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ABSTRACT

Oregon is raising its expectations for students. The current academic standard, which allows students to graduate with only a D-minus average in 22 credit hours of classes, is being replaced by the requirement that students prove that they are proficient in English, mathematics, science, history, and other academic subjects. Students will demonstrate their proficiency through a series of classroom assignments and state tests. This document defines the academic content standards for the new expectations. These content standards are the part of the curriculum goals that will be assessed statewide for the Certificates of Initial and Advanced Mastery. They are defined in this publication for the benchmark years of grades 3, 5, 8, and 10 for the areas of: (1) English (encompassing reading, writing, speaking, literature, and media and technology; (2) mathematics; (3) science; (4) social sciences (history, civics, geography, and economics); (5) the arts; (6) second languages; (7) health education; (8) physical education; and (9) technology. The essential learning skills are the skills students should demonstrate to receive a Certificate of Initial Mastery, which will represent successful achievement at the grade-10 level. These are: reading, writing, problem solving, communicating, learning, thinking, retrieving information, using technology, and working effectively alone and in groups. These academic content standards will be assessed through the performance standards in Document 2 of this series. (Contains nine charts.) (SLD)

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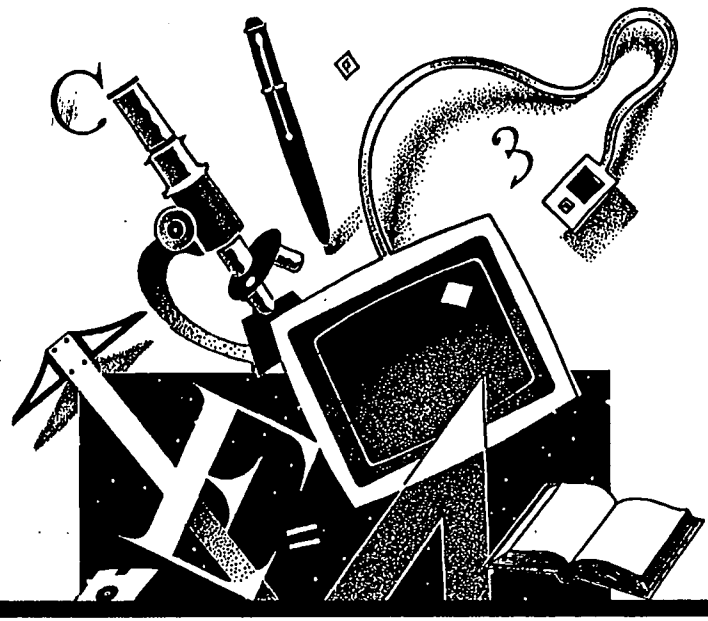
Document 1 COMMON CURRICULUM GOALS

ACADEMIC CONTENT STANDARDS AND ESSENTIAL LEARNING SKILLS

SEPTEMBER 19, 1996



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COMMON CURRICULUM GOALS, ACADEMIC CONTENT STANDARDS AND ESSENTIAL LEARNING SKILLS
was produced by the Oregon Department of Education
and recommended for adoption to the State Board of Education on September 19, 1996.

HIGHER STANDARDS — BETTER RESULTS

Oregon is raising its expectations for students. Instead of the current academic standard allowing students to graduate with only a D-minus average in 22 credit hours of classes, Oregon will require students to prove they are proficient in English, mathematics, science, history and other academic subjects.

Students will prove they are proficient through a series of classroom assignments and state tests. They will be expected to achieve certain minimum scores on the assignments and tests described in *Document 2* PERFORMANCE STANDARDS. Students who achieve the grade 10 performance standards will receive a Certificate of Initial Mastery. Students who achieve the grade 12 performance standards will receive a Certificate of Advanced Mastery.

Oregon's Educational Act for the 21st Century calls on school administrators, teachers, parents, students and business people to promote higher academic standards in schools and to hold students and schools accountable for better results. Early childhood education, alternative learning environments, professional technical education, business and community partnerships, career-related learning experiences and other educational programs will help students achieve the new standards.

Adoption of the academic content standards by the State Board of Education will be the culmination of more than a year's work. Over the past year, the Oregon Department of Education held more than 30 public meetings around the state to gather comments on the draft standards. Department staff met periodically with groups of parents and teachers to gather more feedback and make revisions. The department received about 2,200 written comments from individuals on the standards. At each step, the department used the oral and written comments it received to revise the standards to make them more clear and more rigorous for all students. Adoption of the standards will be an important step toward raising expectations in schools across this state.

Definitions:

- Common Curriculum Goals: The Common Curriculum Goals describe a comprehensive K-12 curriculum in English, mathematics, science, the social sciences, the arts, second languages, health education, physical education and technology. The curriculum goal areas are not necessarily course titles. Decisions about what courses to teach and what curriculum to include in the courses are made by schools and districts. Schools and districts may set their own curriculum goals in addition to the statewide goals. The Common Curriculum Goals include the academic content standards and essential learning skills.
- Academic Content Standards: The academic content standards describe what students should know and be able to do. They are the portion of the curriculum goals to be assessed statewide for the Certificates of Initial and Advanced Mastery. Oregon's Educational Act for the 21st Century designates the areas where the state will set academic content standards: English, mathematics, science, the social sciences (history, civics, geography and economics), the arts and second languages. Schools and districts may set their own academic content standards in addition to the statewide standards. The academic content standards will be assessed at the benchmark years—grades 3, 5, 8 and 10—through the performance standards described in *Document 2* PERFORMANCE STANDARDS.
- Essential Learning Skills: The essential learning skills are the skills students should demonstrate to receive a Certificate of Initial Mastery. Oregon's Educational Act for the 21st Century identifies nine essential learning skills: read, write, problem solve, communicate, learn, think, retrieve information, use technology and work effectively as individuals and as an individual in group settings.

ENGLISH

English includes knowledge of the language itself, its use as a basic means of communication, and appreciation of its artistry as expressed in literature. The study of English prepares students to understand and use information and to communicate fluently and effectively.

READING: Comprehend a variety of printed materials.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
Recognize, pronounce and know the meaning of words by using phonics, language structure, contextual clues and visual cues.	Recognize, pronounce and know the meaning of words in text.	Read accurately by using phonics, language structure, word meaning and visual cues. Read orally with natural phrasing, expressive interpretation, flow and pace.			
		Determine meanings of words using contextual clues and illustrations.	Determine meanings of words using contextual clues, illustrations and other reading strategies.	Determine meanings of words using contextual and structural clues and other reading strategies.	Determine meanings of words, including those with multiple meanings, using contextual and structural clues and other reading strategies.
Use a variety of reading strategies to increase comprehension and learning.	Locate information and clarify meaning by skimming, scanning, close reading and other reading strategies.	Locate information using illustrations, tables of contents, glossaries, indexes, headings, graphs, charts, diagrams and/or tables.	Locate information and clarify meaning by using illustrations, tables of contents, glossaries, indexes, headings, graphs, charts, diagrams and/or tables.	Locate information and clarify meaning by using tables of contents, glossaries, indexes, headings, graphs, charts, diagrams and/or tables.	Locate information and clarify meaning by using tables of contents, glossaries, indexes, headings, graphs, charts, diagrams, tables and other reference sources.
Demonstrate literal comprehension of a variety of printed materials.	Demonstrate literal comprehension of a variety of printed materials.	Retell, summarize or identify sequence of events, main ideas and facts in literary and informative selections.	Identify in literary, informative and practical selections sequence of events, main ideas, facts and supporting details.	Identify in literary, informative and practical selections sequence of events, main ideas, facts, supporting details and opinions.	Identify in literary, informative and practical selections sequence of events, main ideas, facts, supporting details and opinions.
Demonstrate inferential comprehension of a variety of printed materials.	Demonstrate inferential comprehension of a variety of printed materials.	Identify cause and effect relationships and make simple predictions.	Identify relationships, images, patterns or symbols and draw conclusions about their meanings.	Identify relationships, images, patterns or symbols and draw conclusions about their meanings.	Identify relationships, images, patterns or symbols and draw conclusions about their meanings.
Demonstrate evaluative comprehension of a variety of printed materials.	Demonstrate evaluative comprehension of a variety of printed materials.		Analyze and evaluate information and form conclusions.	Analyze and evaluate whether a conclusion is validated by the evidence in a selection.	Analyze and evaluate whether an argument, action or policy is validated by the evidence in a selection.

READING (continued)

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
Connect reading selections to other texts, experiences, issues and events. Read for enjoyment and information.	Draw connections and explain relationships between reading selections and other texts, experiences, issues and events.		Extend and deepen comprehension by relating text to other texts, experiences, issues and events.	Extend and deepen comprehension by relating text to other texts, experiences, issues and events.	Extend and deepen comprehension by relating text to other texts, experiences, issues and events.

WRITING: Use writing as a tool to learn, reflect and communicate for a variety of audiences and purposes.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
Communicate knowledge of the topic, including relevant examples, facts, anecdotes and details. Structure information in clear sequence, making connections and transitions among ideas, sentences and paragraphs. Develop flow and thythm of sentences. Demonstrate knowledge of spelling, grammar, punctuation, capitalization, paragraphing and documentation. Express ideas in an engaging and credible way appropriate for audience and purpose. Select functional, precise and descriptive words appropriate for audience and purpose.	Communicate knowledge of the topic, including relevant examples, facts, anecdotes and details. Structure information in clear sequence, making connections and transitions among ideas, sentences and paragraphs. Develop flow and thythm of sentences. Use correct spelling, grammar, punctuation, capitalization, paragraph structure, sentence construction and other writing conventions.	Convey main ideas with some supporting details appropriate to audience and purpose. Demonstrate organization by developing a beginning, middle and end with some transitions. Demonstrate some control of correct spelling, grammar, punctuation and capitalization.	Convey clear, focused main ideas and supporting details appropriate to audience and purpose. Demonstrate organization by developing a beginning, middle and end with clear sequencing of ideas and transitions. Write sentences that flow and vary in length. Use correct spelling, grammar, punctuation, capitalization and paragraphing.	Convey clear, focused main ideas with accurate and relevant supporting details appropriate to audience and purpose. Demonstrate organization by developing a beginning, middle and end with clear sequencing of ideas and transitions. Use complex sentences to increase variety in sentence structure. Use correct spelling, grammar, punctuation, capitalization, paragraphing and documentation.	Convey clear, focused main ideas with accurate and relevant supporting details appropriate to audience and purpose. Demonstrate organization by developing a beginning, middle and end with clear sequencing of ideas and transitions. Use appropriate sentence structures such as parallel structure to enhance meaning. Use correct spelling, grammar, punctuation, capitalization, paragraphing and documentation

WRITING (continued)

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
Use a variety of modes (e.g., narrative, imaginative, expository, persuasive) in appropriate contexts. Use a variety of written forms (e.g., journals, essays, short stories, poems, research papers, business communications and technical writing) to express ideas and multiple media to create projects, presentations and publications. Reflect upon and evaluate own writing. Use multi-step writing process (e.g., identify audience and purpose, generate ideas, plan and draft, collaborate and confer, revise and publish) to express ideas.	Use a variety of modes and written forms to express ideas.	Use a variety of modes (e.g., narrative, imaginative, expository, persuasive).	Use a variety of modes (e.g., narrative, imaginative, expository, persuasive) and forms (e.g., essays, stories, reports) to express ideas appropriate to audience and purpose.	Use a variety of modes (e.g., narrative, imaginative, expository, persuasive) and forms (e.g., essays, stories, business memos or communications, research papers or technical reports) to express ideas appropriate to audience and purpose.	Use a variety of modes (e.g., narrative, imaginative, expository, persuasive) and forms (e.g., essays, stories, business memos or communications, research papers or technical reports) to express ideas appropriate to audience and purpose.

SPEAKING AND LISTENING: Speak effectively for a variety of audiences and purposes and listen effectively to gather information.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
SPEAKING					
Communicate knowledge of the topic, including relevant examples, facts, anecdotes and details.	Communicate knowledge of the topic, including relevant examples, facts, anecdotes and details.	Convey main ideas with some supporting details appropriate to audience and purpose.	Convey clear, focused main ideas with supporting details appropriate to audience and purpose.	Convey clear, focused main ideas with accurate and relevant supporting details appropriate to audience and purpose.	Convey clear, focused main ideas with accurate and relevant supporting details appropriate to audience and purpose.
Structure information in clear sequence, making connections and transitions among ideas, sentences and paragraphs.	Structure information in clear sequence, making connections and transitions among ideas, sentences and paragraphs.	Demonstrate organization by developing a beginning, middle and end with some transitions.	Demonstrate organization by developing a beginning, middle and end with clear sequencing of ideas and transitions.	Demonstrate organization by developing a beginning, middle and end and by providing clear sequencing of ideas and transitions.	Demonstrate organization by developing a beginning, middle and end and by providing clear sequencing of ideas and transitions.
Select words that are correct, functional and appropriate to audience and purpose.	Select words that are correct, functional and appropriate to audience and purpose.		Use descriptive and accurate words appropriate to audience and purpose.	Use descriptive and accurate words appropriate to audience and purpose.	Use a variety of descriptive and accurate words appropriate to audience and purpose.
Demonstrate control of eye contact, speaking rate, volume, enunciation, inflection, gestures and other nonverbal techniques.	Use eye contact, speaking rate, volume, enunciation, oral fluency, vocal energy and gestures to communicate ideas effectively when speaking.	Demonstrate some control of eye contact and speak at an appropriate rate and volume.	Demonstrate control of eye contact, speaking rate, volume, enunciation and gestures appropriate to audience and purpose.	Demonstrate control of eye contact, speaking rate, volume, enunciation and gestures appropriate to audience and purpose.	Demonstrate fluent delivery with varied inflections, effective eye contact, speaking rate, volume, enunciation and gestures appropriate to audience and purpose.
LISTENING					
Analyze and evaluate verbal and nonverbal messages and the way they are delivered.					
Demonstrate effective listening strategies.					

ERATURE: Understand how literature records, reflects, communicates and influences human events.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
Read a variety of literary forms (e.g., novels, poems, plays, short stories, autobiographies, essays) of varying complexity from a variety of cultures and time periods.	Read selections from a variety of cultures and time periods and recognize distinguishing characteristics of various literary forms.	Read and identify stories, poems, plays and nonfiction from a variety of cultures and time periods.	Read and identify literary forms, including novels, short stories, poetry, plays and nonfiction from a variety of cultures and time periods.	Read and identify distinguishing characteristics of a variety of literary forms, including novels, short stories, poetry, plays and nonfiction from a variety of cultures and time periods.	Read and identify distinguishing characteristics of a variety of literary forms, including novels, short stories, poetry, plays and nonfiction from a variety of cultures and time periods.
Evaluate how the form of a literary work and the use of literary elements and devices (e.g., setting, plot, theme, character, word choice, point of view, tone, language) contribute to the work's message and impact.	Analyze the author's ideas, techniques and methods and make supported evaluations about the selection.	Identify elements of literature such as character, plot and setting.	Analyze how the development of character, plot and setting contribute to the overall impact of the selection.	Evaluate the effectiveness of literary elements such as character, plot, setting, theme and conflict/resolution on the overall impact of the selection.	Evaluate the effectiveness of literary elements such as character, plot, setting, theme, conflict and resolution on the overall impact of the selection.
			Identify theme in a literary work.	Identify and examine the treatment of similar themes in various literary works.	Identify and examine the treatment of similar themes in various literary works.
			Identify literary devices such as similes, rhyme and dialogue.	Examine the purpose of literary devices such as figurative language, allusion, dialect and dialogue in a literary selection.	Examine literary devices such as figurative language, allusion, dialect, dialogue and symbolism and analyze their impact on a selection.
			Identify the author's purpose and recognize how structure and word choice contribute to it.	Identify the author's purpose and examine how stylistic decisions (e.g., structure, point of view, word choice, exaggeration) contribute to it.	Identify the author's purpose and analyze how stylistic decisions (e.g., structure, point of view, word choice, exaggeration) contribute to it.
Understand how literature is influenced by historical, cultural, social and biographical factors.	Analyze how literary works both influence and are influenced by history, society, culture and the author's life experiences.	Compare fables and stories from two or more cultures.	Describe the ways in which a writer has been influenced by life experiences.	Make connections between literary themes or messages and historical, social and cultural issues or events.	Analyze and evaluate the ways in which a writer has influenced or has been influenced by historical, social and cultural issues or events.

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DIA AND TECHNOLOGY: Use a variety of media and technology to obtain and communicate information.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
Select and apply appropriate media and technology (current and emerging) to a task or topic. Acquire information from print, visual and electronic sources, including the Internet. Produce visual forms that enhance the impact of a product or presentation. Record and store data in a variety of formats (e.g., data bases, audiotapes, videotapes). Demonstrate ethical use of resources and materials (e.g., copyright, citations of sources). Evaluate significance and accuracy of information and ideas presented in written, oral and visual communications.					

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MATHEMATICS

Mathematics uses numbers and symbols to define, communicate and solve problems.

CALCULATIONS AND ESTIMATIONS: Select and apply mathematical operations in a variety of contexts.

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 5 Benchmark	Grade 8 Benchmark	CIM/Grade 10 Benchmark
COMPUTATION Read, write and order real numbers. Demonstrate meanings of numbers (e.g., whole numbers, fractions, decimals, integers, rational numbers, percents, exponents, square roots, real numbers, absolute value, scientific notation) using physical models and technology. Construct, use and explain procedures to compute. Select and use appropriate methods and tools for computing with numbers (e.g., mental calculation, paper and pencil, calculator, computer) and determine whether results are accurate and reasonable.	Compute with whole numbers, fractions, decimals, integers using paper and pencil, calculators and computers.	Perform whole number calculations using paper and pencil and calculators.	Model, explain and perform calculations on whole numbers, fractions and decimals, using paper and pencil and calculators.	Perform calculations on whole numbers, fractions, decimals and integers using paper and pencil, calculators and/or computers.	Perform numeric and algebraic calculations using paper and pencil, calculators and computer programs.
ESTIMATION Use number sense to estimate and justify solutions to problems. Develop, apply and explain a variety of estimation strategies and assess their appropriateness.	Use estimation to solve problems and check the accuracy of solutions.	Estimate solutions to problems and determine if the results are accurate and reasonable.	Estimate solutions to problems and determine if the results are accurate and reasonable.	Estimate solutions to problems and determine if the results are accurate and reasonable.	Estimate solutions to problems and determine if the results are accurate and reasonable.

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COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
APPLICATION OF NUMBER THEORIES, RULES AND ALGORITHMS Apply number theory concepts to represent numbers in various ways. Demonstrate relationships among numbers (e.g., fractions, decimals, percents, ratios, proportions). Use physical models to demonstrate conceptual meanings for addition, subtraction, multiplication and division. Use ratios, proportions and percents to solve problems. Develop, test and explain real number concepts. Construct and apply mathematical rules and algorithms to solve problems.	Apply number theories, mathematical rules and algorithms to solve problems.	Apply concepts of place value and grouping in whole number operations.	Apply concepts of primes, factors and multiples in whole number, fraction and decimal operations.	Demonstrate the relationships among whole number, decimal, integer, percent, exponent and integer operations.	Use the relationships among whole number, decimal, integer, percent, exponent and integer operations.

ASUREMENT: Select and use units and tools of measurement.

Common Curriculum Goals	Content Standards	Grade 3 Benchmark	Grade 5 Benchmark	Grade 8 Benchmark	CIM/Grade 10 Benchmark
UNITS AND TOOLS Select and use appropriate standard and nonstandard units and tools of measurement. Select and use appropriate units, tools and techniques to measure to the degree of precision and accuracy desired in particular situations. Develop physical references for commonly used measures.	Develop understanding of measurement and apply appropriate units and tools.	Develop understanding of measurement and concepts related to length, perimeter, weight, area, volume, time, temperature, money and angle.	Develop understanding of measurement related to length, perimeter, weight, area, volume, time, temperature, money and angle.	Select and use appropriate units and tools to measure to the degree of accuracy required in particular situations.	Apply appropriate units and tools to measure to the degree of accuracy required in particular situations.
DIRECT METHODS Describe, estimate and use measures of length, perimeter, weight, time, temperature, money and capacity. Read and interpret various scales (e.g., number lines, graphs, maps). Relate change in an object's linear measurements to change in its perimeter, area and/or volume.	Apply direct methods of measurement in metric, U.S. customary and other systems.	Measure length, weight, area, time and temperature using standard and nonstandard units of measurement.	Measure length, weight, area, time, temperature, volume and angle using standard and nonstandard units of measurement.	Measure perimeter, weight, area, temperature, volume, angle and distance using standard and nonstandard units of measurement.	Measure perimeter, weight, area, temperature, volume, angle and distance of regular and irregular shapes using standard and nonstandard units of measurement.
INDIRECT METHODS Derive and use various methods including trigonometric ratios to measure geometric figures. Measure quantities indirectly using algebra, geometry or trigonometry. Develop and use formulas and procedures to solve problems involving measurement. Solve problems using measurement of two- and three-dimensional figures.	Apply indirect methods of measurement (e.g., formulas, estimates).	Estimate measurements of length and weight.	Make and use estimates of length, weight, capacity, angle, money and time.	Use tools, scale drawings, models and formulas to estimate and calculate length, weight, angle, volume, distance, area, perimeter and speed.	Use formulas and other indirect measures (e.g., trigonometry, scale drawings) to calculate length, weight, angle, volume, distance, area, perimeter and temperature.

STATISTICS AND PROBABILITY: Collect, organize, display, interpret and analyze facts, figures and other data.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
ORGANIZATION OF DATA Read, construct and interpret displays of data (e.g., charts, tables, graphs) using appropriate techniques and technologies. Formulate hypotheses, design and conduct experiments using appropriate technology, draw conclusions based on data and communicate results.	Create charts, tables, graphs and use statistics to summarize data, draw inferences and make predictions.	Collect, organize, display and describe simple data using number lines, bar graphs and line graphs.	Collect and analyze data to formulate and solve problems. Create and interpret displays summarizing collected data using number lines, bar graphs, line graphs, circle graphs, stem and leaf plots and histograms.	Create, interpret and analyze charts, tables and graphs to make conclusions.	Create, analyze, draw inferences and make predictions from charts, tables and graphs summarizing data from real-world situations. Use data analysis, such as curve fitting and population sampling, to evaluate hypotheses, predict and make statistical claims.
PROBABILITY Generate, compare and analyze data to draw inferences and make predictions, using experimental and theoretical probability. Determine probabilities through experiments or simulations (e.g., counting to determine possible outcomes). Use experimental and theoretical probability to represent and solve problems.	Determine the probability that an event will occur.	Use concepts of probability such as likely, unlikely and certain.	Make predictions using experimental probability. Express concepts of probability, including ratios.	Compare and make predictions using experimental and theoretical probability.	Use experimental or theoretical probability to solve problems and determine the probability of an event.

ATISTICS AND PROBABILITY (Continued)

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
STATISTICS Display and use measures of central tendency and variability (e.g., mean, median, mode, range, quartiles). Analyze data to determine strength of relationships between sets, draw conclusions and make predictions. Analyze and evaluate statistical claims and arguments for erroneous conclusions and/or distortions. Solve problems using various strategies for making combinations and/or permutations.	Carry out and describe experiments using appropriate statistics.	Carry out simple experiments and simulations and compare the predicted and actual outcomes.	Formulate and solve problems that involve collecting and analyzing data.	Design and carry out probability experiments and simulations. Make inferences and convincing arguments based on sample size and collected data.	Design a statistical experiment to study a problem, using such things as normal distribution, simulation and modeling. Conduct the experiment, interpret and communicate the outcome.

ALGEBRAIC RELATIONSHIPS: Describe and determine generalizations through patterns and functions and represent in multiple ways.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
PATTERNS, FUNCTIONS AND OPERATIONS Create, extend and reproduce patterns, using a variety of materials. Use patterns and functions to describe (model) problems. Recognize and use patterns, functions and algebraic operations to solve problems. Use a variety of methods and tools to solve equations.	Use patterns, functions and algebraic operations to represent and solve problems.	Recognize, create, describe and extend numeric and geometric patterns.	Recognize, create, describe and extend a wide variety of numeric and geometric patterns.	Describe, use, analyze and create patterns, functions and arithmetic and geometric sequences to represent and solve problems. Investigate and solve linear and nonlinear equations and inequalities, using concrete, formal and informal methods.	Model situations and solve problems using linear and nonlinear functions and inequalities. Use recursive relationships and/or matrices to represent and solve problems.
REPRESENTATIONS OF MATHEMATICAL RELATIONSHIPS Describe patterns and other relationships using tables, graphs and open sentences (e.g., variables, expressions, equations and inequalities). Observe, analyze and explain relationships (e.g., how a change in one quantity can produce a change in another).	Represent patterns and mathematical relationships, using symbols, graphs, numbers and words.	Represent and describe mathematical relationships, using words, symbols, pictures and/or manipulatives.	Create and use tables, graphs and rules to represent and describe mathematical relationships. Use variables and open sentences to express algebraic relationships. Model how a change in one quantity can result in a change in another.	Represent mathematical relationships using tables, graphs, patterns, generalizations and equations. Analyze relationships to explain how a change in one quantity results in a change in another.	Represent and analyze discrete structures and continuous functions using tables, graphs, matrices, generalizations and equations. Solve equations using symbolic, graphic and numeric strategies. Translate among numeric, symbolic and graphic representations of functions (e.g., linear, exponential, polynomial, inverse, step and trigonometric).

OMETRY: Reason about geometric figures and properties and use models, coordinates and transformational geometry to solve problems.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
CONCEPTS AND PROPERTIES Identify, describe, draw, compare and classify physical models of geometric figures. Construct two- and three-dimensional models using a variety of materials and tools. Make and test conjectures about geometric shapes and their properties, incorporating technology where appropriate. Describe, analyze and reason about the properties of two- and three-dimensional figures.	Apply concepts and properties of geometric figures to solve problems	Sort, classify and describe shapes. Use concrete experiences to visualize and represent two- and three-dimensional geometric figures.	Construct, draw, measure and compare shapes. Visualize and represent two- and three-dimensional geometric figures.	Identify, classify, draw and describe geometric figures. Visualize and represent geometric properties of two- and three-dimensional figures.	Interpret, draw and describe two- and three-dimensional objects. Represent and solve problems applying geometric models and properties of figures (e.g., Pythagorean Theorem).
RELATIONSHIPS Recognize geometric shapes and their properties and prove relationships between them. Relate geometric ideas to measurement and number sense. Find and analyze relationships among geometric figures using transformations (e.g., reflections, translations, rotations, dilations). Prove solutions using geometric relationships, spatial reasoning and coordinate geometry.	Using given assumptions, determine properties of geometric figures and prove or justify relationships between them.	Describe changes in shapes as they move through reflections and rotations. Identify properties of geometric figures and combinations of shapes.	Identify and predict the effects of combining, dividing and changing shapes as in transformations, relations and reflections. Investigate and predict the results of geometric properties such as perimeter, area and volume when combining, dividing and changing shapes.	Using transformations, rotations, reflections and given assumptions, justify properties of geometric figures. Use coordinate geometry to solve problems.	Using given assumptions, justify or generalize relationships between properties of figures. Explore, deduce or prove characteristics of figures, using transformations, coordinates and/or other geometric properties.

MATHEMATICAL PROBLEM SOLVING: Design, use and communicate a variety of mathematical strategies to solve problems.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
CONCEPTUAL UNDERSTANDING Identify problems. Select pertinent information from problems to solve them. Understand and evaluate multiple approaches to solve problems.	Identify problems and select information to solve them.	Use pictures, models, diagrams and symbols to show main mathematical concepts in the problem. Select and use relevant information in the problem to solve it.	Use pictures, models, diagrams and symbols to show main mathematical concepts in the problem. Select and use relevant information in the problem to solve it.	Use pictures, models, diagrams and symbols to show main mathematical concepts in the problem. Select and use relevant information in the problem to solve it.	Use pictures, models, diagrams and symbols to show main mathematical concepts in the problem. Select and use relevant information in the problem to solve it.
PROCESS AND STRATEGIES Develop and apply problem-solving strategies accurately to solve problems and verify solutions. Make reasonable estimates.	Develop and apply problem-solving strategies accurately to solve problems and verify solutions.	Select and use mathematical strategies to solve problems. Review the process and strategy.	Select and use mathematical strategies to solve problems. Review the process and strategy.	Select and use appropriate mathematical strategies. Apply graphic and/or numeric models to solve the problem. Review the process and strategy.	Select and complete appropriate mathematical strategies. Apply graphic, numeric and/or abstract models to solve the problem. Review the process and strategy.
COMMUNICATION Communicate solutions in an easily understood manner. Illustrate problem-solving strategies with relevant, clear sketches that enhance understanding. Make justified, logical statements.	Communicate solution process in an easily understood manner.	Present the problem's main idea clearly. Use appropriate mathematical terminology.	Present the problem's main idea clearly with supporting details to show reasoning. Use appropriate mathematical terminology.	Present the work in an organized manner with clear reasoning applicable to the problem. Use appropriate mathematical terminology.	Present the work in an organized manner with clear reasoning applicable to the problem. Use appropriate mathematical terminology.
INTERPRET REASONABLENESS Generalize solutions and strategies to new problem situations. Review and verify solutions to prove their accuracy and reasonableness.	Review solutions to see if they are accurate and reasonable.	Accurately compute and/or apply models to solve problems. Review the work and support the reasonableness of the results.	Accurately compute and/or apply models to solve problems. Review the work and support the reasonableness of the results.	Accurately compute and/or apply models to solve problems. Review the work and support the reasonableness of the results.	Accurately compute and/or apply models to solve problems. Review the work and support the reasonableness of the results

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SCIENCE

Science is the rational and systematic observation, identification, description, experimental investigation and theoretical explanation of natural events. The interrelated areas of scientific study attempt to answer questions about the physical and living world.

UNIFYING CONCEPTS AND PROCESSES: Understand and apply major concepts and processes common to all sciences.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
Apply foundation concepts of change, cycle, cause and effect, energy and matter, evolution, perception and fundamental entities.	Use concepts and processes of:				
	Change, constancy and measurement;	Identify examples of change. Arrange parts of a cycle.	Describe and explain different rates of change. Diagram and explain a cycle.	Identify and explain patterns of change in cycles and trends.	Apply the laws of conservation to examples of change.
Apply explanatory concepts of model, system, theory, probability, and replication.	Systems, order and organization;	Classify a set of objects based upon specific characteristics.	Recognize and diagram the parts of a system. Identify interactions among those parts.	Identify a system's inputs and outputs. Explain the effects of changing the system's components.	Analyze feedback mechanisms in systems.
Apply comparison concepts of gradient, scale, symmetry, quantification and invariance.	Evidence, models and explanation;	Compare objects, drawings and constructions to the real things they represent.	Use models to explain how objects, events and/or processes work in the real world.	Use a model to make predictions and inferences about familiar and unfamiliar phenomena in the natural world.	Use conceptual and/or mathematical models to explain natural systems.
Apply relationship concepts of population, equilibrium, force, interaction, field, structure and function, time and space, and order.	Evolution and equilibrium; and	Identify examples of change over time.	Describe cause and effect relationships in biological and physical systems.	Evaluate evidence of physical and biological changes over time.	Analyze how physical, biological or geological systems maintain equilibrium.
Use basic scientific process skills to observe, measure, use numbers, classify, question, infer, hypothesize and communicate.	Structure and function.	Identify structures that serve different functions.	Describe physical and biological examples of how structure relates to function.	Compare and contrast structures and functions in physical and biological examples.	Analyze structure and function at various levels of organization (cellular, organism, system, etc.)
Use integrated scientific process skills to predict, design experiments, control variables, interpret data, define operations and formulate models.					

PHYSICAL SCIENCE: Understand structures and properties of matter and changes that occur in the physical world.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
MATTER					
Understand structure and properties of matter.	Identify structures and properties of matter.	Describe objects according to their physical properties.	Identify substances as they exist in different states of matter.	Compare and contrast the physical and chemical properties of specific substances.	Describe and explain properties of elements and their relationship to the periodic table.
Understand chemical and physical changes.	Describe chemical and physical changes.		Describe the ability of matter to change state by heating and cooling.	Explain common chemical reactions. Compare physical and chemical changes.	Analyze the effects of various factors on chemical reactions. Describe and explain chemical reactions using chemical symbols.
FORCE AND MOTION					
Understand fundamental forces, their forms and effects on motion.	Describe electrical, magnetic, gravitational and other forces and the motions resulting from them.	Describe an object's position and how to affect its movement.	Identify examples of magnetism and gravity exerting force on an object. Describe and compare the motion of objects.	Explain interactions between force and matter and relationships among force, mass and motion.	Describe and explain the effects of multiple forces acting on an object.
ENERGY					
Understand the interactions of energy and matter.	Explain the interaction of energy and matter.	Identify common forms of energy.	Identify forms and behaviors of various types of energy. Describe examples of energy transfer.	Compare and contrast forms and behaviors of various types of energy. Describe and explain a variety of energy transfers and transformations.	Describe waves (e.g., sound, seismic, electromagnetic) as a means of transmitting energy. Describe and analyze examples of conservation of energy.

E SCIENCE: Understand structure, functions and interactions of living organisms and the environment.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
ORGANISMS Understand the characteristics, structure and functions of organisms.	Describe the characteristics, structure and functions of organisms.	Classify organisms based on a variety of characteristics.	Describe basic plant and animal structures and their functions. Describe the basic needs of living things.	Describe and explain the structure and functions of an organism in terms of cells, tissues and organs. Describe and explain the relationship and interactions of organ systems.	Describe, explain and compare the structure and functions of cells in organisms.
HEREDITY Understand the transmission of traits in living things.	Describe the transmission of traits in living things.		Describe the life cycle of an organism.	Describe how the traits of an organism are passed from generation to generation.	Analyze the structure and function of DNA and its role in information transfer from one generation to the next, including laws of heredity.
DIVERSITY/ INTERDEPENDENCE Understand the relationships among living things and between living things and their environments.	Explain the behavior and interdependence of organisms in their natural environment. Describe the principles of natural selection and adaptation.	Describe a habitat and the organisms that live there. Identify how some animals gather and store food, defend themselves and find shelter.	Describe the relationship between characteristics of specific habitats and the organisms that live there. Describe how adaptations help an organism survive in its environment.	Identify and describe the factors that influence or change the balance of populations in their environment. Describe and explain how living things have changed over geological time using fossils and other evidence.	Describe and analyze the effect of human activity on an ecosystem. Analyze the theory of natural selection as a mechanism for change over time.

RTH AND SPACE SCIENCE: Understand physical properties of the Earth, how those properties change, and the Earth's relationship to other celestial ies.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
THE DYNAMIC EARTH					
Understand the properties and limited availability of the materials which make up the Earth.	Identify the structure of the Earth system and changes that can occur in its physical properties.	Identify materials that make up the Earth.	Compare and contrast the properties and uses of Earth materials.	Describe how the Earth's surface changes over time.	Analyze the ongoing evolution of the Earth system.
Understand changes occurring within the lithosphere, hydrosphere and/or atmosphere of the Earth.	Explain changes occurring within the lithosphere, hydrosphere and/or atmosphere of the Earth.	Identify daily and seasonal weather changes.	Describe patterns of seasonal weather and climate.	Explain the water cycle and its relationship to weather and climatic patterns.	Analyze energy transfer and its effects on global climate.
THE EARTH IN SPACE					
Understand the Earth's place in the solar system and the universe.	Explain relationships among the Earth, sun, moon and the solar system.	Identify and trace the movement of objects in the sky.	Describe the Earth's place in the solar system and the patterns of movement of objects within the solar system.	Explain the relationship of the Earth's motion to the day, the year, the phases of the moon and the eclipses.	Describe how the Earth's motions and tilt on its axis leads to changes in the seasons.
THE UNIVERSE					
Describe natural objects, events and processes outside the Earth, both past and present.					

TORY AND NATURE OF SCIENCE: Understand science as a human endeavor, the nature of scientific knowledge and the history of science as it relates nd clarifies scientific inquiries.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
Understand that science is a human endeavor practiced by individuals from many different cultures.	Describe science as a human endeavor.		Identify different ways and places in which scientists work.	Describe ways scientists differ in the phenomena they study and how they go about their investigations.	Explain how scientists' investigations and interpretations have been influenced by societal, cultural and personal beliefs.
Understand that scientific knowledge is subject to change based on new findings and results of scientific observation and experimentation.	Explain how scientific knowledge changes by evolving over time, almost always building on earlier knowledge.		Identify examples of how scientific knowledge changes over time.	Describe and explain how scientific knowledge and processes have changed over time.	Analyze advances in science and technology that have had important long-lasting effects on science and society.
Understand that scientific knowledge distinguishes itself through the use of empirical standards, logical arguments and skepticism.	Explain that scientific knowledge is developed through the use of empirical standards, logical arguments and skepticism.			Identify in scientific investigations examples of the use of logic, respect for rules of evidence, openness to criticism and public reporting of methods and procedures.	Analyze scientific investigations for the use of logic, respect for the rules of evidence, openness to criticism and public reporting of methods and procedures.

IENCE AND TECHNOLOGY: Understand the interconnections among science, technology and society.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
Understand the relationship that exists between science and technology. Understand the process of technological design to solve problems and meet needs.					

SCIENCE IN PERSONAL AND SOCIAL PERSPECTIVES: Understand that science provides a basis for understanding and acting on personal and social issues.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
Describe the role of science and technology in local, national and global issues. Describe how daily choices of individuals, taken together, affect global resource cycles, ecosystems and natural resource supplies. Explain risks and benefits in personal and community health from a science perspective.					

ENTIFIC INQUIRY: Use interrelated processes to pose questions and investigate the physical and living world.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
Identify scientific questions and form hypotheses that are based on observations and can be tested through scientific investigations.	Identify testable questions and form hypotheses based on observations.	Ask questions about objects, organisms and events that are based on observations and can be explored through simple investigations.	Ask questions and make predictions that are based on observations and can be explored through simple investigations.	Ask questions and form hypotheses that are based on observations, scientific concepts and can be explored through scientific investigations.	Ask questions and form hypotheses that are based on observations, scientific concepts and can be tested through scientific investigations.
Design and conduct scientific investigations using knowledge of unifying concepts and processes, appropriate tools and techniques.	Design and conduct investigations to answer questions and verify hypotheses.	Plan and conduct a simple investigation.	Design and conduct an investigation to answer questions or verify predictions.	Design and conduct a scientific investigation to answer questions or verify hypotheses.	Design and conduct a scientific investigation that controls variables and applies relevant mathematics and technologies.
Use analysis and interpretation to formulate explanations and draw reasonable conclusions based on the results of an investigation.	Analyze data collected from an investigation, draw conclusions and explain results.	Use the data collected from an investigation to explain the results.	Analyze, interpret and summarize data from investigations.	Analyze and summarize data including possible sources of error. Explain results and offer reasonable and accurate interpretations and conclusions.	Analyze data and evaluate sources of error and/or bias. Propose explanations that are supported by data and knowledge of science concepts and principles.
Communicate investigations, explanations and conclusions.	Communicate and defend findings using scientific arguments.	Communicate findings and explanations through speaking, writing, drawings, graphs and/or charts.	Report results through speaking, writing, graphs and charts.	Communicate and evaluate an investigation and findings through multiple modes.	Communicate and defend a logical scientific argument based on findings from an investigation.

SOCIAL SCIENCES

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

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

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
HISTORICAL RELATIONSHIPS Interpret and reconstruct chronological relationships. Analyze cause-and-effect relationships, including multiple causation. Understand relationships among events, issues and developments in different spheres of human activity (i.e., economic, social, political, cultural). Recognize and interpret change and continuity within four broad content themes: interaction of people, cultures and ideas; economic and technological developments and their impact on society; American politics and political thought; role of the United States in the world. Understand how contemporary perspectives affect historical interpretations.	Understand and represent chronological order, sequences and relationships in history.	Recognize calendar time by days, weeks, months, years, decades and centuries and their relationships. Describe a cause-and-effect relationship between two events.	Sequence events in chronological order. Describe cause-and-effect relationships, considering the influence of individuals and events. Recognize change and continuity over time within the following content theme: the interaction of people, cultures and ideas.	Represent dates and chronological sequences in history. Identify multiple causes of a single event and explain how a single event can impact more than one sphere of human activity. Describe change and continuity over time within the following content theme: economic and technological developments and their impact on society.	Represent dates and chronological sequences in history. Recognize and explain relationships among events, issues and developments in different spheres of human activity. Describe change and continuity over time within the following two content themes: American politics and political thought; and the role of the United States in the world.

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COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
UNITED STATES HISTORY Understand and interpret events, issues and developments within and across eras of United States history: **Era 1**: Three Worlds Meet (Beginnings to 1620) **Era 2**: Colonization and Settlement (1585-1763) **Era 3**: Revolution and the New Nation (1754-1820s) **Era 4**: Expansion and Reform (1801-1861) **Era 5**: Civil War and Reconstruction (1850-1877) **Era 6**: Development of the Industrial United States (1870-1900) **Era 7**: Emergence of Modern America (1890-1930) **Era 8**: Great Depression and World War II (1929-1945) **Era 9**: Post-war United States (1945-1970s) **Era 10**: Contemporary United States (1968-present)	Explain and interpret significant events, issues and developments in U.S. history.	Explain why a key individual or event in U.S. history is important. Describe how life in the United States today is different from and similar to life in the United States over the past 50 years.	Interpret major events, issues and developments involved in making a new nation within the following topic areas: Land and People Before Columbus; Age of Exploration; Settling the Colonies and the Trans-Appalachian West; War for Independence; and Westward Expansion.	Interpret major events, issues and developments around issues of growth and conflict within the following topic areas: The Constitution of the United States; Emergence of Sectional Differences in Northeast, South and West; Civil War and Reconstruction; and Rise of Industrial America and Closing of the Frontier.	Interpret major events, issues and developments around issues of continuity and change in the 20th century within the following topic areas: Progressive Era; World War I; Jazz Age; Great Depression; World War II; and Linking Past to Present: Post-war America and Contemporary Issues.

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COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
WORLD HISTORY Understand and interpret events, issues and developments within and across eras of world history: **Era 1**: Beginnings of Human Society **Era 2**: Early Civilizations and the Emergence of Pastoral Peoples (4000 BC-1000 BC) **Era 3**: Classical Traditions, Major Religions and Giant Empires (1000 BC-300 AD) **Era 4**: Expanding Zones of Exchange and Encounters (300-1000) **Era 5**: Intensified Hemispheric Interactions (1000-1500) **Era 6**: Emergence of the First Global Age (1450-1770) **Era 7**: Age of Revolutions (1750-1914) **Era 8**: Half-Century of Crisis and Achievement (1900-1945) **Era 9**: 20th Century since 1945: Promises and Paradoxes	Understand and interpret significant developments in world history.			Describe major developments in world history as they relate to: Ancient Civilizations –China –Mesopotamia, Egypt –Hebrews, Greeks –Rome Medieval and Early Modern Times –Rise of Arabic World –African States –Civilizations of the Americas (Mayas, Incas, Aztecs) –Feudal Societies of Japan and Europe –Europe During the Renaissance and Reformation –Early Modern Europe: Age of Exploration and Enlightenment (rise of democratic ideas) –Industrial Revolution	Explain major developments in world history as they relate to: The Modern World –Rise of Imperialism and Colonialism –World War I and its Consequences –Totalitarianism in the Modern World: Nazi Germany and Stalinist Russia –World War II: Causes and Consequences –Nationalism after World War II
STATE AND LOCAL HISTORY Understand and interpret events, issues and developments in the history of one's family, local community and culture. Understand and interpret the history of the state of Oregon.					

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

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
STRUCTURE, FUNCTION AND ROLE OF GOVERNMENT Describe the organization, responsibilities and interrelationships of local, state and federal government in the United States. Identify the roles of the three branches of government and explain how their powers are distributed and shared.	Describe the structure and function of local, state and federal government in the United States.	Describe services provided by local government, such as fire and police protection and library services.	Identify examples of authority and the use of power without authority.	Explain how legislative, executive and judicial powers are distributed and shared among the three branches of government. Describe the roles and relationships among local, state and federal government.	Identify problems and solutions related to the distribution of power between the legislative, executive and judicial branches of government.
PRINCIPLES, IDEALS AND DOCUMENTS OF THE U.S. GOVERNMENT Understand historic, geographic, social and economic factors that help shape American society and ideas about government, including the structure and meaning of the Constitution and Bill of Rights. Describe the principles and ideals of American democracy (e.g., individual rights, public good, self government, justice, equality, popular sovereignty, constitutional government, rule of law, separation of powers, checks and balances, federalism).	Explain the principles and ideals upon which the government of the United States is based.	Identify the purposes of rules and laws.	Explain the relationship between individual rights and responsibilities.	Interpret the meaning of specific rights guaranteed in the U.S. Constitution, including liberty, free expression, privacy, due process and equal protection.	Analyze challenges to the U.S. Constitution and their resolutions. Analyze how specific laws protect individual rights and/or serve the common good.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
ROLES, RIGHTS AND RESPONSIBILITIES OF U.S. CITIZENS Describe personal, political and economic rights of citizens in the United States. Describe participatory responsibilities of citizens in the community (voluntarism) and in the political process (becoming informed about public issues and candidates, joining political parties/interest groups/ associations, communicating with public officials, voting, influencing lawmaking through such processes as petitions/ initiatives). Explain how political activity provides opportunities for choice and participation. Describe the character traits necessary to preserve and improve the American constitutional government (e.g., individual responsibility, self-discipline, respect for others and the law, honesty, civic mindedness, ability to make informed choices).	Interpret the roles, rights and responsibilities of citizens in the United States.	Identify ways that Americans can participate in their community.	Describe how different kinds of political activity illustrate characteristics of United States democracy.	Explain the importance of civic responsibilities (i.e., obeying the law, paying taxes, performing public service).	Evaluate the argument that all rights have limits.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
INTERNATIONAL RELATIONS Explain how nations interact with each other, how events and issues in other countries can affect citizens in the United States and how actions of the United States can affect other peoples and nations. Describe how the American concepts of democracy and individual rights and responsibilities influence events in other countries and how events in other countries influence American politics and society. Describe U.S. foreign policy and its consequences in relation to national interest and American values.	Describe how governments of the world interact.		Identify forms of government interactions.	Describe how government actions in one country can affect citizens in another country.	Describe the effects of U.S. political ideas on other nations and the impact of world political developments on the United States.

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

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
MAPS, CHARTS, GRAPHS AND OTHER GEOGRAPHIC TOOLS AS SOURCES OF INFORMATION Understand the spatial concepts of location, distance, direction, scale, movement and region. Recognize and use appropriate geographic tools and technology (e.g., maps, globes, graphs, diagrams, aerial and other photographs and satellite-produced images) to answer geographic questions, analyze spatial distributions and patterns and solve geographic problems. Locate major physical and human (cultural) features of the Earth. Use maps to organize information about people, places and environments in a spatial context.	Read, interpret and make maps, charts and graphs to explain spatial relationships.	Locate places on a neighborhood map and describe a route from one place to another.	Use maps, charts and graphs to illustrate geographic concepts. Locate and identify on maps the continents and oceans of the world, the 50 states of the United States and the major physical characteristics of Oregon.	Identify the location of key physical and cultural features on maps and globes to answer geographic questions.	Use maps to analyze the advantages and disadvantages stemming from relative location of people, places and environments.

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COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
PHYSICAL AND CULTURAL CHARACTERISTICS OF PLACES AND REGIONS Compare physical (e.g., landforms, vegetation, wildlife, climate and natural hazards) and human (e.g., population, land use, language and religion) characteristics of places and regions. Understand the social, cultural and economic processes that change the characteristics of places and regions over time (e.g., development, accessibility, migration, resource use, belief systems, transportation and communication systems, major technological changes, environment, wars). Understand why places and regions are important to human identity and serve as symbols to unify or fragment society.	Identify the physical and human (cultural) characteristics of places and regions and how they change through time.	Describe characteristics of places.	Describe and explain physical and cultural characteristics of regions in the United States.	Compare physical and cultural characteristics of the regions of the world.	Compare physical and cultural characteristics of the same place at different times in history.

OGRAPHY (Continued)

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
DISTRIBUTION AND MIGRATION OF PEOPLE, IDEAS AND PRODUCTS Analyze the causes of human migration (e.g., density, food and water supply, transportation and communication systems) and its effects (e.g., impact on physical and human systems). Understand the functions, sizes and spatial arrangements of urban areas on Earth. Compare and contrast one area of settlement to another (e.g., resources, length of settlement, accessibility). Predict trends in world population numbers and patterns including differences in settlement of developing and developed countries.	Describe the distribution and migration of human populations, ideas and products and predict future trends.	Identify reasons people move from one location to another.	Identify human migration patterns in the United States.	Identify and describe transportation and communication networks affecting the flow of people, goods and ideas.	Analyze demographic patterns and transportation and communication networks to predict contemporary trends.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
INTERACTION BETWEEN PHYSICAL ENVIRONMENTS AND HUMANS Describe the consequences of humans changing the physical environment (e.g., ozone, forests, air, water) and how human changes in one place affect other places. Understand how differing points of view, self interests and global distribution of natural resources play a role in conflict over territory. Describe how physical characteristics of places and regions affect human activities. Understand the geographic results of resource use and management programs and policies.	Explain how humans and the physical environment impact and influence each other.	Identify how people depend on and modify the physical environment.	Describe ways people have adapted to and been influenced by their physical environment.	Explain how human modification of the physical environment in one place affects other places.	Analyze the relationship between human settlement patterns and changes in the Earth's physical systems.

ECONOMICS: Understand economic concepts and principles and how available resources are allocated in different economies.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
Understand that resources are limited (e.g., scarcity, opportunity cost). Understand economic trade-offs and how choices result in both costs and benefits to individuals and society. Understand economic concepts, principles and factors affecting the allocation of available resources. Understand the role of government and institutions (i.e., banks, labor unions) in various economic systems in regard to the allocation of resources.	Understand economic concepts and principles to make informed economic choices. Understand factors affecting allocation of resources, including the role of government and institutions on economic activity.	Identify what will be gained and what will be given up when making an economic choice (i.e., costs and benefits of recycling).	Identify incentives that affect economic decisions and analyze how incentives affect student's own economic decisions. Describe how natural, human and capital resources can be used to satisfy wants and produce goods and services.	Explain how the interaction of supply and demand determines price. Explain the costs and benefits of economic choices regarding the allocation of resources.	Analyze the consequences of inflation and unemployment on savers, investors, producers and consumers. Describe the role of government and institutions on economic activity.

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

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
Define and clarify an issue so that its dimensions are well understood. Explain various perspectives on an event or issue and the reasoning behind them. Identify, analyze and select a course of action to resolve an issue.	Define and clarify an issue so that its dimensions are well understood. Explain various perspectives on an event or issue and the reasoning behind them. Identify, analyze and select a course of action to resolve an issue.	Develop a clarifying question that can be answered through simple research. Recognize that there are different ways of looking at an event or issue. Identify alternative courses of action that could be chosen in a given situation.	Distinguish essential and incidental information in clarifying an issue. Describe an event or issue from two points of view. List major strengths and weaknesses of alternative courses of action.	Compare data to determine differences of fact and opinion in clarifying an issue. Explain an event or issue from two or more points of view and explain why perspectives among individuals and groups vary. Describe short- and long-term consequences of alternative courses of action.	Locate and use data from primary and secondary sources to clarify and research an issue. Analyze an event or issue from multiple historical perspectives. List strengths and weaknesses and predict short- and long-term consequences to select a course of action.

THE ARTS

Proficiency in the arts includes creating, performing or presenting art, recognizing artistic qualities in works of art and understanding the historical and cultural contexts in which art is created. The arts include music, visual art, dance, theater and cinema.

AESTHETICS AND ART CRITICISM: Respond to, explain and analyze works of art, based on technical, organizational and aesthetic elements.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
Use knowledge of technical, organizational and aesthetic elements to describe and analyze one's own art and the art of others.	Explain and analyze works of art, applying knowledge of technical, organizational and aesthetic elements.	Recognize artistic elements in works of art.	Identify artistic elements and principles which can be used to analyze works of art.	Recognize and describe how technical, organizational and aesthetic elements contribute to the ideas, emotions and overall impact communicated by works of art.	Analyze how technical, organizational and aesthetic elements contribute to the ideas, emotions and overall impact communicated by works of art.
Respond to works of art, giving reasons for preferences.	Respond to works of art, giving reasons for preferences.	Describe an idea or feeling connected with viewing or hearing a work of art.	Identify personal preferences and their relationship to artistic elements.	State preferences for works of art and reasons for preferences, based on key artistic elements and principles used in producing the art.	State preferences for works of art and reasons for preferences, based on an analysis of how artistic elements and principles are used in producing the art.

HISTORICAL AND CULTURAL PERSPECTIVES: Understand how works of art relate to the time periods and cultures in which they are created and how certain works of art from various time periods and cultures are related.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
Identify both common and unique characteristics found in works of art from various time periods and cultures.	Relate works of art from various time periods and cultures to each other.	Identify an event or condition which inspired a work of art.	Identify distinguishing features of works of art and their historical and cultural contexts.	Describe and explain distinguishing features of works of art and their historical and cultural contexts.	Analyze a work of art by comparing and contrasting it to another work from a different time or culture.
Understand that the arts have a historical connection.	Describe how historical and cultural contexts influence works of art.		Describe how historical or contemporary events influenced or influence works of art.	Discuss and compare works of art from different time periods and cultures emphasizing their historical context.	Describe and explain how the characteristics of a society or culture influenced works of art.
Explain how a work of art reflects the artist's personal experience in a society or culture.					
Understand how the arts serve a variety of personal, professional, practical and cultural needs.					

CREATE, PRESENT AND PERFORM: Use ideas, skills and techniques in the arts.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
Apply artistic elements and technical skills to create, present and/or perform works of art for a variety of audiences and purposes. Communicate verbally and in writing, using knowledge of the arts to describe and/or evaluate one's own artwork. Express ideas, moods and feelings through various art forms.	Apply artistic elements and technical skills to create, present and/or perform works of art for a variety of audiences and purposes. Communicate verbally and in writing about one's own artwork.	Create, present and/or perform a single form of art, using experiences, imagination, artistic methods and composition to achieve desired effect. Communicate, using a simple vocabulary related to various art forms.	Create, present and/or perform a work of art, using experiences, imagination, observations, artistic elements and technical skills to achieve desired effect. Communicate, using an extended vocabulary related to various art forms.	Create, present and/or perform a work of art, selecting and applying artistic elements and technical skills to achieve desired effect. Communicate verbally and in writing about one's own artwork.	Create, present and/or perform a work of art, selecting, using and combining artistic elements and technical skills to achieve desired effect. Evaluate and reflect on one's own artwork.

SECOND LANGUAGES

Second language proficiency consists of communicating through listening, speaking, reading, writing and applying culturally appropriate practices in real-life situations in a second language. The stages below are based on American Council for Teachers of Foreign Language proficiency levels. They apply to commonly taught languages, such as Spanish, French and German.

COMMUNICATION: Express and comprehend ideas in a language other than English.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	STAGE 1 (NOVICE LOW/MID)	STAGE 2 (NOVICE MID/HIGH)	STAGE 3 (NOVICE/HIGH)	STAGE 4 (INTERMEDIATE LOW)
LISTENING: Listen to/receive messages for a variety of purposes. Demonstrate comprehension of messages from authentic and other sources to gain information.	Demonstrate comprehension of messages from authentic and other sources to gain information.	Comprehend isolated words and everyday expressions.	Comprehend familiar ideas and details in short sentences and simple questions on a limited range of topics.	Comprehend main ideas and details in statements and questions on everyday topics.	Comprehend main ideas and some supporting details from simple announcements, narratives and conversations in familiar situations on everyday topics.
SPEAKING: Speak/sign for a variety of audiences and purposes. Communicate information, express ideas and accomplish tasks. Communicate by asking and responding to questions, using introductions, greetings, courtesies and performing transactions. Express ideas, needs, likes, dislikes, suggestions and opinions by initiating and engaging in conversations.	Communicate information, express ideas and accomplish tasks.	Use memorized words and everyday expressions and identify familiar objects.	Use simple memorized phrases, sentences and questions on a limited range of topics.	Use phrases, sentences and questions to express ideas and some details on a range of topics.	Use sentences and questions to communicate information and ideas and maintain simple conversations in familiar situations on everyday topics.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	STAGE 1 (NOVICE LOW/MID)	STAGE 2 (NOVICE MID/HIGH)	STAGE 3 (NOVICE/HIGH)	STAGE 4 (INTERMEDIATE LOW)
READING: Read/videotext to comprehend a variety of printed materials.					
Comprehend and gain information from a variety of print/videotext materials.	Comprehend and gain information from a variety of print/videotext materials.	Comprehend some common words and phrases, including words similar to those in the first language.	Comprehend simple text by using contextual cues.	Comprehend main ideas and some supporting details from simple narratives and materials, such as menus, notes and schedules.	Comprehend main ideas and pertinent details from simple written materials including authentic sources.
WRITING: Write/compose effectively for a variety of audiences and purposes.					
Communicate information and express ideas in written/ videotext form for a variety of audiences and purposes.	Communicate information and express ideas in written/ videotext form for a variety of audiences and purposes.	Write/compose the alphabet, if any, of the second language. Write/compose memorized words and phrases.	Write/compose short phrases, lists and simple sentences.	Write/compose short messages, notes and simple guided paragraphs.	Write/compose short letters and simple paragraphs to meet practical needs and produce simple, guided compositions.

CULTURE: Develop cultural understanding and demonstrate practices appropriate to the culture in which the language is used.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	STAGE 1 (NOVICE LOW/MID)	STAGE 2 (NOVICE MID/HIGH)	STAGE 3 (NOVICE/HIGH)	STAGE 4 (INTERMEDIATE LOW)
Comprehend and use appropriate verbal and nonverbal practices in common situations occurring within a second language culture.	Comprehend and use appropriate verbal and nonverbal practices in common situations occurring within a second language culture.	Comprehend and use a few polite behaviors and basic nonverbal cues in very limited situations.	Comprehend and use a few simple cultural practices and customs.	Comprehend and use some common social conventions, social courtesies and nonverbal cues.	Comprehend and use common social conventions, social courtesies and nonverbal cues.
Compare and contrast cultural practices of the first and second language cultures.	Compare and contrast cultural practices of first and second language cultures.	Identify a few basic cultural practices of a second language culture.	Compare basic similarities and differences between first and second language cultures.	Compare and contrast common social conventions, courtesies and nonverbal cues.	Compare and contrast first and second language cultural behaviors.

CONNECTION TO OTHER DISCIPLINES: Reinforce and increase knowledge of other subjects through the second language.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	STAGE 1 (NOVICE LOW/MID)	STAGE 2 (NOVICE MID/HIGH)	STAGE 3 (NOVICE/HIGH)	STAGE 4 (INTERMEDIATE LOW)
Acquire information and recognize viewpoints available through the second language and culture. Reinforce and increase knowledge of other subjects through the second language.					

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HEALTH EDUCATION

Health education develops understanding of health promotion and disease prevention and offers opportunities for students to develop skills to reduce health risks and maintain and enhance healthy lifestyles.

HEALTHY AND FIT BODY: Understand and integrate concepts of physical, mental and emotional health.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
Understand and analyze the relationships among nutrition, physical activity, psychological factors (such as stress) and personal hygiene and their effects on personal health and well being. Understand the influence, interdependence and impact of different body systems on health. Understand key concepts of growth and development and their relationship to lifetime wellness.	School districts may establish their own content standards in health. Resources to help schools set content standards in health and upgrade curriculum are available from the Oregon Alliance for Health, Physical Education, Recreation and Dance and the Oregon School Health Education Coalition. The Oregon Department of Education encourages school districts to provide quality health education.	School districts may establish their own benchmarks in health.	School districts may establish their own benchmarks in health.	School districts may establish their own benchmarks in health.	School districts may establish their own benchmarks in health.

CONTROLLABLE HEALTH RISKS: Apply prevention and risk reduction concepts to health-related problems.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
Understand and apply prevention and risk reduction strategies for health-related interventions. Understand principles and concepts related to infectious and communicable diseases. Predict short- and long-term consequences of safe, risky and harmful behaviors.					

E AND HEALTHY ENVIRONMENT: Explain safe physical, social and emotional environments for individuals, families, schools and communities.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
Understand and apply strategies to improve and maintain individual, family, school and community health. Apply injury prevention, first aid and emergency care skills. Understand the potential influences of environmental factors on personal and public health. Demonstrate violence prevention and conflict resolution skills.					

INFORMED CONSUMER: Analyze health information, products and services while considering media, technological and cultural influences.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
Analyze influences of culture, technology and the media on health-related products and services. Evaluate the validity and reliability of health-related information, products and services as a consumer or potential consumer.					

ALTHY RELATIONSHIPS: Understand and apply interpersonal communication skills to enhance health.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
Understand and apply concepts of effective communication with peers and adults. Demonstrate refusal and negotiation skills. Demonstrate healthy ways to express needs, wants, feelings and respect for self and others.					

PHYSICAL EDUCATION

Physical education develops fundamental motor skills and patterns, physical fitness skills, lifetime individual and group physical activity skills and self-management and social behavior skills.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
MOVEMENT Demonstrate competence in physical activity, progressing from basic skills to more complex skills used in a variety of movement forms (e.g., progressing from performing basic locomotor, stability and manipulative skills to applying specialized skills in a variety of movement forms, such as aquatics, individual, dual and team sports, outdoor pursuits, self-defense, dance and/or gymnastics). Apply movement concepts and principles to learning and developing motor skills (e.g., progressing from naming fundamental motor patterns and the variables affecting them to applying knowledge and game strategies in a variety of physical activities).	School districts may establish their own content standards in physical education. Resources to help schools set physical education standards and upgrade curriculum are available from the Oregon Alliance for Health, Physical Education, Recreation and Dance. The Oregon Department of Education encourages school districts to provide quality physical education.	School districts may establish their own benchmarks in physical education.	School districts may establish their own benchmarks in physical education.	School districts may establish their own benchmarks in physical education.	School districts may establish their own benchmarks in physical education.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
PHYSICAL FITNESS Demonstrate a physically active lifestyle (e.g., progressing from participating in physical education classes to independently pursuing a regular schedule of physical activity). Pursue and maintain a health-enhancing level of physical fitness by developing a personal physical activity plan based on an accurate fitness assessment (e.g., progressing from informally exploring one's aerobic endurance, muscular strength and endurance, flexibility and body composition to accurately assessing, setting goals and pursuing strategies to improve and maintain healthy standards). Identify and apply basic principles of fitness development (e.g., progressing from counting one's pulse before and after exercise and recognizing fatigue symptoms to identifying health-related physical fitness components and using concepts of frequency, intensity, duration, type/specificity, overload/progression and warm-up/cool-down as they relate to health-related physical fitness components). Recognize the relationship of health-related fitness to the pursuit of physical activity.					

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
SELF-MANAGEMENT AND SOCIAL BEHAVIOR Apply rules, procedures and safe practices while working cooperatively and productively with a partner or small group, regardless of personal characteristics such as gender, ethnicity and/or disabilities. Analyze causes of and potential solutions to conflict in a physical education setting through conflict resolution and management. Recognize the importance of sport in all cultures. Keep the importance of winning and losing in perspective compared to other established goals of participation.					

TECHNOLOGY

TECHNOLOGICAL KNOWLEDGE: Demonstrate understanding of technological concepts and processes, and their relationship to and impact on other disciplines.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
Understand the nature and evolution of technology. Understand that technology can be used to solve problems and meet needs. Assess the impacts and consequences of technology. Understand the relationships between technology and other disciplines.	School districts may establish their own content standards in technology.	School districts may establish their own benchmarks in technology.	School districts may establish their own benchmarks in technology.	School districts may establish their own benchmarks in technology.	School districts may establish their own benchmarks in technology.

TECHNOLOGICAL APPLICATION: Apply technological concepts and processes to solve practical problems and extend human capabilities.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	GRADE 5 BENCHMARK	GRADE 8 BENCHMARK	CIM/GRADE 10 BENCHMARK
Use a variety of technological systems. Demonstrate how technological systems are operated and controlled. Adapt technological concepts and processes to biological, informational and physical systems to form technologies and solve practical problems.					

ESSENTIAL LEARNING SKILLS

The nine Essential Learning Skills are divided into two groups: skills assessed by the state; and skills where districts must offer students opportunities to demonstrate their abilities.

■ Assessed in state tests:

- Read
- Write
- Problem solve
- Communicate

■ District opportunities to demonstrate:

- Learn
- Think
- Retrieve information
- Use technology
- Work effectively as individuals and as an individual in group settings

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