws and rules can be changed (e.g., classroom rules, dog control laws)</p> <p><sup>b</sup>Identify individuals who have brought about change in the U.S. and/or other countries and tell what each did</p>	<p><sup>a</sup>Identify ways individuals and groups influence and change government in the U.S. (e.g., vote, write letters, media, organizations)</p> <p><sup>b</sup>Identify individuals who have brought about change in the U.S. (at the local, state and national levels) and/or other countries</p>	<p><sup>a</sup>Identify various groups and strategies which contribute to political change in the U.S. (e.g., political parties, labor unions, lobbyists, special interest groups)</p> <p><sup>b</sup>Give examples of how individuals have brought about political change</p>	<p><sup>a</sup>Evaluate the effectiveness and ethics of various group strategies for effecting political change (e.g., letter writing, civil disobedience, boycotts)</p> <p><sup>b</sup>Describe individuals and interest groups who have influenced their governments or the governments of other countries (e.g., Ralph Nader, Lech Walesa, Mother Teresa)</p>

# KNOWLEDGE

## STRAND 2.0: Political Understandings (continued)

COMMON CURRICULUM GOALS	BY END OF GRADE 3	BY END OF GRADE 5	BY END OF GRADE 8	BY END OF GRADE 11/12
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Students will be able to:

### 2.3 COMPARE THE MAJOR POLITICAL SYSTEMS OF THE WORLD

<sup>c</sup>Identify international organizations which can influence political change (e.g., UN, churches, Red Cross, Greenpeace)

<sup>c</sup>Describe ways groups and organizations can effect change at the international level through official and unofficial channels

<sup>a</sup>Know that there are three basic political systems in the world: rule by one (e.g., king, dictator), rule by few (e.g., council of elders, rule by select group, one-party system), rule by many (e.g., democracy, representative government)

<sup>a</sup>Identify and describe basic forms of government classified according to (1) the geographic distribution of power (e.g., unitary, federal, confederate), (2) the relationship between the legislative and executive branches, (e.g., parliamentary, presidential) and (3) the number who may participate (e.g., dictatorship, democracy)

<sup>b</sup>Identify major forms of government (e.g., representative, parliamentary, dictatorship, monarchy)

<sup>b</sup>Identify nations that represent various forms of government

<sup>c</sup>Evaluate how nations with various forms of government respond to political unrest



## KNOWLEDGE

### STRAND 2.0: Political Understandings (continued)

COMMON CURRICULUM GOALS	BY END OF GRADE 3	BY END OF GRADE 5	BY END OF GRADE 8	BY END OF GRADE 11/12
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Students will be able to:

2.4 DEFINE AND ANALYZE THE CONCEPTS OF POLITICAL POWER, AUTHORITY, CONFLICT AND CONFLICT MANAGEMENT	<sup>a</sup> Identify positions of authority (e.g., police officer, monarch, parent, judge, tribal leader, teacher)	<sup>a</sup> Explain the role of people in political positions in terms of power and authority	<sup>a</sup> Evaluate how effectively people in positions of political authority use their power (e.g., Elizabeth I, Hitler, Mao Zedong, FDR, Gorbachev)	
	<sup>b</sup> Describe ways people use power	<sup>b</sup> Describe ways people use and abuse power	<sup>b</sup> Discuss the effectiveness of legal and illegal uses of power in political situations	<sup>b</sup> Analyze ethical and unethical uses of power in political situations (e.g., Watergate, Tiananmen Square in Beijing, Gulf of Tonkin Resolution, nullification crisis)
	<sup>c</sup> Identify causes of conflict and methods of management/resolution	<sup>c</sup> Identify causes of political conflict and methods of management/resolution (e.g., forest land use, election campaigns)	<sup>c</sup> Identify causes of conflict and methods of resolution/management (e.g., war, alliance, bargaining, arbitration, diplomacy)	<sup>c</sup> Identify causes of conflict among nations, and evaluate methods of resolution/management (e.g., war, alliance, bargaining, arbitration, diplomacy, processes of the UN)
				<sup>d</sup> Analyze the roles of power and authority in conflict and conflict management/resolution (e.g., presidential power, labor arbitrator, religious leader, protest leaders, investigative journalist)

# KNOWLEDGE

## STRAND 3.0: Geographic Understandings

COMMON CURRICULUM GOALS	BY END OF GRADE 3	BY END OF GRADE 5	BY END OF GRADE 8	BY END OF GRADE 11/12
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Students will be able to:

3.1 USE GEOGRAPHIC SKILLS TO DESCRIBE THE ABSOLUTE AND RELATIVE LOCATION OF PEOPLE AND PLACES ON THE EARTH'S SURFACE (ELS 1.5)*	<sup>a</sup> Locate a place using a grid system	<sup>a</sup> Determine the absolute location of a place using a coordinate system (e.g., grid)	<sup>a</sup> Use a variety of coordinate systems (e.g., latitude/longitude, township/range, city streets, numbers/letters) to determine the absolute location of a place	<sup>a</sup> Select and use the most appropriate coordinate system for determining absolute location
	<sup>b</sup> Know the cardinal compass directions (N, S, E, W)	<sup>b</sup> Use cardinal (N, S, E, W) and intercardinal (NW, SW, NE, SE) directions to determine location on a map or globe	<sup>b</sup> Use cardinal (N, S, E, W) and intercardinal (NW, SW, NE, SE) directions to determine location on a map or globe	<sup>b</sup> Use cardinal and intercardinal directions to determine location in the real world
	<sup>c</sup> Describe the location of places in relation to each other	<sup>c</sup> Describe the location of places in relation to each other	<sup>c</sup> Describe the location of places in relation to each other	<sup>c</sup> Describe the location of places in relation to each other
	<sup>d</sup> Identify and locate people and places of the world (e.g., oceans, continents, where they live)	<sup>d</sup> Identify and locate people and places of the world (e.g., hemispheres, landforms, Indian groups)	<sup>d</sup> Identify and locate people and places of the world (e.g., countries, major cities and groups of people)	<sup>d</sup> Identify and locate people and places of the world (e.g., Amazon Rain Forest, cultural groups)
3.2 DEFINE A PLACE BY IDENTIFYING ITS PHYSICAL AND HUMAN CHARACTERISTICS	<sup>a</sup> Describe the main physical features of a place	<sup>a</sup> Describe and compare the main physical features of different places	<sup>a</sup> Analyze ways in which human and physical characteristics are interrelated to form the unique character of a place	<sup>a</sup> Explain how humans view a single place from many perspectives (e.g., as a cultural center, source of an important resource, political trouble spot, origin of a desired product)

\* Learning outcomes drawn from the ODE Essential Learning Skills document are cited according to the identifying number in parentheses.

# KNOWLEDGE

## STRAND 3.0: Geographic Understandings (continued)

COMMON CURRICULUM GOALS	BY END OF GRADE 3	BY END OF GRADE 5	BY END OF GRADE 8	BY END OF GRADE 11/12
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Students will be able to:

<sup>b</sup>Describe physical changes people have made in the places where they live (e.g., buildings, roads, airports)

<sup>b</sup>Describe and compare the human characteristics of different places

3.3 EXPLAIN THE WAYS IN WHICH PEOPLE AND ENVIRONMENTS ARE INTERRELATED AND INTERDEPENDENT	<sup>a</sup> Identify how people use/abuse the environment to meet their needs and wants (e.g., food, shelter, recreation, litter)	<sup>a</sup> Describe positive and negative ways people modify and adapt to the environment (e.g., mining, farming)	<sup>a</sup> Explain how human alteration of the physical environment has had positive/negative consequences (e.g., buildings, dams, sewage disposal, recycling)	<sup>a</sup> Analyze the impact of technology on the environment (e.g., farming, electric energy, oil spills, logging, recycling)
3.4 EXPLAIN THE MOVEMENT OF PEOPLE, IDEAS, MATERIALS AND TECHNOLOGICAL INNOVATIONS	<sup>a</sup> Identify ways of moving people, products and ideas	<sup>a</sup> Describe patterns of movement of people, products and ideas (e.g., highway systems, migration routes)	<sup>a</sup> Explain why movement occurs (e.g., revolution, change in land use, economic needs)	<sup>a</sup> Analyze facilitators of and obstacles to movement (e.g., mountains and rivers, language, media, technology)
3.5 IDENTIFY REGIONS AND THEIR DISTINGUISHING CHARACTERISTICS	<sup>a</sup> Define a region by identifying commonalities in an area (e.g., classroom vs. library, downtown vs. residential, farm vs. city)	<sup>a</sup> Give examples of different region types (e.g., political, agricultural, language)	<sup>a</sup> Describe a region by cultural or physical features or by a combination of both	<sup>a</sup> Explain how regions organize local places in a system of interactions and connections (e.g., Congress, cornbelt, telephone systems)

# KNOWLEDGE

## STRAND 4.0: Historical Understandings

COMMON CURRICULUM GOALS	BY END OF GRADE 3	BY END OF GRADE 5	BY END OF GRADE 8	BY END OF GRADE 11/12
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Students will be able to:

4.1 DEFINE THE CONCEPT OF TIME AND EXPLAIN THE CHRONOLOGICAL RELATIONSHIP OF EVENTS IN WESTERN AND NON-WESTERN SOCIETIES	<sup>a</sup> Know that calendars are instruments that track time	<sup>a</sup> Explain terms relating to the passage of time, (e.g., decade, century, generation)	<sup>a</sup> Explain how time is measured and chronicled in different societies (e.g., BC/AD, eras, dynasties, kingdoms)	<sup>a</sup> Use accurate and appropriate time referents to describe historical events
	<sup>b</sup> Relate personal events in chronological order (i.e., narrative, timeline)	<sup>b</sup> Place major periods of history in chronological order	<sup>b</sup> Identify and place in chronological order the major events in U.S. and world history	<sup>b</sup> Examine the cause and effect relationships of major world events
4.2 RECOGNIZE THAT HISTORICAL EVENTS HAVE MULTIPLE CAUSES AND EFFECTS (ELS 3.1)	<sup>a</sup> Give examples to show that historical events have more than one cause	<sup>a</sup> Give examples to show that historical events have multiple causes and effects	<sup>a</sup> Use examples to show that historical events have multiple causes and effects	<sup>a</sup> Identify the causes and effects of major historical events, including the multiple points of view of the various groups involved
4.3 IDENTIFY AND ANALYZE DIVERSE PERSPECTIVES ON AND INTERPRETATIONS OF HISTORICAL ISSUES AND EVENTS (ELS 6.1)	<sup>a</sup> Recognize that there are different points of view held by participants in an event	<sup>a</sup> Give examples to show how people remember and record events differently	<sup>a</sup> Explain why people view past events differently (e.g. slavery from perspective of slave and slave owner)	<sup>a</sup> Express and defend personal conclusions regarding the validity of different view points of the same event
			<sup>b</sup> Give examples to illustrate that historical events are often interpreted differently by various groups	<sup>b</sup> Make a case for a particular historical interpretation of a major event (e.g., Iran/Iraq War, Boston Massacre, outbreak of WWI)

# KNOWLEDGE

## STRAND 4.0: Historical Understandings (continued)

COMMON CURRICULUM GOALS	BY END OF GRADE 3	BY END OF GRADE 5	BY END OF GRADE 8	BY END OF GRADE 11/12
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Students will be able to:

		<sup>c</sup> Show how new information changes the interpretation of an event (e.g., current events, personal history)	<sup>c</sup> Incorporate new information into the interpretation of a historical event and show how that information changes the interpretation (e.g., current events, historical events)	<sup>c</sup> Select a major historical event and describe a change in its interpretation or perception (e.g., Vietnam conflict, discovery of America, Nazi-Soviet Nonaggression Pact)
			<sup>d</sup> Demonstrate knowledge of the difference between primary and secondary sources	<sup>d</sup> Use both primary and secondary sources to evaluate the reliability of conflicting interpretations
<b>4.4 ANALYZE CONTINUITY, CHANGE AND OTHER MAJOR CONCEPTS OF HISTORY (E.G., MIGRATION, COLONIZATION, INDUSTRIALIZATION, DIVERSITY, RACISM)</b>			<sup>a</sup> Explain why change occurred in a particular historical scenario (e.g., Industrial Revolution, Americanization of the colonies)	<sup>a</sup> Make generalizations about the forces that have influenced change throughout history (e.g., famine, innovation, wars, charismatic leaders)
	<sup>b</sup> Describe ways in which their lives are different/similar to their parents' lives as children	<sup>b</sup> Identify changes in a society and give reasons why those changes have taken place (e.g., technology, contact with other people, mass media)	<sup>b</sup> Identify and explain why certain events are considered turning points	<sup>b</sup> Evaluate the positive and negative impact of a specific historical change on a society
	<sup>c</sup> Identify in general terms the historical origins of major secular and religious holidays in the U.S. (e.g., Presidents' Day)	<sup>c</sup> Identify customs and traditions and explain why they have remained stable over time	<sup>c</sup> Explain why certain customs and institutions have remained stable in a society over time	<sup>c</sup> Explain how certain customs and traditions have functioned historically to maintain the status quo within societies

# KNOWLEDGE

## STRAND 4.0: Historical Understandings (continued)

COMMON CURRICULUM GOALS	BY END OF GRADE 3	BY END OF GRADE 5	BY END OF GRADE 8	BY END OF GRADE 11/12
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Students will be able to:

		<sup>d</sup> Describe the historical experience of a group of people with regard to migration, racism or other enduring issue in history	<sup>d</sup> Compare and contrast the historical experience of various peoples with regard to migration, industrialization or other enduring issues in history	<sup>d</sup> Compare and contrast the historical experience of various peoples with regard to migration, colonization or other enduring issue in history
4.5 DESCRIBE THE SIGNIFICANT CONTRIBUTIONS OF INDIVIDUALS AND GROUPS AS AN INTRINSIC PART OF WESTERN AND NON-WESTERN HISTORY	<sup>a</sup> Identify why certain men and women are important historically	<sup>a</sup> Explain why certain men and women are important historically	<sup>a</sup> Identify a number of historically significant men and women and their contributions	<sup>a</sup> Identify a large number of historically significant women and men and analyze their contributions
		<sup>b</sup> Identify major groups (e.g., women, ethnic, religious, special interest) contributing to society	<sup>b</sup> Describe and analyze the contributions made by major groups (e.g., women, ethnic, religious, special interest) in shaping historical events	<sup>b</sup> Describe and analyze the contributions made by major groups (e.g., women, ethnic, religious, special interest) in shaping historical events
	<sup>c</sup> Identify artifacts and/or traditions important to their family history	<sup>c</sup> Describe artifacts and/or traditions important to their family history	<sup>c</sup> Record a personal history of self, family or person with whom they identify	<sup>c</sup> Compare their personal history with parallel events in U.S. and world history

# KNOWLEDGE

## STRAND 5.0: Cultural and Social Understandings (continued)

COMMON CURRICULUM GOALS	BY END OF GRADE 3	BY END OF GRADE 5	BY END OF GRADE 8	BY END OF GRADE 11/12
<p>Students will be able to:</p> <p>5.1 DEMONSTRATE AN UNDERSTANDING OF THE CONCEPT OF CULTURE</p>	<p><sup>a</sup>Recognize components of culture (e.g., clothing, religion, shelter, art, values)</p>	<p><sup>a</sup>Describe what is important to a culture by examining its components</p> <p><sup>b</sup>Compare and contrast different cultures</p>	<p><sup>a</sup>Analyze how cultural components interact and change</p> <p><sup>b</sup>Give reasons for similarities and differences among cultures</p>	<p><sup>a</sup>Evaluate the effectiveness of cultural components in meeting a society's needs and wants</p> <p><sup>b</sup>Analyze issues and/or problems from different cultural viewpoints</p>
<p>5.2 DEMONSTRATE KNOWLEDGE OF THE MULTICULTURAL CHARACTER OF THE UNITED STATES AS A NATION OF IMMIGRANTS AND INDIGENOUS PEOPLE</p>	<p><sup>a</sup>Identify different gender, racial and ethnic groups in the U.S.</p>	<p><sup>a</sup>Identify various indigenous (e.g., Native Americans) and voluntary and involuntary immigrant groups</p>	<p><sup>a</sup>Discuss the status of various immigrant and indigenous groups at different times in U.S. history</p>	<p><sup>a</sup>Analyze the factors which have contributed to the change in status for various immigrant and indigenous groups in the U.S.</p> <p><sup>b</sup>Use data to predict the future of the U.S. as a pluralistic and multicultural nation</p>
<p>5.3 IDENTIFY PURPOSES, STRUCTURES AND FUNCTIONS OF GROUPS THAT PEOPLE FORM</p>	<p><sup>a</sup>Identify groups to which people belong</p> <p><sup>b</sup>Know why people form groups</p>	<p><sup>a</sup>Understand the role of choice in group membership</p> <p><sup>b</sup>Explain purposes of various groups (e.g., self-identity, solve problems, meet needs, exert influence)</p>	<p><sup>b</sup>Discuss methods and strategies used by groups to obtain goals (e.g., praise, ridicule, ostracism, strikes)</p>	<p><sup>b</sup>Evaluate the effectiveness and ethics of strategies used by groups to achieve their short- and long-term goals</p>



# KNOWLEDGE

## STRAND 5.0: Cultural and Social Understandings (continued)

COMMON CURRICULUM GOALS	BY END OF GRADE 3	BY END OF GRADE 5	BY END OF GRADE 8	BY END OF GRADE 11/12
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Students will be able to:

<sup>a</sup>Describe the role of a leader and give examples of leaders

<sup>a</sup>Identify the roles and responsibilities of a leader(s) and contributing members in a cooperative group

<sup>a</sup>Describe how groups function effectively, including the processes of setting goals, sharing responsibilities and rewards, assessing progress toward goals and evaluating group process

<sup>a</sup>Examine leadership styles in various types of group processes (e.g., authoritarian, facilitator, laissez faire) in groups and organizations

5.4 ANALYZE VARIOUS FORMS OF SOCIAL INTERACTION

<sup>a</sup>Recognize examples of cooperation, competition, conflict and compromise in their lives

<sup>a</sup>Give historical and personal examples demonstrating cooperation, competition, conflict and compromise

<sup>a</sup>Identify the positive and negative aspects of cooperation, competition, conflict and compromise

<sup>a</sup>Evaluate the effectiveness of cooperation, competition, conflict and compromise to solve current political, economic and social problems

<sup>b</sup>Identify different ways in which newcomers become part of existing groups

<sup>b</sup>Identify different ways in which newcomers become part of existing groups

<sup>b</sup>Recognize accommodation and assimilation as forms of social interaction

5.5 DESCRIBE THE NATURE OF CONTEMPORARY CHANGE

<sup>a</sup>Recognize change as a constant in life

<sup>a</sup>Describe examples of change in contemporary life

<sup>a</sup>Compare the rate of contemporary change with that in a previous era

<sup>a</sup>Analyze contemporary changes and their implications (e.g., technological unemployment, space technology, genetic engineering, demographics)

# KNOWLEDGE

## STRAND 5.0: Cultural and Social Understandings (continued)

COMMON CURRICULUM GOALS	BY END OF GRADE 3	BY END OF GRADE 5	BY END OF GRADE 8	BY END OF GRADE 11/12
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Students will be able to:

5.6 EXPLAIN WAYS IN WHICH CULTURES, INSTITUTIONS AND GROUPS INFLUENCE PERCEPTIONS OF SELF AND OTHERS	*Identify how others influence how we feel about ourselves	*Recognize that an individual's view of him/herself may be different than how others may view him/her	*Identify factors that influence one's perceptions of self and others (e.g., peer groups, cultural beliefs, gender role expectations)	*Analyze the influences of culture, institutions and group membership on one's perception of self and others
5.7 RECOGNIZE THE RELATIONSHIP AMONG VALUES, IDEOLOGY AND BEHAVIOR	*Recognize the relationship between family values and personal behavior	*Recognize factors that influence peoples' values and behaviors (e.g., family beliefs, customs and traditions, religion, laws)  bGive examples to show the relationship between beliefs and behaviors (e.g., white supremacy, Martin Luther King, Jr.)	*Give examples showing the influence of values on behavior  bExamine the relationship between cultural norms and practice (e.g., human rights, slavery, equal opportunity)	*Analyze the factors that influence individuals' values and behavior (steroid use, vegetarianism, not binding, conscientious objectors, wearing the chador, risk of disease)  bAnalyze the relationship between ideology, values and behavior (e.g., Holocaust, civil rights movement)

## SKILLS

### STRAND 6.0: Communication and Study Skills

COMMON CURRICULUM GOALS	BY END OF GRADE 3	BY END OF GRADE 5	BY END OF GRADE 8	BY END OF GRADE 11/12
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#### Students will be able to:

<p>6.1 ACQUIRE INFORMATION BY <i>READING</i> VARIOUS FORMS OF PRINTED MATERIAL (E.G., BOOKS, MAGAZINES, NEWSPAPERS, JOURNALS, DIRECTORIES, SCHEDULES) (ELS 1.1, 1.2, 2.1, 2.2)</p>	<p><sup>a</sup>Use a variety of techniques and strategies to understand literal meaning (e.g., determine meaning of unknown words, use organizational structure of the material, identify relationship of ideas)</p>	<p><sup>a</sup>Use a variety of techniques and strategies to understand literal and implied meaning in social studies content (e.g., determine meaning of unknown words, use organizational structure of the material, identify relationship of ideas)</p>	<p><sup>a</sup>Use a variety of techniques and strategies to understand literal and implied meaning (e.g., determine meaning of unknown words: context clues, reference materials; use organizational structure of the material: summaries, headings, index; identify relationship of ideas: main idea, opinions, conclusions)</p>	<p><sup>a</sup>Use a variety of techniques and strategies to understand literal and implied meaning (e.g., determine meaning of unknown words: context clues, reference materials; use organizational structure of the material: review questions, headings; identify relationship of ideas: sequence, main idea, double meanings of words)</p>
<p>6.2 ACQUIRE INFORMATION BY <i>OBSERVING</i> (E.G., PHOTOGRAPHS AND DRAWINGS, LANDSCAPES, CLIMATE, FILM, CULTURAL COMPONENTS) AND <i>LISTENING</i> (E.G., CULTURAL AND ENVIRONMENTAL SOUNDS) (ELS 4.3, 4.4)</p>	<p><sup>a</sup>Interpret literally what they see and hear</p>	<p><sup>a</sup>Recognize sights and sounds of different cultural groups (e.g., dance, music, language, clothing)</p>	<p><sup>a</sup>Distinguish subtleties (e.g., perspective, dialect) among sights (e.g., landscapes, art, natural phenomena) and sounds (e.g., music, urban, language) of different cultural groups and environments</p>	<p><sup>a</sup>Distinguish subtleties (e.g., perspective, dialect) among sights (e.g., landscapes, art, natural phenomena) and sounds (e.g., music, urban, language) of different cultural groups and environments</p>
			<p><sup>b</sup>Describe techniques and illusions displayed in mass media and their effects</p>	<p><sup>b</sup>Analyze techniques and illusions displayed in mass media and their effects</p>

## SKILLS

### STRAND 6.0: Communication and Study Skills (continued)

COMMON CURRICULUM GOALS	BY END OF GRADE 3	BY END OF GRADE 5	BY END OF GRADE 8	BY END OF GRADE 11/12
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Students will be able to:

6.3 ACQUIRE INFORMATION FROM MAPS/GLOBES AND GRAPHICS (ELS 1.6)	<p><sup>a</sup>Recognize the use of symbols (e.g., flag, shapes, map key)</p> <p><sup>b</sup>Collect and record data using picture graphs, bar graphs and charts</p>	<p><sup>a</sup>Recognize the use of symbols and scale</p> <p><sup>b</sup>Read and interpret bar graphs, line graphs, tables and charts</p>	<p><sup>a</sup>Interpret symbols, use symbols and recognize map projections</p> <p><sup>b</sup>Show the relationship among variables on tables, graphs and models</p>	<p><sup>a</sup>Interpret symbols, scales and map projections</p> <p><sup>b</sup>Identify misleading or incorrect methods of displaying data</p>
6.4 USE WRITING, SPEAKING AND ILLUSTRATING TO EXPRESS IDEAS (ELS 1.3, 2.3, 5.1, 5.2, 5.3, 5.4, 5.5, 5.7, 6.1)	<p><sup>a</sup>Given a purpose, express information and own ideas related to social studies content in a variety of forms (e.g., narratives, letters, oral presentations)</p> <p><sup>b</sup>Use detail and examples to develop a topic</p> <p><sup>c</sup>Use standard writing and speaking skills (i.e., volume, rate) to express ideas and information</p>	<p><sup>a</sup>Express information and own ideas related to social studies content in a variety of forms (e.g., journals, letters, oral presentations, graphics) for a variety of purposes (e.g., inform, persuade)</p> <p><sup>b</sup>Select and organize details which support a topic</p> <p><sup>c</sup>Use writing skills and speaking skills (i.e., volume, rate, gesture, eye contact, pronunciation, tone) to express ideas and information</p>	<p><sup>a</sup>Express information and ideas related to social studies content in a variety of forms (e.g., essays, journals, letters, research reports, role plays, oral presentations, discussions, graphics) for a variety of purposes (e.g., persuade, inform, describe)</p> <p><sup>b</sup>Select and use details, examples, illustrations, evidence and logic to develop a topic</p> <p><sup>c</sup>Use standard writing conventions (i.e., capitalization, punctuation, complete sentences, spelling, multi-paragraph organization) and speaking conventions (i.e.,</p>	<p><sup>a</sup>Express information and ideas related to social studies content in a variety of forms (e.g., essays, journals, research reports, letters, debates, discussions, graphics, role plays) for a variety of purposes (e.g., persuade, inform, describe, explain, advocate)</p> <p><sup>b</sup>Select and use details, examples, illustrations, evidence and logic to develop a topic</p> <p><sup>c</sup>Use standard writing conventions (i.e., capitalization, punctuation, complete sentences, spelling, multi-paragraph organization, documentation, format, language, style) and</p>

# SKILLS

## STRAND 6.0: Communication and Study Skills (continued)

COMMON CURRICULUM GOALS	BY END OF GRADE 3	BY END OF GRADE 5	BY END OF GRADE 8	BY END OF GRADE 11/12
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Students will be able to:

volume, rate, gesture, eye contact, pronunciation, tone, pitch, body language) to express ideas and information

speaking conventions (i.e., volume, rate, gesture, eye contact, pitch, body language, pronunciation, tone, style) to express ideas and information

**6.5 SELECT AND USE APPROPRIATE STUDY TECHNIQUES (ELS 7.1, 7.2, 7.3)**

<sup>a</sup>Follow a study plan that provides for appropriate pacing, environment and study materials

<sup>a</sup>Follow an organizational plan including goal setting, time management, appropriate study environment, and efficient and useful organization of study materials

<sup>a</sup>Develop an organizational plan including goal setting, time management, appropriate study environment, and efficient and useful organization of study materials

<sup>a</sup>Evaluate the effectiveness of an organizational plan including goal setting, time management, appropriate study environment, and efficient and useful organization of study materials

<sup>b</sup>Use study techniques appropriate for the learning task (e.g., vary reading rate to purpose and difficulty of the selection, ask clarifying questions, seek help when needed, use memory devices)

<sup>b</sup>Accomplish learning tasks using appropriate study techniques (e.g., vary reading rate to purpose and difficulty of the selection, ask clarifying questions, preview and review chapters, seek help when needed, use memory devices, summarize, study with classmates, use self-questioning)

<sup>b</sup>Accomplish learning tasks using appropriate study techniques (e.g., preview and review chapters, vary reading rate to purpose and difficulty of the selection, ask clarifying questions, seek help when needed, use memory devices, summarize, study with classmates, use self-questioning)

<sup>b</sup>Accomplish learning tasks using appropriate study techniques (e.g., preview and review chapters, vary reading rate to purpose and difficulty of the selection, ask clarifying questions, seek help when needed, use memory devices, summarize, synthesize, study with classmates, use self-questioning)

<sup>c</sup>Use a variety of sources to gather information

<sup>c</sup>Locate and gather information from a variety of sources (e.g., resource people, artifacts, illustrations, graphics, maps, newspapers)

<sup>c</sup>Use a variety of sources (e.g., resource people, print, electronic and statistical media) to locate and gather information

<sup>c</sup>Use a variety of sources (e.g., resource people, print, electronic and statistical media) to locate and gather information

## SKILLS

### STRAND 6.0: Communication and Study Skills (continued)

<i>COMMON CURRICULUM GOALS</i>	<i>BY END OF GRADE 3</i>	<i>BY END OF GRADE 5</i>	<i>BY END OF GRADE 8</i>	<i>BY END OF GRADE 11/12</i>
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Students will be able to:

<sup>d</sup>Identify technologies related to the retrieval of information and explain access procedures (e.g., data bases, interactive video)

## SKILLS

### STRAND 7.0: Thinking/Decision-Making Skills

COMMON CURRICULUM GOALS	BY END OF GRADE 3	BY END OF GRADE 5	BY END OF GRADE 8	BY END OF GRADE 11/12
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Students will be able to:

7.1 EVALUATE THE RELIABILITY AND RELEVANCE OF INFORMATION (ELS 4.1, 6.4)	<sup>a</sup> Identify what is a fact in a situation or dispute	<sup>a</sup> Identify the facts in a situation or dispute	<sup>a</sup> Distinguish between verifiable facts and value claims	<sup>a</sup> Distinguish among factual, value and definition issues in a situation or dispute
	<sup>b</sup> Recognize that the accuracy of factual information is often changed when passed from person to person	<sup>b</sup> Determine the factual accuracy of a statement by verifying it with a credible source	<sup>b</sup> Determine the factual accuracy of a statement by verifying it with two or more credible sources	<sup>b</sup> Determine the factual accuracy of a statement in a secondary source by examining primary sources for verification
		<sup>c</sup> Evaluate the credibility of a source using one or two simple criteria (e.g., copyright date, eyewitness account)	<sup>c</sup> Evaluate the credibility of a source using standard criteria (e.g., copyright date, credentials of author, validated by experts, primary or secondary source)	<sup>c</sup> Evaluate the credibility of a source using standard criteria (e.g., copyright date, credentials of author, validated by experts, primary or secondary source)
	<sup>d</sup> Recognize instances of stereotyping and bias (e.g., cultural, gender, age)	<sup>d</sup> Identify biases and stereotypes	<sup>d</sup> Identify biases, stereotypes and unstated assumptions	<sup>d</sup> Judge the merits of information containing biases, stereotypes and unstated assumptions
		<sup>e</sup> Identify persuasion techniques, including propaganda	<sup>e</sup> Identify persuasion techniques, including propaganda	<sup>e</sup> Analyze persuasion techniques, including propaganda
	<sup>f</sup> Establish and use criteria to determine the reliability and relevance of an argument or claim	<sup>f</sup> Establish and use criteria to determine the reliability and relevance of an argument or claim	<sup>f</sup> Establish and use criteria to determine the reliability and relevance of an argument or claim	<sup>f</sup> Establish and use criteria to determine the reliability and relevance of an argument or claim



## SKILLS

### STRAND 7.0: Thinking/Decision-Making Skills (continued)

COMMON CURRICULUM GOALS	BY END OF GRADE 3	BY END OF GRADE 5	BY END OF GRADE 8	BY END OF GRADE 11/12
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Students will be able to:

7.2 DEMONSTRATE THE ORGANIZING SKILLS OF THINKING: CLASSIFYING, ORDERING (SERIATION), AND PLACING ITEMS SPATIALLY (ELS 6.1)	<sup>a</sup> Sort artifacts by like characteristics	<sup>a</sup> Classify objects by using and constructing simple addition part/whole classification schemes (e.g., cities, counties, states, countries)	<sup>a</sup> Classify objects, facts, and ideas by using and constructing matrices to show part/whole relationships (e.g., summary charts)	<sup>a</sup> Use and construct multiple classification schemes to show part/whole relationships
		<sup>b</sup> Order objects and facts by using and constructing seriation schemes that show relationships along a continuum (e.g., timeline, family tree)	<sup>b</sup> Order objects, facts and ideas by using and constructing matrices that show seriation (e.g., graphs)	<sup>b</sup> Use and construct multiple seriation (ordering) schemes to explain the relationship among facts and ideas
	<sup>c</sup> Make maps or models to show the spatial relationship of locations or objects	<sup>c</sup> Make maps or models to show the spatial relationship of locations or objects	<sup>c</sup> Make maps or models to show the spatial relationship of locations or objects	<sup>c</sup> Make maps or models to show the spatial relationship of locations or objects

## SKILLS

### STRAND 7.0: Thinking/Decision-Making Skills (continued)

COMMON CURRICULUM GOALS	BY END OF GRADE 3	BY END OF GRADE 5	BY END OF GRADE 8	BY END OF GRADE 11/12
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Students will be able to:

7.3 DEMONSTRATE THE PROCESSING SKILLS OF THINKING (ELS 6.5)	<sup>a</sup> Demonstrate <i>focusing skills</i> : defining problems, setting goals	<sup>a</sup> Demonstrate <i>focusing skills</i> : defining problems, setting goals	<sup>a</sup> Demonstrate <i>focusing skills</i> : defining problems, setting goals	<sup>a</sup> Demonstrate <i>focusing skills</i> : defining problems, setting goals
	<sup>b</sup> Demonstrate <i>information-gathering skills</i> : observing, formulating questions	<sup>b</sup> Demonstrate <i>information-gathering skills</i> : observing, formulating questions	<sup>b</sup> Demonstrate <i>information-gathering skills</i> : observing, formulating questions	<sup>b</sup> Demonstrate <i>information-gathering skills</i> : observing, formulating questions (i.e., new questions based on previously gathered information; questions that elicit conclusions and generalizations)
	<sup>c</sup> Demonstrate <i>remembering skills</i> : storing information, recalling	<sup>c</sup> Demonstrate <i>remembering skills</i> : storing information, recalling	<sup>c</sup> Demonstrate <i>remembering skills</i> : storing information, recalling	<sup>c</sup> Demonstrate <i>remembering skills</i> : storing information, recalling
	<sup>d</sup> Demonstrate <i>integrating skills</i> : summarizing, restructuring	<sup>d</sup> Demonstrate <i>integrating skills</i> : summarizing, restructuring, drawing conclusions	<sup>d</sup> Demonstrate <i>integrating skills</i> : summarizing, restructuring, drawing conclusions	<sup>d</sup> Demonstrate <i>integrating skills</i> : summarizing, restructuring, drawing conclusions, synthesizing
	<sup>e</sup> Demonstrate <i>analyzing skills</i> : identifying attributes and components, identifying relationships and patterns, identifying main ideas, identifying errors	<sup>e</sup> Demonstrate <i>analyzing skills</i> : identifying attributes and components, identifying relationships and patterns, identifying main ideas, identifying errors	<sup>e</sup> Demonstrate <i>analyzing skills</i> : identifying attributes and components, identifying relationships and patterns, identifying main ideas, identifying errors	<sup>e</sup> Demonstrate <i>analyzing skills</i> : identifying attributes and components, identifying relationships and patterns, identifying main ideas, identifying errors

# SKILLS

## STRAND 7.0: Thinking/Decision-Making Skills (continued)

COMMON CURRICULUM GOALS	BY END OF GRADE 3	BY END OF GRADE 5	BY END OF GRADE 8	BY END OF GRADE 11/12
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Students will be able to:

*1*Demonstrate *generating skills*: inferring, predicting, elaborating, imagining

*1*Demonstrate *generating skills*: inferring, predicting, elaborating, imagining

*1*Demonstrate *generating skills*: inferring, predicting, elaborating, imagining

*1*Demonstrate *generating skills*: inferring, predicting, elaborating, imagining, forecasting and creating scenarios

*2*Demonstrate *evaluating skills*: establishing criteria, verifying, making judgments

*2*Demonstrate *evaluating skills*: establishing criteria, verifying, making judgments

*2*Demonstrate *evaluating skills*: establishing criteria, verifying, making judgments

*2*Demonstrate *evaluating skills*: establishing criteria, verifying, making judgments

7.4 APPLY THE ORGANIZING AND PROCESSING SKILLS OF THINKING TO THE OPERATIONS OF PROBLEM SOLVING AND DECISION MAKING (ELS 6.2, 6.3)

*1*Use simple problem-solving and decision-making procedures

*1*Use problem-solving and decision-making models

*1*Use problem-solving and decision-making models

*1*Use problem-solving and decision-making models

7.5 REFLECT UPON AND IMPROVE THEIR OWN THINKING AND REASONING (ELS 6.6)

*1*Describe in simple terms how a solution or decision was reached

*1*Analyze how a solution or decision was reached

*1*Evaluate the process they used to solve a problem or reach a decision

*1*Critique their own use of thinking processes and operations

## SKILLS

### STRAND 8.0: Interpersonal/Participation Skills

<b>COMMON CURRICULUM GOALS</b>	<b>BY END OF GRADE 3</b>	<b>BY END OF GRADE 5</b>	<b>BY END OF GRADE 8</b>	<b>BY END OF GRADE 11/12</b>
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Students will be able to:

<b>8.1 DEMONSTRATE APPROPRIATE INTERPERSONAL SKILLS (ELS 2.3, 3.1, 4.2, 5.5)</b>	<b><sup>a</sup>Listen actively for a designated length of time</b>	<b><sup>a</sup>Summarize important ideas presented orally</b>	<b><sup>a</sup>Paraphrase oral messages</b>	<b><sup>a</sup>Use active listening techniques</b>
	<b><sup>b</sup>Interpret communication through body language, gestures, tone, inflection, volume</b>	<b><sup>b</sup>Recognize subtleties in communication through body language, gestures, tone, inflection, volume</b>	<b><sup>b</sup>Recognize emotional states of others as evidenced by body language, gestures, tone, inflection, volume</b>	<b><sup>b</sup>Interpret subtleties of emotional states of others as evidenced by body language, gestures, tone, inflection, volume</b>
	<b><sup>c</sup>Select and use words, voice, gestures and body language appropriate to audience and setting</b>	<b><sup>c</sup>Select and use words, voice, gestures and body language appropriate to audience and setting</b>	<b><sup>c</sup>Select and use words, voice, gestures and body language appropriate to audience and setting</b>	<b><sup>c</sup>Select and use words, voice, gestures and body language appropriate to audience and setting</b>
	<b><sup>d</sup>Use appropriate ways of responding to the ideas and/or behavior of others</b>	<b><sup>d</sup>Use appropriate ways of responding to the ideas and/or behavior of others</b>	<b><sup>d</sup>Use appropriate ways of responding to the ideas and/or behavior of others</b>	<b><sup>d</sup>Use appropriate ways of responding to the ideas and/or behavior of others</b>
	<b><sup>e</sup>Demonstrate an ability to use compromise</b>	<b><sup>e</sup>Demonstrate an ability to use compromise and persuasion</b>	<b><sup>e</sup>Demonstrate an ability to use compromise, persuasion and consensus</b>	<b><sup>e</sup>Demonstrate an ability to use compromise, persuasion, consensus and negotiation</b>

## DEMOCRATIC PARTICIPATION

### STRAND 9.0: Constitutional/Democratic Heritage

COMMON CURRICULUM GOALS	BY END OF GRADE 3	BY END OF GRADE 5	BY END OF GRADE 8	BY END OF GRADE 11/12
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Students will be able to:

9.1 DESCRIBE THE ORIGINS AND BASIC PRINCIPLES OF THE U.S. CONSTITUTION AND SYSTEM OF GOVERNMENT	*Know that citizens share responsibilities in a democratic republic	*Explain democracy and representative government in the United States	*Describe the origins of democracy and representative government in earlier civilizations (e.g., ancient Greece, ancient Rome, Iroquois League)	*Trace the historical development of the U.S. Constitution from Magna Carta to the present
	<sup>b</sup> Discuss and apply the principles of "one person/one vote" and "majority rule" in the school setting	<sup>b</sup> Recognize checks and balances, separation of powers and civil rights as basic principles found in the U.S. Constitution	<sup>b</sup> Describe the principles of checks and balances, separation of powers and civil rights as described in the U.S. Constitution and the Bill of Rights	<sup>b</sup> Analyze how specific laws and Supreme Court decisions reflect the basic principles of the U.S. Constitution  <sup>c</sup> Explain how the U.S. Constitution provides a system of resolving conflicts regarding the interpretation of laws and rights
9.2 DESCRIBE THE AMERICAN IDEALS OF FREEDOM, EQUALITY, DEMOCRACY AND HUMAN DIGNITY	*Tell what the American ideals mean in their lives	*Identify individuals and groups who have contributed toward the attainment of the American ideals	*Identify laws and Supreme Court decisions that have positively and negatively influenced the attainment of American ideals (PL 94-142, Miranda, Dred Scott)	*Analyze the relationship between American ideals and legal, social and economic reality (freedom/Japanese internment; justice/McCarthyism; equality/woman suffrage)

# DEMOCRATIC PARTICIPATION

## STRAND 9.0: Constitutional/Democratic Heritage (continued)

COMMON CURRICULUM GOALS	BY END OF GRADE 3	BY END OF GRADE 5	BY END OF GRADE 8	BY END OF GRADE 11/12
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Students will be able to:

<p>9.3 DEVELOP AN UNDERSTANDING OF U.S. HISTORY AS AN ESSENTIAL COMPONENT OF CITIZENSHIP</p>	<p>*Know significant information about people and major events (e.g., George Washington was our first national president)</p> <p><sup>b</sup>Identify important symbols (e.g., flag, national anthem) and rituals (e.g., Fourth of July and other holiday celebrations)</p>	<p>*Know significant information about people and major events (e.g., England established 13 colonies on the east coast of North America)</p> <p><sup>b</sup>Identify national symbols (e.g., Statue of Liberty, eagle) and rituals (e.g., Pledge of Allegiance, standing for anthem) and their significance</p>	<p>*Know significant information related to people and major events (e.g., the Emancipation Proclamation freed the slaves in the Confederacy)</p> <p><sup>b</sup>Identify the context and significance of well-known quotations and phrases (verbal symbols) from U.S. history (e.g., "We the People," "One small step for man, one giant leap for mankind")</p>	<p>*Know the significance of people and major events (e.g., New Deal legislation established the beginning of the "welfare state" in the U.S.)</p> <p><sup>b</sup>Explain how symbols and rituals are used to persuade others and/or express ideas (e.g., protest, patriotic display, flag)</p>
<p>9.4 EXPLAIN THE STRUCTURES AND FUNCTIONS OF THE GOVERNMENT OF THE U.S. AT ALL LEVELS</p>	<p>*Know the name and title of the chief executive at the local, state and national levels</p>	<p>*Name the three branches of government and the functions of each</p> <p><sup>b</sup>Explain the role of elections in political decision making</p> <p><sup>c</sup>Recognize and name units of government at the local level (e.g., cities, counties, school districts), state level and national level</p>	<p>*Describe how each branch of government is structured and how it functions</p> <p><sup>b</sup>Describe the electoral process at the local, state and national levels</p> <p><sup>c</sup>Identify the jurisdiction of government at the local, state and national levels</p>	<p>*Describe the interrelationships among the three branches of government (e.g., checks and balances)</p> <p><sup>b</sup>Analyze the electoral process as a democratic method of decision making (e.g., electoral college, role of the media, initiative and referendum)</p> <p><sup>c</sup>Given an issue or personal concern, identify appropriate government agencies and access strategies to use in seeking information or a solution</p>

# DEMOCRATIC PARTICIPATION

## STRAND 10.0: Civic Values and Responsibilities

COMMON CURRICULUM GOALS	BY END OF GRADE 3	BY END OF GRADE 5	BY END OF GRADE 8	BY END OF GRADE 11/12
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Students will be able to:

10.1 KNOW THE RIGHTS AND RESPONSIBILITIES OF INDIVIDUAL CITIZENS IN THE U.S.	*Identify some basic rights guaranteed by the U.S. Constitution and discuss responsibilities that go with these rights	*Recognize that knowledge of law is a responsibility of citizenship and describe examples of local, state and federal laws	*Identify at least five individual rights guaranteed in the U.S. Constitution and give examples of how these rights apply in specific situations	*Explain individual rights guaranteed in the U.S. Constitution and how they have been extended to citizens over time
	<sup>b</sup> Know and follow rules of groups to which they belong (e.g., home, school, community)	<sup>b</sup> Discuss basic rights guaranteed by the U.S. Constitution/ Bill of Rights and recognize that some rights were extended to groups of people through the amendment process (e.g., women, Native Americans, African Americans)	<sup>b</sup> Recognize that laws are subject to legal interpretations	<sup>b</sup> Explain and evaluate the implications of specific laws and/or court decisions on individual rights and responsibilities
			<sup>c</sup> Identify conflicts between individual rights and restrictions based on community/general welfare needs	<sup>c</sup> Explain the relationship between individual rights and restrictions based on general welfare needs
10.2 DEMONSTRATE AN UNDERSTANDING OF THE ELECTORAL PROCESS AND THE IMPORTANCE OF CIVIC PARTICIPATION LOCALLY, NATIONALLY AND GLOBALLY	*Define voting, discuss why it is important and identify various ways of voting	*Explain the role of elections in representative democracies	*Explain the roles of candidates, voters, political parties, and the electoral college in the national electoral process	*Explain the roles of candidates, voters and nonvoters, political parties, the electoral college and interest groups in local, state and national elections



# DEMOCRATIC PARTICIPATION

## STRAND 10.0: Civic Values and Responsibilities (continued)

COMMON CURRICULUM GOALS	BY END OF GRADE 3	BY END OF GRADE 5	BY END OF GRADE 8	BY END OF GRADE 11/12
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Students will be able to:

	<p><sup>b</sup>Identify classroom or school needs, develop strategies and implement strategies as appropriate</p>	<p><sup>b</sup>Identify needs (e.g., school, community, state/regional, national, global), develop strategies and implement strategies as appropriate</p>	<p><sup>b</sup>Identify needs (e.g., school, community, state/regional, national, global), develop strategies and implement strategies as appropriate</p>	<p><sup>b</sup>Identify needs (e.g., special district, city, county, state, regional, national, global), develop strategies and implement strategies as appropriate</p>
<p>10.3 RECOGNIZE AND DEMONSTRATE ETHICAL BEHAVIOR CONSISTENT WITH THE PRINCIPLES OF AMERICAN DEMOCRACY (ORS 336.067)</p>	<p><sup>a</sup>Demonstrate an understanding of the importance of respect for others, honesty, courtesy, obedience to law, and honest labor</p>	<p><sup>a</sup>Demonstrate an understanding of the importance of respect for others, honesty, courtesy, obedience to law, and honest labor</p>	<p><sup>a</sup>Demonstrate an understanding of the importance of respect for others, honesty, courtesy, obedience to law, and honest labor</p>	<p><sup>a</sup>Demonstrate an understanding of the importance of respect for others, honesty, courtesy, obedience to law, and honest labor</p>
	<p><sup>b</sup>Show respect for all humans regardless of race, color, creed, national origin, religion, age, sex or handicap</p>	<p><sup>b</sup>Show respect for all humans regardless of race, color, creed, national origin, religion, age, sex or handicap</p>	<p><sup>b</sup>Show respect for all humans regardless of race, color, creed, national origin, religion, age, sex or handicap</p>	<p><sup>b</sup>Show respect for all humans regardless of race, color, creed, national origin, religion, age, sex or handicap</p>

## Social Studies Common Curriculum Goals

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Did you read this publication?

- Completely
- More than half
- Less than half
- Just skimmed

Does this publication fulfill its purpose as stated in the preface or introduction?

- Completely
- Partly
- Not at all

Did you find this publication useful in your work?

- Often
- Sometimes
- Seldom
- Never

Which section is most valuable? \_\_\_\_\_  
\_\_\_\_\_

What type of work do you do?

- Classroom teacher
- Consultant to classroom teachers
- School administrator
- Other \_\_\_\_\_

Would you recommend this publication to a colleague?

- Yes, without reservations
- Yes, with reservations
- No
- Other \_\_\_\_\_

When this publication is revised, what changes would you like to see made? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Additional comments. (Attach a sheet if you wish.)  
\_\_\_\_\_  
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\_\_\_\_\_

Did you find the contents to be stated clearly and accurately?

- Always yes
- In general, yes
- In general, no
- Always no
- Other \_\_\_\_\_

Were the contents presented in a convenient format?

- Very easy to use
- Fairly easy
- Fairly difficult
- Very difficult
- Other \_\_\_\_\_

Did you find this publication to be free of discrimination or biased content toward racial, ethnic, cultural, handicapped, and religious groups, or in terms of sex stereotyping?

- Yes, without reservations
- Yes, with reservations
- No
- Other \_\_\_\_\_

What is your impression of the overall appearance of the publication. (graphic art, style, type, etc.)?

- Excellent
- Good
- Fair
- Poor