Category 1 - High Priority	Category 2 - Important	Category 3 - Supporting	Category 4 - Additional			
Multiple mastery opportunities needed throughout high school in a variety of settings	At least one opportunity to engage in content within first 2 ½ years, and support given before HS summative assessment	Content supports priority and important content, and could be taught with technological support, or embedded within applied settings	Additional content not critical in first two years that could be taught more in third or fourth year courses (Note: advanced clusters noted with "+" designation)			
Y1 Y2 Y3 Y4	Y1 Y2 Y3 Y4	Y1 Y2 Y3 Y4	Y1 Y2 Y3 Y4			
DRAFT version for review	purposes (5/1/14 version)					
For questions about the development of these cat	tegories:					
Please contact Mark Freed, Oregon Department o	f Education Specialist, for more information at:					
mark.freed@state.or.us						

Applying Key Take	aways from Grades 6–8**				
Solving problems a	at a level of sophistication ap	pprop	riate t	o high:	schoo
	Applying ratios and				
	proportional				
	relationships.				
	Applying percentages				
	and unit conversions,				
	e.g., in the context of				
	complicated				
	measurement problems				
	involving quantities with				
	derived or compound				
	units (such as mg/mL,				
	kg/m3, acre-feet, etc.).				
	Applying basic function				
	concepts, e.g., by				
	interpreting the features				
	of a graph in the context				
	of an applied problem.				
	Applying concepts and				
	skills of geometric				
	measurement e.g., when				
	analyzing a diagram or				
	schematic.				
	Applying concepts and				
	skills of basic statistics				
	and probability (see 6-				
	8.SP)				
	Performing rational				
	number arithmetic				
	fluently				
Number and Quan	tity (N)				

	Category 1 - High Priority Multiple mastery opportunities needed throughout high school in a variety of settings			Category	Category 2 - Important				Category 3 - Supporting	Category 4 - Additional				
				At least one opportun	nity to e	engage	in conte	nt	Content supports priority and important	Additional content not critical in first two years that could be taught more in third or fourth year				
				HS summat	Within first 2 ½ years, and support given before HS summative assessment				support, or embedded within applied settings	courses (Note: advanced designa	clusters tion)	rs noted with "+"		
The Real Number S	ystem (N-RN)										<u> </u>			
	Extend the properties of exponents to rational													
(N-RN-A)	exponents.													
					Use properties of									
					rational and irrational									
Quantities (N-Q)					numbers.									
Quantities (it Q)	Reason guantitatively	[Γ											
	and use units to solve													
(N-Q-A)	problems.													
The Complex Numb	er System (N-CN)				·						•			
(N-CN-A)											Perform arithmetic operations with complex numbers.			
(N-CN-B)											(+) Represent complex numbers and their operations on the complex plane.			
(N-CN-C)											(+) Use complex numbers in polynomial identities and equations.			
Vector and Matrix (Quantities (N-VM)													
(N-VM-A)											(+) Represent and model with vector quantities.			
(N-VM-B)											(+) Perform operations on vectors.			
(N-VM-C)											(+) Perform operations on matrices and use matrices in applications			
Algebra (A)														
Seeing Structure in	Expressions (A-SSE)													
(A-SSE-A)	Interpret the structure of expressions.													
(A-SSE-B)	Write expressions in equivalent forms to solve problems.													

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Arithmetic with	Polynomials and Rational Expre	essio	ns (A	APR)									
	Perform arithmetic												
	operations on												
(A-APR-A)	polynomials.												
						Understand the relationship between							
(A-APR-B)						polynomials.							
(,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,							1		1		Use polynomial identities to solve		
(A-APR-C)											problems.		
											Rewrite rational		
(A-APR-D)											expressions.		
Creating Equation	ons (A-CED)				-								
	Create equations that												
	describe numbers or												
(A-CED-A)	relationships.	=1)											
Reasoning with	Equations and inequalities (A-R	EI)	1	1	-						1		
	Understand solving												
	equations as a process of												
	reasoning and explain												
(A-REI-A)	the reasoning.												
	Solve equations and												
	inequalities in one												
(A-REI-B)	variable.							1					
						Solve systems of							
(A-REI-C)			1	1		equations.					4		
	Depresent and calve												
	equations and												
(A-RFI-D)	inequalities graphically.												
Functions (F)	inequalities Braphioany.												
Interpreting Fun	nctions (F-IF)	_											
	Understand the concept												
	of a function and use												
(F-IF-A)	function notation.					_							
	Interpret functions that												
	arise in applications in			1									
(F-IF-B)	terms of the context.			1		1							l

	Category 1 - High Pri	Category 2 - In	nportant		Category 3 - Sup	porting	Category 4 - Additional	
	Multiple mastery opportuni throughout high school in a var	ities needed riety of settings	At least one opportunity t within first 2 ½ years, and HS summative a	o engage ii support giv issessment	n content ven before	Content supports priorit content, and could be taugh support, or embedded with	y and important t with technological hin applied settings	Additional content not critical in first two years that could be taught more in third or fourth year courses (Note: advanced clusters noted with "+" designation)
(F-IF-C)	Analyze functions using different representations.							
Building Function	s (F-BF)		-					
(F-BF-A)	Build a function that models a relationship between two quantities.							
(F-BF-B)						Build new functions from existing functions.		
Linear, Quadratic,	and Exponential Models (F-LE)		-				· · ·	
(F-LE-A)	_		Construct and compare linear, quadratic, and exponential models and solve problems.					
(F-LE-B)						Interpret expressions for functions in terms of the situation they model.		
Trigonometric Fur	nctions (F-TF)		1			1 1		
(F-TF-A)	_					Extend the domain of trigonometric functions using the unit circle.		-
(F-TF-B)	_					Model periodic phenomena with trigonometric functions. Prove and apply		-
(F-TF-C)						trigonometric identities.		
Geometry (G)								
Congruence (G-CC)							1
(G-CO-A)	_		Experiment with transformation in the plane.					
(G-СО-В)			Understand congruence in terms of rigid motions. Prove geometric					
(G-CO-C)			theorems.					

Mutiple matter opportunities needed trougbout high school in a variety of setting into size (SGE 2000) All last one opportunity to etgage in contait support, or eulerdied within applied setting support, or eulerdied within applied setting support support, or eulerdied within applied setting support suppor		Category 1 - High Priority	Category 2 - Important	Category 3 - Supporting	Category 4 - Additional Additional content not critical in first two years that could be taught more in third or fourth year courses (Note: advanced clusters noted with "+" designation)			
Image: second		Multiple mastery opportunities needed throughout high school in a variety of settings	At least one opportunity to engage in content within first 2 ½ years, and support given before HS summative assessment	Content supports priority and important content, and could be taught with technological support, or embedded within applied settings				
Similarity, Bight Trageles, and Trigonometry (G-SRT) Understand similarity, in terms of similarity, interview in the result of solution in the result of solutine result foremetry (G-MO).	(G-CO-D)				Make geometric constructions.			
(c. SRT.A) (understand similarity in terms of similarity in terms of similarity. Inderstand	Similarity, Right Tri	angles, and Trigonometry (G-SRT)	•	•	· · · · ·			
(c-SRT-8) involving similarity involving	(G-SRT-A)	_	Understand similarity in terms of similarity transformations.					
(c-SRT-C) (a) Apply trigonometry triangles. (a) Apply trigonometry to general triangles. (a) Apply trigonometry to general triangles. (b) Apply trigonometry to general triangles. (c) Apply trigonometry triangles. (c) Apply trigonometry to general triangles. (c) Apply triangles.	(G-SRT-B)	-	Prove theorems involving similarity. Define trigonometric	-				
(G-SRT-D) (+) Apply trigonometry to general triangles. (+) Apply trigonometry theorems about circles. (+) Apply trigonometry tricles. (+) Apply trigonometry tricles. (+) Apply trigonometry tricles. (+) Apply trigonometry tricles. (+) Apply theorems about circles. (+) Apply tricles. (+) Apply tricles.<	(G-SRT-C)		ratios and solve problems involving right triangles.					
Circles (6-C) Understand and apply theorems about circles Image: circ	(G-SRT-D)				(+) Apply trigonometry to general triangles.			
(G-C-A) Understand and apply theorems about circles Image of sectors of circles Expressing Geometric Properties with Equations (G-GPE) Translate between the geometric description and the equation for a conic section. Image of sectors of circles (G-C-A) Translate between the geometric description and the equation for a conic section. Image of sectors of conic section. Image of sectors of conic section. (G-GPE-A) Image of sectors of conic section. (G-GPE-B) Image of sectors of conic section. (G-GMD-A) Image of sectors of conic sectors. (G-GMD-A) Image of sectors. Image of sectors. Image of sectors. Image of sectors. (G-GMD-B) Image of sectors. Image of sectors. Image of sectors. Image of sectors. (G-GMD-B) Image of sectors. Image of sectors. Image of sectors. Image of sectors. (G-GMD-B) Image of sectors. Image of sectors. Image of sectors. Image of sectors. </td <td>Circles (G-C)</td> <td></td> <td>1</td> <td></td> <td></td>	Circles (G-C)		1					
(G-C-B) Find arc lengths and areas of sectors of circles. I I Expressing Geometric Properties with Equations (G-GPE) Translate between the geometric description and the equation for a conic section. I I (G-GPE-A) I I I I I I (G-GPE-B) I <td>(G-C-A)</td> <td></td> <td></td> <td></td> <td>Understand and apply theorems about circles</td>	(G-C-A)				Understand and apply theorems about circles			
Expressing Geometric Properties with Equations (G-GPE) Translate between the geometric description and the equation for a conic section. (G-GPE-A) Use coordinates to prove simple geometric description and use theorems algebraically. (G-GPE-8) Explain volume formulas and use them to solve problems. (G-GMD-A) Visualize relationships between two-dimensional and three-dimensional and three-dimensional and three-dimensional objects.	(G-C-B)				Find arc lengths and areas of sectors of circles.			
(G-GPE-A) Translate between the geometric description and the equation for a conic section. (G-GPE-B) Use coordinates to prove simple geometric theorems algebraically. Geometric Measurement and Dimension (G-GMD) Explain volume formulas and use them to solve problems. (G-GMD-A) Visualize relationships between two-dimensional and three-dimensional objects.	Expressing Geomet	tric Properties with Equations (G-GPE)	4	ł				
(G-GPE-B) Use coordinates to prove simple geometric theorems algebraically. Use coordinates to prove simple geometric theorems algebraically. Geometric Measurement and Dimension (G-GMD) Explain volume formulas and use them to solve problems. Image: Coordinates to prove simple geometric theorems algebraically. (G-GMD-A) Visualize relationships between two- dimensional and three- dimensional and three- dimensional objects. Image: Coordinates to prove simple geometric theorems algebraically.	(G-GPE-A)				Translate between the geometric description and the equation for a conic section.			
Geometric Measurement and Dimension (G-GMD) Explain volume formulas and use them to solve problems. Explain volume formulas and use them to solve problems. (G-GMD-A) Visualize relationships between two-dimensional and three-dimensional and three-dimensional and three-dimensional and three-dimensional objects. Visualize relationships between two-dimensional and three-dimensional and three-dimensional objects.	(G-GPE-B)				Use coordinates to prove simple geometric theorems algebraically.			
(G-GMD-A) Explain volume formulas and use them to solve problems. Image: Comparison of the solution of the soluti	Geometric Measur	ement and Dimension (G-GMD)						
(G-GMD-A) problems. Image: Comparison of the second s				Explain volume formulas and use them to solve				
(G-GMD-B) Visualize relationships between two- dimensional and three- dimensional objects. Image: Comparison of the comparison of t	(G-GMD-A)	-		problems.				
العاملة (G-Uirub-b) aimensional objects. [Additional objects.]				Visualize relationships between two- dimensional and three- dimensional chiests				
	Modeling with Geo	Interry (G-MG)						

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(G-MG-A)				Apply geometric concepts in modeling situations.			
Statistics and Prob	ability (S)						
Interpreting Catego	orical and Quantitative Data (S-ID)						
	Summarize, represent, and interpret data on a single count or						
(S-ID-A)	measurement variable.		Summarize represent and interpret data on two categorical and				
(S-ID-B)	_		quantitative variables.	-			
		Interpret linear models					
(3-10-C) Making Inferences	and Justifying Conclusions (S-IC)						
(S-IC-A)		Understand and evaluate random processes underlying statistical experiments.					
(S-IC-B)			Make inferences and justify conclusions from sample surveys, experiments and observational studies.				
Conditional Probab	bility and the Rules of Probability (S-CP)						
(S-CP-A)				Understand independence and conditional probability and use them to interpret data.			
(S-СР-В)				Use the rules of probability to compute probabilities of compound events in a uniform probability model.			

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Using Probability to	Make Decisions (S-MD)						
(S-MD-A)				(+) Calculate expected values and use them to solve problems.			
(S-MD-B)				(+) Use probability to evaluate outcomes of decisions.			