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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 contains the four key parts of Oregon's curriculum and assessment system for grades 9 and 10. These are: (1) the common curriculum goals; (2) content standards for the subjects of English, mathematics, science, social sciences, second languages (defined by school districts), the arts, health education, physical education, and technology; (3) benchmarks for grade 10; and (4) performance standards, defined as the scores students must achieve on the classroom assignments and state tests that demonstrate required mastery. Students who achieve the grade-10 standards will receive a Certificate of Initial Mastery and those who achieve grade-12 standards will receive a Certificate of Advanced Mastery. In addition to the goals and standards, this document presents common questions and answers about the state's new curriculum and assessment system, a chart that shows the shared responsibility of parts of the educational system, a timeline for adopting these educational changes, and resource information. (SLD)

By Grade Level COMMON CURRICULUM GOALS

GRADES 9–10 CONTENT AND PERFORMANCE STANDARDS

AUGUST 1996

Norma Paulus • State Superintendent of Public Instruction • Oregon Department of Education • 255 Capitol Street NE • Salem, Oregon 97310-0203

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By Grade Level COMMON CURRICULUM GOALS
was produced by the Oregon Department of Education in August 1996.

Please copy and share with parents, teachers, administrators and any other interested people.
A limited number of additional free copies are available from Barbara Slimak
at the Oregon Department of Education, (503) 378-3310 ext. 485
or e-mail barbara.slimak@state.or.us

HIGHER STANDARDS — BETTER RESULTS

Oregon's Educational Act for the 21st Century calls on students, parents, educators and business people to promote higher academic standards in schools and to hold students and schools accountable for better results.

Oregon is raising its expectations for students. Instead of the current academic standard allowing students to graduate with at least 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 their proficiency through a series of classroom assignments and tests. Students who achieve the grade 10 standards on the required assignments and tests will receive a Certificate of Initial Mastery. Students who achieve the grade 12 standards will receive a Certificate of Advanced Mastery.

Early childhood education, alternative learning environments, professional technical education, career-related learning experiences and other educational programs will help students achieve the new standards.

This document contains the four key parts of Oregon's curriculum and assessment system: the Common Curriculum Goals, content standards, benchmarks and performance standards. The Questions & Answers on page 5 and How to Read the Common Curriculum Goals on page 10 define the four elements of curriculum and assessment.

Each element has been revised several times this year with input from educators and parents. The Oregon Department of Education will hold a public hearing on August 19 to gather additional comments. Based on comments received, the Department will make revisions and submit a final version to the State Board of Education for adoption on September 19. The timeline on page 9 shows the process for adoption.

As the cover of this document notes, the Common Curriculum Goals, benchmarks and standards are divided into three packets: kindergarten through grade 5, grades 6 through 8, and grades 9 through 10. If you would like a copy of the packet for a specific grade level, please contact Barbara Slimak, Oregon Department of Education, (503) 378-3310 ext. 485 (or barbara.slimak@state.or.us).

A second draft of the grade 12 standards will be mailed to all schools and districts by early September. The Department will seek comments on that draft. If you do not receive a copy of this draft and would like one, contact Barbara Slimak at the above phone number or e-mail address.

In addition to the Common Curriculum Goals, content standards, benchmarks and performance standards, this document contains the following items:

- The Path to Success illustration on the next page depicts the path students will take from kindergarten through grade 12 to achieve the new, higher educational standards.
- The Questions & Answers beginning on page 5 provide the Department's answers to some frequently asked questions about curriculum, assessment, the Certificates of Initial and Advanced Mastery and other issues.
- The Shared Responsibility chart on page 8 shows how the Department, school districts, education service districts and school buildings all share responsibility for developing and implementing Oregon's Educational Act for the 21st Century.
- The Timeline on page 9 shows the process for adoption of the Common Curriculum Goals, content standards, benchmarks and performance standards listed in this document by the State Board of Education in September.
- How to Read the Common Curriculum Goals on page 10 defines the four key parts of Oregon's curriculum and assessment system and explains how to read the following pages.
- Resources list documents available from the Department to help schools and districts plan their improvement programs.
- For More Information lists names and phone numbers of Department staff people who can provide help and answer questions.
- Please fill out and return to the Department the Comments form on the last page of this document. We want to know what format you find most useful for the Common Curriculum Goals.

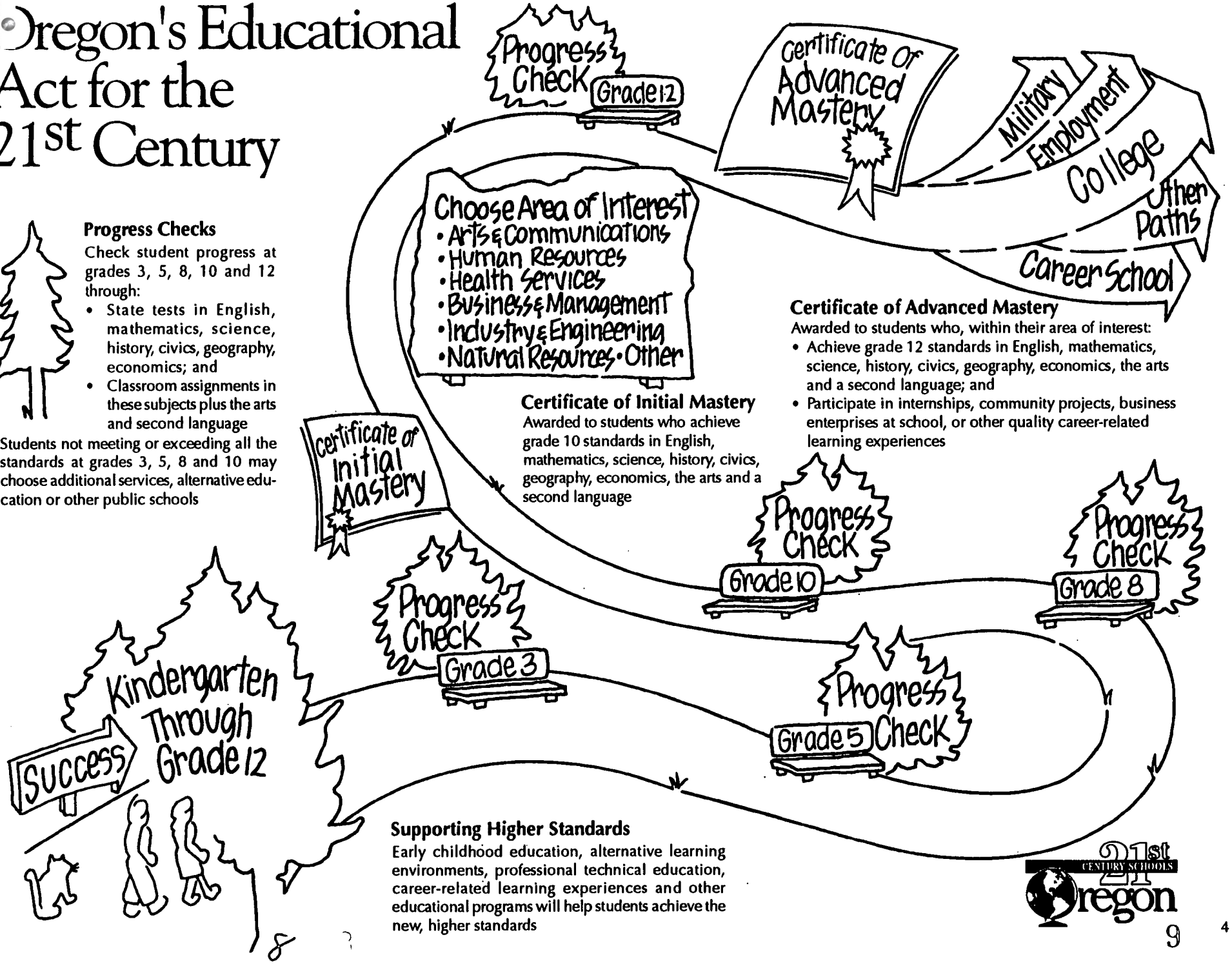
Oregon's Educational Act for the 21st Century

Progress Checks

Check student progress at grades 3, 5, 8, 10 and 12 through:

- State tests in English, mathematics, science, history, civics, geography, economics; and
- Classroom assignments in these subjects plus the arts and second language

Students not meeting or exceeding all the standards at grades 3, 5, 8 and 10 may choose additional services, alternative education or other public schools



Certificate of Initial Mastery

Awarded to students who achieve grade 10 standards in English, mathematics, science, history, civics, geography, economics, the arts and a second language

Certificate of Advanced Mastery

Awarded to students who, within their area of interest:

- Achieve grade 12 standards in English, mathematics, science, history, civics, geography, economics, the arts and a second language; and
- Participate in internships, community projects, business enterprises at school, or other quality career-related learning experiences

Supporting Higher Standards

Early childhood education, alternative learning environments, professional technical education, career-related learning experiences and other educational programs will help students achieve the new, higher standards

21st CENTURY SCHOOLS Oregon

QUESTIONS & ANSWERS

Q What are the Common Curriculum Goals?

The Common Curriculum Goals describe a comprehensive statewide K-12 curriculum that districts are expected to include in their educational programs. The Common Curriculum Goals contain academic content standards in English, mathematics, science, the social sciences, second languages and the arts; curriculum goals in health, physical education, technology and other areas; and the Essential Learning Skills.

The Common Curriculum Goals are not course titles. Decisions about what courses to teach and what curriculum to include in those courses are local decisions. Schools and districts may develop their own curriculum goals in addition to the statewide goals.

With input from educators and parents, the Common Curriculum Goals have been revised several times this year. The State Board of Education is scheduled to adopt a final version in September. Once adopted, that version will replace any previous state curriculum goals or frameworks.

Q What are the content standards?

The content standards are the subset of the Common Curriculum Goals to be assessed statewide for the Certificates of Initial and Advanced Mastery. The Oregon Educational Act for the 21st Century lists the academic content areas where statewide content standards will be set: English, mathematics, science, history, civics, geography, economics, second languages and the arts.

Q How do the Common Curriculum Goals differ from the content standards?

The Common Curriculum Goals describe a comprehensive K-12 curriculum. The content standards are the subset of the Common Curriculum Goals that will be assessed by the state or school districts statewide. Common Curriculum Goals in health, physical education and technology will not be assessed through state tests.

Q How will the content standards be assessed?

The content standards in English, mathematics, science and the social sciences will be assessed at the state and local levels. The content standards in second languages and the arts will be assessed at the local level. Teachers and other staff will develop local assessments.

Q What are performance standards?

Performance standards define the type of assessments students must complete at grades 3, 5, 8, 10 and 12 and specify how well students must perform on those assessments

Q What must students do to demonstrate they have achieved the performance standards?

Students must complete classroom and state assessments to demonstrate they have achieved the performance standards.

Classroom assessments vary from teacher to teacher and school to school. Local teachers and schools choose the resources and materials used to teach and assess students. To meet the performance standards, students must complete specified numbers and types of classroom assignments and achieve required scores on those assignments.

State assessments at grades 3, 5, 8, 10 and 12 contain multiple choice questions, essay questions and/or mathematics problem-solving questions requiring students to solve problems and show their work. To meet the performance standards, students must achieve required scores on state assessments.

Q How will classroom and state assessments be scored?

There will be two scoring systems: one for state multiple choice assessments; and one for state essay and problem-solving assessments and classroom assessments.

Multiple choice questions on the state test have a single correct answer. Students receive a scale score based on the number of correct answers compared to the total number of questions on the test, taking into account the difficulty of questions on the test. This is called a scale score and is similar to the scores used for ACT and SAT exams.

Classroom assessments and state essay and problem-solving assessments require students to produce original work. Students are scored along a scale of one to six. There is a different six-point scoring guide for each subject area. For a copy of the scoring guides for writing, speaking and mathematics, contact Cindy Barrick, Oregon Department of Education, (503) 378-5585 ext. 271 (or cindy.barrick@state.or.us). The scoring scale example on the next page may be used to help develop scoring guides in other areas.

Q Can the work students produce for regular classroom assignments be used as the required classroom assessments?

Yes. Student work may be used as the required classroom assessments if it is complex enough to be scored on all dimensions of the scoring guide.

QUESTIONS & ANSWERS

SCORING SCALE EXAMPLE

This example of a six-point scoring scale describes general characteristics or qualities of student work. Six-point scoring guides for each subject area explain in more detail what characteristics or qualities to look for in scoring student work.

6	**Exemplary**	Work at this level is both exceptional and memorable. It shows a distinctive and sophisticated application of knowledge and skills.
5	**Strong**	Work exceeds the standard. It shows a thorough and effective application of knowledge and skills.
4	**Proficient**	Work at this level meets the standard. It is acceptable work that demonstrates application of essential knowledge and skills. Minor errors or omissions do not detract from the overall quality.
3	**Developing**	Work at this level does not yet meet the standard. It shows basic, but inconsistent application of knowledge and skills. Minor errors or omissions detract from the overall quality. Work needs further development.
2	**Emerging**	Work at this level shows a partial application of knowledge and skills. It is superficial, fragmented or incomplete and needs considerable development. Work at this level contains errors or omissions.
1	**Beginning**	Work at this level shows little or no application of knowledge and skills. It contains major errors or omissions.

Q When will state assessments occur?

There will be state tests in English, mathematics, science and the social sciences only. They will be phased in as follows:

1996-97	English, mathematics
1997-98	English, mathematics, science
1998-99 and subsequent years	English, mathematics, science, social sciences

Q Can students who fail to meet the standards on statewide assessments retake the tests?

Beginning in 1998-99, there will be at least three opportunities a year for students to take the grade 10 (Certificate of Initial Mastery level) statewide assessments. Each re-examination will contain a different set of items but will assess the same knowledge and skills. The state will provide local districts with supplementary tests for students to retake at grades 3, 5 and 8.

Q What happens to students who do not meet the standards?

Students who do not meet the standards at grades 3, 5, 8 and 10 are eligible for additional or alternative services or the option to attend another public school.

Students who, even with additional support, do not achieve the Certificate of Initial Mastery may receive an alternative certificate showing what they did achieve. The State Board of Education will further define the alternative certificate during the 1996-97 school year.

Q When will the Certificate of Initial Mastery be implemented?

Districts must be ready to award the Certificate of Initial Mastery to qualified students by the 1998-99 school year. Proficiency in the academic areas will be required for the Certificate of Initial Mastery according to the following phase-in schedule:

1998-1999	English, mathematics
1999-2000	English, mathematics, science
2000-2001	English, mathematics, science, social sciences
2001-2002	English, mathematics, science, social sciences, arts
2002-2003	English, mathematics, science, social sciences, arts, second language

Q What must students do to earn a Certificate of Initial Mastery when it is fully implemented in 2002-2003?

To earn a Certificate of Initial Mastery, students must:

- Achieve grade 10 standards through state and local assessments in English, mathematics, science, history, civics, geography and economics;
- Demonstrate proficiency through local assessments in a second language and the arts; and
- Demonstrate the abilities to learn, think, retrieve information, use technology, work effectively as individuals and as individuals in group settings.

Q Given that second language proficiency does not become required for the Certificate of Initial Mastery until 2002-2003, what should schools and districts do now to prepare?

Schools and districts should discuss what school year to begin offering language instruction, what grade level to

QUESTIONS & ANSWERS

begin offering it and what language(s) to offer. Decisions should be based on local needs, desires and resources.

To help plan a second language program, you may request a free copy of *Developing Second Language in the Elementary Grades* and *Developing Second Language in the Secondary Grades* from Barbara Slimak, Oregon Department of Education, (503) 378-3310 ext. 485 (or e-mail barbara.slimak@state.or.us).

Q What must students do to earn a Certificate of Advanced Mastery?

To earn a Certificate of Advanced Mastery, students must:

- Participate in an endorsement area;
- Achieve grade 12 standards through state and local assessments in English, mathematics, science, history, civics, geography and economics;
- Demonstrate proficiency through local assessments in a second language and the arts; and
- Achieve career-related learning standards through local assessments.

Q What is an endorsement area?

Students will select a career area of interest to focus their studies during their junior and senior years of high school. This area of interest, called an endorsement area, provides students with opportunities to explore career options, apply academic knowledge and skill and see how classroom learning relates to educational and career goals. Endorsement areas provide students with a context for academic study, plus opportunities for internships, community service projects, business experiences or other quality career-related learning experiences. Schools must offer at least one endorsement area to students.

The Oregon Department of Education is developing models for six different endorsement areas. The six models are:

- **Arts and Communications:** including literature, the humanities, the arts, architecture, second languages, creative writing, film, journalism, radio and television broadcasting, graphic design and production, advertising and public relations.
- **Business and Management:** including economics, accounting, finance, business management, marketing, sales, entrepreneurship, hospitality and tourism.
- **Health Services:** including medicine, dentistry, nursing, physical therapy, nutrition and fitness.
- **Human Resources:** including law, law enforcement, education, public administration, social services and religion.
- **Natural Resources:** including agriculture, forestry, fisheries, horticulture, wildlife management, earth sciences and environmental sciences.
- **Industry and Engineering:** including engineering, mechanics, manufacturing technology, precision production and construction.

In addition, using state guidelines, districts may design their own endorsement area or areas for students.

Q What is an endorsement credential?

Students may, if they choose, pursue a more comprehensive, in-depth career-related study in an endorsement area leading to a credential. Students may complete a credential in or after high school.

Q Must students fulfill the requirements for an endorsement credential to receive a Certificate of Advanced Mastery?

No. Students will be required to participate in an endorsement area. They will not be required to earn a credential.

Q What is the status of the Certificate of Advanced Mastery standards?

The second draft of the Certificate of Advanced Mastery standards will be mailed to all schools and districts by early September. The Department is seeking your comments on this draft. If you do not receive a copy and would like one, contact Barbara Slimak, Oregon Department of Education (503) 378-3310 ext. 485 (or barbara.slimak@state.or.us).

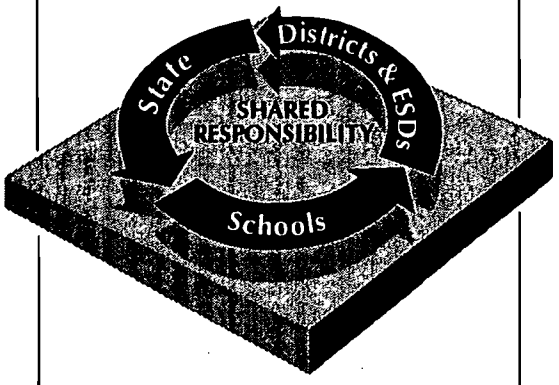
For more information about the Certificate of Advanced Mastery, contact Theresa Levy, Oregon Department of Education, (503) 378-3584 ext. 352 (or theresa.levy@state.or.us).

Q I have more questions. Where do I go from here?

Please see Resources for a list of documents available from the Department and For More Information for a list of Department staff people who can provide additional help.

SHARED RESPONSIBILITY

Oregon's Educational Act for the 21st Century is a commitment to improve student achievement. The State Board of Education, Oregon Department of Education, school districts and school buildings all share in the responsibility for achieving that goal.

STATE	DISTRICTS & ESDs	SCHOOLS
Revise Common Curriculum Goals, containing: • Content Standards for CIM and CAM English Mathematics Science Social Sciences History Civics Geography Economics Second Languages The Arts • Other Curriculum Goals Health Physical Education Technology Career and Life Role Education Cultural Education • Essential Learning Skills	Support implementation through curriculum design, staff development, grant applications, technical assistance and other resources 	Support implementation through curriculum design, staff development, grant applications, teaching practices, educational programs and other means
Establish performance standards in English, mathematics, science, social sciences	Establish performance standards in arts and second languages, coordinate development of classroom assessments	Assess students based on state and district performance standards
Establish phase-in schedule for CIM and CAM	Prepare to award first Certificates of Initial Mastery by 1998-99 school year	Prepare students to achieve first Certificate of Initial Mastery by 1998-99 school year
Draft and submit state improvement plan to U.S. Department of Education	Draft district improvement plan, with parent and community input, and submit to Oregon Department of Education	Draft school improvement plan, with parent and community input, and submit to district
Visit districts and schools to review progress toward implementing Oregon's Educational Act for the 21st Century	Prepare for school improvement visits	Prepare for school improvement visits

TIMELINE

The Common Curriculum Goals, content standards, benchmarks and performance standards have been revised several times this year, based on comments received from educators, parents and others. Following a public hearing, the State Board of Education is expected to adopt a final version in September. The timeline for this process is set out below.

AUGUST 1996

Oregon Department of Education holds informal public hearing from 3–5 p.m. on August 19 in Basement Room A of the Department to gather additional comments.

If you cannot attend, mail written comments to Kit Peixotto at the Department, 255 Capitol Street NE, Salem, Oregon 97310-0203.

SEPTEMBER 1996

Oregon Department of Education revises document, based on comments received, and submits to State Board of Education for adoption at its September 19 meeting in Room 251 of the Department.

HOW TO READ THE COMMON CURRICULUM GOALS

As noted on the cover, this packet contains information about the Common Curriculum Goals, content standards, benchmarks and performance standards for a certain grade level: K–5 (with two sections: K–3 and 4–5), 6–8 or 9–10. The content areas in each packet are listed in the following order: English, mathematics, science, the social sciences (including history, civics, geography and economics), second languages, the arts, health, physical education and technology. This page defines the four key parts of Oregon's curriculum and assessment system — the Common Curriculum Goals, content standards, benchmarks and performance standards — and shows you where to find them within each content area.

DEFINITION: A broad statement describing a subset of the content area.

COMMON CURRICULUM GOALS: Comprehensive statewide K-12 curriculum containing content standards in English, mathematics, science, the social sciences, second languages and the arts; curriculum goals in health, physical education and technology; and Essential Learning Skills.

BENCHMARK: Regular check on student progress toward the content standards. Checks occur at grades 3, 5, 8, 10 and 12 through state and classroom assessments.

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

			PERFORMANCE STANDARDS		
COMMON CURRICULUM GOALS	CONTENT STANDARDS	GRADE 3 BENCHMARK	STATE TESTS MEET	STATE TESTS EXCEED	CLASSROOM ASSESSMENTS
Read a variety of literary forms (e.g., novels, poems, dramas, 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, both fiction and non-fiction.	Read and identify stories, poems and plays and non-fiction selections from a variety of cultures and time periods.	On a scale of 0 to 300, students must achieve the following scores on state tests to meet or exceed the standards:		Students must read three literary and informative grade level selections. In reading each selection, students must demonstrate the ability to:
			201	215	• Read accurately: 90% accuracy / 98% accuracy
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.			and, on a scale of 1 to 6, demonstrate the ability to: • Read fluently: 4 / 5 • Comprehend main ideas and details: 4 / 5
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.			

PERFORMANCE STANDARDS: Number, type and minimum scores required on state and classroom assessments to meet or exceed the standards at grades 3, 5, 8, 10 and 12. Students not meeting or exceeding all of the standards at grades 3, 5, 8 and 10 are eligible for additional services, alternative education or enrollment in any other public school in the state. Students achieving the grade 10 standards will receive the Certificate of Initial Mastery. Students achieving the grade 12 standards will receive the Certificate of Advanced Mastery.

CONTENT STANDARDS: Group of Common Curriculum Goals to be assessed at every school to measure student achievement.

GRADES 9–10

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. English study develops fundamental communication skills and 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	CIM/Grade 10 Benchmark	Performance Standards: State Tests	Performance Standards: Classroom Assessments
Recognize, pronounce and know the meaning of words by using phonics skills, language structure, contextual clues and visual skills.	Recognize, pronounce and know the meaning of words encountered in text.	Determine meanings of words, including those with multiple meanings, using contextual and structural clues and other reading strategies.	On a scale of 0 to 300, students must achieve the following scores on state tests to meet or exceed the standards: Meet: 241 Exceed: 251	Students must read three literary and informative grade level selections. In reading each selection, on a scale of 1 to 6, students must demonstrate the ability to: • Comprehend main ideas and supporting details and understand the overall meaning of the selection — Meet: 4 Exceed: 5 • Relate the selection to personal experiences, other texts, issues and events — Meet: 4 Exceed: 5 • Analyze and evaluate the selection's relationship with historical, social, cultural and political events and issues — Meet: 4 Exceed: 5
Use a variety of reading strategies to increase comprehension and learning (e.g., analyze text structure using text-organizers and resources, vary reading rates, self-monitor progress).	Locate information and clarify meaning by using a variety of reading strategies, including skimming, scanning and close reading.	Locate information and clarify meaning by using table of contents, glossary, indexes, headings, graphs, charts, diagrams, tables and other reference sources.		
Read for enjoyment and information.				
Demonstrate literal comprehension of a variety of printed materials.	Demonstrate literal comprehension of a variety of printed materials.	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 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 whether an argument, action or policy is validated by the evidence in a selection.		
Connect reading selections to other texts, personal experiences and historical and cultural issues and events.	Draw connections and explain relationships between reading selections and other texts, experiences, and historical and cultural events and issues.	Extend and deepen comprehension by relating text to other texts, personal experiences, knowledge and community, state, national or global 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	CIM/Grade 10 Benchmark	Performance Standards	
			State Tests	Classroom Assessments
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 clear, focused main ideas and accurate and relevant supporting details appropriate to audience and purpose.	On a scale of 1 to 6, students must achieve the following scores on state tests to meet or exceed the standards:	Students must write three papers showing three different types of writing (i.e., narrative, imaginative, expository, persuasive). On a scale of 1 to 6, each paper must demonstrate the following to meet or exceed the standards:
Structure information in logical sequence, making connections and transitions among ideas, sentences and paragraphs.	Structure information in logical sequence, making connections and transitions among ideas, sentences and paragraphs.	Demonstrate organization by developing a clear beginning, middle and end and by providing logical sequences of ideas and transitions.		
Develop flow and rhythm of sentences.	Develop flow and rhythm of sentences.	Use appropriate sentence structures such as parallel structure to enhance meaning.		
Demonstrate knowledge of spelling, grammar, punctuation, capitalization, usage and paragraphing.	Use correct conventions of spelling, grammar, punctuation, capitalization, paragraph structure and sentence construction.	Skillfully and correctly use a wide range of writing conventions (e.g. spelling, grammar, punctuation, capitalization, paragraphing and documentation) and formatting to enhance meaning.		
Express ideas in an engaging and credible way appropriate for audience and purpose.				
Select functional, precise and descriptive words appropriate for audience and purpose.				

	Meet	Exceed
• Clear, focused main ideas and relevant supporting details	4	5
• Clear introduction, order and structure, effective transitions and satisfying ending	4	5
• Varied sentence patterns	4	5
• Correct spelling, grammar, punctuation appropriate to grade 10	4	5

			Performance Standards	
Common Curriculum Goals	**Content Standards**	**CIM/Grade 10 Benchmark**	**State Tests** Meet Exceed	**Classroom Assessments** Meet Exceed
Use a variety of modes (e.g., descriptive, narrative, expository, persuasive and imaginative) 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., expository, persuasive, narrative or imaginative) 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.

			PERFORMANCE STANDARDS	
COMMON CURRICULUM GOALS	**CONTENT STANDARDS**	**CIM/GRADE 10 BENCHMARK**	**STATE TESTS** MEET EXCEED	**CLASSROOM ASSESSMENTS** MEET EXCEED
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 clear, focused main ideas and accurate, relevant supporting details appropriate to audience and purpose.	There will be no state test in this area.	Students must give two prepared and rehearsed formal presentations, one informative and one persuasive. Students must give one unrehearsed presentation for which preparation is limited to approximately 15-20 minutes. All three presentations must include: • Developed main topic with clear, focused main ideas supported with relevant details 4 5 • Clear order and structure, including introduction and conclusion 4 5 • Precise, functional language appropriate to audience and purpose 4 5 • Appropriate verbal and nonverbal techniques to create a smooth delivery style 4 5
Structure information in logical sequence, making connections and transitions among ideas, sentences and paragraphs.	Structure information in logical sequence, making connections and transitions among ideas, sentences and paragraphs.	Demonstrate organization by developing a clear beginning, middle and end and by providing logical sequence 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 a variety of descriptive, precise words appropriate to audience and purpose.		
Demonstrate control of eye contact, word enunciation, voice rate, volume, inflection, gestures and other nonverbal techniques.	Effectively use eye contact, oral fluency, speaking rate, enunciation, volume, vocal energy, gestures and posture to communicate ideas effectively when speaking.	Demonstrate natural and fluent delivery with varied inflections, effective eye contact, rate, enunciation, volume, gestures and posture appropriate to audience and purpose.		
LISTENING Analyze and evaluate verbal and nonverbal messages and the way they are delivered.			There will be no state test in this area.	School districts may establish their own performance standards in this area, if they so choose.
Demonstrate effective listening strategies.				

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

Common Curriculum Goals	Content Standards	CIM/Grade 10 Benchmark	Performance Standards: State Tests (Meet / Exceed)	Performance Standards: Classroom Assessments (Meet / Exceed)
Read a variety of literary forms (e.g., novels, poems, dramas, 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, both fiction and non-fiction.	Read a variety of literary forms including novels, short stories, poetry, plays and various non-fiction selections from a variety of cultures and time periods and identify their distinguishing characteristics.	On a scale of 0 to 300, students must achieve the following scores on state tests to meet or exceed the standards: 241 / 251	Students must read three literary and informative grade level selections. In reading each selection, on a scale of 1 to 6, students must demonstrate the ability to: • Comprehend main ideas and supporting details and understand the overall meaning of the selection — 4 / 5 • Relate the selection to personal experiences, other texts, issues and events — 4 / 5 • Analyze and evaluate the selection's relationship with historical, social, cultural and political events and issues — 4 / 5
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.	Evaluate the effectiveness of literary elements such as character, plot, setting, theme and conflict/resolution on the overall impact of the selection. Identify and examine the treatment of similar themes in various literary works and historical and contemporary issues or events. 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 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.	Analyze and evaluate the ways in which a writer has influenced or has been influenced by historical, social and cultural issues or events.		

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

			Performance Standards	
Common Curriculum Goals	**Content Standards**	**CIM/Grade 10 Benchmark**	**State Tests** Meet Exceed	**Classroom Assessments** Meet Exceed
Select and apply appropriate media and technology (current and emerging) to a task or topic. Acquire information from print, electronic and visual 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 including data bases, audiotapes, videotapes and CD-ROM. 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.			There will be no state test in this area.	School districts may establish their own performance standards in this area, if they so choose.

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.

			PERFORMANCE STANDARDS	
COMMON CURRICULUM GOALS	**CONTENT STANDARDS**	**CIM/GRADE 10 BENCHMARK**	**STATE TESTS** MEET EXCEED	**CLASSROOM ASSESSMENTS** MEET EXCEED
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 numeric and algebraic calculations using paper and pencil, estimation, calculators and computer programs.	See page 25.	See page 25.
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.		

Common Curriculum Goals	Content Standards	CIM/Grade 10 Benchmark	Performance Standards: State Tests Meet	Performance Standards: State Tests Exceed	Performance Standards: Classroom Assessments Meet	Performance Standards: Classroom Assessments Exceed
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.	Use the relationships among whole number, decimal, integer, percent, exponent and integer operations.	See page 25.		See page 25.	

ASUREMENT: Select and use units and tools of measurement.

Common Curriculum Goals	Content Standards	CIM/Grade 10 Benchmark	Performance Standards: State Tests Meet	Performance Standards: State Tests Exceed	Performance Standards: Classroom Assessments Meet	Performance Standards: Classroom Assessments Exceed
UNITS AND TOOLS Select and use appropriate standard and non-standard 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. Determine the degree of accuracy of a measurement.	Develop understanding of measurement and apply appropriate units and tools.	Apply appropriate units and tools to measure to degree of accuracy required in a particular situation.	See page 25.		See page 25.	
DIRECT METHODS Describe, estimate and use measures of length, perimeter, capacity, weight, time, money and temperature. 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 (e.g., metric, U.S. customary and other systems).	Measure perimeter, area, volume, weight, angle, temperature, 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).	Use formulas and other indirect measures (e.g., trigonometry, scale drawings) to calculate length, angle, volume, distance, area, perimeter, weight and temperature.				

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

			PERFORMANCE STANDARDS	
			STATE TESTS	CLASSROOM ASSESSMENTS
COMMON CURRICULUM GOALS	CONTENT STANDARDS	CIM/GRADE 10 BENCHMARK	MEET EXCEED	MEET EXCEED
ORGANIZATION OF DATA Read, construct and interpret displays of data (e.g., charts, tables, graphs, statistics) 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 statistics to summarize data, draw inferences and make predictions.	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 from data and make statistical claims.	See page 25.	See page 25.
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., using counting strategies to determine possible outcomes). Use experimental and theoretical probability to represent and solve problems.	Determine the probability that an event will occur.	Use experimental or theoretical probability to solve problems and determine the probability of an event.		

ATISTICS AND PROBABILITY (Continued)

Common Curriculum Goals	Content Standards	CIM/Grade 10 Benchmark	Performance Standards: State Tests Meet	State Tests Exceed	Classroom Assessments Meet	Classroom Assessments Exceed
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.	Design a statistical experiment, using such things as normal distribution, simulation and modeling, to study a problem. Conduct the experiment and 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	CIM/GRADE 10 BENCHMARK	PERFORMANCE STANDARDS: STATE TESTS MEET	STATE TESTS EXCEED	CLASSROOM ASSESSMENTS MEET	CLASSROOM ASSESSMENTS EXCEED
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.	Model situations and solve problems using linear and non-linear functions and inequalities. Use recursive relationships and/or matrices to represent and solve problems.	See page 25.		See page 25.	
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 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	CIM/GRADE 10 BENCHMARK	PERFORMANCE STANDARDS: STATE TESTS MEET	STATE TESTS EXCEED	CLASSROOM ASSESSMENTS MEET	CLASSROOM ASSESSMENTS EXCEED
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	Interpret, draw and describe two- and three-dimensional objects. Represent and solve problems applying geometric models and properties of figures (e.g., Pythagorean Theorem).	See page 25.		See page 25.	
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.	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	CIM/GRADE 10 BENCHMARK	PERFORMANCE STANDARDS: STATE TESTS MEET	PERFORMANCE STANDARDS: STATE TESTS EXCEED	PERFORMANCE STANDARDS: CLASSROOM ASSESSMENTS MEET	PERFORMANCE STANDARDS: CLASSROOM ASSESSMENTS EXCEED
CONCEPTUAL UNDERSTANDING Identify problems. Select pertinent information from problems to solve them. Understand and evaluate the approaches of others.	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.	See page 25.		See page 25.	
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 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 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				

STATE TESTS

MULTIPLE CHOICE

On a scale of 0 to 300, students must achieve the following scores on state multiple choice tests to meet or exceed the standards:

MEET	EXCEED
241	251

PROBLEM SOLVING

On state problem-solving tests, students must demonstrate the ability to **solve problems accurately**. In addition, in each problem, on a scale of 1 to 6, students must achieve the following scores to meet or exceed the standards:

	MEET	EXCEED
• Show an understanding of the mathematical concepts present in the problem	4	5
• Choose and carry out mathematical processes and strategies that work	4	5
• Explain the reasoning at each step, using diagrams, symbols and/or words	4	5
• After solving the problem, review the work and show why the solution is reasonable	4	5

CLASSROOM ASSESSMENTS

Within five mathematical problems, students must demonstrate the ability to **solve problems accurately** and demonstrate understanding of problems related to statistics and probability, algebraic relationships and geometry. In addition, in each problem, on a scale of 1 to 6, students must achieve the following scores to meet or exceed the standards:

	MEET	EXCEED
• Show an understanding of the mathematical concepts present in the problem	4	5
• Choose and carry out mathematical processes and strategies that work	4	5
• Explain the reasoning at each step, using diagrams, symbols and/or words	4	5
• After solving the problem, review the work and show why the solution is reasonable	4	5

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.

			PERFORMANCE STANDARDS	
COMMON CURRICULUM GOALS	**CONTENT STANDARDS**	**CIM/GRADE 10 BENCHMARK**	**STATE TESTS** MEET EXCEED	**CLASSROOM ASSESSMENTS** MEET EXCEED
Apply foundation concepts of change, cycle, cause and effect, energy and matter, evolution, perception and fundamental entities. Apply explanatory concepts of model, system, theory, probability, and replication. Apply comparison concepts of gradient, scale, symmetry, quantification and invariance. Apply relationship concepts of population, equilibrium, force, interaction, field, structure and function, time and space, and order. Use basic scientific process skills to observe, measure, use numbers, classify, question, infer, hypothesize and communicate. Use integrated scientific process skills to predict, design experiments, control variables, interpret data, define operations and formulate models.	Use concepts and processes of: Change, constancy and measurement; Systems, order and organization; Evidence, models and explanation; Evolution and equilibrium; and Structure and function.	Evaluate various examples of change in an environment, such as biophysical or geophysical change. Analyze the role of cycles in explaining relationships in the environment. Calculate quantities that depend on more than one variable, using metric or other units of measurement. Analyze the linkage based on a cause and effect relationship involving two or more factors. Show that the relationship between two or more factors is causal rather than a correlation. Analyze a system of order that uses patterns in nature such as dichotomous key, periodic table or concept maps. Evaluate theoretical models explaining natural systems. Analyze how physical, biological or geological systems are in equilibrium.	The Oregon Department of Education will draft performance standards for science by the fall of 1997.	The Oregon Department of Education will draft performance standards for science by the fall of 1997.

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

COMMON CURRICULUM GOALS	CONTENT STANDARDS	CIM/GRADE 10 BENCHMARK	PERFORMANCE STANDARDS: STATE TESTS (MEET EXCEED)	PERFORMANCE STANDARDS: CLASSROOM ASSESSMENTS (MEET EXCEED)
MATTER			The Oregon Department of Education will draft performance standards for science by the fall of 1997.	The Oregon Department of Education will draft performance standards for science by the fall of 1997.
Understand structure and properties of objects and materials.	Identify structures and properties of matter including atoms, bonding, elements and compounds.	Describe and explain the properties of elements, using the periodic table.		
		Analyze models of atomic structure and their relationship to molecules and ions.		
Identify changes in the properties of matter.	Describe chemical and physical changes.	Analyze the effects of various factors on chemical reactions.		
		Describe and explain chemical changes using chemical symbols.		
FORCE AND MOTION				
Know fundamental "pushes" and "pulls" in the universe, their forms and effects on motion.	Describe electrical, magneric, gravitational and other forces and the motions resulting from them.	Apply knowledge of the effects of multiple forces acting on an object.		
ENERGY				
Identify forms and sources of energy and its uses.	Explain the interaction of energy and matter.	Generate solutions to problems based on real-world energy issues.		
Understand transfer and conservation of energy.				
Explain the interactions of energy and matter.		Analyze interactions between energy and matter such as electricity, wave motion, molecular energy, nuclear energy and response to temperature.		

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

			PERFORMANCE STANDARDS	
COMMON CURRICULUM GOALS	**CONTENT STANDARDS**	**CIM/GRADE 10 BENCHMARK**	**STATE TESTS** MEET EXCEED	**CLASSROOM ASSESSMENTS** MEET EXCEED
ORGANISMS Understand characteristics of organisms. Understand that cells are the basic form of life in all organisms.	Describe the structure and function of cells and their molecular components.	Describe, explain and compare the structure and functions of cells in organisms. Analyze the structure and function of DNA and its role in information transfer from one generation to the next, including laws of heredity.	The Oregon Department of Education will draft performance standards for science by the fall of 1997.	The Oregon Department of Education will draft performance standards for science by the fall of 1997.
HEREDITY Understand the basis for transmission of traits in living things, including methods that can influence genetic factors.	Recognize principles of natural selection and adaptation in the environment.	Analyze the theory of natural selection as a mechanism for change over time.		
DIVERSITY/ INTERDEPENDENCE Understand the relationships among living things and between living things and their environments. Identify similarities and differences in organisms.	Explain the behavior and interdependence of organisms in their natural environments.	Analyze the role of living things in the cycle of matter and flow of energy in an ecosystem. Evaluate relationships between regulatory mechanisms, behavior and survival in plants and animals.		

EARTH AND SPACE SCIENCE: Understand physical properties of earth, how those properties change, and the earth's relationship to other celestial bodies.

Common Curriculum Goals	Content Standards	CIM/Grade 10 Benchmark	Performance Standards: State Tests (Meet / Exceed)	Performance Standards: Classroom Assessments (Meet / Exceed)
THE DYNAMIC EARTH Describe the properties and limited availability of the materials which make up the earth. Explain changes occurring within the lithosphere, hydrosphere and/or atmosphere of the Earth.	Identify the structure of the earth system and changes in its physical properties.	Analyze geological changes over time. Evaluate the economic importance of natural resources in terms of conservation, recycling, supply and demand. Analyze energy transfer and its effects on the earth's surface.	The Oregon Department of Education will draft performance standards for science by the fall of 1997.	The Oregon Department of Education will draft performance standards for science by the fall of 1997.
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.	Evaluate how solar energy can affect physical and biological systems on earth. Evaluate the relationship of the sun and moon to processes on earth.		
THE UNIVERSE Describe natural objects, events and processes outside the Earth, both past and present.				

HISTORY AND NATURE OF SCIENCE: Understand the scientific world view, scientific inquiries, the nature of the scientific enterprise and the history of science as it relates to and clarifies scientific inquiries.

			PERFORMANCE STANDARDS	
COMMON CURRICULUM GOALS	**CONTENT STANDARDS**	**CIM/GRADE 10 BENCHMARK**	**STATE TESTS** MEET EXCEED	**CLASSROOM ASSESSMENTS** MEET EXCEED
Trace and interpret scientific knowledge that has been consistent through time as well as that which has changed as a consequence of different interpretive frameworks, methods and investigations.			The Oregon Department of Education will draft performance standards for science by the fall of 1997.	The Oregon Department of Education will draft performance standards for science by the fall of 1997.
Understand that scientific knowledge includes observation (direct and indirect) logic, creative imagination, and the construction of explanations for observations and patterns.	Use a systematic study to explain scientific investigations, phenomena and events which occur in consistent patterns.	Recognize differences that occur in results, determine their significance and describe consistent patterns.		
Understand that scientific concepts, theories and laws are subject to change, complete answers are not obtainable, and scientists differ on the topics and methods of investigation and communication of their results.	Describe a variety of approaches scientists employ in investigations, observations and methodology.	Analyze a variety of investigations and explain their application of evidence, logic and argument.		

IENCE AND TECHNOLOGY: Demonstrate understanding of the interconnections among science, technology and society.

			PERFORMANCE STANDARDS	
COMMON CURRICULUM GOALS	CONTENT STANDARDS	CIM/GRADE 10 BENCHMARK	STATE TESTS MEET EXCEED	CLASSROOM ASSESSMENTS MEET EXCEED
Understand the relationship that exists between science and technology. Apply the processes of technological design to solve new problems and meet new needs.			There will be no state test in this area.	School districts may establish their own performance standards in this area, if they so choose.

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

			PERFORMANCE STANDARDS	
COMMON CURRICULUM GOALS	CONTENT STANDARDS	CIM/GRADE 10 BENCHMARK	STATE TESTS MEET EXCEED	CLASSROOM ASSESSMENTS MEET EXCEED
Summarize the characteristics and interactions of populations, resources and environments. Describe the role of science and technology in local, national and global issues. Describe how the daily choices of individuals, taken together, affect global resource cycles, ecosystems and natural resource supplies. Explain risks and benefits in areas of personal and community health from a science perspective. Relate how scientists participate in public affairs both as specialists and public citizens.			There will be no state test in this area.	School districts may establish their own performance standards in this area, if they so choose.

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

			PERFORMANCE STANDARDS	
COMMON CURRICULUM GOALS	**CONTENT STANDARDS**	**CIM/GRADE 10 BENCHMARK**	**STATE TESTS** MEET EXCEED	**CLASSROOM ASSESSMENTS** MEET EXCEED
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 and form hypotheses that are based on observations, science concepts and can be tested through scientific investigations.	The Oregon Department of Education will draft performance standards for science by the fall of 1997.	The Oregon Department of Education will draft performance standards for science by the fall of 1997.
Design and conduct scientific investigations using knowledge of unifying concepts and processes, appropriate tools and techniques.	Design and conduct investigations to address questions and 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.	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 and defend a logical scientific argument based on findings from an investigation.		

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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.

			Performance Standards	
Common Curriculum Goals	**Content Standards**	**CIM/Grade 10 Benchmark**	**State Tests** Meet Exceed	**Classroom Assessments** Meet Exceed
UNITED STATES HISTORY Understand and interpret events, issues and developments in four spheres of human activity (i.e., social, economic, political, cultural) 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:** The Development of the Industrial United States (1870–1900) **Era 7:** The Emergence of Modern America (1890–1930) **Era 8:** The Great Depression and World War II (1929–1945) **Era 9:** Postwar United States (1945–1970s) **Era 10:** Contemporary United States (1968–present)	Understand and interpret significant events, issues and developments in U.S. history.	Interpret major events, issues and developments in U.S. history within four content themes: the gathering and interaction of people, cultures and ideas; economic and technological changes and their relationship to society; and change and continuity in American politics; and the changing role of the U.S. in the world. Primary emphasis: economic, political and cultural spheres, eras 6, 7, 8 and 9	The Oregon Department of Education will draft performance standards for history by the fall of 1998.	The Oregon Department of Education will draft performance standards for history by the fall of 1998.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	CIM/GRADE 10 BENCHMARK	PERFORMANCE STANDARDS: STATE TESTS MEET EXCEED	PERFORMANCE STANDARDS: CLASSROOM ASSESSMENTS MEET EXCEED
WORLD HISTORY Understand and interpret events, issues and developments in four spheres of human activity (i.e., economic, social, political, cultural) within and across eras of world history: **Era 1:** The Beginnings of Human Society **Era 2:** Early Civilizations and the Emergence of Pastoral Peoples (4000BC–1000BC) **Era 3:** Classical Traditions, Major Religions and Giant Empires (1000BC–300AD) **Era 4:** Expanding Zones of Exchange and Encounters (300–1000) **Era 5:** Intensified Hemispheric Interactions (1000–1500) **Era 6:** The Emergence of the First Global Age (1450–1770) **Era 7:** An Age of Revolutions (1750–1914) **Era 8:** A Half-Century of Crisis and Achievement (1900–1945) **Era 9:** The 20th Century Since 1945: Promises and Paradoxes	Understand and interpret significant developments in world history.	Describe major development in world history as they relate to events and developments in 20th century U.S. history. Primary emphasis: economic, political and cultural spheres, eras 8 and 9		

Common Curriculum Goals	Content Standards	CIM/Grade 10 Benchmark	Performance Standards: State Tests Meet	State Tests Exceed	Classroom Assessments Meet	Classroom Assessments Exceed
HISTORICAL RELATIONSHIPS Interpret and reconstruct chronological relationships. Understand and represent chronological order using timelines. Analyze cause-and-effect relationships, including multiple causation. Recognize and interpret patterns of historical change and continuity. Explain relationships among events, issues and developments that cross spheres of human activity (i.e., economic, social, political, cultural). Understand relationships between historical interpretations and context.	Understand and represent chronological order, sequences and relationships in history.	Recognize patterns of historical change and periods of historical continuity. Interpret data from complex timelines. Recognize and explain relationships among events, issues and development in different spheres of human activity.				
PERSONAL AND LOCAL HISTORY Understand and interpret events, issues and developments in the history of one's family and culture. Understand and interpret the history of one's own community, the state of Oregon, and the Pacific Northwest.						

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

			Performance Standards	
Common Curriculum Goals	**Content Standards**	**CIM/Grade 10 Benchmark**	**State Tests** Meet Exceed	**Classroom Assessments** Meet Exceed
STRUCTURE, FUNCTION AND PURPOSE OF U.S. GOVERNMENT Describe the organization, responsibilities and interrelationships of local, state and federal governments. 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 governments in the United States.	Identify problems and solutions related to the distribution of power between the legislative, executive and judicial branches of government. Describe the interrelationships between local, state and federal governments.	The Oregon Department of Education will draft performance standards for civics by the fall of 1998.	The Oregon Department of Education will draft performance standards for civics by the fall of 1998.
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.	Analyze contemporary and historical challenges to the U.S. Constitution and their resolutions. Explain how the rule of law is designed to protect individual rights and serve the common good.		

			Performance Standards	
			State Tests	Classroom Assessments
Common Curriculum Goals	Content Standards	CIM/Grade 10 Benchmark	Meet Exceed	Meet Exceed
ROLES, RIGHTS AND RESPONSIBILITIES OF U.S. CITIZENS				
Describe personal, political and economic rights of citizens in American democracy. Describe participatory responsibilities of citizens in the community (volunteerism) 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 illustrates characteristics of American democracy (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.	Analyze information and arguments from various sources to evaluate candidates for public office.		

			Performance Standards	
Common Curriculum Goals	Content Standards	CIM/Grade 10 Benchmark	State Tests Meet Exceed	Classroom Assessments Meet Exceed
INTERNATIONAL RELATIONS Explain the similarities and differences among governments throughout the world. Explain how nations interact with each other and how events and issues in other countries can affect citizens in the United States and how U.S. actions 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.				

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

			Performance Standards	
Common Curriculum Goals	**Content Standards**	**CIM/Grade 10 Benchmark**	**State Tests** Meet Exceed	**Classroom Assessments** Meet Exceed
MAPS, CHARTS, GRAPHS AND OTHER GEOGRAPHIC TOOLS AS SOURCES OF INFORMATION			The Oregon Department of Education will draft performance standards for geography by the fall of 1998.	The Oregon Department of Education will draft performance standards for geography by the fall of 1998.
Understand the spatial concepts of location, distance, direction, scale, movement and region.	Read, interpret and make maps, charts and graphs to explain spatial relationships.	Use maps to analyze the advantages and disadvantages stemming from relative location of people, places and environments.		
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.				

COMMON CURRICULUM GOALS	CONTENT STANDARDS	CIM/GRADE 10 BENCHMARK	PERFORMANCE STANDARDS: STATE TESTS MEET	STATE TESTS EXCEED	CLASSROOM ASSESSMENTS MEET	CLASSROOM ASSESSMENTS EXCEED
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 physical and cultural characteristics of the same place at different times in history.				

COMMON CURRICULUM GOALS	CONTENT STANDARDS	CIM/GRADE 10 BENCHMARK	PERFORMANCE STANDARDS: STATE TESTS MEET	PERFORMANCE STANDARDS: STATE TESTS EXCEED	PERFORMANCE STANDARDS: CLASSROOM ASSESSMENTS MEET	PERFORMANCE STANDARDS: CLASSROOM ASSESSMENTS EXCEED
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.	Analyze demographic patterns and transportation and communication networks to predict contemporary trends.				

COMMON CURRICULUM GOALS	CONTENT STANDARDS	CIM/GRADE 10 BENCHMARK	PERFORMANCE STANDARDS: STATE TESTS MEET	STATE TESTS EXCEED	CLASSROOM ASSESSMENTS MEET	CLASSROOM ASSESSMENTS EXCEED
INTERACTION BETWEEN PHYSICAL AND HUMAN SYSTEMS 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.	Analyze contemporary issues dealing with the relationships between humans and the earth's physical systems.				

ONOMICS: Understand economic concepts and principles and how decision-making in different economic systems allocates available resources.

			PERFORMANCE STANDARDS	
COMMON CURRICULUM GOALS	**CONTENT STANDARDS**	**CIM/GRADE 10 BENCHMARK**	**STATE TESTS** MEET EXCEED	**CLASSROOM ASSESSMENTS** MEET EXCEED
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 and principles in order to make informed economic choices as consumers, producers, savers, investors and citizens.	Analyze the consequences of inflation and unemployment on savers, investors, producers and consumers. Evaluate the cost and benefit of public policy programs and proposals when making decisions as voters.	The Oregon Department of Education will draft performance standards for economics by the fall of 1998.	The Oregon Department of Education will draft performance standards for economics by the fall of 1998.
Understand economic concepts and principles and how decision making in different economic systems allocates available resources. Understand the role of government and economic institutions in various economic systems in regard to the allocation of resources.	Understand various methods of allocating resources, including the role and impact of economic institutions and government policies on economic activity.	Explain the role of economic institutions (e.g., banks, stock market) and government policies on economic activity.		

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

			PERFORMANCE STANDARDS	
COMMON CURRICULUM GOALS	CONTENT STANDARDS	CIM/GRADE 10 BENCHMARK	STATE TESTS MEET EXCEED	CLASSROOM ASSESSMENTS MEET EXCEED
Use primary and secondary sources to analyze an historic or current event.	Use primary and secondary sources to analyze an historic or current event.	Use primary and secondary sources to analyze an historic or current event.	The Oregon Department of Education will draft performance standards for social science analysis by the fall of 1998.	The Oregon Department of Education will draft performance standards for social science analysis by the fall of 1998.
Clarify an issue so that its dimensions are well understood.	Clarify an issue so that its dimensions are well understood.	Analyze an event or issue from multiple contemporary and historical perspectives.		
Identify and analyze ways in which an issue could be resolved.	Identify and analyze ways in which an issue could be resolved.	Find or create multiple alternatives, list their strengths and weaknesses and predict short-term and long-term consequences if implemented.		
Explain various perspectives on an issue and the reasoning behind them.	Explain various perspectives on an issue and the reasoning behind them.	Systematically rate and order alternatives using clear criteria explicitly related to a desired effect.		
Suggest and support strategies to resolve an issue both in the short and long term.	Suggest and support strategies to resolve an issue both in the short and long term.	Present a plan for resolving an issue to an appropriate audience.		

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.

STATE TESTS: There will be no state test in second languages.

CLASSROOM ASSESSMENTS: School districts will establish their own performance standards in this area. The stages below are based on American Council for Teachers of Foreign Language proficiency levels. Each school district will determine at what grade level to begin teaching second languages and what level of performance to expect of students.

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/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 simple questions, ideas and familiar details in short sentences on a limited range of topics, enhanced by visual cues.	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 about topics of personal interest.
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 in stores or restaurants. Express ideas, needs, likes, dislikes, suggestions and opinions by initiating and engaging in conversations.	Communicate information, express ideas and accomplish tasks.	Identify familiar objects and use memorized words and everyday expressions.	Use simple memorized questions, phrases and sentences on a limited range of topics.	Express ideas and some details in phrases and sentences and ask questions on a range of topics.	Communicate information and ideas and maintain simple conversations, using sentences and asking questions in predictable situations on familiar topics.

COMMUNICATION (continued)

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 words and phrases, including words derived from common sources and borrowed words.	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 letters in an alphabetic system. Write/compose memorized words and phrases and label objects.	Write/compose short phrases, lists and complete forms.	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)
Identify, interpret and apply cultural information from a variety of sources.	Identify, interpret and apply cultural information and practices gained from a variety of sources.	Identify and apply a few polite behaviors and basic nonverbal cues in very limited situations.	Describe and apply a few simple cultural practices and customs.	Identify and apply some common social conventions, social courtesies and gestures.	Interpret and apply common social conventions, courtesies and gestures in predictable situations.
Use appropriate verbal and nonverbal practices that reflect understanding of common situations in the culture.					
Compare and contrast cultural practices with one's own culture.	Compare and contrast cultural practices with one's own culture.	Identify a few basic similarities and differences of the culture.	Compare basic differences between first and second language cultures.	Compare and contrast common social conventions, courtesies and gestures.	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.					

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.

			PERFORMANCE STANDARDS	
COMMON CURRICULUM GOALS	CONTENT STANDARDS	CIM/GRADE 10 BENCHMARK	STATE TESTS MEET EXCEED	CLASSROOM ASSESSMENTS MEET EXCEED
Respond to works of art, giving reasons for preferences.	Respond to works of art, giving reasons for preferences.	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.	There will be no state test in the arts.	School districts will establish their own performance standards in this area.
Use a knowledge of technical, organizational and aesthetic elements to describe and analyze one's own art and the art of others. Use own experience and knowledge of culture to interpret works of art.	Respond to, explain and analyze works of art, applying knowledge of technical, organizational and aesthetic elements.	Analyze how technical, organizational and aesthetic elements contribute to the ideas, emotions and overall impact communicated by works of 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.

			PERFORMANCE STANDARDS	
COMMON CURRICULUM GOALS	CONTENT STANDARDS	CIM/GRADE 10 BENCHMARK	STATE TESTS MEET EXCEED	CLASSROOM ASSESSMENTS MEET EXCEED
Identify both common and unique characteristics found in works of art from various time periods and cultures. Understand that the arts have a historical connection. 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.	Relate works of art from various time periods and cultures to each other. Describe how historical and cultural contexts influence works of art.	Analyze a work of art by comparing and contrasting it to another work from a different time or culture. Describe and explain how the characteristics of a society or culture influenced works of art.	There will be no state test in the arts.	School districts will establish their own performance standards in this area.

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

			Performance Standards	
Common Curriculum Goals	**Content Standards**	**CIM/Grade 10 Benchmark**	**State Tests** Meet Exceed	**Classroom Assessments** Meet Exceed
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 art disciplines, 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 work of art, selecting, using and combining artistic elements and technical skills to achieve desired effect. Evaluate and reflect on one's own artwork.	There will be no state test in the arts.	School districts will establish their own performance standards in this area.

HEALTH EDUCATION

HEALTHY AND FIT BODY: Comprehend health promotion and disease prevention concepts.

Common Curriculum Goals	Content Standards	CIM/Grade 10 Benchmark	Performance Standards: State Tests (Meet / Exceed)	Performance Standards: Classroom Assessments (Meet / Exceed)
Relate social, mental and emotional factors to physical health. Explain and discuss the interdependence of basic structures and functions of human body systems. Identify and interpret the relationships between personal health behaviors and well-being. Identify components necessary to promote and maintain balanced nutrition at any age.	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.	There will be no state test in health.	School districts may establish their own performance standards in health.

CONTROL HEALTH RISKS: Apply health-enhancing behaviors to prevent diseases, substance abuse, unwanted pregnancy and stress.

Common Curriculum Goals	Content Standards	CIM/Grade 10 Benchmark	Performance Standards: State Tests (Meet / Exceed)	Performance Standards: Classroom Assessments (Meet / Exceed)
Apply responsible health behaviors. Identify and apply strategies to improve or maintain personal health. Apply an integrated understanding of nutrition, human performance and fitness for a healthy life. Predict short- and long-term consequences of safe, risky and harmful behaviors.	School districts may establish their own content standards in health.	School districts may establish their own benchmarks in health.	There will be no state test in health.	School districts may establish their own performance standards in health.

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

Common Curriculum Goals	Content Standards	CIM/Grade 10 Benchmark	Performance Standards: State Tests Meet Exceed	Performance Standards: Classroom Assessments Meet Exceed
Apply strategies to improve and maintain individual, family, school and community health. Apply injury prevention, first aid and emergency care. Demonstrate violence prevention and conflict resolution skills.	School districts may establish their own content standards in health.	School districts may establish their own benchmarks in health.	There will be no state test in health.	School districts may establish their own performance standards in health.

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

Common Curriculum Goals	Content Standards	CIM/Grade 10 Benchmark	Performance Standards: State Tests Meet Exceed	Performance Standards: Classroom Assessments Meet Exceed
Identify characteristics of and influence on valid health information and health-promoting products and services. Analyze health information, products, services and resources from a variety of sources.	School districts may establish their own content standards in health.	School districts may establish their own benchmarks in health.	There will be no state test in health.	School districts may establish their own performance standards in health.

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

Common Curriculum Goals	Content Standards	CIM/Grade 10 Benchmark	Performance Standards: State Tests Meet Exceed	Performance Standards: Classroom Assessments Meet Exceed
Develop skills for effective communication. Demonstrate refusal and negotiation skills. Demonstrate healthy ways to express needs, wants, feelings and respect for self and others.	School districts may establish their own content standards in health.	School districts may establish their own benchmarks in health.	There will be no state test in health.	School districts may establish their own performance standards in health.

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.

			PERFORMANCE STANDARDS	
COMMON CURRICULUM GOALS	CONTENT STANDARDS	CIM/GRADE 10 BENCHMARK	STATE TESTS MEET EXCEED	CLASSROOM ASSESSMENTS MEET EXCEED
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 content standards in physical education 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.	There will be no state test in physical education.	School districts may establish their own performance standards in physical education.

			PERFORMANCE STANDARDS	
COMMON CURRICULUM GOALS	CONTENT STANDARDS	CIM/GRADE 10 BENCHMARK	STATE TESTS MEET EXCEED	CLASSROOM ASSESSMENTS MEET EXCEED
PHYSICAL FITNESS Demonstrate a physically active life-style (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.				

			PERFORMANCE STANDARDS	
COMMON CURRICULUM GOALS	CONTENT STANDARDS	CIM/GRADE 10 BENCHMARK	STATE TESTS MEET EXCEED	CLASSROOM ASSESSMENTS MEET EXCEED
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, relationships to, and impacts on other disciplines.

			PERFORMANCE STANDARDS	
COMMON CURRICULUM GOALS	CONTENT STANDARDS	CIM/GRADE 10 BENCHMARK	STATE TESTS MEET EXCEED	CLASSROOM ASSESSMENTS MEET EXCEED
Understand the nature and evolution of technology. Design and develop new technology capable of solving problems and meeting needs. Assess the impacts and consequences of technology. Understand the contextual relationships between technology and other disciplines.	School districts may establish their own content standards in technology, if they so choose.	School districts may establish their own benchmarks in technology, if they so choose.	There will be no state test in technology.	School districts may establish their own performance standards in technology, if they so choose.

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

			PERFORMANCE STANDARDS	
COMMON CURRICULUM GOALS	CONTENT STANDARDS	CIM/GRADE 10 BENCHMARK	STATE TESTS MEET EXCEED	CLASSROOM ASSESSMENTS MEET EXCEED
Utilize a variety of technological systems. Determine the controlling behavior of technological systems (e.g., diagnostics). Adapt technological concepts and processes to biological, informational, and physical systems to form new technologies and solve practical problems.	School districts may establish their own content standards in technology, if they so choose.	School districts may establish their own benchmarks in technology, if they so choose.	There will be no state test in technology.	School districts may establish their own performance standards in technology, if they so choose.

GRADES 11–12

By early September, the Oregon Department of Education will mail to all school buildings and districts a second draft of the grade 12 academic content and career-related learning standards for the Certificate of Advanced Mastery. We would like your feedback on these draft grade 12 standards. Please review them and send us your input.

If you do not receive a copy of the grade 12 standards by early September and would like one, please contact Barbara Slimak at (503) 378-3310 ext. 485 (or e-mail barbara.slimak@state.or.us).

For more information about the Certificate of Advanced Mastery, contact Theresa Levy at (503) 378-3584 ext. 352 (or e-mail theresa.levy@state.or.us).

UNDER REVIEW

The curriculum areas of:

- Career and Life Role Education; and
- Cultural Education

currently are under review by the Oregon Department of Education and the State Board of Education.

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ESSENTIAL LEARNING SKILLS

The Common Curriculum Goals contain the academic content standards; Common Curriculum Goals in health, physical education, technology and other areas; and Essential Learning Skills. The nine Essential Learning Skills are divided into two groups: those the state assesses; and those that districts offer as opportunities for students to demonstrate their skills.

■ Assessed in statewide tests:

- Read
- Write
- Problem solve
- Communicate

■ District opportunities:

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

RESOURCES

The following documents are available now from the Oregon Department of Education to help schools and districts develop their improvement plans and implement the Certificates of Initial and Advanced Mastery.

Document	Contact
By Grade Level Common Curriculum Goals, K–5 August 1996	Barbara Slimak (503) 378-3310 ext. 485
By Grade Level Common Curriculum Goals, 6–8 August 1996	Barbara Slimak (503) 378-3310 ext. 485
By Grade Level Common Curriculum Goals, 9–10 August 1996	Barbara Slimak (503) 378-3310 ext. 485
Scoring guides: writing, speaking and mathematics	Cindy Barrick (503) 378-5585 ext. 271
Student work samples at grades 3, 5, 8 and 10: writing and speaking	Cindy Barrick (503) 378-5585 ext. 271
Guidelines for Developing Consolidated District Improvement Plan (Due June 30, 1997)	Kelvin Webster (503) 378-8004 ext. 262

In the 1996-97 school year, the Department is planning to develop:

- Domain specifications defining content to be assessed: writing, speaking and mathematics
- Student work samples at grades 3, 5, 8 and 10: reading, literature and mathematics
- Scoring guides and sample performance tasks: reading, literature and science

In the 1997-98 school year, the Department is planning to develop:

- Student work samples at grades 3, 5, 8 and 10: science
- Scoring guides: social sciences

In the 1998-99 school year, the Department is planning to develop:

- Student work samples at grades 3, 5, 8 and 10: social sciences

FOR MORE INFORMATION . . .

For more information about the items described in this document, please contact the following people at the Oregon Department of Education.

Common Curriculum Goals, Content Standards & School Improvement

Department staff provide regional workshops, trainings, presentations and other technical assistance related to the Common Curriculum Goals, content standards and other school improvement issues. For more information, contact the following specialists listed below at (503) 378-8004:

County	Contact
Baker, Grant, Harney, Malheur, Morrow, Umatilla, Union, Wallowa	Kelvin Webster, ext. 262 Marilyn Husser, ext. 250
Benton, Lincoln, Linn	Randy Harnisch, ext. 222
Clackamas, Gilliam, Hood River, Multnomah, Sherman, Wasco, Wheeler	Mary Jean Katz, ext. 232 Kit Peixotto, ext. 248
Clatsop, Columbia, Tillamook, Washington	Rex Crouse, ext. 261
Coos, Curry, Douglas, Lane	Ray Lindley, ext. 258
Crook, Deschutes, Jefferson, Lake	Amy Alday-Murray, ext. 231
Jackson, Josephine, Klamath	Wanda Monthey, ext. 257 Joanne Flint, ext. 259
Marion, Polk, Yamhill	Dawn Billings, ext. 288

Performance Standards

For questions about:

- English assessments (reading/literature, writing and speaking), contact Barbara Wolfe, (503) 378-5585 ext. 223 or Wayne Neuburger, (503) 378-5585 ext. 253
- Mathematics assessments, contact Cathy Brown, (503) 378-5585 ext. 297
- Other assessment issues, contact Wayne Neuburger, (503) 378-5585 ext. 253

Certificate of Advanced Mastery

For more information about the Certificate of Advanced Mastery, contact Theresa Levy, (503) 378-3584 ext. 352.

Oregon Educational Act for the 21st Century

For more information about Oregon's Educational Act for the 21st Century, contact Tanya Gross, (503) 378-8004 ext. 287.

Extra Copies of this Document

Please copy and share this document with parents, teachers, administrators and any other interested people. A limited number of additional free copies are available from Barbara Slimak, (503) 378-3310 ext. 485.

E-mail

You can e-mail anyone in the Department by using the following syntax:

firstname.lastname@state.or.us

For more information...

Call, write or fax us:

Oregon Department of Education
255 Capitol Street NE
Salem, OR 97310-0203

Phone (503) 378-3573
Fax (503) 373-7968

COMMENTS

Simply clip, fold and stamp this self-mailer.

The Oregon Department of Education produced two versions of the Common Curriculum Goals this year. An earlier version grouped the Common Curriculum Goals by content area: English, mathematics, science, etc. This version groups the goals by grade level: K–5, 6–8 and 9–12. We would like your comments on what format is easier to read, understand and use.

☐ It is most useful to me to group the Common Curriculum Goals by content area.

☐ It is most useful to me to group the Common Curriculum Goals by grade level.

☐ It is most useful to me to group the Common Curriculum Goals by _____

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It would be useful to me if this document also contained the following information: _____

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Please make any other comments about format or information in this document. _____

_____

_____

_____

Optional information: *Name* _____

Address _____

Phone _____

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123

TANYA GROSS
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U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)

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