

Subject Area Endorsement Resource Manual



Current information is on the web at www.ode.state.or.us, search for "Subject Area Endorsements"

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SECTION I

OVERVIEW

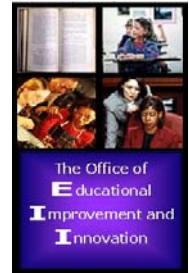


Academic Content Standards and Standards-Based Education





Academic Content Standards and Standards-Based Education



Oregon Department of Education
Office of Educational Improvement & Innovation

www.ode.state.or.us
April 18, 2005

Academic Content Standards

Academic Content Standards are statements of what students are expected to know and be able to do at specified grade levels. A classic example is the federal government's expectation that all children will read at grade level by grade 3. Standards serve several important functions and roles.

- **What to Teach**

Standards serve as beginning points for teachers when they make decisions about what to teach.

- **Increased Achievement**

Standards focus on essential concepts, knowledge, skills and behaviors necessary for students to succeed in the 21st Century. As such, they are designed to increase achievement, a major reform goal.

- **Meeting Needs of Low Achieving Students**

Because standards make it clear what all students should learn and each school's responsibility in that effort, they can be used as a means of preventing school failure and dropout.

- **Increased Accountability**

As standards become the basis for teaching and testing, schools are evaluated and rewarded on how well students perform on local and state tests.

- **Increased State and Federal Responsibility**

Constitutionally, education is a state responsibility. Historically and traditionally, states have delegated much of the responsibility for education to local school districts. With standards, the state now plays a much more prominent role in educational affairs.

Standards-Based Education

Standards-based education is the process of basic teaching, learning and assessment that focuses on national, state and local educational standards.

Information from Morrison, G.S. (2004) *Teaching in America*. Boston: Allyn & Bacon.

Academic Standards Review of the History The Oregon Content Standards in the Social Sciences, the Arts, Second Language, Physical Education and Health Education

Office of Educational Improvement and Innovation

January 20, 2005

- 1983 *A Nation at Risk* (from the National Commission on Excellence in Education) warns that the skills and knowledge of the U.S. workforce would have to improve dramatically in order for the nation to remain internationally competitive.
- 1984 **State Board of Education** adopts the Oregon Action Plan for Excellence and embarked on a curriculum improvement project to define the goals of education for all public school students in Oregon, these goals were called *common curriculum goals*.
- 1989 *Progress of Education in the United States of America: 1984 Through 1989* and the *National Education Summit* results in six National Education Goals to guide Federal, State, and local authorities in devising plans for the overall improvement of the education including academic standards.
- 1990 **State Board of Education** adopts **Common Curriculum Goals** (CCGs) for social sciences, the arts, second language, physical education and health education. Common Curriculum Goals were defined as the learning skills and knowledge students are expected to possess as a result of their schooling experience; **local districts are responsible for organizing** the curriculum and delivering instruction to achieve these Goals.
- 1991 Oregon's Educational Act for the 21st Century is signed into law to ensure that the education would be more rigorous and relevant to prepare students for the 21st century.
- 1994 **State Board of Education** adopted a list of **Curriculum Content** that all districts in Oregon **must teach** including social sciences, the arts, and second language.
- 1996 **State Board of Education** adopted **Content Standards** (i.e., portion of the CCGs related to statewide assessment and the Certificate of Mastery(CAM)) and **Benchmark Standards** (i.e., portion of the content standards to be assessed statewide at a particular grade level) for social sciences, the arts and second language. The implementation schedules were published for social sciences (2000-01), the arts (2001-02) and second language (2002-03).
- 1999 Oregon's Educational Act for the 21st Century was amended through HB 3307 requiring physical education as a content area with content standards and benchmark standards. The implementation was scheduled for school year 2003-2004.
- 2003 Oregon's Educational Act for the 21st Century was amended through HB 2744 requiring that 1) health would be a content area with content standards and performance standards, 2) the state establish a timeline to define and implement **state performance requirements** (i.e., describe the performance expected of students to meet or exceed the state content standards for a Subject Endorsement, and 3) local districts to award endorsements to the Certificate of Initial Mastery.

REFERENCES CITED

- A Nation at Risk. National Commission on Excellence in Education, 1983.
- Progress of Education in the United States of America: 1984 Through 1989. United States Department of Education, 1989.

**Revision and Adoption Schedules for
Oregon's Academic Content Standards and Instructional Materials**
(Draft Internal Review, May 6, 2005)

Oregon Academic Standards Content Area	Most Recent Standards Adoption Date (by State Board of Education)	Anticipated Review and Revision Dates State Board Adoption (April)	Instructional Materials Adoption Schedule	
			Cycle 1 Adoption*	Cycle 2 Adoption*
English/ Language Arts	K-3 June 2002 4-8 and CIM January 2003	2008	1999	2006
Mathematics	April 2002	2007	2002	2009
Science	April 2001	2006	2001	2010
Social Sciences	April 2001	2006	2004	2011
The Arts	October 2004	2009	2005	2012
Second Language	March 2002 (refined)	2005	2003	2008
Physical Education	September 2001	2007	N/A	2007
Health Education	February 2005	2013	2000	2007
English Language Proficiency	June 2004	2013	N/A	2006

* Materials are in the classroom the following year.

Subject Area Endorsements Overview

Subject Area Endorsements Background Information

June 2005

DEFINITIONS

- A **subject area endorsement** is an award earned by students who have met or exceeded state performance standards in *social sciences* and performance requirements in *the arts, second language, physical education, and/or health education* and, in addition, have met or exceeded the state performance standards in English/language arts, mathematics and science (Certificate of Initial Mastery). Districts may choose to offer a subject area endorsement in one or more designated subject areas.
- A **performance requirement** is a description of
 - a) What the student needs to do. (e.g., the type of activity, task, assessment, classroom work samples).
 - b) How well the student needs to perform on the required task. (e.g., against which standards the student is to be measured, a score on an assessment that meets the "textual description" of the requirement).
- A **performance standard** defines how well students must perform on classroom assessments and state assessments leading to the Certificate of Initial Mastery, *or, in the case of the social sciences, the Subject Area Endorsement*. Performance standards are composed of two elements: the number, type and minimum scores required on classroom assessments; and the minimum scores required on state assessments.
- A **field test** is an event where the product developed is used to sort out what works and what needs to be improved.
- The **subject area endorsement field-test period** is the time when draft performance requirements and sample scoring guides and assessments are used and evaluated by teachers in the areas of *the arts, second language, physical education, and health education*.

Field testing for social sciences has already been completed. When school districts offer a social sciences subject area endorsement, they will use State approved performance standards based on the State Assessment in social sciences. Social sciences standards were adopted by the State Board in December 2003. Social sciences work samples will be required by May 2006 using the Social Science Analysis State Scoring Guide.

CURRENT RELEVANT STATUTES

ORS 329.045 (3) Each Oregon School District must offer *instruction* in the academic content standards in *English, mathematics, science, history, geography, economics, civics, the arts, second language, physical education, and health*.

ORS 329.485 (b) The Department of Education shall develop the statewide assessment system in mathematics, science, English, *history, geography, economics and civics*.


ORS 329.447 Diploma; certificates; career endorsements; subject area endorsements.

(1)(b) Certificate of Initial Mastery, to be conferred upon all students meeting state and local standards and requirements for the Certificate of Initial Mastery in particular subjects pursuant to ORS 329.465.

(2) In addition to the diploma, certificates and career endorsements required by subsection (1) of this section, school districts **may** offer Subject Area Endorsements, to be conferred upon all students meeting state and local standards and requirements for a subject area endorsement pursuant to ORS 329.465. [1995 c.660 §25; 2003 c.303 §7].

OTHER INFORMATION

- Prior to June 2003, school districts were required to have local performance standards in *the arts and second language*. School districts **may** award endorsements in *the arts, second language, physical education, and health education* using local performance standards founded on the State's academic content standards until the State performance requirements are phased in. Local school districts are responsible for assessment in these subjects.

For more information on subject area endorsements, please reference the web at <http://www.ode.state.or.us/>, select  and choose the topic "subject area endorsements" or contact Margaret Bates at margaret.bates@state.or.us, or 503.378.3600, Ext. 4503.

Implementation Timeline for the Subject Area Endorsements

Approved by State Board of Education

January 20, 2005

Subject Area	Estimated Field-test Period	Performance Requirements Available from ODE to Districts by:	Subject Area Endorsements must be based on state performance requirements no later than:
Social Sciences	Scoring Guides: Mar 1, 2004 – Feb. 28, 2005. Phase-in was established June 17, 2004.	June, 2004	May 1, 2004, based on State knowledge and skills test. Work Samples will be required by May, 2006.
The Arts	May 1, 2005 – May 31, 2006	November 30, 2006	May 1, 2008*
Second Language	May 1, 2005 – May 31, 2006	November 30, 2006	May 1, 2008*
Physical Education	May 1, 2005 – May 31, 2006	November 30, 2006	May 1, 2008*
Health Education	May 1, 2005 – May 31, 2006	November 30, 2006	May 1, 2008*

* Note: Subject Area Endorsements must be based on State Performance Requirements during the 2007-2008 school year in order to meet the May 1, 2008 deadline.

STATEWIDE FEEDBACK ON SUBJECT AREA ENDORSEMENTS

2004 - 2005

189 individuals responded to a questionnaire, in face to face discussions in meetings throughout the state or in correspondence directly related to subject area endorsements. Analysis of the results drew these conclusions:

- There is support for the subject area endorsement. The support is strong among content area teachers impacted by the endorsements (i.e., social science, second language, the arts, physical education and health education teachers).
- Many districts are already dealing with performance standards and requirements in the subject area endorsement curriculums. These districts want their work to be valued.
- Respondents agree with the timelines proposed by the Oregon Department of Education to start and end the field-testing as long as a quality product is produced.
- Respondents agree with the dates proposed to have performance requirements available from the Oregon Department of Education.
- Respondents agree with the dates proposed by the Oregon Department of Education when subject area endorsements must be based on State performance requirements.
- With the acceptance of the timelines comes the caveat that it is much better to slow down and move the timelines back rather than do an inadequate job and risk building cynicism among educators.
- Schools and districts are feeling pressure to do well in all aspects of their curriculum and instruction but cannot meet new requirements adequately until the current ones on their plate are taken care of.
- Regardless of when and how, the implementation of the subject area endorsements requires a strong collaboration between all parties. Schools, districts, the Education Service Districts, and the Oregon Department of Education must pool resources. Clear leadership must come from ODE to avoid redundancy, misdirected effort, and wasted manpower and emotional investment.
- Superintendents and district personnel responsible for the implementation of subject area endorsements want to retain control of how and when subject area endorsements are put in place. Therefore, they strongly believe the language of the law should retain the "MAY" provision and not be made a "shall".

SUBJECT AREA ENDORSEMENTS

COMMONALITIES AND DIFFERENCES Between Social Sciences, the Arts, Health Education, Physical Education and Second Language

Commonalities	Differences
A choice in district participation	<ul style="list-style-type: none"> Participation is different depending on district interest/resources.
Timeline for implementation	<ul style="list-style-type: none"> Social sciences already have State performance standards and supporting materials in place while the other subject areas are just developing their performance requirements.
Content standards	<ul style="list-style-type: none"> Age of content standards and revision cycle are different (see revision schedule, page 3). Curricula (scope, constructive nature of knowledge vs. skills) varies in each subject area.
Content panels	<ul style="list-style-type: none"> There are variations in experience of teachers and time the state content panels have been in existence.
Performance requirement document includes:	<ul style="list-style-type: none"> Social sciences have <u>performance standards</u> that are used as performance requirements for the subject area endorsement. The other subject areas have performance requirements.
<ul style="list-style-type: none"> what is assessed 	<ul style="list-style-type: none"> Content assessed varies with different subject areas.
<ul style="list-style-type: none"> performance levels required 	<ul style="list-style-type: none"> Performance requirements vary with different subject areas.
<ul style="list-style-type: none"> student work 	<ul style="list-style-type: none"> Types of student work and requirements vary. Social sciences work samples will be required in 2006. Work samples in other subject areas are required by 2008.
<ul style="list-style-type: none"> assessment tool(s) 	<ul style="list-style-type: none"> Social sciences must use statewide assessment instruments. For the other endorsement areas, districts use their own assessment tools and scoring guides or sample scoring provided by ODE.
Field testing	<ul style="list-style-type: none"> Social sciences has already completed initial field testing and will continue field testing within their operational testing program. In the other endorsement areas, field testing is only being done to determine the feasibility of the performance requirements.
Expectations	<ul style="list-style-type: none"> Expectations vary according to the current progress of each subject area.





SECTION II

GUIDELINES AND FORMS



Subject Area Endorsement Work Sample Guidelines

Collecting Work Samples

Q1: What does the state say regarding the collection of work samples for the subject area endorsement areas?

A1: Number and types of work samples are specified in the performance requirements or, in the case of social sciences, the Board of Education-adopted performance standards.

Q2: Must all work samples be completed in a classroom situation under direct teacher supervision?

A2: Districts have the flexibility to set guidelines on how work samples are collected which would include procedures to ensure that final products reflect a student's own work. "On-demand" assessments, completed in class under a teacher's supervision, are one way to make this assurance. However, longer projects, such as research papers, statistical experiments, or speaking presentations, may require allowing work outside of class where additional evidence may be needed (e.g., note cards, outlines, data collection, presentations) to verify that the finished product is the student's own work.

Q3: To what extent can work samples be a product of group work?

A3: Although individual products may grow out of preliminary group work, the work sample is a means for students to demonstrate they can independently apply their learning. Work samples should represent the individual's own work, completed at a certain point in time and are scored by scoring guides. An official State scoring guide is used for social sciences. **Sample** scoring guides* are available for the other endorsement areas (the arts, second language, physical education and health education).

Q4: To what extent can peer responses and editing be used as part of collecting work samples?

A4: While peer editing can be a valuable instructional tool, use of peer feedback during the collection of work samples should be approached with caution. Unrestricted peer editing has the potential of invalidating the sample as the student's own original work.

*Not an official ODE/State approved scoring guide

Q5: How much teacher coaching/feedback is allowed as students are completing work samples?

A5: An underlying premise of work samples is that they are completed independently after students have been given sufficient instruction to prepare them for a more formal assessment. Given that work samples should reflect a student's own work, districts should help teachers understand the difference between providing needed clarification as opposed to inappropriate assistance which could lead to an invalid representation of what a student can independently accomplish. Providing scores is appropriate feedback, but a specific suggestion is not appropriate (e.g., "another cause that should be considered in your work is...").

Q6: May students revise work samples that do not quite meet the performance requirements or standards and submit them for re-scoring?

A6: Districts may adopt policies to allow students to be given opportunities to revise their work, especially when a sample is close to meeting performance requirements or standards. As long as the work remains the product of the student's efforts, revision is a reasonable alternative to starting over again, particularly on longer projects. It would not be appropriate for the teacher to give a lesson, or other direct input, specifically addressing issues the student encounters while completing or revising a work sample. At the completion of the revision cycle, the teacher should be able to verify that, to the best of his or her knowledge, the sample is the student's own work.

Scoring Work Samples

Q7: How are work samples scored?

A7: For social sciences, an official State scoring guide is used. This scoring guide is specifically designed for the core process being assessed in each dimension where performance standards indicate there is a minimum score to meet a standard. Individuals (usually and preferably teachers) participating in scoring need to be trained in the use of the Social Science Analysis Scoring Guide.

In the other endorsement areas (the arts, second language, physical education and health education), **sample** scoring guides* are available to use as is – or districts may develop their own. These scoring guides are designed to determine whether a student has met the performance requirements (textual descriptions) in the core processes being assessed. Individuals (usually and preferably teachers) participating in scoring need to be trained for the scoring guide they will be using to score work samples.

*Not an official ODE/State approved scoring guide

Q8: Do work samples need to be scored by more than one rater?

A8: Although not required, scores are more reliable if a percentage of work samples are scored by at least two trained raters who can compare notes and resolve differences. (In social sciences, “anchor” papers are available as a resource.) Such cases of “multiple” scoring are done to increase reliability and are implemented at the district’s discretion rather than being a state requirement.

Managing The Work Sample Results

Q9: How are work sample results managed?

A9: Districts are responsible for awarding subject area endorsements. One aspect of the award process is tracking student progress toward meeting performance requirements on work samples.

Q10: What physical evidence must be kept by school districts to document work sample scores? How long must the actual work samples be kept?

A10: School districts are only required to record and keep work sample scores. They may set district policy to either retain work samples for a set time or return samples to students after scores have been entered in the school’s/district’s record-keeping system. Records relating to subject area endorsement achievement should be kept through the time a student exits the public school system.

Q11: How can we gain access to work samples of students who move into our district?

A11: Contact the district from which the student came. Districts may be able to provide a summary of evidence of students’ work samples performance and others may provide electronic evidence.



Forms



Student Permission Form
Oregon Department of Education, Office of Educational Improvement and Innovation

Permission Form for Releasing Student Work- Grades 9-12 in

☐ The Arts ☐ Health Education ☐ Physical Education ☐ Second Language ☐ Social Sciences

Dear Parent or Guardian,

During this school year your child participated in classroom activities which produced work in various subject areas. This work may have taken the form of written or oral assessments, work samples, projects, videotaped presentations, or speeches. The activities your child participated in are designed to measure student progress toward academic standards in Oregon in the areas of The Arts, Health, Physical Education, Second Language and/or Social Sciences.

This form is to ask permission to use your child's work in materials that inform teachers and the public about these academic standards. Only a small sample of work will be selected for this purpose.

If your child's work is selected for inclusion, it will be carefully examined to remove names and any other personally identifying information. We are strictly interested in the academic work your child did and we do not ask questions related to anything else.

Please sign below and have your child return this form to his/her teacher.

Please check the appropriate space:

☐ I give permission for _____'s (print student's name) work to be included in materials (print, photographic, video, or prepared for the internet) with the understanding that the name of my child, the teacher, school and town will not be included on any material.

OR

☐ I give permission for _____'s (print student's name) work to be included only in printed materials, with the understanding that the name of my child, the teacher, school and town will not be included on any written material.

OR

☐ **I do not** give permission for _____'s (print student's name) work to be duplicated for any purpose.

My permission is effective until such date as I may revoke my permission in writing to, Carol Devore, Educational Improvement and Innovation, Oregon Department of Education, 255 Capitol Street, NE, Salem, OR 97310. I understand that revocation of my permission will apply to subsequent copies of the material and not to copies already published and distributed.

Signature: _____

Parent/Guardian's Name: _____

(Please print)

Relationship to Child: _____ Date: _____

(Teacher- mail completed forms to: Carol Devore, Educational Improvement and Innovation, Oregon Department of Education, 255 Capitol Street, NE, Salem, OR 97310)

INSTRUCTIONAL CONTEXT FOR STUDENT WORK SAMPLE SUBMISSIONS

Few student work samples are totally self-explanatory, independent of some understanding of the instructional context. A picture of the classroom experiences that lead to the production of a work sample will provide information necessary for scoring and interpreting field test data.

For each set of student work samples please provide the following:

Briefly describe the instruction that leads up to the students producing the work sample. Specifically explain student background knowledge.

What was the prompt to which the students are responding (*you may attach a copy of your lesson if you prefer*)? What particular question are they addressing?

What specific assistance did the teacher provide for students (*e.g., data table, data format, or feedback for drafts*)?

DRAFT

SUBJECT AREA ENDORSEMENT ASSESSMENT FIELD TEST DATA COLLECTION

DRAFT

CONTENT AREA: _____ DATE: _____

TEACHER: _____ SCHOOL/COURSE: _____

ASSESSED ACTIVITY TITLE: _____

BRIEF ACTIVITY DESCRIPTION: _____

STUDENT I.D. CODE		SCORED TRAIT #1	SCORED TRAIT #2	SCORED TRAIT #3	SCORED TRAIT #4	SCORED TRAIT #5	SCORED TRAIT #6

TRAIT STANDARD
MET STANDARD
% MET STANDARD

NOTES:

DRAFT

DRAFT



SECTION III

SUBJECT AREA DOCUMENTS

SOCIAL SCIENCES





Oregon Department of Education Office of Educational Improvement and Innovation

Social Sciences Education Standards, Effective Practices and Requirements

Education Specialist Contact:

Andrea Morgan

503-378-3600 Ext. 2289

andrea.morgan@state.or.us

Standards and Assessment

The Oregon Social Sciences Standards review process began in October 1999 when the State Board of Education directed the creation of a Strategic Plan. The Social Sciences Strategic Plan was adopted by the State Board of Education in April 2000. The Social Sciences Academic Content Standards were adopted a year later in April 2001. The Performance Standards for the Oregon State Assessment Test (Knowledge and Skills Test) in Social Sciences were adopted in December 2003. The Social Sciences Work Sample Performance Standards and Implementation Schedule was adopted in June 2004, with the Social Sciences Analysis Scoring Guide available for field testing in the Fall of 2004.

Effective Practices

What works in Social Sciences Education?

- Foster individual and cultural identity along with understanding of the forces that hold society together or pull it apart;
- Provide a comprehensive curriculum that delivers instruction in Civics, Economics, Geography, History, and integrates their instruction to provide context for students;
- Include observation of and participation in the school and community;
- Address critical issues and the world as it is;
- Prepare students to make decisions based on democratic principles and
- Lead to citizen participation in public affairs.
- Include consideration of the ethical dimensions of topics and address controversial issues, providing an arena for reflective development of concern for the common good and application of social values.

- Become aware of the values, complexities, and dilemmas involved in an issue; consider the costs and benefits to various groups embedded in potential courses of action; and develop well-reasoned positions consistent with basic democratic social and political values.
- Encourage recognition of opposing points of view, respect for well-supported positions, sensitivity to cultural similarities and differences, and a commitment to social responsibility.
- Show interest in and respect for students' thinking, and demand well-reasoned arguments rather than opinions voiced without adequate thought or commitment.
- Emphasize authentic activities that call for real-life applications using the skills and content of the field.
- Focus students' attention on the most important ideas embedded in what they are learning rather than on minutiae using meaningful learning activities and assessment strategies.

National Council for the Social Studies. (1994). *Expectations of Excellence: Curriculum Standards for the Social Studies*. Silver Springs, MD:National Council for the Social Studies.

State Requirements

- ORS 329.045 (3) "School districts and public charter schools shall offer students instruction in...history, geography, economics, civics,...that meets the academic content standards..."
- ORS 329.465 (6) "...the state board shall adopt requirements for Certificate of Initial Mastery subject area endorsements in history, geography, economics, civics,..."
- ORS 329.492 Oregon Studies; academic content standards
- ORS 336.023 History of Oregon Statehood Week.
- ORS 336.025 Women in History Week.
- ORS 336.057 Courses in Constitution and history of United States.
- ORS 336.088 Conflict resolution program; adoption discretionary.
- ORS 336.116 Unit of instruction on Irish Famine; model curriculum.
- OAR 581-022-1130 Three credits of Social Sciences (including history, civics, geography and economics (including personal finance)) is required at the high school level for a high school diploma.
- OAR 581-022-1210 (1) "Each school district shall provide a planned K-12 instructional program."
- OAR 581-022-1210 (2) "The planned K-12 instructional program shall include the following: (a) Common Curriculum Goals and academic content standards to include:...(D) Social Science (including history, geography, economics and civics);..."

SOCIAL SCIENCES

Adopted April 2001

Student accountability for these content standards began
in 2003-04 for Social Sciences Subject Area Endorsement.

Social Sciences Content Standards

The study of the social sciences (civics, economics, geography, and history) 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.

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

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
Understand the origins, purposes, and functions of U.S. government, including the structure and meaning of the U.S. Constitution.	Understand the purposes of government and the basic constitutional principles of the United States republican form of government.	Identify essential ideas and values expressed in national symbols, heroes, and patriotic songs of the United States.	Identify essential ideas of our republican form of government as expressed in the Declaration of Independence and the Constitution. <i>Know the concept of "rule of law."</i>	Understand the purposes of government as stated in the Constitution and the specific provisions that limit the power of government in order to protect the rights of individuals. <i>Distinguish the purposes of government as stated in the Preamble.</i> <i>Understand how the power of government is limited in the United States.</i> <i>Recognize the provisions of the Bill of Rights (Amendments 1-10) that protect individual rights.</i>	Understand the purpose of laws and government, provisions to limit power, and the ability to meet changing needs as essential ideas of the Constitution. <i>Understand the "supremacy clause" of the U.S. Constitution as a means of resolving conflicts between state and federal law.</i> <i>Understand the concept of judicial review as a means of resolving conflict over the interpretation of the Constitution and the</i>	Understand the philosophy and principles upon which the government of the United States is based.

SOCIAL SCIENCES

Adopted April 2001

Student accountability for these content standards began
in 2003-04 for Social Sciences Subject Area Endorsement.

Social Sciences Content Standards

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
					<i>actions of government.</i> <i>Understand how to amend the U.S. Constitution and the Oregon Constitution, including how amendments may be introduced, what is required for passage, and how the process accommodates changing needs and the preservation of values and principles.</i>	
Understand the organization, responsibilities, and interrelationships of local, state, and federal governments in the United States.	Understand the responsibilities and interrelationships of local, state, and national government in the U.S.		Identify the primary functions of federal, state, and local governments. <i>Identify public safety, transportation, education, and recreation as responsibilities of</i>	Identify and distinguish how powers and responsibilities are distributed and balanced among the federal, state, and local levels. <i>Identify the power and/or responsibility of each level of government.</i> <i>Understand how laws are made and</i>	Understand the interrelationship between local, state, and federal government. <i>Understand the primary function of federal, state, and local levels of government and how the actions of one</i>	Apply understanding of the interrelationships among the structures and functions of the U.S. Constitution.

SOCIAL SCIENCES

Adopted April 2001

Student accountability for these content standards began
in 2003-04 for Social Sciences Subject Area Endorsement.

Social Sciences Content Standards

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
			<i>local governments. Know how laws are made.</i>	<i>enforced at the federal, state, and local levels.</i>	<i>influence the workings of the others. Understand how federalism creates shared and reserved powers at each level of government.</i>	
Understand the roles of the three branches of government and explain how their powers are distributed and shared.	Understand the roles and powers of the executive, legislative, and judicial branches.		Understand the roles and responsibilities of the three branches of government. <i>Name and distinguish the primary function of each branch of government at the federal and state levels.</i>	Understand the powers of each branch of government as stated in the Constitution. <i>Understand the basic idea of checks and balances of each branch of the federal government. Identify the legislative, executive, and judicial institutions at each level of government. Understand the powers and responsibilities of the executive branch of</i>	Understand how the branches of government have powers and limitations. <i>Understand how laws are developed and applied to provide order, set limits, protect basic rights, and promote the common good. Understand the process by which laws are developed at the federal level, and key differences between how laws are developed at the federal level and in</i>	

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Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
				<p><i>government.</i></p> <p><i>Understand how courts are organized by level and jurisdiction, and that law is divided into Constitutional Law, criminal law, and civil law.</i></p>	<p><i>Oregon.</i></p> <p><i>Identify and understand the powers and limits to power of the Presidency.</i></p>	
Understand personal and political rights of citizens in the United States.	Understand the roles, rights, and responsibilities of citizens in the United States.	Identify rights that people have in their communities.	<p>Identify the rights of U.S. citizens.</p> <p><i>Identify basic rights that are given to citizens of the United States.</i></p>	<p>Understand citizens' rights and how the Constitution protects those rights.</p> <p><i>Identify and understand the rights of citizens guaranteed under the Bill of Rights.</i></p>	<p>Understand the role of the courts and of the law in protecting the rights of U.S. citizens.</p> <p><i>Understand how the Bill of Rights offers protection of individual rights and how rights are limited for the benefit of the common good.</i></p> <p><i>Understand the role of due process in the protection of individuals.</i></p> <p><i>Understand how the rights of citizens have been</i></p>	Apply understanding of the U.S. government's political system and citizen responsibilities as informed, ethical participants.

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					<i>augmented by case law decisions.</i>	
Understand participatory responsibilities of citizens in the community (voluntarism) and in the political process (becoming informed about public issues and candidates, joining political parties/interest groups/associations, communicating with public officials, voting, influencing lawmaking through such processes as petitions/initiatives).	Understand the participatory obligations of U.S. citizens.	Identify ways that people can participate in their communities and the responsibilities of participation.	Understand how citizens can learn about public issues. <i>Identify and give examples of resources that provide information about public issues.</i>	Understand how citizens can make their voices heard in the political process. <i>Identify and give examples of ways that citizens can let their opinions be known in the political process.</i>	Understand the civic responsibilities of U.S. citizens and how they are met. <i>Identify the responsibilities of citizens in the United States and understand what an individual can do to meet these responsibilities.</i>	

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Understand how government is influenced and changed by support and dissent of individuals, groups, and international organizations.	Understand how individuals, groups, and international organizations influence government.		Identify and give examples of how individuals can influence the actions of government.	Identify and give examples of how groups and organizations can influence the actions of government.	Understand how government policies and decisions have been influenced and changed by individuals, groups, and international organizations.	
			<i>Identify and give examples of actions citizens can take to influence government policy and decision-making.</i>	<i>Identify and give examples of how groups and organizations can influence government policy or decisions and describe how these actions can lead to such influence.</i>	<i>Understand how U.S. political parties have influenced government policy and decisions.</i> <i>Understand the causes, course, and impact of the civil rights/equal rights movements.</i> <i>Understand the Constitutional changes that resulted from major events in the 20th century.</i>	
Understand how nations interact with each other, how events and issues in other countries can	Understand how the United States government relates and interacts with	Distinguish local and world issues.	Recognize and give examples of how nations interact with one another through trade, diplomacy,	Understand how actions of the U.S. government affect citizens of both the United States and	Understand the purposes and functions of major international organizations and the	

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affect citizens in the United States, and how actions and concepts of democracy and individual rights of the United States can affect other peoples and nations.	other nations.		cultural contacts, treaties, and agreements.	other countries.	role of the United States in them.	
			<p><i>Know how the United States makes treaties with other nations, including Indian nations.</i></p> <p><i>Know how nations demonstrate good will toward other nations in a variety of ways.</i></p>	<p><i>Know how the U.S. government affects citizens of other countries.</i></p> <p><i>Know how U.S. government actions with other nations affect citizens of the United States.</i></p>	<p><i>Understand and give examples of how international organizations influence policies or decisions.</i></p> <p><i>Understand the purposes and functions of the United Nations, and the role of the United States in the United Nations.</i></p> <p><i>Understand the purpose and function of international humanitarian agencies and special interest advocacy groups, and how the United States interacts with people in other nations</i></p>	

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Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
					<i>through these organizations.</i>	
Analyze major political systems of the world.	Understand that there are different ways for governments to be organized and to hold power.		Understand that there are different ways for governments to be organized. <i>Recognize that governments are organized in different ways.</i>	Understand various forms of government. <i>Compare and contrast various forms of government to the United States' government.</i>	Understand how various forms of government function in different situations. <i>Compare and contrast how various forms of government function in similar and different situations.</i>	
Analyze the concepts of political power, authority, conflict, and conflict management.						

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ECONOMICS: Understand economic concepts and principles and how available resources are allocated in a market economy.

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
Understand that resources are limited (e.g., scarcity).	Understand the economic concept of scarcity.	Understand that limited resources make economic choice necessary.	Understand that all economic choices have costs and benefits, and compare options in terms of costs and benefits. <i>Know that whenever a choice is made, there is a cost.</i>	Understand incentives in a market economy that influence individuals and businesses in allocating resources (time, money, labor, and natural resources). <i>Know that people respond predictably to positive and negative incentives.</i>	Understand how specialization and competition influence the allocation of resources. <i>Understand how specialization increases efficiency, potential output, and consumer well being, but may have negative side effects.</i>	Examine how a market economy functions as a system and compares with other economic systems.
Understand economic trade-offs and how choices result in both costs and benefits to individuals and society.	Understand how trade-offs and opportunity costs are decisions that can be measured in terms of costs and benefits.		Identify and give examples of the concepts of “trade-off” and “opportunity costs.” <i>Identify and give examples of consequences of</i>	Understand how trade-offs and opportunity costs can be identified and measured. <i>Know and give examples of how changes in the</i>	Understand a cost-benefit analysis of economic choices. <i>Compare and contrast the allocation of goods</i>	

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ECONOMICS, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
			<p><i>economic choices in terms of trade-off and opportunity cost.</i></p> <p><i>Understand the difference between “needs” and “wants” and their relationship to economic trade-offs.</i></p>	<p><i>economy impose costs on some and benefits on others because they arbitrarily redistribute purchasing power.</i></p> <p><i>Distinguish between “needs” and “wants” in the U.S. and other countries of the world, and the impact of the media.</i></p>	<p><i>and services in market and command economies.</i></p> <p><i>Understand how people make decisions by analyzing economic conditions and changes.</i></p>	
Understand how conditions in an economy influence and are influenced by the decisions of consumers, producers, economic institutions, and - government.	Understand the concept of supply and demand.		<p>Understand how supply and demand influence price, and how price increases or decreases influence the decisions of consumers.</p> <p><i>Understand that prices rise and fall depending on supply and demand.</i></p>	<p>Understand how price is an incentive for both buyers and producers/sellers in the marketplace.</p> <p><i>Understand how supply and demand respond predictably to changes in economic circumstances.</i></p>	<p>Understand how consumer demand and market price directly impact one another.</p> <p><i>Understand that competition among sellers leads to lower prices and impacts production.</i></p> <p><i>Understand that competition among buyers increases</i></p>	Analyze trends in economic conditions and indicators and their relationship to national and international political, social, and geographic factors.



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ECONOMICS, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
					<i>prices and allocates goods and services only to those who can afford them.</i>	
Understand economic concepts, principles, and factors affecting the allocation of available resources in an economy.	Understand and evaluate the underlying philosophies and characteristics of various economic systems, including that of the U.S. economy.			Understand how decisions regarding what to produce, how to produce, and for whom to produce are answered in various economic systems. <i>Understand how decisions about production are made in traditional, capitalist, and command economies.</i>	Evaluate different economic systems, comparing advantages and disadvantages of each. <i>Use cost-benefit analysis to compare and contrast economic systems.</i>	Analyze and evaluate economic issues, problems, and decisions at local, national, or international levels, considering economic data, concepts, and theories.
Understand the role of government and institutions (i.e., banks, labor unions) in various economic systems in an	Understand the role of government and institutions in an economy.			Understand how banks function within the economy.	Understand how government can affect the national economy through policy. Understand how	



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ECONOMICS, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
economy.					government can affect international trade through tariffs, quotas and trade agreements.	
				<i>Identify and give examples of the services of a bank, and know the role of banks in the economy.</i>	<i>Understand how government responds to problems in the economy (rapid inflation or rising unemployment) with fiscal and/or monetary policies.</i> <i>Identify and give examples of ways that the U.S. government can affect the economy through legislation or policy decisions.</i> <i>Identify tariffs, quotas, and trade agreements, and understand the consequences of their use on the economy.</i>	

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ECONOMICS, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
Understand the interdependence of the global economy and the role played by the United States.	Understand how the United States economy relates and interacts with other nations.		<p>Recognize examples of how nations interact economically.</p> <p><i>Recognize that nations interact through trade.</i></p>	<p>Identify and give examples of how the United States economy affects citizens of both the United States and other countries.</p> <p><i>Give examples of how the United States economy affects citizens of the United States.</i></p> <p><i>Give examples of how the United States economy affects citizens of other countries.</i></p>	<p>Understand the purposes and functions of major international economic organizations and the role of the United States in them.</p> <p><i>Understand the purpose and function of international economic agencies and groups and how the United States interacts with people in other nations through these groups.</i></p>	
Understand how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.	Understand the purpose and functions of money in the economy.		<p>Identify the characteristics of money and the advantages of its use over barter.</p> <p><i>Distinguish between "barter" and "money" and how</i></p>	<p>Understand the function of money.</p> <p><i>Understand how money functions as a means of exchange, a</i></p>	<p>Understand how money makes saving and borrowing easier.</p> <p><i>Understand how money functions in the banking system</i></p>	



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ECONOMICS, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
			<i>they facilitate the exchange of goods.</i>	<i>store of value, and a measure of value.</i>	<i>and as part of fiscal policy.</i>	
Apply economic concepts and principles to issues of personal finance.	Demonstrate the knowledge and skills necessary to make reasoned and responsible financial decisions as a consumer, producer, saver, and investor in a market economy.	Identify ways of making money to buy a desired product and what it will cost in time and energy for each option.	<p>Understand the processes of earning, saving, spending, budgeting, and record keeping in money management.</p> <p><i>Recognize that people earn income by exchanging their labor for wages and salaries.</i></p> <p><i>Recognize that savings are the part of income not spent on taxes or consumption.</i></p> <p><i>Recognize that spending involves exchanging money for goods or services.</i></p> <p>Recognize that a budget is a record-keeping plan for</p>	<p>Understand factors that determine personal income and predict future earnings, based on plans for education and training.</p> <p><i>Understand how a wage or salary is the price of labor, and is usually determined by the supply and demand for labor.</i></p> <p><i>Understand that people's incomes, in part, reflect choices they have made about education, training, skill development, and careers.</i></p> <p>Understand how workers can increase their productivity by improving their skills</p>	<p>Understand the potential risks and returns of various investment opportunities, including entrepreneurship, in a market economy.</p> <p><i>Identify and give examples of potential incentives and disincentives of entrepreneurship.</i></p> <p><i>Identify and give examples of potential risks and returns of economic decisions under various economic conditions.</i></p> <p><i>Understand the risks and benefits to the use of credit.</i></p>	



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ECONOMICS, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
			managing income and spending.	or by using tools and machinery.		
			<p>Understand how banks and credit unions serve savers and borrowers.</p> <p><i>Understand how interest creates incentives for borrowing and saving.</i></p>	<p>Understand different ways that people invest and save.</p> <p><i>Understand that banks and credit unions are institutions where people save money and earn interest, and where other people borrow money and pay interest.</i></p> <p><i>Understand that stocks, bonds, and other investments are ways people earn money.</i></p>		

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

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
Understand the spatial concepts of location, distance, direction, scale, movement, and region.	Understand and use spatial concepts of geography.	View and draw simple maps and pictures to locate, describe, and show movement among places.	Define basic geography vocabulary such as concepts of location, direction, distance, scale, movement, and region using appropriate words and diagrams. <i>Know and use basic map elements to answer geographic questions or display geographic information.</i>	Understand fundamental geography vocabulary such as concepts of distance, latitude, longitude, interdependence, accessibility, and connections. <i>Use maps, charts, and graphs to understand patterns of movement over time and space.</i>	Understand and use geographic information using a variety of scales, patterns of distribution, and arrangement. <i>Understand the advantages and disadvantages of using various geographic representations to depict and solve geographic problems.</i>	
Use maps and other geographic tools and technologies to acquire, process, and report information from a spatial perspective.	Locate places and understand and use geographic information or relationships by reading, interpreting, and preparing maps and other geographic representations.	Understand the purpose of maps, globes, and other geographic tools.	Examine and understand how to prepare maps, charts, and other visual representations to locate places and interpret geographic information.	Read, interpret, and understand how to construct geographic representations to analyze information, understand spatial relationships, and compare places.	Interpret and evaluate information using complex geographic representations.	Use, analyze, and design geographic representations to interpret and evaluate information and support conclusions.

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GEOGRAPHY, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
			<i>Use maps and charts to interpret geographic information.</i> <i>Use other visual representations to locate, identify, and distinguish physical and human features of places and regions.</i>	<i>Use maps, charts, graphs, and photographs to analyze spatial distributions and patterns.</i>	<i>Use a variety of geographic representations to analyze information and draw conclusions about geographic issues.</i>	
Locate major physical and human (cultural) features of the Earth.	Locate major physical and human features of the Earth.	Identify major physical features and describe how they are represented on maps, globes, and other tools.	Locate and identify on maps the continents of the world, the 50 states of the United States, and the major physical features of Oregon.	Locate and identify on maps and globes the regions of the world and their prominent physical features.	Locate and identify places, regions, and geographic features that have played prominent roles in historical or contemporary issues and events.	
			<i>Identify the names of the continents and their relative size, shape, and location.</i> <i>Identify the names of the fifty states and their location relative to other states.</i>	<i>Identify the location of major mountain ranges, deserts, rivers, cultural regions and countries in the world.</i>	<i>Locate, identify, and explain changes in countries over time.</i> <i>Locate and identify places and regions most prominent in contemporary events in Oregon, the United States, and the world.</i>	

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GEOGRAPHY, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
			<i>Locate, identify, and know the significance of major mountains, rivers, and land regions of Oregon.</i>			
Compare and analyze physical (e.g., landforms, vegetation, wildlife, climate, and natural hazards) and human (e.g., population, land use, language, and religion) characteristics of places and regions.	Identify and analyze physical and human characteristics of places and regions, the processes that have shaped them, and their geographic significance.	Identify physical characteristics of places and compare them.	<p>Identify physical and human characteristics of regions in the United States and the processes that have shaped them.</p> <p><i>Identify and locate major landforms, bodies of water, vegetation, and climate found in regions of the United States.</i></p> <p><i>Identify the type of economic activity, population distribution, and</i></p>	<p>Identify and compare physical and human characteristics of major regions and significant places in the world.</p> <p><i>Locate and identify population centers and geographic reasons for their locations.</i></p> <p><i>Identify, locate, and compare the cultural characteristics of places and regions.</i></p> <p><i>Recognize relationships</i></p>	<p>Analyze changes in the physical and human characteristics of places and regions, and the effects of technology, migration, and urbanization on them.</p> <p><i>Apply geographic tools to identify change in a place over time, and to infer reasons for the change.</i></p>	Analyze interrelationships among the characteristics of places and the physical, social, cultural, economic, or technological processes that shape them.

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GEOGRAPHY, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
			<i>cities found in regions of the United States.</i>	<i>between the physical and cultural characteristics of a place or region.</i>		
Understand why places and regions are important to human identity and serve as symbols to unify or fragment society.						
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 distribution and movement of people, ideas, and products.		Identify patterns of migration and cultural interaction in the United States. <i>Understand how physical geography affects the routes, flow, and destinations of</i>	Identify and understand worldwide patterns of population distribution, migration, and cultural diffusion and interactions. <i>Identify patterns of population distribution and infer causes.</i>	Understand how worldwide transportation and communication patterns have affected the flow and interactions of people, ideas, and products. <i>Understand how transportation and communication systems of the present compare to</i>	Analyze processes of human and cultural distribution, migration, acculturation, interaction, assimilation or conflict.



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GEOGRAPHY, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
			<i>migration. Explain how migrations affect the culture of emigrants and native populations.</i>	<i>Recognize and identify patterns of migration streams in U.S. history. Understand how migration streams affect the spread of cultural traits.</i>	<i>those of the past, and how this changes perceptions of space and time. Understand how communication and transportation technologies contribute to trade and cultural convergence.</i>	
Understand economic, cultural, and environmental factors that influence changes in population, and evaluate the consequences of the resulting increases or decreases in population.	Understand, analyze and evaluate the consequences of population changes resulting from economic, cultural, or environmental factors.		Identify and give examples of issues related to population increases and decreases.	Identify economic, cultural, and environmental factors that affect population, and predict how the population would change as a result.	Analyze and evaluate the impact of economic, cultural or environmental factors that result in changes to population of cities, countries, or regions.	
			<i>Identify and give examples of positive and negative impacts of population increases or</i>	<i>Identify and give examples of economic, cultural, and environmental factors that influence</i>	<i>Evaluate the consequences of economic, cultural, or environmental changes on a given</i>	



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GEOGRAPHY, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
			<i>decreases.</i>	<i>population.</i> <i>Predict the affect of a given economic, cultural, or environmental change on a population.</i>	<i>population.</i>	
Understand how people and the environment are interrelated.	Understand how humans affect the physical environment.	Understand how peoples' lives are affected by the physical environment.	Understand how physical environments are affected by human activities. <i>Understand how and why people alter the physical environment.</i> <i>Describe how human activity can impact the environment.</i>	Understand how human modification of the physical environment in a place affects both that place and other places. <i>Understand how the process of urbanization affects the physical environment of a place, the cultural characteristics of a place, and the physical and human characteristics of the surrounding region.</i> <i>Understand how clearing vegetation affects the physical</i>	Understand human modifications of the physical environment and analyze their global impacts and consequences for human activity. <i>Distinguish between renewable resources and non-renewable resources and the global consequences of mismanagement.</i> <i>Identify and understand different methods of extracting and using resources, and analyze and compare the affect on the environment.</i>	Analyze issues, events, phenomena, or problems in terms of the interaction and interdependence of physical and human systems.



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GEOGRAPHY, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
				<i>environment of a place and other places.</i>		
	Understand how physical characteristics in the environment and changes in the environment affect human activities.		<p>Understand how human activities are affected by the physical environment.</p> <p><i>Identify constraints on human activity caused by the physical environment.</i></p> <p><i>Understand how the physical environment presents opportunities for economic and recreational activity.</i></p>	<p>Understand how changes in a physical environment affect human activity.</p> <p><i>Understand how changes in the physical environment can increase or diminish capacity to support human activity.</i></p> <p><i>Understand how climatic events or climate change affect human activity.</i></p> <p><i>Predict how changes in an ecosystem (not caused by human activity) might influence human activity.</i></p>	<p>Identify and give examples of changes in a physical environment, and evaluate their impact on human activity in the environment.</p> <p><i>Identify and give examples of changes in human activity due to changes in the physical environment, and analyze the impact on both.</i></p>	



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GEOGRAPHY, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
Understand how differing points of view, self-interest, and global distribution of natural resources play a role in conflict over territory.						
Understand the geographic results of resource use and management programs and policies.						

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

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
HISTORICAL SKILLS Interpret and reconstruct chronological relationships.	Understand, represent, and interpret chronological relationships in history.	Understand calendar time sequences and chronological sequences within narratives.	Interpret data and chronological relationships presented in timelines and narratives. <i>Order events found in historical narratives.</i> <i>Calculate time and infer information from timelines.</i>	Represent and interpret data and chronological relationships from history, using timelines and narratives. <i>Identify and create chronologies of events.</i> <i>Compare and contrast historical interpretations.</i>	Reconstruct, interpret, and represent the chronology of significant events, developments, and narratives from history. <i>Reconstruct the chronological order of significant events related to historical developments.</i> <i>Interpret the relationship of events occurring over time.</i> <i>Interpret timelines, charts and graphs illustrating chronological relationships.</i>	Understand and reconstruct chronological relationships and patterns of succession and duration in human history.
Analyze cause and effect relationships, including multiple	Identify and analyze cause and effect relationships in		Identify cause and effect relationships in a sequence of events.	Distinguish between cause and effect relationships and events that happen or	Compare and contrast institutions and ideas in history, noting cause and	Analyze cause and effect relationships, multiple causation, and patterns of

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HISTORY, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
causalities.	history.			occur concurrently or sequentially.	effect relationships.	change or continuity throughout U.S. history.
Understand, recognize, and interpret change and continuity over time.	Interpret and represent chronological relationships and patterns of change and continuity over time.		Understand how history can be organized using themes, geography, or chronology.	Identify and give examples of chronological patterns and recognize them in related events over time.	Recognize and interpret continuity and/or change with respect to particular historical developments in the 20 th century.	
Identify and analyze diverse perspectives on and historical interpretation of historical issues and events.	Identify and analyze various perspectives and interpretations of historical issues and events.		Identify primary and secondary sources.	Evaluate data within the context it was created, testing its reliability, credibility, and bias.	Understand how contemporary perspectives affect historical interpretation.	
Understand relationships among events, issues, and developments in different spheres of human activity (i.e. economic, social, political, cultural).						



SOCIAL SCIENCES

Adopted April 2001

Student accountability for these content standards began
in 2003-04 for Social Sciences Subject Area Endorsement.

HISTORY, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
WORLD HISTORY Understand and interpret events, issues, and developments within and across eras of world history.	Understand the importance and lasting influence of issues, events, people, and developments in world history.			Understand the political, economic, and cultural impact, and lasting influence of early civilizations on world development. <i>Understand the major characteristics and historical influence of the early civilizations of Mesopotamia, Indus River Valley, Egypt, the Americas, Greece.</i> <i>Identify and give examples of the political, economic, and social characteristics of the Roman Republic and Empire, and how</i>	Understand the causes, characteristics, lasting influence, and impact of political, economic, and social developments in world history. <i>Understand how innovations in industry and transportation created the factory system, which led to the Industrial Revolution and transformed capitalism.</i> <i>Understand how the Agricultural Revolution contributed to and accompanied the Industrial</i>	Understand the importance and lasting influence of significant eras, cultures, developments, and ideas in human history.



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HISTORY, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
				<p><i>they are reflected in the law, government, economy and society of the United States.</i></p> <p><i>Understand the importance of the rise of Islam and its interaction with Europe.</i></p> <p><i>Understand the development of the empires and kingdoms of sub-Saharan Africa, Imperial China, and feudal Japan.</i></p> <p><i>Understand the major developments and societal impact of feudalism, the church, and the rise of cities in the European Middle Ages.</i></p> <p><i>Understand the characteristics and impact of Renaissance thinking, art, and learning.</i></p>	<p><i>Revolution.</i></p> <p><i>Understand the concepts of imperialism and nationalism.</i></p> <p><i>Understand how European colonizers interacted with indigenous populations of Africa, India, and Southeast Asia, and how the native populations responded.</i></p> <p><i>Understand the major consequences of imperialism in Asia and Africa at the turn of the century.</i></p> <p><i>Understand Japanese expansion overseas and the consequences for Japan and Asia during the 20th century.</i></p> <p><i>Understand the impact of the Chinese Revolution of 1911, and the cause of</i></p>	



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HISTORY, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
					<p><i>China's Communist Revolution in 1949.</i></p> <p><i>Identify and understand the causes and consequences of the Russian Revolution of 1917, and the impact on politics in nations around the world.</i></p> <p><i>Identify and understand the causes and consequences of the Mexican Revolution of 1911-1917.</i></p> <p><i>Identify and understand the causes of WWI and the reasons why the United States entered this war.</i></p> <p><i>Understand the character of the war on the western and eastern fronts in World War I, and how new military technology</i></p>	

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HISTORY, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
					<p><i>contributed to the scale and duration of the war.</i></p> <p><i>Understand how the terms of the Versailles Treaty and the social and economic challenges of the postwar decade set the stage for World War II.</i></p> <p><i>Understand how the United States and other nations responded to aggression in Europe and Asia during the first half of the 20th century.</i></p> <p><i>Understand isolationism and the military and economic mobilization of the United States prior to and during World War II, and its impact on American society.</i></p> <p><i>Understand the</i></p>	

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HISTORY, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
					<p><i>character of the war in Europe and the Pacific, and the role of inventions and new technology on the course of the war.</i></p> <p><i>Understand the systemic campaign of terror and persecution in Nazi Germany.</i></p> <p><i>Understand the response of the world community to the Nazis and to the Holocaust.</i></p> <p><i>Identify and understand the causes and consequences of the resistance movement in India.</i></p> <p><i>Understand the division of Europe after WWII leading to the Cold War.</i></p> <p><i>Understand the impact of the Cold War on individuals,</i></p>	



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HISTORY, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
					<i>groups, and nations. Understand the causes and impact of the Korean and Vietnam Wars.</i>	
U.S. HISTORY Understand and interpret events, issues, and developments within and across eras of U.S. history.	Understand the importance and lasting influence of individuals, issues, events, people, and developments in U.S. history.		Understand how individuals, issues, and events changed or significantly influenced the course of U.S. history from pre-history through the period of the American Revolution. <i>Identify and understand the groups living in the Western Hemisphere before European exploration, their ways of life, and the empires they developed.</i> <i>Understand the impact of early</i>	Understand how individuals, issues, and events changed or significantly influenced the course of U.S. history post American Revolution through 1900. <i>Identify and understand the issues and events that were addressed at the Constitutional Convention.</i> <i>Trace the route and understand the significance of the Lewis and Clark</i>	Understand how individuals, issues, and events changed or significantly influenced the course of U.S. history after 1900. <i>Identify and understand the effects of 19th century reform movements on American life in the early 20th century.</i> <i>Understand the concerns, successes, and limitations of Progressivism.</i>	Understand the causes, characteristics, and impact of political, economic, and social developments in U.S. history.



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HISTORY, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
			<p><i>European exploration on Native Americans and on the land.</i></p> <p><i>Understand the impact of individuals through the period of the American Revolution, on ideas, ways of life, or the course of events in U.S. history.</i></p> <p><i>Understand the colonial experience and how it led to the American Revolution.</i></p> <p><i>Identify and understand the causes, course, and impact of the American Revolution, including the roles of George Washington, Samuel Adams, and Thomas Jefferson.</i></p>	<p><i>Expedition.</i></p> <p><i>Understand the effects of 19th century westward migration, the idea of Manifest Destiny, European immigration, and rural to urban migration on indigenous populations and newcomers in the United States.</i></p> <p><i>Understand the effects of Jacksonian Democracy on political practices.</i></p> <p><i>Recognize and understand conditions of the African slave trade and experiences of enslaved African-Americans and “free Blacks” in the United States.</i></p> <p><i>Understand how the abolitionists advocated for the end of slavery and the</i></p>	<p><i>Understand how new inventions, new methods of production, and new sources of power transformed work, production, and labor in the early 20th century.</i></p> <p><i>Understand the changes in society and culture in the early 20th century.</i></p> <p><i>Understand the causes of the Great Depression and the effect of the Great Depression on the American family.</i></p> <p><i>Understand how the Franklin D. Roosevelt administration and the New Deal addressed the Great Depression, redefined the role of government, and had a profound impact on American life.</i></p>	

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HISTORY, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
				<p><i>impact of their activities.</i></p> <p><i>Understand how African-Americans dealt with the conditions of their enslavement and used religion and family to create a viable culture to cope with the effects of slavery.</i></p> <p><i>Identify and understand the events that led to the Civil War.</i></p> <p><i>Understand the political, economic, and social causes, course, and impact of the Civil War.</i></p> <p><i>Understand how Reconstruction affected the country.</i></p> <p><i>Identify and understand Constitutional changes that resulted from the Civil War</i></p>	<p><i>Understand the changes that created the economic boom after World War II.</i></p>	

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HISTORY, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
				<p><i>and Reconstruction.</i></p> <p><i>Understand the effects of Indian Wars and the opening of the West on Native American tribes.</i></p> <p><i>Understand the effects of the Irish potato famine in the mid-1800s on the U.S. society.</i></p> <p><i>Understand the motivations for territorial expansion to the Pacific Ocean/Hawaii ("Manifest Destiny").</i></p> <p><i>Understand the effect of territorial expansion on other nations and their people.</i></p>		



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HISTORY, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
STATE & LOCAL HISTORY Understand and interpret the history of the state of Oregon.	Understand and interpret events, issues, and - developments in Oregon history.		Understand how individuals changed or significantly influenced the course of Oregon state history. <i>Identify significant people in the history of Oregon from pre-history through the period of the American Revolution.</i> <i>Understand the interactions and contributions of the various people and cultures that have lived in or migrated to the area that is now Oregon from pre-history through the period of the American Revolution.</i>	Understand how various groups of people were affected by events and developments in Oregon state history. <i>Identify and understand significant events, developments, groups, and people in the history of Oregon from post-American Revolution until 1900.</i> <i>Understand the interactions and contributions of the various people and cultures that have lived in or migrated to the area that is now Oregon from post-American Revolution until 1900.</i>	Understand the causes, characteristics, and impact of political, economic, and social developments in Oregon state history. <i>Identify and understand significant events, developments, groups, and people in the history of Oregon after 1900.</i> <i>Understand the interactions and contributions of the various people and cultures that have lived in or migrated to the area that is now Oregon after 1900.</i> <i>Consider and analyze different interpretations of key events and/or issues in history from the perspective of Oregon.</i>	



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HISTORY, continued

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
Understand and interpret events, issues, and developments in the history of one's family, local community, and culture.	Understand and interpret events, issues, and developments in local history.	Understand events from local history.	Understand how individuals changed or significantly influenced the course of local history.	Understand the lasting influence of events and developments in local history.	Understand the causes, characteristics and impact, and lasting influence of political, economic, and social developments in local history.	

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

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
Define and clarify an issue so that its dimensions are well understood.	Identify, research, and clarify an event, issue, problem, or phenomenon of significance to society.	Identify an issue or problem that can be studied.	Examine an event, issue, or problem through inquiry and research.	Clarify key aspects of an event, issue, or problem through inquiry and research.	Define, research, and explain an event, issue, problem, or phenomenon and its significance to society.	Define and explain complex events, issues, problems, and phenomena (historical or contemporary) of significance to society.
Acquire and organize materials from primary and secondary sources.	Gather, use, and evaluate researched information to support analysis and conclusions.	Gather information relating to an issue or problem.	Gather, use, and document information from multiple sources (e.g. print, electronic, human, primary, secondary).	Gather, interpret, use, and document information from multiple sources, distinguishing facts from opinions and recognizing points of view.	Gather, analyze, use, and document information from various sources, distinguishing facts, opinions, inferences, biases, stereotypes, and persuasive appeals. Understand what it means to be a critical consumer of information.	Analyze, interpret, and evaluate researched information, statistics, and other data, presenting differing points of view, noting patterns, limitations, and biases.
Explain various perspectives on an event or issue and the reasoning behind them.	Understand an event, issue, problem, or phenomenon from multiple perspectives.	Identify and compare different ways of looking at an event, issue, or problem.	Identify and study two or more points of view of an event, issue, or problem.	Examine a controversial event, issue, or problem from more than one perspective.	Analyze an event, issue, problem, or phenomenon from varied or opposed perspectives or points of view.	Analyze multiple characteristics, causes, and consequences of events, issues, and phenomena at various levels, from local to international.

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM	PASS Criteria
Identify and analyze an issue.	Identify and analyze characteristics, causes, and consequences of an event, issue, problem, or phenomenon.	Identify how people or other living things might be affected by an event, issue, or problem.	Identify characteristics of an event, issue, or problem, suggesting possible causes and results.	Examine the various characteristics, causes, and effects of an event, issue, or problem.	Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short- and long-term effects.	Investigate questions and hypotheses about developments in U.S. history through historical research and social science analysis.
Select a course of action to resolve an issue.	Identify, compare, and evaluate outcomes, responses, or solutions; then reach a supported conclusion.	Identify possible options or responses; then make a choice or express an opinion.	Identify a response or solution and support why it makes sense, using support from research.	Consider two or more outcomes, responses, or solutions; identify their strengths and weaknesses; then conclude and justify which is the best.	Propose, compare, and judge multiple responses, alternatives, or solutions; then reach a defensible, supported conclusion.	Reach reasoned conclusions, acknowledging alternative interpretations and using supporting data and defensible criteria.

SUBJECT AREA ENDORSEMENT PERFORMANCE STANDARDS Social Sciences

In social sciences, students earn a Subject Area Endorsement if they meet or exceed the state performance standards on the State Knowledge and Skills Test and meet or exceed the Social Science Analysis Work Sample requirement.

State Knowledge and Skills Tests

On State Knowledge and Skills Tests, students must achieve the following scores to meet or exceed the performance standards in social sciences.

	Meet Standard	Exceed Standard
CIM	239	249
Benchmark 3 (Grade 8)	231	241
Benchmark 2 (Grade 5)	215	225

By sampling from the areas described below, state knowledge and skills tests report student scores in the following categories.

- ***Civics and Government***

Government and political systems, the Constitution, and the rights and responsibilities of citizens

- ***Economics***

Economic concepts and principles and how available resources are allocated; personal finance issues

- ***Geography***

Geographic skills and concepts to interpret contemporary and historical issues

- ***History***

Interpret and analyze events, issues and developments within and across eras of world, United States and Oregon history.



SOCIAL SCIENCES WORK SAMPLES

Through the Social Science Analysis standards, students design and implement strategies to analyze and explain social sciences issues, events and problems. These standards are assessed through classroom work samples using Oregon's Official Social Science Analysis Scoring Guide. As established by the State Board of Education in 2004, Social Science Analysis Work Samples will be required for the Social Sciences Subject Area Endorsement by May 2006. The 2004-05 school year was the first year of a 2-year process to provide schools and districts with professional development materials. Teachers should provide instruction and classroom assessment in all four dimensions of the scoring guide at Benchmarks 3 and CIM.

Classroom Work Sample Timeline

One classroom work sample should be collected, scored and the score maintained by the school district for students in grades 4-8 and for students working in CIM-level classes by the end of the 2005-2006 school year.

2005-06 School Year Social Science Analysis Work Sample Requirements*		
Benchmark Level	Meet Standard	Exceed Standard
Grades 6, 7, and 8 using Benchmark 3 Scoring Guide		
Minimum score in the Frame and Conclude dimensions *	4	5
Number of Work Samples Required	1	1
CIM level using CIM Scoring Guide		
Minimum score in the Frame and Conclude dimensions*	4	5
Number of Work Samples Required	1	1

*Teachers are expected to provide instruction and classroom assessment in all four dimensions of the guide. Students earning a subject area endorsement are required to meet or exceed the work sample requirement as defined in the Social Science Analysis Implementation Schedule at <http://www.ode.state.or.us/teachlearn/subjects/socialscience/assessment/survey/>.

Social Science Analysis Work Sample Implementation Schedule
Social Science Analysis Scoring Guides are Composed of Four Dimensions:

- **Frame**
- **Research**
- **Examine**
- **Conclude**

Teachers are expected to provide instruction and classroom assessment **in all four dimensions** of the scoring guide. However, only the dimensions indicated below must be reported for school district work sample management. Teachers should collect one work sample per year for grades 6 through 8 and at the CIM level.

Students In	Benchmark	2005-06 (2007-08 graduates)	2006-07 (2008-09 graduates)	2007-08 (2009-10 graduates)
Grades 4 and 5	2	Instructional Focus* <ul style="list-style-type: none"> • Frame • Conclude 	Instructional Focus* <ul style="list-style-type: none"> • Frame • Research • Conclude 	Instructional Focus* <ul style="list-style-type: none"> • Frame • Research • Examine • Conclude
Grades 6, 7, and 8	3 Scored with the Benchmark 3 Scoring Guide	Report scores on two dimensions: <ul style="list-style-type: none"> • Frame • Conclude Performance Standard: Both dimensions must have a rating of 4 or higher on the same work sample.	Report scores on three dimensions <ul style="list-style-type: none"> • Frame • Research • Conclude Performance Standard: Each dimension must have a rating of 4 or higher. Frame and Conclude must be on the same work sample. Research may be on a separate work sample.	Report scores on four dimensions: <ul style="list-style-type: none"> • Frame • Research • Examine • Conclude Performance Standard: Each dimension must have a rating of 4 or higher. Frame and Conclude must be on the same work sample. Research and Examine may be on the same or separate work samples.
Students working toward CIM Endorsement	CIM Scored with the CIM Scoring Guide	Report scores on two dimensions: <ul style="list-style-type: none"> • Frame • Conclude Performance Standard: Both dimensions must have a rating of 4 or higher on the same work sample.	Report scores on three dimensions: <ul style="list-style-type: none"> • Frame • Research • Conclude Performance Standard: Each dimension must have a rating of 4 or higher. Frame and Conclude must be on the same work sample. Research may be on the same or separate work sample.	Report scores on four dimensions: <ul style="list-style-type: none"> • Frame • Research • Examine • Conclude Performance Standard: Each dimension must have a rating of 4 or higher. Frame and Conclude must be on the same work sample. Research and Examine may be on the same or separate work samples.

<http://www.ode.state.or.us/asmt/socialsciences/>

*No work sample required

Official Social Science Analysis Scoring Guide CIM

	Frame the Event, Issue, or Problem Defining and clarifying an issue so that its features are well-understood.	Research <i>Using and evaluating researched information to support</i>	
6	<ul style="list-style-type: none"> Completely identifies and provides a convincing explanation and in-depth justification(s) of the significance of an event, issue, or problem. Accurately and thoroughly introduces and defines the critical components of the event, issue, or problem (who, what, when, where, why). Precisely communicates and effectively connects the purpose of the study throughout the analysis by establishing or reframing a complex question or thesis*. 	<ul style="list-style-type: none"> Presents the most significant information from various primary and secondary sources. Effectively uses and connects complex information from various sources throughout the analysis with appropriate acknowledgment (e.g. attributes, quotes, cites, refers, etc.) Effectively notes and responds to source credibility, unsupported inferences, biases, stereotyping, and misrepresentations. 	6
5	<ul style="list-style-type: none"> Completely identifies and presents a credible explanation and justification(s) of the significance of an event, issue, or problem. Accurately introduces and defines the critical components of the event, issue, or problem (who, what, when, where, why). Clearly communicates and connects the purpose of the study throughout the analysis by establishing or reframing a question or thesis*. 	<ul style="list-style-type: none"> Presents relevant information from various primary and secondary sources. Effectively uses and connects information from various sources throughout the analysis with appropriate acknowledgment (e.g. attributes, quotes, cites, refers, etc.) Notes and responds to source credibility, biases, stereotyping, and misrepresentations. 	5
4	<ul style="list-style-type: none"> Identifies and provides a reasonable explanation of the significance of an event, issue, or problem. Introduces and defines most of the critical components of the event, issue, or problem (who, what, when, where, why). Communicates the purpose of the study throughout the analysis by establishing or reframing a question or thesis*. 	<ul style="list-style-type: none"> Presents appropriate information from various primary and secondary sources. Uses and connects information from various sources throughout the analysis with appropriate acknowledgment (e.g. attributes, quotes, cites, refers, etc.) Notes source credibility, biases, stereotyping, and/or misrepresentations. 	4
3	<ul style="list-style-type: none"> Identifies an event, issue or problem but the attempt to explain significance is unconvincing. Introduces and identifies some critical components of the event, issue, or problem (who, what, when, where, why); may include obvious inaccuracies. Incompletely communicates the purpose of the study throughout the 	<ul style="list-style-type: none"> Presents general information from various primary and secondary sources. Partially uses and connects some information from various sources throughout the analysis with appropriate acknowledgment (e.g. attributes, quotes, cites, refers, etc.) Does not consistently note source credibility, biases, stereotyping, and/or misrepresentations. 	3
2	<ul style="list-style-type: none"> Identifies an event, issue or problem but the attempt to explain significance is inaccurate or omitted. Introduces and identifies few critical components of the event, issue, or problem (who, what, when, where, why) and includes obvious inaccuracies. The purpose of the study can only be inferred and is not communicated throughout the analysis*. 	<ul style="list-style-type: none"> Presents insufficient information and includes inappropriate or inadequate detail from sources to explain the topic. Ineffectively uses and connects information from various sources throughout the analysis with appropriate acknowledgment (e.g. attributes, quotes, cites, refers, etc.) Inaccurately notes source credibility, biases, stereotyping, and/or misrepresentations. 	2

1	<ul style="list-style-type: none"> Shows little understanding of the event, issue or problem identified. Introduces and identifies few, if any components of the event, issue, or problem (who, what, when, where, why) and/or is inaccurate. The purpose of the study and its connections to the analysis is not identified*. 	<ul style="list-style-type: none"> Presents insufficient information; it is unclear whether sources have been used. Misuses and/or neglects to connect information from various sources throughout the analysis with appropriate acknowledgment (e.g. attributes, quotes, cites, refers, etc.) Does not attempt to note source credibility, biases, stereotyping, and/or 	1
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Definitions:

*Thesis includes a formal or informal statement of purpose or opinion. Analysis means the study.

Official Social Science Analysis Scoring Guide CIM

	Examine Identifying and analyzing characteristics, causes, and consequences	<i>Conclude</i> Presenting reasoned conclusions or resolutions, acknowledging and evaluating alternative interpretations, using supporting data and defensible	
6	<ul style="list-style-type: none"> Objectively and fully explains and evaluates an array of relevant points of view related to the topic. Thoroughly explains and evaluates the essential factors which influenced or caused the event, issue, or problem. Thoroughly explains and evaluates the most likely implications, effects and/or results and their relationship to the event, issue, or problem. 	<ul style="list-style-type: none"> Communicates a convincing conclusion or resolution which clearly answers the original question or proves the thesis, and is specifically supported by the analysis. Evaluates and dismisses the most compelling alternative interpretations, outcomes, or possible responses to the question/thesis. Convincingly justifies conclusion(s) and, if appropriate, makes recommendations, which are clearly supported by significant data, research, 	6
5	<ul style="list-style-type: none"> Objectively explains with detail and evaluates several relevant points of view related to the topic. Explains and evaluates several essential factors which influenced or caused the event, issue, or problem. Effectively explains and evaluates some likely implications, effects, and/or results and their relationship to the event, issue, or problem. 	<ul style="list-style-type: none"> Communicates a credible conclusion or resolution which answers the original question or proves the thesis, and is related to the analysis. Evaluates and dismisses appropriate alternative interpretations, outcomes, or possible responses to the question/thesis. Justifies conclusion(s) and, if appropriate, makes recommendations, which are supported by data, research, valid information, and/or knowledge. 	5
4	<ul style="list-style-type: none"> Identifies and objectively explains with some detail multiple points of view related to the topic. Explains several factors which influenced or caused the event, issue, or problem. Explains some probable implications, effects, and/or results and their relationship to the event, issue, or problem. 	<ul style="list-style-type: none"> Communicates a reasonable conclusion or resolution that responds to the original question/thesis and the analysis. Addresses and dismisses alternative interpretations, outcomes, or possible responses to the question/thesis. Justifies conclusion(s) and, if appropriate, makes recommendations, using some data, research, valid information, and/or knowledge. 	4
3	<ul style="list-style-type: none"> Identifies and attempts to explain different points of view but may be overly general or biased. Incompletely explains several factors which influenced or caused the event, issue or problem. Incompletely explains some probable implications, effects, and/or results and their relationship to the event, issue, or problem. 	<ul style="list-style-type: none"> Communicates a conclusion or resolution that partially responds to the original question/thesis and the analysis. Addresses some alternative interpretations, outcomes, or possible responses to the question/thesis that may be of less importance or may not be completely appropriate. Justifies conclusion(s) and, if appropriate, makes recommendations, using limited and/or partially accurate data, research, valid information, and/or knowledge. 	3
2	<ul style="list-style-type: none"> Identifies different points of view but explanation is minimal, inaccurate and /or biased. Incompletely and inaccurately explains factors which influenced or caused the event, issue, or problem. Incompletely and inaccurately explains probable implications, effects, and/or results and their relationship to the event, issue, or problem. 	<ul style="list-style-type: none"> Presents a conclusion or resolution which does not respond to the original question/thesis and/or is not supported by the analysis. Alternative interpretations, outcomes, or possible responses to the question/thesis are underdeveloped or inappropriate. Conclusion(s) and/or recommendations are unsupported by data, research, valid information, and/or knowledge; or the data is inaccurate. 	2

1	<ul style="list-style-type: none"> • Presents only one point of view. • Does not explain factors which influenced or caused the event, issue, or problem. • Does not explain probable implications, effects, and/or results and their relationship to the event, issue, or problem. 	<ul style="list-style-type: none"> • Does not present a conclusion or resolution and/or inaccurately or inappropriately responds to the original question/thesis. • Does not suggest alternative interpretations, outcomes, or possible responses. • Conclusion(s) and/or recommendations are unsupported and/or contradicted by data, research, valid information, or knowledge. 	1
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Official Social Science Analysis Scoring Guide Benchmark 3

	Frame the Event, Issue, or Problem <i>Defining and clarifying an issue so that its features are well-understood.</i> Question	Research <i>Using and evaluating researched information to support analysis and conclusion(s)</i> Collect and Compare	
6	<ul style="list-style-type: none"> Completely identifies and provides a convincing explanation and in-depth justification(s) of the significance of an event, issue, or problem. Accurately and thoroughly introduces and defines the critical components of the event, issue, or problem (who, what, when, where, why). Precisely communicates and effectively connects the purpose of the study throughout the analysis by establishing or reframing a complex question or thesis*. 	<ul style="list-style-type: none"> Presents the most significant information from various primary and secondary sources. Effectively uses and connects complex information from various sources throughout the analysis with appropriate acknowledgment (e.g. attributes, quotes, cites, refers, etc.) Effectively notes and responds to source credibility, unsupported inferences, biases, stereotyping, and misrepresentations. 	6
5	<ul style="list-style-type: none"> Completely identifies and presents a credible explanation and justification(s) of the significance of an event, issue, or problem. Accurately introduces and defines the critical components of the event, issue, or problem (who, what, when, where, why). Clearly communicates and connects the purpose of the study throughout the analysis by establishing or reframing a question or thesis*. 	<ul style="list-style-type: none"> Presents relevant information from various primary and secondary sources. Effectively uses and connects information from various sources throughout the analysis with appropriate acknowledgment (e.g. attributes, quotes, cites, refers, etc.) Notes and responds to source credibility, biases, stereotyping, and misrepresentations. 	5
4	<ul style="list-style-type: none"> Identifies and provides a reasonable explanation of the significance of an event, issue, or problem. Introduces and defines most of the critical components of the event, issue, or problem (who, what, when, where, why). Communicates the purpose of the study throughout the analysis by establishing or reframing a question or thesis*. 	<ul style="list-style-type: none"> Presents appropriate information from various primary and secondary sources. Uses and connects information from various sources throughout the analysis with appropriate acknowledgment (e.g. attributes, quotes, cites, refers, etc.) Notes source credibility, biases, stereotyping, and/or misrepresentations. 	4
3	<ul style="list-style-type: none"> Identifies an event, issue or problem but the attempt to explain significance is unconvincing. Introduces and identifies some critical components of the event, issue, or problem (who, what, when, where, why); may include obvious inaccuracies. Incompletely communicates the purpose of the study throughout the analysis by establishing or reframing an overly general question or thesis*. 	<ul style="list-style-type: none"> Presents general information from various primary and secondary sources. Partially uses and connects some information from various sources throughout the analysis with appropriate acknowledgment (e.g. attributes, quotes, cites, refers, etc.) Does not consistently note source credibility, biases, stereotyping, and/or misrepresentations. 	3

2	<ul style="list-style-type: none"> Identifies an event, issue or problem but the attempt to explain significance is inaccurate or omitted. Introduces and identifies few critical components of the event, issue or problem (who, what, when, where, why) and includes obvious inaccuracies. The purpose of the study can only be inferred and is not communicated throughout the analysis*. 	<ul style="list-style-type: none"> Presents insufficient information and includes inappropriate or inadequate detail from sources to explain the topic. Ineffectively uses and connects information from various sources throughout the analysis with appropriate acknowledgment (e.g. attributes, quotes, cites, refers, etc.) Inaccurately notes source credibility, biases, stereotyping, and/or misrepresentations. 	2
1	<ul style="list-style-type: none"> Shows little understanding of the event, issue or problem identified. Introduces and identifies few, if any components of the event, issue, or problem (who, what, when, where, why) and/or is inaccurate. The purpose of the study and its connections to the analysis is not identified*. 	<ul style="list-style-type: none"> Presents insufficient information; it is unclear whether sources have been used. Misuses and/or neglects to connect information from various sources throughout the analysis with appropriate acknowledgment (e.g. attributes, quotes, cites, refers, etc.) Does not attempt to note source credibility, biases, stereotyping, and/or misrepresentations. 	1

Definitions:

*Thesis includes a formal or informal statement of purpose or opinion. Analysis means the study.

Official Social Science Analysis Scoring Guide

Benchmark 3

	<p style="text-align: center;">Examine</p> <p style="text-align: center;"><i>Identifying and analyzing characteristics, causes, and consequences of an event, issue, or problem</i></p> <p style="text-align: center;">Analyze</p>	<p style="text-align: center;">Conclude</p> <p style="text-align: center;"><i>Presenting reasoned conclusions or resolutions, acknowledging and evaluating alternative interpretations, using supporting data and defensible criteria</i></p> <p style="text-align: center;">Justify</p>	
6	<ul style="list-style-type: none"> Objectively and fully explains and evaluates an array of relevant points of view related to the topic. Thoroughly explains and evaluates the essential factors which influenced or caused the event, issue, or problem. Thoroughly explains and evaluates the most likely implications, effects and/or results and their relationship to the event, issue, or problem. 	<ul style="list-style-type: none"> Communicates a convincing conclusion or resolution which clearly answers the original question or proves the thesis, and is specifically supported by the analysis. Evaluates and dismisses the most compelling alternative interpretations, outcomes, or possible responses to the question/thesis. Convincingly justifies conclusion(s) and, if appropriate, makes recommendations, which are clearly supported by significant data, research, valid information, and/or knowledge. 	6
5	<ul style="list-style-type: none"> Objectively explains with detail and evaluates several relevant points of view related to the topic. Explains and evaluates several essential factors which influenced or caused the event, issue, or problem. Effectively explains and evaluates some likely implications, effects, and/or results and their relationship to the event, issue, or problem. 	<ul style="list-style-type: none"> Communicates a credible conclusion or resolution which answers the original question or proves the thesis, and is related to the analysis. Evaluates and dismisses appropriate alternative interpretations, outcomes, or possible responses to the question/thesis. Justifies conclusion(s) and, if appropriate, makes recommendations, which are supported by data, research, valid information, and/or knowledge. 	5
4	<ul style="list-style-type: none"> Identifies and objectively explains with some detail multiple points of view related to the topic. Explains several factors which influenced or caused the event, issue, or problem. Explains some probable implications, effects, and/or results and their relationship to the event, issue, or problem. 	<ul style="list-style-type: none"> Communicates a reasonable conclusion or resolution that responds to the original question/thesis and the analysis. Addresses and dismisses alternative interpretations, outcomes, or possible responses to the question/thesis. Justifies conclusion(s) and, if appropriate, makes recommendations, using some data, research, valid information, and/or knowledge. 	4
3	<ul style="list-style-type: none"> Identifies and attempts to explain different points of view but may be overly general or biased. Incompletely explains several factors which influenced or caused the event, issue or problem. Incompletely explains some probable implications, effects, and/or results and their relationship to the event, issue, or problem. 	<ul style="list-style-type: none"> Communicates a conclusion or resolution that partially responds to the original question/thesis and the analysis. Addresses some alternative interpretations, outcomes, or possible responses to the question/thesis that may be of less importance or may not be completely appropriate. Justifies conclusion(s) and, if appropriate, makes recommendations, using limited and/or partially accurate data, research, valid information, and/or knowledge. 	3

2	<ul style="list-style-type: none"> Identifies different points of view but explanation is minimal, inaccurate and/or biased. Incompletely and inaccurately explains factors which influenced or caused the event, issue, or problem. Incompletely and inaccurately explains probable implications, effects, and/or results and their relationship to the event, issue, or problem. 	<ul style="list-style-type: none"> Presents a conclusion or resolution which does not respond to the original question/thesis and/or is not supported by the analysis. Alternative interpretations, outcomes, or possible responses to the question/thesis are underdeveloped or inappropriate. Conclusion(s) and/or recommendations are unsupported by data, research, valid information, and/or knowledge; or the data is inaccurate. 	2
1	<ul style="list-style-type: none"> Presents only one point of view. Does not explain factors which influenced or caused the event, issue, or problem. Does not explain probable implications, effects, and/or results and their relationship to the event, issue, or problem. 	<ul style="list-style-type: none"> Does not present a conclusion or resolution and/or inaccurately or inappropriately responds to the original question/thesis. Does not suggest alternative interpretations, outcomes, or possible responses. Conclusion(s) and/or recommendations are unsupported and/or contradicted by data, research, valid information, or knowledge. 	1

Social Science Analysis Student Guide (CIM)

StudentName _____ SchoolYear _____

Teacher _____ Class _____ Date _____

TaskTitle/Assignment _____

Performance Level:

6 Exemplary	5 Strong	4 Proficient (Meets)
3 Developing	2 Emerging	1 Beginning

Frame the Event, Issue or Problem

Question

- ✓ Define and clarify an issue so that its features are well understood.
- ✓ Identify and provide an explanation of the significance of an event, issue, or problem with in-depth justification.
- ✓ Introduce and define the critical components of the event, issue or problem (who, what, when, where, why).
- ✓ Connect the purpose of your answer throughout the analysis of your paper (establish or reframe the question or thesis and keep on track).

Research

Collect and Compare

- ✓ Use and evaluate research information to support your analysis and conclusion
- ✓ Present the most significant information from various primary and secondary sources.
- ✓ Use and connect complete information from your sources throughout your analysis with the appropriate acknowledgement (attributes, proclaims, quotes, cites, refers, etc.).
- ✓ Note and respond to your research material. Is the information you've collected credible, supported, biased, stereotyping, or a misrepresentation? If appropriate respond to the information.

Examine

Analysis

- ✓ Identify and explain characteristics, causes, and consequences of an event, issue, or problem.
- ✓ Objectively explain and evaluate the relevant points of view related to your topic.
- ✓ Explain and evaluate the essential factors which influenced or caused the event, issue or problem that you are examining.
- ✓ Explain and evaluate the implications, effects, and/or results and their relationship to the event, issue, or problem you are examining.

Conclude

Justify

- ✓ Present reasoned conclusions or resolutions, acknowledging and evaluating alternative interpretations, by using your supporting data and defensible criteria.
- ✓ Develop, support, and explain a reasonable conclusion or resolution which clearly answers the original question, proving the thesis with your supported analysis.
- ✓ Evaluate and dismiss alternative interpretations, outcomes, or possible responses to your argument.
- ✓ Convincingly justify your conclusion(s), and if appropriate, make recommendations based on your research.

Assignment Ideas:

Source List:

Social Science Analysis Student Guide (Benchmark 3)

StudentName _____ SchoolYear _____

Teacher _____ Class _____ Date _____

TaskTitle/Assignment _____

Performance Level:

6 Exemplary	5 Strong	4 Proficient (Meets)
3 Developing	2 Emerging	1 Beginning

<p style="text-align: center;">Frame the Event, Issue or Problem</p> <p style="text-align: center;">Question</p> <ul style="list-style-type: none"> ✓ Define and clarify an issue, event or problem so that its features are well understood. ✓ Identify and provide an explanation of the significance of an event, issue, or problem with in-depth justification. ✓ Introduce and define the critical components of the event, issue or problem (who, what, when, where, why). ✓ Connect the purpose of your thesis or answer throughout the analysis of your paper (establish or reframe the question or thesis and keep on track). <p>Score:</p>	<p style="text-align: center;">Research</p> <p style="text-align: center;">Collect and Compare</p> <ul style="list-style-type: none"> ✓ Use and evaluate research information to support your analysis and conclusion ✓ Present the most significant information from various primary <u>and</u> secondary sources. ✓ Use and connect complete information from your sources throughout your analysis with the appropriate acknowledgement (attributes, proclaims, quotes, cites, refers, etc.). ✓ Note and respond to your research material. Is the information you've collected credible, supported, biased, stereotyped, or misrepresented? If appropriate respond to the information. <p>Score:</p>
<p style="text-align: center;">Examine</p> <p style="text-align: center;">Analysis</p> <ul style="list-style-type: none"> ✓ Identify and explain characteristics, causes, and consequences of an event, issue, or problem. ✓ Objectively explain and evaluate the relevant points of view related to your topic. ✓ Explain and evaluate the essential factors which influenced or caused the event, issue or problem that you are examining. ✓ Explain and evaluate the implications, effects, and/or results and their relationship to the event, issue, or problem you are examining. <p>Score:</p>	<p style="text-align: center;">Conclude</p> <p style="text-align: center;">Justify</p> <ul style="list-style-type: none"> ✓ Present reasoned conclusions or resolutions, acknowledging and evaluating alternative interpretations (other points of view), by using your supporting data and defensible criteria. ✓ Develop, support, and explain a reasonable conclusion or resolution which clearly answers the original question, proving the thesis with your supported analysis. ✓ Evaluate and dismiss alternative interpretations, outcomes, or possible responses to your argument. ✓ Convincingly justify your conclusion(s), and if appropriate, make recommendations based on your research. <p>Score:</p>

Assignment Ideas:

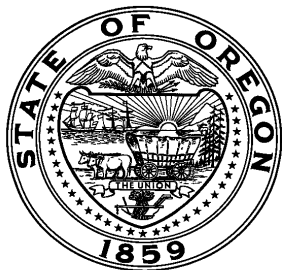
Source List:

5th Grade Social Science Analysis: Ways to Embed in Daily Instruction

Concept	Activity/Task Ideas
Tell who, what, when where, why	<ul style="list-style-type: none"> • Incorporate in reading. • Examine newspaper articles, copies of primary resources, written stories, social studies events to determine who, what, when, where, and why. • Other: <i>Expository Writing</i>
Identify a question/thesis	<ul style="list-style-type: none"> • Give students questions; have them determine which are best for projects. • Consider a <u>group</u> analysis project at the end of the year. • Other: <i>Read Newspaper Articles (<u>Time for Kids</u>), etc. Use to identify the thesis.</i>
Identify/use primary and secondary sources	<ul style="list-style-type: none"> • Tie to work on standards (multiple sources). • Use interviews, internet, photos for primary sources. • Have students distinguish between primary and secondary sources. • Other: <i>Discuss as students read text, news articles, and current events.</i>
Discuss influences on a topic from various perspectives: historical, geographical, economical, political/ explore different points of view	<ul style="list-style-type: none"> • Take different sides in historical, geographical, economical, political issues, noting influences. • Discuss different points of view in life experiences (e.g., parent's/ child's view on allowance; community issues bulletin board). • Sort quotes or statements that illustrate different points of view. • Other:
Use sources to support ideas	<ul style="list-style-type: none"> • Incorporate in writing (expository/persuasive). • Other: <i>Discuss sources used in class (SS textbooks have a source list, basal readers list original sources).</i>
Judge sources	<ul style="list-style-type: none"> • Discuss – which gives you the best information? • Other:
Understand/give examples of cause and effect	<ul style="list-style-type: none"> • Discuss cause/effect in social studies examples. • Incorporate in reading. • Other: <i>Debates</i>
Support a conclusion or a resolution	<ul style="list-style-type: none"> • Incorporate in writing. • Incorporate in <u>group</u> analysis project at the end of the year • Other: <i>Identify elements of good conclusions in reading selections (newspapers, <u>Time for Kids</u>, etc.)</i>

THE ARTS





Oregon Department of Education Office of Educational Improvement and Innovation

Arts Education Standards, Effective Practices and Requirements

Education Specialist Contact:

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Standards and Assessment

The Oregon State Board of Education adopted the Common Curriculum Goals for the arts in 1990. Common Curriculum Goals are defined as the learning skills and knowledge students are expected to possess as a result of their schooling experience; local districts are responsible for organizing the curriculum and delivering instruction to achieve these goals. The State Board of Education adopted a list of Curriculum Content that all districts in Oregon must teach, including curriculum in the arts, in 1994. In 1996, the State Board of Education adopted Content Standards and Benchmark Standards, defining what students are expected to know and be able to do in the arts. The State Board of Education adopted revised standards for the arts in October, 2004. In spring of 2005, scoring guides for the arts assessment will be reviewed and developed. Scoring guides and performance items will be field tested in Oregon in fall of 2005.

Effective Practices

What works in Arts Education?

- Comprehensive arts program that supports student success in the arts with sufficient time for instruction, student work and reflection
- Opportunities for students to be involved in all aspects of a variety of arts disciplines, including enrichment activities (working with teaching artists; attendance at performances, galleries, studios; etc.)
- Sequential curriculum based on content standards, student needs and interests, and that connects the arts to the lives of students as members of families, communities, society and the workforce
- Program/curriculum delivery by a licensed teacher with an arts endorsement
- Low student to teacher ratios in performance and production classes, maximizing direct teacher-to-student contact

- Integrated instruction, both across arts disciplines and with non-arts curriculum
- Instruction includes clear examples of the application of transferable skills that students are learning
- Use of quality materials and resources, including technology
- On-going community partnerships and parent involvement that are directly connected to the curriculum
- Opportunities for authentic assessment of student work and official recognition of achievement

The Consortium of National Arts Education Associations. (1994). *National Standards for Arts Education*. Reston, VA: Music Educators National Conference.

Music Educators National Conference. (1994). *Opportunity-to-Learn Standards for Music Instruction: Grades PreK12*. Reston, VA: Music Educators National Conference.

State Requirements

- ORS 329.045 (3) "School districts and public charter schools shall offer students instruction in...the arts...that meets the academic content standards..."
- ORS 329.465 (6) "...the state board shall adopt requirements for Certificate of Initial Mastery subject area endorsements in ...The arts..."
The law also requires the Oregon Department of Education to determine the performance requirements for the arts so students may receive a CIM subject endorsement in that content area. Until such time as state performance requirements and assessment recommendations are established, districts are advised to continue locally established CIM performance requirements and assessments for the 2004-2005 school year.
- OAR 581-022-1130 One credit of the fine arts, applied arts or second languages at the high school level is required for a high school diploma.
- OAR 581-022-1210 (1) "Each school district shall provide a planned K-12 instructional program."
- OAR 581-022-1210 (2) "The planned K-12 instructional program shall include the following:
(a) Common Curriculum Goals and academic content standards to include:...(E) The Arts;..."

**Oregon Arts Content Standards, Adopted October 21, 2004
For Use During the 2006-07 School Year**

Learning in and through the arts prepares students for a life enriched through engagement in the creative process, an appreciation of aesthetics and an understanding of the relationships between the arts and society. Arts literacy enhances a student's communication, analytical thinking, problem solving and multi-cultural awareness.

CREATE, PRESENT AND PERFORM: Apply ideas, techniques and processes in the arts.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM
Create, present and perform works of art.	Use essential elements and organizational principles to create, present and/or perform works of art for a variety of purposes.	Use experiences, imagination, essential elements and organizational principles to achieve a desired effect when creating, presenting and/or performing works of art.	Use experiences, imagination, observations, essential elements and organizational principles to achieve a desired effect when creating, presenting and/or performing works of art.	Select and combine essential elements and organizational principles to achieve a desired effect when creating, presenting and/or performing works of art.	Select and combine essential elements and organizational principles to achieve a desired effect when creating, presenting and/or performing works of art for a variety of purposes.
Apply the use of ideas, techniques and problem solving to the creative process and analyze the influence that choices have on the result.	Explore and describe the use of ideas, techniques, and problem solving in the creative process (e.g., planning, choice of medium, choice of tools, analysis and revision) and identify the impact of choices made.	Explore aspects of the creative process and the effect of different choices on one's work.	Identify the creative process used, and the choices made, when combining ideas, techniques and problem solving to produce one's work.	Describe the creative process used, and the effects of the choices made, when combining ideas, techniques, and problem solving to produce one's work.	Explain the choices made in the creative process when combining ideas, techniques, and problem solving to produce one's work, and identify the impact that different choices might have made.

CREATE, PRESENT AND PERFORM: (cont.)

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM
Express ideas, moods and feelings through the arts and evaluate how well a work of art expresses one's intent.	Create, present and/or perform a work of art that demonstrates an idea, mood or feeling by using essential elements and organizational principles, and describe how well the work expresses one's intent.	Create, present and/or perform a work of art that demonstrates an idea, mood or feeling.	Create, present and/or perform a work of art and explain how the use of essential elements and organizational principles shapes an idea, mood or feeling found in the work.	Create, present and/or perform a work of art by controlling essential elements and organizational principles to express an intended idea, mood or feeling.	Create, present and/or perform a work of art by controlling essential elements and organizational principles and describe how well the work expresses an intended idea, mood or feeling.
Evaluate one's own work, orally and in writing.	Critique and communicate about one's own work, orally and in writing.	Describe how one's own work reveals knowledge of the arts, orally and in writing.	Critique one's own work using self-selected criteria that reveal knowledge of the arts, orally and in writing.	Critique the artistic choices made in creating a work of art and their impact on the aesthetic effect, orally and in writing.	Critique the artistic merit of one's own work using aesthetic criteria, orally and in writing.

AESTHETICS AND CRITICISM: Respond to and analyze works of art, based on essential elements, organizational principles and aesthetic criteria.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM
Apply critical analysis to works of art.	Apply knowledge of essential elements, organizational principles and aesthetic criteria to the analysis of works of art, and identify how the elements and principles contribute to the aesthetic effect.	Recognize essential elements, organizational principles and aesthetic effects in works of art.	Identify essential elements, organizational principles and aesthetic criteria that can be used to analyze works of art.	Use knowledge of essential elements, organizational principles and aesthetic criteria to describe works of art and identify how the elements and principles contribute to the aesthetic effect.	Use knowledge of essential elements, organizational principles and aesthetic criteria to explain the artistic merit and aesthetic effect of a work of art.
Respond to works of art and give reasons for preferences.	Respond to works of art, giving reasons for preferences and using terminology that conveys knowledge of the arts.	Identify and describe personal preferences connected with viewing or listening to a work of art using terminology that conveys knowledge of the arts.	Describe personal preferences and identify how essential elements and organizational principles in a work of art contribute to those preferences.	Describe personal preferences for works of art using aesthetic criteria and identify how essential elements and organizational principles contribute to the aesthetic effect.	Explain personal preferences for works of art based on an analysis of how the essential elements and organizational principles contribute to the work's artistic merit.

AESTHETICS AND CRITICISM: (continued)

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM
Understand the interrelationships among art forms.	Describe how essential elements and organizational principles from various arts disciplines can be integrated in a work of art and identify how they contribute to the aesthetic effect, overall idea and impact of the work.	Identify the disciplines used in an integrated work of art.	Describe how essential elements and organizational principles from various arts disciplines are used in an integrated work of art.	Explain the distinctive ways that essential elements and organizational principles from various arts disciplines are used in an integrated work of art and identify their impact on that work.	Explain the roles of essential elements and organizational principles from various arts disciplines in an integrated work of art and identify how they contribute to the aesthetic effect, overall idea and impact of the work.

HISTORICAL AND CULTURAL PERSPECTIVES: Understand the relationship of works of art to their social, historical and cultural contexts, and the influence of the arts on individuals, communities and cultures.

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM
Understand how events and conditions influence the arts.	Explain the influence of events and conditions on works of art.	Identify an event or condition that influenced a work of art.	Identify and describe the influence of events and/or conditions on works of art.	Distinguish the influence of events and conditions on works of art.	Explain the influence of events and conditions on an artist's work.
Distinguish works of art from different societies, time periods and cultures.	Distinguish works of art from different societies, time periods and cultures, emphasizing their common and unique characteristics.	Identify social, historical and cultural characteristics in a work of art.	Identify and relate common and unique characteristics in works of art that reflect social, historical, and cultural contexts.	Identify and relate works of art from different societies, time periods and cultures, emphasizing their common and unique characteristics.	Describe and distinguish works of art from different societies, time periods, and cultures, emphasizing their common and unique characteristics.
Understand how the arts can reflect the environment and personal experiences within a society or culture, and apply to one's own work.	Explain how a work of art reflects the artist's environment and personal experience within a society or culture, and apply to one's own work.	Describe how art from the student's community reflects the artist's environment and culture.	Describe how works of art from various historic periods reflect the artist's environment, society and culture.	Explain how works of art from around the world reflect the artist's environment, society and culture.	Explain how works of art reflect the artist's personal experience, environment, society and culture and apply this knowledge to one's own work.

HISTORICAL AND CULTURAL PERSPECTIVES: (continued)

COMMON CURRICULUM GOALS	CONTENT STANDARDS	BENCHMARK 1 (GRADE 3)	BENCHMARK 2 (GRADE 5)	BENCHMARK 3 (GRADE 8)	CIM
Understand the place of the arts within, and their influences on, society.	<p>Explain how the arts serve a variety of personal, professional, practical, economic, community and cultural needs.</p> <p>Describe how the arts can influence individuals, communities and cultures.</p>	<p>Describe how the arts serve a variety of purposes in the student's life, community and culture.</p> <p>Recognize how the arts can influence an individual's life.</p>	<p>Describe how the arts serve a variety of purposes and needs in other communities and cultures.</p> <p>Describe how the arts have influenced various communities and cultures.</p>	<p>Explain how the arts serve a variety of purposes, needs and values in different communities and cultures.</p> <p>Explain the influence of the arts on individuals, communities and cultures in various time periods.</p>	<p>Explain the connections among the arts, career opportunities, and quality of life in the context of personal, practical, community and cultural needs.</p> <p>Explain the influence of the arts on human behavior, community life and cultural traditions.</p>

SUBJECT AREA ENDORSEMENT PERFORMANCE REQUIREMENTS

THE ARTS

Performance Requirement

Requirements for a Subject Area Endorsement in the Arts are based on CIM level academic content standards.

Required Oregon Arts Content Standards	The Arts Required Strands
<ul style="list-style-type: none">• Use of elements and principles for desired effect• Analysis of choices in the creative process• Control of elements and principles to express and critique expression• Critique of own work• Critical analysis of a work of art• Personal preferences for works of art• Influence of events and conditions on an artist's work• Works of art from different societies, time periods and cultures• How works of art reflect environment and personal experiences• The place of art in society• Influences of arts on society	<ul style="list-style-type: none">• Create, Present and Perform• Aesthetics and Criticism• Historical and Cultural Perspectives

In order for students to earn the Arts Subject Area Endorsement, there must be evidence of student performance at a level consistent with the textual descriptions below.

Create, Present and Perform (Create)	Aesthetics and Criticism (Response)	Historical and Cultural Perspectives (Relate)
<ol style="list-style-type: none"> 1. Competently demonstrates control of most elements and principles to achieve a desired effect. 2. Competently explains choices made in the creative process. 3. Competently explains how well the work expresses an idea, mood, or feeling. 4. Competently critiques the artistic merit of own work using appropriate vocabulary and details. 	<ol style="list-style-type: none"> 1. Provides an appropriate explanation of the artistic merit of a work of art. 2. Provides an appropriate explanation of preferences for works of art. 	<ol style="list-style-type: none"> 1. Competently explains the influence of events and conditions on an artist's work. 2. Knowledgeably describes and distinguishes some characteristics and themes of works of art from different societies, time periods and cultures. 3. Competently explains how works of art reflect an artist's personal experience, environment, society and culture. 4. Makes appropriate connections among the arts, career opportunities, and quality of life 5. Competently explains the influence of the arts on society.

How Much is Enough?

Work Samples

Four Work Samples will be required:

One (1) Create/Present or Perform Work Sample

The work sample will meet the performance requirements for using and controlling elements and principles to achieve a desired effect, for explaining choices made in the creative process, and for evaluating artistic expression and the artistic merit of own work.

One (1) Aesthetics and Criticism Work Sample

The work sample meets the performance requirement for explaining the artistic merit and aesthetic effect of a work of art and preferences for works of art.

Two (2) Historical and Cultural Perspectives Work Samples

The first work sample meets the performance requirements for describing the influence of events and conditions on an artist's work, describing and distinguishing works of art from different societies, time periods and cultures, and explaining how works of art reflect the artist's personal experience, environment, society and culture.

The second work sample meets the performance requirements of explaining the place of the Arts in society and the influence of the Arts on society.

Student work may include, but is not limited to:

Production of:

- Artworks
- Performances
- Compositions
- Choreographies
- Video or audio-tape productions
- Set of designs or renderings
- Plays

Communication about artworks through:

- Speeches
- Posters
- Role-playing
- Journals (written or oral)
- Written work

What Assessment Tools are Available?

The sample arts scoring guide* used in the performance requirement field test can provide direction in determining if students have reached the performance level needed to earn a subject area endorsement in the Arts.

*Not an official ODE/State approved scoring guide

**Oregon Department of Education
The Arts
Sample Scoring Guide**

	Create, Present, Perform	Aesthetics and Criticism	Historical and Cultural Perspectives
6	<ul style="list-style-type: none"> • Demonstrates exemplary control of sophisticated elements and principles to achieve a desired effect. • Provides an insightful explanation of choices made in the creative process. • Provides an insightful explanation of how well the work expresses an idea, mood, or feeling. • Provides a sophisticated critique of the artistic merit of own work using strong vocabulary and supporting details. 	<ul style="list-style-type: none"> • Provides a sophisticated explanation of the artistic merit of a work of art. • Provides a clear and detailed explanation of preferences for works of art. 	<ul style="list-style-type: none"> • Clearly and concisely explains the influence of events and conditions on an artist's work. • Clearly and concisely describes and distinguishes detailed characteristics and themes of works of art from different societies, time periods and cultures. • Provides a sophisticated explanation how works of art reflect an artist's personal experience, environment, society and culture. • Makes strong connections among the arts, career opportunities, and quality of life • Provides an insightful explanation of the influence of the arts on society.
5	<ul style="list-style-type: none"> • Demonstrates comprehensive control of elements and principles to achieve a desired effect. • Thoroughly explains choices made in the creative process. • Effectively explains how well the work expresses an idea, mood, or feeling. • Thoroughly critiques the artistic merit of own work using effective vocabulary and supporting details. 	<ul style="list-style-type: none"> • Provides an effective explanation of the artistic merit of a work of art. • Provides a clear explanation of preferences for works of art. 	<ul style="list-style-type: none"> • Clearly explains the influence of events and conditions on an artist's work. • Thoroughly describes and distinguishes characteristics and themes of works of art from different societies, time periods and cultures. • Effectively explains how works of art reflect an artist's personal experience, environment, society

	Create, Present, Perform	Aesthetics and Criticism	Historical and Cultural Perspectives
			<p>and culture.</p> <ul style="list-style-type: none"> • Makes thorough connections among the arts, career opportunities, and quality of life. • Effectively explains the influence of the arts on society.
4	<ul style="list-style-type: none"> • Competently demonstrates control of most elements and principles to achieve a desired effect. • Competently explains choices made in the creative process. • Competently explains how well the work expresses an idea, mood, or feeling. • Competently critiques the artistic merit of own work using appropriate vocabulary and details. 	<ul style="list-style-type: none"> • Provides an appropriate explanation of the artistic merit of a work of art. • Provides an appropriate explanation of preferences for works of art. 	<ul style="list-style-type: none"> • Competently explains the influence of events and conditions on an artist's work. • Knowledgably describes and distinguishes some characteristics and themes of works of art from different societies, time periods and cultures. • Competently explains how works of art reflect an artist's personal experience, environment, society and culture. • Makes appropriate connections among the arts, career opportunities, and quality of life. • Competently explains the influence of the arts on society.
3	<ul style="list-style-type: none"> • Demonstrates inconsistent control of basic elements and principles to sometimes achieve a desired effect. • Partially explains choices made in the creative process. • Provides a limited explanation of how well the work expresses an idea, mood, or feeling. 	<ul style="list-style-type: none"> • Provides a limited explanation of the artistic merit of a work of art. • Provides some explanation of preferences for works of art. 	<ul style="list-style-type: none"> • Provides a limited explanation of the influence of events and conditions on an artist's work. • Describes and distinguishes some basic characteristics and themes of works of art from different societies, time periods and cultures. • Provides a limited explanation of how works of art reflect an artist's

	Create, Present, Perform	Aesthetics and Criticism	Historical and Cultural Perspectives
	<ul style="list-style-type: none"> Provides a basic critique of the artistic merit of own work using a developing vocabulary that sometimes uses inappropriate details. 		<ul style="list-style-type: none"> personal experience, environment, society and culture. Makes a limited number of general connections among the arts, career opportunities, and quality of life. Provides a limited explanation of the influence of the arts on society.
2	<ul style="list-style-type: none"> Demonstrates little control of elements and principles to rarely achieve a desired effect. Minimally explains choices made in the creative process. Provides an incomplete explanation of how well the work expresses an idea, mood, or feeling. Provides an incomplete critique of the artistic merit of own work using an emerging vocabulary with few details. 	<ul style="list-style-type: none"> Provides an unclear explanation of the artistic merit of a work of art. Explains few preferences for works of art. 	<ul style="list-style-type: none"> Provides an incomplete explanation of the influence of events and conditions on an artist's work. Describes and distinguishes few characteristics and themes of works of art from different societies, time periods and cultures. Provides an incomplete explanation of how works of art reflect an artist's personal experience, environment, society and culture. Makes little connection among the arts, career opportunities, and quality of life. Provides an incomplete explanation of the influence of the arts on society.
1	<ul style="list-style-type: none"> Does not control elements and principles or achieve a desired effect. Cannot explain choices made in the creative process. Offers no explanation of how well the work expresses an idea, mood, or feeling. 	<ul style="list-style-type: none"> Provides no explanation of the artistic merit of a work of art. Shows no preferences for works of art. 	<ul style="list-style-type: none"> Cannot explain the influence of events and conditions on an artist's work. Fails to describe or distinguish any characteristics or themes of works of art from different societies, time periods and cultures. Cannot explain how works of art

	Create, Present, Perform	Aesthetics and Criticism	Historical and Cultural Perspectives
	<ul style="list-style-type: none"> Is not able to critique the artistic merit of own work. 		<p>reflect an artist's personal experience, environment, society and culture.</p> <ul style="list-style-type: none"> Is not able to make connections among the arts, career opportunities, and quality of life. Cannot explain the influence of the arts on society.

How to Use the Sample Scoring Guide in a Specific Arts Disciplines

The Sample Arts Scoring Guide* is designed to be used by all arts disciplines. It may be used as is, or as a model upon which to base discipline-specific scoring guides. Basing assessment tools on, or aligning them to, the Sample Arts Scoring Guide* will help to maintain statewide consistency of the Arts Subject Area Endorsement.

A certain amount of translation is necessary when using a generic scoring guide. For instance, whenever a theatre arts teacher sees “essential elements,” she must think in terms of the essential elements of theatre (e.g., story, character, setting, costume). When a music teacher sees “organizational principles,” he must think in terms of the organizational principles of music (e.g., balance, emphasis, contrast, repetition). When a visual arts teacher sees “aesthetic criteria,” she must think in terms of the aesthetic criteria of the visual arts (e.g., clarity of expression, symmetry, coherence, individuality).

The Oregon Arts Content and Assessment Panel also developed some sample scoring guides that are discipline-specific. A district may adopt them for use, adapt them, or use them as models upon which to base their own assessment tools.

Other resources are available to teachers, many through their professional organizations. While many of these resources may be useful, it will be necessary to align them to the Oregon Arts Performance Requirement in order to ensure that they are measuring what is intended.

*Not an Official ODE/State approved scoring guide

SECOND LANGUAGE





Oregon Department of Education Office of Educational Improvement and Innovation

Second Language Standards, Effective Practices and Requirements

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Standards and Assessment

The Second Language standards revision has been underway since November of 2004. The Content and Assessment panel has proposed several changes in format and added some supports to language instruction. While the wording and format of the standards has changed to facilitate measurement of student progress, the actual content of the individual strands has changed only slightly. In addition to the Second Language Content Standards, we have added specific skills supporting those standards. While not a part of the actual standard, these skills will guide instruction at all levels. The revised second language standards were adopted by the Oregon State Board of Education at their June 2005 board meeting.

Effective Practices:

Instruction:

- Beginning second language study early in a student's education promotes achievement of higher levels of language proficiency.
- A well-articulated curriculum framework motivates and guides the development of an effective system of foreign language education.
- Innovative media and technologies are frequently cited as a way to increase access to information and entertainment in a foreign language, provide interaction of speakers with other languages and improve foreign language teaching in the classroom.
- Learning content-area subjects through the medium of a foreign language is beneficial to language learners.

Language Program Guidelines:

- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Students understand and interpret written and spoken language on a variety of topics.
- Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

- Students demonstrate an understanding of the relationship between the practices and perspectives of the cultures studied.
- Students demonstrate an understanding of the relationship between the products and perspectives of the cultures studied
- Students reinforce and further their knowledge of other disciplines through foreign language.
- Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its cultures.
- Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- Students use the language both within and beyond the school setting.
- Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

American Council on the Teaching of Foreign Languages. et al. (1999). *Standards for Foreign Language Learning: Preparing for the 21st Century*. Yonkers, NY:American Council on the Teaching of Foreign Languages.

Center for Applied Linguistics. (2001). *What We Can Learn From Foreign Language Teaching in Other Countries*. Washington, DC:Center for Applied Linguistics.

State Requirements

- ORS 329.045 (3) "School districts and public charter schools shall offer students instruction in...second languages that meets the academic content standards..."
 - ORS 329.465 (6) "...the state board shall adopt requirements for Certificate of Initial Mastery subject area endorsements in ...second languages...."
- The law also requires the Oregon Department of Education to determine the performance requirements for Second Languages so students may receive a CIM subject endorsement in that content area. Until such time as state performance requirements and assessment recommendations are established, districts are advised to continue using locally established CIM performance standards and assessments.
- OAR 581-021-0200 (b) ..."The Common Knowledge and Skills consists of facts, concepts, principles, rules, procedures and methods of inquiry associated with the following subject matter areas:...(J) Second Language and Culture (proposed);..."
 - OAR 581-022-1130 One credit of Applied Arts, Fine Arts or Second Language (one unit in any one or a combination) is required at the high school level for a high school diploma.
 - OAR 581-022-1210 (1) "Each school district shall provide a planned K-12 instructional program."
 - OAR 581-022-1210 (2) "The planned K-12 instructional program shall include the following: (a) Common Curriculum Goals and academic content standards to include:...(F) Second Languages..."

Introduction to Oregon Revised Second Language Standards

The Second Language standards revision has been underway since November of 2004. The Content and Assessment panel has proposed several changes in format and added some supports to language instruction. While the wording and format of the standards has changed to facilitate measurement of student progress, the actual content of the individual strands has changed only slightly. In addition to the Second Language Content Standards, we have added specific skills supporting those standards. While not a part of the actual standard, these skills will guide instruction at all levels.

The heading of each benchmark column has also been changed to reflect a more typical Oregon Standards format. This has not impacted the actual requirements at the CIM level (formerly Benchmark Stage 3); they remain at approximately ACTFL Novice-High. The change in heading will allow the Oregon Second Language Standards to be searchable online and make it possible to link sample lessons to the individual standards, in our online document.

Another revision to the standards format is the reorganization of the individual strands. The Speaking, Listening, Reading, and Writing strands have been organized within the “Framework of Communicative Modes” (Interpersonal, Interpretive, and Presentational). A brief outline of these modes is included in this document. More in-depth information may be found in Standards for Foreign Language Learning in the 21st Century, (ACTFL, et al, Allen Press, Inc., 1999).

“Knowing how, when and why to say what to whom”

All the linguistic and social knowledge required for effective human-to-human interaction is encompassed in those ten words. Formerly, most teaching in second language classrooms concentrated on the *how* (grammar) to say *what* (vocabulary). While these components of language are indeed crucial, the current organizing principle for second language study is *communication*, which also highlights the *why*, the *whom*, and the *when*. So, while grammar and vocabulary are essential tools for communication, it is the ability to communicate with users of other languages that is the ultimate goal of today’s second language instruction. (Standards for Foreign Language Learning in the 21st Century, ACTFL, et al, Allen Press, Inc., 1999).

The framework, for defining and building the Oregon Content Standards—what students should know and be able to do—in second language education, has been built around this concept. Several support documents have been added to help clarify the connection between the Oregon Second Language Standards and the National Standards for Foreign Language Learning. Each of these support documents is preceded by a brief explanation of the document to help connect it to Oregon Second Language Standards.

*For the purpose of this document it is understood that the term Second Language is synonymous with Foreign Language, World Language, American Sign Language, Modern Classical Languages, and Languages other than English. This document is not intended for English as a Second Language (ELL).

Connecting Oregon Content Standards to the “Five C’s of Standards for Foreign Language Learning”

The reasons for studying foreign languages are as diverse as the students themselves. Regardless of the reason, foreign languages have something to offer everyone. It is with this philosophy in mind that the National Standards Task Force identified five goal areas that encompass all of these reasons: *Communication, Cultures, Connections, Comparisons, and Communities* – the five C’s of foreign language education.

Communication: Communicate in Languages Other Than English

- 1.1 Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- 1.2 Students understand and interpret written and spoken language on a variety of topics.
- 1.3 Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

Cultures: Gain Knowledge and Understanding of Other Cultures

- 2.1 Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.
- 2.2 Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

Connections: Connect with Other Disciplines and Acquire Information

- 3.1 Students reinforce and further their knowledge of other disciplines through the second language.
- 3.2 Students acquire information and recognize the distinctive viewpoints that are only available through the second language and its cultures.

Comparisons: Develop Insight into the Nature of Language and Culture

- 4.1 Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- 4.2 Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

Communities: Participate in Multilingual Communities at Home and Around the World

- 5.1 Students use the language both within and beyond the school setting.
- 5.2 Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.

The Five C’s of Standards for Foreign Language Learning are embedded in the Oregon Second Language Standards.

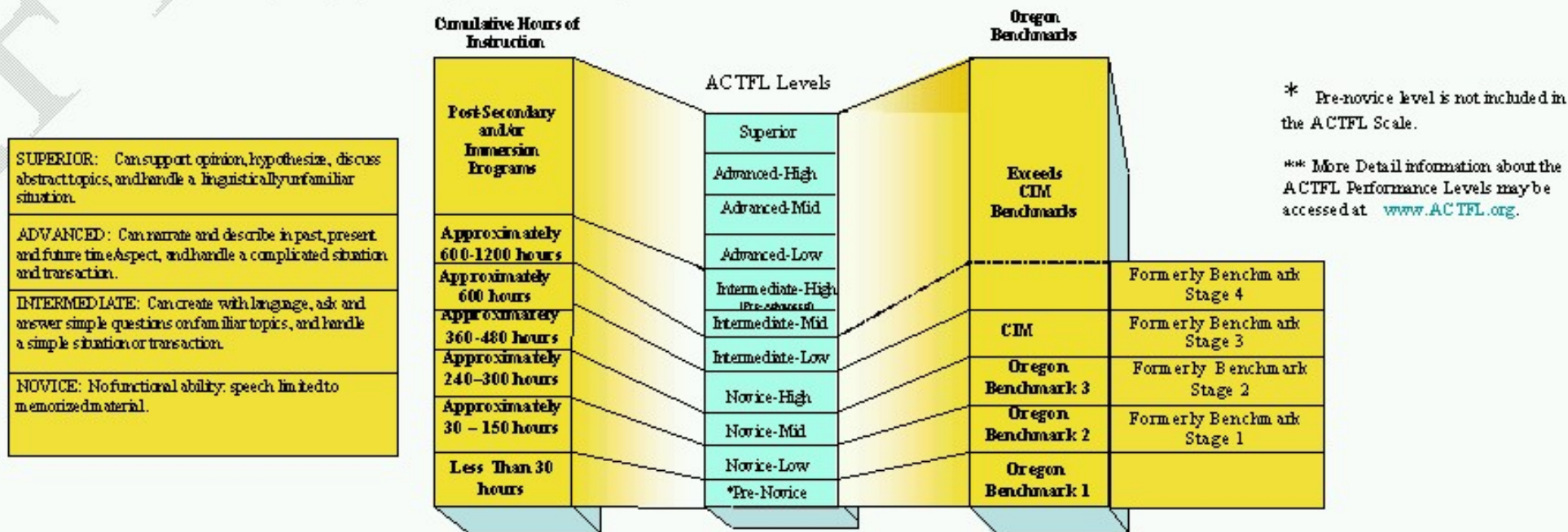
(Standards for Foreign Language Learning in the 21st Century, AC TFL, et al, Allen Press, Inc., 1999)

Correlation Between Length of Study and Proficiency

There are various approaches to language instruction in Oregon. A student who begins second language study in the early elementary grades and continues an uninterrupted sequence of instruction will advance further than a student who does not begin language study until high school. However, student proficiency in a second language may be achieved over different periods of time depending on such factors as:

- Age of the learner
- Varying learning speeds and learning styles of students
- Teaching methodologies
- Abilities and interests of the instructor
- Scheduling patterns of the language program
- Scope and sequence of the language program
- Authenticity of the cultural environment and materials

(Standards for Foreign Language Learning in the 21st Century, ACTFL, et al, Allen Press, Inc., 1999)



Framework of Communicative Modes

Oregon Standards are organized around three 'communicative modes' that place primary emphasis on the context and purpose of communication. These are the Interpersonal Mode, Interpretive Mode, and Presentational Mode. The following chart that defines and gives context to each of the three modes is taken from the Standards for Foreign Language Learning, (Standards for Foreign Language Learning in the 21st Century, ACTFL, et al, Allen Press, Inc., 1999).

	INTERPERSONAL	INTERPRETIVE	PRESENTATIONAL
DEFINITIONS	<ul style="list-style-type: none"> • Direct oral communication (e.g., face-to-face, telephonic) between individuals who are in personal contact • Direct written communication between individuals who come into personal contact 	<ul style="list-style-type: none"> • Receptive communication of oral or written messages • Mediated communication via print and non-print materials • Listener, viewer, reader works with visual or recorded materials in the absence of the creator 	<ul style="list-style-type: none"> • Productive communication using oral or written language • Spoken or written communication for people with whom there is not immediate personal contact or which takes place in a one-to-many mode • Author or creator of visual or recorded material not known personally to listener or reader
PATHS	<ul style="list-style-type: none"> • Productive abilities: speaking, writing • Receptive abilities: listening, reading 	<ul style="list-style-type: none"> • Primarily receptive abilities: listening, reading, viewing 	<ul style="list-style-type: none"> • Primarily productive abilities: speaking, writing, showing
CULTURAL KNOWLEDGE	<ul style="list-style-type: none"> • Knowledge of cultural perspectives governing interactions between individuals of different ages, status, backgrounds • Ability to recognize that languages use different practices to communicate • Ability to recognize that cultures use different patterns of interaction 	<ul style="list-style-type: none"> • Knowledge of how cultural perspectives are embedded in products (literary and artistic) • Knowledge of how meaning is encoded in products • Ability to analyze content, compare it to information available in own language and assess linguistic and cultural differences • Ability to analyze and compare content in one culture to interpret U.S. culture 	<ul style="list-style-type: none"> • Knowledge of cultural perspectives governing interactions between a speaker and his/her audience and a writer and his/her reader • Ability to present cross-cultural information based on background of the audience • Ability to recognize that cultures use different patterns of interaction
<p style="text-align: center;">KNOWLEDGE OF THE LINGUISTIC SYSTEM</p> <p style="text-align: center;">The use of grammatical, lexical, phonological, semantic, pragmatic, and discourse features necessary for participation in the Communicative Modes.</p>			

Curricular Guideline

This guideline to curricular topics supports the Oregon Second Language Standards and does **not necessarily** prescribe the order of introduction. Since Oregon's Second Language Programs vary in their grade level entry point and amount of contact time, flexibility in the timing and order of introduction is understood.

	Oregon Standards Benchmark 1	Suggested Topics for Oregon Standards Benchmark 2	Suggested Topics for Oregon Standards Benchmark 3	Suggested Topics for Oregon CIM	Exceeds CIM Level	Exceeds CIM Level
	*Less than 30 hours of cumulative instruction. PRE-NOVICE	*Approximately 30 to 150 hours of cumulative instruction. (Approximates ACTFL NOVICE-LOW)	*Approximately 240 to 300 cumulative hours of instruction (Approximates ACTFL NOVICE-MID)	*Approximately 360-480 cumulative hours of instruction (Approximates ACTFL NOVICE-HIGH)	(Approximates ACTFL INTERMEDIATE-LOW)	(Approximates ACTFL INTERMEDIATE-MID)
Topics	<ul style="list-style-type: none"> Songs and Rhymes Greetings/Farewells Parts of the body Numbers Colors 	<ul style="list-style-type: none"> Introductions Alphabet Self Family/Pets Calendar/time Classroom objects Shapes 	<ul style="list-style-type: none"> Clothing Food Home Friends/People Leisure activities School Seasons and Weather 	<ul style="list-style-type: none"> Community Daily Routine Stores/Shopping Geography Transportation 	<ul style="list-style-type: none"> Health Occupations Celebrations Travel/Vacations Environment 	<ul style="list-style-type: none"> Areas of personal interest Education/careers Language for specific purposes in at least one of the following CAM strands: Health Services Arts & Communications Industrial & Engineering Natural Resources Business & Management At least two academic areas (Math, Science, English/Language Arts)
*Based on research by CASLS (Center for Applied Second Language Studies)						

Common Curriculum Goals	Content Standards	Oregon Benchmark 1 Standard *Less than 30 hours of cumulative instruction, PRE-NOVICE	Oregon Benchmark 2 Standard *Approximately 30 to 150 hours of cumulative instruction. (Approximates ACTFL NOVICE-LOW)	Oregon Benchmark 3 Standard *Approximately 240 to 300 cumulative hours of instruction, (Approximates ACTFL NOVICE-MID)	Oregon CIM Standard *Approximately 360-480 cumulative hours of instruction, (Approximates ACTFL NOVICE-HIGH)	Exceeds CIM Level (Approximates ACTFL INTERMEDIATE-LOW)	Exceeds CIM Level (Approximates ACTFL INTERMEDIATE-MID)
Skills Interpersonal Mode: Listening/ Speaking*		<u>Skills to Support Standards (Functions):</u> <ul style="list-style-type: none"> • Make and respond to simple greetings • Use some familiar vocabulary in context 	<u>Standards (Functions):</u> <ul style="list-style-type: none"> ▪ Make and respond to greetings and introductions ▪ Use familiar vocabulary in context ▪ State time, address, and telephone numbers 	<u>Skills to Support Standards (Functions):</u> <ul style="list-style-type: none"> ▪ Provide basic personal information ▪ Give simple descriptions ▪ Express likes and dislikes ▪ Provide information about everyday activities ▪ Answer predictable questions with memorized responses 	<u>Skills to Support Standards (Functions):</u> <ul style="list-style-type: none"> ▪ Give simple descriptions ▪ Express simple opinions ▪ Exchange information using date, time, etc. ▪ Give basic directions and commands ▪ Use numbers and prices in common situations ▪ Extend/accept invitations ▪ Make appointments/reservations 	<u>Skills to Support Standards (Functions):</u> <ul style="list-style-type: none"> ▪ Describe with some supporting details ▪ State feelings and emotions ▪ Give directions ▪ Make suggestions ▪ Report events in present time ▪ Conduct predictable transactions ▪ Ask informational questions ▪ State reasons ▪ Handle concrete 	<u>Skills to Support Standards (Functions):</u> <ul style="list-style-type: none"> ▪ Exchange personal feelings, thoughts and basic opinions ▪ Initiate, sustain and close a more extended conversation using a series of related questions and responses ▪ Perform a widening variety of communicative tasks that may include a complication ▪ Give multi-step

*Corresponds to

Common Curriculum Goals	Content Standards	Oregon Benchmark 1 Standard *Less than 30 hours of cumulative instruction, PRE-NOVICE	Oregon Benchmark 2 Standard *Approximately 30 to 150 hours of cumulative instruction. (Approximates ACTFL NOVICE-LOW)	Oregon Benchmark 3 Standard *Approximately 240 to 300 cumulative hours of instruction, (Approximates ACTFL NOVICE-MID)	Oregon CIM Standard *Approximately 360-480 cumulative hours of instruction, (Approximates ACTFL NOVICE-HIGH)	Exceeds CIM Level (Approximates ACTFL INTERMEDIATE-LOW)	Exceeds CIM Level (Approximates ACTFL INTERMEDIATE-MID)
ASL Expressive Skills Interpersonal Mode: Listening/ Speaking*						<i>exchanges necessary for survival in the typical daily life of the target culture</i>	<i>directions for a simple task</i> ▪ <i>Generate varied questions to extend or enrich conversation</i> ▪ <i>Demonstrate control of present time; partial control of future and past time</i> ▪ <i>Express simple opinions</i>
*Corresponds to ASL Expressive Skills							

Common Curriculum Goals	Content Standards	Oregon Benchmark 1 Standard *Less than 30 hours of cumulative instruction, PRE-NOVICE	Oregon Benchmark 2 Standard *Approximately 30 to 150 hours of cumulative instruction. (Approximates ACTFL NOVICE-LOW)	Oregon Benchmark 3 Standard *Approximately 240 to 300 cumulative hours of instruction, (Approximates ACTFL NOVICE-MID)	Oregon CIM Standard *Approximately 360-480 cumulative hours of instruction, (Approximates ACTFL NOVICE-HIGH)	Exceeds CIM Level (Approximates ACTFL INTERMEDIATE-LOW)	Exceeds CIM Level (Approximates ACTFL INTERMEDIATE-MID)
<u>Interpretive Mode: Listening*</u>		<u>Skills to Support Standards (Functions):</u> <ul style="list-style-type: none"> Recognize limited vocabulary Understand some simple directions 	<u>Skills to Support Standards (Functions):</u> <ul style="list-style-type: none"> Recognize vocabulary related to familiar topics Understand a short series of simple directions 	<u>Skills to Support Standards (Functions):</u> <p>Demonstrate comprehension of:</p> <ul style="list-style-type: none"> Likes and dislikes Abilities Location Frequency expressions Simple descriptions Identify main ideas on familiar topics Identify some important ideas embedded in familiar contexts and/or curricular areas Recognize differences between formal and informal language 	<u>Skills to Support Standards (Functions):</u> <ul style="list-style-type: none"> Identify main ideas and some significant details on familiar topics Identify significant ideas embedded in familiar contexts and/or curricular areas Recognize specific expressions used for certain circumstances 	<u>Skills to Support Standards (Functions):</u> <ul style="list-style-type: none"> Identify main ideas and most significant details on familiar topics Identify most significant ideas embedded in familiar contexts and/or curricular areas Recognize high-frequency idiomatic expressions 	<u>Skills to Support Standards (Functions):</u> <ul style="list-style-type: none"> Identify main ideas and significant details on familiar topics Identify significant ideas embedded in familiar contexts and/or curricular areas Recognize high-frequency idiomatic expressions

*Corresponds to ASL Receptive Skills

Common Curriculum Goals	Content Standards	Oregon Benchmark 1 Standard *Less than 30 hours of cumulative instruction, PRE-NOVICE	Oregon Benchmark 2 Standard *Approximately 30 to 150 hours of cumulative instruction. (Approximates ACTFL NOVICE-LOW)	Oregon Benchmark 3 Standard *Approximately 240 to 300 cumulative hours of instruction, (Approximates ACTFL NOVICE-MID)	Oregon CIM Standard *Approximately 360-480 cumulative hours of instruction, (Approximates ACTFL NOVICE-HIGH)	Exceeds CIM Level (Approximates ACTFL INTERMEDIATE-LOW)	Exceeds CIM Level (Approximates ACTFL INTERMEDIATE-MID)
Interpretive Mode: Reading* Comprehend print materials from a variety of authentic and other sources. *ASL Literary materials exist in video and digital forms. Comprehension standards are yet to be determined.	Demonstrate comprehension of written text on familiar topics for a variety of purposes.	<u>Skills to Support Standards (Functions):</u> <ul style="list-style-type: none"> Know some of the symbols of the alphabet Read or demonstrate understanding of a few common cognates, borrowed and high-frequency words or expressions from familiar material Use some contextual or visual cues 	<u>Skills to Support Standards (Functions):</u> <ul style="list-style-type: none"> Know the symbols of the alphabet Combine symbols to read words Read and demonstrate understanding of some common cognates, borrowed and high-frequency words and expressions from familiar material Use contextual and visual cues 	<u>Skills to Support Standards (Functions):</u> <ul style="list-style-type: none"> Read and demonstrate understanding of some common cognates, borrowed and high-frequency words and expressions from familiar material Demonstrate understanding of short, predictable texts on benchmark topics Demonstrate ability to extract discreet information from simple texts, e.g. posters, timetables, advertisements Use contextual and visual cues 	<u>Skills to Support Standards (Functions):</u> <ul style="list-style-type: none"> Identify main ideas and some specific details on familiar topics Determine meanings by contextual cues 	<u>Skills to Support Standards (Functions):</u> <ul style="list-style-type: none"> Read short, authentic or teacher-generated text, e.g. poems, short literary text, periodicals Extract main ideas and supporting details Provide a sequence of main events from text Draw inferences and make simplistic predictions and conclusions 	<u>Skills to Support Standards (Functions):</u> <ul style="list-style-type: none"> Read authentic text with more abstract themes and ideas Make inferences and logical predictions Draw conclusions and support them with information from the text

Common Curriculum Goals	Content Standards	Oregon Benchmark 1 Standard *Less than 30 hours of cumulative instruction, PRE-NOVICE	Oregon Benchmark 2 Standard *Approximately 30 to 150 hours of cumulative instruction. (Approximates ACTFL NOVICE-LOW)	Oregon Benchmark 3 Standard *Approximately 240 to 300 cumulative hours of instruction, (Approximates ACTFL NOVICE-MID)	Oregon CIM Standard *Approximately 360-480 cumulative hours of instruction, (Approximates ACTFL NOVICE-HIGH)	Exceeds CIM Level (Approximates ACTFL INTERMEDIATE-LOW)	Exceeds CIM Level (Approximates ACTFL INTERMEDIATE-MID)
<u>Presentation Mode: Writing</u> Write to communicate meaning.	Express ideas in written form on familiar topics for a variety of purposes.	Copy and write a limited number of symbols/characters. <u>Skills to Support Standards (Functions):</u> • Copy lists of some familiar objects and vocabulary	Write symbols/characters, basic high frequency words and memorized phrases. <u>Skills to Support Standards (Functions):</u> • Make lists of familiar objects and vocabulary • Spell familiar words using the target language alphabet. • Express simple ideas in short memorized phrases	Write from memory some high frequency words, phrases and simple sentences. <u>Skills to Support Standards (Functions):</u> • Write short messages and express simple ideas using memorized phrases and sentences	Write simple original sentences from memorized and familiar material. <u>Skills to Support Standards (Functions):</u> • Write short messages, postcards, simple descriptions and simple narrations	Create/Compose consecutive simple sentences on familiar topics. <u>Skills to Support Standards (Functions):</u> • Write messages, short letters, simple descriptions and simple narrations	Create/compose loosely connected sentences with some paragraph structure. <u>Skills to Support Standards (Functions):</u> • Write short letters, descriptions, explanation and simple narrations

Common Curriculum Goals	Content Standards	Oregon Benchmark 1 Standard *Less than 30 hours of cumulative instruction, PRE-NOVICE	Oregon Benchmark 2 Standard *Approximately 30 to 150 hours of cumulative instruction. (Approximates ACTFL NOVICE-LOW)	Oregon Benchmark 3 Standard *Approximately 240 to 300 cumulative hours of instruction, (Approximates ACTFL NOVICE-MID)	Oregon CIM Standard *Approximately 360-480 cumulative hours of instruction, (Approximates ACTFL NOVICE-HIGH)	Exceeds CIM Level (Approximates ACTFL INTERMEDIATE-LOW)	Exceeds CIM Level (Approximates ACTFL INTERMEDIATE-MID)
<u>Presentational Mode: Speaking</u> Speak to present rehearsed information.	Communicate ideas and information on familiar topics for a variety of purposes.	Identify some common objects or people using memorized words, often relying on visual aids. <u>Skills to Support Standards (Functions):</u> <ul style="list-style-type: none"> Name a limited number of common objects or actions Relies heavily on visual aids 	Identify common objects and people using memorized words, lists and phrases, often relying on visual aids. <u>Skills to Support Standards (Functions):</u> <ul style="list-style-type: none"> Express ideas using vocabulary limited to common objects and actions Conveys information using basic memorized language, lists, phrases and simple sentences 	Present basic material using memorized phrases and simple sentences. <u>Skills to Support Standards (Functions):</u> <ul style="list-style-type: none"> Presents material in an organized manner (Conveys information using memorized language in simple consecutive sentences 	Present material in a clear and organized manner using simple sentences and some strings of sentences. <u>Skills to Support Standards (Functions):</u> <ul style="list-style-type: none"> Conveys information using mostly memorized material with some attempts to create Focuses on successful task completion. Vocabulary 	Present material in a clear and organized manner using strings of sentences Attempt to maintain audience attention. <u>Skills to Support Standards (Functions):</u> <ul style="list-style-type: none"> Conveys information using simple sentences and strings of sentences Vocabulary is 	Present organized material in a sustained, connected manner using more complex sentences. Maintain audience attention. <u>Skills to Support Standards (Functions):</u> <ul style="list-style-type: none"> Conveys information using strings of sentences, with some connected sentence-level discourse Vocabulary is sufficient to

Common Curriculum Goals	Content Standards	Oregon Benchmark 1 Standard *Less than 30 hours of cumulative instruction, PRE-NOVICE	Oregon Benchmark 2 Standard *Approximately 30 to 150 hours of cumulative instruction. (Approximates ACTFL NOVICE-LOW)	Oregon Benchmark 3 Standard *Approximately 240 to 300 cumulative hours of instruction, (Approximates ACTFL NOVICE-MID)	Oregon CIM Standard *Approximately 360-480 cumulative hours of instruction, (Approximates ACTFL NOVICE-HIGH)	Exceeds CIM Level (Approximates ACTFL INTERMEDIATE-LOW)	Exceeds CIM Level (Approximates ACTFL INTERMEDIATE-MID)
<u>Presentational Mode: Speaking</u>			<ul style="list-style-type: none"> Often relies on visual aids to present ideas 	<ul style="list-style-type: none"> Uses sufficient vocabulary to get meaning across. Uses gestures or visuals to maintain audience's attention and to convey meaning 	conveys basic information <ul style="list-style-type: none"> Attempts to maintain the audience's attention through gestures and/or visuals 	sufficient to provide information and limited explanation <ul style="list-style-type: none"> Begins to make choices of phrase or content to maintain the attention of the audience 	provide information and limited explanation <ul style="list-style-type: none"> Choices of phrase or content helps to maintain the attention of the audience

SUBJECT AREA ENDORSEMENT PERFORMANCE REQUIREMENTS SECOND LANGUAGE

Performance Requirement

Requirements for a Subject Area Endorsement in Second Language are based on CIM level in the second language content standards.

Students must meet Interpersonal Speaking requirement.

Strand	Assessment Requirements	Score	Number of Samples
Interpersonal Mode: Speaking	Summative On demand Face-to-face Tape assisted Media assisted/computer	Level 3 or above	1

Students must meet Interpretive Listening or Interpretive Reading.

Strand	Assessment Requirements	Score	Number of Samples
Interpretive Mode: Listening*	Scoring Guide; Classroom Work Samples	Level 3 or above	1 Interpretive Listening OR Interpretive Reading
Interpretive Mode: Reading*	Scoring Guide Classroom work Samples	Level 3 or above	

Students must meet Presentational Speaking or Presentational Writing.

Strand	Assessment Requirements	Score	Number of Samples
Presentational Mode: Speaking*	Scoring Guide Classroom Work Samples	Level 3 or above	1 Presentational Speaking* OR Presentational Writing
Presentational Mode: Writing*	Scoring Guide Classroom Work Samples	Level 3 or above	

Students earning the Second Language Endorsement must show evidence of student performance at a level consistent with the textual descriptions below on three separate work samples for each mode attempted.

Interpersonal Mode: Speaking

Text Type	Language/Grammar
<ul style="list-style-type: none"> • Uses a variety of simple sentences at least 50% of the time. • Falls back to phrases and memorized material. 	<ul style="list-style-type: none"> • Interpersonal communication contains some errors. • Speech is accurate when using memorized phrases. • Some errors may occur when expressing own meaning. • Shows evidence of ability to create with the language, but cannot sustain.

Vocabulary	Comprehensibility
<ul style="list-style-type: none"> • Shows control of a broad range of simple, but appropriate, vocabulary. • May occasionally repeat phrases. • Student response rarely includes English 	<ul style="list-style-type: none"> • Student speech can be understood by those accustomed to interaction with language learners.

Presentational Mode: Writing

Text Type	Language/Grammar
<ul style="list-style-type: none"> • Uses mostly simple sentences and phrases with some memorized material. • Writes simple messages, postcards and simple descriptions. 	<ul style="list-style-type: none"> • Accurately uses basic structures the majority of the time, • Errors sometimes occur, but should not obscure the basic message.

Vocabulary	Comprehensibility/Organization
<ul style="list-style-type: none"> • Vocabulary is simple, but appropriate. May include some false cognates. 	<ul style="list-style-type: none"> • Writing is mostly comprehensible to a sympathetic reader. • Evidence of organization.

To Be Developed:

Presentational Speaking
Interpretive Listening
Interpretive Reading

What Assessment Tools are Available?

The sample second languages scoring guides* used in the performance requirement field test can provide direction in determining if students have reached the proficiency level needed to earn a subject area endorsement in second languages.

In addition to the sample scoring guides that will be available on the ODE website at the beginning of the 2005-06 school year, many assessment tools have been created in school districts, colleges and universities, and second language associations, both within and outside of the State of Oregon. Sample assessments for interpersonal listening and speaking and the four remaining strands to be evaluated by classroom work samples are readily available and may be obtained by contacting the developers directly. Some of these sample materials are referenced in the Second Language Assessment Toolkit**.

How Much Is Enough?

Interpersonal Mode: Speaking

- Interpersonal Speaking is a mandatory component for the CIM Second Language Endorsement.
- Students meet CIM content standards in a summative, on-demand assessment in which they engage in simple conversation by expressing ideas and asking/answering questions for a variety of purposes.
- Assessment must include **three** randomly chosen CIM content topics.
- Students must demonstrate the ability to generate at least two different questions appropriate to the task.
- Assessments may be:
 - Face-to-face (prompts initiated by interviewer)
 - Media-generated (prompts initiated by tape recording, computer, etc.)

Interpretive Mode: Listening

- Students meet CIM content standards by demonstrating comprehension (main ideas and some details) of verbal or signed language from authentic and other sources. (i.e. TV, radio or live presentations).
- Stimuli must include at least **three** CIM content topics imbedded in a context.
- Questions and student responses are not in the target language. (Accommodations may be provided if the student's first language is not English.)

Interpretive Mode: Reading

- Students meet CIM content standards by demonstrating comprehension (main ideas and some details) of print materials from a variety of authentic or other sources (i.e. postcards, schedules, e-mail, brochures, short articles, advertisements, menus).
- Assessment must include at least **three** CIM content topics from one or more stimuli/sources.
- Questions and student responses are not in the target language. (Accommodations may be provided if the student's first language is not English.)

Presentation Mode: Speaking

- Students meet CIM content standards on a rehearsed presentation to communicate ideas and information on one or more CIM content topics.

Presentation Mode: Writing

- Students meet CIM content standards on a contextualized writing task composed of **three** randomly chosen CIM content topics.

*Sample prompts, sample responses, tasks and topics will be developed to supplement this document prior to the 2006 -2007 school year.

*Not an official ODE/State approved scoring guide

**The Second Language Assessment Toolkit may be accessed on the Oregon Department of Education Website at:
<http://www.ode.state.or.us/search/results/?id=23>.

**Oregon Department of Education
Second Language
Draft Sample Scoring Guide for Interpersonal Speaking**

(Note: In rehearsed tasks *Text Type & Accuracy* will be higher)

Benchmark	Text Type	Language/Grammar	Vocabulary	Comprehensibility
Exceeds CIM (Intermediate-Mid)	<ul style="list-style-type: none"> Speaks in strings of sentences. May use more complex or sophisticated sentence structures. 	<ul style="list-style-type: none"> Noticeable increase in language quantity and quality. Consistent use of basic structures. Basic structures may contain errors which rarely interfere with communication. Complex structures may include some errors that occasionally interfere with communication. 	<ul style="list-style-type: none"> Shows control of a broad range of vocabulary and consistently uses this vocabulary appropriately. Student response does not include English. 	<ul style="list-style-type: none"> Conveys a message that is comprehensible. Comprehension of responses requires almost no effort on the part of the listener.
Exceeds CIM (Intermediate-Low)	<ul style="list-style-type: none"> Uses simple sentences and some connected sentences. 	<ul style="list-style-type: none"> “Creates” with the language rather than relying on rephrasing of learned material. Consistent use of basic structures. Contains errors which rarely interfere with communication. 	<ul style="list-style-type: none"> Shows control of a broad range of vocabulary and consistently uses this vocabulary appropriately. Student response does not include English. 	<ul style="list-style-type: none"> Conveys a message that is generally comprehensible. Comprehension of response requires minimal effort.
CIM (Novice-High)	<ul style="list-style-type: none"> Uses a variety of simple sentences at least 50% of the time. Falls back to phrases and memorized material. 	<ul style="list-style-type: none"> Interpersonal communication contains some errors. Speech is accurate when using memorized phrases. Some errors may occur when expressing own meaning. Shows evidence of ability to create with the language, but cannot sustain. 	<ul style="list-style-type: none"> Shows control of a broad range of simple, but appropriate, vocabulary. May occasionally repeat phrases. Student response rarely includes English 	<ul style="list-style-type: none"> Student speech can be understood by those accustomed to interaction with language learners.

Draft Sample Scoring Guide for Interpersonal Speaking (continued)

Benchmark	Text Type	Language/Grammar	Vocabulary	Comprehensibility
Benchmark 3 (Novice-Mid)	<ul style="list-style-type: none"> Lists in context. Uses some simple sentences, but primarily uses learned words and phrases. Uses formulaic sentences (e.g., I like to swim, I like to dance, etc). 	<ul style="list-style-type: none"> Interpersonal communication contains frequent errors. Speech is generally accurate when using memorized phrases. Errors are more frequent when trying to express own meaning. 	<ul style="list-style-type: none"> Shows control of a range of vocabulary learned in class. Student frequently repeat words or expressions. Student response may occasionally include some English words or phrases. 	<ul style="list-style-type: none"> Student speech can be understood by those accustomed to interaction with language learners, but may require significant effort.
Benchmark 2 (Novice-Low)	<ul style="list-style-type: none"> Uses isolated words related to a context. Uses memorized words, phrases or gestures in an attempt to communicate. Has difficulty asking questions. 	<ul style="list-style-type: none"> Little or no evidence of the correct use of basic language structure. 	<ul style="list-style-type: none"> Shows very limited control of the vocabulary taught, making discussion extremely difficult; OR not enough speech to evaluate. Student response may include some English words or phrases. 	<ul style="list-style-type: none"> Responses are either barely or not comprehensible. Student's speech can be understood only with great effort by those accustomed to speech of language learners.
Benchmark 1 (Pre-Novice)	<ul style="list-style-type: none"> Uses isolated words with or without context. May respond to simple directions. 	<ul style="list-style-type: none"> No evidence of correct use of basic language structure outside of learned material. 	<ul style="list-style-type: none"> Vocabulary limited to learned material Student response most often in English. 	<ul style="list-style-type: none"> Not enough speech to determine comprehensibility in an interpersonal situation.

**Oregon Department of Education
Second Language
Draft CIM LEVEL INTERPERSONAL SPEAKING TASKS**

Benchmark	Topics	Functions/Tasks
Exceeds CIM (Intermediate-Mid)	All content from previous benchmarks and: <ul style="list-style-type: none"> • Areas of personal interest; Education/careers; language for specific purposes related to a student's personal or career interests, such as: <ul style="list-style-type: none"> ○ Health/Fitness ○ Occupations ○ Celebrations ○ Travel/Vacations ○ Environment 	Perform a variety of communicative tasks in everyday and/or academic situations in the target culture. <ul style="list-style-type: none"> • Exchange personal feelings, thoughts and basic opinions • Initiate, sustain, and close a more extended conversation using a series of related questions and responses. • Perform a widening variety of communicative tasks that may include a complication. • Give multi-step directions for a simple task. • Generate varied questions to extend or enrich conversation. • Express simple opinions.
Exceeds CIM (Intermediate-Low)		Use questions and consecutive sentences to obtain information, exchange ideas and participate in simple conversations on a wider range of topics in everyday situations. <ul style="list-style-type: none"> • Describes with some supporting details • States feelings and emotions • Gives directions • Makes suggestions • Reports events in present time • Conducts predictable transactions • State reasons • Asks various conversation extending questions. • Handles concrete exchanges necessary for survival in the typical daily life of the target culture

Draft CIM LEVEL INTERPERSONAL SPEAKING TASKS (continued)

Benchmark	Topics	Functions/Tasks
CIM (Novice-High)	All content in Benchmarks 1,2, 3 and other content, such as: <ul style="list-style-type: none"> • Community • Daily Routine • Stores/Shopping • Geography • Transportation 	Use memorized and some original sentences and questions to perform simple communicative tasks in everyday situations. <ul style="list-style-type: none"> • Gives simple descriptions. • Exchanges information using date, time, etc, • Extends/ accepts invitations. • Asks some questions appropriate to task.
Benchmark 3 (Novice-Mid)	All content in Benchmarks 1 and 2 and other content, such as: <ul style="list-style-type: none"> • Clothing • Food • Home • Friends/People • Leisure/Activities • School • Seasons/Weather 	Use memorized phrases, sentences and questions to express ideas or obtain information on a limited range of topics in everyday situations: <ul style="list-style-type: none"> • Provides basic personal information • Gives simple descriptions • Expresses likes and dislikes • Provides information about everyday activities • Answers predictable questions with memorized responses • Asks only memorized or incomplete questions or off topic questions. • Repeats interviewer's words and phrases.
Benchmark 2 (Novice-Low)	All content in Benchmark 1 and other content, such as: <ul style="list-style-type: none"> • Alphabet • Self • Family/Pets • Calendar/Time • Classroom objects • Shapes 	Use memorized words/signs, phrases and expressions in everyday situations: <ul style="list-style-type: none"> • Makes and responds to greetings and introductions. • Responds to basic commands. • Uses (identify and list) familiar words in context. • States time, address, and telephone numbers.
Benchmark 1 (Pre-Novice)	<ul style="list-style-type: none"> • Songs/Rhymes • Greetings/Farewells • Body Parts • Numbers • Colors 	Use some memorized words/signs, phrases or expressions in everyday situations: <ul style="list-style-type: none"> • Makes and respond to simple greetings • Identifies visual cues using isolated words

Oregon Department of Education
Second Language
Draft Sample Scoring Guide for WRITING TASKS- (On-demand)

Benchmark	Text Type	Language/Grammar	Vocabulary	Comprehensibility/Organization
Exceeds CIM (Intermediate-Mid)	<ul style="list-style-type: none"> Writes in strings of connected sentences with emerging paragraphs. 	<ul style="list-style-type: none"> Demonstrates consistent control of basic structures and partial control of complex structures. Sometimes uses more complex or sophisticated sentence structure 	<ul style="list-style-type: none"> Employs a good variety of vocabulary sufficient to provide information and explanation. 	<ul style="list-style-type: none"> Writing is comprehensible to most audiences. Well organized, beginning, middle, and end with emerging transition of thought.
Exceeds CIM (Intermediate- Low)	<ul style="list-style-type: none"> Uses simple sentences and some strings of sentences. 	<ul style="list-style-type: none"> Controls basic structures in the present time. Recombines learned material to create original sentences. 	<ul style="list-style-type: none"> Vocabulary is sufficient to provide information and limited explanation. Begins to make varied word choices. 	<ul style="list-style-type: none"> Writing is comprehensible to a sympathetic reader. Well organized beginning, middle, and end.
CIM (Novice-High)	<ul style="list-style-type: none"> Uses mostly simple sentences and phrases with some memorized material. Writes simple messages, postcards, and simple descriptions. 	<ul style="list-style-type: none"> Accurately uses basic structures the majority of the time, Errors sometimes occur, but should not obscure the basic message. 	<ul style="list-style-type: none"> Vocabulary is simple, but appropriate. May include some false cognates. 	<ul style="list-style-type: none"> Writing is mostly comprehensible to a sympathetic reader. Evidence of organization
Benchmark 3 (Novice-Mid)	<ul style="list-style-type: none"> Writes very short messages with memorized word and phrases. Occasionally writes short, memorized sentences. 	<ul style="list-style-type: none"> Shows many errors in use of basic structures. 	<ul style="list-style-type: none"> Vocabulary is limited and/ or incorrect and may include incorrect use of words. May invent words from first language. 	<ul style="list-style-type: none"> Writing may be fragmentary, but comprehensible to a sympathetic reader. Evidence of some organization.

Draft Sample Scoring Guide for WRITING TASKS- (On-demand) (continued)

Benchmark	Text Type	Language/Grammar	Vocabulary	Comprehensibility/Organization
Benchmark 2 (Novice-Low)	<ul style="list-style-type: none"> Writing is limited to isolated words in context; may include: <ul style="list-style-type: none"> Symbols/characters Basic high frequency words Memorized phrases. Absence of sentence structure or no evidence of structural control. 	<ul style="list-style-type: none"> Very little evidence of structural control. When structure is attempted it will contain consistent errors. 	<ul style="list-style-type: none"> Vocabulary is very limited and may include incorrect use of words. Frequent misspellings. First language may interfere. 	<ul style="list-style-type: none"> Writing is very fragmentary. Writing lacks organization Writing is comprehensible only in the context in which the task is given.
Benchmark 1 (Pre-Novice)	<ul style="list-style-type: none"> Writing is limited to isolated words. May be limited to copying some familiar vocabulary. 	<ul style="list-style-type: none"> No evidence of structural control. 	<ul style="list-style-type: none"> Vocabulary very limited. 	<ul style="list-style-type: none"> Minimal comprehensibility of words or symbols copied/written.

Draft Sample Scoring Guide for CIM LEVEL PRESENTATIONAL WRITING TASKS

Benchmark	Topics	Functions/Tasks
Exceeds CIM (Intermediate-Mid)	All content from previous benchmarks and: <ul style="list-style-type: none"> • Areas of personal interest; Education/careers; Language for specific purposes related to a student's personal or career interests, such as: <ul style="list-style-type: none"> ○ Health/Fitness ○ Occupations ○ Celebrations ○ Travel/Vacations ○ Environment 	<ul style="list-style-type: none"> • Writes letters, descriptions, explanations and narrations. • Organized material with sequencing of information, with use of transitions. • Expands on information with more use of details, examples and supports. • Writes and effective conclusion.
Exceeds CIM (Intermediate-Low)		<ul style="list-style-type: none"> • Writes messages, short letters, simple descriptions and simple narrations. • Conveys information in a clear and organized manner. • Writes an introduction, middle and conclusion with some transitions. • Expands on basic information with some use of details and examples.
CIM (Novice-High)	All content in Benchmarks 1,2, 3 and other content, such as: <ul style="list-style-type: none"> • Community • Daily Routine • Stores/Shopping • Geography • Transportation 	<ul style="list-style-type: none"> • Writes information in a loosely organized manner. • Attempts introduction, middle and conclusion, but may be incomplete. • Attempts limited transitions. • Includes basic information with some use of details. • Uses mostly learned material, but shows evidence of emerging creativity with the language.
Benchmark 3 (Novice-Mid)	All content in Benchmarks 1 and 2 and other content, such as: <ul style="list-style-type: none"> • Clothing • Food • Home • Friends/People • Leisure/Activities • School • Seasons/Weather 	<ul style="list-style-type: none"> • Conveys basic personal information writing short notes. • Relying heavily on memorized material.

Draft Sample Scoring Guide for Writing Tasks (continued)

Benchmark	Topics	Functions/Tasks
Benchmark 2 (Novice-Low)	All content in Benchmark 1 and other content, such as: <ul style="list-style-type: none"> • Alphabet • Self • Family/Pets • Calendar/Time • Classroom objects • Shapes 	<ul style="list-style-type: none"> • Makes lists of familiar vocabulary. • Spells familiar words.
Benchmark 1 (Pre-Novice)	<ul style="list-style-type: none"> • Songs/Rhymes • Greetings/Farewells • Body Parts • Numbers • Colors 	<ul style="list-style-type: none"> • Copy and write a limited number of symbols and/characters and some familiar vocabulary.

PHYSICAL EDUCATION





**Oregon Department of Education
Office of Educational Improvement and
Innovation**

**Physical Education
Standards, Effective Practices and Requirements**

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Standards and Assessment

Beginning in 1988, the Oregon State Board of Education adopted the Common Curriculum Goals (CCGs) for physical education. The new CCGs determined what must be taught in public schools and the districts determined how it would be taught. In 2001, the physical education content standards were adopted by the State Board of Education defining what students are expected to know and be able to do. In spring of 2005, scoring guides for physical education assessment will be reviewed and developed. In fall of 2005, scoring guides and performance items will be field tested in Oregon.

Effective Practices

What works in Physical Education?

- Sequential instruction in a variety of activities based on content standards, student needs and interests
- Sufficient practice trials allowing students to achieve success
- Low student to equipment ratios, making lines and wait time minimal and maximizing practice trials per student
- Opportunities for authentic assessment where student performance may be measured in “real-life” activities
- Opportunities for students to participate in small-sided games (1 v. 1, 2 v. 2, etc.). or mini-activities to allow ample time to practice and perform
- Clear messages about the importance of a physically active lifestyle as practiced through regular daily physical education
- Opportunity to meet or exceed state standards in physical education

- Program/curriculum delivery by a trained and enthusiastic educator

National Association for Sport and Physical Education. (2001). *Appropriate practices for middle school physical education*. {Brochure}. Reston, VA.

State Requirements

- ORS 329.045 (3) "School districts and public charter schools shall offer students instruction in...physical education...that meets the academic content standards..."
- ORS 329.465 (6) "...the state board shall adopt requirements for Certificate of Initial Mastery subject area endorsements in ...physical education..."

The law also requires the Oregon Department of Education to determine the performance requirements for physical education so students may receive a CIM subject endorsement in that content area. Until such time as state performance requirements and assessment recommendations are established, districts are advised to continue locally established CIM performance requirements and assessments for the 2004-2005 school year.

- OAR 581-022-1130 One credit of physical education is required at the high school level for a high school diploma.
- OAR 581-022-1210 (1) "Each school district shall provide a planned K-12 instructional program."
- OAR 581-022-1210 (2) "The planned K-12 instructional program shall include the following:
(a) Common Curriculum Goals and academic content standards to include:...(b)(B) Physical Education;..."

PHYSICAL EDUCATION CONTENT STANDARDS

September 20, 2001

FOR MORE INFORMATION: Please contact Margaret Bates at (503) 378-3600, Ext. 4503 or by e-mail: margaret.bates@state.or.us

The study of physical education prepares students for the long-term benefits of an active and healthy life. A physically educated person performs a variety of physical activities, participates regularly in physical activity, knows the benefits from involvement in physical activity and its contributions to a healthy life.

Expressive and efficient moving

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM (Grades 9-12)
Demonstrate knowledge of a variety of motor skills	Demonstrate motor skill competency in a variety of physical activities and motor skill proficiency in one physical activity	Demonstrate mature form of basic locomotor patterns: run, gallop, slide, horizontal jump, hop, leap, and skip, starting and stopping on command and in control		Demonstrate movement principles (mechanics, force, speed) in performing skills related to a team activity and an individual or partner activity	Demonstrate competency (basic skills) in complex versions of three or more of the following categories of movement forms and more advanced skills in one or more movement forms. (One activity counts in one category) <ul style="list-style-type: none"> ▪ Individual activities, ▪ Dual activities, ▪ Aerobic/cardio-respiratory lifetime activities ▪ Outdoor pursuits ▪ Dance, self-defense, yoga, martial arts ▪ Team sports ▪ Strength training & conditioning ▪ Aquatics
		Demonstrate critical elements in manipulative skills: throw, catch, kick, and strike	Demonstrate the use of a foot dribble (R/L foot), hand dribble (R/L hand), strike, throw, catch, and		

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM (Grades 9-12)
			volley with a partner		
		Balance, demonstrating momentary stillness, in symmetrical and asymmetrical shapes on a variety of body parts		Execute a floor exercise, jump rope, or manipulative routine with intentional changes in direction, speed, and flow	
		Demonstrate three different step patterns and combinations of movements into repeatable sequences	Perform one dance or rhythmic activity to music	Demonstrate one of the following rhythmic activities: folk, square, social, creative dance, aerobic	
Understand and participate in a variety of physical and recreational activities available in the school and community					
Understand and apply movement concepts	Apply movement concepts and principles to the development of motor skills		Through feedback and practice, demonstrate improvement in performance of a new motor skill	Describe and apply principles of training, conditioning and practice for specific physical activities	Utilize the following components to critique an activity: skills and strategies, use of feedback, positive and negative aspects of personal performance, appropriate practice and conditioning procedures
				Detect and correct errors of a critical element of movement	

Common Curriculum Goals	Content Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM (Grades 9-12)
Understand and apply physical education vocabulary as it relates to movement concepts					
Understand rules and strategies for a variety of physical activities	Apply appropriate rules and strategies to physical activities, games and sports		Use basic offensive and defensive roles in physical activities, or games or sports	Demonstrate basic strategies specific to one team activity and one dual or individual activity	Communicate to others basic strategies specific to one team activity and one dual or individual activity
			Identify rules and procedures in specified physical activities	Demonstrate an understanding of the rules to be followed during participation in specified physical activities	<p>Demonstrate rules and strategies in complex versions of at least two different categories of the following movement forms:</p> <ul style="list-style-type: none"> ▪ Individual activities, ▪ Dual activities, ▪ Aerobic/cardio-respiratory lifetime activities ▪ Outdoor pursuits ▪ Dance, self-defense, yoga, martial arts ▪ Team sports ▪ Strength training & conditioning ▪ Aquatics

Fitness for lifetime

Common Curriculum Goals	Content Standards	Benchmark 1 (3 rd grade)	Benchmark 2 (5 th grade)	Benchmark 3 (8 th grade)	CIM (Grade 9-12)
Demonstrate knowledge of a physically active lifestyle	Provide evidence of engaging in a physically active lifestyle.	Identify changes in his/her body during moderate to vigorous exercise	Identify changes in his/her body before, during and after moderate to vigorous exercise (e.g., perspiration, increased heart and breathing rates)	Develop personal activity goals and describe benefits that result from regular participation in physical education	Participate in physical activities and evaluate personal factors that impact participation
				Analyze and categorize physical activities according to potential fitness benefits	Through physical activity, understand ways in which personal characteristics, performance styles, and activity preferences will change over the life span
Understand the meaning of physical fitness and how personal fitness can be improved and maintained using a health-related fitness assessment as one tool for measuring	Demonstrate ways to achieve and maintain a health-enhancing level of physical fitness.		Identify and assess the health-related components of fitness	Correctly interpret results of physical fitness assessments and use them to develop a written fitness program	Assess and analyze personal health-related fitness status
				Identify the principles of fitness training using the FITT (Frequency, Intensity, Time and Type) model	Independently design a written personal fitness and activity program which incorporates related physical fitness components and principles (overload, progression, specificity and individuality)

Self-management and social behavior

Common Curriculum Goals	Content Standards	Benchmark 1 (3 rd grade)	Benchmark 2 (5 th grade)	Benchmark 3 (8 th grade)	CIM (Grade 9-12)
Understand appropriate and positive behavior management (social skills) and respect for all individual differences, including gender, ethnicity, and physical ability during physical activity	Demonstrate responsible behavior and respect for differences among people during physical activities	Identify rules, procedures, and etiquette in a specified physical activity	Explain and demonstrate safety, rules, procedures and etiquette to be followed during participation in physical activities	Apply rules, procedures and etiquette that are safe and effective for specific activities/situations	Analyze and apply rules, procedures and etiquette that are safe and effective for specific activities/situations
		Identify positive ways to resolve conflict		Identify the elements of socially acceptable conflict resolution and sportsmanship	Apply conflict resolution strategies in appropriate ways and analyze potential consequences when confronted with unsportsman-like behavior
Understand and apply safety in movement activities					
Understand that history and culture influence games, sports, play, and dance					

SUBJECT AREA ENDORSEMENT PERFORMANCE REQUIREMENTS PHYSICAL EDUCATION

Performance Requirement

Requirements for a Subject Area Endorsement in Physical Education are based on CIM academic content standards.

Physical Education Content Standards	Physical Education Strands
<ul style="list-style-type: none"> • Movement Forms in Complex Versions • Personal Activity Critique • Active Lifestyle • Lifespan Changes • Health-Enhancing Physical Fitness • Analysis and Application of Responsible Behavior 	<ul style="list-style-type: none"> • Expressive and Efficient Moving • Fitness for Lifetime • Self Management and Social Behavior

In order for students to earn the Physical Education Subject Area Endorsement, there must be evidence of student performance at a level consistent with the textual descriptions below.

Expressive and Efficient Movement & Self Management and Social Behavior

Complex Versions of Movement Forms	Analysis and Application of Responsible Behavior	Critique of Personal Activity
<ul style="list-style-type: none"> • Demonstrates two categories of movement forms, that are less than automatic, but performed successfully with concentration. • Demonstrates one category of movement forms that is automatic. • Demonstrates less than an automatic adjustment when context of task is varied. (i.e., skill technique, rules and strategies) in two categories of movement forms. 	<ul style="list-style-type: none"> • Communicates and/or demonstrates and adequately applies rules, procedures etiquette for safe and effective participation in the activity. 	<ul style="list-style-type: none"> • In a critique, reflects general understanding of movement concepts and principles (e.g., use of feedback, positive and negative aspects of personal performance, and proper use of practice and conditioning.

Fitness for Lifetime

Active Lifestyle	Health Enhancing Physical Fitness	Lifestyle Changes
<ul style="list-style-type: none">Documents adequate participation (e.g., minimum of 30 minutes or 10,000 steps daily average, 5 days per week) in physical activities and reflects credible personal factors that impact participation.	<ul style="list-style-type: none">In an analysis of personal health-related fitness results, reflects appropriate use of training components (e.g., FITT, overload, progression and specificity) and forms a logical conclusion in determining areas of improvement and maintenance of strengths.	<ul style="list-style-type: none">Shows a general understanding of how personal characteristics, performance styles and activity preferences can change over a lifetime (e.g., comparison of 2 adults of different generations).

How Much is Enough?

Work Samples

Four Work Samples will be required:

Three (3) Complex Versions of Movement Work Samples: Student meets the performance requirement (e.g. demonstrates complex movement skills, rules and strategies.) in at least 3 of the 8 movement categories. At least one of the aforementioned student work samples will include a personal activity critique. All of the complex versions of movement work samples will include student analysis and application of responsible behavior.

One (1) Fitness for Life Work Sample: Student meets the performance requirement from fitness student work in the three areas of fitness for life. Student work sample will include:

- Evidence of an active lifestyle
- Analysis of personal factors
- Analysis of lifespan changes
- Analysis of health-related physical fitness results in a written fitness plan

Student work may include, but is not limited to:

- **Complex version movement performance** – Students will personally demonstrate authentic movement performances through games, routines, or media formats.
- **Personal Activity Critique-** The student will analyze, interpret and critique their complex version activity and may include another students' perspective and/or opinion (research, compare and contrast). Students may use a power point presentation, video clips of a project, posters, logs, pamphlets, speeches, advertisements, editorials, debates, brochures, discussion, or self-reflection.

- **Self Management Project** - The student will personally demonstrate rules, procedures and etiquette for safe and effective participation through a collection of evidence which may include journaling, power point presentations, video clip of a project, posters, logs, speeches, advertisements, debates, brochures, discussion, critique, positive participation or self-reflection
- **Fitness for a Lifetime Project** - Students will collect, analyze, reflect and report their findings through journaling, power point, posters, log, pamphlets, speeches, editorial or brochure.

What Assessment Tools are Available?

The sample physical education scoring guide* used in the performance requirement field test can provide direction in determining if students have reached the proficiency level needed to earn a subject area endorsement in physical education.

*Not an official ODE/State approved scoring guide

Oregon Department of Education
Physical Education
Draft Sample Scoring Guide

	Demonstrates complex version of movement forms (two complex versions at level 4 & one complex version at level 5)	Analysis and Application of Responsible Behavior	Critique of Personal Activity
6	<ul style="list-style-type: none"> Demonstrates movement forms that are fluid and automatic. Makes adjustments intuitively when the environment of the activity is varied (e.g., skill technique, rules and strategies). 	Consistently communicates and/or demonstrates and applies rules, procedures and etiquette for safe and effective participation in the activity.	In a critique, reflects an intuitive understanding of movement concepts and principles (e.g., use of feedback, positive and negative aspects of personal performance, and proper use of practice and conditioning).
5	<ul style="list-style-type: none"> Demonstrates movement forms that are automatic. Appropriate adjustments are made when the environment of the activity is varied (e.g., skill technique, rules and strategies). 	Often communicates and/or demonstrates and applies rules, procedures and etiquette for safe and effective participation in the activity.	In a critique, reflects a clear understanding of movement concepts and principles (e.g., use of feedback, positive and negative aspects of personal performance, and proper use of practice and conditioning).
4	<ul style="list-style-type: none"> Demonstrates movement forms that are less than automatic, but performed successfully with concentration. Demonstrates less than an automatic adjustment when context of task is varied. (e.g., skill technique, rules and strategies). 	Communicates and/or demonstrates and adequately applies rules, procedures etiquette for safe and effective participation in the activity.	In a critique, reflects general understanding of movement concepts and principles (e.g., use of feedback, positive and negative aspects of personal performance, and proper use of practice and conditioning).
3	<ul style="list-style-type: none"> Demonstrates movement forms, that are sometimes performed successfully with concentration. Demonstrates some adjustment (e.g., skill technique, rules and strategies) when context of task is varied. 	Communicates and/or demonstrates some rules, procedures and etiquette for safe and effective participation in the activity.	In a critique, reflects partial understanding of movement concepts and principles (e.g., use of feedback, positive and negative aspects of personal performance, and proper use of practice and conditioning).
2	<ul style="list-style-type: none"> Demonstrates isolated skills during a complex version of movement forms. Demonstrates little adjustment (e.g., skill technique, rules and strategies) when context of task is varied. 	Demonstrates or applies few rules, procedures and etiquette for safe and effective participation in the activity.	In a critique, reflects little understanding of movement concepts and principles (e.g., use of feedback, positive and negative aspects of personal performance, and proper use of practice and conditioning).
1	<ul style="list-style-type: none"> Demonstrates no automaticity in movement. Demonstrates no adjustment (e.g., skill technique, rules and strategies) when context of task is varied. 	Does not communicate, demonstrate or apply rules, procedures or etiquette for safe and effective participation in the activity.	In a critique, reflects no understanding of movement concepts and principles.

	Health-enhancing physical fitness	Lifespan changes	Active Lifestyle
6	In an analysis of personal health-related fitness results reflects highly effective use of training components (e.g., FITT, overload, progression and specificity) and forms a convincing conclusion in determining areas of improvement and maintenance of strengths.	Shows an insightful understanding of how personal characteristics, performance styles and activity preferences can change over a lifetime. (e.g., comparison of 2 adults of different generations).	Documents consistent participation (e.g., minimum of 60 minutes or 12,000 to 13, 000 steps daily average, 6 days per week) in physical activities and shows an insightful understanding of the personal factors that impact participation.
5	In an analysis of personal health-related fitness results reflects effective use of training components (e.g., FITT, overload, progression and specificity) and forms a credible conclusion in determining areas of improvement and maintenance of strengths.	Shows a clear understanding of how personal characteristics, performance styles and activity preferences can change over a lifetime. (e.g., comparison of 2 adults of different generations).	Documents effective participation (e.g., minimum of 40 minutes or 11,000 to 12,,000 steps daily average, 6 days per week) in physical activities and clearly reflects the personal factors that impact participation.
4	In an analysis of personal health-related fitness results reflects appropriate use of training components (e.g., FITT, overload, progression and specificity) and forms a logical conclusion in determining areas of improvement and maintenance of strengths.	Shows a general understanding of how personal characteristics, performance styles and activity preferences can change over a lifetime. (e.g., comparison of 2 adults of different generations).	Documents adequate participation (e.g., minimum of 40 minutes or 11,000 to 12,000 steps daily average, 5 days per week) in physical activities and reflects credible personal factors that impact participation.
3	In an analysis of personal health-related fitness results reflects some use of training components (e.g., FITT, overload, progression and specificity) and forms a partially credible conclusion in determining areas of improvement and maintenance of strengths.	Shows partial understanding of how personal characteristics, performance styles and activity preferences can change over a lifetime. (e.g., comparison of 2 adults of different generations).	Documents some participation (e.g., minimum of 30 minutes or 10,000 steps daily average, 3-4 days per week) in physical activities and reflects some personal factors that impact participation.
2	In an analysis of personal health-related fitness results reflects little use of training components (e.g., FITT, overload, progression and specificity) and does not address areas of improvement and maintenance of strengths.	Shows little understanding of how personal characteristics, performance styles and activity preferences can change over a lifetime. (e.g., comparison of 2 adults of different generations).	Documents little participation (e.g., minimum of 30 minutes or 10,000 steps daily average, 1-3 days per week) in physical activities and reflects few personal factors that impact participation.
1	No analysis of personal health-related fitness is evident.	Shows no understanding of how personal characteristics, performance styles and activity preferences can change over a lifetime.	Documents no participation in physical activities and no reflection of personal factors that impact participation.

DATA COLLECTION SHEET

CONTENT AREA: Physical Education
ASSESSED ACTIVITY TITLE: Health related plan and active lifestyle

TEACHER: Ms. Bates
SCHOOL\COURSE: Frosh PE

BRIEF ACTIVITY DESCRIPTION: Student uses Health-Related Fitness Results	DATE: 6/14/2005
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STUDENT I.D. CODE		Complex Version of Movement	Complex Version of Movement	Analysis & Applic of Behav	Critique of physical activity	Active Lifestyle	Health-Enhancing Phys. Fit	Lifestyle changes
20						3	5	
21						4	5	
22						4	2	
23						3	5	
24						4	5	
25						4	5	
26						4	4	
27						2	4	
28						2	4	
29						5	6	
30						5	3	
31						5	3	
32						2	3	
34						4	4	
33						6	4	
35						5	2	
36						2	2	
37						5	2	
38								
40								
41								
42								
43								
39								
44								
45								
46								
47								
48								
49								
50								
51								
52								
54								
# scores		0	0	0	0	18	18	0
TRAIT STANDARD		4	5	4	4	4	4	4
# MET/EXCEEDED STANDARD		0	0	0	0	12	11	0
% MET/EXCEEDED STANDARD		#DIV/0!	#DIV/0!	#DIV/0!	#DIV/0!	67%	61%	#DIV/0!

HEALTH EDUCATION





Oregon Department of Education Office of Educational Improvement and Innovation

Health Education Standards, Effective Practices and Requirements

Education Specialist Contact:

Jess Bogli

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Standards and Assessment

Beginning in 1996, the Oregon State Board of Education adopted the Common Curriculum Goals (CCGs) for health education. This same year, OARs related to HIV/AIDS instruction and emergency plans and safety program policies were revised and updated. The new CCGs and updated policies gave school districts guidelines for alignment and development of health curriculum. In February 2005, the health education content standards will be presented to the Oregon State Board of Education as an adoption item. Three-day health standards and assessment trainings are offered at no cost to health educators in Oregon while districts work to align their health curriculum. In spring of 2005, scoring guides for health education assessment will be reviewed and developed. In fall of 2005, scoring guides and performance items will be field tested in Oregon.

Effective Practices

What works in Health Education?

- A narrow and specific focus on child and adolescent risk behaviors
- Basic, accurate information on health risks and strategies to prevent and reduce risks
- Opportunities for students to personalize information and establish limits and goals consistent with family, cultural and personal norms
- Critical analysis of media and social messages related to health issues
- Community service-learning, volunteer and advocacy opportunities for students that relate to health behaviors.
- Opportunities for students to analyze social, family, peer and media pressures related to health behaviors
- Clear messages about the safest and best choices for children and adolescents

- Instruction and practice on necessary health skills, such as refusal, negotiation and communication, and limit setting
- Program/curriculum delivery by a trained and enthusiastic educator

Drug Strategies. (1999). *Making the grade: A guide to school drug prevention programs*
San Francisco:Drug Strategies.

State Requirements

- ORS 329.045 (1) "...the State Board of Education shall regularly and periodically review and revise its Common Curriculum Goals. This includes...rigorous academic content standards in...health,..."
- ORS 329.045 (3) "School districts and public charter schools shall offer students instruction in...health...that meets the academic content standards..."
- ORS 329.465 (6) "...the state board shall adopt requirements for Certificate of Initial Mastery subject area endorsements in ...health..."
The law also requires the Oregon Department of Education to determine the performance requirements for Health Education so students may receive a CIM subject endorsement in that content area. Until such time as state performance requirements and assessment recommendations are established, districts are advised to continue locally established CIM performance requirements and assessments for the 2004-2005 school year.
- ORS 336.455 Comprehensive sexuality education law
- OAR 581-022-1130 One credit of health education is required at the high school level for a high school diploma.
- OAR 581-022-1210 (1) "Each school district shall provide a planned K-12 instructional program."
- OAR 581-022-1210 (2) "The planned K-12 instructional program shall include the following:
(a) Common Curriculum Goals and academic content standards to include:...(b)(A) Health Education;..."
- OAR 581-022-0413 A planned K-12 instructional program that includes alcohol and drug prevention.
- OAR 581-022-1440 Each school district shall teach an age-appropriate plan of instruction focusing on infectious diseases, including Acquired Immune Deficiency Syndrome (AIDS), Human Immunodeficiency Virus (HIV), and Hepatitis B and C as an integral part of health education and other subjects, throughout its elementary, middle and senior grade levels.

The study of health education prepares students to make healthy decisions and take healthy actions on matters concerning personal, family and community health. The goal of health education is that students become health literate- the ability to obtain, interpret, and understand basic health information and services. More importantly, they will have the competence to use such information and services in ways which are health enhancing.

Health Education Content Standards

ALCOHOL, TOBACCO AND OTHER DRUG USE PREVENTION- Acquire knowledge and skills to understand the physical, social, emotional effects of alcohol, tobacco and other drugs and their use.

Common Curriculum Goals	Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM
Demonstrate interpersonal communication, analyzing influences, and advocacy skills while understanding the impact of drug prevention.	<p><u>Standard 1- Concepts</u> Explain the impact of alcohol, tobacco and other drug use on health and well-being.</p> <p><u>Standard 5- Interpersonal Communication</u> Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.</p> <p><u>Standard 4 Analyzing Influences</u> Demonstrate ability to analyze influences of culture, media, technology and other factors on health.</p> <p><u>Standard 8- Advocacy</u> Demonstrate the ability to advocate for personal, family and community health and safety.</p>	<p>Identify that alcohol and tobacco, including cigarettes, cigars, pipes, and smokeless tobacco are harmful to ones' health.</p> <p>Demonstrate refusal skills around the use of tobacco and alcohol products.</p>	<p>Identify school policies and community laws related to alcohol, tobacco and other drug use, possession, and sales.</p> <p>Create an advocacy campaign at school to follow school rules regarding alcohol and tobacco use.</p>	<p>Describe the benefits of a tobacco and drug-free environment.</p> <p>Demonstrate refusal skills around the use of alcohol, tobacco, inhalant and other drug use.</p>	<p>Explain the relationship between alcohol and other drug use on vehicle crashes, injuries, violence, suicide, and sexual risk behavior.</p> <p>Demonstrate refusal skills around drinking and driving or being a passenger when the driver has been drinking and driving.</p> <p>Analyze the influences and pressures teenagers face regarding issues of alcohol, tobacco and other drug use.</p>

*Related OAR: OAR 581-022-0413 Prevention Education Programs in Drugs and Alcohol (K-12). For more information, refer to the appendix.

Related OAR: OAR 581-022-1210 District Curriculum and instruction in the areas of prevention education in drugs and alcohol. For more information, refer to the appendix.

Health Education Content Standards

PREVENTION AND CONTROL OF DISEASE- Acquire knowledge and skills to understand and practice health habits that can prevent and/or control disease.

Common Curriculum Goals	Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM
Demonstrate self management and advocacy skills while understanding the relationships among health behavior and prevention of disease.	<p><u>Standard 1- Concepts</u> Explain the relationship between positive and negative health behaviors and prevention of illness, disease and premature death.</p> <p><u>Standard 3- Self Management</u> Demonstrate self management skills necessary to practice health-enhancing behaviors and reduce health risks.</p> <p><u>Standard 8- Advocacy</u> Demonstrate the ability to advocate for personal, family and community health and safety.</p>			<p>Describe personal health care practices that prevent the spread of communicable disease including HIV/AIDS and Hepatitis B and C.</p> <p>Demonstrate personal health care practices that prevent the spread of communicable disease.</p> <p>Advocate for personal health practices that prevent the spread of HIV/AIDS and Hepatitis B and C.</p>	<p>Identify screenings, including melanoma, breast and testicular self-examinations, and medical examinations, including pap smear, HPV, STD, HIV and Hepatitis B and C testing necessary to maintain reproductive health.</p> <p>Advocate to others the importance of screenings and medical examinations to maintain reproductive health.</p>

*Related OAR: 581-22-1440 Infectious diseases including Acquired Immune Deficiency Syndrome (AIDS), Human Immunodeficiency Virus (HIV) and Hepatitis B and C; for more information, please refer to the appendix.

Related OAR: 581-022-1210 District Curriculum and instruction in the area of infectious diseases, including AIDS/HIV and Hepatitis B.

PROMOTION OF ENVIRONMENTAL HEALTH- Acquire knowledge and skills to determine how protecting the environment impacts health for individuals and society.

Common Curriculum Goals	Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM
Demonstrate analyzing influences and interpersonal communication skills while understanding how the environment affects health.	<p><u>Standard 1- Concepts</u> Explain the elements of a safe and healthy personal, school, home and community environment and their effect on health and well-being.</p> <p><u>Standard 4 Analyzing Influences</u> Demonstrate ability to analyze influences of culture, media, technology and other factors on health.</p> <p><u>Standard 5- Interpersonal Communication</u> Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.</p>				<p>Identify ways to prevent exposure to the sun, including tanning beds.</p> <p>Analyze influences that encourage young people to abstain from protecting oneself from the sun and influences that encourage the use of tanning beds.</p> <p>Communicate to others the importance of preventing exposure to UV rays and other harmful substances.</p>

PROMOTION OF HEALTHY EATING- Acquire knowledge and skills to understand and practice healthful nutrition that contributes to growth and energy and helps prevent chronic diseases.

Common Curriculum Goals	Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM
Demonstrate self management, analyzing influences, goal setting and advocacy skills while understanding the components of healthy eating.	<p><u>Standard 1- Concepts</u> Explain the components of a balanced diet and their importance to growth and wellness.</p> <p><u>Standard 3- Self Management</u> Demonstrate self - management skills necessary to practice health-enhancing behaviors and reduce health risks.</p> <p><u>Standard 4 Analyzing Influences</u> Demonstrate ability to analyze influences of culture, media, technology and other factors on health.</p> <p><u>Standard 6- Goal Setting</u> Demonstrate ability to use goal setting skills to enhance health and safety.</p> <p><u>Standard 8- Advocacy</u> Demonstrate the ability to advocate for personal, family and community health and safety.</p>	<p>Recognize the importance of variety and moderation in food selection and consumption.</p> <p>Choose a variety of foods to eat from different food groups.</p> <p>Advocate for more fruits and vegetables at school.</p>	<p>Explain how healthful eating habits can lead to wellness.</p> <p>Describe how media, cultural and family influences encourage healthy eating practices.</p>	<p>Explain the importance of variety and moderation in food selection and consumption.</p> <p>Track progress toward achieving a short-term personal goal related to variety and moderation within healthy eating.</p>	<p>Describe dietary guidelines, food groups, nutrients and serving size for healthy eating habits.</p> <p>Critique the adequacy of own diet for key nutrients and identify foods that supply the identified nutrients.</p> <p>Set a personal goal based on a dietary analysis to enhance health.</p>

PROMOTION OF MENTAL, SOCIAL AND EMOTIONAL HEALTH- Acquire knowledge and skills to understand that mental, social and emotional health contributes to building and maintaining interpersonal and intrapersonal relationships.

Common Curriculum Goals	Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM
Demonstrate accessing information and interpersonal communication skills while understanding the components of mental, social and emotional health.	<p><u>Standard 1- Concepts</u> Explain the key components of mental, social and emotional health.</p> <p><u>Standard 2-Accessing Information</u> Demonstrate ability to access valid health and safety related information.</p> <p><u>Standard 5- Interpersonal Communication</u> Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.</p>			<p>Identify how emotions change during adolescence.</p> <p>Identify school, home and community resources for mental and emotional health concerns.</p>	<p>Explain different signs and symptoms of addictive behaviors.</p> <p>Identify school and community resources that support people with addictive behaviors.</p> <p>Identify how to communicate to a friend or relative you think is an addict and should get support/help.</p>

PROMOTION OF PHYSICAL ACTIVITY- Acquire knowledge and skills to understand the role physical activity has in promoting health.

Common Curriculum Goals	Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM
Demonstrate accessing information skills while understanding the components of physical activity.	<p><u>Standard 1- Concepts</u> Explain the impact physical activity has on maintaining and/or improving health and well-being.</p> <p><u>Standard 2- Accessing Information</u> Demonstrate ability to access valid health and safety related information.</p>				<p>Explain physical, academic, mental, and social benefits of physical activity and the relationship of a sedentary lifestyle to chronic disease.</p> <p>Access information about the recommended amount and types of physical activity for adolescents.</p>

PROMOTION OF SEXUAL HEALTH- Acquire knowledge and skills that emphasize the importance of safe behaviors in maintaining sexual health.

Common Curriculum Goals	Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM
Demonstrate accessing information, interpersonal communication and decision making skills while understanding the components of sexual health.	<p><u>Standard 1- Concepts</u> Explain the key components to sexual health and their relationship to lifetime health and wellness.</p> <p><u>Standard 2- Accessing Information</u> Demonstrate ability to access valid health and safety related information.</p> <p><u>Standard 5-Interpersonal Communication</u> Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.</p> <p><u>Standard 7-Decision Making</u> Demonstrate ability to use decision making skills to enhance health and safety.</p>		<p>Describe physical, social and emotional changes that occur during puberty.</p> <p>Identify people in the school or community who could provide valid health information about the changes that occur during puberty.</p>	<p>Identify possible short and long-term consequences of sexual activity, including what it means to be responsible for the results of one's decisions.</p> <p>Practice effective communication skills to refuse sexual pressures and communicate the consequences of sexual activity.</p>	<p>Explain why abstinence is the safest, most effective method of protection from HPV, STD/HIV, Hepatitis B and C and pregnancy.</p> <p>Effectively communicate the decisions and behaviors of family, peers and others that promote healthy sexual behaviors.</p> <p>Use the decision making process to make healthy choices around sexual health.</p>

*RELATED ORS: ORS 336.455 Human sexuality education courses; for more information, refer to the appendix.

RELATED OAR: 581-22-1440 OAR Infectious diseases including Acquired Immune Deficiency Syndrome (AIDS), Human Immunodeficiency Virus (HIV) and Hepatitis B and C; for more information, please refer to the appendix.

UNINTENTIONAL INJURY PREVENTION- Acquire knowledge and skills necessary to be safe at home, on the move, at school, at work and in the community and how to get help in case of injury.

Common Curriculum Goals	Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM
Demonstrate accessing information, self-management, interpersonal communication, goal setting and decision making skills while understanding the components of injury prevention.	<p><u>Standard 1- Concepts</u> Explain how to prevent dangerous or risky behaviors that might lead to personal injury and how to respond to potentially unsafe situations at home, at school and in the community.</p> <p><u>Standard 2- Accessing Information</u> Demonstrate ability to access valid health related information.</p> <p><u>Standard 3- Self Management</u> Demonstrate self-management skills necessary to practice health-enhancing behaviors and reduce health risks.</p> <p><u>Standard 5-Interpersonal Communication</u> Demonstrate ability to use interpersonal communication skills (verbal and non-verbal) to enhance health and safety.</p> <p><u>Standard 6- Goal Setting</u> Demonstrate ability to use goal setting skills to enhance health and safety.</p> <p><u>Standard 7-Decision Making</u> Demonstrate ability to use decision making skills to enhance health and safety.</p>	<p>Identify safe behaviors when traveling to and from school and in the community.</p> <p>Use decision making model to plan ahead to avoid dangerous situations and injuries on the way to and from school.</p>	<p>Identify ways to prevent fires and reduce the risk of injuries in case of fire.</p> <p>Access information on the nature of fire, how fires start, fire's destructiveness and how fires can be prevented.</p> <p>Demonstrate how to respond to peers who may encourage you to misuse fire or fireworks.</p>	<p>Explain ways to reduce risk of injuries while traveling to and from school and in the community.</p> <p>Identify rules and laws intended to prevent injuries.</p> <p>Demonstrate personal responsibility to follow safety related rules.</p> <p>Use the decision making process to use safety practices in and around motorized vehicles.</p>	<p>Examine the impact of alcohol, tobacco and other drug use on unintentional injury.</p> <p>Set a personal goal to avoid driving when under the influence of alcohol or other drugs.</p>

*RELATED OAR: 581-022-1420 Emergency plans and safety programs; for more information, refer to the appendix.

RELATED OAR: 581-022-1210 District Curriculum- K-12 instructional program; for more information, refer to the appendix.

VIOLENCE AND SUICIDE PREVENTION- Acquire knowledge and skills to prevent different forms of violence and suicide with a focus on communication and pro-social behaviors.

Common Curriculum Goals	Standards	Benchmark 1 (Grade 3)	Benchmark 2 (Grade 5)	Benchmark 3 (Grade 8)	CIM
Demonstrate self management, analyzing influences and advocacy skills while understanding individual, community and societal factors that prevent, reduce and/or contribute to violence and suicide.	<p><u>Standard 1- Concepts</u> Explain individual, community and societal factors that prevent, reduce and/or contribute to violence and suicide.</p> <p><u>Standard 3- Self-Management</u> Demonstrate self management skills necessary to practice health-enhancing behaviors and reduce health risks.</p> <p><u>Standard 4 Analyzing Influences</u> Demonstrate ability to analyze influences of culture, media, technology and other factors on health.</p> <p><u>Standard 8- Advocacy</u> Demonstrate the ability to advocate for personal, family and community health and safety.</p>	<p>Identify that media contains violent messages.</p> <p>Explain how helpful and hurtful messages in media can affect an individuals' behavior.</p>	<p>Explain the role problem solving, anger management and impulse control have on preventing violence.</p> <p>Demonstrate steps of problem solving, anger management, and impulse control.</p>	<p>Explain how violence, aggression, bullying and harassment effects health and safety.</p> <p>Design an advocacy campaign for preventing violence, aggression, bullying and harassment.</p>	<p>Describe the consequences of prejudice, discrimination, racism, sexism, and hate crimes.</p> <p>Advocate for the promotion of respect and empathy for individual differences.</p>

SUBJECT AREA ENDORSEMENT PERFORMANCE REQUIREMENTS HEALTH EDUCATION

Performance Requirement

Requirements for a Subject Area Endorsement in Health Education are based on CIM level academic content standards.

Health Education Content Standards	Health Education Strands
<ul style="list-style-type: none">• Concepts• Accessing Information• Analyzing Influences• Interpersonal Communication• Advocacy	Required: <ul style="list-style-type: none">• Alcohol, tobacco and other drug prevention• Prevention and control of disease• Promotion of healthy eating• Promotion of sexual healthplus one (see work sample description):• Promotion of environmental health• Promotion of mental, social and emotional health• Promotion of physical activity• Unintentional injury prevention• Violence and suicide prevention

NOTE: Self management, goal setting and decision making standards are not included in the CIM Subject Area Endorsement Requirements but are required for health education instruction.

In order for students to earn the Health Education Subject Area Endorsement, there must be evidence of student performance at a level consistent with the textual descriptions below.

Concepts	Accessing Information	Analyzing Influences	Interpersonal Communication	Advocacy
<ul style="list-style-type: none"> Adequately covers health topic, demonstrating some breadth and depth. Response is mostly accurate, but may have minor inaccuracies. Adequately describes relationships between behavior and health status with minimal inaccuracies or omissions. Draws plausible conclusion(s) about related health enhancing behaviors. 	<ul style="list-style-type: none"> Adequately identifies relevant sources of health information, products or services. Citations for the sources are mostly accurate and complete. Adequately evaluates source validity and appropriateness. Provides a general explanation of why the sources are valid and appropriate. 	<ul style="list-style-type: none"> Adequately recognizes relevant internal and external influences. Provides a general explanation of how the influences impact personal, family and/or community health practices and behaviors. 	<ul style="list-style-type: none"> Demonstrates use of appropriate verbal/nonverbal communication strategies. 	<ul style="list-style-type: none"> Expresses a generally clear, health-enhancing position. Adequately supports position using facts, data, evidence; support may be incomplete and/or contain minor inaccuracies. Shows adequate awareness of audience. Displays conviction for position.

How Much is Enough?

Work Samples

Five Work Samples will be required.

- One work sample will be required in each of the following four strands: alcohol, tobacco and other drug prevention; prevention and control of disease; promotion of healthy eating; promotion of sexual health.
- plus one work sample in an additional strand (including and/or combining the strands listed above): promotion of environmental health; promotion of mental, social and emotional health; promotion of physical activity; unintentional injury prevention; violence and suicide prevention.

Student work may include, but is not limited to:

- **Health Analysis and Critique-** Students will analyze, interpret and critique situations, issue or data and may include the students' perspective and/or opinion.
- **Health Research Project-** Students conduct research, analyze and synthesize those findings to reach a conclusion. The research project must include a written report and can be enhanced with a visual.
- **Service Learning Project –** Students collect a body of evidence related to a service learning project that promotes health enhancing behaviors. Evidence may include journaling, power point presentations, video clip of project, critique or self-reflection.
- **Independent Design-** Students create a product that provides accurate health-related information in a clear and concise way. The product may be a pamphlet, brochure, poster, editorial or public service announcement.
- **Simulation-** Students engage in a simulation (written or oral) or a role-play to a given situation or scenario. Students demonstrate appropriate and accurate application of knowledge and skills.

What Assessment Tools are Available?

The sample health education scoring guide* used in the performance requirement field test can provide direction in determining if students have reached the performance level needed to earn a subject area endorsement in health education.

*Not an official ODE/State approved scoring guide

Oregon Department of Education
Health
Draft Sample Scoring Guides

	Concepts	Accessing Information	Analyzing Influences	Interpersonal Communication	Advocacy
6	<input type="checkbox"/> <u>Comprehensiveness</u> : Thoroughly covers health topic, demonstrating enhanced breadth and depth.* Response is accurate. <input type="checkbox"/> <u>Connections</u> : Provides a sophisticated relationship between behavior and health status. Draws in- depth conclusion(s) about related health enhancing behaviors.	<input type="checkbox"/> <u>Source Identification</u> : Thoroughly identifies the most relevant sources of health information, products or services. Citations for the sources are accurate and complete. <input type="checkbox"/> <u>Source Validity</u> : Thoroughly evaluates source validity and appropriateness. Provides an in-depth explanation of why the sources are valid and appropriate.	<input type="checkbox"/> <u>Analyzing Influences</u> : Thoroughly recognizes the most relevant internal and external influences. Provides an in-depth explanation of how the influences impact personal, family and/or community health practices and behaviors.	<input type="checkbox"/> <u>Communication Strategies</u> : Demonstrates sophisticated and varied use of appropriate verbal/nonverbal communication strategies that enhances the health of self and others.**	<input type="checkbox"/> <u>Health Enhancing Position</u> : Expresses a sophisticated and complex health-enhancing position. <input type="checkbox"/> <u>Support for Position</u> : Thoroughly supports position using relevant and in-depth facts, data, and evidence. <input type="checkbox"/> <u>Audience Awareness</u> : Shows an enhanced understanding of audience. <input type="checkbox"/> <u>Conviction</u> : Displays a strong and passionate conviction for position.
5	<input type="checkbox"/> <u>Comprehensiveness</u> : Thoroughly covers health topic, demonstrating breadth and depth. Response is accurate. <input type="checkbox"/> <u>Connections</u> : Thoroughly describes relationships between behavior and health status. Draws an accurate conclusion(s) about related health enhancing behaviors.	<input type="checkbox"/> <u>Source Identification</u> : Thoroughly identifies relevant sources of health information, products or services. Citations for the sources are accurate and complete. <input type="checkbox"/> <u>Source Validity</u> : Thoroughly evaluates source validity and appropriateness. Provides an accurate explanation of why the sources are valid and appropriate.	<input type="checkbox"/> <u>Analyzing Influences</u> : Thoroughly recognizes relevant internal and external influences. Provides a thorough explanation of how the influences impact personal, family and/or community health practices and behaviors.	<input type="checkbox"/> <u>Communication Strategies</u> : Demonstrates skillful use of appropriate verbal/nonverbal communication strategies that enhances the health of self and others.**	<input type="checkbox"/> <u>Health Enhancing Position</u> : Expresses a clear and comprehensive health-enhancing position. <input type="checkbox"/> <u>Support for Position</u> : Thoroughly supports position using relevant facts, data, and evidence. <input type="checkbox"/> <u>Audience Awareness</u> : Shows a clear understanding of audience. <input type="checkbox"/> <u>Conviction</u> : Displays a strong conviction for position.

4	<input type="checkbox"/> <u>Comprehensiveness:</u> Adequately covers health topic, demonstrating breadth and depth.* Response is mostly accurate, but may have minor inaccuracies or omissions. <input type="checkbox"/> <u>Connections:</u> Adequately describes relationships between behavior and health status with minimal inaccuracies or omissions. Draws a plausible conclusion(s) about related health enhancing behaviors.	<input type="checkbox"/> <u>Source Identification:</u> Adequately identifies relevant sources of health information, products or services. Citations for the sources are mostly accurate and complete. <input type="checkbox"/> <u>Source Validity:</u> Adequately evaluates source validity and appropriateness. Provides a general explanation of why the sources are valid and appropriate.	<input type="checkbox"/> <u>Analyzing Influences:</u> Adequately recognizes relevant internal and external influences. Provides a general explanation of how the influences impact personal, family and/or community health practices and behaviors.	<input type="checkbox"/> <u>Communication Strategies:</u> Demonstrates adequate use of appropriate verbal/nonverbal communication strategies that enhances the health of self and others.**	<input type="checkbox"/> <u>Health Enhancing Position:</u> Expresses a generally clear, health-enhancing position. <input type="checkbox"/> <u>Support for Position:</u> Adequately supports position using facts, data, evidence; support may be incomplete and/or contain minor inaccuracies. <input type="checkbox"/> <u>Audience Awareness:</u> Shows adequate awareness of audience. <input type="checkbox"/> <u>Conviction:</u> Displays adequate conviction for position.
3	<input type="checkbox"/> <u>Comprehensiveness:</u> Partially covers health topic, demonstrating some breadth and depth.* Response contains inaccuracies or omissions. <input type="checkbox"/> <u>Connections:</u> Partially describes relationships between behavior and health status with inaccuracies or omissions. Draws a weak conclusion(s) about related health enhancing behaviors.	<input type="checkbox"/> <u>Source Identification:</u> Identifies limited sources of health information, products or services. Citations for the sources are incomplete. <input type="checkbox"/> <u>Source Validity:</u> Partially evaluates source validity and appropriateness. Provides a weak explanation of why the sources are valid and appropriate.	<input type="checkbox"/> <u>Analyzing Influences:</u> Recognizes influence(s). Provides a weak explanation of how the influence(s) impact(s) personal, family and/or community health practices and behaviors.	<input type="checkbox"/> <u>Communication Strategies:</u> Demonstrates weak use of appropriate verbal/nonverbal communication strategies.**	<input type="checkbox"/> <u>Health Enhancing Position:</u> Expresses a weak health-enhancing position. <input type="checkbox"/> <u>Support for Position:</u> Partially supports position using facts, data, evidence; support may be incomplete and/or contain minor inaccuracies. <input type="checkbox"/> <u>Audience Awareness:</u> Shows limited awareness of audience. <input type="checkbox"/> <u>Conviction:</u> Displays limited conviction for position.

2	<input type="checkbox"/> <u>Comprehensiveness:</u> Minimally covers health topic, lacking breadth and/or depth.* Response contains inaccuracies or omissions. <input type="checkbox"/> <u>Connections:</u> Minimally describes relationships between behavior and health status with inaccuracies or omissions. Conclusions are irrelevant of lacking.	<input type="checkbox"/> <u>Source Identification:</u> Provides unclear sources of health information, products or services. Citations for the sources are inaccurate and/or incomplete. <input type="checkbox"/> <u>Source Validity:</u> Minimally evaluates source validity and appropriateness. Provides an unclear explanation of why the sources are valid and appropriate.	<input type="checkbox"/> <u>Analyzing Influences:</u> Identifies irrelevant influence(s) and/or provides an unclear explanation of how the influence(s) impact(s) personal, family and/or community health practices and behaviors.	<input type="checkbox"/> <u>Communication Strategies:</u> Rarely or never uses appropriate verbal/nonverbal communication strategies.**	<input type="checkbox"/> <u>Health Enhancing Position:</u> Expresses an unclear health-enhancing position. <input type="checkbox"/> <u>Support for Position:</u> Fails to support position using facts, data, and evidence. <input type="checkbox"/> <u>Audience Awareness:</u> Shows insufficient awareness of audience. <input type="checkbox"/> <u>Conviction:</u> Displays an unclear conviction for position.
1	<input type="checkbox"/> <u>Comprehensiveness:</u> Provides no coverage of assigned health topic and/or response contains major inaccuracies or omissions. <input type="checkbox"/> <u>Connections:</u> Fails to describe relationships between behavior and health status. Draws no conclusion(s).	<input type="checkbox"/> <u>Source Identification:</u> Provides no source identification. <input type="checkbox"/> <u>Source Validity:</u> Provides no evaluation of source(s) validity.	<input type="checkbox"/> <u>Analyzing Influences:</u> Identifies no influences.	<input type="checkbox"/> <u>Communication Strategies:</u> No communication strategies used.**	<input type="checkbox"/> <u>Health Enhancing Position:</u> States no position or position is not health-enhancing. <input type="checkbox"/> <u>Support for Position:</u> Provides no support for position. <input type="checkbox"/> <u>Audience Awareness:</u> Shows no awareness of audience. <input type="checkbox"/> <u>Conviction:</u> Displays no evidence of conviction for position.

*Breadth = Wide *range* of facts and details, Depth = *Details* about facts and ideas

**Examples of Communication Strategies:

Skills:

- Negotiation skills
- Refusal skills
- Conflict management skills

Behaviors:

- Eye contact
- Clear messages
- "I" messages
- Respectful tone
- Body language
- Expressing needs, wants, and feelings
- Attentive listening
- Restating others points of view
- Suggesting an alternative