| EMERGING AND RE-EMERGING INFECTIOUS DISEASES | | |
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| **Oregon Science Content Standards: CIM** | | |
| **Activity** | **CCG** | **Descriptor** |
| 3 | SC.CM.LS.01.01 | Describe how biological systems can maintain equilibrium (homeostasis). |
| 3 | SC.CM.LS.01.07 | Explain how the development of tools and technology, including microscopes, has aided in the understanding of cells and microbes. |
| 3 | SC.CM.LS.02.03 | Recognize that changes in DNA (mutations) and anomalies in chromosomes create changes in organisms. |
| 3, 4 | SC.CM.LS.02.05 | Recognize the existence of technology that can alter and/or determine inherited traits. |
| 2, 3 | SC.CM.LS.03.02 | Explain how humans and other species can impact an ecosystem. |
| 2, 3 | SC.CM.LS.03.03 | Explain how the balance of resources will change with the introduction or loss of a new species within an ecosystem. |
| 3 | SC.CM.LS.04.01 | Recognize that, over time, natural selection may result in development of a new species or subspecies. |
| 3 | SC.CM.LS.04.04 | Explain the relationship between genetics, mutations, and biological evolution. |
| 2, 3, 4 | SC.CM.SI.01 | Based on observations and scientific concepts, ask questions or form hypotheses that can be answered or tested through scientific investigations. |
| 2, 3, 4 | SC.CM.SI.02 | Design a scientific investigation that provides sufficient data to answer a question or test a hypothesis. |
| 1, 2, 3, 4 | SC.CM.SI.03 | Collect, organize, and display sufficient data to facilitate scientific analysis and interpretation. |
| 1, 2, 3, 4 | SC.CM.SI.04 | Summarize and analyze data, evaluating sources of error or bias. Propose explanations that are supported by data and knowledge of scientific terminology. |
| 3, 4 | Unifying Concepts and Processes | Understand that any collection of things that have an influence on one another can be thought of as a system. |
| 3, 4 | Unifying Concepts and Processes | Understand that a model is a tentative scheme or structure with explanatory power. |
| 1, 2, 3, 4 | Unifying Concepts and Processes | Understand that both patterns of change and stability are important in the natural world. |
| 2, 3, 4 | Unifying Concepts and Processes | Understand that changes in scale influence the characteristics, properties, and relationships within a system. |
| 2, 3 | History and Nature of | Understand that science is a human endeavor practiced by individuals from many different cultures. |

| | Science | |
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| 1, 2, 3, 5 | History and Nature of Science | Understand that scientific knowledge is subject to change based on new findings and results of scientific observation and experimentation. |
| 2, 3 | History and Nature of Science | Understand that scientific knowledge distinguishes itself through the use of empirical standards, logical arguments, and skepticism. |
| 2, 3, 4, 5 | Science in Personal and Social Perspectives | Describe the role of science and technology in local, national, and global issues. |
| 2, 3, 4 | Science in Personal and Social Perspectives | Describe how daily choices of individuals, taken together, affect global resource cycles, ecosystems, and natural resource supplies. |
| 2, 3, 4, 5 | Science in Personal and Social Perspectives | Explain risks and benefits in personal and community health from a science perspective. |
| 2, 4, 5 | Science and Technology | Understand the relationship that exists between science and technology. |

| Oregon Mathematics Content Standards: CIM | | |
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| **Activity** | **CCG** | **Descriptor** |
| 4 | MA.CM.CE.06 | Compute with real numbers, including absolute value and numbers expressed in scientific notation. |
| 4 | MA.CM.SP.07 | Determine appropriate designs for simulations (surveys, observational studies, and experiments) and modeling to study a problem and construct empirical probability distributions to represent results. |
| 4 | MA.CM.SP.08 | Use matrices, histograms, scatter plots, stem-and-leaf plots, and box-and whisker-plots to interpret data. |
| 4 | MA.CM.SP.10 | Make inferences and predictions from data in histograms, scatter plots, and parallel box plots. |
| 4 | MA.CM.SP.11 | Make predictions about populations based on reported sample statistics. |
| 4 | MA.CM.AR.16 | Determine when data represented in a table or graph represents a linear, quadratic, or exponential relationship. |
| 4 | MA.CM.AR.18 | Analyze the nature of change of each variable in a non-linear relationship as suggested by a table of values, a graph, or a formula. |
| 3, 4 | MA.CM.ME.01 | Determine the appropriate units, scales, and tools for problem situations involving measurement. |
| 4 | MA.CM.PS.01 | Interpret the concepts of a problem-solving task and translate them into mathematics. |

| 4 | MA.CM.PS.02 | Choose strategies that can work and then carry out the strategies chosen. |
| 4 | MA.CM.PS.04 | Use pictures, symbols, and/or vocabulary to convey the path to the identified solution. |
| 3, 4 | MA.CM.PS.05 | Accurately solve problems using mathematics. |
| **Oregon English/Language Arts Content Standards: CIM** | | |
| **Activity** | **CCG** | **Descriptor** |
| **All activities** | **EL.CM.RE.02** | Listen to, read, and understand a wide variety of informational and narrative text, including classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information. |
| **All activities** | **EL.CM.RE.03** | Make connections to text, within text, and among texts across the subject areas. |
| **All activities** | **EL.CM.RE.04** | Demonstrate listening comprehension of more complex text through class and/or small group interpretive discussions across the subject areas. |
| **All activities** | **EL.CM.RE.05** | Match reading to purpose—location of information, full comprehension, and personal enjoyment. |
| **All activities** | **EL.CM.RE.06** | Understand and draw upon a variety of comprehension strategies as needed—re-reading, self-correcting, summarizing, class and group discussions, generating and responding to essential questions, making predictions, and comparing information from several sources. |
| **All activities** | **EL.CM.RE.07** | Clearly identify specific words or wordings that are causing comprehension difficulties and use strategies to correct. |
| **All activities** | **EL.CM.RE.08** | Understand, learn, and use new vocabulary that is introduced and taught directly through informational text, literary text, and instruction across the subject areas. |
| **All activities** | **EL.CM.RE.09** | Determine meanings of words using contextual and structural clues. |
| **All activities** | **EL.CM.RE.14** | Understand technical vocabulary in subject area reading. |
| **All activities** | **EL.CM.RE.15** | Read textbooks; biographical sketches; letters; diaries; directions; procedures; magazines; essays; primary source historical documents; editorials; news stories; periodicals; bus routes; catalogs; technical directions; consumer, workplace, and public documents. |
| **All activities** | **EL.CM.RE.16** | Synthesize information found in various parts of charts, tables, diagrams, glossaries, or related grade-level text to reach supported conclusions. |
| 4, 5 | **EL.CM.RE.18** | Demonstrate sophisticated use of technology by following directions in technical manuals (e.g., those found with graphing calculators and specialized software programs and in access guides to World Wide Websites on the Internet). |
| **All activities** | **EL.CM.RE.19** | Identify and/or summarize sequence of events, main ideas, facts, supporting details, and opinions in informational and practical selections. |
| **All activities** | **EL.CM.RE.20** | Clarify understanding of informational texts by creating sophisticated outlines, graphic organizers, diagrams, logical notes, or summaries. |
| **All activities** | **EL.CM.RE.27** | Differentiate among reasoning based on fact versus reasoning based on opinions, emotional appeals, or other persuasive techniques. |
| **All activities** | **EL.CM.RE.29** | Compare and contrast information on the same topic after reading several passages or articles. |

| 2, 3 | EL.CM.RE.33 | Generate relevant questions about readings on issues that can be researched. |
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| 2, 3, 4, 5 | EL.CM.WR.08 | Establish a coherent and clearly supported thesis that engages the reader, conveys a clear and distinctive perspective on the subject, maintains a consistent tone and focus throughout the piece of writing, and ends with a well supported conclusion. |
| All activities | EL.CM.WR.14 | Produce writing that shows accurate spelling. |
| All activities | EL.CM.WR.17 | Demonstrate an understanding of proper English usage, including the consistent use of verb tenses and forms. |
| All activities | EL.CM.WR.20 | Write legibly. |
| 3, 5 | EL.CM.WR.24 | Write persuasive compositions:<br>• Structure ideas and arguments in a sustained and logical fashion.<br>• Use specific rhetorical (communication) devices to support assertions, such as appealing to logic through reasoning; appealing to emotion or ethical beliefs; or relating a personal anecdote, case study, or analogy.<br>• Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning.<br>• Address readers' concerns, counter-claims, biases, and expectations. |
| All activities | EL.CM.SL.01 | Present and support a clear thesis statement and choose appropriate types of proof (e.g., statistics, testimony, specific instances) that meet standard tests for evidence, including credibility, validity, and relevance. |
| All activities | EL.CM.SL.06 | Use appropriate grammar. |
| All activities | EL.CM.SL.10 | Formulate judgments about ideas under discussion, and support those judgments with convincing evidence. |
| All activities | EL.CM.SL.11 | Follow complex verbal instructions that include technical vocabulary and processes. |

## Oregon Health Content Standards: CIM

| Activity | CCG | Descriptor |
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| 2, 3, 4 | HE.CM.HS.01 | Access information and resources to meet specific health needs and solve health related problems. |
| 3, 4 | HE.CM.HS.02 | Demonstrate personal responsibility to follow procedures that enhance health and reduce risk. |
| 2, 3, 4, 5 | HE.CM.HS.03 | Analyze influences on health related choices (e.g., personal/family/cultural values, media, technology, peers, body image, emotions, physical and social environments, and public health policies) |
| 4 | HE.CM.HS.06 | Use a decision making model to make lifelong healthy decisions. |
| 3, 4 | HE.CM.HS.07 | Advocate to self, peers, family and community members, the importance of participating in health enhancing behaviors and abstaining from unsafe behaviors. |