

IDAHO ADMINISTRATIVE BULLETIN

Table of Contents - Volume 1

October 3, 2001 -- Volume 01-10

TABLE OF CONTENTS	1
PREFACE	3
<u>THE OFFICE OF THE GOVERNOR</u>	
EXECUTIVE ORDER NO. 2001-08 State Of Idaho Comprehensive Policy On Space And Facilities	21
EXECUTIVE ORDER NO. 2001-09 Authorizing The Transfer Of Funds To The Disaster Emergency Account	22
EXECUTIVE ORDER NO. 2001-10 Reduction Of General Fund Spending Authority	23
<u>IDAPA 02 - IDAHO DEPARTMENT OF AGRICULTURE</u>	
02.04.16 - RULES GOVERNING AGRICULTURE ODOR MANAGEMENT Docket No. 02-0416-0101 Notice Of Temporary And Proposed Rulemaking	24
02.04.18 - RULES GOVERNING CAFO SITE ADVISORY TEAM Docket No. 02-0418-0101 Notice Of Temporary And Proposed Rulemaking	34
<u>IDAPA 07 - DIVISION OF BUILDING SAFETY</u>	
07.01.04 - RULES GOVERNING ELECTRICAL SPECIALTY LICENSING Docket No. 07-0104-0102 Notice Of Proposed Rulemaking	40
07.01.07 - RULES GOVERNING CONTINUING EDUCATION REQUIREMENTS Docket No. 07-0107-0101 Notice Of Proposed Rulemaking	42
07.02.05 - RULES GOVERNING PLUMBING SAFETY LICENSING Docket No. 07-0205-0101 Notice Of Rulemaking - Pending Rule.....	43
07.02.06 - RULES CONCERNING UNIFORM PLUMBING CODE Docket No. 07-0206-0101 Pending Rule And Amendment To Temporary Rule	44

07.03.12 - RULES GOVERNING MANUFACTURED HOME INSTALLATIONS
Docket No. **07-0312-0101**
Notice Of Temporary And Proposed Rulemaking46

07.06.01 - RULES GOVERNING UNIFORM SCHOOL BUILDING SAFETY
Docket No. **07-0601-0101**
Pending Rule And Amendment To Temporary Rule47

IDAPA 08 - IDAHO STATE BOARD OF EDUCATION

08.01.05 - STATE OF IDAHO SCHOLARSHIP PROGRAM
Docket No. **08-0105-0101** (Repeal)
Notice Of Proposed Rule49

08.01.05 - IDAHO PROMISE SCHOLARSHIP PROGRAM
Docket No. **08-0105-0102**
Notice Of Proposed Rule50

08.01.12 - IDAHO MINORITY AND AT-RISK STUDENT SCHOLARSHIP PROGRAM
Docket No. **08-0112-0101**
Notice Of Proposed Rulemaking59

08.02.02 - RULES GOVERNING UNIFORMITY
Docket No. **08-0202-0101**
Notice Of Proposed Rulemaking64

08.02.03 - RULES GOVERNING THOROUGHNESS
Docket No. **08-0203-0101**
Notice Of Proposed Rulemaking72

08.02.03 - RULES GOVERNING THOROUGHNESS
Docket No. **08-0203-0102**
Notice Of Proposed Rulemaking298

SUBJECTS AFFECTED INDEX

BULLETIN SUMMARY OF PROPOSED RULEMAKINGS

CUMULATIVE RULE-MAKING INDEX

SUBJECT INDEX

Preface

The Idaho Administrative Bulletin is published once each month by the Department of Administration, Office of the Administrative Rules Coordinator, pursuant to Section 67-5203, Idaho Code. The Bulletin is a compilation of all administrative rulemaking documents in Idaho. The Bulletin publishes the official text notice and full text of such actions.

State agencies are required to provide public notice of rulemaking activity and invite public input. The public receives notice of a rulemaking activity through the Idaho Administrative Bulletin and the Legal Notice published monthly in local newspapers. The Legal Notice provides reasonable opportunity for public input, either oral or written, which may be presented to the agency within the time and manner specified in the Legal Notice. After the comment period closes, the agency considers fully all information submitted in regard to the rule. Comment periods are not provided in temporary or final rulemaking activities.

CITATION TO THE IDAHO ADMINISTRATIVE BULLETIN

The Bulletin is cited by year and issue number. For example, Bulletin 00-1 refers to the first Bulletin issued in calendar year 2000, Bulletin 01-1 refers to the first Bulletin issued in calendar year 2001, etc. Volume numbers, which proceed from 1 to 12 in a given year, correspond to the months of publication, i.e.; Volume No. 1 refers to January; Volume No. 2 refers to February; and so forth. Example: The Bulletin published in January of 2001 is cited as Volume 01-1, the December 1999 Bulletin is cited as Volume 99-12. The March 2000 Bulletin is cited as Volume 00-3.

RELATIONSHIP TO THE IDAHO ADMINISTRATIVE CODE

The Idaho Administrative Code is published once a year and is a compilation or supplemental compilation of all final and enforceable administrative rules in effect in Idaho. In an effort to provide the reader with current, enforceable rules, temporary rules are also published in the Administrative Code. Temporary rules and final rules that have been adopted and approved by the legislature during the legislative session, and published in the monthly Idaho Administrative Bulletin, supplement the Administrative Code. Negotiated, proposed, and pending rules are not printed in the Administrative Code and are published only in the Bulletin.

*To determine if a particular rule remains in effect, or to determine if a change has occurred, the reader should refer to the **Cumulative Index of Administrative Rulemaking**, printed in each Bulletin.*

TYPES OF RULES PUBLISHED IN THE ADMINISTRATIVE BULLETIN

The state of Idaho administrative rulemaking process comprises five distinct activities; Proposed, Negotiated, Temporary, Pending, and Final rulemaking. In the majority of cases, the process begins with proposed rulemaking and ends with final rulemaking. The following is a brief explanation of each type of administrative rule.

NEGOTIATED RULE

Negotiated rulemaking is a process in which all interested parties and the agency seek a consensus on the content of the rule. Agencies are encouraged to proceed through this informal rulemaking whenever it is feasible to do so. Publication of the text in the Administrative Bulletin by the agency is optional. This process should lead the

rulemaking to the temporary and/or proposed rule stage.

PROPOSED RULE

A proposed rulemaking is an action by an agency in which the agency is proposing to amend or repeal an existing rule or to adopt a new rule. Prior to the adoption, amendment, or repeal of a rule, the agency must publish a notice of proposed rulemaking in the Bulletin. The notice of proposed rulemaking must include:

- a) the specific statutory authority for the rulemaking including a citation to a specific federal statute or regulation if that is the basis of authority or requirement for the rulemaking;*
- b) a statement in nontechnical language of the substance of the proposed rule, including a specific description of any fee or charge imposed or increased;*
- c) the text of the proposed rule prepared in legislative format;*
- d) the location, date, and time of any public hearings the agency intends to hold on the proposed rule;*
- e) the manner in which persons may make written comments on the proposed rule, including the name and address of a person in the agency to whom comments on the proposal may be sent;*
- f) the manner in which persons may request an opportunity for an oral presentation; and*
- g) the deadline for public (written) comments on the proposed rule.*

As stated, the text of the proposed rule must be published in the Bulletin. After meeting the statutory rulemaking criteria for a proposed rule, the agency may proceed to the pending rule stage. A proposed rule does not have an assigned effective date unless published in conjunction with a temporary rule docket. An agency may vacate a proposed rulemaking if it decides not to proceed further with the promulgation process.

TEMPORARY RULE

Temporary rules may be adopted only when the governor finds that it is necessary for:

- a) the protection of the public health, safety, or welfare; or*
- b) compliance with deadlines in amendments to governing law or federal programs; or*
- c) conferring a benefit.*

If a rulemaking meets any one or all of the above requirements, a rule may become effective before it has been submitted to the legislature for review and the agency may proceed and adopt a temporary rule.

A temporary rule expires at the conclusion of the next succeeding regular session of the legislature unless the rule is approved, amended, or modified by concurrent resolution or when the rule has been replaced by a final rule.

In cases where the text of the temporary rule is the same as that of the proposed rule, the rulemaking can be done concurrently as a temporary/proposed rule. State law requires that the text of a proposed or temporary rule be published in the Administrative Bulletin. Combining the rulemaking allows for a single publication of the text.

An agency may rescind a temporary rule that has been adopted and is in effect if the rule is being replaced by a new temporary rule or has been published concurrently with a proposed rulemaking that is being vacated.

PENDING RULE

A pending rule is a rule that has been adopted by an agency under the regular rulemaking process and remains subject to legislative review before it becomes a final, enforceable rule.

When a pending rule is published in the Bulletin, the agency is required to include certain information in the Notice of Pending Rule. This includes:

- a) the reasons for adopting the rule;*
- b) a statement of any change between the text of the proposed rule and the pending rule with an explanation of the reasons for any changes;*
- c) the date the pending rule will become final and effective; and*
- d) an identification of any portion of the rule imposing or increasing a fee or charge.*

Agencies are required to republish the text of the rule when substantive changes have been made to the proposed rule. An agency may adopt a pending rule that varies in content from that which was originally proposed if the subject matter of the rule remains the same, the pending rule is a logical outgrowth of the proposed rule, and the original notice was written so as to assure that members of the public were reasonably notified of the subject. It is not always necessary to republish all the text of the pending rule. With the permission of the Rules Coordinator, only the Section(s) that have changed from the proposed text are republished. If no changes have been made to the previously published text, it is not required to republish the text again and only the Notice of Pending Rule is published.

FINAL RULE

A final rule is a rule that has been adopted by an agency under the regular rulemaking process and is in effect.

No pending rule adopted by an agency will become final and effective until it has been submitted to the legislature for review. Where the legislature finds that the agency has violated the legislative intent of the statute under which the rule was made, a concurrent resolution will be adopted rejecting, amending, or modifying the rule or any part thereof. A Notice of Final Rule must be published in the Idaho Administrative Bulletin for any rule that is rejected, amended, or modified by the legislature showing the changes made. A rule that has been reviewed by the legislature and has not been rejected, amended, or modified will become final with no further legislative action. No rule shall become final and effective before the conclusion of the regular or special legislative session at which the rule was submitted for review. However, a rule which is final and effective may be applied retroactively, as provided in the rule.

AVAILABILITY OF THE ADMINISTRATIVE CODE AND BULLETIN

The Idaho Administrative Code and all monthly Bulletins are available for viewing and use by the public in all 44 county law libraries, state university and college and community college libraries, the state law library, the state library, the Public Libraries in Boise, Pocatello, Idaho Falls and Twin Falls, the Lewiston City Library, East Bonner County Library, Eastern Idaho Technical College Library, Ricks College Library, and Northwest Nazarene College Library.

SUBSCRIPTIONS AND DISTRIBUTION

For subscription information and costs of publications, please contact the Department of Administration, Office of the Administrative Rules Coordinator, 650 W. State Street, Room 100, Boise, Idaho 83720-0306, telephone (208) 332-1820.

The Administrative Bulletin is an official monthly publication of the State of Idaho. Yearly subscriptions or individual copies are available for purchase.

The Administrative Code, is an annual compilation or supplemental compilation of all final and enforceable temporary administrative rules and includes tables of contents, reference guides, and a subject index.

Individual Rule Chapters and *Individual Rulemaking Dockets*, are specific portions of the Bulletin and Administrative Code produced on demand.

Internet Access - The Administrative Code and Administrative Bulletin, as well as individual chapters and dockets, are available on the Internet at the following address: <http://www2.state.id.us/adm/adminrules/>

EDITOR'S NOTE: All rules are subject to frequent change. Users should reference all current issues of the Administrative Bulletin for negotiated, temporary, proposed, pending, and final changes to all rules, or call the Office of the Administrative Rules at (208) 332-1820.

HOW TO USE THE IDAHO ADMINISTRATIVE BULLETIN

Rulemaking documents produced by state agencies and published in the *Idaho Administrative Bulletin* are organized by a numbering system. Each state agency has a two-digit identification code number known as the "IDAPA" number. (The "IDAPA" Codes are listed in the alphabetical/numerical index at the end of this Preface.) Within each agency there are divisions or departments to which a two-digit "TITLE" number is assigned. There are "CHAPTER" numbers assigned within the Title and the rule text is divided among major sections with a number of subsections. An example IDAPA number is as follows:

IDAPA 38.05.01.060.02.c.ii.

"IDAPA" refers to Administrative Rules in general that are subject to the Administrative Procedures Act and are required by this act to be published in the Idaho Administrative Code and the Idaho Administrative Bulletin.

"IDAPA 38." refers to the Idaho Department of Administration.

"05." refers to Title 05 which is the Department of Administration's Division of Purchasing.

"01." refers to Chapter 01 of Title 05, "Rules of the Division of Purchasing".

"060." refers to Major Section 060, "Content of the Invitation to Bid".

"02." refers to Subsection 060.02.

"c." refers to Paragraph 060.02.c.

"ii." refers to Subparagraph 060.02.c.ii.

DOCKET NUMBERING SYSTEM

Internally, the Bulletin is organized sequentially using a rule docketing system. All rulemaking actions (documents) are assigned a "DOCKET NUMBER". The "Docket Number" is a series of numbers separated by a hyphen "-", (38-0501-0101). The docket numbers are published sequentially by IDAPA designation (e.g. the two-digit agency code). The following example is a breakdown of a typical rule docket:

"DOCKET NO. 38-0501-0101"

"38-" denotes the agency's IDAPA number; in this case the Department of Administration.

"0501-" refers to the TITLE AND CHAPTER numbers of the agency rule being promulgated; in this case the Division of Purchasing (TITLE 05), "Rules of the Division of Purchasing" (Chapter 01).

"0101" denotes the year and sequential order of the docket submitted and published during the year; in this case the first rulemaking action of the chapter published in calendar year 2001.

Within each Docket, only the affected sections of chapters are printed. (See **Sections Affected Index** in each Bulletin for a listing of these.) The individual sections affected are printed in the Bulletin sequentially (e.g. Section "200" appears before Section "345" and so on). Whenever the sequence of the numbering is broken the following statement will appear:

"(BREAK IN CONTINUITY OF SECTIONS)"

INTERNAL AND EXTERNAL CITATIONS TO ADMINISTRATIVE RULES IN THE CODE AND BULLETIN

When making a citation to another Section or Subsection that is part of the same rule, a typical internal citation may appear as follows:

"...as found in Section 201 of this rule." OR "...in accordance with Subsection 201.06.c. of this rule."

It may also be cited to include the IDAPA, Title, and Chapter number also, as follows:

"...in accordance with IDAPA 38.05.01.201."

"38" denotes the IDAPA number of the agency.

"05" denotes the TITLE number of the agency rule.

"01" denotes the Chapter number of the agency rule.

"201" references the main Section number of the rule that is being cited.

Citations made within a rule to a different rule chapter (external citation) should also include the name of the Department and the name of the rule chapter being referenced, as well as the IDAPA, Title, and Chapter numbers. The following is a typical example of an external citation to another rule chapter:

"...as outlined in the Rules of the Department of Administration, IDAPA 38.04.04, 'Rules Governing Capitol Mall Parking.'"

BULLETIN PUBLICATION SCHEDULE FOR CALENDAR YEAR 2001

Volume No.	Monthly Issue of Bulletin	Closing Date for Agency Filing	Publication Date	21-day Comment Period End Date
01-1	January, 2001	*November 15, 2000	January 3, 2001	January 24, 2001
01-2	February, 2001	December 20, 2000	February 7, 2001	February 28, 2001
01-3	March, 2001	January 24, 2001	March 7, 2001	March 28, 2001
01-4	April, 2001	February 21, 2001	April 4, 2001	April 25, 2001
01-5	May, 2001	March 21, 2001	May 2, 2001	May 23, 2001
01-6	June, 2001	April 18, 2001	June 6, 2001	June 27, 2001
01-7	July, 2001	May 23, 2001	July 4, 2001	July 25, 2001
01-8	August, 2001	June 20, 2001	August 1, 2001	August 22, 2001
01-9	September, 2001	July 18, 2001	September 5, 2001	September 27, 2001
01-10	October, 2001	**August 22, 2001	October 3, 2001	October 24, 2001
01-11	November, 2001	September 19, 2001	November 7, 2001	November 28, 2001
01-12	December, 2001	October 24, 2001	December 5, 2001	December 26, 2001

BULLETIN PUBLICATION SCHEDULE FOR CALENDAR YEAR 2002

Volume No.	Monthly Issue of Bulletin	Closing Date for Agency Filing	Publication Date	21-day Comment Period End Date
02-1	January, 2002	*November 14, 2001	January 2, 2002	January 23, 2002
02-2	February, 2002	December 19, 2001	February 6, 2002	February 27, 2002
02-3	March, 2002	January 23, 2002	March 6, 2002	March 27, 2002
02-4	April, 2002	February 20, 2002	April 3, 2002	April 24, 2002
02-5	May, 2002	March 20, 2002	May 1, 2002	May 22, 2002
02-6	June, 2002	April 17, 2002	June 5, 2002	June 26, 2002
02-7	July, 2002	May 22, 2002	July 3, 2002	July 24, 2002
02-8	August, 2002	June 19, 2002	August 7, 2002	August 28, 2002
02-9	September, 2002	July 24, 2002	September 4, 2002	September 25, 2002
02-10	October, 2002	**August 21, 2002	October 2, 2002	October 23, 2002
02-11	November, 2002	September 18, 2002	November 6, 2002	November 27, 2002
02-12	December, 2002	October 23, 2002	December 4, 2002	December 25, 2002

**Last day to submit proposed rulemaking before moratorium begins and last day to submit pending rules to be reviewed by the legislature.*

***Last day to submit proposed rules in order to complete rulemaking for review by legislature.*

ALPHABETICAL INDEX OF STATE AGENCIES AND CORRESPONDING IDAPA NUMBERS AND THE 2001 ADMINISTRATIVE CODE VOLUME NUMBERS		
IDAPA 01	ACCOUNTANCY , Board of	VOLUME 1
IDAPA 38	ADMINISTRATION , Department of	VOLUME 8
IDAPA 44	ADMINISTRATIVE RULES COORDINATOR , Office of the	VOLUME 8
IDAPA 02	AGRICULTURE , Idaho Department of	VOLUME 1
IDAPA 40	ARTS , Idaho Commission on the	VOLUME 8
IDAPA 03	ATHLETIC COMMISSION	VOLUME 1
IDAPA 04	ATTORNEY GENERAL , Office of the	VOLUME 1
IDAPA 53	BARLEY COMMISSION , Idaho	VOLUME 9
IDAPA 51	BEEF COUNCIL , Idaho	VOLUME 9
IDAPA 07	BUILDING SAFETY , Division of Electrical Board Plumbing Board Building Code Advisory Board Public Works Contractors License Board	VOLUME 1
IDAPA 43	CANOLA AND RAPESEED COMMISSION , Idaho	VOLUME 8
IDAPA 48	COMMERCE , Idaho Department of	VOLUME 8
IDAPA 06	CORRECTION , Board of	VOLUME 1
IDAPA 19	DENTISTRY , Board of	VOLUME 6
IDAPA 08	EDUCATION , Board of	VOLUME 2
IDAPA 10	ENGINEERS AND LAND SURVEYORS , Board of Professional	VOLUME 2
IDAPA 58	ENVIRONMENTAL QUALITY , Department of	VOLUME 9
IDAPA 12	FINANCE , Department of	VOLUME 2
IDAPA 13	FISH AND GAME , Department of	VOLUME 2
IDAPA 14	GEOLOGISTS , Board of Registration of Professional	VOLUME 2
IDAPA 15	GOVERNOR , Office of the Idaho Commission on Aging Idaho Commission for the Blind Idaho Forest Products Commission Division of Human Resources and Personnel Commission Idaho Liquor Dispensary Emergency Response Commission	VOLUME 3

ALPHABETICAL INDEX OF STATE AGENCIES AND CORRESPONDING IDAPA NUMBERS AND THE 2001 ADMINISTRATIVE CODE VOLUME NUMBERS		
IDAPA 16	HEALTH AND WELFARE , Department of	VOLUMES 3, 4, & 5
IDAPA 45	HUMAN RIGHTS COMMISSION	VOLUME 8
IDAPA 30	IDAHO STATE LIBRARY	VOLUME 7
IDAPA 11	IDAHO STATE POLICE (Law Enforcement)	VOLUME 2
IDAPA 17	INDUSTRIAL COMMISSION	VOLUME 5
IDAPA 18	INSURANCE , Department of	VOLUME 5
IDAPA 05	JUVENILE CORRECTIONS , Department of	VOLUME 1
IDAPA 09	LABOR , Idaho Department of	VOLUME 2
IDAPA 20	LANDS , Department of	VOLUME 6
IDAPA 52	LOTTERY COMMISSION , Idaho State	VOLUME 9
IDAPA 22	MEDICINE , Board of	VOLUME 6
IDAPA 23	NURSING , Board of	VOLUME 6
IDAPA 24	OCCUPATIONAL LICENSES , Board of Board of Architectural Examiners Board of Barber Examiners Board of Chiropractic Physicians Board of Cosmetology Board of Environmental Health Specialist Examiners Board of Hearing Aid Dealers and Fitters Board of Landscape Architects Board of Morticians Board of Examiners of Nursing Home Administrators Board of Optometry Board of Podiatry Board of Psychologist Examiners Board of Social Work Examiners Idaho Counselor Board Board of Dentistry Board of Acupuncture Real Estate Appraiser Board Board of Residential Care Facility Administrators	VOLUME 6
IDAPA 25	OUTFITTERS AND GUIDES LICENSING BOARD	VOLUME 6
IDAPA 50	PARDONS AND PAROLE , Commission for	VOLUME 9
IDAPA 26	PARKS AND RECREATION , Department of	VOLUME 6
IDAPA 59	PUBLIC EMPLOYEES RETIREMENT SYSTEM OF IDAHO - PERSI	VOLUME 9
IDAPA 27	PHARMACY , Board of	VOLUME 6

ALPHABETICAL INDEX OF STATE AGENCIES AND CORRESPONDING IDAPA NUMBERS AND THE 2001 ADMINISTRATIVE CODE VOLUME NUMBERS		
IDAPA 29	POTATO COMMISSION, Idaho	VOLUME 7
IDAPA 31	PUBLIC UTILITIES COMMISSION	VOLUME 7
IDAPA 41	PUBLIC HEALTH DISTRICTS	VOLUME 8
IDAPA 33	REAL ESTATE COMMISSION	VOLUME 7
IDAPA 34	SECRETARY OF STATE, Office of the	VOLUME 7
IDAPA 49	SHORTHAND REPORTERS, Board of Certified	VOLUME 8
IDAPA 36	TAX APPEALS, Idaho Board of	VOLUME 7
IDAPA 35	TAX COMMISSION, State	VOLUME 7
IDAPA 39	TRANSPORTATION, Department of	VOLUME 8
IDAPA 54	TREASURER, Office of the State	VOLUME 9
IDAPA 21	VETERANS SERVICES, Division of	
IDAPA 46	VETERINARY MEDICAL EXAMINERS, Board of	VOLUME 8
IDAPA 55	VOCATIONAL AND TECHNICAL EDUCATION, Division of	VOLUME 9
IDAPA 47	VOCATIONAL REHABILITATION, Division of	VOLUME 8
IDAPA 37	WATER RESOURCES, Department of	VOLUME 8
IDAPA 42	WHEAT COMMISSION, Idaho	VOLUME 8

THE OFFICE OF THE GOVERNOR

EXECUTIVE DEPARTMENT
STATE OF IDAHO
BOISE

EXECUTIVE ORDER NO. 2001-08

**STATE OF IDAHO COMPREHENSIVE POLICY
ON SPACE AND FACILITIES**

WHEREAS, in performing their duties and servicing the residents of the State of Idaho, the executive agencies of the State of Idaho own or lease and occupy a significant amount of real property;

WHEREAS, previous and recent legislative enactments reflect Idaho's goal that state-owned and leased facilities and space be accurately and centrally inventoried and managed efficiently and cost effectively;

WHEREAS, Idaho Code, including but not limited to Sections 58-330, 67-5706, 67-5708B and 67-5709A, Idaho Code, reflect these goals and reflect the State's preference for some measure of centralization and centralized control over areas of facilities management; and

WHEREAS, the Legislature, through its enactments, has clearly shown that the Department of Administration is to play a central role in such facilities and space management.

NOW, THEREFORE, I, DIRK KEMPTHORNE, Governor of the State of Idaho, by the authority vested in me under the Constitution and laws of this state do hereby order as follows:

1. That prior to taking any action related to the following, each executive department director or other appointing authority shall directly coordinate with the Department of Administration:

- a. Any acquisition, lease, or other occupancy of facilities or space;
- b. The expansion of any existing facilities or space;
- c. The relocation to or from any existing facilities or space; or
- d. Any pre-planning related to such acquisition, lease, occupancy, expansion or relocation in accordance with standards and criteria established by the Department of Administration.

2. That this obligation shall not limit any other statutory or regulatory requirements applicable, or any statutory powers or obligations already existing, including, without limitation, those contained in Sections 67-5706, 67-5708A, 67-5709B, Idaho Code.

3. That each executive department director or other appointing authority shall be responsible for ensuring that his or her agency is complying with the above directive.



IN WITNESS WHEREOF, I have hereunto set my hand and caused to be affixed the Great Seal of the State of Idaho at the Capitol in Boise on this Second day of August in the year of our Lord two thousand and one and of the Independence of the United States of America the two hundred twenty-fifth and of the Statehood of Idaho the one hundred eleventh.

DIRK KEMPTHORNE
GOVERNOR

PETE T. CENARRUSA
SECRETARY OF STATE

THE OFFICE OF THE GOVERNOR

EXECUTIVE DEPARTMENT
STATE OF IDAHO
BOISE

EXECUTIVE ORDER NO. 2001-09

AUTHORIZING THE TRANSFER OF FUNDS TO THE DISASTER EMERGENCY ACCOUNT

WHEREAS, on the twenty-seventh day of June 2001, and the twenty-eighth day of June 2001, due to an imminent threat of life, property and the environment, including listed species under the federal Endangered Species Act, and as a result of a public gathering of an estimated 20,000 people in a remote area, Bear Valley, Idaho; by virtue of the authority in me, as Governor, by Idaho Code Sections 46-601 and 46-1008, I issued proclamations declaring that states of extreme and disaster emergencies existed for Boise and Valley Counties; and

WHEREAS, tremendous financial obligations and expenses have been and will be incurred by various departments and agencies, and Boise and Valley Counties in responding to and assisting in efforts to deal with the extreme peril to public safety, health, property and the environment; and

WHEREAS, all funds in the Disaster Emergency Account created by Idaho Code Section 46-1005A have or soon will be expended; and

WHEREAS, funds in the Budget Stabilization Fund are available to transfer to the Disaster Emergency Account under the requirements set forth in Idaho Code Section 46-1005A(2)(b); and

WHEREAS, it is my judgment, as Governor of the state of Idaho, that any moneys transferred from the Budget Stabilization Fund up to the limits provided below would not be required to support the current year's appropriation of these funds.

NOW, THEREFORE, I, DIRK KEMPTHORNE, Governor of the State of Idaho, by the authority vested in me under the Constitution and laws of this state do hereby order as follows:

1. The state controller is directed to transfer moneys in the Budget Stabilization Fund to the Disaster Emergency Account in such amount and at such times as directed by me or my designee, the Administrator of the Division of Financial Management. In no event shall more than one two hundred thousand (200,000) dollars be transferred from the Budget Stabilization Fund to the Disaster Emergency Account during the current fiscal year.
2. In no event may the revenues made available under this executive order exceed, during any fiscal year, one percent (1%) of the annual appropriation of general account moneys for the fiscal year.

NOW, THEREFORE, I, DIRK KEMPTHORNE, Governor of the State of Idaho, by the authority vested in me under the Constitution and laws of this state do hereby order as follows:



IN WITNESS WHEREOF, I have hereunto set my hand and caused to be affixed the Great Seal of the State of Idaho at the Capitol in Boise on this eighth day of August in the year of our Lord two thousand and one and of the Independence of the United States of America the two hundred twenty-fifth and of the Statehood of Idaho the one hundred eleventh.

DIRK KEMPTHORNE
GOVERNOR

PETE T. CENARRUSA
SECRETARY OF STATE

THE OFFICE OF THE GOVERNOR

EXECUTIVE DEPARTMENT
STATE OF IDAHO
BOISE

EXECUTIVE ORDER NO. 2001-10

REDUCTION OF GENERAL FUND SPENDING AUTHORITY

WHEREAS, article 7, section 11, of the Idaho Constitution provides that except in extraordinary or emergency circumstances, expenditures of state government shall not exceed state government revenue; and

WHEREAS, I have determined that expenditures from the General Fund authorized by the Legislature for the current fiscal year will exceed anticipated state revenue to meet those authorized expenditures for the current fiscal year;

NOW, THEREFORE, I, Dirk Kempthorne, Governor of the State of Idaho, by the authority vested in me under the Constitution and laws of this state, and pursuant to Section 67-3512A, Idaho Code, do hereby order:

1. That the General Fund spending authority on file in the Office of the State Controller be reduced for all departments, offices and institutions of the state by two percent (2%) of their Fiscal Year 2002 General Fund Appropriation with the exception of the offices of the elected State Constitutional officers, the judicial and legislative departments, and public school support.
2. That each department, office and institution shall notify the Office of the State Controller and the Division of Financial Management of the Executive Office of the Governor of budget changes by September 24, 2001.
3. That elected State Constitutional officials are requested to reduce General Fund expenditures for Fiscal Year 2002 to reflect the realities of the projected revenue shortfall without impairing the discharge of their constitutional duties.
4. That officers of the legislative and judicial branches are requested to assess and evaluate a reduction in General Fund expenditures for Fiscal Year 2002 to reflect similar revenue shortfalls in the executive branches of state government.
5. The public school support General Fund Appropriation is reduced by one and a half percent (1.5%) of their Fiscal Year 2002 General Fund Appropriation.

This order shall take effect immediately upon its execution and shall continue in effect until January 31, 2002, unless revoked or modified by the Governor, or until the Legislature or the Board of Examiners takes further action.



IN WITNESS WHEREOF, I have hereunto set my hand and caused to be affixed the Great Seal of the State of Idaho at the Capitol in Boise on this twenty-ninth day of August in the year of our Lord two thousand and one and of the Independence of the United States of America the two hundred twenty-fifth and of the Statehood of Idaho the one hundred eleventh.

DIRK KEMPTHORNE
GOVERNOR

PETE T. CENARRUSA
SECRETARY OF STATE

IDAPA 02 - IDAHO DEPARTMENT OF AGRICULTURE
02.04.16 - RULES GOVERNING AGRICULTURE ODOR MANAGEMENT

DOCKET NO. 02-0416-0101

NOTICE OF TEMPORARY AND PROPOSED RULEMAKING

EFFECTIVE DATE: The effective date of the temporary rules is September 15, 2001.

AUTHORITY: In compliance with Sections 67-5221(1) and 67-5226, Idaho Code, notice is hereby given that this agency has adopted a temporary rule, and proposed regular rulemaking procedures have been initiated. The action is authorized pursuant to Section Title 25, Chapter 38, Idaho Code.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking will be held as follows:

October 9, 2001, 7 p.m. City Council Chamber 911 N 7th Pocatello, ID 83201	October 10, 2001, 7 p.m. College of Southern Idaho 315 Falls Ave Twin Falls, ID 83301
October 11, 2001, 7 p.m. Nampa Civic Center 311 3rd Street South Nampa, ID 83651	October 12, 2001, 7 p.m. Lewis-Clark College 500 8th Ave Lewiston, ID 83501

The hearing site will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking: This rule provides for implementation of Title 25, Chapter 38, Idaho Code, including: definition of terms; standards and specifications for liquid waste systems; inspections; odor management plan development and contents; handling complaints; and penalties.

TEMPORARY RULE JUSTIFICATION: Pursuant to Section 67-5226(1)(a), 67-5226(1)(b) and 67-5226(1)(c), Idaho Code, the Governor has found that temporary adoption of the rule is appropriate for the following reasons: This rule is necessary to protect the public health, safety or welfare; confers a benefit.

FEE SUMMARY: The following is a specific description of the fee or charge imposed or increased: N/A

NEGOTIATED RULEMAKING: Pursuant to IDAPA 04.11.01.811 negotiated rulemaking was conducted. The Notice of Negotiated Rulemaking was published in the January 3, 2001 Idaho Administrative Bulletin, Volume No. 01-6, Page 16.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the temporary and proposed rule, contact John Chatburn, Idaho Department of Agriculture, at (208) 332-8540.

Anyone may submit written comments regarding this temporary and proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before October 24, 2001.

DATED this 21st day of August, 2001.

Patrick A. Takasugi, Director
Idaho State Department of Agriculture
P.O. Box 790
Boise, Idaho 83701-0790
(208) 332-8500
(208) 334-4062 FAX

THE FOLLOWING IS THE TEXT OF DOCKET NO. 02-0416-0101

IDAPA 02
TITLE 04
Chapter 16

02.04.16 - RULES GOVERNING AGRICULTURE ODOR MANAGEMENT

000. LEGAL AUTHORITY.

This chapter is adopted under the legal authority of Title 25, Chapter 38, Idaho Code. (9-15-01)T

001. TITLE AND SCOPE.

01. Title. The title of this chapter is IDAPA 02.04.16, "Rules Governing Agriculture Odor Management". (9-15-01)T

02. Scope. These rules shall govern the management of odor generated on agricultural operations, except beef cattle animal feeding operations and large swine and poultry operations. The official citation of this chapter is IDAPA 02.04.16.000 et seq. For example this section's citation is IDAPA 02.04.16.001. (9-15-01)T

002. WRITTEN INTERPRETATIONS.

There are no written interpretations of these rules. (9-15-01)T

003. ADMINISTRATIVE APPEAL.

Persons may be entitled to appeal agency actions authorized under these rules pursuant to Title 67, Chapter 52, Idaho Code. (9-15-01)T

004. INCORPORATION BY REFERENCE.

Copies of these documents may be obtained from the Idaho State Department of Agriculture, 2270 Old Penitentiary Road, PO Box 790, Boise, Idaho 83701. IDAPA 02.04.16 incorporates by reference: (9-15-01)T

01. Idaho NRCS Nutrient Management Standard 590, June 1999. (9-15-01)T

02. Best Management Practices listed in the "Idaho Agricultural Pollution Abatement Plan", 1993. (9-15-01)T

03. ASAE Standard EP379.2 Sections 5 and 6 in their entirety, November 1997. (9-15-01)T

04. NRCS Conservation Practice Standard 317, March 2001. (9-15-01)T

005. IDAHO PUBLIC RECORDS ACT.

These rules are public records and are available for inspection and copying at the department. (9-15-01)T

006. ADDRESS, OFFICE HOURS, TELEPHONE AND FAX NUMBERS.

01. Physical Address. The central office of the Idaho State Department of Agriculture is located at 2270 Old Penitentiary Road, Boise, Idaho 83712-0790. (9-15-01)T

02. Office Hours. Office hours are 8 a.m. to 5 p.m., Mountain Time, Monday through Friday, except holidays designated by the state of Idaho. (9-15-01)T

03. Mailing Address. The mailing address for the central office is Idaho State Department of Agriculture, P. O. Box 790, Boise, Idaho 83701. (9-15-01)T

04. Telephone Number. The telephone number of the central office is (208) 332-8500. (9-15-01)T

05. Fax Number. The fax number of the central office is (208) 334-4062. (9-15-01)T

007. -- 009. (RESERVED).

010. DEFINITIONS.

The following definitions shall apply in the interpretation and enforcement of this chapter. (9-15-01)T

01. Accepted Agricultural Practices. Those management practices normally associated with agriculture in Idaho, including but not limited to those practices identified in Section 100 of these rules. (9-15-01)T

02. Agricultural Animals. Those animals, including but not limited to mink, domestic cervidae, horses, and ratites raised for agricultural purposes. (9-15-01)T

03. Agricultural Operation. Those operations where livestock or other agricultural animals are raised, or crops are grown, for commercial purposes. (9-15-01)T

04. Best Management Practices. Practices, techniques, or measures that are determined by the Department to be a cost-effective and practicable means of managing odor generated on an agriculture operation to a level associated with accepted agriculture practices. (9-15-01)T

05. Compost. A biologically stable material derived from the biological decomposition of organic matter. (9-15-01)T

06. Composting. The aerobic degradation of manure and other organic material to a biologically stable form. (9-15-01)T

07. Beef Cattle. All cattle except those located on a dairy farm that has been permitted by the Idaho State Department of Agriculture pursuant to IDAPA 02.04.14, "Rules of the Department of Agriculture Governing Dairy Waste." (9-15-01)T

08. Beef Cattle Animal Feeding Operation. Those operations regulated pursuant to IDAPA 02.04.15, "Rules of the Department of Agriculture Regulating Beef Cattle Animal Feeding Operations". (9-15-01)T

09. Department. The Idaho State Department of Agriculture. (9-15-01)T

10. Director. The Director of the Idaho State Department of Agriculture. (9-15-01)T

11. Land Application. The spreading on, or incorporation into the soil of agricultural by-products including, but not limited to, manure, wastewater, compost, cull potatoes, cull onions, or crop residues. (9-15-01)T

12. Large Swine And Poultry Operations. Those swine and poultry operations regulated pursuant to IDAPA 58.01.09, "Rules Regulating Swine and Poultry Facilities". (9-15-01)T

13. Livestock. Cattle, sheep, swine and poultry. (9-15-01)T

14. Liquid-Solid Separation. The removal of solid manure from water through mechanical or settling means. (9-15-01)T

15. Liquid Waste System. Wastewater storage and containment facilities and associated waste collection and conveyance systems where water is used as the primary carrier of manure and manure is added to the wastewater storage and containment facilities on a regular basis. (9-15-01)T

16. **Manure.** Livestock excrement that may also contain bedding, spilled feed, or soil. (9-15-01)T
17. **Modified.** Structural changes and alterations to a livestock operation which would require increased wastewater storage or containment capacity or such changes which would increase the amount of manure entering wastewater storage and containment facilities. (9-15-01)T
18. **Nutrient Management Plan.** A plan prepared in conformance with the nutrient management standard. (9-15-01)T
19. **Nutrient Management Standard.** The 1999 publication by the United States Department of Agriculture Natural Resources Conservation Service, Conservation Practice Standard, Nutrient Management Code 590, or other equally protective standard approved by the Director. (9-15-01)T
20. **Odor.** The property or quality of a substance that stimulates or is perceived by the sense of smell. (9-15-01)T
21. **Odor Management Plan.** A site-specific plan approved by the Director to manage odor generated on an agricultural operation to a level associated with accepted agricultural practices by utilizing best management practices. (9-15-01)T
22. **Person.** Any individual, association, partnership, firm, joint stock company, joint venture, trust, estate, private corporation, or any legal entity, which is recognized by law as the subject of rights and duties. (9-15-01)T
22. **Waste Collection and Conveyance Systems.** The areas and systems used in the collection and transfer of manure from the point of generation to the wastewater storage and containment facilities, prior to land application. (9-15-01)T
24. **Wastewater.** Water containing manure, which is generated on a livestock operation. (9-15-01)T
25. **Wastewater Storage and Containment Facilities.** Wastewater storage ponds, wastewater treatment lagoons, and evaporative ponds. (9-15-01)T
26. **Wastewater Treatment.** A process by which wastewater is treated through aerobic or anaerobic degradation or other means. (9-15-01)T

011. ABBREVIATIONS.

01. **ASAE.** American Society of Agricultural Engineers. (9-15-01)T
02. **BAT.** Best Available Technology. (9-15-01)T
03. **BMP.** Best Management Practice. (9-15-01)T
04. **DEQ.** Idaho Department of Environmental Quality. (9-15-01)T
05. **NMP.** Nutrient Management Plan. (9-15-01)T
06. **NOV.** Notice Of Violation. (9-15-01)T
07. **NRCS.** The United States Department of Agriculture, Natural Resources Conservation Service. (9-15-01)T
08. **OMP.** Odor Management Plan. (9-15-01)T

012. -- 099. (RESERVED).

100. ACCEPTED AGRICULTURAL PRACTICES.

Management practices conducted in accordance with applicable laws, rules and best management practices, as referenced in Subsections 100.01 and 100.02, or in the absence of referenced best management practices, management practices conducted in a manner that demonstrates reasonable efforts to minimize odors, shall be considered accepted agricultural practices for purposes of this rule. (9-15-01)T

01. Applicable Rules. The following are applicable rules for the purpose of Section 100: (9-15-01)T

- a. IDAPA 02.04.14, "Rules Governing Dairy Waste". (9-15-01)T
- b. IDAPA 02.03.03, "Rules Governing Pesticide and Chemigation Use and Application". (9-15-01)T
- c. IDAPA 02.06.17, "Rules Concerning Disposal of Cull Onion and Potatoes". (9-15-01)T
- d. IDAPA 02.04.17, "Rules Governing Dead Animal Movement and Disposal". (9-15-01)T

02. Applicable Best Management Practices. The following practices, or other management practices approved by the Director that are conducted in a manner that demonstrates reasonable efforts to minimize odors shall be considered accepted agricultural practices for purposes of this rule. (9-15-01)T

- a. Idaho NRCS Nutrient Management Standard 590, June 1999. (9-15-01)T
- b. Best Management Practices listed in the "Idaho Agricultural Pollution Abatement Plan", August 2001. (9-15-01)T
- c. "Control of Manure Odors," ASAE Standard EP379.2 Sections 5 and 6 in their entirety, November 1997. (9-15-01)T
- d. "Composting Facility," NRCS Conservation Practice Standard 317, March 2001. (9-15-01)T

03. Excess Odors. An agricultural operation using an accepted agricultural practice that generates odors in excess of levels normally associated with such practice, as determined by the Department on a site specific basis, shall develop and submit an odor management plan to the Director in accordance with Section 500. (9-15-01)T

101. -- 199. (RESERVED).

200. APPLICABILITY.

These rules apply to all agricultural operations, except: (9-15-01)T

01. Beef Cattle. Beef cattle animal feeding operations regulated pursuant to IDAPA 02.04.15, "Rules of the Department of Agriculture Governing Beef Cattle Animal Feeding Operations". (9-15-01)T

02. Swine And Poultry. Large swine and poultry operations regulated pursuant to IDAPA 58.01.09, "Rules Regulating Swine and Poultry Facilities". (9-15-01)T

201. -- 299. (RESERVED).

300. LIQUID WASTE SYSTEMS.

No person shall begin construction of a new or modified liquid waste system prior to approval of such system by the Director. (9-15-01)T

01. Department Review. Department engineering staff shall provide to the Director a review and assessment of all new or modified liquid waste systems for his consideration prior to final approval of such systems by the Director. (9-15-01)T

02. Design Requirements. All new or modified liquid waste systems shall be designed by, or reviewed and approved by, licensed professional engineers. All new or modified liquid waste systems shall be constructed in accordance with standards and specifications approved by the Director for management of odors. (9-15-01)T

301. STANDARDS AND SPECIFICATIONS FOR LIQUID WASTE SYSTEMS.

All new or modified liquid waste systems shall be designed and constructed in accordance with applicable laws and rules, and for the purpose of managing odors. The Director shall require techniques and management practices as standards and specifications of liquid waste systems for the management of odors. These techniques and management practices may include but are not be limited to the following: (9-15-01)T

01. Wastewater Storage And Containment Facilities: (9-15-01)T

- a. Liquid-solid separation. (9-15-01)T
- b. Wastewater treatment. (9-15-01)T
- c. Use of chemical or biological additives. (9-15-01)T
- d. Dilution of wastewater. (9-15-01)T
- e. Impermeable or permeable storage covers. (9-15-01)T
- f. Biofilters. (9-15-01)T
- g. Enhancing dispersion. (9-15-01)T
- h. Location of wastewater discharge into storage and containment facilities. (9-15-01)T

02. Wastewater Collection And Conveyance Systems. (9-15-01)T

- a. Wastewater Treatment. (9-15-01)T
- b. Use of chemical or biological additives. (9-15-01)T
- c. Dilution of wastewater. (9-15-01)T
- d. Impermeable or permeable covers of collection areas. (9-15-01)T
- e. Timing of collection and conveyance system operation. (9-15-01)T
- f. Frequency and duration of collection and conveyance system operation. (9-15-01)T
- g. Enhancing dispersion. (9-15-01)T

302. -- 399. (RESERVED).

400. INSPECTIONS.

The Director or his designee is authorized to enter and inspect any agricultural operation and, during normal business hours, have access to or copy any facility records deemed necessary to ensure compliance with these rules. (9-15-10)T

01. Notification Of County Commissioners. Prior to conducting an inspection, the Department shall notify the board of county commissioners for the county in which the agricultural operation is located and the board of county commissioners may have a designee accompany the department during the inspection. (9-15-01)T

02. Records Obtained By The Department. All records copied or obtained by the Department as the

result of an inspection under this section shall be exempt from public disclosure under Title 9, Chapter 3, Idaho Code, except the following: (9-15-01)T

- a. Records otherwise deemed to be public records not exempt from disclosure under Title 9, Chapter 3, Idaho Code. (9-15-01)T
- b. Inspection reports, determinations of compliance or noncompliance and all other records created by the department pursuant to this section. (9-15-01)T

401. -- 499. (RESERVED).

500. ODOR MANAGEMENT PLANS.

OMP's shall be designed to work in conjunction with any required NMP and shall be submitted to the Director in writing. Upon approval by the Director, the Director and either the owner or operator of the agricultural operation shall sign the OMP. (9-15-01)T

01. OMP Development. Within sixty (60) days of receiving a NOV for a first time violation, the owner or operator of the agriculture operation receiving the NOV shall submit to the Director an OMP for approval. (9-15-01)T

02. Interim Measures. The Department shall work with the owner or operator of an agriculture operation that has received a NOV for a first time violation to identify interim measures that can be implemented in a timely manner to begin the process of reducing odors while the OMP is being developed. (9-15-01)T

03. Department Approval. The Director shall approve, reject, or request additional information within thirty (30) days of receiving an OMP from the owner or operator of an agricultural operation deemed to have committed a first time violation. The approval, rejection, or request for additional information shall be provided to the owner or operator of the agricultural operation in writing. (9-15-01)T

a. If the Director rejects an OMP or requests additional information, the owner or operator of the agricultural operation shall submit to the Director the additional information or a rewritten OMP that address the reasons for the rejection within thirty (30) days of receiving written notification from the Director. (9-15-01)T

b. Within fifteen (15) days of receiving the additional information or a rewritten OMP, the Director shall approve or reject the OMP. If the OMP is rejected, the Director may issue a subsequent violation under Section 701 and assess the penalty provisions specified in Section 900 of these rules. (9-15-01)T

c. The Director may, on a case by case basis, grant extensions to the deadlines contained in Section 500. (9-15-01)T

04. Implementation. OMP's shall be implemented as approved by the Director. (9-15-01)T

05. Review Of OMP. The Department shall review OMP's no less than annually for three (3) years after the Director approves the OMP. If the Department determines an approved OMP has not reduced odors to a level associated with accepted agricultural practices after a reasonable period of time, as determined by the Department, the Department shall review the OMP with the owner or operator of the agricultural operation and adjust the OMP to meet the goals of the Agriculture Odor Management Act. (9-15-01)T

06. Odor Emissions Caused By An Act Of God. Odor emissions caused by an act of God or a mechanical failure shall not constitute a violation, provided that the agricultural operation takes reasonable steps to promptly repair the cause of the emission. (9-15-01)T

501. CONTENTS OF AN ODOR MANAGEMENT PLAN.

Contents of an OMP for an agricultural operation may include, but are not limited to the following: (9-15-01)T

01. Owner's Name. Name and telephone number of the owner of the operation. (9-15-01)T

- 02. Address.** Physical address of the operation. (9-15-01)T
- 03. Location.** County in which the operation is located. (9-15-01)T
- 04. Operation Description.** A description of the operation that includes: (9-15-01)T
- a. Type of operation. (9-15-10)T
 - b. General description of operation. (9-15-01)T
 - c. Number and type of any animals including age groups. (9-15-01)T
 - d. Any plans for expansion. (9-15-01)T
 - e. Type of housing used related to age groups of animals. (9-15-01)T
 - f. General description of nearby residential areas, public use areas, and pertinent agricultural operations. (9-15-01)T
- 05. Scaled Vicinity Map.** A map that shall include all residences, public use areas, roads, general topography of the area, and other pertinent agricultural operations within a two (2) mile radius of the facility. (9-15-10)T
- 06. Manure Management System.** A detailed description of the present manure handling systems including timing, frequency, duration, volumes, dimensions, and flow rates where applicable for the following: (9-15-01)T
- a. Manure cleaning systems. (9-15-01)T
 - b. Manure transfer systems. (9-15-01)T
 - c. Manure separation systems. (9-15-01)T
- 07. Scaled Site Plan.** A site plan showing all buildings, housing facilities, waste/manure storage areas, piping, feed storage areas, and roadways. (9-15-01)T
- 08. Land Application System.** A detailed description of the present management practices and methods used to make land application including: (9-15-01)T
- a. Timing, frequency, and duration of practices. (9-15-01)T
 - b. Proximity of land application sites to residential and public use areas. (9-15-01)T
- 09. Climatic Data.** A description of the typical climatic conditions for a minimum period of two (2) years that exist in the geographical area of the operation or have been recorded on-site for the operation including: (9-15-01)T
- a. Wind Speed and direction(s). (9-15-01)T
 - b. Temperature range. (9-15-01)T
 - c. Relative humidity range. (9-15-01)T
 - d. Precipitation data. (9-15-01)T
- 10. Facility Odor Sources.** A list of all primary odor sources located on the operation with a general ranking of low, moderate, or high with respect to overall odor production. Each odor source must have an explanation

of why it is listed as a source and the reasoning for the overall ranking. (9-15-01)T

11. Tiered Implementation. A three-tier process shall be used to reduce odor production from the facility. Each tier shall contain a list of the primary BMPs and BATs that are going to be implemented by the facility. For each tier BMP and BAT listed, the plan shall include, but not be limited to: (9-15-01)T

a. Process of how the BMP or BAT will be designed or managed. (9-15-01)T

b. Implementation schedule that defines when the BMP or BAT will be implemented on the facility and justification for why this time frame was chosen. (9-15-01)T

c. Monitoring program that will be implemented to evaluate the effectiveness of the BMP or BAT, with quantitative or qualitative reduction goals. (9-15-01)T

12. Public Involvement. This section shall describe how the public in the area of the facility will be involved in the implementation or evaluation of the OMP. (9-15-01)T

13. Timeframe For Review Of OMP. A designated period of time when each tier of the plan will be evaluated to determine if further implementation is necessary, how each tier will be evaluated, which Department staff will conduct the review, and a period of time in which the agricultural operation will attain full compliance with the plan. (9-15-01)T

502. -- 599. (RESERVED).

600. COMPLAINTS.

The Department shall respond to all odor complaints lodged against agriculture operations. (9-15-01)T

601. CONTENTS OF COMPLAINTS.

Complaints shall contain the name, address, and telephone number of the complainant. (9-15-01)T

602. RESPONSE TO COMPLAINTS.

The response of the Department may be limited to informing the complainant that an odor management plan is being implemented. (9-15-01)T

603. -- 699. (RESERVED).

700. FIRST TIME VIOLATIONS.

If the Department determines that an agricultural operation is generating odors in excess of levels of odors normally associated with accepted agricultural practices, the agricultural operations shall be deemed to have committed a first time violation of IDAPA 02.04.16, "Rules Governing Agriculture Odor Management". (9-15-01)T

01. Notice of Violation. The Department shall provide the owner or operator of the agriculture operation with written notice of the violation, and an opportunity for a hearing pursuant to Title 67, Chapter 52, Idaho Code. (9-15-01)T

02. Cooperation With The Department. The Department shall require agricultural operations deemed to have committed a first time violation to cooperate with the Department to develop and submit to the Director for approval an OMP. (9-15-01)T

701. SUBSEQUENT VIOLATIONS.

Agricultural operations shall be deemed to have committed a subsequent violation if the operation is determined to have committed a subsequent violation within three (3) years, has failed to comply with a required OMP, or the Department determines that the owner or operator of the agriculture operation has not cooperated with the department by failing to submit an OMP that meets Department approval requirements. (9-15-01)T

702. -- 899. (RESERVED).

900. PENALTIES.

Agricultural operations determined by the Department to have committed a subsequent violation of these rules shall be assessed a civil penalty by the Department or its duly authorized agent not to exceed ten thousand dollars (\$10,000) for each offense and be liable for reasonable costs and attorney's fees. (9-15-01)T

01. Assessment Of Civil Penalty. Assessment of a civil penalty may be made in conjunction with any other Department administrative action. No civil penalty may be imposed unless the person charged was given notice and opportunity for a hearing pursuant to Title 67, Chapter 52, Idaho Code. (9-15-01)T

02. Inability To Collect Civil Penalty. If the Department is unable to collect the civil penalty or if any person fails to pay all or a set portion of a civil penalty as determined by the Department, the Department may recover such amount by action in the appropriate district court. (9-15-01)T

03. Appeal Of Civil Penalty. Any person against whom the Department has assessed a civil penalty may, within thirty (30) days of the final action making the assessment, appeal the assessment to the district court of the county in which the violation is alleged by the Department to have occurred. (9-15-01)T

04. Computation Of Monetary Penalties. The imposition or computation of monetary penalties shall take into account the seriousness of the violation, good faith efforts to comply with the law, the economic impact of the penalty on the violator, and such other matters as justice requires. (9-15-01)T

05. Moneys Collected From Violations. Moneys collected for violations of these rules shall be deposited in the state treasury and credited to the General Fund. (9-15-01)T

901. -- 999. (RESERVED).

IDAPA 02 - IDAHO DEPARTMENT OF AGRICULTURE
02.04.18 - RULES GOVERNING CAFO SITE ADVISORY TEAM
DOCKET NO. 02-0418-0101
NOTICE OF TEMPORARY AND PROPOSED RULEMAKING

EFFECTIVE DATE: The effective date of the temporary rules is August 22, 2001.

AUTHORITY: In compliance with Sections 67-5221(1) and 67-5226, Idaho Code, notice is hereby given that this agency has adopted a temporary rule, and proposed regular rulemaking procedures have been initiated. The action is authorized pursuant to Title 67, Chapter 65, Idaho Code.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking will be held as follows:

October 15, 2001, 7:00 p.m.
Nampa Civic Center
311 Third Street South
Nampa, ID 83651

The hearing site will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

Develop rules for administration of the CAFO Site Advisory Team program as provided by Title 67, Chapter 65, Idaho Code, including: definitions of terms; the process for counties to make site suitability determination requests and the required elements of the request; the process for formation of a CAFO Site Advisory Team; and the duties of the CAFO Site Advisory Team.

TEMPORARY RULE JUSTIFICATION: Pursuant to Section 67-5226(1)(a), 67-5226(1)(b) and 67-5226(1)(c), Idaho Code, the Governor has found that temporary adoption of the rule is appropriate for the following reasons: It is necessary to implement the provisions of HB 211, the "Site Advisory Team Suitability Determination Act," Title 67, Chapter 65, Idaho Code, which was passed by the 2001 Legislature. The "Site Advisory Team Suitability Determination Act" codifies an existing informal process between the ISDA, IDEQ, IDWR and the counties.

FEE SUMMARY: The following is a specific description of the fee or charge imposed or increased: N/A

NEGOTIATED RULEMAKING: Pursuant to IDAPA 04.11.01.811 negotiated rulemaking was conducted. The Notice of Negotiated Rulemaking was published in the Idaho Administrative Bulletin, Volume No. 01-8, Page 36.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the temporary and proposed rule, contact John Chatburn, Idaho State Department of Agriculture, at (208) 332-8540.

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before October 24, 2001.

DATED this 21st day of August, 2001.

Patrick A. Takasugi, Director
Idaho State Department of Agriculture
P.O. Box 790
Boise, Idaho 83701-0790
(208) 332-8500 / (208) 334-4062 FAX

THE FOLLOWING IS THE TEXT OF DOCKET NO. 02-0418-0101

IDAPA 02
TITLE 04
Chapter 18

02.04.18 - RULES GOVERNING CAFO SITE ADVISORY TEAM

000. LEGAL AUTHORITY.

This chapter is adopted under the legal authority of Title 67, Chapter 65, Idaho Code. (8-22-01)T

001. TITLE AND SCOPE.

01. Title. The title of this chapter is "Rules Governing CAFO Site Advisory Team." (8-22-01)T

02. Scope. These rules shall govern the contents of a request to form a CAFO Site Advisory Team, formation of a CAFO Site Advisory Team, development of a site suitability determination, and submission of the suitability determination to the appropriate county officials. The official citation of this chapter is IDAPA 02.04.18.000 et seq. For example this section's citation is IDAPA 02.04.18.001. (8-22-01)T

002. WRITTEN INTERPRETATIONS.

There are no written interpretations of these rules. (8-22-01)T

003. ADMINISTRATIVE APPEAL.

There is no provision for administrative appeal before the ISDA under this chapter. Persons may be entitled to appeal agency actions authorized under these rules pursuant to Title 67, Chapter 52, Idaho Code. (8-22-01)T

004. INCORPORATION BY REFERENCE.

The 1999 publication by the United States Department of Agriculture Natural Resources Conservation Service, Conservation Practice Standard, Nutrient Management Code 590, is incorporated by reference and a copy may be obtained from the Idaho State Department of Agriculture, 2270 Old Penitentiary Road, PO Box 790, Boise, Idaho 83701. (8-22-01)T

005. IDAHO PUBLIC RECORDS ACT.

These rules are public records and are available for inspection and copying at the Idaho State Department of Agriculture. (8-22-01)T

006. ADDRESS, OFFICE HOURS, TELEPHONE AND FAX NUMBERS.

01. Physical Address. The central office of the Idaho State Department of Agriculture is located at 2270 Old Penitentiary Road, Boise, Idaho 83712-0790. (8-22-01)T

02. Office Hours. Office hours are 8 a.m. to 5 p.m., Mountain Time, Monday through Friday, except holidays designated by the state of Idaho. (8-22-01)T

03. Mailing Address. The mailing address for the central office is Idaho State Department of Agriculture, P. O. Box 790, Boise, Idaho 83701. (8-22-01)T

04. Telephone Number. The telephone number of the central office is (208) 332-8500. (8-22-01)T

05. Fax Number. The fax number of the central office is (208) 334-4062. (8-22-01)T

007. -- 009. (RESERVED).

010. DEFINITIONS.

The following definitions shall apply in the interpretation and enforcement of this chapter. (8-22-01)T

01. Animal Unit. A unit of measurement for any animal feeding operation calculated by adding the following numbers: the number of slaughter and feeder cattle multiplied by one (1), plus the number of young slaughter or feeder cattle, less than twelve (12) months of age multiplied by six-tenths (0.6), plus the number of mature dairy cattle multiplied by one and four-tenths (1.4), plus the number of young dairy cattle, less than one (1) year of age, multiplied by six-tenths (0.6), plus the number of swine weighing over twenty-five (25) kilograms, approximately fifty-five (55) pounds, multiplied by four-tenths (0.4), plus the number of weaned swine weighing less than twenty-five (25) kilograms multiplied by one-tenth (0.1), plus the number of sheep multiplied by one-tenth (0.1), plus the number of horses multiplied by two (2), plus the number of chickens multiplied by one-hundredth (0.01). (8-22-01)T

02. Best Management Practices. Practices, techniques, or measures that are determined by the Department to be a cost-effective and practicable means of managing odor generated on an agriculture operation to a level associated with accepted agriculture practices. (8-22-01)T

03. CAFO Site Advisory Team. Representatives of the Idaho State Department of Agriculture, Idaho Department of Environmental Quality, and Idaho Department of Water Resources, with the Idaho State Department of Agriculture as the team lead, who review a site proposed for a CAFO, determine environmental risks, and submit a site suitability determination to the county that has requested the determination. (8-22-01)T

04. Concentrated Animal Feeding Operation (CAFO). A lot or facility where the following conditions are met: (8-22-01)T

a. Animals have been, are, or will be stabled or confined and fed or maintained for a total of ninety (90) consecutive days or more in any twelve (12) month period; (8-22-01)T

b. Crops, vegetation, forage growth or post-harvest residues are not sustained in the normal growing season over any portion of the lot or facility; and (8-22-01)T

c. The lot or facility is designed to confine or actually does confine an equivalent of one thousand (1,000) animal units or more. (8-22-01)T

05. Department. The Idaho State Department of Agriculture. (8-22-01)T

06. Director. The Director of the Idaho State Department of Agriculture. (8-22-01)T

07. Environmental Risk. That risk to the environment deemed posed by a proposed CAFO site, as determined and categorized by the CAFO site advisory team and set forth in the site advisory team's suitability determination report. (8-22-01)T

08. Land Application. The spreading on, or incorporation into the soil of agricultural by-products such as manure, process wastewater, compost, cull potatoes, cull onions, or crop residues. (8-22-01)T

09. Nutrient Management Plan. A plan prepared in conformance with the nutrient management standard. (8-22-01)T

10. Nutrient Management Standard. The 1999 publication by the United States Department of Agriculture Natural Resources Conservation Service, Conservation Practice Standard, Nutrient Management Code 590, or other equally protective standard approved by the Director. (8-22-01)T

11. Odor Management Plan. A site-specific plan approved by the Director to manage odor from a CAFO to a level associated with accepted agricultural practices by utilizing best management practices. (8-22-01)T

12. Person. Any individual, association, partnership, firm, joint stock company, joint venture, trust, estate, political subdivision, private corporation, or any legal entity, which is recognized by law as the subject of rights and duties. (8-22-01)T

13. Suitability Determination. The document created and submitted by the CAFO site advisory team, after review and analysis of a proposed CAFO site and information provided subsequent to Section 300 of these rules, that identifies the environmental risk categories related to a proposed CAFO site, describes the factors that contribute to the environmental risks, and sets forth any possible mitigation of risk. (8-22-01)T

011. ABBREVIATIONS.

- 01. BMP.** Best Management Practices. (8-22-01)T
- 02. CAFO.** Concentrated Animal Feeding Operation. (8-22-01)T
- 03. DEQ.** Idaho Department of Environmental Quality. (8-22-01)T
- 04. FEMA.** Federal Emergency Management Agency (8-22-01)T
- 05. IDWR.** Idaho Department of Water Resources. (8-22-01)T
- 06. NRCS.** The United States Department of Agriculture, Natural Resources Conservation Service. (8-22-01)T
- 07. NMP.** Nutrient Management Plan. (8-22-01)T
- 08. OMP.** Odor Management Plan. (8-22-01)T
- 09. USGS.** United States Geological Survey. (8-22-01)T

012. -- 099. (RESERVED).

100. APPLICABILITY.

01. Site For A Proposed CAFO. A CAFO site advisory team shall review and make a site suitability determination for all proposed CAFO sites, as defined in these rules, submitted by a board of county commissioners pursuant to these rules. (8-22-01)T

02. Sites That Do Not Meet The Definition Of A CAFO. The Director may form a CAFO site advisory team, as requested by a board of county commissioners, for a site that does not meet the animal unit numbers in the definition of a CAFO provided that: (8-22-01)T

a. The county demonstrates that the site is in an environmentally sensitive area or is in close proximity to streams, lakes, or other bodies of surface water; or (8-22-01)T

b. The state agencies have personnel and other resources available to conduct the site suitability determination. (8-22-01)T

101. -- 199. (RESERVED).

200. FORMATION OF A SITE ADVISORY TEAM.

A board of county commissioners may request the formation of a CAFO site advisory team to provide a site suitability determination by submitting to the Director a written request supported by the adoption of a resolution by the county. (8-22-01)T

01. Designation Of The Team Leader. Upon receipt of a request to form a site advisory team, the Director shall designate a team leader. (8-22-01)T

02. Notification Of Team Members. The team leader shall provide a copy of the request to form a site advisory team to DEQ and IDWR. After receiving notification, DEQ and IDWR shall notify the Team Leader of their respective representatives to the team. (8-22-01)T

201. -- 299. (RESERVED).

300. CONTENTS OF A REQUEST TO FORM A SITE ADVISORY TEAM.

The information contained in a request shall include, but not be limited to, the following: (8-22-01)T

- 01. Legal Description And Address.** Legal description and address of the proposed CAFO. (8-22-01)T
- 02. One-Time Unit Capacity.** The one-time animal unit capacity of the proposed CAFO. (8-22-01)T
- 03. Type Of Animals.** The type of animals to be confined at the proposed CAFO. (8-22-01)T
- 04. Water Right Information.** All requests shall include one (1) of the following: (8-22-01)T
 - a. Evidence that a valid water right exists to supply adequate water for the operation of the proposed CAFO; or (8-22-01)T
 - b. A copy of an application for a permit to appropriate water that has been filed with IDWR, which if approved, will supply adequate water for operation of the proposed CAFO; or (8-22-01)T
 - c. A copy of an application to change the point of diversion, place, period, and nature of use of an existing water right that has been filed with IDWR, which if approved, will supply adequate water for the operation of the proposed CAFO. (8-22-01)T
- 05. Vicinity Map With Site Location.** A detailed sketch of the proposed CAFO site location, on an aerial photograph, if available, which includes the following: (8-22-01)T
 - a. Building locations; (8-22-01)T
 - b. Waste storage facilities and general areas for any land application including a narrative description of the waste system; (8-22-01)T
 - c. FEMA flood zones or other appropriate flood data for the proposed CAFO site and land application sites owned or leased by the applicant; (8-22-01)T
 - d. Private and community domestic water wells, irrigation wells, existing monitoring wells, and existing injection wells as documented by IDWR or other sources, which are within a one (1) mile radius of the proposed CAFO; (8-22-01)T
 - e. Irrigation canals, irrigation laterals, rivers, streams, springs, lakes, reservoirs, and designated wetlands, which are within a one (1) mile radius of the proposed CAFO. (8-22-01)T
- 06. Site Characterization.** A characterization of the proposed CAFO site and any land application sites owned or leased by the applicant, which includes the following information, if available: (8-22-01)T
 - a. Annual precipitation and prevailing wind direction as contained in the Idaho Waste Management Guidelines, 1997; (8-22-01)T
 - b. Soil characteristics from NRCS; (8-22-01)T
 - c. Hydrologic characteristics from IDWR and USGS including: (8-22-01)T

- i. Depth to first water yielding zone and first encountered water; (8-22-01)T
- ii. Direction of ground water movement and gradient; (8-22-01)T
- iii. Sources and estimates of recharge; (8-22-01)T
- iv. Seasonal variations in water level and recharge characteristics; (8-22-01)T
- v. Susceptibility to contamination; and (8-22-01)T
- vi. Relation of ground water to surface water. (8-22-01)T
- d. Water quality data from DEQ, the Department and USGS, including: (8-22-01)T
 - i. Microorganisms; (8-22-01)T
 - ii. Nutrients; and (8-22-01)T
 - iii. Pharmaceuticals and organic compounds. (8-22-01)T

07. Required OMPs Or NMPs. Any OMPs or NMPs that are required by the county to be submitted by the applicant at the time of application. (8-22-01)T

301. -- 399. (RESERVED).

400. REVIEW OF REQUEST.

Team members shall review the information provided in the request for the formation of a site advisory team to determine if it includes the required elements of Section 300. (8-22-01)T

01. Insufficient Information. If the team determines that the information provided by the county does not include the required elements of Section 300, the team leader shall contact the county and request additional information. (8-22-01)T

02. Sufficient Information. When the team has determined that the information submitted by the county contains the required elements of Section 300, the team leader shall schedule an onsite review of the information with the team members. The team leader shall inform the county requesting the formation of the site advisory team of the date and time of the onsite review and the county may have a representative present. (8-22-01)T

401. -- 499. (RESERVED).

500. SITE SUITABILITY DETERMINATION.

Within thirty (30) days of receiving a request for the formation of a CAFO site advisory team that includes the required elements of Section 300, the team shall develop and submit to the county a site suitability determination, based on the elements of Section 300 or other relevant information, that contains: (8-22-01)T

- a. A determination of an environmental risk category: high, moderate; low; or insufficient information to make a determination; (8-22-01)T
- b. A description of the factors that contribute to the environmental risks; (8-22-01)T
- c. Any possible mitigation of the environmental risks. (8-22-01)T

501. -- 999. (RESERVED).

IDAPA 07 - DIVISION OF BUILDING SAFETY
07.01.04 - RULES GOVERNING ELECTRICAL SPECIALTY LICENSING
DOCKET NO. 07-0104-0102
NOTICE OF PROPOSED RULEMAKING

AUTHORITY: In compliance with Section 67-5220(1), Idaho Code, notice is hereby given that this agency has proposed rulemaking. The action is authorized pursuant to Sections 54-1006(5) and 54-1001, Idaho Code.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking will be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than October 17, 2001.

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking: Proposed rule establishes a new Medium/High Voltage Specialty License.

FEE SUMMARY: The following is a specific description of the fee or charge imposed or increased: None.

NEGOTIATED RULEMAKING: Pursuant to IDAPA 04.11.01.811, negotiated rulemaking was conducted as the Idaho Electrical Board and the Division of Building Safety, Electrical Bureau worked closely with the industry.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the proposed rule, contact Gary Malmen, Electrical Bureau Chief, Division of Building Safety, (208) 334-2183.

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before October 24, 2001.

DATED this 22nd day of August, 2001.

Dave Munroe, Administrator
Division of Building Safety
1090 E. Watertower St.
Meridian, Idaho 83642
Telephone: (208) 334-3951/ Fax: (208) 855-2164

THE FOLLOWING IS THE TEXT OF DOCKET NO. 07-0104-0102

018. MEDIUM/HIGH VOLTAGE SPECIALTY ELECTRICAL LICENSE.

01. Definitions. ()

a. Medium/High Voltage System. For the purposes of this administrative rule, medium/high voltage systems shall be those systems over six hundred (600) volts, nominal, for electrical generation, transmission, transformation, control, or distribution that are not owned, or under the exclusive control of an electrical utility, that are prior to utilization panels or equipment. ()

b. Medium/High Voltage Specialty Electrical Contractor. Any person, partnership, company, firm, association, or corporation engaging in, conducting, or carrying on the business of installing medium/high voltage systems as defined in Section 018. ()

c. Medium/High Voltage Specialty Journeyman Electrical Worker. Any person who personally performs or supervises the actual physical work of installing, repairing, or maintaining medium/high voltage systems as herein defined in this Section. ()

d. Medium/High Voltage Specialty Electrical Trainee. Any person working under the supervision of a medium/high voltage specialty journeyman electrical worker installing, repairing, or maintaining medium/high voltage systems. ()

02. Medium/High Voltage Specialty Electrical Contractor License. It shall be unlawful for any person, partnership, company, firm, association, or corporation to act or attempt to act as a medium/high voltage specialty electrical contractor in this state, as herein defined in Section 018, until such person, partnership, company, firm, association, or corporation, shall have received a license as a medium/high voltage specialty electrical contractor. ()

03. Qualifications For Medium/High Voltage Specialty Electrical Contractor License. ()

a. Any person, partnership, company, firm, association, or corporation shall be eligible to apply for a medium/high voltage specialty electrical contractor license upon the condition that such applicant shall have at least one (1) full-time employee that is a licensed medium/high voltage specialty journeyman electrical worker. The contractor shall designate the supervising medium/high voltage specialty journeyman who shall be available during working hours to carry out the duties of the supervising medium/high voltage specialty journeyman, as set forth in Section 018. ()

b. Supervising medium/high voltage specialty journeyman duties include assuring that all medium/high voltage electrical work complies with the National Electrical Code, who will be responsible for the supervision of medium/high voltage electrical installations made by said person, partnership, company, firm, association, or corporation. The installation shall be in compliance with the provisions of Title 54 Chapter 10, Idaho Code. Supervising medium/high voltage specialty journeymen shall also assure compliance with the electrical installation laws and rules of the state of Idaho. Any person designated as the supervising medium/high voltage specialty journeyman, and the contractor he represents, shall each notify the Electrical Bureau in writing if the supervising medium/high voltage specialty journeyman's working relationship with the contractor is terminated. Each notice must be filed with the Electrical Bureau within ten (10) days of the date of termination. If the supervising medium/high voltage specialty journeyman's working relationship with the contractor is terminated, the contractor's license is null and void within ninety (90) days unless another supervising medium/high voltage specialty journeyman is designated. ()

04. Medium/High Voltage Specialty Journeyman Electrical Worker. An applicant for registration as a qualified medium/high voltage specialty journeyman electrical worker shall comply with one (1) of the following requirements. ()

a. Qualifications. Show proof of completion of a four (4) year apprenticeship that is approved by the U.S. Department of Labor, Bureau of Apprenticeship and Training in the medium/high voltage trade, or; ()

b. Document four (4) years (a minimum of eight-thousand (8,000) hours) of experience with medium/high voltage systems and pass a medium/high voltage electrical examination as approved by the Idaho State Electrical Board. ()

05. Medium/High Voltage Specialty Electrical Trainee. ()

a. Supervision. Each medium/high voltage specialty electrical trainee shall perform medium/high voltage electrical work only under the constant on-the-job supervision of a licensed medium/high voltage specialty journeyman electrical worker. ()

b. Registration. It shall be unlawful for any person to act as a medium/high voltage specialty electrical trainee in this state until such person has registered with the Division of Building Safety, Electrical Bureau. ()

0189. -- 999. (RESERVED).

IDAPA 07 - DIVISION OF BUILDING SAFETY
07.01.07 - RULES GOVERNING CONTINUING EDUCATION REQUIREMENTS

DOCKET NO. 07-0107-0101

NOTICE OF PROPOSED RULEMAKING

AUTHORITY: In compliance with Section 67-5220(1), Idaho Code, notice is hereby given that this agency has proposed rulemaking. The action is authorized pursuant to Sections 54-1003 and 54-1006(5), Idaho Code.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking will be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than October 17, 2001.

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking: Proposed rule increases continuing education requirements for master and journeyman electrician license renewals from sixteen (16) hours to twenty-four (24) hours in a three (3) year period.

FEE SUMMARY: The following is a specific description of the fee or charge imposed or increased: None.

NEGOTIATED RULEMAKING: Pursuant to IDAPA 04.11.01.811, negotiated rulemaking was conducted as the Electrical Bureau worked with the industry to find ways to increase the knowledge of master and journeyman electricians.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the proposed rule, contact Gary Malmen, Electrical Bureau Chief, Division of Building Safety, (208) 334-2183.

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before October 24, 2001.

DATED this 22nd day of August, 2001.

Dave Munroe, Administrator
Division of Building Safety
1090 E. Watertower St.
Meridian, Idaho 83642
Telephone: (208) 334-3951 / Fax: (208) 855-2164

THE FOLLOWING IS THE TEXT OF DOCKET NO. 07-0107-0101

011. CONTINUING EDUCATION REQUIREMENTS.

Journeyman and Master Electricians must complete at least ~~sixteen~~ twenty-four (24) hours of continuing education instruction in every three (3) year period between updates of the National Electrical Code. ~~The twenty-four (24) hours of instruction will consist of a minimum of eight sixteen (816) hours of code update covering changes included in the latest edition of the National Electrical Code, and eight (8) hours of electrical industry related instruction covering subjects other than code update.~~ The Electrical Board will establish criteria for approval of instruction and instructors, and courses and instructors will be approved by the Bureau. Proof of completion of these continuing education requirements must be submitted to the Bureau prior to or with the application for license renewal by any such licensee in order to renew a journeyman or master electrician license for the code change year. ~~(4-5-00)()~~

IDAPA 07 - DIVISION OF BUILDING SAFETY
07.02.05 - RULES GOVERNING PLUMBING SAFETY LICENSING
DOCKET NO. 07-0205-0101
NOTICE OF RULEMAKING - PENDING RULE

EFFECTIVE DATE: This pending rule has been adopted by the agency and is now pending review by the 2002 Idaho State Legislature for final adoption. The pending rule becomes final and effective at the conclusion of the legislative session, unless the rule is approved, rejected, amended or modified by concurrent resolution in accordance with Section 67-5224 and 67-5291, Idaho Code. If the pending rule is approved, amended or modified by concurrent resolution, the rule becomes final and effective upon adoption of the concurrent resolution or upon the date specified in the concurrent resolution.

AUTHORITY: In compliance with Section 67-5224, Idaho Code, notice is hereby given that this agency has adopted a pending rule. The action is authorized pursuant to Section 54-2605(1), Idaho Code.

DESCRIPTIVE SUMMARY: The following is a concise explanatory statement of the reasons for adopting the pending rule and a statement of any change between the text of the proposed rule and the text of the pending rule with an explanation of the reasons for any change.

The rule change requires an applicant for the journeyman exam to pass the exam within a six (6)-month period. If the applicant fails to do so, the rule change requires the applicant to obtain additional education.

The pending rule is being adopted as proposed. The original text of the proposed rule was published in the July 4, 2001 Idaho Administrative Bulletin, Volume 01-7, pages 22 and 23.

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning the proposed rule, contact Ted Hogander, Bureau Chief, (208) 332-7154.

DATED this 22nd day of August, 2001.

Dave Munroe, Administrator
Division of Building Safety
1090 E. Watertower St.
Meridian, Idaho 83642
Telephone: (208) 334-3951
Facsimile: (208) 855-2164

IDAPA 07, TITLE 02, Chapter 05

RULES GOVERNING PLUMBING SAFETY LICENSING

There are no substantive changes from the proposed rule text.

The complete text of the proposed rule was published in the Idaho Administrative Bulletin, [Volume 01-7, July 4, 2001, pages 22 and 23.](#)

This rule has been adopted as a pending rule by the Agency and is now pending review and adoption by the 2002 Idaho State Legislature as a final rule.

IDAPA 07 - DIVISION OF BUILDING SAFETY
07.02.06 - RULES CONCERNING UNIFORM PLUMBING CODE
DOCKET NO. 07-0206-0101
NOTICE OF RULEMAKING
PENDING RULE AND AMENDMENT TO TEMPORARY RULE

EFFECTIVE DATE: The effective date of the amendment to the temporary rule is July 1, 2001. This pending rule has been adopted by the agency and is now pending review by the 2002 Idaho State Legislature for final adoption. The pending rule becomes final and effective at the conclusion of the legislative session, unless the rule is approved, rejected, amended or modified by concurrent resolution in accordance with Section 67-5224 and 67-5291, Idaho Code. If the pending rule is approved, amended or modified by concurrent resolution, the rule becomes final and effective upon adoption of the concurrent resolution or upon the date specified in the concurrent resolution.

AUTHORITY: In compliance with Section 67-5224 and 67-5226, Idaho Code, notice is hereby given that this agency has adopted a pending rule and amended a temporary rule. The action is authorized pursuant to Section 54-2605(1), Idaho Code.

DESCRIPTIVE SUMMARY: The following is a concise explanatory statement of the reasons for adopting the pending rule and amending the existing temporary rule and a statement of any change between the text of the proposed rule and the text of the pending rule with an explanation of the reasons for the change.

The rule change replaces the outdated 1997 version of the Uniform Plumbing Code, as amended, with the new 2000 version, as amended. The proposed rule has been amended to make typographical corrections to the rule, and is being amended pursuant to Section 67-5227, Idaho Code. Rather than keep the temporary rule in place while the pending rule awaits legislative approval, the Division amended the temporary rule with the same revision that has been made to the proposed rule. Only the section that has changes is printed in this bulletin. The original text of the proposed rule was published in the July 4, 2001 Idaho Administrative Bulletin, Volume 01-7, page(s) 24 through 26.

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning the pending rule, contact Ted Hogander, Bureau Chief, Division of Building Safety, (208) 332-7154.

DATED this 22nd day of August, 2001.

Dave Munroe
Administrator
Division of Building Safety
1090 E. Watertower St.
Meridian, Idaho 83642
Telephone: (208) 334-3951
Facsimile: (208) 855-2164

IDAPA 07, TITLE 02, Chapter 06

RULES CONCERNING UNIFORM PLUMBING CODE

There are substantive changes from the proposed rule text.

Only those sections that have changed from the original proposed text are printed in this Bulletin following this notice.

The text of the proposed rule was published in the Idaho Administrative Bulletin, [Volume 00-7, July 4, 2001, pages 24 through 26.](#)

This rule has been adopted as a pending rule by the Agency and is now pending review and adoption by the 2002 Idaho State Legislature as a final rule.

THE FOLLOWING IS THE AMENDED TEXT OF DOCKET NO. 07-0206-0101

SECTION 011

011. ADOPTION OF 2000 UNIFORM PLUMBING CODE.

The 2000 Uniform Plumbing Code, including Appendices "A, B, C, D, E, G, H, I, J, and L," is adopted with the following amendments. (7-1-01)T

SUBSECTION 011.15

15. Section 1002.3. Trap arms may not exceed one hundred eighty (180) degrees of horizontal turn without the use of a cleanout. ~~(7-1-01)T~~(7-1-01)T

IDAPA 07 - DIVISION OF BUILDING SAFETY
07.03.12 - RULES GOVERNING MANUFACTURED HOME INSTALLATIONS

DOCKET NO. 07-0312-0101

NOTICE OF TEMPORARY AND PROPOSED RULEMAKING

EFFECTIVE DATE: The effective date of the temporary rule is January 1, 2002.

AUTHORITY: In compliance with Sections 67-5221(1) and 67-5226, Idaho Code, notice is hereby given that this agency has adopted a temporary rule, and proposed regular rulemaking procedures have been initiated. The action is authorized pursuant to Sections 44-2202, Idaho Code.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking will be scheduled if requested in writing by twenty-five (25) persons, a political subdivision, or an agency, not later than October 17, 2001.

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking: This proposed rule incorporates the January 1, 2002 edition of the Idaho Manufactured Home Installation Standard into the Rules Governing Manufactured Home Installations, replacing the currently incorporated July 1, 2000 edition of the Idaho Manufactured Home Installation Standard.

TEMPORARY RULE JUSTIFICATION: Pursuant to Sections 67-5226(1)(b) and 67-5226(1)(c), Idaho Code, the Governor has found that temporary adoption of the rule is appropriate for the following reasons: Temporary adoption of the rule is necessary to put the rule into affect at the same time the revised Idaho Manufactured Home Installation Standard is made available.

FEE SUMMARY: The following is a specific description of the fee or charge imposed or increased: None.

NEGOTIATED RULEMAKING: Pursuant to IDAPA 04.11.01.811, negotiated rulemaking was conducted as the Building Bureau Chief worked closely with the industry in the proposed rulemaking.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the proposed rule, contact Jack Rayne, Building Bureau Chief, Division of Building Safety, (208) 334-3896.

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before October 24, 2001.

DATED this 22nd day of August 2001.

Dave Munroe, Administrator
Division of Building Safety
1090 E. Watertower St.
Meridian, Idaho 83642
Telephone: (208) 334-3951 / Fax: (208) 855-2164

THE FOLLOWING IS THE TEXT OF DOCKET NO. 07-0312-0101

004. INCORPORATION BY REFERENCE.

The Idaho Manufactured Home Installation Standard (January 1, 2002 edition) is hereby incorporated by reference into IDAPA 07.03.12, "Rules Governing Manufactured Home Installations". A current copy is available for review or copying at the office of the Division of Building Safety. ~~(4-5-00)~~(1-1-02)T

IDAPA 07 - DIVISION OF BUILDING SAFETY
07.06.01 - RULES GOVERNING UNIFORM SCHOOL BUILDING SAFETY
DOCKET NO. 07-0601-0101
NOTICE OF RULEMAKING
PENDING RULE AND AMENDMENT TO TEMPORARY RULE

EFFECTIVE DATE: The effective date of the amendment to the temporary rule is April 4, 2001. This pending rule has been adopted by the agency and is now pending review by the 2002 Idaho State Legislature for final adoption. The pending rule becomes final and effective at the conclusion of the legislative session, unless the rule is approved, rejected, amended or modified by concurrent resolution in accordance with Sections 67-5224 and 67-5291, Idaho Code. If the pending rule is approved, amended or modified by concurrent resolution, the rule becomes final and effective upon adoption of the concurrent resolution or upon the date specified in the concurrent resolution.

AUTHORITY: In compliance with Sections 67-5224 and 67-5226, Idaho Code, notice is hereby given that this agency has adopted a pending rule and amended a temporary rule. The action is authorized pursuant to Section 39-8007, Idaho Code.

DESCRIPTIVE SUMMARY: The following is a concise explanatory statement of the reasons for adopting the pending rule and amending the existing temporary rule and a statement of any change between the text of the proposed rule and the text of the pending rule with an explanation of the reasons for the change.

The pending rule prescribes the Idaho Uniform School Building Safety Code and provides for enforcement and administration of the Idaho Uniform School Building Safety Act by the Administrator of the Division of Building Safety in accordance with H0315 amending Section 39-8001, et seq., Idaho Code. H0315 was signed into affect April 4, 2001 declaring an emergency and providing authority of the Administrator of the Division of Building Safety to cause persons to be restrained from entering an unsafe area.

The proposed rule has been amended to make typographical corrections to the rule, and is being amended pursuant to Section 67-5227, Idaho Code. The change between the text of the proposed rule and the text of the pending rule is in section 07.06.01.004.01.j. The text will be changed from "1997 LAPMO" to "2000 IAPMO". Rather than keep the temporary rule in place while the pending rule awaits legislative approval, the Division of Building Safety amended the temporary rule with the same revisions which have been made to the proposed rule.

Only the sections that have changes are printed in this bulletin. The original text of the proposed rule was published in the July 4, 2001 Idaho Administrative Bulletin, Volume 01-7, pages 27 through 31.

ASSISTANCE ON TECHNICAL QUESTIONS: For assistance on technical questions concerning the pending rule, contact Dave Munroe, Administrator, Division of Building Safety at (208) 332-3951.

DATED this 22nd day of August 2001

Dave Munroe, Administrator
Division of Building Safety
1090 E. Watertower St.
Meridian, Idaho 83642
Telephone: (208) 332-3951
Facsimile: (208) 855-2164

IDAPA 07, TITLE 06, Chapter 01

RULES GOVERNING UNIFORM SCHOOL BUILDING SAFETY

There are substantive changes from the proposed rule text.

Only those sections that have changed from the original proposed text are printed in this Bulletin following this notice.

The text of the proposed rule was published in the Idaho Administrative Bulletin, [Volume 01-7, July 4, 2001, pages 27 through 31.](#)

This rule has been adopted as a pending rule by the Agency and is now pending review and adoption by the 2002 Idaho State Legislature as a final rule.

THE FOLLOWING IS THE AMENDED TEXT OF DOCKET NO. 07-0601-0101

SECTION 004

004. INCORPORATION BY REFERENCE.

01. Uniform Codes. The following uniform codes are hereby incorporated by reference into IDAPA **07.06.01**, "Rules Governing Uniform School Building Safety," as, and insofar as, they have been adopted by the state of Idaho pursuant to Sections 39-4109, 41-253, 54-1001, 54-2601, and 72-508, Idaho Code: (4-4-01)T

SUBSECTION 004.01.j.

j. ~~1997~~2000 ~~LI~~APMO Uniform Plumbing Code (UPC); (~~4-4-01~~)T(4-4-01)T

IDAPA 08 - IDAHO STATE BOARD OF EDUCATION
08.01.05 - STATE OF IDAHO SCHOLARSHIP PROGRAM
DOCKET NO. 08-0105-0101 (REPEAL)
NOTICE OF PROPOSED RULE

AUTHORITY: In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has proposed rulemaking. The action is authorized pursuant to Section 33-105 and Title 33, Chapter 43, Idaho Code.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking will be held as follows:

October 19, 2001 at 8:00 a.m.
College of Southern Idaho
Herrett Center
Twin Falls, Idaho

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

To repeal this chapter of rules in its entirety. The chapter is being rewritten to encompass changes made to Idaho Code for the Idaho Promise Scholarship Program, which replaced the State of Idaho Scholarship Program.

FEE SUMMARY: There is no fee associated with this rule change.

NEGOTIATED RULEMAKING: Pursuant to IDAPA 04.11.01.811, negotiated rulemaking was not conducted because this rule change is not controversial in nature and other interested parties would not be harmed as a result of the change.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the proposed rule, contact Randi McDermott at 334-2270.

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before October 25, 2001.

DATED this 17th day of August, 2001.

Randi McDermott
State Board of Education
650 W. State St.
PO Box 83720
Boise, ID 83720-0037
Phone: 208-334-2270
Fax: 208-334-2632

THIS CHAPTER IS BEING REPEALED IN ITS ENTIRETY.

IDAPA 08 - IDAHO STATE BOARD OF EDUCATION
08.01.05 - IDAHO PROMISE SCHOLARSHIP PROGRAM
DOCKET NO. 08-0105-0102
NOTICE OF PROPOSED RULE

AUTHORITY: In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has proposed rulemaking. The action is authorized pursuant to Section 33-105 and Title 33, Chapter 43, Idaho Code.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking will be held as follows:

October 19, 2001 at 8:00 a.m.
College of Southern Idaho
Herrett Center
Twin Falls, Idaho

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

To change the name of the State of Idaho Scholarship Program to the Idaho Promise Scholarship Program and include provisions for priority and selection of scholarship recipients, eligibility requirements and appeals procedures.

FEE SUMMARY: There is no fee associated with this rule change.

NEGOTIATED RULEMAKING: Pursuant to IDAPA 04.11.01.811, negotiated rulemaking was not conducted because this rule change is not controversial in nature and other interested parties would not be harmed as a result of the change.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the proposed rule, contact Randi McDermott at 334-2270.

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before October 25, 2001.

DATED this 17th day of August, 2001.

Randi McDermott
State Board of Education
650 W. State St.
PO Box 83720
Boise, ID 83720-0037
Phone: 208-334-2270
Fax: 208-334-2632

THE FOLLOWING IS THE TEXT OF DOCKET NO. 08-0105-0102

IDAPA 08
TITLE 01
Chapter 05

08.01.05 - IDAHO PROMISE SCHOLARSHIP PROGRAM

000. LEGAL AUTHORITY.

These rules are promulgated pursuant to the authority of the State Board of Education (SBOE) under Section 33-105 and Title 33, Chapter 43, Idaho Code. ()

001. TITLE AND SCOPE.

These rules shall be known as IDAPA 08.01.05, "Idaho Promise Scholarship Program". These rules constitute the requirements for the Idaho Promise Scholarship Program, Category A and Category B. ()

002. WRITTEN INTERPRETATIONS.

In accordance with Section 67-5201(19)(b)(iv) Idaho Code any written interpretation of the rules of this chapter are available at the Board office. ()

003. ADMINISTRATIVE APPEAL.

Unless otherwise provided for in the rules of the Board or in the State Board of Education Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted as provided herein. ()

004. INCORPORATION BY REFERENCE.

There are no documents to incorporate by reference pursuant to, and in accordance with Section 67-5229, Idaho Code. ()

005. OFFICE -- OFFICE HOURS -- MAILING ADDRESS AND STREET ADDRESS.

The principal place of business of the SBOE is in Boise, Idaho. The mailing address is PO Box 83720, Boise, ID 83720-0037. The Board's street address is 650 West State Street, Room 307, Boise, Idaho, 83702. The office hours are from 8 a.m. to 5 p.m., except Saturday, Sunday and legal holidays. ()

006. PUBLIC RECORDS ACT COMPLIANCE.

This rule has been promulgated in accordance with the Administrative Procedure Act, Title 67, Chapter 52, Idaho Code, and is a public record. ()

007. DEFINITIONS.

These definitions are applicable to this chapter only.

01. Full-Time Student. An average of at least twelve (12) credit hours per semester, including any remedial coursework. ()

02. Secondary School Equivalent. The instruction of students in grades nine (9) through twelve (12), provided by home schools or other educational delivery systems. ()

03. Idaho Secondary School. Any secondary school located in the state of Idaho, including secondary schools located in border school districts attended by Idaho residents in accordance with Section 33-1403, Idaho Code. ()

04. High School Record for Category A Students. An individual's rank in his secondary school class, cumulative grade point average (GPA) for grades nine (9) through twelve (12), and difficulty of course load taken as certified by an official of such secondary school. ()

05. High School Record for Category B Students. An individual's secondary school cumulative grade point average for grades nine (9) through twelve (12), or a composite score on the American College Test

(ACT), or a sum of sub-scores on the ACT Computerized Adaptive Placement Assessment and Support System (COMPASS), or a combined score on the College Board's Scholastic Aptitude Test I (SAT). ()

008. -- 099. (RESERVED).

100. OBJECTIVES OF THE IDAHO PROMISE SCHOLARSHIP PROGRAM.

The legislature has recognized and declared that substantial economic and social benefits accrue to the state because of an educated citizenry, and that the encouragement of the State's most talented Idaho secondary school graduates to enroll in Idaho educational institutions is an important element for assuring the future leadership in the State. See Chapter 43, Title 33, Idaho Code. The Idaho Promise Scholarship Program recognizes high standards of achievement, as measured by competitive examination and high school records of graduates of public, private, or the equivalent secondary schools in Idaho who attend public or independent postsecondary institutions in Idaho. ()

101. NUMBER OF SCHOLARSHIPS -- PRIORITY FOR AWARD.

01. Number of Idaho Promise Category A Scholarships. The total number of initial and continuing scholarships will not exceed the number authorized in the "Idaho Promise Scholarship Program" or by the appropriation to support the program, whichever is less. The number of initial scholarships to individuals enrolled in professional-technical programs will not be less than twenty-five percent (25%) of the total number of initial scholarships awarded during any one (1) year, contingent upon a sufficient number of qualified professional-technical applicants. If the number of qualified professional-technical applicants is not sufficient, additional awards will be given to qualified academic applicants. ()

02. Priority for Category A Scholarships. In the event the state of Idaho does not provide an appropriation sufficient to support the maximum number of scholarships authorized by the "Idaho Promise Scholarship Program," the priority for initial and continuing scholarships will be as follows: ()

a. Highest priority is given to continuing recipients in an order beginning with the date of the initial award. However, in the event further priority must be established among continuing recipients, the recipient's rank within his academic or professional-technical major and class will be used, with priority given to the recipient with a higher ranking within his academic or professional-technical major and class. ()

b. Secondary priority is given to initial scholarship recipients until the appropriation is exhausted or the maximum number of initial scholarships authorized by the "Idaho Promise Scholarship Program" is reached, whichever is less. ()

03. Number of Idaho Promise Category B Scholarships. The total number of scholarships awarded to Category B students will be determined annually by the Board based on the number of eligible students as certified by the eligible postsecondary institutions, the individual award amount, and the availability of funds. ()

04. Priority for Category B Scholarships. In the event that the state of Idaho does not provide an appropriation sufficient to award the maximum amount of the scholarship authorized by the Idaho Promise Scholarship Program, the Board may proportionally decrease the amount of the scholarship so as to provide an award to all eligible students. ()

102. MONETARY VALUE OF THE SCHOLARSHIP.

01. Monetary Value. The monetary value of each scholarship shall be set annually by the Board in accordance with Sections 33-4307(3) et seq., Idaho Code. ()

02. Duration. The grant covers up to one (1) educational year or equivalent for attendance at an eligible postsecondary educational institution. ()

103. SELECTION AND ELIGIBILITY REQUIREMENTS OF SCHOLARSHIP RECIPIENTS.

01. Selection and Eligibility Requirements. Selection and eligibility requirements for a scholarship are based upon the provisions of the "Idaho Promise Scholarship Program." Applicants for the Idaho Promise

Scholarship are responsible for providing to the eligible institution in which he intends to enroll any and all information necessary for said institution to verify a student's eligibility for the Idaho Promise Scholarship. ()

02. Educational Costs. The recipient must certify that his scholarship, if awarded, will be used only for educational costs as defined in Section 33-4306, Idaho Code. ()

03. Enrollment. The recipient must pursue an undergraduate course of study leading to a degree, certificate, diploma, or other documentation of completion, which requires at least six (6) months, or equivalent of consecutive attendance. Furthermore, the applicant shall not enroll in an educational program leading directly to a baccalaureate degree in theology or divinity. ()

04. Compliance. The recipient must comply with all the provisions of the "Idaho Promise Scholarship Program" and these rules. ()

05. Category B Recipients. First time applicants who intend to enroll in an eligible Idaho postsecondary institution and who meet the eligibility requirements of the Idaho Promise Category B Scholarship as verified by the designated financial aid or scholarship office of the eligible institution will receive the Category B Scholarship, provided said student is not a recipient of the Category A Scholarship. Criteria used to determine eligibility includes the following: ()

a. **Grade Point Average for Category B Scholarship.** Applicants must have a cumulative secondary school (grades nine (9) through twelve (12)) GPA of three point zero (3.0) or better on a scale of four point zero (4.0). The participating educational institutions will consider the GPA as indicated on the high school transcript at the time of application to said institution without regard to whether the GPA is weighted or unweighted. ()

b. **ACT or Equivalent Score.** Applicants who do not have a three point zero (3.0) grade point average must verify a composite score of twenty (20) or better on the ACT assessment, or a corresponding score on the SAT I as established on the ACT/SAT I equivalency table, or at least a combined score of one hundred ninety-five (195) from the Writing Skills, Reading Skills and Algebra areas of the ACT COMPASS examination. ()

c. The applicant must have completed secondary school or its equivalent in the state of Idaho as defined in Section 007 of this chapter. ()

d. An individual must be under the age of twenty-two (22) on July 1 of the educational year in which the initial award is made. ()

e. An individual must enroll as a full-time student for the first time in the 2001- 2002 or subsequent educational years. ()

f. The applicant must comply with all the provisions of the "Idaho Promise Scholarship Program" and these rules. ()

06. Category A Recipients. Recipients of the Idaho Promise Category A Scholarship are selected by the State Board of Education. The Board may designate a subcommittee to assist in the selection process, but the Board does not delegate responsibility for the final selection of Idaho Promise Category A Scholarship recipients. Applicants who intend to enroll in academic programs at eligible Idaho postsecondary educational institutions are selected as recipients on the basis of their high school record as defined in this chapter. Applicants who intend to enroll in professional-technical programs at eligible Idaho postsecondary educational institutions are selected on the basis of performance on the ACT COMPASS exam and grade point average (GPA) in grades nine through twelve (9-12). Criteria used during the selection process are as follows: ()

a. **High School Record and GPA.** Academic applicants must rank in the top ten percent (10%) of their graduating class, and have a cumulative GPA of three point five (3.5) or better on a scale of four point zero (4.0). Professional-technical applicants must have a cumulative GPA of two point eight (2.8) or better on a scale of four point zero (4.0). ()

b. **ACT Composite Score.** Academic applicants must verify an ACT composite score of twenty-eight

(28) or better. ()

c. COMPASS Score. Professional-technical applicants must provide a copy of their ACT COMPASS report, which must include scores from the Writing Skills, Reading Skills and Mathematics sections of the COMPASS. Scores on the COMPASS report will be evaluated as a whole and used to rank professional-technical applicants. ()

d. Attendance. The applicant must be attending an accredited Idaho public or private secondary school and must declare his intention of enrolling at an eligible public or private postsecondary educational institution in Idaho (as defined in Section 33-4306(1), Idaho Code) during the academic year immediately following his graduation from secondary school. ()

e. ACT, GPA and High School Rank. Academic applicants are ranked against other academic applicants, and professional-technical applicants are ranked against other professional – technical applicants. ()

i. Equal weight is given to the academic applicant’s performance on the prescribed ACT measurements, the applicant’s cumulative GPA and the rank in the secondary school from which the applicant will be graduated. ()

ii. Equal weight is given to the professional-technical applicant’s performance on the COMPASS and cumulative GPA. ()

104. CONTINUING ELIGIBILITY.

To remain eligible for renewal of a scholarship following the successful completion of the first or freshman year of study, the recipient must comply with all of the provisions of the Idaho Promise Scholarship Program and these rules in addition to the following requirements: ()

01. Credit Hours. Enroll in and complete at least an average of twelve (12) credit hours per semester during the educational year in which the student receives the award at an eligible postsecondary institution. ()

02. GPA. Students who do not meet the GPA and enrollment requirements at the end of the educational year will forfeit the scholarship in subsequent years. ()

03. Transfer of Scholarship. A recipient who transfers from one eligible postsecondary educational institution in Idaho to another must comply with all of the requirements of the Idaho Promise Scholarship Program and these rules to maintain eligibility for the scholarship. In addition, the Category A recipient must file a statement with the Office of the State Board of Education declaring his intention to transfer as a full-time undergraduate student in an academic or professional-technical program in an eligible postsecondary educational institution in Idaho for the succeeding year no later than sixty (60) days prior to enrollment in the institution to which the student is transferring. ()

04. Eligibility Following Interruption Of Continuous Enrollment. A Category A recipient whose continuous enrollment is interrupted for more than four (4) months for any reason but who intends to re-enroll in an eligible postsecondary educational institution in Idaho must file a letter of intent to interrupt continuous enrollment no later than sixty (60) days prior to the first day of the academic term of the discontinued attendance. Failure to do so may result in forfeiture of the scholarship. The Office of the State Board of Education will review each request for interruption and notify the applicant of approval or denial of the request. In addition, the recipient must file a statement with the Office of the State Board of Education declaring his intent to re-enroll as a full-time undergraduate student in an academic or professional-technical program in an eligible postsecondary institution in Idaho for the succeeding academic year no later than thirty (30) days prior to the first day of the academic term in which the student intends to re-enroll. ()

05. Category A Recipient. ()

a. Must file a statement with OSBE each year declaring his intention to continue as a full-time undergraduate student in an academic or professional-technical program at an eligible postsecondary educational institution in Idaho for the succeeding year. The Office of the State Board of Education will provide to each eligible

institution a list of anticipated recipients. The education official of each institution shall certify to the Office of the State Board of Education the current cumulative GPA of those recipients attending said institution. ()

b. Must maintain high standards of performance and rank within the top fifty percent (50%) of the students in his academic or professional-technical major and class, with a cumulative GPA of three point zero (3.0) or better. ()

06. Category B Recipient. The Category B recipient must maintain high standards of performance by achieving and maintaining a two point five (2.5) cumulative GPA on a four point zero (4.0) system. ()

105. SCHEDULE FOR APPLICATION, NOTICE, AND RESPONSE TO COMMUNICATIONS, CATEGORY A SCHOLARSHIP.

01. Initial Applications. Completed applications for initial scholarships must be postmarked no later than December 15 for the awarding of initial scholarships for each succeeding year. ()

02. Announcement Of Award. Announcement of award of initial scholarships will be made no later than May 1 of each year, with awards to be effective July 1 of that year. ()

03. Deadline For Acceptance. An applicant notified that he has been selected as a recipient must respond in writing by the date specified regarding his intent to accept the award. Failure to submit a response of acceptance in writing will result in forfeiture of the scholarship. ()

04. Communication With State Officials. Applicants for either initial or continuing scholarships must respond by the date specified to any communication from officials of the Idaho Promise Scholarship Program Failure to respond within the time period specified will result in cancellation of the application or forfeiture of the scholarship unless extenuating circumstances are involved. ()

106. RESPONSIBILITIES OF SCHOLARSHIP APPLICANTS AND RECIPIENTS.

01. Application For Initial Scholarship. Applicants for the Idaho Promise Scholarship are responsible for any errors or omissions in the information provided on the application form or to the eligible postsecondary institutions. The State Board of Education, the Office of the State Board of Education, any official of an eligible postsecondary educational institution in Idaho, American College Testing, and any official of the Idaho Promise Scholarship Program, individually or collectively, are not responsible for any information provided by an applicant on the application form or for any errors or omissions in the information provided by the applicant. In addition, each applicant must submit the required standardized test scores. Applications submitted without the required standardized scores are incomplete and will not be considered for the scholarship. ()

02. Submission of Application. Applicants for initial Idaho Promise Category A Scholarships are responsible for submitting completed application forms to the Idaho Promise Scholarship Program at the Office of the State Board of Education. Applicants for the Idaho Promise Category B Scholarship must apply to the eligible postsecondary institution that they plan to attend in accordance with their internal procedures. ()

03. Unused Scholarship Balances. Following the initial award of the scholarship, each recipient is responsible for remitting any reasonable unused scholarship balances to the State Board of Education in the event the recipient discontinues attendance before the end of any semester, quarter, term, or equivalent. ()

107. ADDITIONAL RESPONSIBILITIES OF ELIGIBLE POSTSECONDARY INSTITUTIONS.

In addition to other responsibilities provided for in this chapter, officials of Idaho postsecondary educational institutions in which scholarship recipients have enrolled are responsible for the following: ()

01. Number of Category B Recipients. The total number of grants to Category B students will be determined annually. ()

a. The officials of eligible Idaho postsecondary educational institution are responsible for identifying eligible Category B recipients in accordance with Promise Scholarship Program and these rules. ()

b. The officials must provide to the Office of the State Board of Education an estimation of the number of Idaho Promise Category B recipients enrolled at the postsecondary institution during each of the corresponding academic terms. ()

02. Annual Report to State Board of Education. The officials must report annually to the Board the number of students for each term receiving a Category B award and the number of awards that were matched by the institution. ()

03. Annual Educational Costs. The officials must certify that the Idaho Promise Category A Scholarship award does not exceed the average educational costs for students who will be enrolled during the succeeding year. ()

04. Certification Of Enrollment. The officials must certify that scholarship recipients have actually enrolled as full-time students. Such certification for Category A recipients must be submitted within thirty (30) days following the end of the regular enrollment period. ()

05. Withdrawal From Institution. In the event a scholarship recipient withdraws from the educational institution, the officials at the institution must certify that the recipient has withdrawn. Furthermore, the officials must remit to the Office of the State Board of Education any prorated tuition, fees, or room and board balances, up to the amount of any payments made under the program in the event a recipient withdraws from all classes within the first sixty percent (60%) of any semester, quarter, term, or equivalent. ()

a. Remittance in Case of Discontinued Attendance. The refund to the Promise Scholarship Program shall be calculated as follows: refund due to the student from the educational institution minus federal financial aid repayments as calculated in accordance with The Return of Title IV Funds Formula, provides the refund due the Promise Scholarship, up to the total amount the student received for the term. The educational institution must remit the balance if any as provided in Section 108 of this chapter. ()

b. Hardship Waiver. In the event of extreme hardship as determined by the professional judgment of the designated official at the educational institution, a student may request to the educational institution a waiver of remittance. Each institution shall provide to the Office of the State Board of Education an accounting of all hardship waivers granted. ()

108. PAYMENT OF SCHOLARSHIPS.

Scholarships will be awarded on an annual basis and payments will correspond to academic terms, semesters, quarters, or equivalent units. In no instance will the entire amount of a scholarship be paid in advance to or on behalf of a scholarship recipient. ()

01. Category A Payments. Payments are made in the name of the recipient and will be sent to a designated official at the postsecondary educational institution in which the recipient is enrolled. The official must transmit the payment to the recipient within a reasonable time following receipt of the payment. ()

02. Category B Payments. Payments will be sent to a designated official at the eligible postsecondary educational institution based upon the estimated number of recipients expected to enroll at the institution as provided for in Section 107 of this chapter. The official must transmit the payment to the recipients within a reasonable time following receipt of the payment. Transmittal of funds for the scholarship will be in accordance with a schedule established by the Office of the State Board of Education. The schedule will also establish dates by which the following activities will occur to ensure accurate and timely payments to the postsecondary institutions on behalf of recipients. ()

a. Number of Estimated Recipients: The postsecondary educational institutions must submit to the Office of the State Board of Education the estimated number of Idaho Promise Category B fall term and spring term recipients each educational year. ()

b. Semester Payment Schedule. The Office of the State Board of Education shall distribute scholarship funds to a designated official at the postsecondary educational institutions at least fifteen (15) days prior

to the start of the fall and spring academic terms. ()

c. Mid-semester Adjustments. The postsecondary educational institution must submit mid-semester scholarship adjustment information, including refunds resulting from withdrawal from the institution, which reports the actual number of students who were eligible to receive the Category B Scholarship to the Office of the State Board of Education each academic term of the educational year. ()

i. Where the postsecondary educational institution has underestimated the number of scholarship recipients, the Office of the State Board of Education will send an additional payment on behalf of those students to the educational institutions each academic term of the educational year. ()

ii. Where the postsecondary educational institution has overestimated the number of fall recipients, the Office of the State Board of Education will deduct the amount overpaid to the educational institution from its spring semester payment. Spring semester overpayments to the educational institutions must be refunded to the Office of the State Board of Education prior to the end of the educational year. ()

d. Year-End Final Report. The postsecondary educational institution must submit to the Office of the State Board of Education prior to the end of the educational year a final report indicating for each term the number of students that received an Idaho Promise Category B scholarship and the number of Category B scholarships that were matched by the institution. Any outstanding overpayment made to the institution during the educational year must accompany the final year-end report. ()

109. ADMINISTRATION.

The State Board of Education has delegated to the Office of the State Board of Education the responsibility for the administration of the Idaho Promise Scholarship Program. As administrator, the Office of the State Board of Education is responsible for releasing any public information regarding the Idaho Promise Scholarship Program, determination of scholarship recipients, determination of procedures for payment of scholarships to recipients, maintaining fiscal controls and accounting procedures, preparing annual reports as required, and authorizing release of all forms, affidavits, and certification necessary for the operation of the program. ()

110. APPEAL PROCEDURE.

Any Category B applicant or recipient adversely affected by a decision made under provisions of this chapter may appeal using the institution's financial aid appeals process. Any Category A applicant, recipient, or eligible postsecondary educational institution, or any Category B applicant who desires further consideration of an appeal after the institutional decision has been reached, may appeal to the State Board of Education. The applicant, recipient, or eligible postsecondary educational institution must submit the appeal in writing no later than thirty (30) days following notice of the decision, and the written statement must include a statement of the reason the applicant, recipient, or eligible postsecondary educational institution believes the decision should be changed. The appeal must be submitted to the president of the State Board of Education in care of the Office of the State Board of Education, which must acknowledge receipt of the appeal within seven (7) days. The president of the Board may or may not agree to review the action, or may appoint a subcommittee of three (3) persons, including at least one (1) financial aid administrator at an eligible postsecondary educational institution in Idaho. ()

01. Transmittal To Subcommittee. If the appeal is transmitted to the subcommittee, the subcommittee will review the appeal and submit a written recommendation to the president of the State Board of Education within fifteen (15) days from the time the subcommittee receives the appeal document. The applicant, recipient, or institution initiating the appeal will be notified by the chairperson of the subcommittee of the time and place when the subcommittee will consider the appeal and will be allowed to appear before the subcommittee to discuss the appeal. ()

02. Subcommittee Recommendations. Following the subcommittee's decision, the president of the State Board of Education will present the subcommittee's recommendation to the State Board of Education at the next regularly scheduled meeting of the Board. The applicant, recipient, or eligible postsecondary educational institution initiating the appeal may, at the discretion of the president of the State Board of Education, be permitted to make a presentation to the Board. ()

03. Board Decision. The decision of the State Board of Education is final, binding, and ends all

administrative remedies, unless otherwise specifically provided by the Board. The State Board of Education will inform the applicant, recipient, or eligible postsecondary educational institution in writing of the decision of the State Board of Education. ()

111. AUTHORITY OF THE STATE BOARD OF EDUCATION.

With the sole exception of the ability to audit the Idaho Promise Scholarship Program as set forth in Section 112 of this chapter, these rules do not grant any authority to the State Board of Education and Board of Regents of the University of Idaho to control or influence the policies of any eligible, nonpublic postsecondary education institution or community college because those institutions accept as students recipients of the Idaho Promise Scholarship, nor do these rules require any institution to admit or, once admitted, retain a recipient of an Idaho Promise Scholarship. ()

112. AUDIT.

Participating institutions shall agree in advance to submit to regular, periodic audits by the legislative auditor and an auditor designated by the Board to ensure compliance with the statutes, rules, and policies governing the Idaho Promise Scholarship Program, including provision of accurate enrollment information. ()

113. -- 999. (RESERVED).

IDAPA 08 - IDAHO STATE BOARD OF EDUCATION
08.01.12 - IDAHO MINORITY AND AT-RISK STUDENT SCHOLARSHIP PROGRAM
DOCKET NO. 08-0112-0101
NOTICE OF PROPOSED RULEMAKING

AUTHORITY: In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has proposed rulemaking. The action is authorized pursuant to Section 33-105 and 33-4606, Idaho Code.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking will be held as follows:

October 19, 2001 at 8:00 a.m.
College of Southern Idaho
Herrett Center
Twin Falls, Idaho

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

Although the Minority/"At-Risk" Scholarship program has been in existence for some time, administrative rules were never drafted. This new rule contains provisions for priority and selection of scholarship recipients, eligibility requirements, and appeals procedures.

FEE SUMMARY: There is no fee associated with this rule change.

NEGOTIATED RULEMAKING: Pursuant to IDAPA 04.11.01.811, negotiated rulemaking was not conducted because this rule change is not controversial in nature and other interested parties would not be harmed as a result of the change.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the proposed rule, contact Randi McDermott at 334-2270.

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before October 24, 2001.

DATED this 17th day of August, 2001.

Randi McDermott
State Board of Education
650 W. State St.
PO Box 83720
Boise, ID 83720-0037
Phone: 208-334-2270
Fax: 208-334-2632

THE FOLLOWING IS THE TEXT OF DOCKET NO. 08-0112-0101

IDAPA 08
TITLE 01
Chapter 12

08.01.12 - IDAHO MINORITY AND "AT-RISK" STUDENT SCHOLARSHIP PROGRAM

000. LEGAL AUTHORITY.

These rules are promulgated pursuant to the authority of the State Board of Education (SBOE) under Section 33-105, and Section 33-4606, Idaho Code. ()

001. TITLE AND SCOPE.

01. Title. These rules shall be known as IDAPA 08.01.12, "Idaho Minority and 'At-Risk' Student Scholarship Program". ()

02. Scope. These rules constitute the requirements for the Idaho Minority and "At-Risk" Student Scholarship Program. ()

002. WRITTEN INTERPRETATIONS.

In accordance with Section 67-5201(19)(b)(iv) Idaho Code any written interpretation of the rules of this chapter are available at the Board Office. ()

003. ADMINISTRATIVE APPEAL.

Unless otherwise provided for in the rules of the State Board of Education or in the State Board of Education Governing Policies and Procedures, all administrative appeals allowed by law shall be conducted as provided herein. ()

004. INCORPORATION BY REFERENCE.

There are no documents to incorporate by reference pursuant to, and in accordance with Section 67-5229, Idaho Code. ()

005. OFFICE -- OFFICE HOURS -- MAILING ADDRESS AND STREET ADDRESS.

The principal place of business of the SBOE is in Boise, Idaho. The mailing address is PO Box 83720, Boise, ID 83720-0037. The Board's street address is 650 West State Street, Room 307, Boise, Idaho, 83702. The office hours are from 8 a.m. to 5 p.m., except Saturday, Sunday and legal holidays. ()

006. PUBLIC RECORDS ACT COMPLIANCE.

This rule has been promulgated in accordance with the Administrative Procedure Act, Title 67, Chapter 52, Idaho Code, and is a public record. ()

007. DEFINITIONS.

01. High School Record. An individual's rank in his secondary school class, cumulative grade point average (GPA) for grades nine (9) through twelve (12) and difficulty of course load taken as certified by an official of such secondary school. ()

02. Financial Need. Financial need is the difference between the student's net financial assets available, including those available from a spouse, parents, parent, guardian, or other person to whom he looks for support or who stands in loco parentis, and the student's anticipated expenses while attending a postsecondary educational institution. ()

03. Educational Costs. Student costs for tuition, fees, room and board, or expenses related to reasonable commuting, books and other such expenses reasonably related to attendance at a postsecondary educational institution. ()

008. -- 099. (RESERVED).

100. OBJECTIVES OF THE IDAHO MINORITY AND “AT-RISK” STUDENT SCHOLARSHIP PROGRAM.

The legislature has recognized and declared that substantial economic and social benefits accrue to the State because of an educated citizenry. The legislature further recognizes that certain talented students, because of their social, cultural and economic circumstances are “at-risk” of failing to obtain the education necessary to realize their potential and that encouraging these at-risk students to enroll in Idaho postsecondary educational institutions is an important element for assuring the future prosperity of the state. ()

101. PRIORITY FOR AWARDS.

Priority for initial awards shall be in accordance with Section 33-4605, Idaho Code. In the event the state of Idaho does not provide an appropriation sufficient to support the program, first priority is given to continuing recipients in an order beginning with the date of an initial award. ()

01. Further Priority. In the event further priority must be established among continuing recipients, the recipient's rank within his academic or professional-technical major and class will be used, with priority given to the recipient with a higher ranking within his academic or professional-technical major and class. ()

02. Secondary Priority. Secondary priority is given to new scholarship recipients until the appropriation is exhausted, in accordance with Section 33-4605, Idaho Code. ()

102. MONETARY VALUE OF THE SCHOLARSHIP.

01. Monetary Value. The monetary value of each scholarship shall be the same as that set annually by the Board for the Idaho Promise Category A Scholarship in accordance with Sections 33-4307 et seq., Idaho Code. ()

02. Other Financial Assistance. A recipient is not precluded from receiving other financial aid, awards, or scholarships, provided that the total of the Idaho Minority and “At-Risk” Student Scholarship and such other financial aid, awards, or scholarships does not exceed the total educational costs for attendance at an eligible postsecondary institution. ()

103. DISTRIBUTION OF FUNDS.

01. Allocation Of Funds. Funds appropriated to the Board for the Idaho Minority and “At-Risk” Student Scholarship Program shall be allocated to participating institutions each fiscal year based on enrollment data submitted by each institution verifying the minority student headcount from the previous year for the participating institution. ()

02. Notification Of Allocation. Participating institutions will be notified each year of the amount of the allocation and the number of awards allocated to each institution. ()

03. Distribution Of Funds. Funds allocated to participating institutions for the fiscal year by the Office of the State Board of Education shall be distributed to the institutions prior to the start of the academic year. ()

04. Enrollment Factor. The allocation for a participating institution in a specific fiscal year shall be equal to the portion of the appropriation for that fiscal year multiplied by an enrollment factor. That enrollment factor shall be calculated by dividing the headcount of full-time minority students at the participating institutions by the total headcount of full-time minority students for all participating institutions. ()

05. Carry Forward Of Funds. Unexpended funds allocated to participating institutions for this program shall not be carried forward from one fiscal year to the next. Such unexpended funds shall be returned to the Board for reallocation in the succeeding fiscal year. ()

104. SELECTION OF SCHOLARSHIP RECIPIENTS.

Recipients of scholarships are selected by a committee appointed by the financial aid director of each participating eligible institution, in accordance with Chapter 46, Title 33, Idaho Code, as verified by the staff of the SBOE. ()

105. FINANCIAL NEED.

Financial need will be determined annually by the participating institutions in accordance with the criteria and standards for determining need promulgated by the Secretary of Education, U.S. Department of Education, under the Higher Education Act of 1965, as amended. Student financial aid directors may, on the basis of professional judgment, make necessary adjustments to the cost of attendance and expected family contribution computations to allow for treatment of individual students with special circumstances. Student financial aid directors may use supplementary information about the financial status of eligible applicants in considering applicants. ()

106. CONTINUING ELIGIBILITY.

01. Academic Progress. To remain eligible for renewal of a scholarship, the recipient must maintain satisfactory academic progress as defined by the participating institution. ()

02. Financial Need. If financial need is one of the eligibility criteria used in the scholarship selection, the recipient must continue to have financial need. ()

03. Compliance. The recipient must continue to comply with all of the provisions of the Minority and "At-Risk" Scholarship Program and these rules. ()

04. Transfer Students. A student who transfers from one eligible institution to another shall not be entitled to retain this scholarship award. ()

05. Interruption. A recipient who discontinues his enrollment shall not be entitled to retain this scholarship. However, upon re-enrollment in an eligible institution the individual may re-apply for the scholarship. ()

107. ADDITIONAL RESPONSIBILITIES OF ELIGIBLE POSTSECONDARY INSTITUTIONS.

01. Scholarship Recipient Report. Participating institutions shall provide to the Board an annual list of scholarship recipients prior to disbursement of scholarship funds which shall include ethnic origin, gender, grade point average, class standing, and number of college credits completed. ()

02. Recruitment and Retention Report. Participating institutions shall provide to the Board an annual report on minority recruitment and retention. ()

03. Withdrawal From Institution. In the event a scholarship recipient withdraws from the college, school, or university, the officials at the college, school, or university must certify that the recipient has withdrawn. Furthermore, the officials must remit to the Office of the State Board of Education any prorated tuition, fees, or room and board balances, up to the amount of any payments made under the program in the event a recipient withdraws from all classes within the first sixty percent (60%) of any semester, quarter, term, or equivalent. ()

04. Hardship Waiver. In the event of extreme hardship as determined by the professional judgement of the designated official at the educational institution, a student may request to the educational institution a waiver of remittance. Each institution shall provide to the Office of the State Board of Education an accounting of all hardship waivers granted. ()

108. APPEAL PROCEDURE.

Any applicant, recipient, or eligible postsecondary educational institution adversely affected by a decision made under procedures of this chapter may appeal using the institution's financial aid appeals process. Students or educational institutions that desire further consideration of an appeal after the institutional decision has been reached may appeal such decision to the Board. ()

01. Requirements For Submitting Appeal. The applicant, recipient, or eligible postsecondary

educational institution must submit the appeal in writing no later than thirty (30) days following notice of the decision, and the written statement must include a statement of the reason the applicant, recipient, or eligible postsecondary educational institution believes the decision should be changed ()

02. Submission Of Appeal To President Of Board. The appeal must be submitted to the president of the State Board of Education in care of the Office of the State Board of Education, which must acknowledge receipt of the appeal within seven (7) days. The president of the Board may or may not agree to review the action, or may appoint a subcommittee of three (3) persons, including at least one (1) financial aid administrator at an eligible postsecondary educational institution in Idaho. ()

03. Transmittal To Subcommittee. If the appeal is transmitted to the subcommittee, the subcommittee will review the appeal and submit a written recommendation to the president of the State Board of Education within fifteen (15) days from the time the subcommittee receives the appeal document. The applicant, recipient, or institution initiating the appeal will be notified by the chairperson of the subcommittee of the time and place when the subcommittee will consider the appeal and will be allowed to appear before the subcommittee to discuss the appeal. ()

04. Subcommittee Recommendations. Following the subcommittee's decision, the president of the State Board of Education will present the subcommittee's recommendation to the State Board of Education at the next regularly scheduled meeting of the Board. The applicant, recipient, or eligible postsecondary educational institution initiating the appeal may, at the discretion of the president of the State Board of Education, be permitted to make a presentation to the Board. ()

05. Board Decision. The decision of the State Board of Education is final, binding and end all administrative remedies unless otherwise specifically provided by the Board. The State Board of Education will inform the applicant, recipient, or eligible postsecondary educational institution in writing of the decision of the State Board of Education. ()

109. AUTHORITY OF THE STATE BOARD OF EDUCATION.

With the sole exception of the ability to audit the Idaho Minority and "At-Risk" Student Scholarship Program as set forth in Section 110 of this chapter, these rules do not grant any authority to the State Board of Education and Board of Regents of the University of Idaho to control or influence the policies of any eligible, nonpublic postsecondary education institution or community college because those institutions accept as students recipients of the Idaho Minority and "At-Risk" Student Scholarship, nor do these rules require any institution to admit or, once admitted, retain a recipient of a Minority and "At-Risk" Student Scholarship. ()

110. AUDIT.

Participating institutions shall agree in advance to submit to regular, periodic audits by the legislative auditor and an auditor designated by the Board to ensure compliance with the statutes, rules, and policies governing the Minority and "At-Risk" Student Scholarship Program, including provision of accurate enrollment information. ()

111. -- 999. (RESERVED).

IDAPA 08 - IDAHO STATE BOARD OF EDUCATION

08.02.02 - RULES GOVERNING UNIFORMITY

DOCKET NO. 08-0202-0101

NOTICE OF PROPOSED RULEMAKING

AUTHORITY: In compliance with Section 67-5220(1), Idaho Code, notice is hereby given that this agency has proposed rulemaking. The action is authorized pursuant to Sections 33-1501 through 33-1512 and 33-1006, Idaho Code.

PUBLIC HEARING SCHEDULE: A public hearing on this rulemaking will be held as follows:

October 17, 2001, 9:00 a.m. - 11:00 a.m.
Idaho State Department of Education
LBJ Building, 2nd floor Conference Room
650 State St., Boise, ID 83720-0027

The meeting site will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the meeting. For arrangements, contact the undersigned at (208) 332-6811.

DESCRIPTIVE SUMMARY: The following is a statement in nontechnical language of the substance and purpose of the intended rulemaking and the principle issues involved:

The goal of the State Department of Education is to clarify board rule language, establish equitable reimbursement criteria (a matrix), establish minimum standards for school bus construction, establish a school bus out-of-service matrix, provide for increased local control in driver training methods, and generate increased district accountability.

NEGOTIATED RULEMAKING: Pursuant to IDAPA 04.11.01.811, negotiated rulemaking was conducted. The Notice of Negotiated Rulemaking was published in the December 2000 Idaho Administrative Bulletin, Volume 00-12, Page 17. Following SBE approval of the negotiated rulemaking process, SDE expended a significant amount of time visiting with superintendents, transportation supervisors, contractors and technicians throughout the state. Staff members from the pupil transportation section presented suggested language at nine regional superintendents' meetings, six post-legislative tour locations, the Idaho Pupil Transportation Summer Conference and a public hearing was held on March 12, 2001. Staff members also met with several individuals with a high level of interest on several occasions. Subsequent to significant input from various concerned stakeholders, the Standards for Idaho School Buses and Operations – October 19, 2001 document has been drafted as part of the proposed rule process.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS, OBTAINING COPIES: For assistance on technical questions concerning this rulemaking or to obtain a copy of the draft of the text of the proposed rule, contact Rodney D. McKnight, State Department of Education, Finance and Transportation, P.O. Box 83720, Boise, Idaho, (208) 332-6851 or fax to (208) 334-3484.

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before October 24, 2001.

DATED this 3rd day of August, 2001.

Dr. Marilyn Howard
Superintendent of Public Instruction
State Department of Education
650 West State Street - P.O. Box 83720
Boise, Idaho 83720-0027
(208) 332-6811
(208) 332-6836 fax

THE FOLLOWING IS THE TEXT OF DOCKET NO. 08-0202-0101

000. LEGAL AUTHORITY.

The action is authorized pursuant to Section 33-105, Idaho Code. Approved by Professional Standards Commission. All rules in IDAPA 08.02.02, "Rules Governing Uniformity," are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under Sections 33-105, 33-107, 33-116, and 33-1612, Idaho Code. Specific statutory references for particular rules are also noted as additional authority where appropriate. (4-5-00)()

001. TITLE AND SCOPE.

01. Title. These rules shall be known as IDAPA 08.02.02, "Rules Governing Uniformity". (4-5-00)

02. Scope. Uniform standards and governance by the State Board of Education pertinent to Teacher Certification, School Facilities, Accreditation, Transportation, School Release Time, Driver's Education and Juvenile Detention Centers. (4-5-00)()

002. WRITTEN INTERPRETATIONS.

Written interpretations to these rules in the form of the proposal to the State Board of Education for adoption of these rules are available from the State Department of Education at 650 W. State St., P.O. Box 83720, Boise, Idaho 83720-0027. In accordance with Section 67-5201(19)(b)(iv), Idaho Code, any written interpretations of the rules of this chapter are available at the Office of the State Board of Education located at 650 W. State St., Room 307, Boise, Idaho 83702. (4-5-00)()

003. ADMINISTRATIVE APPEALS.

Unless otherwise provided for in these rules, administrative Appeals are by written application to the State Board of Education pursuant to IDAPA 08.02.01, "Rules Governing Administration," Section 001. (4-5-00)()

004. PUBLIC RECORDS AVAILABILITY.

Public records are available at the Idaho State Department of Education at 650 W. State St., P.O. Box 83720, Boise, Idaho 83720-0027. (4-5-00)

0054. INCORPORATION BY REFERENCE.

The State Board of Education adopts and incorporates into its rules: (4-5-00)

01. Incorporated Document. The Idaho Department of Education Certification Standards and Code of Ethics for the Idaho Teaching Profession as approved on October 19, 2000. (3-30-01)

02. Document Availability. The Idaho Department of Education Certification Standards and Code of Ethics for the Idaho Teaching Profession are available at the Idaho State Department of Education at 650 W. State St., PO Box 83720, Boise, Idaho, 83720-0027. (3-30-01)

03. Incorporated Document. The Idaho Standards for the Initial Certification of Professional School Personnel as approved on October 19, 2000. (3-30-01)

04. Document Availability. The Standards are available at the Office of the State Board of Education, 650 W. State St., PO Box 83720, Boise, Idaho, 83720-0037, and can also be accessed electronically at <http://www.sde.state.id.us/osbe>. (3-30-01)

05. Incorporated Document. The Standards for Idaho School Buses and Operations as approved on October 19, 2001. ()

06. Document Availability. The Standards for Idaho School Buses and Operations are available at the Idaho State Department of Education, 650 W. State St., Boise, Idaho, 83702. ()

005. OFFICE - OFFICE HOURS – MAILING AND STREET ADDRESS.

The principal place of business of the State Board of Education (SBOE) and State Department of Education (SDE) is in Boise, Idaho. Both offices are located at 650 W. State, Boise Idaho, 83702. The SDE is on the 2nd Floor, the SBOE is found in Room 307. Both offices are open from 8 a.m. to 5 p.m., except Sunday and legal holidays. The mailing address for the SBOE is PO Box 83720, Boise, ID, 83720-0037. The mailing address for the SDE is PO Box 83720, Boise, ID, 83720-0027. The SBOE phone numbers is (208) 334-2270 and the SDE phone number is (208) 332-6800. ()

006. PUBLIC RECORDS ACT COMPLIANCE.

This rule has been promulgated in accordance with the Administrative Procedures Act, Title 67, Chapter 52, Idaho Code, and is a public record. ()

007. -- ~~009~~10. (RESERVED).

~~006~~11. PRESERVICE TECHNOLOGY STANDARDS.

The proliferation of technology in our daily lives makes it essential that all students are provided an opportunity to become technologically literate. The State Board of Education has established a statewide goal that teachers and administrators be trained in the use of technology for education. (7-1-99)

01. Preservice Competency. Effective September 1999, all applicants for initial Idaho certification (Kindergarten through grade 12) from an Idaho approved teacher education program must demonstrate beginning technology skills by passing a basic educational technology competency assessment. (7-1-99)

02. Assessment Methods. Preservice educators will be able to use the Idaho Technology Competency Exam, the Idaho Technology Portfolio Assessment, or another process which meets the express approval of the State Board of Education to demonstrate the required basic technology standards. (7-1-99)

03. Standards. The technology standards shall be based on the International Society for Technology in Education (ISTE) foundational standards. The assessments shall include the Idaho Technology Competency Exam, the Idaho Technology Portfolio Assessment or another process which meets the express approval of the State Board of Education. (7-1-99)

~~010~~2. ACCREDITED INSTITUTION.

For purposes of teacher certification, an accredited school, college, university, or other teacher training institution is considered by the Idaho State Board of Education to be one that is accredited by a regional accrediting association recognized by the State Board of Education or an alternative model approved by the State Board of Education. (Sections 33-107; 33-114; 33-1203, Idaho Code) (4-1-97)

~~013~~3. -- 019. (RESERVED).

(BREAK IN CONTINUITY OF SECTIONS)

150. TRANSPORTATION.

National Standards Adopted. Effective April 1, 1997, Minimum School Bus Construction Standards. ~~a~~All new school bus chassis and bodies must meet or exceed the 1995 revised edition of the National Minimum Standards for Idaho School Buses Construction, as developed by the Twelfth National Conference on School Transportation, May 21-26, 1995, which are hereby adopted by reference, except for the following modifications: and Operations as approved on October 19, 2001, as authorized in Section 33-1511, Idaho Code. (4-1-97)()

~~01. Vehicle Identification.~~ (4-1-97)

~~a. School district owned vehicles will be identified with black lettering (minimum four inches (4") high) on both sides of the school bus using the district name and number listed in the Idaho Educational Directory.~~

(4-1-97)

~~b. Each bus will be separately identified with its own number in four (4) places using six inch (6") high black numbers. Contractor-owned buses registered under P.U.C.(Public Utilities Commission) regulations must meet P.U.C. identification standards. Contractor-owned buses not registered under P.U.C. regulations must meet the same identification standards as district-owned buses.~~ (4-1-97)

(BREAK IN CONTINUITY OF SECTIONS)

160. MAINTENANCE STANDARDS AND INSPECTIONS.

01. Safety. School buses will be maintained in a safe operating condition at all times. ~~The following is a list of a few unsafe conditions: cracked or broken cross members or frame rails; any brake lines that are kinked or cracked; and any damaged body panel or bumper that is protruding from the bus to the extent that it could injure someone walking into it.~~ Certain equipment or parts of a school bus which are critical to its safe operation must be maintained at prescribed standards. When routine maintenance checks reveal ~~the any unsafe condition of any items listed identified~~ in Subsections 160.01.a. through 160.01.d. the Standards for Idaho School Buses and Operation as approved on October 19, 2001, the school district will eliminate the deficiency before returning the vehicle to service. (4-1-97)(____)

~~a. Front tires—less than four thirty seconds inch (4/32") tread. (4-1-97)~~

~~b. Rear tires—less than two thirty seconds inch (2/32") tread. (4-1-97)~~

~~c. Brake drums—no greater than the maximum stamped on the drum. (4-1-97)~~

~~d. Brake linings—less than two thirty seconds inch (2/32"). (4-1-97)~~

02. Annual Inspection. After completion of the annual school bus inspection, and if the school bus is approved for operation, an annual inspection sticker, indicating the year and month of inspection, will be ~~signed by the district superintendent and~~ placed in the lower, right-hand corner of the right side front windshield. The date indicated on the inspection sticker shall correlate to State Department of Education's annual school bus inspection certification report signed by pupil transportation maintenance personnel and countersigned by the district superintendent. (Section 33-1506, Idaho Code) (4-1-97)(____)

03. Documentation Of Inspection. All inspections will be documented in writing. Annual inspections must be documented in writing on the form provided by the State Department of Education. (4-1-97)

04. Unsafe Vehicle. When a bus has been removed from service during a State Department of Education inspection due to an unsafe condition, the district will notify the State Department of Education on the appropriate form before the bus can be returned to service. When a bus has been found to have deficiencies that are not life-threatening, it will be repaired within thirty (30) days and the State Department of Education notified on the appropriate form. If the deficiencies cannot be repaired within thirty (30) days, the bus must be removed from service until the deficiencies have been corrected or an extension granted. Removal from service criteria shall be periodically approved by the State Board of Education, as necessary (see Standards for Idaho School Buses and Operations as approved on October 19, 2001). (4-1-97)(____)

(BREAK IN CONTINUITY OF SECTIONS)

170. SCHOOL BUS DRIVERS AND VEHICLE OPERATION.

All school districts and school bus drivers must meet or exceed the training, performance and operation requirements delineated in Standards for Idaho School Buses and Operations approved on October 19, 2001. (Section 33-1508; 33-

1509; ~~33-1511~~, Idaho Code)

(~~4-1-97~~)()

~~01. Driver Training.~~

(~~4-1-97~~)

~~a. All new drivers will complete the Idaho School Bus Driver Training Curriculum, dated October 17, 1996, or a comparable, prior approved training program, have ten (10) hours observation and behind the wheel training, and pass all knowledge and skill tests contained in the Idaho School Bus Driver Training Curriculum with a minimum score of eighty percent (80%) before being allowed to drive a school bus loaded with students.~~ (~~4-1-97~~)

~~b. All experienced drivers will complete at least six (6) hours refresher driver training each year before school begins in the fall. In addition, four (4) hours will be held at intervals during the school year.~~ (~~4-1-97~~)

~~02. Vehicle Operation. All school districts and school bus drivers must meet the operations and performance requirements as contained in the Idaho School Bus Driver Training Curriculum.~~ (~~4-1-97~~)

(BREAK IN CONTINUITY OF SECTIONS)

180. WRITTEN POLICY.

The board of trustees will establish and adopt a set of written policies governing the pupil transportation system. Each school district that provides activity bus transportation for pupils shall have comprehensive policies and guidelines regarding activity transportation. (~~4-1-97~~)()

(BREAK IN CONTINUITY OF SECTIONS)

190. PROGRAM OPERATIONS.

The State Board of Education has adopted rules that set forth the fiscal reporting requirements and define allowable transportation costs for all school districts that operate a school transportation system. School district fiscal reporting requirements as well as reimbursable and non-reimbursable costs within the Pupil Transportation Support Program, including but not limited to administration, field and activity trips, safety busing, contracting for transportation services, leasing of district-owned buses, insurance, ineligible and non-public school students, ineligible vehicles, capital investments including the purchasing of school buses and equipment, and commercial computerized routing and scheduling software shall be delineated in Standards for School Buses and Operations as approved on October 19, 2001. (Section 33-1006, Idaho Code) (~~4-1-97~~)()

~~01. Program Operation Costs. Each school district that operates a school transportation system will maintain accurate records of operations and costs on uniform record keeping forms provided by the Department of Education. Information will be made available to the Department of Education for audit purposes upon request. Information will be compiled and retained for a minimum of four (4) years, including the current fiscal year, in the following areas:~~ (~~4-1-97~~)

~~02. Administrative Costs.~~

(~~4-1-97~~)

~~a. The school district administrative reimbursement will be seven and one half percent (7.5%) of all reimbursable costs for transporting pupils except administration costs, depreciation, and contracted services, as reported to the State Department of Education on the Annual Pupil Transportation Claim for Reimbursement (Schedule B); or~~ (~~4-1-97~~)

~~b. Actual administrative costs, operation of plant, maintenance of plant and fixed costs which are directly related, charged and reported as transportation costs to the State Department of Education on the Annual Pupil Transportation Claim for Reimbursement (Schedule A).~~ (~~4-1-97~~)

~~03. Field Trips And Activity Busing. If the local board of trustees authorizes the use of school buses to~~

~~transport students to and from school-sponsored activities, the local board will use school buses that are in safe mechanical condition. (4-1-97)~~

~~a. Field trips will be reimbursable when they are approved school activities that are an integral part of the total education program, occur during the regular school year and extend not more than one hundred (100) miles beyond the boundaries of the state. The district will maintain accurate records of all field trips including the purpose of the trip and mileage. (4-1-97)~~

~~b. The following activities which are under the jurisdiction and sponsorship of the Idaho High School Activities Association will not be reimbursable: baseball, basketball, cross-country, debate, drama, drill team, football, golf, instrumental music, speech, tennis, track, vocal music, volleyball, and wrestling. In addition to these, any other school activity that is scheduled and held for competition purposes is not reimbursable. (4-1-97)~~

~~c. The costs of transporting athletes or students to and from extracurricular activities are not reimbursable. (4-1-97)~~

~~d. Districts will be permitted flexibility in scheduling bus routes; however, activity busing that results in duplicating service to an area is not reimbursable. (4-1-97)~~

~~e. The district will maintain accurate records of all trips, including the purposes of the trip and mileage. (4-1-97)~~

~~**04. Safety Busing.** State Department of Education transportation personnel will conduct an on-site review of each school district's initial application. Each applying district will be required to reapply annually and confirm that conditions are unchanged. In order to qualify for reimbursement the local school board will, by official action, approve a safety busing request and cause the students in question to be transported before either the initial or the reapplication request is sent to the state. Consideration for reimbursement will also be contingent on the application being received by the State Department of Education Transportation Section on or before October 31. If unusual circumstances occur after the due date, new applications or amendments to previously submitted applications may be filed. (4-1-97)~~

~~**05. Contract For Transportation Services.** Any district that contracts for pupil transportation services will have a copy of its current contract on file with the Supervisor of Pupil Transportation in the Department of Education. (Section 33-1510, Idaho Code) (4-1-97)~~

~~**06. Leasing District Owned Buses.** School districts will develop and use a policy approved by the local board of trustees delineating responsibility and use of rental or leased buses. Any costs to the district will not be reimbursable under the transportation formula. Districts will maintain liability insurance coverage on rented or leased buses. (Section 33-1512, Idaho Code) (4-1-97)~~

~~**07. Ineligible Vehicles.** Costs incurred when transporting pupils in any vehicle that does not meet all state and national standards for a school bus will not be reimbursable within the Foundation Transportation Program. (4-1-97)~~

~~**08. Liability Insurance.** Every policy, contract of insurance, or comprehensive liability plan for each local school district owned or each contract owned school bus will provide that the insurance carrier pay on behalf of the insured local school district or contractor to a limit of no less than five hundred thousand dollars (\$500,000) per person limited to three million dollars (\$3,000,000) for bodily injury, death, or property damage or loss as the result of any one (1) occurrence or accident, regardless of the number of persons injured or the number of claimants. (Section 33-1507, Idaho Code) (4-1-97)~~

~~**09. Non Public School Students.** The cost of transporting non-public school students must be deducted when submitting the transportation reimbursement claim. Each school district must recover the additional cost of transporting non-public school students, and in no event may that cost be determined to be zero (0). (Section 33-1501, Idaho Code) (4-1-97)~~

~~191. -- 199. (RESERVED).~~

~~200. CAPITAL INVESTMENT.~~

~~Purchase of school buses and two (2) way radios will be the only capital investment items allowed in the reimbursement program. (4-1-97)~~

~~01. Depreciation. The purchase date for purposes of depreciation is determined to be July 1 of the state fiscal year in which the bus is delivered. Buses will be placed on a depreciation schedule after they have been inspected by personnel from the State Department of Education. When a bus is sold prior to June 30 it will be removed from the bus depreciation schedule and no further depreciation will be allowed the district. (Section 33-1006, Idaho Code) (4-1-97)~~

~~02. Depreciation Ineligibility. Any used school bus purchased by a district will not be eligible for depreciation if the bus is over five (5) years old, (using the chassis manufacturer's date). (4-1-97)~~

~~03. Standards. In order to be eligible for operation costs a school bus must meet all national standards and State Board of Education standards. Further, the bus will be assigned and used daily to and from school routes a majority of the time. (4-1-97)~~

~~04. Retrofit Standards. Any vehicle that has been retrofitted to be used as a school bus will meet current construction standards. (4-1-97)~~

~~05. Size Categories. All school buses will be categorized by size as follows: eighty-five (85) students and up, seventy-three to eighty-four (73-84) students, fifty-nine to seventy-two (59-72) students, forty-seven to fifty-eight (47-58) students, thirty-five to forty-six (35-46) students, twenty to thirty-four (20-34) students, and one to nineteen (1-19) students. (4-1-97)~~

~~06. Life Expectancy. For depreciation purposes, all school buses will be categorized according to their life expectancy as follows: ten-year (10) depreciation, twelve-year (12) depreciation, and fifteen-year (15) depreciation. Using construction data supplied by the manufacturers, the Department of Education will compile a list of buses each year that would fall into each of the three depreciation categories. New lift equipped buses will be categorized for purchase and depreciation purposes as if they had full seating capacity. The cost of the lift will not be included when calculating average price of buses in each category; however, the cost of the lift will be included in the total cost for depreciation purposes. Beginning with buses purchased after July 1, 1992, the previous year average cost will be calculated for both gas and diesel powered buses according to size and life expectancy. Buses will then be placed on the depreciation schedule with the cost of buses reimbursed up to one hundred ten percent (110%) of the category average for the previous year. (4-1-97)~~

~~a. Ten-year (10) depreciation. The school bus depreciation schedule, within the allowable costs of the Foundation Transportation Program, for school buses with life expectancy of ten (10) years, that were purchased subsequent to July 1, 1992, will be determined by using a declining balance method for calculating depreciation (declining balance schedule to include a percentage rate of twenty percent (20%) per year for useful life expectancy of ten (10) years). (Section 33-1006, Idaho Code) (4-1-97)~~

~~b. Twelve-year (12) depreciation. The school bus depreciation schedule within the allowable costs of the Foundation Transportation Program, for school buses with life expectancy of twelve (12) years, that were purchased subsequent to July 1, 1992, will be determined by using a declining balance method of calculating depreciation (declining balance schedule to include a percentage rate of sixteen and sixty seven hundredths percent (16.67%) per year for useful life expectancy of twelve (12) years). (Section 33-1006, Idaho Code) (4-1-97)~~

~~c. Fifteen-year (15) depreciation. The school bus depreciation schedule within the allowable costs of the Foundation Transportation Program, for school buses with life expectancy of fifteen (15) years that were purchased subsequent to July 1, 1992, will be determined by using a declining balance method of calculating depreciation (declining balance schedule to include a percentage rate of thirteen and thirty three hundredths percent (13.33%) per year for useful life expectancy of fifteen (15) years). (Section 33-1006, Idaho Code) (4-1-97)~~

~~07. Purchase Price. The purchase price of each bus will include the total chassis, body, special~~

~~equipment, freight costs, and any other costs directly related to acquiring the bus. (4-1-97)~~

~~08. **Transportation Costs.** Reimbursable costs for transporting school buses from the body factory to the home school district will be the actual transporting costs and will be calculated as follows: (4-1-97)~~

~~a. Maximum costs will not exceed those costs the school bus body vendor would charge to deliver the bus to the home school district. (4-1-97)~~

~~b. Actual costs will be reimbursed for meals and lodging for one (1) person per bus on the trip to and from the body factory. Airfare or other travel costs to the factory location will be reimbursed for only one (1) person per bus delivered. (4-1-97)~~

~~e. At the beginning of each fiscal year the State Department of Education will obtain the body vendor's cost of delivering the bus to the home district. (4-1-97)~~

~~09. **Nonreimbursable Costs.** No finance charges, leases, rent, or interest will be included in the purchase price. These are not reimbursable costs on the depreciation schedule. (4-1-97)~~

~~10. **Inoperable Bus.** Any school bus that is wrecked, sold, inoperable, or for any other reason does not or cannot meet all standards will be removed from the depreciation schedule. (4-1-97)~~

~~11. **Lowest Bid Quotation.** The purchase amount of the school bus that will be placed on the state depreciation schedule will be the lowest bid quotation received from dealers who meet specifications as established by the local school district. Districts will provide verification of bid prices. (4-1-97)~~

~~12. **Depreciation Account.** All school bus depreciation money received by school districts from the state will be placed into a separate account and used only for the purchase of school buses. (4-1-97)~~

~~201. -- 209. (RESERVED).~~

~~210. **COMMERCIAL COMPUTERIZED ROUTING AND SCHEDULING.**~~

~~Costs for commercial computerized routing and scheduling will be permitted within the allowable administrative costs when computing the Foundation Transportation Program (effective with the beginning of the 1977-78 school year) as subject to approval of the State Superintendent of Public Instruction. Specific requests by districts must be submitted in detail and approved prior to July 1 of the school year in which the service is to be provided. Consideration will be on a district-by-district basis. (4-1-97)~~

~~219. -- 219. (RESERVED).~~

**IDAPA 08 - IDAHO STATE BOARD OF EDUCATION AND
STATE DEPARTMENT OF EDUCATION**

08.02.03 - RULES GOVERNING THOROUGHNESS

DOCKET NO. 08-0203-0101

NOTICE OF PROPOSED RULEMAKING

AUTHORITY: In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has proposed rulemaking. The action is authorized pursuant to Sections 33-105(1) and 33-107(3), 33-116, and 33-1612, Idaho Code and Article IX, Section 2 of the Idaho Constitution.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking will be held as follows:

**October 19, 2001 at 8:00 a.m.
College of Southern Idaho
Herrett Center
Twin Falls, Idaho**

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

Provides a revised state assessment program comprised of standardized tests, level tests, the Idaho Reading Indicator, and Direct Writing and Math Assessments. Expands the testing population from grades 3-11 to grades K-12.

FEE SUMMARY: There is no fee associated with this rule change.

NEGOTIATED RULEMAKING: A form of negotiated rulemaking was conducted in relation to this rule. The Board conducted seven statewide assessment inquiries that involved over 375 administrators, educators, and local trustees and gathered additional input using questionnaires. A public hearing on proposed changes is also scheduled for August 21, 2001 by statewide video conference.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the proposed rule, contact Randi McDermott at 334-2270.

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before October 24, 2001.

DATED this 16th day of August, 2001.

Randi McDermott
State Board of Education
650 W. State St.
PO Box 83720
Boise, ID 83720-0037
Phone: 208-334-2270
Fax: 208-334-2632
rmcdermo@osbe.state.id.us

THE FOLLOWING IS THE TEXT OF DOCKET NO. 08-0203-0101

002. WRITTEN INTERPRETATIONS.

Any written interpretations are on file at the office of the State Board of Education at 650 West State Street, Boise, Idaho, 83720-0037. (4-5-00)()

(BREAK IN CONTINUITY OF SECTIONS)

004. INCORPORATION BY REFERENCE.

~~The State Board of Education adopts and incorporates into its rules:~~ There are no documents incorporated by reference into this rule. (3-13-01)()

~~01. **K-8 State Achievement Standards.** The Idaho State Board of Education K-8 State Achievement Standards approved October 19, 2000.~~ (3-13-01)

~~02. **Document Availability.** The K-8 State Achievement Standards and the 9-12 State Achievement Standards are available at the Idaho State Department of Education at 650 W. State St., PO Box 83720, Boise, ID 83720-0027, and can also be accessed electronically at <http://www.sde.state.id.us/osbe>.~~ (3-13-01)

~~005.—099. (RESERVED).~~

005. OFFICE – OFFICE HOURS – MAILING ADDRESS AND STREET ADDRESS.

The principal place of business of the State Board of Education is in Boise, Idaho. The office is located at 650 W. State Street, Room 307, Boise, Idaho and is open from 8 a.m. to 5 p.m., except Saturday, Sunday and legal holidays. The mailing address is: Office of the State Board of Education, PO Box 83720, Boise, Idaho 83720-0037, the telephone number is (208) 334-2270, the facsimile number is (208) 334-2632, and the email address is board@osbe.state.id.us. ()

006. PUBLIC RECORDS ACT COMPLIANCE.

This rule has been promulgated in accordance with the Administrative Procedures Act, Title 67, Chapter 52, Idaho Code, and is a public record. ()

~~212007.~~ **DEFINITIONS A - G.**

01. All Students. All students means all students, not just non-college bound. (4-5-00)

02. Alternative Assessment (Other Ways Of Testing). Any type of assessment in which students create a response to a question rather than choose a response from a given list, as with multiple-choice or true/false. Alternative assessments can include short-answer questions, essays, oral presentations, exhibitions, and portfolios. (4-5-00)

03. Assessment. The process of quantifying, describing, or gathering information about skills, knowledge or performance. (4-5-00)

04. Assessment Standards. (4-5-00)

a. Statements setting forth guidelines for evaluating student work, as in the “Standards for the Assessment of Reading and Writing”; (4-5-00)

b. Measures of student performance. (4-5-00)

05. Authentic. Something that is meaningful because it reflects or engages the real world. An “authentic task” asks students to do something they might really have to do in the course of their lives, or to apply certain knowledge or skills to situations they might really encounter. (4-5-00)

06. Basic Educational Skills Training. Instruction in basic skills toward the completion/attainment of a certificate of mastery, high school diploma, or GED. (4-5-00)

07. Classic Texts. Literary or other works (e.g., films, speeches) that have been canonized, either continuously or intermittently, over a period of time beyond that of their initial publication and reception. (4-5-00)

08. Context (Of A Performance Assessment). The surrounding circumstances within which the performance is embedded. For example, problem solving can be assessed in the context of a specific subject (such as mathematics) or in the context of a real-life laboratory problem requiring the use of mathematics, scientific, and communication skills. (4-5-00)

09. Cooperative Work Experience. Classroom learning is integrated with a productive, structured work experience directly related to the goals and objectives of the educational program. Schools and participating businesses cooperatively develop training and evaluation plans to guide and measure the progress of the student. School credit is earned for successful completion, and the work may be paid or unpaid. Cooperative work experiences are also known as co-operative education or co-op. (4-5-00)

10. Criteria. Guidelines, rules or principles by which student responses, products, or performances, are judged. What is valued and expected in the student performance, when written down and used in assessment, become rubrics or scoring guides. (4-5-00)

11. Cues. Various sources of information used by readers to construct meaning. The language cueing systems include the graphophonic (also referred to as graphophonemic) system, which is the relationship between oral and written language (phonics); the syntactic system, which is the relationship among linguistic units such as prefixes, suffixes, words, phrases, and clauses (grammar); and semantic system, which is the study of meaning in language. Reading strategies and language cueing systems are also influenced by pragmatics-the knowledge readers have about the ways in which language is understood by others in their culture. (4-5-00)

12. Decode. (4-5-00)

a. To analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning. (4-5-00)

b. To change communication signals into messages, as to decode body language. (4-5-00)

13. Emergent Literacy. Development of the association of print with meaning that begins early in a child’s life and continues until the child reaches the stage of conventional reading and writing. (4-5-00)

14. Employability Skills. Work habits and social skills desirable to employers, such as responsibility, communication, cooperation, timeliness, organization, and flexibility. (4-5-00)

15. Entry-Level Skills. The minimum education and skill qualifications necessary for obtaining and keeping a specific job; the starting point in a particular occupation or with a certain employer. (4-5-00)

16. Evaluation (Student). Judgment regarding the quality, value, or worth of a response, product, or performance based on established criteria, derived from multiple sources of information. Student evaluation and student assessment are often used interchangeably. (4-5-00)

17. Experiential Education (Application). Experiential education is a process through which a learner constructs knowledge, skill, and value from direct experiences. (4-5-00)

18. Exploratory Experience (Similar To A Job Shadow). An opportunity for a student to observe and participate in a variety of worksite activities to assist in defining career goals. An in-school exploratory

experience is a school-based activity that simulates the workplace. (4-5-00)

19. Fluency. The clear, rapid, and easy expression of ideas in writing or speaking; movements that flow smoothly, easily, and readily. (4-5-00)

20. Genre (Types Of Literature). A category used to classify literary and other works, usually by form, technique, or content. Categories of fiction such as mystery, science fiction, romance, or adventure are considered genres. (4-5-00)

21. Graphophonic/Graphophonemic. One (1) of three (3) cueing systems readers use to construct texts; the relationships between oral and written language (phonics). (4-5-00)

~~213008~~. DEFINITIONS H – S.

01. Interdisciplinary Or Integrated Assessment. Assessment based on tasks that measures a student's ability to apply concepts, principles, and processes from two (2) or more subject disciplines to a project, issue, or problem. (4-5-00)

02. Narrative. Text in any form (print, oral, or visual) that recounts events or tells a story. (4-5-00)

03. Norm-Referenced Assessment. Comparing a student's performance or test result to performance of other similar groups of students; (e.g., he typed better than eighty percent (80%) of his classmates.) (4-5-00)

04. On-Demand Assessment. Assessment that takes place at a predetermined time and place. Quizzes, state tests, SATs, and most final exams are examples of on-demand assessment. (4-5-00)

05. Performance Assessment. Direct observation of student performance or student work and professional judgment of the quality of that performance. Good quality performance assessment has pre-established performance criteria. (4-5-00)

06. Performance-Based Assessment. The measurement of educational achievement by tasks that are similar or identical to those that are required in the instructional environment, as in performance assessment tasks, exhibitions, or projects, or in work that is assembled over time into portfolio collections. (4-5-00)

07. Performance Criteria. A description of the characteristics that will be judged for a task. Performance criteria may be holistic, analytic trait, general or specific. Performance criteria are expressed as a rubric or scoring guide. Anchor points or benchmark performances may be used to identify each level of competency in the rubric or scoring guide. (4-5-00)

08. Phonics. Generally used to refer to the system of sound-letter relationships used in reading and writing. Phonics begins with the understanding that each letter (or grapheme) of the English alphabet stands for one (1) or more sounds (or phonemes). (4-5-00)

09. Portfolio. A collection of materials that documents and demonstrates a student's academic and work-based learning. Although there is no standard format for a portfolio, it typically includes many forms of information that exhibit the student's knowledge, skills, and interests. By building a portfolio, students can recognize their own growth and learn to take increased responsibility for their education. Teachers, mentors, and employers can use portfolios for assessment purposes and to record educational outcomes. (4-5-00)

10. Print Awareness. In emergent literacy, a learner's growing awareness of print as a system of meaning, distinct from speech and visual modes of representation. (4-5-00)

11. Proficiency. Having or demonstrating a high degree of knowledge or skill in a particular area. (4-5-00)

12. School-To-Work Transition. A restructuring effort that provides multiple learning options and seamless integrated pathways to increase all students' opportunities to pursue their career and educational interests.

(4-5-00)

13. Service Learning. Combining service with learning activities to allow students to participate in experiences in the community that meet actual human needs. Service learning activities are integrated into the academic curriculum and provide structured time for a student to think, talk, or write about what was done or seen during the actual service activity. Service learning provides students with opportunities to use newly acquired skills and knowledge in real-life situations in their communities, and helps foster the development of a sense of caring for others. (4-5-00)

14. Skill Certificate. Portable, industry-recognized credential that certifies the holder has demonstrated competency on a core set of performance standards related to an occupational cluster area. Serving as a signal of skill mastery at benchmark levels, skill certificates may assist students in finding work within their community, state, or elsewhere. A National Skills Standards Board is presently charged with issuing skill voluntary standards in selected occupations based on the result of research and development work completed by twenty-two (2) contractors. (4-5-00)

15. Standards. Statements about what is valued in a given field, such as English language arts, and/or descriptions of what is considered quality work. See content standards, assessment standards, and performance standards. (4-5-00)

16. Standardization. A set of consistent procedures for constructing, administering and scoring an assessment. The goal of standardization is to ensure that all students are assessed under uniform conditions so the interpretation of performance is comparable and not influenced by differing conditions. Standardization is an important consideration if comparisons are to be made between scores of different individuals or groups. (4-5-00)

17. Standards-Based Education. Schooling based on defined knowledge and skills that students must attain in different subjects, coupled with an assessment system that measures their progress. (4-5-00)

18. Structured Work Experience. A competency-based educational experience that occurs at the worksite but is tied to the classroom by curriculum through the integration of school-based instruction with worksite experiences. Structured work experience involves written training agreements between school and the worksite, and individual learning plans that link the student's worksite learning with classroom course work. Student progress is supervised and evaluated collaboratively by school and worksite personnel. Structured work experience may be paid or unpaid; may occur in a public, private, or non-profit organization; and may or may not result in academic credit and/or outcome verification. It involves no obligation on the part of the worksite employer to offer regular employment to the student subsequent to the experience. (4-5-00)

19. Student Learning Goals (Outcomes). Statements describing the general areas in which students will learn and achieve. Student learning goals typically reflect what students are expected to know by the time they leave high school, such as to read and communicate effectively; think critically and solve problems; develop positive self-concept, respect for others and healthy patterns of behavior; work effectively in groups as well as individually; show appreciation for the arts and creativity; demonstrate civic, global and environmental responsibility; recognize and celebrate multicultural diversity; exhibit technological literacy; have a well developed knowledge base which enhances understanding and decision making, and demonstrate positive problem solving and thinking skills. (4-5-00)

~~214009~~. DEFINITIONS T – Z.

01. Tech Prep/Associate Degree (TPAD) Program. A program with a planned sequence of competency-based studies articulated between secondary and post-secondary institutions, leading to an apprenticeship, certificate, associate degree, or four-year college degree. It provides technical preparation in at least one (1) field and builds student competence in the application of mathematics, science, communications, and workplace skills. (4-5-00)

02. Technology Education. A curriculum for elementary, middle, and senior high schools that integrates learning about technology (e.g., transportation, materials, communication, manufacturing, power and energy, and biotechnology) with problem-solving projects that require students to work in teams. Many technology education classrooms and laboratories are well equipped with computers, basic hand tools, simple robots, electronic

devises, and other resources found in most communities today. (4-5-00)

03. Total Quality Management. A systematic approach to standardizing and increasing the efficiency of internal systems and processes, whether in a business or a school, using statistical and management tools for continuous improvement. Emphasis is on documenting effective processes, committing to meet customers' needs and sharing decision making. (4-5-00)

04. Transferable Skills. Skills that are inter-changeable among different jobs and workplaces. For example, the ability to handle cash is a skill one could use as both a restaurant cashier and a bank teller, the ability to problem solve or work as a team member is transferable among most jobs and workplaces. (4-5-00)

05. 2+2 or 4+2. A planned, streamlined sequence of academic and vocational technical courses which eliminates redundancies between high school and community college curricula; 2+2 is high school years eleven (11) and twelve (12) and community college years thirteen (13) and fourteen (14); 4+2 is high school years nine (9), ten (10), eleven (11), and twelve (12) and community college years thirteen (13) and fourteen (14). (4-5-00)

06. ~~Vocational~~ Professional-Technical Education. "Formal preparation for semi-skilled, skilled, technical, or paraprofessional occupations, usually below the BA level." (Thesaurus of ERIC Descriptors). There are several variations on this term. Idaho uses "~~vocational~~ professional-technical education," Oregon "professional-technical education," and Washington "vocational-technical." (~~4-5-00~~)(____)

07. Writing Process. The many aspects of the complex act of producing written communication; specifically, planning, drafting, revising, editing, and publishing. (4-5-00)

08. Word Recognition. (4-5-00)

a. The quick and easy identification of the form, pronunciation, and appropriate meaning of a work previously met in print or writing; (4-5-00)

b. The process of determining the pronunciation and some degree of meaning of a word in written or printed form. (4-5-00)

010. -- 099. (RESERVED).

(BREAK IN CONTINUITY OF SECTIONS)

102. INSTRUCTIONAL REQUIREMENTS.

All schools will deliver a core of instruction and advisement programs (see Section 108, Guidance Programs) for each student in elementary schools, middle schools/junior high and high schools. (4-5-00)

01. Standards. All students will meet standards established locally (at a minimum, the standards of the state) through rigorous accountability, which include challenging examinations, demonstrations of achievement, and other appropriate tests and measures. (4-5-00)

02. Curriculum Guides. The State Department of Education Curriculum Guides and any Achievement Standards Samples of Application may be used voluntarily and are designed to assist school districts as they develop educational programs and achievement standards. Notwithstanding the above, the State Division of Professional-Technical Education will prepare curriculum guides and instructional aids for professional-technical education programs in the public schools. (Section 33-118, Idaho Code) (~~3-30-01~~)(____)

(BREAK IN CONTINUITY OF SECTIONS)

106. GRADUATION REQUIREMENTS (EFFECTIVE UNTIL JUNE 30, 2000) (RESERVED).

The minimum graduation requirements for accredited Idaho high schools shall be as follows: (4-1-97)

01. Core Subjects.

	Yearly Units	Semester Credits
English (writing skills emphasis)	4	8
Mathematics	2	4
Reading (remedial or developmental)	.5	4
Speech (a class of debate may be substituted for the requirements in speech)	.5	4
Total Core	7	14

(4-1-97)

02. Core Competency. In addition to a passing grade in each Core class, satisfactory achievement in the Core shall be validated for each student through the use of one (1) of the options listed below: (4-1-97)

a. **Option 1** - The student must achieve a composite grade point average (GPA) of C in the 14 credit Core. (4-1-97)

b. **Option 2** - The student must achieve a Basic Composite Score that is within one (1) standard deviation of the mean for all Idaho students taking the Statewide Achievement Test at the eleventh (11th) grade level, and must also receive at least a score of three (3) (on a five-point (5.0) scale) on the Direct Writing Assessment. (4-1-97)

e. **Option 3** - The local school district may choose to validate student achievement through the use of a locally developed Core Competency Plan. This plan must follow guidelines established by the State Department of Education and be approved by the State Board of Education. (4-1-97)

03. Other Required Subjects.

Other Required Subjects	Yearly Units	Semester Credits
Science (two science credits shall be lab courses) (homemaking and agriculture are not to be substituted for the science requirement)	2	4
U.S. History to include 20th Century History and World Affairs (grade 11#)	4	2
American Government, including state/local (grade 12)	4	2
Health (required in grades 10-12#, the health course 7-9 is to be retained)	.5	.5
Physical Education (not athletics; a course in development of physical fitness and lifetime activities in grades 10-12#; the course in grades 7-9 is to be retained)	4	2
Humanities	2	4
#Transfer students from out of state high schools may have these requirements waived by the local school board IF they have already earned high school credit in a specific course which is comparable to coursework as outlined in Idaho's "Secondary Course of Study" handbook.		

- ~~a. This requirement may be satisfied by academic courses which emphasize history, theory, analysis, criticism in any of the following subject areas: (4-1-97)~~
- ~~i. Literature, history, philosophy, architecture, and the fine arts (i.e music, art, drama, and dance); (4-1-97)~~
 - ~~ii. Interdisciplinary humanities, i.e., the related study of two (2) or more of the subject areas listed above; (4-1-97)~~
 - ~~iii. Foreign languages; or (4-1-97)~~
 - ~~iv. Comparative world religions. (4-1-97)~~
- ~~b. Academic courses that are otherwise required by the state high school graduation may not be used to satisfy the humanities requirement. (4-1-97)~~
- ~~e. Not more than two (2) semester credit of this requirement may be satisfied by studio/performance courses in the fine arts, OR by practical arts courses such as vocational, pre-vocational, or consumer homemaking programs approved by the State Board of Vocational Education.~~

Total required (including core)	15	30
Total Elective credits	-6	12
Total credits required for graduation	24	42

~~(4-1-97)~~

107. HIGH SCHOOL GRADUATION STANDARDS (EFFECTIVE JULY 1, 2000).

The State minimum graduation requirements for all Idaho public high schools ~~are~~ is forty-two (42) semester credits. The core of instruction required by the State Board of Education is twenty-five (25) semester credits. Local school districts may establish graduation requirements beyond the state minimum. The local school district has the responsibility to provide education opportunities that meet the needs of students in both academic and vocational areas. It is the intent of the State Board of Education to give local school districts the flexibility to provide rigorous and challenging curriculum that is consistent with the needs of students and the desire of their local patrons.

~~(7-1-00)()~~

01. Secondary Language Arts And Communication. (Nine (9) credits required with instruction in communications including oral communication and technological applications). Includes four (4) years of instruction in English, each year will consist of language study, composition, and literature. A course in speech or a course in debate will fulfill one (1) credit of the nine (9) credit requirement. (7-1-00)

02. Mathematics And Science. (Eight (8) credits required) a minimum of four (4) credits in math and four (4) credits in science, two (2) of which will be laboratory sciences. Secondary mathematics includes Applied Mathematics, Business Mathematics, Algebra, Geometry, Trigonometry, Fundamentals of Calculus, Probability and Statistics, Discrete Mathematics, and courses in mathematical problem solving and reasoning. Secondary sciences will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. (7-1-00)

03. Social Studies. (Five (5) credits required), including government (two (2) credits), U.S. history (two (2) credits), and economics (one (1) credit). Current world affairs and geography will be integrated into all social studies instruction. Courses such as geography, sociology, world affairs and world history may be offered as electives, not to be counted as a social studies requirement. (7-1-00)

04. Humanities. (Two (2) credits required). A course in interdisciplinary humanities, ~~or the related study of one (1) or more of the following: literature, history, philosophy, architecture, music, art, drama, dance, foreign languages, or comparative world religions~~ visual and performing arts, world history, or foreign language.

Other courses such as literature, philosophy, architecture, or comparative world religions may satisfy the humanities standards if the course syllabus is approved by the State Department of Education as being aligned with the Humanities Standards. (7-1-00)()

05. Health/Wellness. (One (1) credit required). A course focusing on positive health habits. (7-1-00)

(BREAK IN CONTINUITY OF SECTIONS)

~~175. K-8 STATE ACHIEVEMENT STANDARDS:~~

~~As stated in Subsection 105.02 and as established in Section 200 of these rules, all students graduating from Idaho public high schools must meet locally established achievement standards. The Idaho State Board of Education 9-12 State Achievement Standards are the minimum standards used by all Idaho school districts to establish a level of achievement necessary to graduate from Idaho's public schools. In order to ensure success in meeting these graduation standards, the Idaho State Board of Education sets forth K-8 State Achievement Standards for all school districts to use in preparing K-8 students to meet the Idaho State Board of Education 9-12 State Achievement Standards. Each school district may set standards more rigorous than these state achievement standards but no district shall use any standards less rigorous than those set forth in these Thoroughness rules.~~ (3-30-01)

~~176. -- 199. (RESERVED).~~

(BREAK IN CONTINUITY OF SECTIONS)

~~200. 9K-12 STATE ACHIEVEMENT STANDARDS.~~

~~As stated in Subsection 105.02 of these Thoroughness rules, all students graduating from Idaho public high schools must meet locally established achievement standards. The standards set forth in ~~the Idaho State Board of Education 9-12 State Achievement Standards and included in~~ Sections ~~2050~~ through ~~600954~~, inclusive, are state achievement standards that shall be the minimum standards used by every school district in the state in order to establish a level of academic achievement necessary to graduate from Idaho's public schools. Each school district may set standards more rigorous than these state achievement standards but no district shall use any standards less rigorous than those set forth in these Thoroughness rules. The implementation time and effective date for these Achievement Standards rules is the graduating senior class of 2005. ~~However, these rules are promulgated and effective as of July 1, 1999 to give school districts time to meet the state achievement standards for the graduating class of 2005. Definitions of terms used in the state achievement standards are found at Sections 210 through 215 and a glossary of mathematical terms is found at Section 216.~~ (3-30-01)()~~

(BREAK IN CONTINUITY OF SECTIONS)

~~OLD SECTIONS 212 THROUGH 214 HAVE BEEN RENUMBERED AND MOVED TO SECTIONS 007 THROUGH 009~~

~~**212. -- 214. (RESERVED).**~~

(BREAK IN CONTINUITY OF SECTIONS)

217. -- ~~249~~54. (RESERVED).

OLD SECTIONS 250 THROUGH 256 HAVE BEEN RENUMBERED AND MOVED TO SECTIONS 346 THROUGH 352.

255. MATHEMATICS STANDARDS.

The language of mathematics is a powerful tool for exploring, explaining, and understanding the universe. Proficiency in using mathematics is vital to citizens of an increasingly technological society. When students exit high school they will be able to use mathematics to solve problems in real world situations. Students will apply mathematics across disciplines, using appropriate technology in applying and communicating their strategies and solutions. Appropriate technology may include paper and pencil, graph paper, simple calculators, graphing calculators, computers and spreadsheets, or specialized software. A glossary of mathematical terms can be found in Section 216. ()

256. MATHEMATICS STANDARDS - GRADE KINDERGARTEN, SECTIONS 257 THROUGH 263.

257. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.

Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in context so the learner perceives them as tools for solving problems.

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use numbers.	a. Demonstrate knowledge of our numeration system by counting in a variety of ways.
	b. Demonstrate an understanding of the verbal, symbolic, and physical representations of a number.
	c. Identify a penny as a value of money.
02. Perform computations accurately.	a. Explore the concepts of addition and subtraction using concrete objects.
	b. Use appropriate vocabulary.
03. Estimate and judge reasonableness of results.	a. Use estimation to identify a number of objects.
	b. Evaluate the reasonableness of an answer.
	c. Use appropriate vocabulary.

()

258. MATHEMATICAL REASONING AND PROBLEM SOLVING.

Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards.

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use a variety of problem-solving skills.	a. Select strategies appropriate to solve a problem.
02. Use reasoning skills to recognize problems and express them mathematically.	a. Use concrete objects to identify and show a solution to problems.

Standard - The student will:	Content Knowledge and Skills:
03. <u>Apply appropriate technology and models to find solutions to problems.</u>	a. <u>Select appropriate models to represent mathematical ideas.</u>
04. <u>Communicate results using appropriate terminology and methods.</u>	a. <u>Use appropriate vocabulary to communicate mathematical information.</u>

()

259. CONCEPTS AND PRINCIPLES OF MEASUREMENT.

Rationale: The first step in scientific investigation is to understand the measurable attributes of objects.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand and use U.S. customary and metric measurements.</u>	a. <u>Explore the use of standard and non-standard tools for measuring time, length, volume, weight, and temperature.</u>
	b. <u>Apply estimation of measurement to real-world and content problems using actual measuring devices.</u>
	c. <u>Use appropriate vocabulary.</u>

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260. CONCEPTS AND LANGUAGE OF ALGEBRA.

Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Use algebraic symbolism as a tool to represent mathematical relationships.</u>	a. <u>Compare sets of objects using vocabulary (less than, greater than, same as).</u>
	b. <u>Explore the relationship between addition and subtraction.</u>

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261. CONCEPTS AND PRINCIPLES OF GEOMETRY.

Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Apply concepts of size, shape, and spatial relationships.</u>	a. <u>Recognize, name, build, draw, compare, and sort two- and three-dimensional shapes.</u>
	b. <u>Recognize and create shapes that have symmetry.</u>
	c. <u>Explore slides, flips, and turns.</u>
	d. <u>Understand and apply appropriate vocabulary for position and size.</u>

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
02. <u>Apply graphing in two dimensions.</u>	a. <u>Apply ideas about direction and distance.</u>

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262. DATA ANALYSIS, PROBABILITY, AND STATISTICS.

Rationale: With society's expanding use of data for prediction and decision making, it is important that students develop an understanding of the concepts and processes used in analyzing data.

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. <u>Understand data analysis.</u>	a. <u>Interpret information from real objects and simple pictographs.</u>
	b. <u>Understand and use appropriate vocabulary.</u>
02. <u>Collect, organize, and display data.</u>	a. <u>Create a graph using real objects or pictorial representations.</u>
03. <u>Understand basic concepts of probability.</u>	a. <u>Predict and perform results of simple probability experiments.</u>
04. <u>Make predictions or decisions based on data.</u>	a. <u>Make predictions or decisions based on probable results or past experiences.</u>

()

263. FUNCTIONS AND MATHEMATICAL MODELS.

Rationale: One (1) of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. <u>Understand the concept of functions.</u>	a. <u>Replicate and extend patterns and identify the rule (function) that creates the pattern.</u>
	b. <u>Sort and classify objects by attributes.</u>
	c. <u>Understand and use appropriate vocabulary.</u>

()

264. -- 265. (RESERVED).

266. MATHEMATICS STANDARDS - GRADE 1, SECTIONS 267 THROUGH 273.

267. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.

Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skill and procedures should be developed in context so the learner perceives them as tools for solving problems.

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. <u>Understand and use numbers.</u>	a. <u>Demonstrate knowledge of our numeration system by counting in a variety of ways.</u>

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
	b. <u>Read, write, order, and compare whole numbers to 100.</u>
	c. <u>Demonstrate the knowledge of place value through 99.</u>
	d. <u>Identify and state the value of pennies, nickels, and dimes.</u>
02. <u>Perform computations accurately.</u>	a. <u>Demonstrate proficiency of addition up to 10 and an understanding of subtraction from 9.</u>
	b. <u>Use appropriate vocabulary.</u>
03. <u>Estimate and judge reasonableness of results.</u>	a. <u>Use estimation to identify a number of objects.</u>
	b. <u>Use estimation to predict computation results.</u>
	c. <u>Evaluate the reasonableness of an answer.</u>
	d. <u>Use appropriate vocabulary.</u>

()

268. MATHEMATICAL REASONING AND PROBLEM SOLVING.

Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards.

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. <u>Understand and use a variety of problem-solving skills.</u>	a. <u>Select strategies appropriate to solve a problem.</u>
	b. <u>Select and use appropriate operations.</u>
02. <u>Use reasoning skills to recognize problems and express them mathematically.</u>	a. <u>Draw a picture and generate a number sentence from a problem-solving situation.</u>
03. <u>Apply appropriate technology and models to find solutions to problems.</u>	a. <u>Select appropriate models to represent mathematical ideas.</u>
04. <u>Communicate results using appropriate terminology and methods.</u>	a. <u>Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to communicate mathematical information.</u>
	b. <u>Use appropriate vocabulary to communicate mathematical information.</u>

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269. CONCEPTS AND PRINCIPLES OF MEASUREMENT.

Rationale: The first step in scientific investigation is to understand the measurable attributes of objects.

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. <u>Understand and use U.S. customary and metric measurements.</u>	a. <u>Explore the use of standard and non-standard tools for measuring time, length, volume, weight, and temperature.</u>

Standard - The student will:	Content Knowledge and Skills:
	b. Apply estimation of measurement to real-world and content problems using actual measuring devices.
	c. Use a calendar to explore measurement of time.
	d. Use appropriate vocabulary.

()

270. CONCEPTS AND LANGUAGE OF ALGEBRA.

Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information.

Standard - The student will:	Content Knowledge and Skills:
01. Use algebraic symbolism as a tool to represent mathematical relationships.	a. Represent vertical notation in horizontal form.
	b. Write a number sentence given an addition or subtraction problem.
	c. Compare numbers using vocabulary (less than, greater than, equal to, more, less, same, fewer, bigger, smaller).
	d. Explore the relationship between addition and subtraction and demonstrate reversal of operations.
02. Evaluate algebraic expressions.	a. Explore and use the commutative property of addition.

()

271. CONCEPTS AND PRINCIPLES OF GEOMETRY.

Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense.

Standard - The student will:	Content Knowledge and Skills:
01. Apply concepts of size, shape, and spatial relationships.	a. Recognize, name, build, draw, compare, and sort two- and three-dimensional shapes.
	b. Recognize and create shapes that have symmetry.
	c. Explore slides, flips, and turns.
	d. Understand appropriate vocabulary.
02. Apply graphing in two dimensions.	a. Apply ideas about direction and distance.

()

272. DATA ANALYSIS, PROBABILITY, AND STATISTICS.

Rationale: With society's expanding use of data for prediction and decision making, it is important that students develop an understanding of the concepts and processes used in analyzing data.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand data analysis.</u>	a. <u>Interpret information found in simple graphs to answer questions.</u>
	b. <u>Understand and use appropriate vocabulary.</u>
02. <u>Collect, organize, and display data.</u>	a. <u>Gather and display data in graphs in order to answer a question.</u>
03. <u>Understand basic concepts of probability.</u>	a. <u>Predict, perform, and record results of simple probability experiments.</u>
04. <u>Make predictions or decisions based on data.</u>	a. <u>Make predictions or decisions based on probable results or past experiences.</u>

()

273. FUNCTIONS AND MATHEMATICAL MODELS.

Rationale: One of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the concept of functions.</u>	a. <u>Extend patterns and identify the rule (function) that creates the pattern.</u>
	b. <u>Sort and classify objects by more than one attribute.</u>
	c. <u>Understand and use appropriate vocabulary.</u>

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274. -- 275. (RESERVED).

276. MATHEMATICS STANDARDS - GRADE 2, SECTIONS 277 THROUGH 283.

277. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.

Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in context so the learner perceives them as tools for solving problems.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand and use numbers.</u>	a. <u>Demonstrate knowledge of our numeration system by counting a variety of ways.</u>
	b. <u>Read, write, order, and compare whole numbers to 1,000.</u>
	c. <u>Demonstrate the knowledge of place value through 999.</u>
	d. <u>Determine, by counting, the value of a collection of pennies, nickels, dimes, and quarters, up to \$1.00.</u>
	e. <u>Explore decimals using money through hundredths.</u>
	f. <u>Understand and apply appropriate vocabulary.</u>

Standard - The student will:	Content Knowledge and Skills:
02. <u>Perform computations accurately.</u>	a. <u>Demonstrate proficiency with addition and subtraction facts through 18.</u>
	b. <u>Add whole numbers with and without regrouping through 99.</u>
	c. <u>Add a series of one-digit addends.</u>
	d. <u>Explore double-digit subtraction of whole numbers with regrouping through 99.</u>
	e. <u>Use appropriate vocabulary.</u>
03. <u>Estimate and judge reasonableness of results.</u>	a. <u>Use estimation to predict computation results.</u>
	b. <u>Evaluate the reasonableness of an answer.</u>
	c. <u>Use appropriate vocabulary.</u>

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278. MATHEMATICAL REASONING AND PROBLEM SOLVING.

Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand and use a variety of problem-solving skills.</u>	a. <u>Select strategies appropriate to solve a problem.</u>
	b. <u>Select and use appropriate operations.</u>
02. <u>Use reasoning skills to recognize problems and express them mathematically.</u>	a. <u>Generate a number sentence from a problem-solving situation.</u>
03. <u>Apply appropriate technology and models to find solutions to problems.</u>	a. <u>Select appropriate models to represent mathematical ideas.</u>
04. <u>Communicate results using appropriate terminology and methods.</u>	a. <u>Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to communicate mathematical information.</u>
	b. <u>Use appropriate vocabulary to communicate mathematical information.</u>

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279. CONCEPTS AND PRINCIPLES OF MEASUREMENT.

Rationale: The first step in scientific investigation is to understand the measurable attributes of objects.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand and use U.S. customary and metric measurements.</u>	a. <u>Explore the use of standard and non-standard tools for measuring time, length, volume, weight, and temperature.</u>

Standard - The student will:	Content Knowledge and Skills:
	b. Apply estimation of measurement to real-world and content problems using actual measuring devices.
	c. Tell time using both digital and analog clocks to the quarter hour.
	d. Explore the relationship among units of time.
	e. Use appropriate vocabulary.

()

280. CONCEPTS AND LANGUAGE OF ALGEBRA.

Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information.

Standard - The student will:	Content Knowledge and Skills:
01. Use algebraic symbolism as a tool to represent mathematical relationships.	a. Represent vertical notation in horizontal form.
	b. Write a number sentence given an addition or subtraction problem.
	c. Compare numbers using vocabulary (less than, greater than, equal to) and symbols (<, >, =)
	d. Understand the relationship between addition and subtraction and demonstrate reversal of operations.
02. Evaluate algebraic expressions.	a. Explore and use the commutative property of addition.

()

281. CONCEPTS AND PRINCIPLES OF GEOMETRY.

Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense.

Standard - The student will:	Content Knowledge and Skills:
01. Apply concepts of size, shape, and spatial relationships.	a. Recognize, name, build, draw, compare, and sort two- and three-dimensional shapes.
	b. Recognize and create shapes that have symmetry.
	c. Explore slides, flips, and turns.
	d. Understand appropriate vocabulary.
02. Apply graphing in two dimensions.	a. Apply ideas about direction and distance.

()

282. DATA ANALYSIS, PROBABILITY, AND STATISTICS.

Rationale: With society's expanding use of data for prediction and decision making, it is important that students develop an understanding of the concepts and processes used in analyzing data.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand data analysis.</u>	a. <u>Interpret information found in simple tables, charts, and graphs.</u>
	b. <u>Understand and use appropriate vocabulary.</u>
02. <u>Collect, organize, and display data.</u>	a. <u>Gather and display data in tables, charts, and graphs in order to answer a question.</u>
03. <u>Understand basic concepts of probability.</u>	a. <u>Predict, perform, and record results of simple probability experiments.</u>
04. <u>Make predictions or decisions based on data.</u>	a. <u>Make predictions or decisions based on probable results or past experiences.</u>

()

283. FUNCTIONS AND MATHEMATICAL MODELS.

Rationale: One (1) of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the concept of functions.</u>	a. <u>Extend patterns and identify the rule (function) that creates the pattern.</u>
	b. <u>Sort and classify objects by more than one attribute.</u>
	c. <u>Understand and use appropriate vocabulary.</u>

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284. -- 285. (RESERVED).

286. MATHEMATICS STANDARDS - GRADE 3, SECTIONS 287 THROUGH 293.

287. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.

Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in context so the learner perceives them as tools for solving problems.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand and use numbers.</u>	a. <u>Read, write, order, and compare whole numbers to 10,000.</u>
	b. <u>Demonstrate the knowledge of place value through 9,999.</u>
	c. <u>Determine, by counting, the value of a collection of bills and coins up to \$10.00.</u>
	d. <u>Use concrete materials to recognize and represent commonly used fractions.</u>
	e. <u>Explore decimals using money through hundredths.</u>
	f. <u>Understand and apply appropriate vocabulary.</u>

Standard - The student will:	Content Knowledge and Skills:
02. Perform computations accurately.	a. Add and subtract whole numbers with and without regrouping through 999.
	b. Instantly recall basic addition and subtraction facts through 18.
	c. Add three addends with 1 and 2 digits.
	d. Multiply whole numbers through 10 x 10.
	e. Explore the relationship between multiplication and division.
	f. Select and use an appropriate method of computation from mental math, paper and pencil, calculator, or a combination of the three.
	g. Use appropriate vocabulary.
03. Estimate and judge reasonableness of results.	a. Use estimation to predict computation results.
	b. Evaluate the reasonableness of an answer.
	c. Use appropriate vocabulary.

()

288. MATHEMATICAL REASONING AND PROBLEM SOLVING.

Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards.

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use a variety of problem-solving skills.	a. Select strategies appropriate to solve a problem.
	b. Select and use appropriate operations.
	c. Make predictions and decisions based on information.
02. Use reasoning skills to recognize problems and express them mathematically.	a. Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning and concepts.
03. Apply appropriate technology and models to find solutions to problems.	a. Appropriately use a 4-function calculator to solve complex grade-level problems.
	b. Select appropriate models to represent mathematical ideas.
04. Communicate results using appropriate terminology and methods.	a. Use a variety of methods, such as words, numbers, symbols charts, graphs, tables, diagrams, and models, to communicate mathematical information.
	b. Use appropriate vocabulary to communicate mathematical information.

289. CONCEPTS AND PRINCIPLES OF MEASUREMENT.

Rationale: The first step in scientific investigation is to understand the measurable attributes of objects.

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use U.S. customary and metric measurements.	a. Select and use appropriate units and tools to make formal measurements in both systems (time, length, temperature, perimeter).
	b. Apply estimation of measurement to real-world and content problems using actual measuring devices.
	c. Explore relationships within the U.S. Customary system.
	d. Explore relationships within the metric system.
	e. Tell time using both digital and analog clocks, using 5-minute intervals.
	f. Explore the relationship among units of time.
	g. Use appropriate vocabulary.

()

290. CONCEPTS AND LANGUAGE OF ALGEBRA.

Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information.

Standard - The student will:	Content Knowledge and Skills:
01. Use algebraic symbolism as a tool to represent mathematical relationships.	a. Represent vertical notation in horizontal form.
	b. Write a number sentence using symbols (boxes or letters) to represent an unknown number.
	c. Use symbols (<, >, =) to express relationships.
	d. Explore inverse (reversal) of operations with multiplication and division.
02. Evaluate algebraic expressions.	a. Explore and use the commutative properties of addition and multiplication.
03. Solve algebraic equations and inequalities.	a. Solve missing addends and missing factor problems using inverse operations.

()

291. CONCEPTS AND PRINCIPLES OF GEOMETRY.

Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense.

Standard - The student will:	Content Knowledge and Skills:
01. Apply concepts of size, shape, and spatial relationships.	a. Identify, compare, and analyze attributes of two- and three-dimensional shapes and develop vocabulary to describe the attributes.

Standard - The student will:	Content Knowledge and Skills:
	b. Explore congruence, similarity, and symmetry.
	c. Investigate perimeters in real-world situations.
	d. Predict and describe the results of sliding, flipping, and turning two-dimensional shapes.
	e. Use appropriate vocabulary.
02. Apply graphing in two dimensions.	a. Apply ideas about direction and distance.

()

292. DATA ANALYSIS, PROBABILITY, AND STATISTICS.

Rationale: With society's expanding use of data for prediction and decision making, it is important that students develop an understanding of the concepts and processes used in analyzing data.

Standard - The student will:	Content Knowledge and Skills:
01. Understand data analysis.	a. Interpret information found in tables, charts, and graphs.
	b. Explain and justify conclusions drawn from tables, charts, and graphs.
	c. Understand and use appropriate vocabulary.
02. Collect, organize, and display data.	a. Collect, organize, and display data in tables, charts, or graphs in order to answer a question and/or test a hypothesis.
03. Understand basic concepts of probability.	a. Predict, perform, and record results of simple probability experiments.
04. Make predictions or decisions based on data.	a. Make predictions or decisions based on probable results or past experiences.
	b. Understand and use appropriate vocabulary.

()

293. FUNCTIONS AND MATHEMATICAL MODELS.

Rationale: One (1) of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.

Standard - The student will:	Content Knowledge and Skills:
01. Understand the concept of functions.	a. Extend patterns and identify the rule (function) that creates the pattern.
	b. Discover, describe, and extend patterns by using manipulatives and pictorial representations.
	c. Understand and use appropriate vocabulary.

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294. -- 295. (RESERVED).

296. MATHEMATICS STANDARDS - GRADE 4, SECTIONS 297 THROUGH 303.

297. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.

Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in context so the learner perceives them as tools for solving problems.

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use numbers.	a. Read, write, order, and compare whole numbers to 1,000,000, commonly used fractions, and decimals through hundredths.
	b. Demonstrate and apply the knowledge of whole numbers, decimal place value, and patterns of periods (hundredths to millions).
	c. Determine by counting the value of a collection of bills and coins up to \$100.00.
	d. Use concrete materials to recognize, represent, and compare commonly use fractions.
	e. Understand decimals with money through hundredths.
	f. Understand and apply appropriate vocabulary.
02. Perform computations accurately.	a. Consistently and accurately add and subtract whole numbers.
	b. Multiply and divide whole numbers.
	c. Add and subtract fractions with like denominators (without requiring simplification).
	d. Add and subtract decimals using money.
	e. Instantly recall multiplication facts through 10s.
	f. Select and use an appropriate method of computation from mental math, paper and pencil, calculator, or a combination of the three.
	g. Use appropriate vocabulary.
03. Estimate and judge reasonableness of results.	a. Use estimation to predict computation results.
	b. Evaluate the reasonableness of an answer.
	c. Use appropriate vocabulary.

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298. MATHEMATICAL REASONING AND PROBLEM SOLVING.

Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards.

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use a variety of problem-solving skills.	a. Select strategies appropriate to solve a problem.
	b. Select and use appropriate operations.
	c. Make predictions and decisions based on information.

Standard - The student will:	Content Knowledge and Skills:
02. <u>Use reasoning skills to recognize problems and express them mathematically.</u>	a. <u>Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning and concepts.</u>
03. <u>Apply appropriate technology and models to find solutions to problems.</u>	a. <u>Appropriately use a 4-function calculator to solve complex grade-level problems.</u>
	b. <u>Select appropriate models to represent mathematical ideas.</u>
04. <u>Communicate results using appropriate terminology and methods.</u>	a. <u>Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to communicate mathematical information.</u>
	b. <u>Use appropriate vocabulary to communicate mathematical information.</u>
	c. <u>Use appropriate notation.</u>

()

299. CONCEPTS AND PRINCIPLES OF MEASUREMENT.

Rationale: The first step in scientific investigation is to understand the measurable attributes of objects.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand and use U.S. customary and metric measurements.</u>	a. <u>Select and use appropriate units and tools to make formal measurements in both systems (time, length, temperature, perimeter, area).</u>
	b. <u>Apply estimation of measurement to real-world and content problems using actual measuring devices.</u>
	c. <u>Apply understanding of relationships within the U.S. Customary system.</u>
	d. <u>Apply understanding of relationships within the metric system.</u>
	e. <u>Tell time using both digital and analog clocks, to the nearest minute.</u>
	f. <u>Apply understanding of relationships to solve real-world problems related to time.</u>
	g. <u>Use appropriate vocabulary.</u>

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SECTIONS 300 THROUGH 309 HAVE BEEN RENUMBERED AND MOVED TO SECTIONS 488 THROUGH 492.

300. CONCEPTS AND LANGUAGE OF ALGEBRA.

Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Use algebraic symbolism as a tool to represent mathematical relationships.</u>	a. <u>Represent vertical notation in horizontal form.</u>
	b. <u>Write a number sentence using symbols (boxes or letters) to represent an unknown number.</u>
	c. <u>Use symbols (<, >, =) to express relationships.</u>
02. <u>Evaluate algebraic expressions.</u>	a. <u>Explore and use the commutative properties of addition and multiplication.</u>
03. <u>Solve algebraic equations and inequalities.</u>	a. <u>Solve missing addends and missing factor problems using inverse operations.</u>

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301. CONCEPTS AND PRINCIPLES OF GEOMETRY.

Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Apply concepts of size, shape, and spatial relationships.</u>	a. <u>Identify, compare, and analyze attributes of two- and three-dimensional shapes and develop vocabulary to describe the attributes.</u>
	b. <u>Explore relationships among and properties of shapes (congruence, similarity, symmetry).</u>
	c. <u>Use concrete objects to determine perimeters of triangles, and areas and perimeters of rectangles/squares.</u>
	d. <u>Predict and describe the results of sliding, flipping, and turning two-dimensional shapes.</u>
	e. <u>Use appropriate vocabulary.</u>
02. <u>Apply graphing in two dimensions.</u>	a. <u>Apply ideas about direction and distance.</u>

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302. DATA ANALYSIS, PROBABILITY, AND STATISTICS.

Rationale: With society's expanding use of data for prediction and decision making, it is important that students develop an understanding of the concepts and processes used in analyzing data.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand data analysis.</u>	a. <u>Read and interpret tables, charts, and graphs.</u>
	b. <u>Explain and justify conclusions drawn from tables, charts, and graphs.</u>
	c. <u>Understand and use vocabulary.</u>

Standard - The student will:	Content Knowledge and Skills:
02. <u>Collect, organize, and display data.</u>	a. <u>Collect, order, and display data in appropriate notation in tables, charts, and graphs (bar graphs, tally charts, pictographs), in order to answer a question and/or test a hypothesis.</u>
03. <u>Apply simple statistical measurements.</u>	a. <u>Determine an average (mean) of a set of whole numbers.</u>
04. <u>Understand basic concepts of probability.</u>	a. <u>Predict, perform, and record results of simple probability experiments.</u>
05. <u>Make predictions or decisions based on data.</u>	a. <u>Make predictions based on simple experimental probabilities.</u>
	b. <u>Understand and use appropriate vocabulary.</u>

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303. FUNCTIONS AND MATHEMATICAL MODELS.

Rationale: One (1) of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the concept of functions.</u>	a. <u>Extend patterns and identify a rule (function) that creates the pattern.</u>
	b. <u>Discover, describe, and extend patterns by using manipulatives and pictorial representations.</u>
	c. <u>Understand and use vocabulary.</u>

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304. -- 3095. (RESERVED).

306. MATHEMATICS STANDARDS - GRADE 5, SECTIONS 307 THROUGH 313.

307. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.

Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in context so the learner perceives them as tools for solving problems.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand and use numbers.</u>	a. <u>Read, write, order, and compare whole numbers through billions, commonly used fractions, and decimals through thousandths.</u>
	b. <u>Demonstrate and apply the knowledge of whole numbers, decimal place value, and patterns of periods (thousandths to billions).</u>
	c. <u>Explore the relationship between equivalent fractions.</u>
	d. <u>Explore the relationship between decimals and simple fractions through thousandths.</u>
	e. <u>Show a sense of magnitudes and relative magnitudes of whole numbers, decimals, and simple fractions.</u>

Standard - The student will:	Content Knowledge and Skills:
	f. <u>Explore and apply number theory concepts (prime, composite, multiples, factors).</u>
02. <u>Perform computations accurately.</u>	a. <u>Multiply and divide whole numbers.</u>
	b. <u>Add and subtract fractions with like denominators and simplify as necessary.</u>
	c. <u>Add and subtract decimals through thousandths.</u>
	d. <u>Instantly recall basic multiplication and division facts up to 10s.</u>
	e. <u>Evaluate numerical expressions that include parentheses.</u>
	f. <u>Select and use an appropriate method of computation from mental math, paper and pencil, calculator, or a combination of the three.</u>
	g. <u>Use appropriate vocabulary.</u>
03. <u>Estimate and judge reasonableness of results.</u>	a. <u>Use estimation to predict computation results.</u>
	b. <u>Recognize when estimation is appropriate and understand the usefulness of an estimate as distinct from an exact answer.</u>
	c. <u>Determine whether a given estimate is an overestimate or underestimate.</u>
	d. <u>Use appropriate vocabulary.</u>

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308. MATHEMATICAL REASONING AND PROBLEM SOLVING.

Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand and use a variety of problem-solving skills.</u>	a. <u>Use a variety of strategies to compute problems drawn from real-world situations.</u>
	b. <u>Solve problems using the 4-step process of problem solving (explore, plan, solve, examine).</u>
	c. <u>Make predictions and decisions based on information.</u>
02. <u>Use reasoning skills to recognize problems and express them mathematically.</u>	a. <u>Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning and concepts.</u>
	b. <u>Apply solutions and strategies to new problem situations.</u>
	c. <u>Formulate conjectures and discuss why they must be or seem to be true.</u>
03. <u>Apply appropriate technology and models to find solutions to problems.</u>	a. <u>Understand the purpose and capabilities of appropriate technology use as a tool to solve problems.</u>
	b. <u>Use computer applications to display and manipulate data.</u>
	c. <u>Select appropriate models to represent mathematical ideas.</u>

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
04. <u>Communicate results using appropriate terminology and methods.</u>	a. <u>Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to communicate mathematical information.</u>
	b. <u>Use appropriate vocabulary to communicate mathematical information.</u>
	c. <u>Use appropriate notation.</u>

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309. CONCEPTS AND PRINCIPLES OF MEASUREMENT.

Rationale: The step in scientific investigation is understanding the measurable attributes of objects.

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. <u>Understand and use U.S. customary and metric measurements.</u>	a. <u>Select and use appropriate units and tools to make formal measurements in both systems.</u>
	b. <u>Apply estimation of measurement to real-world and content problems using actual measuring devices.</u>
	c. <u>Explore the differences and relationships between perimeter and area in both systems.</u>
	d. <u>Solve problems involving length, perimeter, area, weight, mass, and temperature.</u>
	e. <u>Convert unit of measurement within each system.</u>
	f. <u>Apply understanding of relationships to solve real-world problems related to time.</u>
	g. <u>Use appropriate vocabulary.</u>
02. <u>Apply dimensional analysis.</u>	a. <u>Understand units and their relationship to one another and to real-world applications.</u>

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OLD SECTIONS 310 THROUGH 315 HAVE BEEN RENUMBERED AND MOVED TO SECTIONS 509 THROUGH 514.

310. CONCEPTS AND LANGUAGE OF ALGEBRA.

Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information.

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. <u>Use algebraic symbolism as a tool to represent mathematical relationships.</u>	a. <u>Explore the meaning and use of variables in simple expressions and equations.</u>

Standard - The student will:	Content Knowledge and Skills:
	b. Translate simple word statements and story problems into algebraic equations.
	c. Use symbols (<, >, =) to express relationships.
02. Evaluate algebraic expressions.	a. Explore and use the following properties as they relate to addition and multiplication: commutative, associative, identity, zero, and inverse.
	b. Investigate the order of operations (parentheses only).
03. Solve algebraic equations and inequalities.	a. Solve missing addends and missing factor problems using inverse operations.

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311. CONCEPTS AND PRINCIPLES OF GEOMETRY.

Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense.

Standard - The student will:	Content Knowledge and Skills:
01. Apply concepts of size, shape, and spatial relationships.	a. Identify, compare, and analyze attributes of two- and three-dimensional shapes and develop vocabulary to describe the attributes.
	b. Explore the fundamental concepts, properties, and relationships among points, lines, rays, angles, and shapes.
	c. Explore congruence, similarities, and symmetry of shapes.
	d. Determine perimeters of polygons and area of rectangles/squares in real-world situations.
	e. Predict and describe the results of sliding, flipping, and turning two-dimensional shapes.
	f. Use appropriate vocabulary.
02. Apply graphing in two dimensions.	a. Identify and plot points on a coordinate plane.

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312. DATA ANALYSIS, PROBABILITY AND STATISTICS.

Rationale: With society's expanding use of data for prediction and decision-making, it is important that students develop an understanding of the concepts and processes used in analyzing data.

Standard - The student will:	Content Knowledge and Skills:
01. Understand data analysis.	a. Read and interpret tables, charts, and graphs.
	b. Explain and justify conclusions drawn from tables, charts, and graphs.
	c. Understand and use vocabulary.
02. Collect, organize, and display data.	a. Collect, organize, and display data with appropriate notation in tables, charts, and graphs.

Standard - The student will:	Content Knowledge and Skills:
03. <u>Apply simple statistical measurements.</u>	a. <u>Find measures of central tendency - mean, median, and mode - with simple sets of data.</u>
	b. <u>Determine the range of a set of data.</u>
04. <u>Understand basic concepts of probability.</u>	a. <u>Predict, perform, and record results of simple probability experiments.</u>
	b. <u>Understand and use the language of probability.</u>
05. <u>Make predictions or decisions based on data.</u>	a. <u>Make predictions based on simple experimental probabilities.</u>
	b. <u>Understand and use appropriate vocabulary.</u>

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313. FUNCTIONS AND MATHEMATICAL MODELS.

Rationale: One of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the concept of functions.</u>	a. <u>Extend patterns and identify a rule (function) that generates the pattern using whole numbers and decimals.</u>
	b. <u>Discover, describe, and extend patterns by using manipulatives and pictorial representations.</u>
	c. <u>Use mathematical models to show change in real context.</u>
	d. <u>Understand and use appropriate vocabulary.</u>
02. <u>Apply functions to a variety of problems.</u>	a. <u>Use patterns to represent and solve simple problems.</u>

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3164. --3195. (RESERVED).

316. MATHEMATICS STANDARDS - GRADE 6, SECTIONS 317 THROUGH 323.

317. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.

Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in context so the learner perceives them as tools for solving problems.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand and use numbers.</u>	a. <u>Read, write, order, and compare whole numbers, fractions, and decimals.</u>
	b. <u>Understand the use of fractions and decimals and their interrelationship.</u>
	c. <u>Expand the use of decimals and fractions to explore the use of percents and ratios.</u>
	d. <u>Show a sense of magnitudes and relative magnitudes of real numbers (whole numbers, fractions, decimals).</u>

Standard - The student will:	Content Knowledge and Skills:
	<p>e. <u>Develop and apply number theory concepts [prime, composite, Greatest Common Factor (GCF), Lowest Common Multiple (LCM), prime factorization].</u></p> <p>f. <u>Explore the use of integers in real-world situations.</u></p>
02. <u>Perform computations accurately.</u>	<p>a. <u>Consistently and accurately multiply and divide whole numbers.</u></p> <p>b. <u>Add, subtract, multiply, and divide decimals.</u></p> <p>c. <u>Add and subtract fractions with unlike denominators and simplify as necessary.</u></p> <p>d. <u>Instantly recall basic multiplication and division facts from a 12 x 12 Times Table.</u></p> <p>e. <u>Evaluate numerical expressions using the order of operations.</u></p> <p>f. <u>Explore the use of exponents.</u></p> <p>g. <u>Explore multiplication and division of fractions.</u></p> <p>h. <u>Select and use an appropriate method of computation from mental math, paper and pencil, calculator, or a combination of the three.</u></p> <p>i. <u>Use appropriate vocabulary.</u></p>
03. <u>Estimate and judge reasonableness of results.</u>	<p>a. <u>Use estimation to predict computation results.</u></p> <p>b. <u>Recognize when estimation is appropriate and understand the usefulness of an estimate as distinct from an exact answer.</u></p> <p>c. <u>Determine whether a given estimate is an overestimate or underestimate.</u></p> <p>d. <u>Use appropriate vocabulary.</u></p>

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318. MATHEMATICAL REASONING AND PROBLEM SOLVING.

Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand and use a variety of problem-solving skills.</u>	<p>a. <u>Use a variety of strategies to compute problems drawn from real-world situations.</u></p> <p>b. <u>Solve problems using the 4-step process of problem solving (explore, plan, solve, examine).</u></p> <p>c. <u>Make predictions and decisions based on information.</u></p>
02. <u>Use reasoning skills to recognize problems and express them mathematically.</u>	<p>a. <u>Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning and concepts.</u></p> <p>b. <u>Apply solutions and strategies to new problem situations.</u></p>

Standard - The student will:	Content Knowledge and Skills:
	c. <u>Formulate conjectures and discuss why they must be or seem to be true.</u>
03. <u>Apply appropriate technology and models to find solutions to problems.</u>	a. <u>Understand the purpose and capabilities of appropriate technology use as a tool to solve problems.</u>
	b. <u>Use computer applications to display and manipulate data.</u>
	c. <u>Select appropriate models to represent mathematical ideas.</u>
04. <u>Communicate results using appropriate terminology and methods.</u>	a. <u>Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to communicate mathematical information.</u>
	b. <u>Use appropriate vocabulary to communicate mathematical information.</u>
	c. <u>Use appropriate notation.</u>

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319. CONCEPTS AND PRINCIPLES OF MEASUREMENT.

Rationale: The first step in scientific investigation is understanding the measurable attributes of objects.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand and use U.S. customary and metric measurements.</u>	a. <u>Select and use appropriate units and tools to make formal measurements in both systems.</u>
	b. <u>Apply estimation of measurement to real-world and content problems using actual measuring devices.</u>
	c. <u>Recognize the differences and relationships between perimeter and area in both systems.</u>
	d. <u>Solve problems involving length, perimeter, area, weight, mass, and temperature.</u>
	e. <u>Convert unit of measurement within each system.</u>
	f. <u>Apply understanding of relationships to solve real-world problems related to time.</u>
	g. <u>Use appropriate vocabulary.</u>
02. <u>Apply concepts of rates and other derived or indirect measurements.</u>	a. <u>Explore the use of rates to make indirect measurements.</u>
03. <u>Apply the concepts of ratios and proportions.</u>	a. <u>Explore the use of proportions, ratios, and scales.</u>
04. <u>Apply dimensional analysis.</u>	a. <u>Understand units and their relationship to one another and to real-world applications.</u>

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OLD SECTIONS 320 THROUGH 325 HAVE BEEN RENUMBERED AND MOVED TO SECTIONS 501 THROUGH 506.

320. CONCEPTS AND LANGUAGE OF ALGEBRA.

Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Use algebraic symbolism as a tool to represent mathematical relationships.</u>	a. <u>Explore the meaning and use of variables in simple expressions and equations.</u>
	b. <u>Translate simple word statements and story problems into algebraic equations.</u>
	c. <u>Use symbols (<, >, =) to express relationships.</u>
02. <u>Evaluate algebraic expressions.</u>	a. <u>Explore and use the following properties in evaluating mathematical and algebraic expressions: commutative, associative, identity, zero, inverse, and distributive.</u>
	b. <u>Explore the order of operations.</u>
03. <u>Solve algebraic equations and inequalities.</u>	a. <u>Solve one-step equations using inverse operations with whole numbers.</u>

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OLD SECTIONS 320 THROUGH 329 HAVE BEEN RENUMBERED AND MOVED TO SECTIONS 501 THROUGH 508.

321. CONCEPTS AND PRINCIPLES OF GEOMETRY.

Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Apply concepts of size, shape, and spatial relationships.</u>	a. <u>Precisely describe, classify, and understand relationships among types of one-, two-, and three-dimensional objects using their defining properties.</u>
	b. <u>Construct and measure various angles and shapes using appropriate tools.</u>
	c. <u>Apply fundamental concepts, properties, and relationships among points, lines, angles, and shapes.</u>
	d. <u>Recognize and apply congruence, similarities, and symmetry of shapes.</u>
	e. <u>Develop and apply formulas for perimeter, circumference, and area to triangles, quadrilaterals, and circles.</u>
	f. <u>Explore the relationship between two- and three-dimensional objects.</u>
	g. <u>Explore reflections, translations, and rotations on various shapes.</u>

Standard - The student will:	Content Knowledge and Skills:
	h. Use appropriate vocabulary.
02. Apply graphing in two dimensions.	a. Identify and plot points on a coordinate plane.

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322. DATA ANALYSIS, PROBABILITY AND STATISTICS.

Rationale: With society's expanding use of data for prediction and decision making, it is important that students develop an understanding of the concepts and processes used in analyzing data.

Standard - The student will:	Content Knowledge and Skills:
01. Understand data analysis.	a. Read and interpret tables, charts, and graphs (line graphs, bar graphs, frequency lines or line plots, and circle graphs).
	b. Explain and justify conclusions drawn from tables, charts, and graphs.
	c. Understand and use appropriate vocabulary.
02. Collect, organize, and display data.	a. Collect, organize, and display data with appropriate notation in tables, charts, and graphs (line graphs, bar graphs, frequency lines or line plots, and circle graphs).
03. Apply simple statistical measurements.	a. Find measures of central tendency - mean, median, and mode - with simple sets of data.
	b. Determine the range of a set of data.
04. Understand basic concepts of probability.	a. Predict, perform, and record results of simple probability experiments.
	b. Understand and use the language of probability.
05. Make predictions or decisions based on data.	a. Make predictions based on simple experimental probabilities.
	b. Understand and use appropriate vocabulary.

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323. FUNCTIONS AND MATHEMATICAL MODELS.

Rationale: One of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.

Standard - The student will:	Content Knowledge and Skills:
01. Understand the concept of functions.	a. Extend patterns and identify a rule (function) that generates the pattern using whole numbers, decimals, and fractions.
	b. Discover, describe, and extend patterns by using manipulatives and pictorial representations.
	c. Use mathematical models to show change in real context.
	d. Understand and use appropriate vocabulary.
02. Apply functions to a variety of problems.	a. Use patterns and functions to represent and solve simple problems.

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324. -- 325. (RESERVED).

326. **MATHEMATICS STANDARDS - GRADE 7, SECTIONS 327 THROUGH 333.**

327. **BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.**

Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in context so the learner perceives them as tools for solving problems.

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use numbers.	<p>a. Read, write, order, and compare real numbers (integers, fractions, decimals) and absolute values.</p> <p>b. Expand the use of percents and ratios to solve problems.</p> <p>c. Show a sense of magnitudes and relative magnitudes of real numbers (integers, fractions, decimals).</p> <p>d. Develop and apply number theory concepts.</p> <p>e. Understand the position of rational numbers on a number line.</p>
02. Perform computations accurately.	<p>a. Add, subtract, multiply, and divide fractions and decimals.</p> <p>b. Evaluate numerical expressions using the order of operations.</p> <p>c. Explore the use of exponents.</p> <p>d. Explore basic operations with integers.</p> <p>e. Select and use an appropriate method of computation from mental math, paper and pencil, calculator, or a combination of the three.</p> <p>f. Use appropriate vocabulary.</p>
03. Estimate and judge reasonableness of results.	<p>a. Use estimation to predict computation results.</p> <p>b. Recognize when estimation is appropriate and understand the usefulness of an estimate as distinct from an exact answer.</p> <p>c. Determine whether a given estimate is an overestimate or underestimate.</p> <p>d. Use appropriate vocabulary.</p>

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328. **MATHEMATICAL REASONING AND PROBLEM SOLVING.**

Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards.

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use a variety of problem-solving skills.	<p>a. Use a variety of strategies including common mathematical formulas to compute problems drawn from real-world situations.</p> <p>b. Recognize pertinent information for problem solving.</p> <p>c. Make predictions and decisions based on information.</p>

Standard - The student will:	Content Knowledge and Skills:
02. <u>Use reasoning skills to recognize problems and express them mathematically.</u>	a. <u>Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning and concepts.</u>
	b. <u>Apply solutions and strategies to new problem situations.</u>
	c. <u>Formulate conjectures and discuss why they must be or seem to be true.</u>
03. <u>Apply appropriate technology and models to find solutions to problems.</u>	a. <u>Understand the purpose and capabilities of appropriate technology use as a tool to solve problems.</u>
	b. <u>Use computer applications to display and manipulate data.</u>
	c. <u>Select appropriate models to represent mathematical ideas.</u>
04. <u>Communicate results using appropriate terminology and methods.</u>	a. <u>Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to communicate mathematical information.</u>
	b. <u>Use appropriate vocabulary to communicate mathematical information.</u>
	c. <u>Use appropriate notation.</u>

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329. CONCEPTS AND PRINCIPLES OF MEASUREMENT.

Rationale: The first step in scientific investigation is understanding the measurable attributes of objects.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand and use U.S. customary and metric measurements.</u>	a. <u>Select and use appropriate units and tools to make formal measurements in both systems.</u>
	b. <u>Apply estimation of measurement to real-world and content problems using actual measuring devices.</u>
	c. <u>Recognize the differences and relationships among measures of perimeter, area, and volume (capacity) in both systems.</u>
	d. <u>Solve problems involving length, perimeter, area, volume (capacity), weight, mass, and temperature.</u>
	e. <u>Convert unit of measurement within each system.</u>
	f. <u>Use appropriate vocabulary.</u>
02. <u>Apply concepts of rates and other derived or indirect measurements.</u>	a. <u>Develop the use of rates to make indirect measurements.</u>
03. <u>Apply the concepts of ratios and proportions.</u>	a. <u>Develop the use of proportions, ratios, and scales.</u>
04. <u>Apply dimensional analysis.</u>	a. <u>Understand units and their relationship to one another and to real-world applications.</u>

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OLD SECTIONS 330 THROUGH 335 HAVE BEEN RENUMBERED AND MOVED TO SECTIONS 493 THROUGH 498.

330. CONCEPTS AND LANGUAGE OF ALGEBRA.

Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Use algebraic symbolism as a tool to represent mathematical relationships.</u>	a. <u>Develop the use of variables in simple expressions and equations.</u>
	b. <u>Translate simple word statements and story problems into algebraic expressions and equations.</u>
	c. <u>Use symbols (<, >, =, <, >, ≠) to express relationships.</u>
02. <u>Evaluate algebraic expressions.</u>	a. <u>Develop an understanding of using the following properties in evaluating mathematical and algebraic expressions: commutative, associative, identity, zero, inverse, and substitution.</u>
	b. <u>Understand and use the order of operations in evaluating basic algebraic expressions.</u>
03. <u>Solve algebraic equations and inequalities.</u>	a. <u>Solve one-step equations using inverse operations.</u>
	b. <u>Explore solutions of simple one-step equations using negative numbers.</u>
	c. <u>Explore graphical representation to show simple linear equations.</u>

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331. CONCEPTS AND PRINCIPLES OF GEOMETRY.

Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Apply concepts of size, shape, and spatial relationships.</u>	a. <u>Precisely describe, classify, and understand relationships among types of one-, two-, and three-dimensional objects using their defining properties.</u>
	b. <u>Construct and measure various angles and shapes using appropriate tools.</u>
	c. <u>Apply fundamental concepts, properties, and relationships among points, lines, planes, angles, and shapes.</u>
	d. <u>Recognize and apply congruence, similarities, and symmetry of shapes.</u>
	e. <u>Apply formulas for perimeter, circumference, and area to triangles, quadrilaterals, and circles.</u>
	f. <u>Explore the concept of surface area and volume (capacity).</u>

Standard - The student will:	Content Knowledge and Skills:
	g. Explore and model the effects of reflections, translations, and rotations on various shapes.
	h. Use appropriate vocabulary.
02. Apply the geometry of right triangles.	a. Explore right triangle geometry.
03. Apply graphing in two dimensions.	a. Identify and plot points on a coordinate plane.

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332. DATA ANALYSIS, PROBABILITY AND STATISTICS.

Rationale: With society's expanding use of data for prediction and decision-making, it is important that students develop an understanding of the concepts and processes used in analyzing data.

Standard - The student will:	Content Knowledge and Skills:
01. Understand data analysis.	a. Read and interpret tables, charts, and graphs (scatter plots, line graphs, bar graphs, pie charts).
	b. Explain and justify conclusions drawn from tables, charts, and graphs.
	c. Understand and use appropriate vocabulary.
02. Collect, organize, and display data.	a. Collect, organize, and display data with appropriate notation in tables, charts, and graphs (scatter plots, line graphs, bar graphs, pie charts).
03. Apply simple statistical measurements.	a. Understand and use the measures of central tendency - mean, median, and mode - with simple sets of data.
	b. Explore the significance of range, frequency, and informal distribution.
03. Understand basic concepts of probability.	a. Predict, perform, and record results of simple probability experiments.
	b. Understand and use the language of probability.
	c. Recognize equally likely outcomes.
04. Make predictions or decisions based on data.	a. Make predictions based on simple experimental and theoretical probabilities.
	b. Understand and use appropriate vocabulary.

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333. FUNCTIONS AND MATHEMATICAL MODELS.

Rationale: One of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.

Standard - The student will:	Content Knowledge and Skills:
01. Understand the concept of functions.	a. Extend patterns and identify a rule (function) that generates the pattern using real numbers.

Standard - The student will:	Content Knowledge and Skills:
	<p>b. <u>Use functional relationships to explain how a change in one quantity results in a change in another.</u></p> <p>c. <u>Understand and use appropriate vocabulary.</u></p>
<p>02. <u>Represent equations, inequalities, and functions in a variety of formats.</u></p>	<p>a. <u>Represent a simple set of data in a table, as a graph, and as a mathematical relationship.</u></p>
<p>03. <u>Apply functions to a variety of problems.</u></p>	<p>a. <u>Use patterns and functions to represent and solve problems.</u></p>

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3364. -- 34935. (RESERVED).

336. MATHEMATICS STANDARDS - GRADE 8, SECTIONS 337 THROUGH 343.

337. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.

Rationale: An understanding of numbers and how they are used is necessary in the everyday world. Computational skills and procedures should be developed in context so the learner perceives them as tools for solving problems.

Standard - The student will:	Content Knowledge and Skills:
<p>01. <u>Understand and use numbers.</u></p>	<p>a. <u>Read, write, order, and compare real numbers (integers, fractions, decimals, percents, ratios) and absolute values.</u></p>
	<p>b. <u>Understand and use real numbers, both rational and irrational.</u></p>
	<p>c. <u>Show a sense of magnitudes and relative magnitudes of real numbers (integers, fractions, decimals) using scientific notation and exponential numbers.</u></p>
	<p>d. <u>Develop and apply number theory concepts.</u></p>
	<p>e. <u>Understand the position of real numbers on a number line.</u></p>
<p>02. <u>Perform computations accurately.</u></p>	<p>a. <u>Consistently and accurately add, subtract, multiply, and divide rational numbers.</u></p>
	<p>b. <u>Instantly recall common equivalent fractions, decimals, and percents.</u></p>
	<p>c. <u>Evaluate numerical expressions using the order of operations.</u></p>
	<p>d. <u>Understand and use exponents.</u></p>
	<p>e. <u>Select and use an appropriate method of computation from mental math, paper and pencil, calculator, or a combination of the three.</u></p>
	<p>f. <u>Use appropriate vocabulary.</u></p>

Standard - The student will:	Content Knowledge and Skills:
03. Estimate and judge reasonableness of results.	a. Use estimation to predict computation results.
	b. Recognize when estimation is appropriate and understand the usefulness of an estimate as distinct from an exact answer.
	c. Determine whether a given estimate is an overestimate or underestimate.
	d. Use appropriate vocabulary.

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338. MATHEMATICAL REASONING AND PROBLEM SOLVING.

Rationale: These processes are essential to all mathematics and must be incorporated in all other mathematics standards.

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use a variety of problem-solving skills.	a. Use a variety of strategies, including common mathematical formulas to compute problems drawn from real-world situations.
	b. Recognize pertinent information for problem solving.
	c. Make predictions and decisions based on information.
02. Use reasoning skills to recognize problems and express them mathematically.	a. Use a variety of methods, such as words, numbers, symbols charts, graphs, tables, diagrams, and models, to explain mathematical reasoning and concepts.
	b. Apply solutions and strategies to new problem situations.
	c. Formulate conjectures and justify (short of formal proof) why they must be or seem to be true.
03. Apply appropriate technology and models to find solutions to problems.	a. Understand the purpose and capabilities of appropriate technology use as a tool to solve problems.
	b. Use computer applications to display and manipulate data.
	c. Select appropriate models to represent mathematical ideas.
04. Communicate results using appropriate terminology and methods.	a. Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to communicate mathematical information.
	b. Use appropriate vocabulary to communicate mathematical information.
	c. Use appropriate notation.

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339. CONCEPTS AND PRINCIPLES OF MEASUREMENT.

Rationale: The first step in scientific investigation is understanding the measurable attributes of objects.

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use U.S. customary and metric measurements.	a. Select and use appropriate units and tools to make formal measurements using both systems.
	b. Apply estimation of measurement to real-world and content problems using actual measuring devices.
	c. Recognize the differences and relationships among measures of perimeter, area, and volume (capacity) in both systems.
	d. Solve problems involving length, perimeter, area, volume (capacity), weight, mass, and temperature.
	e. Convert unit of measurement within each system.
	f. Use appropriate vocabulary.
02. Apply concepts of rates and other derived or indirect measurements.	a. Use rates to make indirect measurements.
03. Apply the concepts of ratios and proportions.	a. Understand and use proportions, ratios, and scales.
04. Apply dimensional analysis.	a. Understand units and their relationship to one another and to real-world applications.

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340. CONCEPTS AND LANGUAGE OF ALGEBRA.

Rationale: Algebra is the language of mathematics and science. Through the use of variables and operations, algebra allows students to form abstract models from contextual information.

Standard - The student will:	Content Knowledge and Skills:
01. Use algebraic symbolism as a tool to represent mathematical relationships.	a. Understand and use variables in expressions, equations, and inequalities.
	b. Translate simple word statements and story problems into algebraic expressions and equations.
	c. Use symbols (<, >, =, <, >, ≠) to express relationships.
02. Evaluate algebraic expressions.	a. Understand and use the following properties in evaluating algebraic expressions: commutative, associative, identity, zero, inverse, distributive, and substitution.
	b. Understand and use the order of operations in evaluating basic algebraic expressions.
	c. Simplify algebraic expressions.
03. Solve algebraic equations and inequalities.	a. Solve one- and two-step equations and inequalities using inverse operations.
	b. Explore graphical representation to show simple linear equations.

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341. CONCEPTS AND PRINCIPLES OF GEOMETRY.

Rationale: The study of geometry helps students represent and make sense of the world by discovering relationships and developing spatial sense.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Apply concepts of size, shape, and spatial relationships.</u>	a. <u>Precisely describe, classify, and understand, relationships among types of one-, two-, and three-dimensional objects using their defining properties.</u>
	b. <u>Construct and measure various angles and shapes using appropriate tools.</u>
	c. <u>Understand and apply fundamental concepts, properties, and relationships among points, lines, planes, angles, and shapes.</u>
	d. <u>Recognize and apply congruence, similarities, and symmetry of shapes.</u>
	e. <u>Apply formulas for perimeter, circumference, and area to polygons and circles.</u>
	f. <u>Understand the concept of surface area and volume (capacity).</u>
	g. <u>Explore and model the effects of reflections, translations, and rotations on various shapes.</u>
	h. <u>Use appropriate vocabulary.</u>
02. <u>Apply the geometry of right triangles.</u>	a. <u>Investigate right triangle geometry using the Pythagorean Theorem.</u>
03. <u>Apply graphing in two dimensions.</u>	a. <u>Use the coordinate plane as it relates to real-world applications.</u>

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342. DATA ANALYSIS, PROBABILITY AND STATISTICS.

Rationale: With society's expanding use of data for prediction and decision-making, it is important that students develop an understanding of the concepts and processes used in analyzing data.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand data analysis.</u>	a. <u>Analyze and interpret tables, charts, and graphs (scatter plots, line graphs, bar graphs, pie charts).</u>
	b. <u>Explain and justify conclusions drawn from tables, charts, and graphs.</u>
	c. <u>Understand and use appropriate vocabulary.</u>
02. <u>Collect, organize, and display data.</u>	a. <u>Collect, organize, and display data with appropriate notation in tables, charts, and graphs (scatter plots, line graphs, bar graphs, pie charts).</u>
03. <u>Apply simple statistical measurements.</u>	a. <u>Choose and calculate the appropriate measure of central tendency - mean, median, and mode.</u>
	b. <u>Explore the significance of range, frequency, and informal distribution.</u>

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
04. <u>Understand basic concepts of probability.</u>	a. <u>Model situations of probability using simulations.</u>
	b. <u>Understand and use the language of probability.</u>
	c. <u>Recognize equally likely outcomes.</u>
05. <u>Make predictions or decisions based on data.</u>	a. <u>Make predictions based on experimental and theoretical probabilities.</u>
	b. <u>Understand and use appropriate vocabulary.</u>
	c. <u>Conduct statistical experiments and interpret results using tables, charts, or graphs.</u>

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343. FUNCTIONS AND MATHEMATICAL MODELS.

Rationale: One of the central themes of mathematics is the study of patterns, relationships, and functions. Exploring patterns helps students develop mathematical power.

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. <u>Understand the concept of functions.</u>	a. <u>Extend patterns and identify a rule (function) that generates the pattern using real numbers.</u>
	b. <u>Use functional relationships to explain how a change in one quantity results in a change in another.</u>
	c. <u>Understand and use appropriate vocabulary.</u>
02. <u>Represent equations, inequalities, and functions in a variety of formats.</u>	a. <u>Represent a set of data in a table, as a graph, and as a mathematical relationship.</u>
03. <u>Apply functions to a variety of problems.</u>	a. <u>Use patterns and functions to represent and solve problems.</u>

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344. -- 345. (RESERVED).

~~250346. MATHEMATICS STANDARDS - GRADES 9 THROUGH 12, SECTIONS 347 THROUGH 353.~~

~~The language of mathematics is a powerful tool for exploring, explaining, and understanding the universe. Proficiency in using mathematics is vital to citizens of an increasingly technological society. When students exit high school they will be able to use mathematics to solve problems in real world situations. Students will apply mathematics across disciplines, using appropriate technology in applying and communicating their strategies and solutions. Appropriate technology may include paper and pencil, graph paper, simple calculators, graphing calculators, computers and spreadsheets, or specialized software. A glossary of mathematical terms can be found in Section 216.~~

~~Note: The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of application. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.~~ (4-5-00)

~~251~~347. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.

<i>Content Standard – The student will:</i>	<i>Content Knowledge and Skills:</i>	<i>Samples of Applications:</i>
01. Understand and use numbers.	a. Understand and use positive and negative numbers, fractions, decimals, percentages, and scientific notations.	i. Use positive and negative numbers (credits and debits) in accounting. ii. Use fractions when mixing solutions, in measuring with a ruler, or in recipes. iii. Use decimals in computing gas mileage or in measuring with a micrometer. iv. Use percentages when computing sales tax, tips, or commissions. v. Use scientific notation when working with very large or small numbers, such as distance in outer space or microscopic scales.
	b. Understand properties of the real number system.	i. Analyze real number relationships based on the position of numbers on a number line (e.g., using relative magnitude, absolute value). ii. Explain why the set of even numbers is closed under addition and the set of odd numbers is not.
	c. Understand properties of roots, exponents, and logarithms.	i. Plot exponential growth using log-scale graph paper.
	d. Use number theory concepts (e.g., divisibility rules, factors, multiples, primes) to solve problems.	i. Find the largest size square tile that you could use to tile two rooms of different dimensions using only whole tile.
02. Perform computations accurately.	a. Use the proper order of operations. Perform operations with real numbers.	i. Use mental math to determine correct change. ii. Balance a checkbook. iii. Find the average of a set of data.
	b. Use graphs, matrices, and sequences to represent and solve problems.	i. Compute compound interest from the number of compounding periods, principal, and annual interest rate. ii. Use a matrix to adjust a recipe for six to serve crowds of 20, 30, and 40.
03. Estimate and judge reasonableness of results.	a. Apply number sense to every day situations.	i. Estimate how much lumber you need to build a deck. ii. Estimate how much you can afford to borrow on a loan given the interest rate. iii. Estimate driving time to a given destination.

(4-5-00)()

~~252~~348. MATHEMATICAL REASONING AND PROBLEM SOLVING.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use a variety of problem-solving skills.	a. Use a variety of methods, including common mathematical formulas, to solve problems drawn from daily life.	<i>i. Determine the payment required on a loan. ii. Compute the amount of wallpaper, paint, or curtains needed in your kitchen, bath or bedroom. iii. Determine the amount of paint needed to paint a house.</i>
02. Use reasoning skills to recognize problems and express them mathematically.	a. Use inductive and deductive reasoning to set up a problem.	<i>i. Write a paragraph explaining a solution to a problem.</i>
	b. Use logic to make mathematical proofs.	<i>i. Prove a corner is square using the Pythagorean Theorem.</i>
	c. Make and evaluate logical arguments.	<i>i. Explain why it is not possible to divide by zero.</i>
03. Apply appropriate technology and models to find solutions to problems.	a. Understand the purpose and capabilities of appropriate technology.	<i>i. Use graphing calculators to fit curves to data. ii. Use computers for manufacturing process control.</i>
	b. Understand the nature and use of mathematical models.	<i>i. Set up a spreadsheet to model financial or statistical problems.</i>
04. Communicate results using appropriate terminology and methods.	a. Select the appropriate means to communicate mathematical information.	<i>i. Create charts or graphs to represent demographic data.</i>
		<i>ii. Plot the graph of a function based on experimental data.</i>
		<i>iii. Use a control chart to determine whether a change is needed in a manufacturing process.</i>
		<i>iv. Determine whether a table, pie chart, or bar graph best communicates a set of data.</i>

(4-5-00)()

253349. CONCEPTS AND PRINCIPLES OF MEASUREMENT.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use <u>U.S.</u> customary and metric measurements.	a. Determine length, area, capacity, weight, time, and temperature, with appropriate units.	<i>i. Measure the length of a board to the nearest sixteenth of an inch. ii. Determine the volume of an aquarium in liters.</i>
02. Apply concepts of rates and other derived or indirect measurements.	a. Understand equivalent units, comparable units, and conversions.	<i>i. Compute speed such as kilometers per hour.</i>
		<i>ii. Compute gas consumption in miles per gallon.</i>
		<i>iii. Calculate snow load on a roof in pounds per square foot.</i>
		<i>iv. Compute the percentage of body fat.</i>

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
03. Apply the concepts of ratios and proportions.	a. Understand and use proportions, ratios, and scaling.	i. Build and use scale models. ii. Determine distance from map scale. iii. Determine the mechanical advantage of levers or gears. iv. Calculate size limitations based on strength of materials. v. Calculate amounts of concentrated ingredients needed for a specified mixture.
04. Apply dimensional analysis.	a. Understand units and their relationship to one another and to real world applications.	i. Check reasonableness of a calculation based on the resulting units. ii. Convert miles per hour to seconds per mile.
05. Perform error analysis.	a. Understand tolerance, precision, and their applications.	i. Explain how the error in computing the area of a rectangle depends on the errors in measuring its length and width. ii. Calculate error introduced by uncalibrated laboratory equipment.
	b. Understand that error accumulates in a computation when there is rounding at intermediate steps.	i. Determine the amount of money lost by a restaurant if portions are too large.

(4-5-00)()

OLD SECTIONS 350 THROUGH 358 HAVE BEEN RENUMBERED AND MOVED TO SECTIONS 647 THROUGH 655.

~~254~~350. CONCEPTS AND LANGUAGE OF ALGEBRA.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Use algebraic symbolism as a tool to represent mathematical relationships.	a. Understand and use variables, expressions, equations and inequalities.	i. Represent FICA as a percentage of gross salary. ii. Model voltage, current, and resistance in electrical circuits. iii. Express the formula for determining the amount of concentrate needed to make a diluted solution.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
02. Evaluate algebraic expressions.	a. Understand and use procedures for operating on algebraic expressions.	<ul style="list-style-type: none"> <i>i.</i> Calculate gas mileage from distance traveled and gallons used. <i>ii.</i> Determine sales tax plus tip to compute the final bill in a restaurant. <i>iii.</i> Determine the monthly payment on a loan given the amount borrowed, term, and interest rate. <i>iv.</i> Find the value of an annuity given the payment, interest rate, and number of years.
03. Solve algebraic equations and inequalities.	a. Understand and use appropriate procedures to solve linear equations and inequalities such as $3x - 4 = 2$ or $3x - 4 > 2$.	<ul style="list-style-type: none"> <i>i.</i> Convert temperatures between Fahrenheit and Celsius. <i>ii.</i> Determine the rate per kilowatt hour in a utility bill given the amount charged and kWh used for two data points. <i>iii.</i> Solve time-rate-distance problems.
	b. Use appropriate procedures to simplify and solve polynomial equations and inequalities such as $x^2 + 3x = 7$ or $x^2 + 3x \leq 7$.	<ul style="list-style-type: none"> <i>i.</i> Solve braking and acceleration problems for automobiles. <i>ii.</i> Find trajectories for falling objects such as baseballs or arrows. <i>iii.</i> Determine how area scales in relation to side length.
04. Solve simple linear systems of equations or inequalities.	a. Understand and use appropriate procedures to solve simple linear systems of equations and inequalities such as $x + y = 7$ $2x + 3y = 21$ or $x + y < 7$ $2x + 3y > 21$.	<ul style="list-style-type: none"> <i>i.</i> Do break-even analysis given linear supply and demand. Solve mixture problems. <i>ii.</i> Use linear programming to find feasible regions for manufacturing processes.

(4-5-00)(_____)

255351. CONCEPTS AND PRINCIPLES OF GEOMETRY.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Apply concepts of size, shape, and spatial relationships.	a. Understand congruence and similarity as they apply to reflection, rotation, and translation.	<ul style="list-style-type: none"> <i>i.</i> Determine the amount of carpet needed for an irregularly shaped room. <i>ii.</i> Determine the amount of concrete needed for a foundation or driveway. <i>iii.</i> Determine how to lay out the pieces when making a quilt.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
	b. Understand scaling as it relates to size variations in one, two, and three-dimensional objects, while shape is maintained.	<i>i.</i> Create scale models of buildings. ii. Create a drawing to scale of a geometric figure.
02. Apply the geometry of right triangles.	a. Understand the basic concepts of right triangle trigonometry (e.g., basic trigonometry ratios such as sine, cosine, and tangent).	<i>i.</i> Find the center of a circle using inscribed right triangles. ii. Define the tangent, sine, and cosine ratios for an acute angle in a right triangle.
	b. Use trigonometric ratio methods to solve problems.	<i>i.</i> Determine the pitch of a roof from its width and the length of the rafters. ii. Measure the height of a tree from the length of its shadow using elementary trigonometry.
	c. Know and apply the Pythagorean Theorem to solve real world problems.	<i>i.</i> Determine whether a corner is square using the "3-4-5" right triangle.
03. Apply graphing in two dimensions.	a. Understand concepts of the Cartesian Coordinate System.	<i>i.</i> Graph linear equations and inequalities. ii. Rotate solutions to inequalities using a graphing calculator. iii. Represent experimental data with graphs. iv. Use computer assisted drafting and design.
	b. Understand the characteristics and uses of vectors.	<i>i.</i> Determine the relative velocity of boat moving upstream in a river. ii. Determine the force necessary to prevent a barrel from rolling down an incline.

(4-5-00)()

256352. DATA ANALYSIS, PROBABILITY, AND STATISTICS.

Content Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand data analysis.	a. Read and interpret tables, charts, and graphs (e.g., scatter plots, line graphs, three three-dimensional graphs, and pie charts).	<i>i.</i> Analyze and interpret bar graphs and pie charts in magazines or newspapers. ii. Use topographical maps. iii. Choose the line of best fit from a scatter plot of heights and weights.
02. Collect, organize, and display data.	a. Collect and organize data, and display the data in tables, charts, and graphs (e.g., scatter diagrams, frequency tables, bar graphs, or pie charts).	<i>i.</i> Conduct a survey of product preferences. ii. Collect data for surveying land. iii. Represent demographic data graphically. iv. Collect and display data for a financial audit.

Content Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
03. Apply simple statistical measurements.	a. Understand basic statistical concepts including mean (average), median, mode, range, and standard deviation.	<i>i.</i> Compute average grade in a class. <i>ii.</i> Explain the differences between the mean and median prices of new homes. <i>iii.</i> Understand how standard deviation applies to quality control.
04. Understand basic concepts of probability.	a. Understand experimental and theoretical probability.	<i>i.</i> Analyze card games, dice games, and lotteries as chance events.
	b. Distinguish between independent and dependent events.	<i>i.</i> Determine the probability of having an accident using past accident data.
	c. Know that probability ranges from 0% to 100%. Understand randomness and chance.	<i>i.</i> Explain what the weatherman means by “35% chance of rain tomorrow.”
05. Make predictions or decisions based on data.	a. Use appropriate technology to employ simulation techniques, curve fitting, correlation, and graphical models to make predictions or decisions based on data.	<i>i.</i> Predict population trends using mathematical models. <i>ii.</i> Predict economic trends from economic models.
	b. Design, conduct, and interpret results of statistical experiments.	<i>i.</i> Predict a team’s final win/loss record at mid-season. <i>ii.</i> Use data from a manufacturing process to determine whether the process is out of control.
	c. Analyze the effect of biased data on statistical predictions.	<i>i.</i> Select a non-random sample from a student population and examine inherent bias.

(4-5-00)()

257353. FUNCTIONS AND MATHEMATICAL MODELS.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the concept of functions.	a. Solve problems that involve varying quantities with variables, expressions, equations, inequalities, and absolute values.	<i>i.</i> Explain how a power bill depends on the amount of electricity used. <i>ii.</i> Explain how the amount of the sales tax depends on the cost of an item. <i>iii.</i> Identify domain and range in an income tax table.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
02. Represent equations, inequalities and functions in a variety of formats.	a. Represent a set of data in a table, as a graph, and as a mathematical relationship.	i. Use function formulas with paper and pencil, program function formulas into graphing calculators, or input function formulas into spreadsheets. ii. Display function graphs on graph paper, graphing calculators, or computer displays. iii. Display experimental data in a table.
03. Apply functions to a variety of problems.	a. Model real-world phenomena using polynomial, rational, and basic exponential functions, noting restricted domains.	i. Represent revenue as a function of items sold. ii. Model crop yield as a function of fertilizer used. iii. Illustrate velocity as a function of time. iv. Model gross income as a function of years of education. v. Investigate the growth of a population versus the birthrate.

(4-5-00)

354. -- 363. (RESERVED).

364. SOCIAL STUDIES STANDARDS.

Standards for Critical Thinking and Analytical Skills as well as standards for Evolution of Democracy are listed separately and intended to apply to all social studies courses. ()

01. U.S. History. These United States History standards, organized thematically, are based on the assumption and expectation that knowledge of history is a precondition of political intelligence. Without historical literacy, our students have no understanding of the past as it relates to the present and shapes the future. The key skills and knowledge students must acquire and develop in U. S. History include: the understanding that history as a discipline in a democratic society is based on the Jeffersonian principle that the most effective means to prevent the perversion of power into tyranny is to maintain an educated population; an understanding that history is an interaction between the events of the past and the perspectives of the present; an understanding that history requires the critical analysis of cause and effect and the organization of events both chronologically and thematically; and an understanding that history is created by people making decisions in the face of a variety of factors including, but not limited to, considerations of geography, politics, economics, and culture. ()

02. Government/Civics. The goal of education in government and civics is informed, responsible participation in political life by competent citizens committed to the fundamental values and principles upon which American society is based. Ultimately, a free society must rely on the knowledge, skills, and virtue of its citizens and those elected to public office. Civic education, therefore, is essential to the preservation and improvement of American representative government. ()

“I know of no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion.” Thomas Jefferson (1820). ()

03. Economics. The elements of economics transcend several disciplines of study. The analytical study of the unique issues of economics will enable students to understand and appreciate the forces that affect them every day -- at home, in the workplace, in the boardroom, and in the halls of government. The key skills students must develop in economics include: an ability to identify and analyze domestic and global economic problems and alternatives; collect, quantify and organize economic evidence; compare benefits and costs; recognize the essential structure of business; and investigate the consequences of change in economic conditions and public policies. The skills learned in economics will allow students to recognize their multiple roles as consumers, business people, and

workers, enabling them to reason logically and to avoid the common errors made by individuals who do not understand sound economic principles and responsible personal financial management. ()

365. SOCIAL STUDIES STANDARDS - GRADE KINDERGARTEN, SECTIONS 366 THROUGH 378.

366. CRITICAL THINKING AND ANALYTICAL SKILLS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Acquire critical thinking and analytical skills.</u>	a. <u>Identify calendar time by days, weeks, and months.</u>
	b. <u>Speak in terms of time such as now, then, before, after, today, yesterday, tomorrow.</u>
	c. <u>Identify current events involving the community.</u>
	d. <u>Demonstrate awareness that historical events have been recorded.</u>

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367. EVOLUTION OF DEMOCRACY.

Evolution of Democracy standards do not apply at this grade level.

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368. EXPLORATION AND EXPANSION.

Exploration and Expansion standards do not apply at this grade level.

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369. MIGRATION AND IMMIGRATION.

Migration and Immigration standards do not apply at this grade level.

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370. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.</u>	a. <u>Identify different means of transportation that are used today to travel from place to place such as airplanes, boats, trains, busses, automobiles, and bicycles.</u>
	b. <u>Identify methods of travel in the past.</u>
	c. <u>Identify examples of simple machines, inventions, and technology used in the home.</u>

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371. INTERNATIONAL RELATIONS AND CONFLICTS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand significant conflicts in United States history.</u>	a. <u>Explore why we celebrate Independence Day, Veterans Day, Civil Rights Day, and Presidents Day.</u>
	b. <u>Identify history as dealing with past events and famous people such as George Washington or Martin Luther King.</u>

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372. CULTURAL AND SOCIAL DEVELOPMENT.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the cultural and social development of the United States.</u>	a. <u>Identify stories, pictures, and music of other cultures.</u>
	b. <u>Identify holidays by dates and understand that holidays commemorate special events.</u>
	c. <u>Participate in patriotic activities.</u>
	d. <u>Recognize that people celebrate in many different ways.</u>
	e. <u>Identify personal and school experiences with large seasonal changes such as summer vacation, school months, and major holidays.</u>
	f. <u>Demonstrate an understanding of own personal history as part of family, school, and neighborhood.</u>
	g. <u>Describe how people in communities help each other.</u>
	h. <u>Describe how all families have similarities and differences.</u>
	i. <u>Describe how each person is special and unique.</u>

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373. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the foundations and principles of the American political system.</u>	a. <u>Listen to stories that reflect the cultural heritage of the United States - past, present, real, and fiction.</u>
	b. <u>Participate with groups to make decisions and solve problems.</u>
	c. <u>Describe some rules and the reasons for them.</u>

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374. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the organization and formation of the American system of government.</u>	a. <u>Identify symbols of the United States such as the Flag, Pledge of Allegiance, Bald Eagle, Red, White, and Blue.</u>
	b. <u>Recite the Pledge of Allegiance.</u>
	c. <u>Develop awareness of leadership roles in the country.</u>
	d. <u>Know that the people in the United States vote for their leaders.</u>

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375. CITIZEN RESPONSIBILITIES AND RIGHTS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand that all citizens of the United States have responsibilities and rights.</u>	a. <u>Identify individuals that are helpful to people in their everyday lives such as principal, school secretary, doctor, and police officer.</u>
	b. <u>Demonstrate ways to be helpful to family, school, and community.</u>
	c. <u>Recognize that there is a need for a leadership in any society.</u>
	d. <u>Identify leadership roles in the school, neighborhood, and family.</u>
	e. <u>Show respect for the opinions, feelings, and actions of others.</u>
	f. <u>Demonstrate the ability to make choices and take responsibility for one's own actions.</u>
	g. <u>Name and show respect for the rules at home, school, and in the community.</u>

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376. ECONOMIC FUNDAMENTALS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand basic economic concepts.</u>	a. <u>Observe that all people have needs and wants.</u>
	b. <u>Recognize that people meet their needs by sharing, trading, and using money to buy goods and services.</u>
	c. <u>Describe some jobs that people do to earn money.</u>
	d. <u>Identify the people who work in the school or in the community and be aware of their products and services.</u>

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377. ECONOMIC INFLUENCES.

Economic Influences standards do not apply at this grade level.

378. GEOGRAPHY.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the spatial organizations of people, places, and environment on the earth's surface.</u>	a. <u>Identify the globe as a model of the earth.</u>
	b. <u>Distinguish between land masses and water on a globe or map.</u>
	c. <u>Identify the north and south poles on a map or globe.</u>
	d. <u>Recognize a map of the United States of America and know it is the country in which we live.</u>
	e. <u>Make and use a map of a familiar area.</u>
	f. <u>Use simple terms such as bigger, smaller, near, and far.</u>

Standard - The student will:	Content Knowledge and Skills:
02. <u>Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.</u>	a. <u>Identify the ways the four seasons affect our lives.</u>
	b. <u>Demonstrate ways to be of help to the environment and community.</u>
	c. <u>Recognize that many kinds of plants and animals live on the earth.</u>

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379. -- 380. (RESERVED).

381. SOCIAL STUDIES STANDARDS - GRADE 1, SECTIONS 382 THROUGH 394.

382. CRITICAL THINKING AND ANALYTICAL SKILLS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Acquire critical thinking and analytical skills.</u>	a. <u>Use the calendar to measure days, weeks, months, and years.</u>
	b. <u>Identify current events involving the community.</u>
	c. <u>Use correctly the terms of past, present, future, yesterday, today, and tomorrow.</u>
	d. <u>Create a timeline that shows personal experiences that take place over a period of time.</u>
	e. <u>Recognize that every person, group, and country has a story about its past and this is called its "history".</u>

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383. EVOLUTION OF DEMOCRACY.

Evolution of Democracy standards do not apply at this grade level.

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384. EXPLORATION AND EXPANSION.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the role of exploration and expansion in the development of the United States.</u>	a. <u>Know that Native American people lived on this continent before people came from Europe.</u>
	b. <u>Describe the Voyage of Columbus in 1492.</u>

()

385. MIGRATION AND IMMIGRATION.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the role of migration and immigration of people in the development of the United States.</u>	a. <u>Identify reasons why early colonists came to the New World.</u>
	b. <u>Know that the people in the local community have their origins in many areas of the world.</u>

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386. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.</u>	a. <u>Compare different types of transportation and their uses.</u>
	b. <u>Compare differences in the ways American families live today to how they lived in the past.</u>
	c. <u>Identify ways machines and technology are used in home and school.</u>

()

387. INTERNATIONAL RELATIONS AND CONFLICTS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand significant conflicts in United States history.</u>	a. <u>Explain why we celebrate Independence Day, Veterans Day, Civil Rights Day, and Presidents Day.</u>
	b. <u>Understand that some people were not free in early America.</u>

()

388. CULTURAL AND SOCIAL DEVELOPMENT.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the cultural and social development of the United States.</u>	a. <u>Recognize that each person belongs to many groups (family, school, friends, neighborhood, community, nation).</u>
	b. <u>Describe how people's appearances are alike and different, creating diversity among the American population.</u>
	c. <u>Explain how families vary in structure and size.</u>
	d. <u>Name several ways families and community members work, learn, play, and care for one another.</u>
	e. <u>Describe how people of different cultures have the same basic needs but may meet them in different ways.</u>
	f. <u>Compare stories, pictures, and music of other selected times and places in America's past.</u>

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389. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the foundations and principles of the American political system.</u>	a. <u>Recognize and become familiar with the significance of American symbols and figures.</u>
	b. <u>Participate within groups to make decisions and solve problems.</u>
	c. <u>Describe some rules and explain why they are necessary.</u>

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390. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the organization and formation of the American system of government.</u>	a. <u>Identify famous presidents such as George Washington, Thomas Jefferson, and Abraham Lincoln.</u>
	b. <u>Name the current United States President.</u>
	c. <u>Know that the people in the United States vote for their leaders.</u>

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391. CITIZEN RESPONSIBILITIES AND RIGHTS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand that all citizens of the United States have responsibilities and rights.</u>	a. <u>Explain why rules are necessary in homes, classrooms, recess, the lunchroom, and games.</u>
	b. <u>Explain why people in authority must apply rules fairly.</u>
	c. <u>Name some responsibilities that students have in the classroom, at home, in the community.</u>
	d. <u>Know that voting is one way in which rules are developed.</u>
	e. <u>Demonstrate good citizenship.</u>

()

392. ECONOMIC FUNDAMENTALS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand basic economic concepts.</u>	a. <u>Identify the basic needs of people such as food, clothing, and shelter.</u>
	b. <u>Identify ways people meet their needs by sharing, trading, and using money to buy goods and services.</u>
	c. <u>Name things that people may want but do not need and explain the difference.</u>
	d. <u>Identify ways to save money for future needs and wants.</u>
	e. <u>Identify chores that children can do at home or in the classroom to be helpful and responsible.</u>

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393. ECONOMIC INFLUENCES.

Economic Influences standards do not apply at this grade level.

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394. GEOGRAPHY.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the spatial organizations of people, places, and environment on the earth's surface.</u>	a. <u>Explain what maps and globes represent and how they are used.</u>
	b. <u>Use directions on a map: East, West, South, and North.</u>
	c. <u>Understand that maps have keys or legends.</u>
	d. <u>Identify continents and large bodies of water on a globe or a map.</u>
	e. <u>Name and locate continent, country, state, and community in which the class lives.</u>

Standard - The student will:	Content Knowledge and Skills:
02. <u>Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.</u>	a. <u>Describe ways people adjust to their environment.</u>

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395. -- 396. (RESERVED).

397. SOCIAL STUDIES STANDARDS - GRADE 2, SECTIONS 398 THROUGH 410.

398. CRITICAL THINKING AND ANALYTICAL SKILLS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Acquire critical thinking and analytical skills.</u>	a. <u>Use the calendar to measure days, weeks, months, and years.</u>
	b. <u>Identify current events involving the community.</u>
	c. <u>Create and interpret timelines.</u>
	d. <u>Obtain information from a variety of sources.</u>

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399. EVOLUTION OF DEMOCRACY.

Evolution of Democracy standards do not apply at this grade level.

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OLD SECTIONS 400 THROUGH 405 HAVE BEEN RENUMBERED AND MOVED TO SECTIONS 752 THROUGH 756.

400. EXPLORATION AND EXPANSION.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the role of exploration and expansion in the development of the United States.</u>	a. <u>Recognize that Native Americans were inhabitants of North America before colonization.</u>
	b. <u>Identify some contributions Native American people have made to the development of the United States.</u>
	c. <u>Identify Native American tribes and discuss their cultures.</u>

()

401. MIGRATION AND IMMIGRATION.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the role of migration and immigration of people in the development of the United States.</u>	a. <u>Know that people come from different countries to live in the United States.</u>
	b. <u>Describe life during the Westward Movement and Pioneer America.</u>

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402. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the political, social, and economic responses to industrialization and the technological innovations that have occurred in the United States.</u>	a. <u>Compare and contrast current transportation with transportation of the past.</u>
	b. <u>Compare how jobs and tools have changed over time.</u>
	c. <u>Identify ways machines and technology are used in homes, schools, and communities.</u>
	d. <u>Explain the many types of communication used by people today and long ago.</u>

()

403. INTERNATIONAL RELATIONS AND CONFLICTS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand significant conflicts in United States history.</u>	a. <u>Describe war as a type of conflict.</u>
	b. <u>Describe how individuals play a specific role during times of conflict.</u>

()

404. CULTURAL AND SOCIAL DEVELOPMENT.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the cultural and social development of the United States.</u>	a. <u>Identify different groups that a person belongs to such as family, neighborhood, community, church, and teams.</u>
	b. <u>Describe some family traditions.</u>
	c. <u>Explain important customs, symbols, and celebrations that represent the development of American beliefs and principles.</u>
	d. <u>Identify similarities between different groups of people.</u>

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405. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.

Standard - The student will:	Content Knowledge and Skills:
01. Understand the foundations and principles of the American political system.	a. Identify significant early American leaders.
	b. Tell who the Pilgrims were and why they came to America.
	c. Know the meaning of the Pledge of Allegiance.
	d. Identify symbols of the United States such as the American flag.
	e. Name many of the responsibilities and rights of American citizens.

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406. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.

Standard - The student will:	Content Knowledge and Skills:
01. Understand the organization and formation of the American system of government.	a. Contrast the difference between a country, a state, and a city.
	b. Know that leaders may be elected or appointed.
	c. Name the current President of the United States and the current Governor of Idaho.
	d. Recognize that Washington, D.C. is the capital of the United States and that every state has a capital city.

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407. CITIZEN RESPONSIBILITIES AND RIGHTS.

Standard - The student will:	Content Knowledge and Skills:
01. Understand that all citizens of the United States have responsibilities and rights.	a. Identify the rules of the family and the classroom.
	b. Recognize that there are consequences for following and breaking the rules of the family or classroom.
	c. Recognize that communities have laws, why they are important, and know there are consequences.
	d. Identify characteristics of good citizens and name historic and current people who exemplify these.

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408. ECONOMIC FUNDAMENTALS.

Standard - The student will:	Content Knowledge and Skills:
01. Understand basic economic concepts.	a. Identify wants and needs of all families.
	b. Define income and identify different ways to earn and save.
	c. Know the difference between goods and services.

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
	d. <u>Distinguish between producers and consumers.</u>

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409. ECONOMIC INFLUENCES.

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. <u>Understand there are many influences on economic systems.</u>	a. <u>Identify technology services in the community.</u>
	b. <u>Explain how natural resources affect economic activities in the local community.</u>

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410. GEOGRAPHY.

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. <u>Understand the spatial organizations of people, places, and environment on the earth's surface.</u>	a. <u>Identify landforms, bodies of water, and human made features (cities, dams) on a map and globe.</u>
	b. <u>Know the cardinal directions and how to use the compass rose.</u>
	c. <u>Know that map symbols (key/legend, scale) represent a real object or place.</u>
	d. <u>Know that boundary lines separate states.</u>
02. <u>Understand the migration and settlement of human populations on the earth's surface.</u>	a. <u>Know that physical characteristics affect settlement patterns.</u>
03. <u>Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.</u>	a. <u>Compare how environmental conditions affect living styles and clothing in different parts of the country.</u>
	b. <u>Know that humans depend on the environment to meet their basic needs.</u>

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411. -- 412. (RESERVED).

413. SOCIAL STUDIES STANDARDS - GRADE 3, SECTIONS 414 THROUGH 426.

414. CRITICAL THINKING AND ANALYTICAL SKILLS.

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. <u>Acquire critical thinking and analytical skills.</u>	a. <u>Use days, weeks, months, and years to measure time.</u>

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
	b. <u>Identify current events involving the community.</u>
	c. <u>Identify decades and centuries as a measure of time.</u>
	d. <u>Identify primary sources of information about local history.</u>
	e. <u>Differentiate between cause and effect.</u>
	f. <u>Identify different points of view.</u>
	g. <u>Identify factual statements in sources of news using the five W's: who, what, where, when, and why.</u>

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415. EVOLUTION OF DEMOCRACY.

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. <u>Understand the evolution of democracy.</u>	a. <u>Understand the difference between a single authority and a group decision.</u>
	b. <u>Recognize the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty.</u>

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416. EXPLORATION AND EXPANSION.

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. <u>Understand the role of exploration and expansion in the development of the United States.</u>	a. <u>Identify historical landmarks in and around the community.</u>
	b. <u>Identify some significant events that have occurred in and around the community.</u>
	c. <u>Demonstrate knowledge that the first people to inhabit American lands included native Alaskans and native Hawaiians, as well as native peoples in the contiguous forty-eight states.</u>

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417. MIGRATION AND IMMIGRATION.

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. <u>Understand the role of migration and immigration of people in the development of the United States.</u>	a. <u>Identify the origins of classmates' ancestors.</u>
	b. <u>Recognize that migration and immigration are continuous processes.</u>
	c. <u>Recognize that most of the first Africans brought to America came as slaves against their will.</u>

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418. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.</u>	a. <u>Identify ways machines and technology have evolved over time and have changed the lives of people.</u>
	b. <u>Compare how machines and technology are used in homes, schools, communities, and the global community.</u>
	c. <u>Name some of the changes that have occurred to the local community due to technological advances.</u>

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419. INTERNATIONAL RELATIONS AND CONFLICTS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand significant conflicts in United States history.</u>	a. <u>Explore relationships and conflicts between early settlers and Native Americans.</u>
	b. <u>Discuss how the United States became a nation after the colonists defeated the British in the Revolutionary War.</u>
	c. <u>Define slavery and explain how the Civil War brought an end to slavery in the United States.</u>

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420. CULTURAL AND SOCIAL DEVELOPMENT.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the cultural and social development of the United States.</u>	a. <u>Explain that all people of the United States share a common heritage through patriotic holidays, national documents, and symbols.</u>
	b. <u>Describe some traditions in the community.</u>
	c. <u>Compare different culture groups in the community, including their distinctive foods, clothing styles, and traditions.</u>
	d. <u>Explain how communities are linked together through media, technology, phones, radio, etc.</u>

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421. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the foundations and principles of the American political system.</u>	a. <u>Identify significant early American leaders.</u>

Standard - The student will:	Content Knowledge and Skills:
	b. <u>Identify some of the freedoms guaranteed to American citizens in the Constitution and the Bill of Rights.</u>
	c. <u>Identify many of the responsibilities and rights of American citizens.</u>

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422. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the organization and formation of the American system of government.</u>	a. <u>Identify and explain the basic functions of local government.</u>
	b. <u>Identify the three branches of government.</u>

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423. CITIZEN RESPONSIBILITIES AND RIGHTS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand that all citizens of the United States have responsibilities and rights.</u>	a. <u>Identify the rules of the classroom and school and the consequences for breaking these rules.</u>
	b. <u>Identify qualities of a good leader.</u>
	c. <u>Identify reasons why communities have laws.</u>
	d. <u>Describe ways in which children can participate in public life in their community.</u>

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424. ECONOMIC FUNDAMENTALS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand basic economic concepts.</u>	a. <u>Explain the difference between goods and services.</u>
	b. <u>Explain the concepts of supply and demand and the role of the consumer and producer.</u>
	c. <u>Explain the difference between public and private property.</u>
	d. <u>Describe savings and checking accounts at a bank and explain their purposes and benefits.</u>

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425. ECONOMIC INFLUENCES.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand that there are many influences on economic systems.</u>	a. <u>Identify examples of transportation and communication networks in the local community and explain how they encourage economic prosperity and growth.</u>
	b. <u>Explain how land, natural resources, labor, trade, and technology affect economic activities in the local community.</u>

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426. GEOGRAPHY.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the spatial organizations of people, places, and environment on the earth's surface.</u>	a. <u>Describe the concepts of globe, continent, country, state, county, city/town, and neighborhood.</u>
	b. <u>Find the United States, Idaho, the state capital Boise, and own community on a map.</u>
	c. <u>Locate on a map waterways, landforms, cities, states, and national boundaries using standard map symbols.</u>
	d. <u>Use a map title, map key, scale, cardinal directions, and symbols to interpret a map.</u>
	e. <u>Use a number/letter grid to find specific locations on a map.</u>
02. <u>Understand the migration and settlement of human populations on the earth's surface.</u>	a. <u>Identify past and present settlement patterns of the community.</u>
	b. <u>Identify geographic features influencing settlement patterns of the community.</u>
	c. <u>Compare and contrast city/suburb/town and urban/rural.</u>
03. <u>Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.</u>	a. <u>Identify ways the land around the community has been changed by people, technology, and natural forces.</u>

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427. -- 428. (RESERVED).

429. SOCIAL STUDIES STANDARDS - GRADE 4, SECTIONS 430 THROUGH 442.

430. CRITICAL THINKING AND ANALYTICAL SKILLS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Acquire critical thinking and analytical skills.</u>	a. <u>Chronologically organize the events that led to Idaho becoming a state.</u>

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
	b. <u>Identify current events involving the state of Idaho.</u>
	c. <u>Explain how all cities, regions, and states have histories.</u>
	d. <u>Differentiate between fact and opinion, cause and effect, and identify different points of view.</u>
	e. <u>Gather and use information on Idaho history from primary and secondary sources.</u>

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431. EVOLUTION OF DEMOCRACY.

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. <u>Understand the evolution of democracy.</u>	a. <u>Evaluate and interpret the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty.</u>
	b. <u>Know how Native Americans and early Idahoans governed themselves.</u>

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432. EXPLORATION AND EXPANSION.

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. <u>Understand the role of exploration and expansion in the development of the United States.</u>	a. <u>Identify early inhabitants of Idaho.</u>
	b. <u>Identify and verbalize the motivations of some of the early explorers to Idaho.</u>
	c. <u>Explain the accomplishments, significance, and outcomes of the Lewis and Clark expedition.</u>
	d. <u>Describe the lifestyles of the mountain men and explain the Rendezvous.</u>

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433. MIGRATION AND IMMIGRATION.

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. <u>Understand the role of migration and immigration of people in the development of the United States.</u>	a. <u>Identify where the ancestors of Native Americans and immigrants originated.</u>
	b. <u>Describe the preparations necessary for the trip west to Idaho.</u>
	c. <u>Identify the major groups and significant individuals and their motives in the western expansion and settlement in Idaho.</u>
	d. <u>Describe the role of the discovery of gold and other minerals in the settlement of Idaho.</u>

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434. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.</u>	a. <u>Identify some of the changes that have occurred to Idaho society due to technological advances.</u>
	b. <u>Name some of the contributions made by individuals in bringing about industrial changes to Idaho.</u>

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435. INTERNATIONAL RELATIONS AND CONFLICTS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand significant conflicts in United States history.</u>	a. <u>Explain how the westward migration impacted Native Americans.</u>
	b. <u>Describe the involvement of Idaho's veterans in international conflicts.</u>

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436. CULTURAL AND SOCIAL DEVELOPMENT.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the cultural and social development of the United States.</u>	a. <u>Explain the role of missionaries in the development of Idaho.</u>
	b. <u>Describe ways that cultural groups learn from each other.</u>

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437. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the foundations and principles of the American political system.</u>	a. <u>Identify significant Idaho leaders and their contributions.</u>
	b. <u>Explain the democratic process in Idaho.</u>

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438. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the organization and formation of the American system of government.</u>	a. <u>Identify major events that lead to Idaho statehood.</u>
	b. <u>Identify the symbols of Idaho such as the state bird and state seal.</u>
	c. <u>Recognize that a state is divided into local units of government.</u>
	d. <u>Identify the basic function of the legislative and executive branches of state government.</u>

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439. CITIZEN RESPONSIBILITIES AND RIGHTS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand that all citizens of the United States have responsibilities and rights.</u>	a. <u>Describe ways in which citizens can participate in public life.</u>
	b. <u>Identify some of the basic responsibilities and rights of a citizen.</u>

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440. ECONOMIC FUNDAMENTALS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand basic economic concepts.</u>	a. <u>Explain how Native Americans and early settlers met their basic needs of food, water, and shelter.</u>
	b. <u>Explain the concepts of supply and demand and scarcity.</u>
	c. <u>Explain the concepts of specialization and division of labor.</u>
	d. <u>Identify goods and services in early Idaho settlements.</u>
	e. <u>Explain the concept of public and private property in the development of Idaho.</u>

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441. ECONOMIC INFLUENCES.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand there are many influences on economic systems.</u>	a. <u>Describe examples of changes in transportation and communication in relation to economic growth in Idaho.</u>
	b. <u>Describe how geographic features of Idaho have determined the economic base of Idaho's regions.</u>

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442. GEOGRAPHY.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the spatial organizations of people, places, and environment on the earth's surface.</u>	a. <u>Use geographic skills to collect, analyze, interpret, and communicate data.</u>
	b. <u>Locate and label on a map of the world the continents, oceans, landforms, poles, hemispheres, equator, and prime meridian.</u>
	c. <u>Use a number/letter grid to find specific locations on a map.</u>
02. <u>Understand the migration and settlement of human populations on the earth's surface.</u>	a. <u>Explain past and present settlement patterns in Idaho.</u>
	b. <u>Identify the geographic features of Idaho in which people settled.</u>
	c. <u>Compare and contrast one of the following: city/suburb/town, urban/rural, farm/factory, or agriculture/industry.</u>
03. <u>Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.</u>	a. <u>Identify ways the land in Idaho has been changed by people, technology, and natural forces.</u>
	b. <u>Explain how machines and technology have affected the natural resources of Idaho.</u>

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443. -- 444. (RESERVED).

445. SOCIAL STUDIES STANDARDS - GRADE 5, SECTIONS 446 THROUGH 458.

446. CRITICAL THINKING AND ANALYTICAL SKILLS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Acquire critical thinking and analytical skills.</u>	a. <u>Chronologically organize significant events and people who form the foundation of United States history.</u>
	b. <u>Identify current events involving the nation.</u>
	c. <u>Identify various methods used by historians to learn about the past.</u>
	d. <u>Analyze, organize, and interpret information.</u>
	e. <u>Identify different points of view and frames of reference.</u>

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447. EVOLUTION OF DEMOCRACY.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the evolution of democracy.</u>	a. <u>Understand the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty.</u>
	b. <u>Know the difference between direct democracy and the constitutional (representative) democracy of today's United States.</u>

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448. EXPLORATION AND EXPANSION.

Standard - The student will:	Content Knowledge and Skills:
01. Understand the role of exploration and expansion in the development of the United States.	a. Identify early inhabitants of North America.
	b. List the early explorers of North America.
	c. Describe the impact of early explorers on North America.
	d. Identify the major land acquisitions to the United States.
	e. Know the factors that contributed to western expansion in the United States in the early 1800s.
	f. Explain the concept of Manifest Destiny and its contribution to the migration of people in the development of the United States.

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449. MIGRATION AND IMMIGRATION.

Standard - The student will:	Content Knowledge and Skills:
01. Understand the role of migration and immigration of people in the development of the United States.	a. Identify the religious, political, and economic motives of voluntary European immigrants.
	b. Explain what indentured servants were and how they participated in the early life of the United States.
	c. Explain the history of the slave trade in the United States.
	d. Identify the motives of the major groups who participated in the western expansion by leaving the East and heading West.
	e. Identify the significant Native American groups that were encountered in the Western Movement.
	f. Identify some of the significant individuals who took part in the western expansion.

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OLD SECTIONS 450 THROUGH 454 HAVE BEEN RENUMBERED AND MOVED TO SECTIONS 840 THROUGH 845.

450. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.</u>	a. <u>Name some of the changes that have occurred to American society due to technological advances.</u>
	b. <u>Explore major effects of the Industrial Revolution.</u>

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451. INTERNATIONAL RELATIONS AND CONFLICTS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand significant conflicts in United States history.</u>	a. <u>Describe some of the changes that have occurred due to wars and conflicts.</u>
	b. <u>Name significant American leaders during the Revolutionary War era.</u>
	c. <u>Identify the events and name the reasons the colonists went to war with England.</u>
	d. <u>Explain how the westward migration led to conflict between Native Americans and the settlers.</u>
	e. <u>Describe the major contributions of significant United States Presidents.</u>
	f. <u>Discuss the causes and effects of various conflicts in American history.</u>

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452. CULTURAL AND SOCIAL DEVELOPMENT.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the cultural and social development of the United States.</u>	a. <u>Explain important American customs, symbols, landmarks, and celebrations.</u>
	b. <u>Identify some significant individuals who have been responsible for bringing about social changes in the United States.</u>
	c. <u>Identify influential cultural groups throughout American history.</u>
	d. <u>Describe how Native Americans developed a variety of cultures before the coming of the European settlers.</u>
	e. <u>Identify different examples of how religion has been an important influence in American history.</u>

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453. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the foundations and principles of the American political system.</u>	a. <u>Understand systems of government in Colonial America.</u>
	b. <u>Identify significant early American political leaders and explain their contributions to early United States history.</u>
	c. <u>Identify and explain the important concepts in the Declaration of Independence.</u>
	d. <u>Understand the meaning and significance of the Articles of Confederation.</u>
	e. <u>Identify the important concepts in the United States Constitution.</u>
	f. <u>Explain how the United States is a republic.</u>
	g. <u>Describe the historical development of the American Flag and explain what each part of the flag means.</u>

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454. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the organization and formation of the American system of government.</u>	a. <u>Identify the three branches of government and the functions and powers of each.</u>
	b. <u>Distinguish between and compare responsibilities of state and national government in a federal system.</u>

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455. CITIZEN RESPONSIBILITIES AND RIGHTS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand that all citizens of the United States have responsibilities and rights.</u>	a. <u>Identify some of the personal responsibilities and basic rights of individual freedoms that belong to American citizens.</u>
	b. <u>Describe ways in which citizens participate in public life.</u>

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OLD SECTION 456 HAS BEEN RENUMBERED AND MOVED TO SECTION 999.

456. ECONOMIC FUNDAMENTALS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand basic economic concepts.</u>	a. <u>Identify economic reasons for exploration and colonization.</u>
	b. <u>Describe how conservation of natural resources is important.</u>
	c. <u>Describe examples of improved transportation and communication networks and how they encourage economic growth.</u>
	d. <u>Explain the concepts of free enterprise and profit and loss.</u>

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457. ECONOMIC INFLUENCES.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand there are many influences on economic systems.</u>	a. <u>Know the economic policies of England that contributed to the revolt in the North American colonies.</u>
	b. <u>Explain the difference between a free enterprise economic system and a government controlled economic system.</u>

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458. GEOGRAPHY.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the spatial organizations of people, places, and environment on the earth's surface.</u>	a. <u>Develop and use different kinds of maps, globes, graphs, charts, databases, and models to display and obtain information.</u>
	b. <u>Identify the regions of the United States and their resources.</u>
	c. <u>Use latitude and longitude coordinates to find specific locations on a map.</u>
02. <u>Understand the migration and settlement of human populations on the earth's surface.</u>	a. <u>Analyze the effects of agriculture and manufacturing on settlement in the United States.</u>
	b. <u>Explain the concept of the change from an agrarian society to an urbanized society.</u>
03. <u>Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.</u>	a. <u>Identify ways the land has been changed by people, technology, and natural forces.</u>
	b. <u>Explain how machines and technology have affected the natural resources of the United States.</u>

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459. -- 460. (RESERVED).

461. SOCIAL STUDIES STANDARDS - HISTORY OF HUMAN CIVILIZATION - MIDDLE GRADES, SECTIONS 462 THROUGH 465.

462. HISTORY OF HUMAN CIVILIZATION.

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
<u>01. Understand the processes that gave rise to the earliest human communities.</u>	<p><u>a. Describe types of evidence used by anthropologists, archaeologists, and other scholars to reconstruct early human and cultural development.</u></p> <p><u>b. Infer from archaeological evidence the characteristics of early hunter-gatherer communities.</u></p> <p><u>c. Understand the relationship between civilization and a city-state.</u></p>
<u>02. Understand how human communities populated the major regions of the world and adapted to a variety of environments.</u>	<p><u>a. Identify the various regions of the world that had early communities.</u></p> <p><u>b. Compare life of early civilizations of the Eastern and Western hemispheres and how they responded to their local environments.</u></p>
<u>03. Understand that the practice of agriculture influenced the patterns of human settlement.</u>	<p><u>a. Describe how and why humans domesticated wild grains, as well as cattle, sheep, goats, and pigs.</u></p> <p><u>b. Identify areas of the world where early farming communities appeared and explain the factors that would have supported farming in these areas.</u></p>
<u>04. Understand how natural resources and technological advances have shaped the relationships between different societies.</u>	<p><u>a. Explain how man adapted the environment for civilization to develop.</u></p> <p><u>b. Identify the technological advances developed by various early societies.</u></p>
<u>05. Understand the political, social, and cultural causes and consequences of movements of populations.</u>	<p><u>a. Identify the factors that contributed to population movement.</u></p> <p><u>b. Find examples of how writing, art, architecture, mathematics, and science have evolved in society over time.</u></p> <p><u>c. Identify some of the major languages of the world today and identify which languages are related to one another.</u></p> <p><u>d. Describe the role of government in population movements of early civilizations.</u></p>
<u>06. Understand how empire building and trade contributed to increasingly complex relations among peoples.</u>	<p><u>a. Identify major trade routes and assess the economic and cultural significance of these points of connection between populations.</u></p> <p><u>b. Discuss how empires used conquest and forced labor to expand and develop.</u></p> <p><u>c. Explain the importance and levels of social classes.</u></p>
<u>07. Understand the development and role of religion in early civilizations.</u>	<p><u>a. Explain how religion influenced government, culture, and technological development.</u></p> <p><u>b. Discuss how religion established a code of conduct for the people.</u></p> <p><u>c. Explain the relationship between religion and the people's understanding of the natural world.</u></p>

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463. GEOGRAPHY.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the spatial organizations of people, places, and environment on the earth's surface.</u>	a. <u>Locate places on maps using latitude and longitude systems and compass directions.</u>
	b. <u>Locate and label on map or globe major rivers, mountain ranges, gulfs, and seas of the continents and their countries.</u>
02. <u>Understand physical characteristics of different places and regions.</u>	a. <u>Compare and contrast physical features on the planet.</u>
	b. <u>Explain the impact of waterways on civilizations.</u>
	c. <u>Identify characteristics of significant civilizations in world history.</u>
03. <u>Understand the migration and settlement of human populations on the earth's surface.</u>	a. <u>Identify main reasons for major migrations of people.</u>
	b. <u>Explain how climate affects human migration and settlement.</u>
	c. <u>Describe how physical features such as mountain ranges, fertile plains, and rivers led to the development of cultural regions.</u>
	d. <u>Explain how transportation routes stimulate growth of cities and the exchange of goods, knowledge, and technology.</u>
04. <u>Understand that geography enables people to comprehend the relationships between people, places, and environments over time.</u>	a. <u>Explain how the resources of an area can be the source of conflict between competing groups.</u>
	b. <u>Illustrate how the population growth rate impacts a nation's resources.</u>
	c. <u>Explain how rapid growth of cities can lead to economic, social, and political problems.</u>
	d. <u>Describe how the conservation of resources is necessary to maintain a healthy and productive environment for future generations.</u>

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464. GOVERNMENT/CIVICS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Acquire critical thinking and analytical skills.</u>	a. <u>Research, condense, and restate information for a specific purpose.</u>
	b. <u>Utilize primary and secondary sources of information to gather facts.</u>
	c. <u>Distinguish between fact and opinion.</u>
02. <u>Understand the evolution of democracy.</u>	a. <u>Describe the development of government.</u>
	b. <u>Recognize that as a society becomes more complex so does its government.</u>

Standard - The student will:	Content Knowledge and Skills:
03. <u>Understand the relationship among between civic life, politics, and government.</u>	a. <u>Distinguish among the characteristics of city-states and feudal states.</u>
	b. <u>Contrast monarchies, democratic, and dictatorial types of government.</u>
	c. <u>Give examples of citizen participation in political systems around the world.</u>
04. <u>Understand the foundations and principles of the American political system.</u>	a. <u>Explain how democratic governments allow for individual, political, and social choices.</u>
	b. <u>Discuss how the policies and actions of governments promote the public good.</u>
05. <u>Understand the organization and formation of the American system of government.</u>	a. <u>Show how governments make and enforce laws and provide a judicial system.</u>
	b. <u>Explain that governments are funded through taxation.</u>
06. <u>Understand that all citizens of the United States have responsibilities and rights.</u>	a. <u>Explain ways to resolve private and public conflicts based on principles of fairness and justice while at the same time respecting cultural customs.</u>
	b. <u>Explain how negotiation and compromise can be effective ways of settling disputes and how the majority rule has to protect the minority rights.</u>

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465. ECONOMICS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand basic economic concepts.</u>	a. <u>Analyze the similarities of the needs and wants of people everywhere.</u>
	b. <u>Explain how historically people have relied on their natural resources to meet their needs.</u>
	c. <u>List examples that show how economic opportunity and a higher standard of living are important factors in the migration of people.</u>
02. <u>Understand the concept of money.</u>	a. <u>Analyze the role of money as a means of exchange.</u>
	b. <u>Describe alternative means of exchange.</u>
03. <u>Understand there are many influences on economic systems.</u>	a. <u>Compare and contrast the factors that promote economic growth.</u>
	b. <u>Identify factors that harm an economic system.</u>

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466. -- 467. (RESERVED).

468. SOCIAL STUDIES STANDARDS - GEOGRAPHY - MIDDLE GRADES, SECTION 469.

469. GEOGRAPHY.

Standard - The student will:	Content Knowledge and Skills:
<p>01. <u>Understand the spatial organizations of people, places, and environment on the earth's surface.</u></p>	<p>a. <u>Describe the characteristics, functions, and advantages of maps, globes, photographs, satellite images, and models.</u></p>
	<p>b. <u>Develop and use different kinds of maps, globes, graphs, charts, databases, and models.</u></p>
	<p>c. <u>Identify the locations of certain physical and human features and events on maps and globes and answer related geography questions.</u></p>
	<p>d. <u>Use mental maps to answer geographic questions and to analyze how they reflect an individual's attitude toward places.</u></p>
	<p>e. <u>Analyze and explain human settlement as influenced by physical environment.</u></p>
	<p>f. <u>Explain patterns of land use in urban, suburban, and rural areas.</u></p>
	<p>g. <u>Explain ways places are connected and interdependent.</u></p>
	<p>h. <u>Describe the patterns and processes of migration and diffusion.</u></p>
<p>02. <u>Understand the human and physical characteristics of places and regions.</u></p>	<p>a. <u>Analyze the physical characteristics of places.</u></p>
	<p>b. <u>Analyze the human characteristics of places.</u></p>
	<p>c. <u>Identify and analyze how technology shapes the human and physical features of a place.</u></p>
	<p>d. <u>Identify the criteria used to define types of regions.</u></p>
	<p>e. <u>Evaluate characteristics of places and regions from a variety of points of view.</u></p>
	<p>f. <u>Understand the effects of technology on cultural groups' perceptions of places and regions.</u></p>
	<p>g. <u>Explain how culture influences people's perceptions of places and regions.</u></p>
<p>03. <u>Understand the physical processes that shape and change the patterns of the earth's surface.</u></p>	<p>a. <u>Correlate physical geography and climatic conditions.</u></p>
	<p>b. <u>Explain functions and dynamics of ecosystems.</u></p>
	<p>c. <u>Use physical processes to explain patterns in the physical environment.</u></p>
	<p>d. <u>Analyze physical patterns in terms of what created them.</u></p>
	<p>e. <u>Use knowledge of physical system changes such as seasons, climate, weather, and the water cycle to explain phenomena.</u></p>
	<p>f. <u>Explain how an Earth-Sun relationship affect the earth's physical processes and creates physical patterns.</u></p>

Standard - The student will:	Content Knowledge and Skills:
<p>04. <u>Understand the migration and settlement of human populations on the earth's surface.</u></p>	<p>a. <u>Analyze the ways groups, societies, and cultures address human needs and concerns.</u></p> <p>b. <u>Explain migration streams over time.</u></p> <p>c. <u>Describe ways in which human migration influences the character of a place.</u></p> <p>d. <u>Analyze the population characteristics of places to explain population patterns.</u></p> <p>e. <u>Describe the structure of different populations through the use of key demographic concepts.</u></p>
<p>05. <u>Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.</u></p>	<p>a. <u>Analyze the consequences of human changes to the physical environment.</u></p> <p>b. <u>Explain ways in which human-caused changes in the environment in one place can cause changes in other places.</u></p> <p>c. <u>Identify and analyze the role of technology in changing the physical environment.</u></p> <p>d. <u>Analyze ways in which humans respond to their physical environment.</u></p> <p>e. <u>Examine the effects of natural hazards on human systems.</u></p> <p>f. <u>Analyze world patterns of resource distribution and use.</u></p> <p>g. <u>Identify the role of technology in acquiring resources.</u></p> <p>h. <u>Develop plans for the management of resources.</u></p>
<p>06. <u>Understand that geography enables people to comprehend the relationships between people, places, and environments over time.</u></p>	<p>a. <u>Describe ways in which the spatial organization of society changes over time.</u></p> <p>b. <u>Assess the role that environmental perceptions play in past events.</u></p> <p>c. <u>Analyze the effects of physical and human geographic factors on historic events.</u></p> <p>d. <u>Describe physical features that have influenced historical events.</u></p> <p>e. <u>Analyze the interaction between physical and human systems to understand causes and effects of current and future conditions on earth.</u></p> <p>f. <u>Integrate multiple points of view to analyze contemporary geographic issues.</u></p> <p>g. <u>Demonstrate an understanding of the spatial organization of human activities and physical systems to be able to make informed decisions.</u></p>

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470. -- 471. (RESERVED).

472. SOCIAL STUDIES STANDARDS - U.S. HISTORY - MIDDLE GRADES, SECTIONS 473 THROUGH 485.

473. CRITICAL THINKING AND ANALYTICAL SKILLS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Acquire critical thinking and analytical skills.</u>	a. <u>Use visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.</u>
	b. <u>Differentiate between historical facts and historical interpretations.</u>
	c. <u>Chronologically organize significant events and people who form the foundation of early United States history and explain their historical relationships.</u>
	d. <u>Identify an issue or problem of the past, obtain relevant historical data, and formulate a position or course of action on the issue.</u>

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474. EVOLUTION OF DEMOCRACY.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the evolution of democracy.</u>	a. <u>Analyze the difference between direct democracy and the constitutional (representative) democracy of today's United States.</u>
	b. <u>Evaluate and interpret the concepts of popular consent, respect for the individual, equality of opportunity and personal liberty.</u>
	c. <u>Analyze the issues surrounding centralized government versus states' rights issues.</u>
	d. <u>Provide and evaluate examples of social and political leadership in early American history.</u>
	e. <u>Evaluate the impact of gender, race, ethnicity, religion, and national origin on individual/political rights</u>

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475. EXPLORATION AND EXPANSION.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the role of exploration and expansion in the development of the United States.</u>	a. <u>Trace the spread of early human societies and the rise of diverse cultures in the United States.</u>
	b. <u>Identify significant countries and their roles and motives in the European exploration of the Americas.</u>

Standard - The student will:	Content Knowledge and Skills:
	c. <u>Analyze and describe the interactions between native peoples and the European explorers.</u>
	d. <u>Summarize the major events in the European settlement of North America from Jamestown to the end of the 18th century.</u>
	e. <u>Describe the United States territorial expansion between 1801 and 1861 and how it affected relations with external powers and Native Americans.</u>
	f. <u>Know the factors that contributed to western expansion in the United States in the early 1800s.</u>

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476. MIGRATION AND IMMIGRATION.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the role of migration and immigration of people in the development of the United States.</u>	a. <u>Analyze the religious, political, and economic motives of voluntary immigrants from different parts of Europe who came to North America.</u>
	b. <u>Explain the motives and consequences for the involuntary immigration of indentured servants and enslaved Africans to the American colonies.</u>
	c. <u>Describe the history, interactions, and contributions of the various groups of people that have lived and migrated throughout North America.</u>
	d. <u>Explain the concept of Manifest Destiny and its contribution to the migration of people in the development of the United States.</u>

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477. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.</u>	a. <u>Explain the consequences of scientific and technological inventions and changes on the social and economic lives of the people of the United States.</u>
	b. <u>Explain how the development of various modes of transportation increased economic prosperity and promoted national unity.</u>

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478. INTERNATIONAL RELATIONS AND CONFLICTS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand significant conflicts in United States history.</u>	a. <u>Analyze the causes and consequences of the French and Indian War (Seven Years' War).</u>
	b. <u>Identify and analyze the causes and consequences of the Revolutionary War.</u>
	c. <u>Identify and analyze the causes and consequences of the War of 1812.</u>
	d. <u>Explain how the westward migration impacted Native Americans.</u>
	e. <u>Identify and analyze the causes and consequences of the Civil War.</u>
	f. <u>Identify key leaders and significant events that influenced the outcome of the Civil War and the continuing relationships between northern and southern states.</u>

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479. CULTURAL AND SOCIAL DEVELOPMENT.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the cultural and social development of the United States.</u>	a. <u>Know the different cultural and social influences that emerged in the North American colonies.</u>
	b. <u>Describe the experiences of culturally, ethnically, and racially different groups trying to assimilate as part of American society prior to the Civil War.</u>
	c. <u>Know the common traits, beliefs, and characteristics that unite the United States as a nation and a society.</u>
	d. <u>Analyze the issue of race in the social and cultural development of the Pre-Civil War United States.</u>

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480. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the foundations and principles of the American political system.</u>	a. <u>Identify and explain the role of the ideas expressed in such documents as the Magna Carta and the Mayflower Compact on the development of constitutional democracy in the United States.</u>
	b. <u>Identify fundamental values and principles as expressed in basic documents such as the Declaration of Independence, the United States Constitution, and the Bill of Rights.</u>
	c. <u>Identify fundamental values and principles as expressed in significant writings and speeches such as The Federalist Papers, Washington's Farewell Address, and Lincoln's Gettysburg Address.</u>

Standard - The student will:	Content Knowledge and Skills:
	d. <u>Evaluate issues in which fundamental values and principles are in conflict such as conflicts between liberty and equality, individual rights and the common good.</u>

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481. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the organization and formation of the American system of government.</u>	a. <u>Explain how the executive, legislative, and judicial powers are distributed and shared among the three branches of national government.</u>
	b. <u>Know how and why powers are distributed and shared between national and state governments in the United States.</u>

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482. CITIZEN RESPONSIBILITIES AND RIGHTS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand that all citizens of the United States have responsibilities and rights.</u>	a. <u>Know the factors that have influenced American voluntarism such as colonial traditions, frontier conditions, and religious beliefs.</u>
	b. <u>Explain the relationship between individual freedom and personal responsibility in the United States.</u>
	c. <u>Describe ways in which citizens can participate in public life.</u>

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483. ECONOMIC FUNDAMENTALS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand basic economic concepts.</u>	a. <u>Describe the economic characteristics of colonialism.</u>
	b. <u>Know the economic motivations for the constant expansion of the western border of the United States.</u>
	c. <u>Explain how the human and material resources of the Union and Confederacy affected the course of the Civil War.</u>

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484. ECONOMIC INFLUENCES.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand there are many influences on economic systems.</u>	a. <u>Know the economic policies of England that contributed to the revolt in the North American colonies.</u>
	b. <u>Explain the role of government policy in the economic development of the United States.</u>

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485. GEOGRAPHY.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the spatial organizations of people, places and environment on the earth's surface.</u>	a. <u>Develop and use different kinds of maps, globes, graphs, charts, databases and models.</u>
02. <u>Understand the migration and settlement of human populations on the earth's surface.</u>	a. <u>Describe ways in which human migration influences character of a place.</u>
03. <u>Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.</u>	a. <u>Analyze ways in which humans respond to their physical environment.</u>

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486. -- 487. (RESERVED).

300488. SOCIAL STUDIES STANDARDS - GRADES 9 THROUGH 12, SECTIONS 489 THROUGH 490.

The social studies standards are organized around the three (3) social studies courses currently required by the state of Idaho for high school graduation. These fields of study are economics (one (1) credit), U.S. History (two (2) credits), and government (two (2) credits). *Standards for Critical Thinking and Analytical Skills as well as standards for Evolution of Democracy are listed separately and intended to apply to all social studies courses.*

Note: The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of application. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning. (4-5-00)()

301489. CRITICAL THINKING AND ANALYTICAL SKILLS.

<u>Content Standard – The student will:</u>	<u>Content Knowledge and Skills:</u>	<u>Samples of Applications:</u>
01. Acquire critical thinking and analytical skills.	a. Use analytical skills for reasoning, research, and reporting including interpretation of maps, charts, graphs, timelines and works of art.	<ul style="list-style-type: none"> i. Differentiate between information presented as fact and that presented as interpretation. ii. Compare, contrast, and evaluate differing interpretations of issues. iii. Identify an issue, gather and evaluate data, and support a position with appropriate evidence.
	b. Evaluate and interpret points-of-view using primary and secondary sources.	<ul style="list-style-type: none"> i. Explore an issue or event through a comparison of primary and secondary sources. ii. Explain how data and experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference. iii. Use three types of sources to gather information on a current topic in Idaho.
	c. Chronologically organize significant events and people in United States history into major eras and themes to identify and explain historical relationships.	<ul style="list-style-type: none"> i. Distinguish among past, present and future times. ii. Use timelines to identify and explain historical relationships.

(4-5-00)()

302490. EVOLUTION OF DEMOCRACY.

<u>Content Standard – The student will:</u>	<u>Content Knowledge and Skills:</u>	<u>Samples of Applications:</u>
01. Understand the evolution of democracy.	a. Describe the origins of democratic tradition in western civilization.	<ul style="list-style-type: none"> i. Compare a New England town meeting with Athenian Democracy. ii. Compare the English Glorious Revolution to the American Revolution. iii. Identify John Locke's influence on the American Declaration of Independence.
	b. Identify the tensions associated with the definitions of American democracy.	<ul style="list-style-type: none"> i. Organize a mock debate between Thomas Jefferson and Alexander Hamilton. ii. Organize a mock debate between John Calhoun and Andrew Jackson and/or Abraham Lincoln. iii. Organize a mock debate between Franklin D. Roosevelt and Ronald Reagan.

<u>Content Standard – The student will:</u>	<u>Content Knowledge and Skills:</u>	<u>Samples of Applications:</u>
	c. Analyze the struggles for the extension of civil rights.	<ul style="list-style-type: none"> <i>i. Identify the origins and results of the civil rights movements of the 1950s and 1960s.</i> <i>ii. Trace the history of the women’s movement from the Seneca Falls Convention 1848 to the present.</i> <i>iii. Organize a timeline of government policies in relation to Native Americans.</i> <i>iv. Evaluate the role of the Supreme Court in the extension of civil rights.</i>
	d. Analyze and evaluate states’ rights disputes past and present.	<ul style="list-style-type: none"> <i>i. Compare and contrast the Articles of Confederation to the United States Constitution.</i> <i>ii. Explore interpretations of the causes of the Civil War.</i> <i>iii. Organize a mock debate between George Wallace and John F. Kennedy.</i> <i>iv. Explore the land use disputes between the federal government and the states.</i>
	e. Provide and evaluate examples of social and political leadership in American history.	<ul style="list-style-type: none"> <i>i. Define, identify, and evaluate the role of heroism in American history.</i> <i>ii. Compare and contrast leadership styles and contributions of United States presidents.</i>

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491. -- 492. (RESERVED).

~~330~~493. UNITED STATES HISTORY, SECTIONS 494 THROUGH 498.

These United States History standards, organized thematically, are based on the assumption and expectation that knowledge of history is a precondition of political intelligence. Without historical literacy, our students have no understanding of the past as it relates to the present and shapes the future. The key skills and knowledge students must acquire and develop in U. S. History include: the understanding that history as a discipline in a democratic society is based on the Jeffersonian principle that the most effective means to prevent the perversion of power into tyranny is to maintain an educated population; an understanding that history is an interaction between the events of the past and the perspectives of the present; an understanding that history requires the critical analysis of cause and effect and the organization of events both chronologically and thematically; and an understanding that history is created by people making decisions in the face of a variety of factors including, but not limited to, considerations of geography, politics, economics and culture.

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~~33-194~~. EXPLORATION AND EXPANSION.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
01. Understand the role of exploration and expansion in the development of the United States.	a. Know the goals, routes, and effects of explorers of the Americas in the 15th through the 17th centuries.	<i>i. Compare the effects of Columbus's discovery on Europe and the Americas. ii. Choose two groups of early explorers and compare their goals; for example, English, Spanish, French, Dutch, and Portuguese.</i>
	b. Identify how religious, social, political, and economic factors shaped settlement patterns in 17th and 18th century North America.	<i>i. Compare the settlement of Jamestown with the settlement of Santa Fe. ii. Compare New England and Chesapeake societies.</i>
	c. Describe the United States territorial expansion between 1801 and 1861 and how it affected relations with external powers and Native Americans.	<i>i. Evaluate the political and social reasoning behind the Lewis and Clark Expedition. ii. Evaluate the positive and negative effects of Manifest Destiny.</i>
	d. Know the factors that contributed to western expansion in the United States in the 1800s.	<i>i. Role-play a family discussion about moving west. ii. Evaluate the role of the federal government in the development of the West.</i>
	e. Identify philosophical changes in American foreign expansion from the territorial expansion of the 1890s to the economic and ideological influences of the present.	<i>i. Organize a mock debate over the territorial expansion associated with the Spanish-American War, 1898. ii. Analyze the role of the United States in European history since 1945. iii. Identify the uses of the Monroe Doctrine by 20th-century United States Presidents.</i>

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~~332~~495. MIGRATION AND IMMIGRATION.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
01. Understand the role of migration and immigration of people in the development of the United States.	a. Identify motives for migration and immigration in and to the United States.	i. Compare the motives of 19th century Irish immigrants to the Hispanic immigrants of the 20th century. ii. Compare the motives for migration on the California Trail, Mormon Trail, and Oregon Trail.
	b. Analyze the legal, political, social, and economic changes in the status of immigrant groups.	i. Peruse both current and frontier newspapers for changing attitudes towards immigrant groups. ii. Trace the legislative history of American immigration.
	c. Examine the impact of migration and government policy on the encroachment of Native American territories.	i. Analyze the Nez Perce—United States government conflict in the 1870s. ii. Identify and evaluate a specific example of forced relocation of Native Americans; for example, the Trail of Tears.

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~~333~~496. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
01. Understand the political, social and economic responses to industrialization and technological innovations that have occurred in the United States.	a. Know the factors that contributed to the rise of industrialization in the 19th century.	i. Compare industrial New England to the agricultural South of the pre-Civil War era. ii. Trace the improvements in transportation systems in the 19th century.
	b. Analyze the rise of the American labor movement.	i. Explore the conflict of rights with a particular labor dispute. ii. Write a journal of a worker in a textile factory in Lowell, Massachusetts, in the 1830s.
	c. Analyze the 20th century political responses to industrialization.	i. Compare the reforms of the Progressive era to the New Deal programs.
	d. Analyze the American tradition of volunteerism and philanthropy.	i. Define the settlement house movement and create role plays for people such as Jane Addams. ii. Identify programs in your town that were created by volunteerism and/or philanthropy.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
	e. Identify and analyze the causes of the Great Depression and its effects upon American society.	i. Explore the status the American farmer in the 1920s and the 1930s. ii. Interview or read a first hand account of a person who experienced the Great Depression.
	f. Account for and define the shift from the industrial society at the beginning of the 20th century to the technological society at the end of the 20th century.	i. Compare working conditions in a factory in the early 1900s with a factory of today. ii. Analyze the ways in which new Deal Programs provided relief and recovery during the Great Depression.

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33497. INTERNATIONAL RELATIONS AND CONFLICTS.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
01. Understand significant conflicts in United States history.	a. Identify and analyze the causes and consequences of the Revolutionary War.	i. Organize a mock debate between a royalist and a patriot. ii. Compare the results of the United States Revolution to the results of the French Revolution.
	b. Identify and analyze the causes and consequences of the Mexican War.	i. Map the territorial gains associated with the Mexican War. ii. Identify the internal conflicts associated with the Mexican War such as the expansion of slavery.
	c. Identify the causes and consequences of the Civil War and Reconstruction.	i. Describe the sectional conflicts between North and South that extended beyond the problem of slavery, such as cultural differences and differing economic interests. ii. Role-play a discussion between two family members who have chosen different sides in the war.
	d. Identify the causes and consequences of World War I.	i. Analyze the arguments for and against the United States' entry into World War I. ii. Organize a debate between Borah and Wilson concerning the Treaty of Versailles.
	e. Identify the causes and consequences of World War II.	i. Compare the causes of World War I to the causes of World War II. ii. Compare the United States' foreign policy after World War I to its foreign policy after World War II. iii. Analyze the reasons for and the consequences of the use of atomic weapons to end World War II.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
	f. Identify the causes and consequences of the Cold War including the Korean War and conflict over Berlin.	i. Identify the origins and meanings of the phrases "Iron Curtain" and "Bamboo Curtain." ii. Create a set of rules for the Cold War.
	g. Know the reasons for the United States involvement in the Vietnam War and the domestic consequences of this involvement.	i. Compare public support for World War II and public views on the Vietnam War. ii. Evaluate the role of media in influencing public opinion and the anti-war protests.
	h. Explain the role of the United States in Post-Cold War conflicts around the world.	i. Choose a foreign conflict in the last ten years and identify the pros and cons of United States involvement.

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335498. CULTURAL AND SOCIAL DEVELOPMENT.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
01. Understand the cultural and social development of the United States.	a. Know ways in which language, literature, the Arts, traditions, beliefs, values, and behavior patterns interact as an integrated whole to create and maintain culture.	i. Analyze the impact Rock and Roll had on the 60s. ii. Trace the history of Jazz and the ways it reflects culture. iii. Study a piece of literature in terms of its reflection of culture.
	b. Analyze the contributions of the diverse cultures that make up the population of the United States.	i. Create a metaphor for American culture. ii. Select a population and identify its artist contributions to United States culture.

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499. -- 500. (RESERVED).

320501. GOVERNMENT/CIVICS, SECTIONS 502 THROUGH 506.

The goal of education in government and civics is informed, responsible participation in political life by competent citizens committed to the fundamental values and principles upon which American society is based. Ultimately, a free society must rely on the knowledge, skills, and virtue of its citizens and those elected to public office. Civic education, therefore, is essential to the preservation and improvement of American representative government.

"I know of no safe depository of the ultimate powers of the society but the people themselves; and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion." Thomas Jefferson (1820). (4-5-00)

~~321502. CIVIC LIFE, POLITICS AND GOVERNMENT.~~

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the relationship between civic life, politics, and government.	a. Know the definition of politics and identify the interrelationship between politics and government.	i. Analyze a current issue and explain the relationship between public opinion and public policy. ii. Read and evaluate George Washington's Farewell Address. Analyze the politics of recent school elections.
	b. Explain how the United States is governed by a system of laws.	i. Read and analyze the Supremacy Clause. ii. Explore the tension between the rule of law and the right to question authority in a democratic system.
	c. Know the different forms of government.	i. Compare and contrast a republic to a direct democracy. ii. Analyze a parliamentary system.

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~~322503. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.~~

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the foundations and principles of the American political system.	a. Describe the origins of constitutional law in western civilization.	i. Identify and research the lives and ideas of pre-American Revolutionary philosophers who had an influence on constitutional law. ii. Explain how the writing of the Declaration of Independence and U.S. Constitution were influenced by English governmental documents.
	b. Compare and contrast the essential ideals and objectives of the original organizing documents of the United States including the Declaration of Independence, the Articles of Confederation, and the United States Constitution.	i. Analyze the tension between the need for liberty and unity. ii. Compare the Bill of Rights with the ideals of the Declaration of Independence.

Content Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
	<p>c. Explain the central principles of the United States governmental system including written constitution, popular sovereignty, limited government, separation of powers, majority rule with minority rights, and federalism.</p>	<p>i. Using the Constitution, identify the central principles of the United States governmental system.</p> <p>ii. Give examples of current applications of the central principles of the United States governmental system.</p>
	<p>d. Evaluate how power and responsibility are distributed, shared, and limited in the government established by the United States Constitution.</p>	<p>i. Describe the three branches of national government.</p> <p>ii. Describe the separation of powers and the process of checks and balances.</p> <p>iii. Examine the concept of judicial review and its impact.</p>
	<p>e. Analyze Amendments to the United States Constitution in terms of the conflicts they addressed and the reasons for their adoption.</p>	<p>i. Organize pro/con debates over the adoption of specific amendments.</p>
	<p>f. Describe how diverse populations contribute to political life in the United States.</p>	<p>i. Analyze voting patterns for specific elections.</p> <p>ii. Research how various populations have influenced campaign promises and political decisions.</p>

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~~322~~503. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.

Content Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
<p>01. Understand the foundations and principles of the American political system.</p>	<p>a. Describe the origins of constitutional law in western civilization.</p>	<p><i>†. Identify and research the lives and ideas of pre-American Revolutionary philosophers who had an influence on constitutional law.</i></p> <p><i>‡. Explain how the writing of the Declaration of Independence and U.S. Constitution were influenced by English governmental documents.</i></p>
	<p>b. Compare and contrast the essential ideals and objectives of the original organizing documents of the United States including the Declaration of Independence, the Articles of Confederation, and the United States Constitution.</p>	<p><i>†. Analyze the tension between the need for liberty and unity.</i></p> <p><i>‡. Compare the Bill of Rights with the ideals of the Declaration of Independence.</i></p>
	<p>c. Explain the central principles of the United States governmental system including written constitution, popular sovereignty, limited government, separation of powers, majority rule with minority rights, and federalism.</p>	<p><i>†. Using the Constitution, identify the central principles of the United States governmental system.</i></p> <p><i>‡. Give examples of current applications of the central principles of the United States governmental system.</i></p>
	<p>d. Evaluate how power and responsibility are distributed, shared, and limited in the government established by the United States Constitution.</p>	<p><i>†. Describe the three branches of national government.</i></p> <p><i>‡. Describe the separation of powers and the process of checks and balances.</i></p> <p><i>‡‡. Examine the concept of judicial review and its impact.</i></p>
	<p>e. Analyze Amendments to the United States Constitution in terms of the conflicts they addressed and the reasons for their adoption.</p>	<p><i>†. Organize pro/con debates over the adoption of specific amendments.</i></p>
	<p>f. Describe how diverse populations contribute to political life in the United States.</p>	<p><i>†. Analyze voting patterns for specific elections.</i></p> <p><i>‡. Research how various populations have influenced campaign promises and political decisions.</i></p>

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323504. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.

<u>Content Standard – The student will:</u>	<u>Content Knowledge and Skills:</u>	<u>Samples of Applications:</u>
<p>01. Understand the organization and formation of the American system of government.</p>	<p>a. Know the three branches of federal government, their powers, and responsibilities.</p>	<p><i>i. Identify the separation of powers as demonstrated in the impeachment process.</i> <i>ii. Explore the constitutionality of a contemporary issue.</i></p>
	<p>b. Explain the functions, powers, and relationships among the federal, state, and local governments.</p>	<p><i>i. Define and give examples of federalism at work in our daily lives.</i> <i>ii. Evaluate the powers reserved to the states under the 10th Amendment.</i> <i>iii. Identify and evaluate the relationship between a local school board and state government.</i></p>
	<p>c. Explain how each level of government raises money to pay for its operations and services.</p>	<p><i>i. Analyze charts and graphs depicting governmental revenues and expenditures.</i> <i>ii. Interpret a property tax bill. Study the issues of a local levy or bond election.</i></p>
	<p>d. Analyze and explain the treaty/trust relationship the United States has with Native American tribes with emphasis on Idaho.</p>	<p><i>i. Locate Idaho reservations on a map.</i> <i>ii. Develop a dialogue with tribal council about their government.</i> <i>iii. Analyze and trace the implementation of a treaty.</i></p>
	<p>e. Analyze the role of political parties and other political organizations and their impact on the American system of government.</p>	<p><i>i. Trace the rise of the two party system in the United States.</i> <i>ii. Analyze the role of third parties in presidential elections.</i> <i>iii. Identify and explore both the common ground and essential differences between Republicans and Democrats.</i> <i>iv. Differentiate between liberal and conservative ideologies.</i> <i>v. Explain and evaluate the role of lobbyists and political action committees.</i></p>

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324505. UNITED STATES FOREIGN AFFAIRS.

<u>Content Standard – The student will:</u>	<u>Content Knowledge and Skills:</u>	<u>Samples of Applications:</u>
01. Understand the significance of United States foreign policy in the modern world.	a. Know the characteristics of United States foreign policy and how it has been implemented over time.	<ul style="list-style-type: none"> i. <i>Identify examples of current United States participation in negotiations on global issues.</i> ii. <i>Analyze and evaluate the use of American troops around the world.</i> iii. <i>Analyze and evaluate the effects of trade embargoes on foreign countries as well as the United States.</i>
	b. Identify and evaluate the role of the United States in international organizations and agreements.	<ul style="list-style-type: none"> i. <i>Evaluate the role of the United States in the United Nations.</i> ii. <i>Evaluate the role of the United States in the North Atlantic Treaty Organization.</i> iii. <i>Identify and evaluate the effects of a specific trade agreement such as the North American Free Trade Agreement.</i>
	c. Identify and evaluate American foreign policy as it relates to environmental issues.	<ul style="list-style-type: none"> i. <i>Evaluate the United States' stance on the global warming treaty.</i>

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32506. CITIZEN RESPONSIBILITIES AND RIGHTS.

<u>Content Standard – The student will:</u>	<u>Content Knowledge and Skills:</u>	<u>Samples of Applications:</u>
01. Understand that all citizens of the United States have responsibilities and rights.	a. Explain the balance of personal responsibilities and rights in American life.	<ul style="list-style-type: none"> i. <i>Apply the 1st Amendment right of freedom of speech to a current issue.</i> ii. <i>Identify citizens' responsibilities and rights found in the Declaration of Independence.</i>
	b. Know the ways in which citizens can participate in the political process at the local, state, and national level.	<ul style="list-style-type: none"> i. <i>Identify how and where a citizen registers and votes.</i>
	c. Explain the electoral process at each level of government.	<ul style="list-style-type: none"> i. <i>Create a mock campaign including the nomination process, campaign funding and spending, voting procedures, influence of media coverage, campaign advertising, and public opinion polls.</i> ii. <i>Define and evaluate the function of the Electoral College.</i>

<u>Content Standard – The student will:</u>	<u>Content Knowledge and Skills:</u>	<u>Samples of Applications:</u>
	d. Know the concept of citizenship and the ways in which individuals become citizens.	i. Identify the steps of becoming a naturalized citizen. ii. Identify the circumstances by which the rights of citizenship can be reduced or removed.

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~~326507.~~ -- ~~329508.~~ (RESERVED).

340509. ECONOMICS, SECTIONS 510 THROUGH 514.

~~These standards of economic instruction are meant to prepare high school students for entry into the workforce and entrepreneurship as well as for post-secondary education. The elements of economics transcend several disciplines of study. The analytical study of the unique issues of economics will enable students to understand and appreciate the forces that affect them every day -- at home, in the workplace, in the boardroom, and in the halls of government. The key skills students must develop in economics include: an ability to identify and analyze domestic and global economic problems and alternatives; collect, quantify and organize economic evidence; compare benefits and costs; recognize the essential structure of business; and investigate the consequences of change in economic conditions and public policies. The skills learned in economics will allow students to recognize their multiple roles as consumers, business people, and workers, enabling them to reason logically and to avoid the common errors made by individuals who do not understand sound economic principles and responsible personal financial management.~~ (4-5-00)

34510. FUNDAMENTALS.

<u>Content Standard – The student will:</u>	<u>Content Knowledge and Skills:</u>	<u>Samples of Applications:</u>
01. Understand basic economic concepts.	a. Define scarcity and explain its implications in decision making.	i. Identify what consumers and/or societies gain and give up when they make choices.
	b. Know ways in which the interaction of all buyers and sellers influence prices.	i. Predict how prices will change when there is either a shortage or a surplus of product availability. ii. Identify markets in which high school students participate as consumers.
	c. Define credit and debt and explain their effects.	i. Explore the costs and/or benefits of borrowing money at a governmental, business, or personal level.
	d. Identify the incentives that determine what is produced and distributed in a competitive market system.	i. Analyze the impact of an increase in the minimum wage, a new tax policy, or a change in interest rates.
	e. Describe the concept of interest and explain how interest rates are determined.	i. Calculate the payment of interest for loans and other credit. ii. Calculate interest earnings on savings and investments. iii. Explain how fluctuations in the marketplace and government policy affect interest rates.

<u>Content Standard – The student will:</u>	<u>Content Knowledge and Skills:</u>	<u>Samples of Applications:</u>
	<p>f. Compare and contrast free market and controlled economies of various nations and eras.</p> <p>g. Apply economic concepts to explain the role of imports/ exports both nationally and internationally.</p>	<p>i. Identify and compare the United States economic systems with those of other nations and eras.</p> <p>ii. Evaluate different methods of allocating goods and services by comparing the benefits and costs of each method.</p> <p>i. Identify barriers to trade and how they affect both domestic and international trade policies.</p> <p>ii. Identify and compare free trade agreements.</p>

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312511. CONCEPT OF MONEY.

<u>Content Standard – The student will:</u>	<u>Content Knowledge and Skills:</u>	<u>Samples of Applications:</u>
01. Understand the concept of money.	<p>a. Analyze the role of money as a medium of exchange.</p> <p>b. Explain how money derives its value.</p>	<p>i. Compare a money system with a bartering system.</p> <p>i. Analyze and evaluate sample budgets.</p> <p>ii. Study examples of hyperinflation and/or devaluation.</p>

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~~313~~512. INFLUENCES.

<u>Content Standard – The student will:</u>	<u>Content Knowledge and Skills:</u>	<u>Samples of Applications:</u>
01. Understand there are many influences on economic systems.	a. Explain the impact of culture, values, and belief systems on economic systems.	i. Explore the influences the computer has on the economic system. ii. Analyze and evaluate the relationship between labor and management. iii. Compare and contrast cultural values as they affect spending patterns.
	b. Explain and illustrate environmental and geographical impacts on economic policies and decisions made by federal, state, regional, and local officials.	i. Analyze the effects of natural disasters and weather patterns on economic decisions. ii. Describe the economic diversity of a state or nation as determined by geography.
	c. Describe and illustrate the impact of governmental policies and decisions on economic systems.	i. Investigate how the Federal Reserve system influences economy. ii. Trace the impact of a law or regulation on the economy. iii. Evaluate a State of the Union and/or a State of the State address for its economic impact.

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~~314~~513. ECONOMIC INSTITUTIONS.

<u>Content Standard – The student will:</u>	<u>Content Knowledge and Skills:</u>	<u>Samples of Applications:</u>
01. Know the different types of economic institutions and understand how they differ from one another.	a. Know the characteristics of various types of business structures.	i. Compare and contrast a sole proprietorship and a corporation. ii. Classify various businesses in the community by type. iii. Compare the role of a non-profit organization to that of a for-profit business.
	b. Identify the business characteristics of an entrepreneur.	i. Research and write a biography of an entrepreneur. ii. Explore how a person starts a business. iii. Identify the risks and returns of owning your own business.
	c. Identify the role of the stock market.	i. Develop a mock stock market game. ii. Describe how the stock creates capital for businesses. iii. Evaluate and monitor stock values.

Content Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
	d. Explain the role of banking institutions.	i. Differentiate among various types of banking services. ii. Identify and research the services of a local banking institution.
	e. Explain the purposes of labor unions.	i. Differentiate between adversarial and interest-based bargaining. ii. Evaluate collective bargaining in sports.

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34514. PERSONAL FINANCE.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the concepts of good personal finance.	a. Examine and apply the elements of responsible personal fiscal management.	i. Create and evaluate a personal budget. ii. Balance a checkbook and reconcile a savings account statement. iii. Read and complete a loan and credit card application. iv. Read and analyze a loan or credit card agreement. v. Calculate the true cost of credit. vi. Differentiate between contingent liability and an asset. vii. Evaluate the benefits and risks of investments.
	b. Identify and evaluate sources and examples of consumers' responsibilities and rights.	i. List responsibilities and rights found in a contract. ii. Investigate the implications of limited rights of cancellation for Idaho consumers. iii. Collect information regarding Federal and Idaho consumer protection laws.
	c. Define the concept of taxation as applied to personal finances.	i. Demonstrate the ability to select and complete appropriate tax forms.

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515. - 525. (RESERVED).

526. SCIENCE STANDARDS.

The members of the Idaho Science Achievement Standards Subcommittee reviewed a number of Achievement Standards including those developed at the national and state levels. The committee has chosen the National Science Education Standards developed by the National Research Council as a starting point for the Idaho Achievement Standards for science shown here. This approach ensures a common base for local development of strong science curriculums. ()

01. Science. Science is a human endeavor that seeks to understand the universe by observation.

experimentation, and rational interpretation of observations. At its core, science is a method of asking questions, a method that may be extended to problem solving in many areas of life. An observation leads to a hypothesis. The hypothesis suggests experiments that might be done to further understand the phenomena. These observations and hypotheses are published in scientific literature whereupon they may be replicated, extended, or disproved by others. Hypotheses that prove capable of explaining observations and making predictions about additional phenomena are retained while those that fail this test are discarded. Only those hypotheses that have proven to be successful over considerable periods of time are referred to as “theories”, and even these theories may be supplanted should they prove incapable of explaining new observations. ()

02. Reviewing Science Achievement Standards. It is essential to remember that while reviewing these Science Standards, all theories are subject to revision and that theories are not absolute fact. ()

527. SCIENCE STANDARDS - GRADE KINDERGARTEN, SECTIONS 528 THROUGH 538.

528. UNIFYING CONCEPTS OF SCIENCE.

Standard - The student will:	Content Knowledge and Skills:
01. Understand concepts and processes of evidence, models, and explanation.	a. Explore the concepts of observation and data collection.
	b. Explore and use various models.
02. Understand constancy, change, and measurement.	a. Explore changes.
	b. Measure in non-standard units.
03. Understand the theory that evolution is a process that relates to the gradual changes in the universe and of equilibrium as a physical state.	a. Understand the concepts of yesterday, today, and tomorrow.

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529. CONCEPTS OF SCIENTIFIC INQUIRY.

Standard - The student will:	Content Knowledge and Skills:
01. Understand scientific inquiry and develop critical thinking skills.	a. Make observations.
	b. Use various tools to gather information.
	c. Communicate observations.

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530. CONCEPTS OF PHYSICAL SCIENCE.

Standard - The student will:	Content Knowledge and Skills:
01. Understand the structure and function of matter and molecules and their interactions.	a. Use senses to explore and describe matter.

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531. CELLULAR AND MOLECULAR CONCEPTS.

Cellular and Molecular Concepts standards do not apply at this grade level.

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532. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the theory of biological evolution.</u>	a. <u>Observe and explore the characteristics of plants and animals.</u>
	b. <u>Sort animals into wild and domestic categories.</u>

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533. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the relationship between matter, energy, and organization to trace matter as it cycles and energy as it flows through living systems and between living systems and the environment.</u>	a. <u>Recognize the difference between living and non-living things.</u>

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534. EARTH AND SPACE SYSTEMS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand scientific theories of origin and subsequent changes in the universe and earth systems.</u>	a. <u>Observe and identify the four seasons.</u>
	b. <u>Observe different weather conditions.</u>

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535. TECHNOLOGY.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the relationship between science and technology and develop the abilities of technological design and application.</u>	a. <u>Distinguish between natural objects and objects made by humans.</u>
	b. <u>Recognize that people have invented tools for everyday life and for scientific investigations.</u>
	c. <u>Create a tool to perform a specific function.</u>
	d. <u>Use available and appropriate technology.</u>

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536. PERSONAL AND SOCIAL PERSPECTIVES.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand common environmental quality issues, both natural and human induced.</u>	a. <u>Observe and discuss characteristics of the local environment.</u>
02. <u>Understand the importance of natural resources and the need to manage and conserve them.</u>	a. <u>Understand the concept of recycling.</u>
	b. <u>Discuss the conservation of natural resources.</u>

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537. HISTORY OF SCIENCE.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the significance of major scientific milestones.</u>	a. <u>Understand major contributions of various scientists and researchers.</u>

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538. INTERDISCIPLINARY CONCEPTS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand that interpersonal relationships are important in scientific endeavors.</u>	a. <u>Learn appropriate cooperation and interaction skills.</u>
02. <u>Understand technical communication.</u>	a. <u>Understand and follow instructions.</u>

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539. -- 541. (RESERVED).

542. SCIENCE STANDARDS - GRADE 1, SECTIONS 543 THROUGH 553.

543. UNIFYING CONCEPTS OF SCIENCE.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand concepts and processes of evidence, models, and explanation.</u>	a. <u>Explore the concepts of observation and data collection.</u>
	b. <u>Explore and use various models.</u>
02. <u>Understand constancy, change, and measurement.</u>	a. <u>Understand that changes occur and can be measured.</u>
	b. <u>Measure in both standard and non-standard units.</u>

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
03. <u>Understand the theory that evolution is a process that relates to the gradual changes in the universe and of equilibrium as a physical state.</u>	a. <u>Understand the concepts of past, present, and future.</u>
04. <u>Understand concepts of form and function.</u>	a. <u>Identify shape and use of objects.</u>

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544. CONCEPTS OF SCIENTIFIC INQUIRY.

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. <u>Understand scientific inquiry and develop critical thinking skills.</u>	a. <u>Brainstorm questions that can be investigated.</u>
	b. <u>Make observations.</u>
	c. <u>Use various tools to gather information.</u>
	d. <u>Explore information and evidence.</u>
	e. <u>Use observations to make guesses.</u>
	f. <u>Communicate observations.</u>

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545. CONCEPTS OF PHYSICAL SCIENCE.

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. <u>Understand the structure and function of matter and molecules and their interactions.</u>	a. <u>Know that objects have combinations of properties.</u>
	b. <u>Recognize and classify matter as a solid, liquid, or gas.</u>
	c. <u>Recognize that matter can change states (solid, liquid, gas).</u>
02. <u>Understand concepts of motion and forces.</u>	a. <u>Explore the position and motion of objects.</u>
	b. <u>Explore different kinds of energy.</u>

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546. CELLULAR AND MOLECULAR CONCEPTS.

Cellular and Molecular Concepts standards do not apply at this grade level.

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547. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. <u>Understand the theory of biological evolution.</u>	a. <u>Observe and explore the life cycles of plants and animals and their basic needs.</u>

Standard - The student will:	Content Knowledge and Skills:
	b. <u>Recognize that animals live in different habitats for which they are suited.</u>

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548. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the relationship between matter, energy, and organization to trace matter as it cycles and energy as it flows through living systems and between living systems and the environment.</u>	a. <u>Understand that living things need food to survive.</u>

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549. EARTH AND SPACE SYSTEMS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand scientific theories of origin and subsequent changes in the universe and earth systems.</u>	a. <u>Identify the four seasons and their characteristics.</u>
	b. <u>Understand the characteristics of different weather conditions.</u>

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550. TECHNOLOGY.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the relationship between science and technology and develop the abilities of technological design and application.</u>	a. <u>Distinguish between natural objects and objects made by humans.</u>
	b. <u>Recognize that people have invented tools for everyday life and for scientific investigations.</u>
	c. <u>Create a tool to perform a specific function.</u>
	d. <u>Use available and appropriate technology.</u>

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551. PERSONAL AND SOCIAL PERSPECTIVES.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand common environmental quality issues, both natural and human induced.</u>	a. <u>Identify the characteristics of the local environment.</u>
02. <u>Understand the importance of natural resources and the need to manage and conserve them.</u>	a. <u>Understand the concept of recycling.</u>
	b. <u>Understand the conservation of natural resources.</u>

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552. HISTORY OF SCIENCE.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the significance of major scientific milestones.</u>	a. <u>Understand major contributions of various scientists and researchers.</u>

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553. INTERDISCIPLINARY CONCEPTS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand that interpersonal relationships are important in scientific endeavors.</u>	a. <u>Learn appropriate cooperation and interaction skills.</u>
02. <u>Understand technical communication.</u>	a. <u>Understand and follow instructions.</u>

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554. -- 556. (RESERVED).

557. SCIENCE STANDARDS - GRADE 2, SECTIONS 558 THROUGH 568.

558. UNIFYING CONCEPTS OF SCIENCE.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand concepts and processes of evidence, models, and explanation.</u>	a. <u>Explore the concepts of observation and data collection.</u>
	b. <u>Explore and use various models.</u>
02. <u>Understand constancy, change, and measurement.</u>	a. <u>Understand that changes occur and can be measured.</u>
	b. <u>Measure in standard and non-standard systems.</u>

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
03. <u>Understand the theory that evolution is a process that relates to the gradual changes in the universe and of equilibrium as a physical state.</u>	a. <u>Understand the concepts of past, present, and future.</u>
04. <u>Understand concepts of form and function.</u>	a. <u>Identify shape and use of objects.</u>

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559. CONCEPTS OF SCIENTIFIC INQUIRY.

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. <u>Understand scientific inquiry and develop critical thinking skills.</u>	a. <u>Brainstorm questions that can be investigated.</u>
	b. <u>Make observations.</u>
	c. <u>Use various tools to gather information.</u>
	d. <u>Explore information and evidence.</u>
	e. <u>Use observations to make guesses.</u>
	f. <u>Communicate observations.</u>

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560. CONCEPTS OF PHYSICAL SCIENCE.

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. <u>Understand the structure and functions of matter and molecules and their interactions.</u>	a. <u>Know that objects have combinations of properties.</u>
	b. <u>Recognize and classify matter as a solid, liquid, or gas.</u>
	c. <u>Recognize that matter can change states (solid, liquid, gas).</u>
02. <u>Understand concepts of motion and forces.</u>	a. <u>Explore the position and motion of objects.</u>
	b. <u>Explore different kinds of energy.</u>

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561. CELLULAR AND MOLECULAR CONCEPTS.

Cellular and Molecular Concepts standards do not apply at this grade level.

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562. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the theory of biological evolution.</u>	a. <u>Observe and explore the life cycles of plants and animals and their basic needs.</u>
	b. <u>Recognize that animals live in different habitats for which they are suited.</u>

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563. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the relationship between matter, energy, and organization to trace matter as it cycles and energy as it flows through living systems and between living systems and the environment.</u>	a. <u>Understand that living things need food to survive.</u>

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564. EARTH AND SPACE SYSTEMS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand scientific theories of origin and subsequent changes in the universe and earth systems.</u>	a. <u>Identify the four seasons and their characteristics.</u>
	b. <u>Understand the characteristics of different weather conditions.</u>
02. <u>Understand geo-chemical cycles and energy in the earth system.</u>	a. <u>Explore evaporation and precipitation.</u>

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565. TECHNOLOGY.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the relationship between science and technology and develop the abilities of technological design and application.</u>	a. <u>Distinguish between natural objects and objects made by humans.</u>
	b. <u>Recognize that people have invented tools for everyday life and for scientific investigations.</u>
	c. <u>Create a tool to perform a specific function.</u>
	d. <u>Use available and appropriate technology.</u>

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566. PERSONAL AND SOCIAL PERSPECTIVES.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand common environmental quality issues, both natural and human induced.</u>	a. <u>Identify the characteristics of the local environment.</u>
02. <u>Understand the importance of natural resources and the need to manage and conserve them.</u>	a. <u>Understand the concept of recycling.</u>
	b. <u>Understand the conservation of natural resources.</u>

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567. HISTORY OF SCIENCE.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the significance of major scientific milestones.</u>	a. <u>Understand major contributions of various scientists and researchers.</u>

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568. INTERDISCIPLINARY CONCEPTS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand that interpersonal relationships are important in scientific endeavors.</u>	a. <u>Learn appropriate cooperation and interaction skills.</u>
02. <u>Understand technical communication.</u>	a. <u>Understand and follow instructions.</u>

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569. -- 571. (RESERVED).

572. SCIENCE STANDARDS - GRADE 3, SECTIONS 573 THROUGH 583.

573. UNIFYING CONCEPTS OF SCIENCE.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand systems, order, and organization.</u>	a. <u>Recognize that a system is an organized group of related objects that form a whole.</u>
	b. <u>Explore the solar system.</u>

Standard - The student will:	Content Knowledge and Skills:
02. <u>Understand concepts and processes of evidence, models, and explanation.</u>	a. <u>Develop skills in observation and data collection.</u>
	b. <u>Recognize the difference between observations and inferences.</u>
	c. <u>Develop and/or use models to explain how things work.</u>
03. <u>Understand constancy, change, and measurement.</u>	a. <u>Explore concepts in science that do not change with time.</u>
	b. <u>Understand that changes occur and can be measured.</u>
	c. <u>Measure in both the standard and metric systems.</u>
04. <u>Understand the theory that evolution is a process that relates to the gradual changes in the universe and of equilibrium as a physical state.</u>	a. <u>Understand the relationships of past, present, and future.</u>
05. <u>Understand concepts of form and function.</u>	a. <u>Discover the relationship between shape and use.</u>

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574. CONCEPTS OF SCIENTIFIC INQUIRY.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand scientific inquiry and develop critical thinking skills.</u>	a. <u>Identify questions that can be answered by conducting scientific tests.</u>
	b. <u>Conduct scientific tests.</u>
	c. <u>Use appropriate tools and techniques to gather and display data.</u>
	d. <u>Use data to construct a reasonable explanation.</u>
	e. <u>Make simple predictions based on data.</u>
	f. <u>Explore alternative explanations.</u>
	g. <u>Communicate the results of tests to others.</u>

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575. CONCEPTS OF PHYSICAL SCIENCE.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the structure and function of matter and molecules and their interactions.</u>	a. <u>Use simple instruments to measure properties.</u>
	b. <u>Explore the properties of solids, liquids, and gases.</u>
	c. <u>Know that heating and cooling can cause changes of state in common materials.</u>
02. <u>Understand concepts of motion and forces.</u>	a. <u>Investigate the effect of pull/push on the motion and direction of objects.</u>
	b. <u>Recognize different forms of energy.</u>

Standard - The student will:	Content Knowledge and Skills:
	c. <u>Explore and investigate the six simple machines: demonstrate that the six simple machines can decrease the amount of force necessary to complete a task.</u>
03. <u>Understand the total energy in the universe is constant.</u>	a. <u>Compare and contrast potential and kinetic energy.</u>

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576. CELLULAR AND MOLECULAR CONCEPTS.

Cellular and Molecular Concepts standards do not apply at this grade level.

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577. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the theory of biological evolution.</u>	a. <u>Investigate diversity of plants and animals and how they adapt in order to survive in their environment.</u>
	b. <u>Investigate how plants and animals become extinct if their adaptations do not fit their environment.</u>
	c. <u>Recognize the difference between vertebrate and invertebrate animals: classify vertebrate animals (mammals, reptiles, birds, fish, amphibians).</u>

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578. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the relationship between matter, energy, and organization to trace matter as it cycles and energy as it flows through living systems and between living systems and the environment.</u>	a. <u>Know that living systems require energy to survive.</u>
	b. <u>Understand the food chain and know that organisms both cooperate and compete in ecosystems.</u>

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579. EARTH AND SPACE SYSTEMS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand scientific theories of origin and subsequent changes in the universe and earth systems.</u>	a. <u>Explore the length of a day, the seasons, the year, phases of the moon, and eclipses.</u>
	b. <u>Compare and contrast the contents of the solar system.</u>
	c. <u>Explore the effect of gravity on the solar system; include elements within the solar system such as the Earth, Moon and tides.</u>

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580. TECHNOLOGY.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the relationship between science and technology and develop the abilities of technological design and application.</u>	a. <u>Know that technology is the means by which people use knowledge, tools, and systems to make their lives easier and better.</u>
	b. <u>Recognize that people have invented tools for everyday life and for scientific investigations.</u>
	c. <u>Create a tool to perform a specific function.</u>
	d. <u>Use available and appropriate technology.</u>

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581. PERSONAL AND SOCIAL PERSPECTIVES.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand common environmental quality issues, both natural and human induced.</u>	a. <u>Identify issues in the local environment.</u>

Standard - The student will:	Content Knowledge and Skills:
02. <u>Understand the causes and effects of population change.</u>	a. <u>Understand the effect of technological development and human population growth on local towns and/or Idaho.</u>
03. <u>Understand the importance of natural resources and the need to manage and conserve them.</u>	a. <u>Understand the concept of recycling.</u>
	b. <u>Understand the conservation of natural resources.</u>
04. <u>Understand different uses of technology in science and how they affect our standard of living.</u>	a. <u>Identify examples of technologies used in scientific fields.</u>

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582. HISTORY OF SCIENCE.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the significance of major scientific milestones.</u>	a. <u>Understand major contributions of various scientist and researchers.</u>

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583. INTERDISCIPLINARY CONCEPTS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand that interpersonal relationships are important in scientific endeavors.</u>	a. <u>Work in teams to solve problems.</u>
02. <u>Understand technical communication.</u>	a. <u>Read and understand instructions.</u>

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584. -- 586. (RESERVED).

587. SCIENCE STANDARDS - GRADE 4, SECTIONS 588 THROUGH 598.

588. UNIFYING CONCEPTS OF SCIENCE.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand systems, order, and organization.</u>	a. <u>Recognize that a system is an organized group of related objects that form a whole.</u>
	b. <u>Explore the solar system.</u>

Standard - The student will:	Content Knowledge and Skills:
02. <u>Understand concepts and processes of evidence, models, and explanation.</u>	a. <u>Develop skills in observation and data collection.</u>
	b. <u>Recognize the difference between observations and inferences.</u>
	c. <u>Develop and/or use models to explain how things work.</u>
03. <u>Understand constancy, change, and measurement.</u>	a. <u>Explore concepts in science that do not change with time.</u>
	b. <u>Understand that changes occur and can be measured.</u>
	c. <u>Measure using standard and metric systems.</u>
04. <u>Understand the theory that evolution is a process that relates to the gradual changes in the universe and of equilibrium as a physical state.</u>	a. <u>Understand the relationships of past, present, and future.</u>
05. <u>Understand concepts of form and function.</u>	a. <u>Discover the relationship between shape and use.</u>

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589. CONCEPTS OF SCIENTIFIC INQUIRY.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand scientific inquiry and develop critical thinking skills.</u>	a. <u>Identify questions that can be answered by conducting scientific tests.</u>
	b. <u>Conduct scientific tests.</u>
	c. <u>Use appropriate tools and techniques to gather and display data.</u>
	d. <u>Use data to construct a reasonable explanation.</u>
	e. <u>Make simple predictions based on data.</u>
	f. <u>Explore alternative explanations.</u>
	g. <u>Communicate the results of tests to others.</u>

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590. CONCEPTS OF PHYSICAL SCIENCE.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the structure and function of matter and molecules and their interactions.</u>	a. <u>Use simple instruments to measure properties.</u>
	b. <u>Explore the properties of solids, liquids, and gases.</u>
	c. <u>Know that heating and cooling can cause changes of state in common materials.</u>

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
02. <u>Understand concepts of motion and forces.</u>	a. <u>Investigate the effect of pull/push on the motion and direction of objects.</u>
	b. <u>Research different forms of energy.</u>
	c. <u>Explore and investigate the six simple machines: demonstrate that the six simple machines can decrease the amount of force necessary to complete a task.</u>
03. <u>Understand the total energy in the universe is constant.</u>	a. <u>Compare and contrast potential and kinetic energy.</u>

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591. CELLULAR AND MOLECULAR CONCEPTS.

Cellular and Molecular Concepts standards do not apply at this grade level.

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592. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. <u>Understand the theory of biological evolution.</u>	a. <u>Investigate diversity of plants and animals and how they adapt in order to survive in their environment.</u>
	b. <u>Investigate how plants and animals become extinct if their adaptations do not fit their environment.</u>
	c. <u>Recognize the difference between vertebrate and invertebrate animals: classify vertebrate animals (mammals, reptiles, birds, fish, amphibians).</u>

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593. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. <u>Understand the relationship between matter, energy, and organization to trace matter as it cycles and energy as it flows through living systems and between living systems and the environment.</u>	a. <u>Know that living systems require energy to survive.</u>
	b. <u>Understand the food chain and know that organisms both cooperate and compete in ecosystems.</u>

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594. EARTH AND SPACE SYSTEMS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand scientific theories of origin and subsequent changes in the universe and earth systems.</u>	a. <u>Explore the length of a day, the seasons, the year, phases of the moon, and eclipses.</u>
	b. <u>Compare and contrast the contents of the solar system.</u>
	c. <u>Explore the effect of gravity on the solar system; include elements within the solar system such as the Earth, Moon, and tides.</u>

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595. TECHNOLOGY.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the relationship between science and technology and develop the abilities of technological design and application.</u>	a. <u>Know that technology is a means by which people use knowledge, tools, and systems to make their lives easier and better.</u>
	b. <u>Recognize that people have invented tools for everyday life and for scientific investigations.</u>
	c. <u>Create a tool to perform a specific solution.</u>
	d. <u>Use available and appropriate technology.</u>

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596. PERSONAL AND SOCIAL PERSPECTIVES.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand common environmental quality issues, both natural and human induced.</u>	a. <u>Identify issues in the local environment.</u>
02. <u>Understand the causes and effects of population change.</u>	a. <u>Understand the effect of technological development and human population growth on local towns and/or Idaho.</u>
03. <u>Understand the importance of natural resources and the need to manage and conserve them.</u>	a. <u>Understand the concept of recycling.</u>
	b. <u>Understand the conservation of natural resources.</u>
04. <u>Understand different uses of technology in science and how they affect our standard of living.</u>	a. <u>Identify examples of technologies used in scientific fields.</u>

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597. HISTORY OF SCIENCE.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the significance of major scientific milestones.</u>	a. <u>Understand major contributions of various scientists and researchers.</u>

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598. INTERDISCIPLINARY CONCEPTS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand that interpersonal relationships are important in scientific endeavors.</u>	a. <u>Work in teams to solve problems.</u>
02. <u>Understand technical communication.</u>	a. <u>Read and understand instructions.</u>

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599. -- 601. (RESERVED).

602. SCIENCE STANDARDS - GRADE 5, SECTIONS 603 THROUGH 613.

603. UNIFYING CONCEPTS OF SCIENCE.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand systems, order, and organization.</u>	a. <u>Know that a system is an organized group of related objects that form a whole.</u>
	b. <u>Describe the function of each human body system.</u>
02. <u>Understand concepts and processes of evidence, models, and explanation.</u>	a. <u>Know that observations and data are evidence on which to base scientific explanations and predictions.</u>
	b. <u>Know the difference between observations and inferences.</u>
	c. <u>Use models to explain or demonstrate a concept.</u>
	d. <u>Develop skills to create scientific explanations based on scientific knowledge, logic, and analysis.</u>
03. <u>Understand constancy, change, and measurement.</u>	a. <u>Recognize that some concepts in science do not change with time.</u>
	b. <u>Analyze changes that occur in and among systems.</u>
	c. <u>Measure using standard and metric systems with an emphasis on the metric system.</u>
04. <u>Understand the theory that evolution is a process that relates to the gradual changes in the universe and of equilibrium as a physical state.</u>	a. <u>Understand the relationships of past, present, and future.</u>

Standard - The student will:	Content Knowledge and Skills:
05. <u>Understand concepts of form and function.</u>	a. <u>Understand that the shape or form of an object or system is frequently related to its use or function.</u>

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604. CONCEPTS OF SCIENTIFIC INQUIRY.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand scientific inquiry and develop critical thinking skills.</u>	a. <u>Develop questions that can be answered by conducting scientific experiments.</u>
	b. <u>Conduct scientific investigations using controls and variables when appropriate.</u>
	c. <u>Select and use appropriate tools and techniques to gather and display data.</u>
	d. <u>Analyze data in order to develop descriptions, explanations, predictions, and models using evidence.</u>
	e. <u>Develop a hypothesis based on observations.</u>
	f. <u>Compare alternative explanations and predictions.</u>
	g. <u>Communicate scientific procedures and explanations.</u>

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605. CONCEPTS OF PHYSICAL SCIENCE.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the structure and function of matter and molecules and their interactions.</u>	a. <u>Explore and describe the differences among elements, compounds, and mixtures.</u>
	b. <u>Explore and calculate properties of matter.</u>
	c. <u>Compare differences among solids, liquids, and gases using the concept of density: explore the effect of temperature on density.</u>
	d. <u>Understand the nature of physical change and how it relates to physical properties.</u>
02. <u>Understand chemical reactions.</u>	a. <u>Observe and know that substances react with each other to form new substances with different properties.</u>
03. <u>Understand concepts of motion and forces.</u>	a. <u>Observe the effects of different forces (gravity and friction) on the movement, speed, and direction of an object.</u>
	b. <u>Investigate different forms of energy.</u>

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606. CELLULAR AND MOLECULAR CONCEPTS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the cell is the basis of form and function for all living things and how living things carry out their life functions.</u>	a. <u>Explore the different structural levels of which an organism is comprised: cells, tissues, organs, organ systems, and organisms.</u>
	b. <u>Recognize the structural differences between plant and animal cells.</u>
	c. <u>Explore the concept that traits are passed from parents to offspring.</u>

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607. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.

Interdependence of Organisms and Biological Change standards do not apply at this grade level.

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608. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the relationship between matter, energy, and organization to trace matter as it cycles and energy as it flows through living systems and between living systems and the environment.</u>	a. <u>Know that the energy for life is primarily derived from the sun through photosynthesis.</u>

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609. EARTH AND SPACE SYSTEMS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand scientific theories of origin and subsequent changes in the universe and earth systems.</u>	a. <u>Investigate the interactions between the solid earth, oceans, atmosphere, and organisms.</u>
	b. <u>Know the water cycle and its relationship to weather and climate.</u>
	c. <u>Identify cumulus, cirrus, and stratus clouds and their relationship to weather changes.</u>
	d. <u>Know that fossils are evidence of past life forms.</u>
02. <u>Understand geo-chemical cycles and energy in the earth system.</u>	a. <u>Know the rock cycle and identify the three classifications of rocks.</u>
	b. <u>Know the layers and composition of the earth.</u>

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610. TECHNOLOGY.

Standard - The student will:	Content Knowledge and Skills:
<p>01. <u>Understand the relationship between science and technology and develop the abilities of technological design and application.</u></p>	<p>a. <u>Know that science and technology are human endeavors interrelated to each other, to society, and to the work place.</u></p> <p>b. <u>Compare scientific inquiry and technological design in terms of activities, results, and influences on individuals and society: know that science enables technology and vice versa.</u></p> <p>c. <u>Create a tool to perform a specific function.</u></p> <p>d. <u>Use available and appropriate technology.</u></p> <p>e. <u>Explore the elements of technological design, which include the following:</u> - <u>Identify a problem;</u> - <u>Propose a solution;</u> - <u>Implement a proposed solution;</u> - <u>Evaluate the solution and its consequences;</u> - <u>Communicate the problem, process, and solution.</u></p>

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611. PERSONAL AND SOCIAL PERSPECTIVES.

Standard - The student will:	Content Knowledge and Skills:
<p>01. <u>Understand common environmental quality issues, both natural and human induced.</u></p>	<p>a. <u>Identify issues for environmental studies.</u></p>
<p>02. <u>Understand the causes and effects of population change.</u></p>	<p>a. <u>Understand the effect of technological development and human population growth on the United States and/or the world.</u></p>
<p>03. <u>Understand the importance of natural resources and the need to manage and conserve them.</u></p>	<p>a. <u>Understand the differences between renewable and nonrenewable resources.</u></p> <p>b. <u>Understand the conservation of natural resources.</u></p>
<p>04. <u>Understand different uses of technology in science and how they affect our standard of living.</u></p>	<p>a. <u>Identify examples of technologies used in these scientific fields:</u> - <u>Food production;</u> - <u>Environmental cleanup;</u> - <u>Advances in medicine;</u> - <u>Communications;</u> - <u>The space program;</u> - <u>Weather forecasting.</u></p>

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612. HISTORY OF SCIENCE.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the significance of major scientific milestones.</u>	a. <u>Understand major contributions of various scientists and researchers.</u>

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613. INTERDISCIPLINARY CONCEPTS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand that interpersonal relationships are important in scientific endeavors.</u>	a. <u>Work in teams to solve problems.</u>
02. <u>Understand technical communication.</u>	a. <u>Read, understand, and follow technical instructions.</u>
	b. <u>Write a lab report.</u>

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614. -- 616. (RESERVED).

617. SCIENCE STANDARDS - GRADE 6, SECTIONS 618 THROUGH 628.

618. UNIFYING CONCEPTS OF SCIENCE.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand systems, order, and organization.</u>	a. <u>Know that a system is an organized group of related objects that form a whole.</u>
	b. <u>Describe the function of each human body system.</u>
02. <u>Understand concepts and processes of evidence, models, and explanation.</u>	a. <u>Know that observations and data are evidence on which to base scientific explanations and predictions.</u>
	b. <u>Know the difference between observations and inferences.</u>
	c. <u>Use models to explain or demonstrate a concept.</u>
	d. <u>Develop skills to create scientific explanations based on scientific knowledge, logic, and analysis.</u>
03. <u>Understand constancy, change, and measurement.</u>	a. <u>Recognize that some concepts in science do not change with time.</u>
	b. <u>Analyze changes that occur in and among systems.</u>
	c. <u>Measure using standard and metric systems with an emphasis on the metric system.</u>
04. <u>Understand the theory that evolution is a process that relates to the gradual changes in the universe and of equilibrium as a physical state.</u>	a. <u>Understand the relationships of past, present, and future.</u>

Standard - The student will:	Content Knowledge and Skills:
05. <u>Understand concepts of form and function.</u>	a. <u>Understand that the shape or form of an object or system is frequently related to its use or function.</u>

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619. CONCEPTS OF SCIENTIFIC INQUIRY.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand scientific inquiry and develop critical thinking skills.</u>	a. <u>Develop questions that can be answered by conducting scientific experiments.</u>
	b. <u>Conduct scientific investigations using controls and variables when appropriate.</u>
	c. <u>Select and use appropriate tools and techniques to gather and display data.</u>
	d. <u>Analyze data in order to develop descriptions, explanations, predictions, and models using evidence.</u>
	e. <u>Develop a hypothesis based on observations.</u>
	f. <u>Compare alternative explanations and predictions.</u>
	g. <u>Communicate scientific procedures and explanations.</u>

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620. CONCEPTS OF PHYSICAL SCIENCE.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the structure and function of matter and molecules and their interactions.</u>	a. <u>Explore and describe the differences among elements, compounds, and mixtures.</u>
	b. <u>Explore and calculate properties of matter.</u>
	c. <u>Compare differences among solids, liquids, and gases using the concept of density: explore the effect of temperature on density.</u>
	d. <u>Understand the nature of physical change and how it relates to physical properties.</u>
02. <u>Understand chemical reactions.</u>	a. <u>Observe and know that substances react with each other to form new substances with different properties.</u>
03. <u>Understand concepts of motion and forces.</u>	a. <u>Observe the effects of different forces (gravity and friction) on the movement, speed, and direction of an object.</u>
	b. <u>Investigate different forms of energy.</u>

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621. CELLULAR AND MOLECULAR CONCEPTS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the cell is the basis of form and function for all living things and how living things carry out their life functions.</u>	a. <u>Explore the different structural levels of which an organism is comprised: cells, tissues, organs, organ systems, and organisms.</u>
	b. <u>Recognize the structural differences between plant and animal cells.</u>
	c. <u>Explore the concept that traits are passed from parents to offspring.</u>

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622. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.

No standards of Interdependence of Organisms and Biological Change apply at this grade level.

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623. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the relationship between matter, energy, and organization to trace matter as it cycles and energy as it flows through living systems and between living systems and the environment.</u>	a. <u>Know that the energy for life is primarily derived from the sun through photosynthesis.</u>

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624. EARTH AND SPACE SYSTEMS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand scientific theories of origin and subsequent changes in the universe and earth systems.</u>	a. <u>Investigate the interactions between the solid earth, oceans, atmosphere, and organisms.</u>
	b. <u>Know the water cycle and its relationship to weather and climate.</u>
	c. <u>Identify cumulus, cirrus, and stratus clouds and their relationship to weather changes.</u>
	d. <u>Know that fossils are evidence of past life forms.</u>
02. <u>Understand geo-chemical cycles and energy in the earth system.</u>	a. <u>Know the rock cycle and identify the three classifications of rocks.</u>
	b. <u>Know the layers and composition of the earth.</u>

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625. TECHNOLOGY.

Standard - The student will:	Content Knowledge and Skills:
<p>01. <u>Understand the relationship between science and technology and develop the abilities of technological design and application.</u></p>	<p>a. <u>Know that science and technology are human endeavors interrelated to each other, to society, and to the work place.</u></p>
	<p>b. <u>Compare scientific inquiry and technological design in terms of activities, results, and influences on individuals and society: know that science enables technology and vice versa.</u></p>
	<p>c. <u>Create a tool to perform a specific function.</u></p>
	<p>d. <u>Use available and appropriate technology.</u></p>
	<p>e. <u>Explore the elements of technological design, which include the following:</u> - <u>Identify a problem;</u> - <u>Propose a solution;</u> - <u>Implement a proposed solution;</u> - <u>Evaluate the solution and its consequences;</u> - <u>Communicate the problem, process, and solution.</u></p>

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626. PERSONAL AND SOCIAL PERSPECTIVES.

Standard - The student will:	Content Knowledge and Skills:
<p>01. <u>Understand common environmental quality issues, both natural and human induced.</u></p>	<p>a. <u>Identify issues for environmental studies.</u></p>
<p>02. <u>Understand the causes and effects of population change.</u></p>	<p>a. <u>Understand the effect of technological development and human population growth on the United States and/or the world.</u></p>
<p>03. <u>Understand the importance of natural resources and the need to manage and conserve them.</u></p>	<p>a. <u>Understand the differences between renewable and nonrenewable resources.</u></p>
	<p>b. <u>Understand the conservation of natural resources.</u></p>
<p>04. <u>Understand different uses of technology in science and how they affect our standard of living.</u></p>	<p>a. <u>Identify examples of technologies used in these scientific fields:</u> - <u>Food production;</u> - <u>Environmental cleanup;</u> - <u>Advances in medicine;</u> - <u>Communications;</u> - <u>The space program;</u> - <u>Weather forecasting.</u></p>

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627. HISTORY OF SCIENCE.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the significance of major scientific milestones.</u>	a. <u>Understand major contributions of various scientists and researchers.</u>

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628. INTERDISCIPLINARY CONCEPTS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand that interpersonal relationships are important in scientific endeavors.</u>	a. <u>Work in teams to solve problems.</u>
02. <u>Understand technical communication.</u>	a. <u>Read, understand, and follow technical instructions.</u>
	b. <u>Write a lab report.</u>

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629. -- 631. (RESERVED).

632. SCIENCE STANDARDS - MIDDLE GRADES, SECTIONS 633 THROUGH 643.

Based on the necessary math knowledge and skills, student maturation level, and the need for secondary level Physical Science exposure, it is recommended that Earth Science be scheduled at the middle school level. The standards reflect this recommendation. ()

633. UNIFYING CONCEPTS OF SCIENCE.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand systems, order, and organization.</u>	a. <u>Define and order small systems of a whole for the purpose of investigation.</u>
	b. <u>Know the different structural levels of which an organism is comprised: cells, tissues, organs, organ systems, and organisms.</u>
	c. <u>Know that there is order and predictability in the universe.</u>
	d. <u>Know that patterns and similarities allow us to organize information about our universe.</u>
02. <u>Understand concepts and processes of evidence, models, and explanation.</u>	a. <u>Use observations and data as evidence on which to base scientific explanations and predictions.</u>
	b. <u>Use observations to make defensible inferences.</u>
	c. <u>Develop and/or use models to explain or demonstrate a concept.</u>
	d. <u>Develop scientific explanations based on scientific knowledge, logic, and analysis.</u>

Standard - The student will:	Content Knowledge and Skills:
03. <u>Understand constancy, change, and measurement.</u>	a. <u>Identify concepts in science that do not change with time.</u>
	b. <u>Analyze changes that occur in and among systems.</u>
	c. <u>Measure precisely in metric units using appropriate tools.</u>
04. <u>Understand the theory that evolution is a process that relates to the gradual changes in the universe and of equilibrium as a physical state.</u>	a. <u>Understand the relationships of past, present, and future.</u>
	b. <u>Understand that evolution refers to the biological, geological, or astronomical change over time.</u>
	c. <u>Understand that equilibrium is a physical state of balance in which changes and forces occur in opposite and offsetting directions.</u>

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634. CONCEPTS OF SCIENTIFIC INQUIRY.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand scientific inquiry and develop critical thinking skills.</u>	a. <u>Develop complex questions that can be answered by conducting long-term studies.</u>
	b. <u>Design and conduct scientific investigations using controls and variables when appropriate.</u>
	c. <u>Select and use appropriate tools and techniques to gather and display data.</u>
	d. <u>Analyze data in order to form conclusions.</u>
	e. <u>Think critically and logically to accept or reject a hypothesis.</u>
	f. <u>Analyze alternative explanations and predictions.</u>
	g. <u>Communicate and defend scientific procedures and explanations.</u>
	h. <u>Recognize the differences among observations, hypotheses, mathematical laws, and theories.</u>

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635. CONCEPTS OF PHYSICAL SCIENCE.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the structure and function of matter and molecules and their interactions.</u>	a. <u>Understand that all matter is made up of atoms, which may be combined in various kinds, ways, and numbers.</u>
	b. <u>Use properties to identify matter.</u>
	c. <u>Identify physical properties and know the nature of a physical change.</u>
02. <u>Understand chemical reactions.</u>	a. <u>Demonstrate that chemical reactions may release or consume energy.</u>

Standard - The student will:	Content Knowledge and Skills:
03. <u>Understand concepts of motion and forces.</u>	a. <u>Know how an object's position, direction of motion, and speed can be measured.</u>
	b. <u>Compare and contrast the relationships among different forms of energy.</u>
04. <u>Understand that the total energy in the universe is constant.</u>	a. <u>Explain how energy can be transformed from one form to another but is neither destroyed nor created.</u>
	b. <u>Understand that energy is transferred from one place to another.</u>

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636. CELLULAR AND MOLECULAR CONCEPTS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the cell is the basis of form and function for all living things and how living things carry out their life functions.</u>	a. <u>Know the relationships among specialized cells, tissues, organs, organ systems, and organisms.</u>
	b. <u>Know the parts of plant and animal cells and the functions of the various cell structures.</u>
	c. <u>Know that most cell functions involve chemical reactions.</u>
	d. <u>Know that genes and chromosomes carry the information for traits.</u>
	e. <u>Know that traits are inherited, including dominant and recessive traits.</u>
	f. <u>Know that genetic information is replicated and passed on to new cells.</u>
	g. <u>Know that transmission of chromosomal information to offspring occurs through asexual or sexual reproduction.</u>

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637. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the theory of biological evolution.</u>	a. <u>Know that species change over time when random variations in individuals enhance their survival and reproductive success in a particular environment.</u>
	b. <u>Know that species may become extinct when the environment changes and their adaptive characteristics are insufficient to allow their survival.</u>
	c. <u>Know that biological classifications are based on similarities, which reflect their evolutionary relationships.</u>

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638. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the relationship between matter, energy, and organization to trace matter as it cycles and energy as it flows through living systems and between living systems and the environment.</u>	a. <u>Know that the energy stored in food is primarily derived from the sun through photosynthesis.</u>
	b. <u>Know that the distribution and abundance of organisms and populations in ecosystems are limited by the availability of matter and energy.</u>
	c. <u>Know that atoms and molecules cycle among the living and nonliving components of the biosphere.</u>
	d. <u>Trace energy flows through ecosystems in one direction, from photosynthetic organisms to herbivores to carnivores and decomposers.</u>
02. <u>Understand the individual behavior of organisms and their interactions in populations and communities as influenced by physiological and environmental factors.</u>	a. <u>Know that organisms have behavioral responses to internal and external stimuli.</u>
	b. <u>Know that living organisms have the capacity to produce populations of infinite size but that environments and resources are finite.</u>

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639. EARTH AND SPACE SYSTEMS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand scientific theories of origin and subsequent changes in the universe and earth systems.</u>	a. <u>Know that there are interactions among the solid earth, oceans, atmosphere, and organisms, which result in a change of the earth's system. (Some interactions are observable such as earthquakes and volcanic eruptions, but many take place over hundreds of millions of years.)</u>
	b. <u>Compare earth with other planets with emphasis on conditions necessary for life.</u>
	c. <u>Understand the motions that explain such occurrences as the day, the seasons, the year, phases of the moon, eclipses, and tides.</u>
	d. <u>Know that the development of life caused dramatic changes in the composition of the earth's atmosphere.</u>
	e. <u>Know that the universe is constantly expanding.</u>
	f. <u>Know that stars and galaxies have a life cycle.</u>
	g. <u>Know methods used to estimate geologic time (observing rock sequences, using fossils to correlate the sequences at various locations).</u>

Standard - The student will:	Content Knowledge and Skills:
02. <u>Understand geo-chemical cycles and energy in the earth system.</u>	a. <u>Know that earth systems have internal and external sources of energy.</u>
	b. <u>Know that the earth's internal heat causes the plates of the earth's surface to move.</u>
	c. <u>Know that the heating of the earth's surface and atmosphere by the sun drives convection within the atmosphere and oceans, producing winds and ocean currents affecting global climate.</u>

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640. TECHNOLOGY.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the relationship between science and technology and develop the abilities of technological design and application.</u>	a. <u>Know that science and technology are human endeavors interrelated to each other, to society, and to the work place.</u>
	b. <u>Compare and contrast scientific inquiry and technological design in terms of activities, results, and influence on individuals and society; know that science enables technology and vice versa.</u>
	c. <u>Create a tool to perform a specific function.</u>
	d. <u>Use available and appropriate technology.</u>
	e. <u>Know the elements of technological design, which include the following:</u> - <u>Identify a problem;</u> - <u>Propose a solution;</u> - <u>Implement a proposed solution;</u> - <u>Evaluate the solution and its consequences;</u> - <u>Communicate the problem, process, and solution.</u>

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641. PERSONAL AND SOCIAL PERSPECTIVES.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand common environmental quality issues, both natural and human induced.</u>	a. <u>Identify environmental issues and conduct studies.</u>
02. <u>Understand the causes and effects of population change.</u>	a. <u>Understand the effect of technological development and the growth of human population on the living and nonliving components of the environment.</u>
03. <u>Understand the importance of natural resources and the need to manage and conserve them.</u>	a. <u>Explore alternative sources of energy.</u>
	b. <u>Understand the role and effect of management of natural resources.</u>

Standard - The student will:	Content Knowledge and Skills:
04. <u>Understand different uses of technology in science and how they affect our standard of living.</u>	a. <u>Know that there are predictable and unpredictable consequences of technology.</u>

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642. HISTORY OF SCIENCE.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand the significance of major scientific milestones.</u>	a. <u>Understand the impact of historical scientific events.</u>

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643. INTERDISCIPLINARY CONCEPTS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand that interpersonal relationships are important in scientific endeavors.</u>	a. <u>Work in teams to solve problems.</u>
02. <u>Understand technical communication.</u>	a. <u>Read, understand, and follow technical instructions.</u>
	b. <u>Write and articulate technical information.</u>
	c. <u>Write a long-term investigation.</u>

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644. -- 646. (RESERVED).

~~350~~647. SCIENCE STANDARDS - GRADES 9 THROUGH 12, SECTIONS 648 THROUGH 658.

The members of the Idaho Exiting Standards Subcommittee in science reviewed a number of exiting standards including those developed at the national and state levels. The committee has chosen the National Science Education Standards developed by the National Research Council as a starting point for the Idaho Exiting Standards for science shown here. This approach ensures a common base for local development of strong science curriculums. (4-5-00)

~~01-~~ **01- Science.** *Science is a human endeavor that seeks to understand the universe by observation, experimentation, and rational interpretation of observations. At its core, science is a method of asking questions, a method that may be extended to problem solving in many areas of life. An observation leads to a hypothesis. The hypothesis suggests experiments that might be done to further understand the phenomena. These observations and hypotheses are published in scientific literature whereupon they may be replicated, extended or disproved by others. Hypotheses that prove capable of explaining observations and making predictions about additional phenomena are retained while those that fail this test are discarded. Only those hypotheses that have proven to be successful over considerable periods of time are referred to as "theories," and even these theories may be supplanted should they prove incapable of explaining new observations. (4-5-00)*

~~02-~~ **02- Reviewing Science Exiting Standards.** *It is essential to remember while reviewing these Science Exiting Standards that all theories are subject to revision and that theories are not absolute fact. In the case of these standards, the samples of applications that would demonstrate learning are intended to represent specific topics*

students should master to satisfy the spirit of the Science Exiting Standards developed by the committee.
Note: The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of application. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning. (4-5-00)

351648. UNIFYING CONCEPTS OF SCIENCE.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
01. Understand systems, order, and organization.	a. Know the scientific meaning and application of the concepts of system, order, and organization.	<i>i.</i> Analyze, design, assemble, and trouble shoot systems—mechanical, electrical, and biological—with easily discernable components. #. Discuss the value of thinking in terms of systems, order, and organization.
02. Understand concepts and processes of evidence, models, and explanation.	a. Know that observations and data are evidence on which to base scientific explanations.	<i>i.</i> Students use a stream table to explore concepts such as river erosion and compare the results for the table model to what is known about full-scale erosion models.
	b. Use models to explain how things work.	<i>i.</i> Build and demonstrate a model of the solar system.
	c. Develop scientific explanations based on scientific knowledge, logic and analysis.	<i>i.</i> Through research explain the value of a recycling program.
03. Understand constancy, change, and measurement.	a. Identify constancy in some concepts in science that do not change with time such as the speed of light.	<i>i.</i> Define a meter in terms of distance traveled by light in a given period of time.
	b. Recognize that change occurs in and among systems and change can be measured.	<i>i.</i> Use demographic data to plot and explain population changes over a period of time.
	c. Measure in both the metric and customary system.	<i>i.</i> Record Celsius and Fahrenheit temperature readings over a period of time.
04. Understand the theory that evolution is a process that relates to the gradual changes in the universe and of equilibrium as a physical state.	a. Know that the present arises from materials and forms of the past.	<i>i.</i> Diagram the rock cycle.
		<i>#.</i> Describe how soil forms.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
	<p>b. Understand evolution as a series of changes, some gradual and some sporadic, that account for present form and function of objects, organisms, and natural or mechanical systems.</p> <p>c. Know that equilibrium is a physical state in which forces and changes occur in opposite and offsetting directions.</p>	<p>i. Describe the earth's changes using plate tectonics as an example.</p> <p>ii. Describe the changes in Idaho's vegetation over the last 200 years and explain why they occurred.</p> <p>iii. Demonstrate Newton's laws of motion.</p>
05. Understand concepts of form and function.	a. Know that form refers to function and function refers to form.	i. Describe how the foot of a frog and the shape of a leaf demonstrate form and function.

(4-5-00)()

352649. CONCEPTS OF SCIENTIFIC INQUIRY.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
01. Understand scientific inquiry and develop critical thinking skills.	a. Identify questions and concepts that guide scientific investigations.	<p>i. Design, build, and test a bridge for maximum strength.</p> <p>ii. Design an appropriate ecosystem for the front of your school.</p> <p>iii. Identify and solve a community problem or concern using the scientific method.</p>
	b. Design and conduct scientific investigations.	
	c. Use technology and mathematics to improve investigations and communication.	
	d. Formulate and revise scientific explanations and models using logic and evidence.	
	e. Recognize and analyze alternative explanations and models.	
	f. Communicate and defend a scientific argument.	

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
	g. Know the differences among observations, hypotheses, and theories.	i. Compare Ptolemy's model of the universe to that of Copernicus.

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~~353650.~~ CONCEPTS OF PHYSICAL SCIENCE.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
01. Understand the structure of atoms.	a. Know the function and location of the protons, neutrons, and electrons.	i. Draw and label a diagram of an atom and list the functions of its components.
	b. Understand the processes of fission and fusion.	i. Compare and contrast the processes of fission and fusion.
	c. Know the characteristics of isotopes.	i. Describe the differences between carbon 12 and carbon 14.
	d. Know the basic electrical properties of matter.	i. Use static electricity to demonstrate attraction and repulsion of charged particles.
02. Understand the structure and function of matter and molecules and their interactions.	a. Know how atoms interact with one another by transferring or sharing electrons.	i. Using the periodic table, determine the atomic number and valence of a given element to predict types of bonding.
	b. Know how bonds between atoms are created when electrons are shared or transferred to form molecules or ionic substances.	i. Compare and contrast ionic and covalent bonds.
	c. Know how the physical properties of compounds reflect the nature of the interactions among its molecules.	i. Describe how molecular structure relates to crystal patterns.
	d. Know how solids, liquids, and gases differ in the energy that bonds them together.	i. Describe the energy level of water molecules as they pass through the three states of matter.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
03. Understand chemical reactions.	a. Know that chemical reactions may release or consume energy.	i. Demonstrate exothermic and endothermic chemical reactions.
	b. Know that chemical reactions can occur in time periods that vary from very fast to very slow and that catalysts can affect the rate of a chemical reaction.	i. Demonstrate the change in rate of decay of hydrogen peroxide to water with and without an enzyme.
	c. Identify chemical reactions that are occurring all around us.	i. Identify and describe chemical reactions that occur in the home and community.
04. Understand concepts of motion and forces.	a. Know that gravitational force and electrical force are universal forces.	i. Describe the relationship between mass and weight. ii. Explain the role of electrical forces in the structure of the universe.
	b. Know that objects change their motion only when a net force is applied.	i. Build a CO₂ powered car and demonstrate how an applied force affects its motion.
	c. Understand that moving electrical charges produce magnetic forces, and moving magnets produce electrical forces.	i. Build an electric motor and explain how it operates. ii. Explain the generation of electricity in a hydroelectric plant.
05. Understand that the total energy in the universe is constant.	a. Understand that energy can be transferred but it can neither be destroyed nor created.	i. Design and construct devices to transform/transfer energy.
	b. Know that energy can be classified as either potential energy, kinetic energy, or energy contained by a field.	i. Describe the difference between kinetic and potential energy and give examples of each.
	c. Know that heat is evidenced by random motion and the vibrations of atoms, molecules, and ions.	i. Observe the changes in the physical properties of milk as it is heated on a microscope slide.
	d. Know that energy is transferred by various types of waves and by electrons flowing through matter.	i. Explain the basic properties of the electromagnetic spectrum.

(4-5-00)()

~~354~~651. CELLULAR AND MOLECULAR CONCEPTS.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
<p>01. Understand the cell is the basis of form and function for all living things and how living things carry out their life functions.</p>	<p>a. Know that cells have particular structures that underlie their functions.</p>	<p>i. Explain how the structure and function of a cell are similar to the organizational structure and function of a school.</p>
	<p>b. Know that most cell functions involve chemical reactions.</p>	<p>i. Explain the chemical basis for cell respiration.</p>
	<p>c. Know that cells store and use information in the form of DNA to guide their functions.</p>	<p>i. Describe the similarities and differences between DNA transcription and making multiple copies of student records on an office copy machine.</p>
	<p>d. Know that cell functions are regulated by expressed genes that provide code for the synthesis of proteins.</p>	<p>i. Explain how protein is produced at the cellular level.</p>
	<p>e. Know that cellular differentiation is regulated through the expression of different genes. A single cell can differentiate to form the many specialized cells, tissues and organs.</p>	
<p>02. Understand the form and function of DNA.</p>	<p>a. Know that the instructions for specifying the characteristics of the organism are carried in DNA.</p>	<p>i. Explain what we mean by genetic mapping.</p>
	<p>b. Know that genetic information is both encoded in genes and replicated.</p>	<p>i. Compare the process of mitosis and meiosis.</p>
	<p>c. Know that most of the cells in a human contain 23 pairs of chromosomes, and that transmission of chromosomal information to offspring occurs through the combination of egg and sperm cells.</p>	<p>i. Compare the process of mitosis and meiosis.</p>

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
	<p>d. Know that changes in DNA (mutations) occur spontaneously at low rates. Some of these changes make no difference to the organism whereas others can change cells and organisms. Only mutations in gametes can create the variation that changes an organism's off-spring.</p>	<p>†. Explain how mutations of an organism's DNA may result in birth defects.</p>
	<p>e. Know that DNA plays a major role in health issues. Through the development of new technologies we have discovered new information about the human genome, medical disorders, and forensic sciences.</p>	<p>†. Find an example of the role of DNA in health issues.</p>

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355652. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
<p>01. Understand the theory of biological evolution.</p>	<p>a. Know that the theory of evolution explains how species evolve over time and how evolution is the consequence of interactions of:</p> <ul style="list-style-type: none"> - Potential of a species to increase its numbers; - Genetic variability; - A finite supply of resources; - Selection by the environment of those offspring better able to survive and leave offspring. 	<p>†. Trace the evolution of a species. ‡. Explain why some species have changed little over time and others have become extinct.</p>

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
	<p>b. Know that natural selection and its evolutionary consequences provide a scientific explanation for the fossil record of ancient life forms, as well as for the striking molecular similarities observed among the diverse species of organisms.</p>	
	<p>c. Know that the theory of evolution explains how different species of plants, animals, and microorganisms that live on earth today are related by descent from common ancestors.</p>	<p>†. Identify the ancestors of a present day species.</p>
	<p>d. Know that biological classifications are based on similarities, which reflect their evolutionary relationships.</p>	<p>†. Classify an organism using a dichotomous key.</p>
<p>02. Understand the interdependence of organisms.</p>	<p>a. Know that atoms and molecules cycle among the living and nonliving components of the biosphere.</p>	<p>†. Diagram the nitrogen cycle.</p>
	<p>b. Trace energy flows through ecosystems in one direction, from photosynthetic organisms to herbivores to carnivores and decomposers.</p>	<p>†. Explain a food chain.</p>
	<p>c. Know that organisms both cooperate and compete in ecosystems.</p>	<p>†. Explain niches in an ecosystem.</p>
	<p>d. Know that living organisms have the capacity to produce populations of infinite size, but environments and resources are finite.</p>	<p>†. List limiting factors of a population in a closed environment.</p>

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
	e. Know that human beings live within the world's ecosystems. Increasingly, humans modify ecosystems as a result of population growth, technology, and consumption.	i. Conduct an extended investigation of a local environment affected by human actions.

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35653. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
01. Understand the relationship between matter, energy, and organization to trace matter as it cycles and energy as it flows through living systems and between living systems and the environment.	a. Know that all matter tends toward more disorganized states.	i. Explain entropy.
	b. Know that living systems require a continuous input of energy to maintain their chemical and physical organization.	i. Explain why all organisms need food.
	c. Know that the energy for life is primarily derived from the sun through photosynthesis.	i. Provide evidence that green plants make food and explain the significance of this process to other organisms.
	d. Understand cellular respiration and the synthesis of macromolecules.	i. Describe how energy is derived to carry out various functions in organisms.
	e. Know that chemical bonds of food molecules contain energy, which is released when the bonds are broken.	i. Describe the chemical processes of cellular respiration.
	f. Know that cells usually store energy as Adenosine Triphosphate (ATP).	i. Describe the chemical processes of cellular respiration.
	g. Know that the distribution and abundance of organisms and populations in ecosystems are limited by the availability of matter and energy.	i. Describe the relationship between the food supply and the distribution and abundance of a species.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
	<p>h. Trace how matter cycles and energy flows through different levels of organization of living systems – cells, organs, organisms, communities – and between living systems and the physical environment.</p>	<p>i. Construct a food web for a community of organisms and explain how elimination of a particular part of a chain affects the rest of the chain and web.</p> <p>ii. Diagram the carbon and oxygen cycles.</p>
<p>02. Understand the individual behavior of organisms and their interactions in populations and communities as influenced by physiological and environmental factors.</p>	<p>a. Know that multi-cellular animals have nervous systems that generate behavior.</p>	<p>i. Demonstrate how an organism responds to various stimuli.</p>
	<p>b. Know that the nerve cells communicate with each other by secreting specific excitatory and inhibitory molecules.</p>	<p>i. Explain the interaction of neurotransmitters and psychoactive drugs.</p>
	<p>c. Know that organisms have behavioral responses to internal changes and to external stimuli. The broad patterns of behavior have evolved to ensure reproductive success.</p>	<p>i. Describe the mating behavior of a particular animal species.</p>
	<p>d. Know that behaviors often have an adaptive logic when viewed in terms of natural selection.</p>	<p>i. Record and compare the behaviors of animals in their natural habitats and relate how these behaviors are important to the animals.</p>

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~~357~~654. EARTH AND SPACE SYSTEMS.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
<p>01. Understand scientific theories of origin and subsequent changes in the universe and earth systems.</p>	<p>a. Know that current scientific theory suggests that the sSun, the eEarth, and the rest of the solar system formed from a nebular cloud of dust and gas.</p>	<p>†. <i>Design a poster illustrating the "Big Bang" theory.</i></p>
	<p>b. Know methods used to estimate geologic time (e.g., observing rock sequences and using fossils to correlate the sequences at various locations).</p>	<p>†. <i>Explain why trilobites make excellent index fossils and why they are extremely useful in determining the appropriate age of rocks.</i></p>
	<p>c. Know that interactions among the solid earth, the oceans, the atmosphere, and organisms have resulted in the ongoing change of the earth system. Some activities are observable (earthquakes and volcanic eruptions) but many take place over hundreds of millions of years.</p>	<p>†. <i>Explain the processes involved in the formation of Hell's Canyon or the Snake River Canyon.</i></p>
	<p>d. Know that the development of life caused dramatic changes in the composition of the earth's atmosphere.</p>	<p>†. <i>Describe how the Earth's atmosphere would be different if life never developed on Earth.</i></p>
	<p>e. Know that the universe is constantly expanding.</p>	<p>†. <i>Explain how the Doppler shift of light from distant galaxies is used by scientists to provide evidence that the universe is expanding.</i></p>
	<p>f. Know the life history of stars and galaxies.</p>	<p>†. <i>Explain how black holes are formed.</i></p>
<p>02. Understand geo-chemical cycles and energy in the earth system.</p>	<p>a. Know that earth systems have internal and external sources of energy, both of which create heat. The sun is the major external source of energy.</p>	<p>†. <i>Describe the ways in which solar energy that is not reflected back into space affects the earth (e.g., creating heat, causing the water cycle, causing atmospheric and oceanic convection currents, involved in photosynthesis).</i></p>

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
	<p>b. Know that the two primary sources of internal energy are the decay of radioactive isotopes and the gravitational energy from the earth's original formation.</p>	<p>i. Discuss how the decay of radioactive elements drives the convection currents within the earth's mantle according to some theories.</p>
	<p>c. Know that the outward transfer of earth's internal heat drives convection circulation in the mantle that propels the plates comprising <u>the</u> earth's surface across the face of the globe.</p>	<p>i. Describe how the Hawaiian Islands were formed.</p>
	<p>d. Know that the heating of the earth's surface and atmosphere by the sun drive convection within the atmosphere and oceans, producing winds and ocean currents.</p>	<p>i. Explain how solar energy contributes to ocean current patterns.</p>
	<p>e. Know that global climate is determined by energy transfer from the sun at and near the earth's surface.</p>	<p>i. Explain why many scientists are concerned about the greenhouse effect.</p>
	<p>f. Know that the movement of matter through the solid earth, oceans, and atmosphere is driven by the earth's internal and external sources of energy. These movements are often accompanied by a change in the physical and chemical properties of matter.</p>	<p>i. Describe the physical and chemical changes that occur at the different stages of the rock cycle.</p>

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~~358655.~~ TECHNOLOGY.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
01. Understand the relationship between science and technology and develop the abilities of technological design and application.	a. Know the ways that science advances technology and technology advances science.	i. Write a paper highlighting how technology has advanced science and how science has advanced technology such as the telescope, microscope, computer chips, etc.
	b. Recognize that science and technology are pursued for different purposes- <u>and that</u> scientific inquiry is driven by the desire to understand the natural world and technological design is driven by the need to meet human needs and solve human problems.	i. Compile a case study of a technological development that has had a significant impact on the environment.
	c. Know that critical thinking, creativity, imagination, and a good knowledge base are all required in the work of science and engineering.	i. Identify a natural resource problem or concern and utilize the scientific process to study the problem or concern and identify what technology is available to assist the process.
	d. Know the elements of technological design, which include the following: - Identify a problem or design an opportunity; -Propose designs and choose between alternative solutions; - Implement a proposed solution; - Evaluate the solution and its consequences; - Communicate the problem, process, and solution.	i. Identify a natural resource problem or concern and utilize the scientific process to study the problem or concern and identify what technology is available to assist the process.
	e. Use available technology to assist in solving problems.	i. Use computer models to simulate problems and determine "what if" scenarios. ii. Use current computer software to develop reports and other documents to communicate information.

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~~36596~~. PERSONAL AND SOCIAL PERSPECTIVES.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
01. Understand common environmental quality issues, both natural and human induced.	a. Identify issues, including but not limited to: - Water quality; - Air quality; - Hazardous waste; - Forest health.	†. Compile a case study of a local environmental issue and describe its impact on Idaho's economy.
02. Understand the causes and effects of population change.	a. Understand the impact of technological development and the growth of human population on the living and nonliving environment.	†. Determine the impact of a changing population on local land use.
	b. Understand the impact of population change on natural resources and community infrastructure.	†. Develop a model of a community that describes the impact on natural resources and community infrastructure as the population changes.
03. Understand the importance of natural resources and the need to manage and conserve them.	a. Understand the differences between renewable and nonrenewable resources.	†. Develop a list of renewable and non-renewable resources.
	b. Understand the differences between preservation and conservation.	†. Investigate the roles of agencies charged with the preservation of natural resources as opposed to conservation and use.
	c. Understand the role and effect of management of natural resources.	†. Examine the role one of our state or federal natural resource agencies and discuss its role in the management of our public lands.
04. Understand different uses of technology in science and how they affect our standard of living.	a. Identify examples of technologies used in scientific fields, <u>such as including</u> but not limited to <u>the following</u> : - Weather forecasting; - Food production; - Environmental cleanup; - Advances in medicine; - Communications; - The space program.	†. Identify specific technologies used in a particular scientific field and how they have affected our standards of living.

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~~360~~57. HISTORY OF SCIENCE.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
01. Understand the significance of major scientific milestones.	a. Understand the social and economic impact of historical scientific events.	‡ Watch a video about a significant scientific event such as the Apollo 13 mission and interview an adult on their reaction at the time of the event.
	b. Understand the contributions of notable scientists.	‡ Read and report about a notable scientist.

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~~361~~58. INTERDISCIPLINARY CONCEPTS.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
01. Understand that interpersonal relationships are important in scientific endeavors.	a. Know the importance of working in interdisciplinary teams to solve scientific problems.	‡ While working in a team, use the information learned in classes such as health, English, math, and social studies to study an environmental issue.
02. Understand technical communication.	a. Read for information.	‡ Assemble a model using the instructions supplied from the manufacturer and write a report on suggested revisions to the instructions.
	b. Write and articulate technical information.	‡ Assemble a model using the instructions supplied from the manufacturer and write a report on suggested revisions to the instructions.

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~~659. -- 668.~~ (RESERVED).

~~669.~~ LANGUAGE ARTS/COMMUNICATIONS STANDARDS.

01. Languages And Communications. Language, the gateway to learning, provides our most powerful and readily available tool to represent the world to ourselves as well as ourselves to the world. Not only a means of communications, language serves as our primary instrument of thought, a defining feature of culture, and an unmistakable mark of personal identity. Encouraging and enabling students to effectively use language remains one of society's most significant tasks. Educators, parents, and communities share responsibility in helping students prepare for productive performance. When students exit high school, they will be able to use reading, writing, listening, speaking, and viewing for personal use, as a citizen and consumer, in the workplace, for cultural enrichment, in the Fine Arts, and for lifelong learning. ()

02. Local District Book Lists. Local districts may determine book lists to support the Language Arts/Communications Standards. If needed, the State Department of Education's English Language Arts Specialist can provide suggested grade-level lists. ()

670. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - KINDERGARTEN, SECTIONS 671 THROUGH 675.

671. READING.

Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations.

Standard - The student will:	Content Knowledge and Skills:
<p>01. <u>Read a variety of traditional and electronic materials for information and understanding.</u></p>	<p>a. <u>Use decoding and word-recognition strategies to fluently read kindergarten materials.</u></p>
	<p>Phonics/Phonemic Awareness</p>
	<p>b. <u>Using various techniques, identify and /or name two or more words that rhyme:</u> <u>- Complete phrases and sentences with rhyming words;</u> <u>- Produce a word that rhymes with a given word;</u> <u>- Recognize if two or more one-syllable words rhyme.</u></p>
	<p>c. <u>Using varied techniques, orally segment:</u> <u>- Sentences into words;</u> <u>- Syllables into sounds;</u> <u>- Words into syllables and sounds.</u></p>
	<p>d. <u>Orally blend phonemes into words.</u></p>
	<p>Phonics</p>
	<p>e. <u>Recognize names of upper and lower case letters.</u></p>
	<p>f. <u>Associate letters to letter sounds.</u></p>
	<p>g. <u>Identify beginning, middle, and ending letters in a word.</u></p>
	<p>Concepts About Print (CAP)</p>
	<p>h. <u>- Identify front of book;</u> <u>- Attend to print;</u> <u>- Use picture clues to support text;</u> <u>- Use story language;</u> <u>- Know where to start reading;</u> <u>- Move left to right across print;</u> <u>- Make return sweep to next line of text;</u> <u>- Match word by word;</u> <u>- Understand first and last of text, top and bottom of page, and order of pages for turning;</u> <u>- Read left page before right page;</u> <u>- Identify one or two letters; first and last letter, and capital letters; point to specific letter when requested;</u> <u>- Match upper and lower case letters;</u> <u>- Use beginning sounds and final letters.</u></p>

Standard - The student will:	Content Knowledge and Skills:
	<p style="text-align: center;">Reading Strategies</p> <ul style="list-style-type: none"> - Draw on prior knowledge, discuss, and generate questions to predict text; - Prior to reading, preview illustrations and opening pages of a text, title page, and table of contents. <p style="text-align: center;">Context Clues</p> <p>i. Use pictures and follow patterns to group meaning from print.</p> <p style="text-align: center;">Word Analysis</p> <p>i. Use beginning letter sounds and pictures to identify words in order to cross check.</p>
<p>02. Read and respond to a variety of literature to compare and contrast the many dimensions of the human experience.</p>	<p>a. Offer relevant background information during pre-reading discussion.</p> <p>b. Demonstrate understanding of vocabulary of story during post-discussion or story response.</p>
<p>03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.</p>	<p>a. Retell a story that includes setting, plot, and characters.</p> <p>b. Identify the following story elements within a literary text:</p> <ul style="list-style-type: none"> - Character; - Setting; - Simple sequence of events, including clear beginning, middle, and end; - Problems and solutions. <p>c. Determine cause and effect relationships by responding to “why,” “how,” and “what-if” questions.</p> <p>d. Distinguish between fiction and nonfiction and real and pretend.</p>
<p>04. Read to locate information from a variety of traditional, technical, and electronic sources.</p>	<p>a. Locate resources for finding words in the classroom:</p> <ul style="list-style-type: none"> - Word wall; - Color word chart; - Number word chart; - Familiar books; - Children's name labels and name tags; - Pictionary; - Computer; - Title page; - Dictionary.
<p>05. Read for technical information.</p>	<p>a. Identify five software icons located in the classroom and school.</p>

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672. WRITING.

Rationale: Write to demonstrate skill and conventions according to purpose and audience.

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Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand and use the writing process.</u>	a. <u>Demonstrate understanding and application of steps of writing process:</u> - <u>Brainstorm;</u> - <u>Draft;</u> - <u>Teacher conference;</u> - <u>Revise;</u> - <u>Edit;</u> - <u>Publish;</u> - <u>Share.</u>
	b. <u>Write legibly.</u>
	c. <u>Use technology to create a piece for publication.</u>
	d. <u>Develop vocabulary.</u>
02. <u>Write and edit for correctness and clarity.</u>	a. <u>Apply rules and conventions for the following:</u> - <u>Grammar;</u> - <u>Punctuation;</u> - <u>Capitalization;</u> - <u>Spelling.</u>
	b. <u>Develop a sentence that focuses on a main idea:</u> - <u>Differentiate between letters and words;</u> - <u>Write for personal and practical needs.</u>
03. <u>Write a narrative essay which aligns with the fourth-grade Direct Writing Assessment.</u>	a. <u>Write a narrative composition with a picture and at least one simple sentence that establishes and supports a central idea.</u>

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673. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Listen for information and understanding.</u>	a. <u>Listen and respond to a variety of electronic and live presentations.</u>
	b. <u>Listen to gain enrichment and information about various cultures.</u>
02. <u>Listen for literary response and expression.</u>	a. <u>Listen to literature presented using a variety of media such as teacher reading, computer, tape, or video.</u>
03. <u>Listen for critical analysis and evaluation.</u>	a. <u>Listen for specific information.</u>
04. <u>Listen to and follow directions.</u>	a. <u>Frequently provide opportunities for students to follow verbal directions.</u>

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674. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis of critiques of written or viewed material.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Speak to share understanding of information.</u>	a. <u>Develop awareness of speaker behaviors, such as posture, articulation, volume, and use of complete sentences and organization.</u>
02. <u>Speak for literary response and expression.</u>	a. <u>Orally share known literature through various presentations and activities.</u>
03. <u>Speak for critical analysis and evaluation.</u>	a. <u>Express opinions and solve problems.</u>
	b. <u>Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions.</u>

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675. VIEWING.

Rationale: Use skills of viewing to effectively understand and comprehend visually-presented information and use visual elements to produce visual presentations.

Standard - The student will:	Content Knowledge and Skills:
01. <u>View for information and understanding.</u>	a. <u>Create awareness of different media.</u>
	b. <u>Demonstrate understanding of the main idea using various responses (filmstrip, video, slide).</u>
02. <u>View media sources for personal response and expression.</u>	a. <u>Develop awareness of various media.</u>
03. <u>View media to engage in critical analysis and evaluation.</u>	a. <u>Differentiate between real and pretend.</u>
	b. <u>Compare two media that present the same story.</u>

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676. -- 678. (RESERVED).

679. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 1, SECTIONS 680 THROUGH 684.

680. READING.

Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Read a variety of traditional electronic materials for information and understanding.</u>	a. <u>Use decoding and word recognition strategies to fluently read first-grade materials.</u>

Standard - The student will:	Content Knowledge and Skills:
	Phonics/Phonemic Awareness
	b. <u>Identify words within a sentence.</u>
	c. <u>Distinguish syllables within words.</u>
	d. <u>Recognize two or more rhyming words.</u>
	e. <u>Complete and produce a rhyming word.</u>
	f. <u>Discriminate between two sounds.</u>
	g. <u>Imitate sounds.</u>
	h. <u>Identify isolated initial and final sounds.</u>
	i. <u>Blend phonemes to make a word.</u>
	j. <u>Segment a word into phonemes.</u> - Deletion; - Addition; - Substitution; - Transposition.
	Phonics
	k. <u>Recognize and use regular letter-sound correspondences and determine regularly spelled one- and two-syllable words, consonants, consonant blends/digraphs, short/long vowels, and letter/sound correspondences.</u>
	l. <u>Use onset and rhymes to create and decode new words that include blends and digraphs.</u>
	m. <u>Use knowledge of common prefixes, suffixes, and root words to determine meanings of unknown words within a passage.</u>
	n. <u>Automatically read 150 high-frequency or sight words.</u>
	o. <u>Apply knowledge of reading strategies.</u>
	Before Reading Strategies
	p. <u>Draw on prior knowledge and discuss to generate questions to predict text.</u>
	q. <u>In order to predict text, preview illustrations, title page, and other text pages.</u>
	During Reading Strategies
r. <u>Integrate visual, structural, and meaning cues to gain understanding of text.</u>	
s. <u>Monitor own reading comprehension by self-correcting and rereading as needed to confirm text.</u>	
t. <u>To guide in meaning, use such conventions of print as punctuation, commas, periods, question marks, and quotation marks.</u>	
u. <u>To gain oral fluency and expression, use proper phrasing and rereading.</u>	

Standard - The student will:	Content Knowledge and Skills:
	<p>v. <u>To determine word meanings and phrases, apply knowledge of compound words, contractions, and homophones.</u></p> <p style="text-align: center;">Reading Comprehension Strategies</p> <p>w. <u>Identify main idea.</u></p> <p>x. <u>Sequence events of a story.</u></p> <p>y. <u>Read beyond text to make inferences and draw conclusions.</u></p>
02. <u>Read and respond to a variety of literature to compare and contrast the many dimensions of the human experience.</u>	<p>a. <u>Read and evaluate grade-level literature; identify vocabulary, genres, and text features.</u> - Identify and compare plots, settings, and characters of two stories; - Retell basic plots/main ideas of fiction and nonfiction.</p> <p>b. <u>Identify and compare own experiences and knowledge to that of characters, events, and situations within a story.</u></p>
03. <u>Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.</u>	<p>a. <u>Distinguish between fiction and nonfiction, real and imaginary, and fact and opinion.</u></p> <p>b. <u>Sequentially retell story; include details related to setting, plot, and characters.</u></p> <p>c. <u>To demonstrate critical listening, recall details by responding to questions asking "who," "what," "where," and "when."</u></p> <p>d. <u>Determine cause and effect relationships by responding to "why," "how," and "what-if," questions.</u></p>
04. <u>Read to locate information from a variety of traditional, technical, and electronic sources.</u>	<p>a. <u>Locate information using the following informational text and resources:</u> - Alphabetical order; - Book parts: title page, table of contents, and glossary.</p>
05. <u>Read for technical information.</u>	<p>a. <u>Use organizational features of text.</u></p> <p>b. <u>Use signs, labels, and instructions to follow hard copies of directions as well as those from technological sources.</u></p>

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681. WRITING.

Rationale: Write to demonstrate skill and conventions according to purpose and audience.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand and use the writing process.</u>	<p>a. <u>Fluently write upper and lower case letters using appropriate space and letter size.</u></p> <p>b. <u>Develop story fluency; write words, and sentences relating to one topic.</u></p>

Standard - The student will:	Content Knowledge and Skills:
	<p>c. <u>Demonstrate basic understanding of the writing process:</u></p> <ul style="list-style-type: none"> - <u>Pre-write;</u> - <u>First draft;</u> - <u>Revise and edit;</u> - <u>Publish;</u> - <u>Share.</u> <p>d. <u>Write for various audiences:</u></p> <ul style="list-style-type: none"> - <u>Self;</u> - <u>Teacher;</u> - <u>Other personally-known audiences.</u>
02. <u>Write and edit for correctness and clarity.</u>	<p>a. <u>Develop and organize sentences that incorporate central idea and supporting details.</u></p> <p>b. <u>Develop descriptive vocabulary to enhance writing.</u></p> <p>c. <u>Apply rules and conventions for the following:</u></p> <ul style="list-style-type: none"> - <u>Grammar;</u> - <u>Punctuation;</u> - <u>Capitalization.</u> <p>d. <u>Demonstrate appropriate spelling:</u></p> <ul style="list-style-type: none"> - <u>Correctly spell words by writing sounds in sequence;</u> - <u>Accurately spell high-frequency words;</u> - <u>Engage in such problem-solving strategies as analogies, environmental print, and resources.</u> <p>e. <u>Frequently reread to clarify, revise, and edit.</u></p>
03. <u>Write a narrative essay which aligns with the fourth-grade Direct Writing Assessment.</u>	a. <u>Using personal experiences and knowledge as a source for writing, create a narrative account.</u>

682. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Listen for information and understanding.</u>	<p>a. <u>Demonstrate effective and appropriate listening skills using the following:</u></p> <ul style="list-style-type: none"> - <u>Eye contact;</u> - <u>Taking turns in conversations;</u> - <u>Maintain attention.</u> <p>b. <u>Listen to gain enrichment and information about various cultures.</u></p> <p>c. <u>Participate in retelling and asking questions for clarification.</u></p>
02. <u>Listen for literary response and expression.</u>	<p>a. <u>Interpret and respond to a variety of oral presentations.</u></p> <p>b. <u>Discuss similarities and differences between and among a variety of oral presentations.</u></p>

Standard - The student will:	Content Knowledge and Skills:
03. <u>Listen for critical analysis and evaluation.</u>	a. <u>Listen for specific answers in order to respond with appropriate feedback.</u>
04. <u>Listen to and follow directions.</u>	a. <u>Follow three-step oral directions.</u>

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683. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis of critiques of written or viewed material.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Speak to share understanding of information.</u>	a. <u>Clearly communicate to a range of audiences for various purposes.</u> - <u>Speak in grammatically correct sentences with clarity and detail;</u> - <u>Use vocabulary appropriate for the age group.</u>
02. <u>Speak for literary response and expression.</u>	a. <u>Participate in oral interpretation, memorization, presentation, and dramatic readings to share personal and literary works.</u>
03. <u>Speak for critical analysis and evaluation.</u>	a. <u>Express opinions and solve problems.</u>
	b. <u>Use causes and effects and similarities and differences to demonstrate a key point.</u>
	c. <u>Use speaking skills to express opinions in a courteous and attentive manner.</u>

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684. VIEWING.

Rationale: Use skills of viewing to effectively understand and comprehend visually-presented information and use visual elements to produce visual presentations.

Standard - The student will:	Content Knowledge and Skills:
01. <u>View for information and understanding.</u>	a. <u>Gain information from visual sources.</u>
	b. <u>Discuss main concept and supporting details within non-print media.</u>
02. <u>View media sources for personal response and expression.</u>	a. <u>Explore media for ideas, relationships, and cultural awareness.</u>
03. <u>View media to engage in critical analysis and evaluation.</u>	a. <u>Differentiate between fact and fantasy.</u>
	b. <u>With support, explain, compare and contrast a variety of presentations.</u>
	c. <u>With support, explore communications through non-print media.</u>

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685. -- 687. (RESERVED).

688. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 2, SECTIONS 689 THROUGH 693.

689. READING.

Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations.

Standard - The student will:	Content Knowledge and Skills:
<p>01. <u>Read a variety of traditional and electronic materials for information and understanding.</u></p>	<p>a. <u>Use decoding and word recognition strategies to fluently read second-grade materials.</u></p>
	<p>Phonics/Phonemic Awareness</p>
	<p>b. <u>Identify and name two or more words that rhyme.</u></p>
	<p>c. <u>Distinguish syllables within words.</u></p>
	<p>d. <u>Recognize and use the following to decode words:</u> - <u>Beginning, medial and ending sounds;</u> - <u>Consonant blends and digraphs;</u> - <u>Short and long vowels;</u> - <u>R-controlled vowels;</u> - <u>Similarities among word structures such as word families, and syllabication rules.</u></p>
	<p>e. <u>Use knowledge of common prefixes, suffixes, and root words to determine meanings of unknown words within a passage.</u></p>
	<p>f. <u>Automatically read a bank of 150-200 high-frequency words.</u></p>
	<p>Pre-Reading Strategies</p>
	<p>g. <u>Draw on prior knowledge, discussion, and generating of questions to predict text.</u></p>
	<p>h. <u>Prior to reading text, preview illustrations and such opening pages of text as the title page, table of contents and other introductory pages.</u></p>
	<p>Context Clues</p>
	<p>i. <u>Use context clues to choose correct meanings of identified words within a reading passage.</u></p>
	<p>j. <u>Monitor own reading comprehension by self-correcting and rereading.</u></p>
	<p>k. <u>Recognize words that signal transitions to determine sequence as well as contribute to text's meaning.</u></p>
	<p>l. <u>Use the following punctuation cues: commas, periods, question marks, apostrophes, and quotation marks to guide meaning and oral fluently reading aloud.</u></p>
	<p>Word Analysis Skills</p>
	<p>m. <u>Apply knowledge of compound words, contractions, and homophones to determine word meanings and phrases.</u></p>

Standard - The student will:	Content Knowledge and Skills:
02. <u>Read and respond to a variety of literature to compare and contrast the many dimensions of the human experience.</u>	a. <u>Read and evaluate grade-level literature and recognize and analyze literary elements, vocabulary, and genres.</u> - Identify and compare plots, setting, and characters of two stories; - Retell basic plots of folktales, legends, fables, and fairy tales.
03. <u>Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.</u>	a. <u>Retell a story and include setting, plot, and characters.</u>
	b. <u>Identify the following story elements within a literary text:</u> - Characters and their traits and motivations which determine causes for actions; - Setting; - Sequential events of a plot, including a clear beginning, middle, and end; - Problems and solutions.
	c. <u>Recall and recognize relevant details in a passage by responding to questions asking "who," "what," "where," and "when."</u>
	d. <u>Determine cause and effect relationships by responding to "why," "how," and "what-if" questions.</u>
	e. <u>Draw logical conclusions based on information read.</u>
f. <u>Distinguish between fiction and nonfiction, real and imaginary, and fact and opinion.</u>	
04. <u>Read to locate information from a variety of traditional, technical, and electronic sources.</u>	a. <u>Locate information using dictionaries, encyclopedias, and informational books:</u> - Recognize alphabetical order; - Name and use the following book parts: title page, table of contents, and glossary.

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690. WRITING.

Rationale: Write to demonstrate skill and conventions according to purpose and audience.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand and use the writing process.</u>	a. <u>Demonstrate understanding and application of writing process steps:</u> - Brainstorm; - Draft; - Teacher conference; - Revise; - Edit; - Publish; - Share.
	b. <u>Legibly write in a variety of formats to record, generate, and reflect upon ideas.</u>
	c. <u>Use technology to create a piece for publication.</u>
	d. <u>Identify and use appropriate style for audience and purpose of writing.</u>
	e. <u>Develop a writing vocabulary and skills for using words.</u>

Standard - The student will:	Content Knowledge and Skills:
02. <u>Write and edit for correctness and clarity.</u>	a. <u>Apply rules and conventions for the following:</u> - Grammar; - Punctuation; - Capitalization; - Spelling.
	b. <u>Develop sentences that incorporate a clear and focused main idea; incorporate supportive details and examples that are appropriate to topic, audience, and purpose:</u> - Use appropriate word choices, sentence structure, transitions, and organizational techniques. - Write for personal and practical needs.
03. <u>Write a narrative essay which aligns with the fourth-grade Direct Writing Assessment.</u>	a. <u>Create a narrative composition that provides an introduction, middle, and end sequence; establish and support a central idea and include simple facts and details.</u>
	b. <u>Write and publish original creative works which incorporate descriptive language.</u>

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691. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Listen for information and understanding.</u>	a. <u>Listen and respond to a variety of electronic and live presentations.</u>
	b. <u>Listen to gain enrichment and information about various cultures.</u>
	c. <u>Use such responsive listening skills as retelling and asking questions for elaboration and clarification.</u>
02. <u>Listen for literary response and expression.</u>	a. <u>Listen to and record information from oral presentations.</u>
	b. <u>Note similarities and differences between and among a variety of oral presentations.</u>
03. <u>Listen for critical analysis and evaluation.</u>	a. <u>Listen for answers to specific questions and for specific purposes in response to nonfiction.</u>
	b. <u>Determine rhyming words that have been logically omitted from an orally-presented poem or rhyming book.</u>
04. <u>Listen to and follow directions.</u>	a. <u>Frequently provide opportunities for students to follow verbal directions.</u>

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692. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis of critiques of written or

viewed material.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Speak to share understanding of information.</u>	a. <u>Plan and deliver an oral presentation that incorporates appropriate grammar and vocabulary as well as effective use of illustrations and pictures.</u>
	b. <u>Use oral communication for various purposes with a developing sense of audience that incorporates appropriate volume, variety of word choices, and physical gestures.</u>
02. <u>Speak for literary response and expression.</u>	a. <u>Use oral interpretation, memorization, presentation, and dramatic readings to share personal or literary works.</u>
03. <u>Speak for critical analysis and evaluation.</u>	a. <u>Express opinions and solve problems.</u>
	b. <u>Use causes and effects and similarities and differences to demonstrate a key point.</u>
	c. <u>Encourage others' participation while exhibiting courteous, attentive, and appropriate behaviors during discussions.</u>

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693. VIEWING.

Rationale: Use skills of viewing to effectively understand and comprehend visually-presented information and use visual elements to produce visual presentations.

Standard - The student will:	Content Knowledge and Skills:
01. <u>View for information and understanding.</u>	a. <u>Identify traditional and non-print media as sources of information.</u>
	b. <u>Determine main concept and supporting details within non-print media.</u>
02. <u>View media sources for personal response and expression.</u>	a. <u>Demonstrate understanding of significant relationships, ideas, and cultures, which various media represent.</u>
03. <u>View media to engage in critical analysis and evaluation.</u>	a. <u>Differentiate between fact and opinion.</u>

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694. -- 696. (RESERVED).

697. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 3, SECTIONS 698 THROUGH 702.

698. READING.

Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations.

Standard - The student will:	Content Knowledge and Skills:
<p>01. Read a variety of traditional and electronic materials for information and understanding.</p>	<p>a. Use decoding strategies to fluently read third-grade materials.</p>
	<p>Phonics</p>
	<p>b. Employ multiple strategies to identify words using spelling patterns and syllabication.</p>
	<p>c. Use phonics cues to automatically decode words and cueing strategies to fluently read third grade text.</p>
	<p>Context Cues</p>
	<p>d. Use context cues to determine correct meanings of identified words within a reading passage.</p>
	<p>e. Recognize words that signal transitions to determine sequence and meaning of text.</p>
	<p>f. Recognize relationship between a pronoun and its referent.</p>
	<p>Word Analysis Cues</p>
	<p>g. Apply knowledge of contractions, synonyms, antonyms, synonyms, homonyms, and multiple meanings to determine meanings of words and phrases.</p>
	<p>h. Use knowledge of root words to determine meanings of unknown words within a passage.</p>
	<p>Syntax Cues</p>
	<p>i. Use knowledge of written language to anticipate words when reading.</p>
	<p>j. Before, during, and after reading, locate information to clarify text structure and content.</p>
	<p>k. Locate and gather information for a variety of purposes.</p>
	<p>l. Paraphrase and summarize text.</p>
	<p>m. Draw inferences and conclusions from text.</p>
	<p>n. Identify language and literary devices: - Mood; - Tone; - Style; - Figurative language; - Format.</p>
	<p>o. Determine main idea within a text and identify relevant details and facts.</p>

Standard - The student will:	Content Knowledge and Skills:
02. <u>Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.</u>	a. <u>Identify defining characteristics of the following literary forms and genres: fiction, nonfiction, fairy tales, poems, and plays.</u>
	b. <u>Evaluate new information and relate to known information and ideas.</u>
	c. <u>Compare and contrast information about same topic after reading two or more passages or articles.</u>
	d. <u>Demonstrate understanding of the role of reading to enrich, inform, and serve as a tool for lifelong learning.</u>
	e. <u>Identify cause and effect and statements of fact and opinion.</u>
	f. <u>Determine main idea of text and identify relevant and supporting details and facts: arrange in chronological order.</u>
03. <u>Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.</u>	a. <u>Identify author's purpose and describe how language, setting, and information support purpose within literary text.</u>
	b. <u>Identify the following story elements within a literary text:</u> <u>- Characters and their traits;</u> <u>- Setting;</u> <u>- Sequencing of main events;</u> <u>- Problems and solutions.</u>
04. <u>Read to locate information from a variety of traditional, technical, and electronic sources.</u>	a. <u>Use appropriate strategies when reading for the following purposes:</u> <u>Comprehension;</u> <u>Locating information;</u> <u>Personal enjoyment.</u>
	b. <u>Generate questions about important and interesting issues.</u>
	c. <u>Organize and interpret information to draw a logical conclusion based on an investigation.</u>
05. <u>Read for technical information.</u>	a. <u>Identify and use such traditional sources as reference books, library materials, experts, and electronically stored sources to locate and acquire information.</u>
	b. <u>Identify use of graphics, graphs, tables, and diagrams, parentheses, italics, and bold print.</u>
	c. <u>Identify text structure.</u>
	d. <u>Locate and demonstrate understanding sequence words.</u>

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699. WRITING.

Rationale: Write to demonstrate skill and conventions according to purpose and audience.

Standard - The student will:	Content Knowledge and Skills:
<p>01. <u>Understand and use the writing process.</u></p>	<p>a. <u>Demonstrate understanding and application of the writing process:</u> - <u>Brainstorm;</u> - <u>Draft;</u> - <u>Teacher conference;</u> - <u>Revise;</u> - <u>Edit;</u> - <u>Publish;</u> - <u>Share.</u></p> <p>b. <u>Legibly write in a variety of formats to record, generate, and reflect upon ideas.</u></p> <p>c. <u>Identify and use appropriate style and vocabulary for audience and purpose.</u></p>
<p>02. <u>Write and edit for correctness and clarity.</u></p>	<p>a. <u>Apply rules and conventions of the following:</u> - <u>Grammar;</u> - <u>Punctuation;</u> - <u>Capitalization;</u> - <u>Spelling.</u></p> <p>b. <u>Develop a paragraph that incorporates a clear and focused main idea that is supported by details and examples that are appropriate to topic, audience, and purpose.</u> - <u>Use topic sentences, appropriate word choices and sentence structure, transitions, paragraphing, indentation, and organization;</u> - <u>Write for personal and practical needs.</u></p>
<p>03. <u>Write a narrative essay which aligns with the fourth-grade Direct Writing Assessment.</u></p>	<p>a. <u>Create a multiple-paragraph narrative composition that provides an introductory paragraph that establishes and supports a central idea. Include supporting paragraphs with thoughtful transitions, simple facts, details, and explanations. Conclude with a paragraph that summarizes key points. Properly indent.</u></p> <p>b. <u>Write and publish original creative works that incorporate figurative and descriptive language.</u></p>

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700. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

Standard - The student will:	Content Knowledge and Skills:
<p>01. <u>Listen for information and understanding.</u></p>	<p>a. <u>Listen and respond to a variety of electronic and live presentations.</u></p> <p>b. <u>Listen to gain enrichment and information about various cultures.</u></p> <p>c. <u>Demonstrate effective interpersonal listening skills.</u></p>

Standard - The student will:	Content Knowledge and Skills:
02. <u>Listen for literary response and expression.</u>	a. <u>Listen to and record information from oral presentations.</u>
	b. <u>Note similarities and differences between and among a variety of oral presentations.</u>
03. <u>Listen for critical analysis and evaluation.</u>	a. <u>Identify the purpose, content, organization, and delivery of verbal communication and non-verbal cues.</u>

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701. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis or critiques of written or viewed material.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Speak to share understanding of information.</u>	a. <u>Plan and deliver an oral presentation that incorporates appropriate grammar and vocabulary as well as effective use of illustrations, pictures, and charts.</u>
	b. <u>Use oral communication for various purposes and audiences that incorporate a variety of word choices, inflection, volume, phrasing, physical gestures, and eye contact.</u>
02. <u>Speak for literary response and expression.</u>	a. <u>Use oral interpretation, memorization, presentation, and dramatic readings to share personal or literary works.</u>
03. <u>Speak for critical analysis and evaluation.</u>	a. <u>Express opinions and solve problems.</u>
	b. <u>Use causes/effects and similarities/differences to demonstrate a key point.</u>
	c. <u>Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions:</u> - <u>Listen well and verify understanding;</u> - <u>Avoid monopolizing conversations;</u> - <u>Raise pertinent question;</u> - <u>Exhibit cultural sensitivity.</u>
	d. <u>Demonstrate ability to critique own oral presentation.</u>

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702. VIEWING.

Rationale: Use skills of viewing to effectively understand and comprehend visually-presented information and use visual elements to produce visual presentations.

Standard - The student will:	Content Knowledge and Skills:
01. <u>View for information and understanding.</u>	a. <u>Identify traditional and non-print media as sources of information.</u>
	b. <u>Determine main concept and supporting details within non-print media.</u>

Standard - The student will:	Content Knowledge and Skills:
02. <u>View media sources for personal response and expression.</u>	a. <u>Demonstrate understanding of significant relationships, ideas, and cultures which various media represent.</u>
	b. <u>Compare effectiveness of media presentations.</u>
03. <u>View media to engage in critical analysis and evaluation.</u>	a. <u>Interpret data from charts, graphs, and maps.</u>
	b. <u>Differentiate between fact and opinion.</u>
03. <u>Use a variety of resources to produce visuals that communicate through print and non-print media.</u>	a. <u>With guidance, explore use of multiple visual tools to produce visuals.</u>

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703. -- 705. (RESERVED).

706. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 4, SECTIONS 707 THROUGH 711.

707. READING.

Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Read a variety of traditional and electronic materials for information and understanding.</u>	a. <u>Use decoding strategies to fluently read fourth-grade materials.</u>
	Phonics
	b. <u>Use spelling pattern syllabication and other strategies to identify words.</u>
	c. <u>Use phonics cues to automatically and accurately identify and pronounce words.</u>
	Word Analysis
	d. <u>Apply knowledge of derivations, synonyms, antonyms, homonyms, multiple meanings, and idioms to determine meanings of words and phrases.</u>
	e. <u>Use knowledge of root words to determine meanings of unknown words within a passage.</u>
	Context Clues
	f. <u>Use context clues to choose correct meanings of identified words within a reading passage.</u>
	g. <u>Recognize relationship between a pronoun and its referent.</u>
	h. <u>Recognize words that signal transitions to determine sequences as well as contribution to text's meaning.</u>
Sentence Structure	
i. <u>Use knowledge of written language to anticipate words when reading.</u>	

Standard - The student will:	Content Knowledge and Skills:
	<p>j. <u>Use knowledge of written language to comprehend text.</u></p> <p>k. <u>Before, during, and after reading, locate information to clarify text structure and content.</u></p> <p>l. <u>Identify and begin to use analytic processes for understanding and remembering words, phrases, and information from reading material.</u></p> <p>m. <u>Locate and gather information for a variety of purposes.</u></p> <p>n. <u>Paraphrase and summarize text.</u></p> <p>o. <u>Draw inferences and conclusions from text.</u></p> <p>p. <u>Identify language and literary devices:</u> - <u>Mood;</u> - <u>Tone;</u> - <u>Style;</u> - <u>Figurative language;</u> - <u>Format;</u> - <u>Structure;</u></p> <p>q. <u>Determine main idea or essential message within a text and identify relevant details and facts.</u></p>
<p>02. <u>Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.</u></p>	<p>a. <u>Identify defining characteristics of the following literary forms and genres: fiction, nonfiction, fairy tales, fables, myths, poems, and plays.</u></p> <p>b. <u>Evaluate new information and hypotheses by testing against known information and ideas.</u></p> <p>c. <u>Compare and contrast information about same topic after reading two or more passages or articles.</u></p> <p>d. <u>Demonstrate understanding of the role of reading to enrich, inform, and serve as a tool for lifelong learning.</u></p> <p>e. <u>Distinguish between cause and effect and fact and opinion within expository text.</u></p> <p>f. <u>Determine main idea of text and identify relevant and supporting details and facts; arrange in chronological order.</u></p>
<p>03. <u>Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.</u></p>	<p>a. <u>Identify author's purpose and describe how language, setting, and information support purpose within literary text.</u></p> <p>b. <u>Identify the following story elements within a literary text:</u> - <u>Characters and their traits and motivations to determine causes for actions;</u> - <u>Setting;</u> - <u>Main events of plot;</u> - <u>Point of view;</u> - <u>Problems and solutions.</u></p>

Standard - The student will:	Content Knowledge and Skills:
	<p>c. <u>Compare and contrast information from multiple sources.</u></p> <p>d. <u>Use personal or objective criteria to do the following:</u> - <u>Draw conclusions;</u> - <u>Make inferences;</u> - <u>Decide meanings;</u> - <u>Form opinions;</u> - <u>Make judgments.</u></p> <p>e. <u>Distinguish between statements of fact and opinion and identify cause and effect relationships within narrative and expository text.</u></p>
<p>04. <u>Read to locate information from a variety of traditional, technical, and electronic sources.</u></p>	<p>a. <u>Use appropriate strategies when reading for the following purposes:</u> - <u>Full comprehension;</u> - <u>Locating information;</u> - <u>Personal enjoyment.</u></p> <p>b. <u>Generate questions about important and interesting issues; use discussion to narrow research.</u></p> <p>c. <u>Organize and interpret information to draw logical conclusion based on investigation.</u></p> <p>d. <u>Present acquired information in the form of a letter, report, story, and poster.</u></p>
<p>05. <u>Read for technical information.</u></p>	<p>a. <u>Identify and use such traditional sources as reference books, library materials, experts, and electronically-stored sources to locate and acquire information.</u></p> <p>b. <u>Identify use of graphics, graphs, tables, diagrams, parentheses, italics, and bold print.</u></p> <p>c. <u>Identify format of various technical and reference texts.</u></p> <p>d. <u>Locate and understand sequence words.</u></p>

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708. WRITING.

Rationale: Students write to demonstrate skill and conventions according to purpose and audience.

Standard - The student will:	Content Knowledge and Skills:
<p>01. <u>Understand and use the writing process.</u></p>	<p>a. <u>Demonstrate understanding and application of writing process:</u> - <u>Brainstorm;</u> - <u>Draft;</u> - <u>Revise;</u> - <u>Edit;</u> - <u>Publish.</u></p> <p>b. <u>Write in a variety of formats to record, generate, and reflect upon ideas.</u></p> <p>c. <u>Identify and use appropriate style and vocabulary for audience and purpose.</u></p>

Standard - The student will:	Content Knowledge and Skills:
<p>02. <u>Write and edit for correctness and clarity.</u></p>	<p>a. <u>Apply rules and conventions of the following:</u> - Grammar; - Punctuation; - Capitalization; - Spelling; - Legibility.</p> <p>b. <u>Develop a paragraph that incorporates a clear and focused main idea and is supported by details and examples that are appropriate to topic, audience, and purpose.</u> - Incorporate topic sentences, appropriate word choices and sentence structure, transitions, paragraphing, indentation, and organization. - Write for personal and practical needs; messages, diaries, journals, thank-you notes, friendly letters, and step-by-step directions.</p>
<p>03. <u>Write a narrative essay which align with the fourth-grade Direct Writing Assessment.</u></p>	<p>a. <u>Create a multiple-paragraph narrative composition that provides an introductory paragraph and establishes and supports a central idea. Include supporting paragraphs with thoughtful transitions, simple facts, details, and explanations. Conclude with a paragraph that summarizes key points. Properly indent.</u></p> <p>b. <u>Write and publish original creative words that incorporate figurative and descriptive language.</u></p>

709. LISTENING

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

Standard - The student will:	Content Knowledge and Skills:
<p>01. <u>Listen for information and understanding.</u></p>	<p>a. <u>Listen and respond to a variety of electronic and live presentations.</u></p> <p>b. <u>Listen to gain enrichment and information about various cultures.</u></p> <p>c. <u>Use such responsive listening skills as paraphrasing, summarizing, and asking questions for elaboration and clarification.</u></p>
<p>02. <u>Listen for literary response and expression.</u></p>	<p>a. <u>Respond in a variety of ways to oral presentations.</u></p> <p>b. <u>Note similarities and differences between and among a variety of oral presentations.</u></p>
<p>03. <u>Listen for critical analysis and evaluation.</u></p>	<p>a. <u>Identify the purpose, content, organization, and delivery of verbal communication and non-verbal cues.</u></p>

710. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis or critiques of written or viewed material.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Speak to share understanding of information.</u>	a. <u>Use oral communication for various purposes and audiences that incorporate a variety of word choices, inflection, volume, phrasing, physical gestures, and eye contact.</u>
	b. <u>Plan and deliver an oral presentation that incorporates appropriate grammar, and vocabulary, as well as effective use of illustrations, pictures, and charts.</u>
02. <u>Speak for literary response and expression.</u>	a. <u>Use oral interpretation, memorization, presentation, and dramatic readings to share personal or literary works.</u>
	b. <u>Orally read or recite a poem.</u>
03. <u>Speak for critical analysis and evaluation.</u>	a. <u>Express opinions and solutions to problems.</u>
	b. <u>Use causes and effects and similarities and differences to demonstrate a key point.</u>
	c. <u>Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions:</u> - Listen well and verify understanding; - Avoid monopolizing conversations; - Raise pertinent questions; - Exhibit cultural sensitivity.

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711. VIEWING.

Rationale: Use skills of viewing to effectively understand and comprehend visually-presented information and use visual elements to produce visual presentations.

Standard - The student will:	Content Knowledge and Skills:
01. <u>View for information and understanding.</u>	a. <u>Identify a variety of visually-presented material (books, films, videos, Internet).</u>
	b. <u>Determine main concept and supporting details within non-print media.</u>
02. <u>View media sources for personal response and expression.</u>	a. <u>Demonstrate understanding of significant relationships, ideas, and cultures which various media represent.</u>
	b. <u>Compare effectiveness of media presentations.</u>
03. <u>View media to engage in critical analysis and evaluation.</u>	a. <u>Interpret literal and figurative meanings of communication.</u>
	b. <u>Differentiate between fact and opinion.</u>
04. <u>Use a variety of resources to produce visuals that communicate through print and non-print media.</u>	a. <u>With guidance, explore use of multiple visual tools to produce visuals.</u>

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712. -- 714. (RESERVED).

715. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 5, SECTIONS 716 THROUGH 720.

716. READING.

Rationale: Students read a variety of grade-level materials and apply strategies appropriate to various situations.

Standard - The student will:	Content Knowledge and Skills:
<p>01. <u>Read a variety of traditional and electronic materials for information and understanding.</u></p>	<p>a. <u>Use decoding strategies to fluently read fifth-grade materials.</u></p>
	<p>Phonics</p>
	<p>b. <u>Use spelling patterns, syllabication, and other strategies to identify words.</u></p>
	<p>c. <u>Use phonics cues to automatically and accurately identify and pronounce words and increase fluency.</u></p>
	<p>Word Analysis</p>
	<p>d. <u>Apply knowledge of root words, derivations, affixes, synonyms, antonyms, homonyms, multiple meanings, and idioms to determine meanings of words and phrases.</u></p>
	<p>Context Clues</p>
	<p>e. <u>Use context clues to choose correct meanings of identified words within a reading passage.</u></p>
	<p>f. <u>Recognize words that signal transitions to determine sequence as well as contribute to text's meaning.</u></p>
	<p>Sentence Structure</p>
	<p>g. <u>Use knowledge of written language to anticipate words when reading.</u></p>
	<p>h. <u>Use knowledge of written language to comprehend text.</u></p>
	<p>i. <u>Before, during, and after reading, locate information to clarify text structure and content. Use the following text elements to predict and categorize information: table of contents, index, headings, captions, illustrations, and graphics.</u></p>
	<p>j. <u>Use analytic processes for understanding and remembering vocabulary, phrases, and information from reading material.</u></p>
<p>k. <u>Locate, gather, and synthesize information for a variety of purposes.</u></p>	
<p>l. <u>Paraphrase and summarize text.</u></p>	
<p>m. <u>Draw inferences and conclusions from text.</u></p>	

Standard - The student will:	Content Knowledge and Skills:
	<p>n. <u>Identify language and literary devices:</u></p> <ul style="list-style-type: none"> - Mood; - Tone; - Style; - Figurative language; - Format; - Structure. <p>o. <u>Determine main idea or essential message within a text and identify relevant details and facts.</u></p>
<p>02. <u>Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.</u></p>	<p>a. <u>Identify defining characteristics of the following literary forms and genres: fiction, nonfiction, fantasy, legend, and historical fiction.</u></p> <p>b. <u>Activate and draw upon prior experiences to connect to reading selections.</u></p> <p>c. <u>Compare and contrast information about same topic after reading two or more passages or articles.</u></p> <p>d. <u>Demonstrate understanding of reading's role to enrich, inform, and serve as a tool for lifelong learning.</u></p>
<p>03. <u>Read a variety of traditional, technical, and electronic materials, for critical analysis and evaluation.</u></p>	<p>a. <u>Identify author's purpose and describe how language, setting, and information support purpose within literary text.</u></p> <p>b. <u>Explain literary text according to the following elements:</u></p> <ul style="list-style-type: none"> - Characters and their traits and motivations to determine causes for actions; - Setting; - Main events of plot and relevant causes and effects; - Point of view; - Plot structure; - Theme; - Conflict and resolution. <p>c. <u>Compare and contrast information from multiple sources.</u></p> <p>d. <u>Use personal or objective criteria to do the following:</u></p> <ul style="list-style-type: none"> - Draw conclusions; - Make inferences; - Decide meanings; - Form opinions; - Make judgments. <p>e. <u>Distinguish between statements of fact and opinion and identify cause and effect relationships within narrative and expository text.</u></p>
<p>04. <u>Read to locate information from a variety of traditional, technical, and electronic sources.</u></p>	<p>a. <u>Use appropriate strategies when reading for the following purposes:</u></p> <ul style="list-style-type: none"> - Full comprehension; - Locating information; - Personal enjoyment.

Standard - The student will:	Content Knowledge and Skills:
	<p>b. <u>Generate questions about important and interesting issues to narrow topic(s) for research.</u></p> <p>c. <u>Organize and interpret information to draw logical conclusions based on investigation.</u></p> <p>d. <u>Combine acquired information for presentation.</u></p>
05. <u>Read for technical information.</u>	<p>a. <u>Identify and use such traditional sources as reference books, library materials, experts, and electronically-stored sources to locate and acquire information.</u></p> <p>b. <u>Identify uses of graphics, graphs, tables and diagrams, parentheses, italics, and bold print.</u></p> <p>c. <u>Describe format of various technical and reference texts.</u></p> <p>d. <u>Read, understand, and apply technical information.</u></p>

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717. WRITING.

Rationale: Students write to demonstrate skill and conventions according to purpose and audience.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand and use the writing process.</u>	<p>a. <u>Understand and apply steps of the writing process:</u> - <u>Brainstorm;</u> - <u>Draft;</u> - <u>Revise;</u> - <u>Edit/proofread;</u> - <u>Publish.</u></p> <p>b. <u>Write in a variety of formats to record, generate, and reflect upon ideas.</u></p> <p>c. <u>Identify and use appropriate style and vocabulary for audience and purpose.</u></p>
02. <u>Write and edit for correctness and clarity.</u>	<p>a. <u>Apply rules and conventions of the following:</u> - <u>Grammar;</u> - <u>Punctuation;</u> - <u>Capitalization;</u> - <u>Spelling;</u> - <u>Legibility.</u></p> <p>b. <u>With support, incorporate a variety of elements of writing:</u> - <u>Alliteration;</u> - <u>Figurative language;</u> - <u>Personification;</u> - <u>Vocabulary.</u></p>

Standard - The student will:	Content Knowledge and Skills:
	<p>c. <u>Develop a paragraph:</u></p> <ul style="list-style-type: none"> - Incorporate a clear and focused main idea; - Support main ideas with details and examples that are appropriate to topic, audience, and purpose; - Use topic sentences, appropriate word choices, sentence structure, transitions, indentation, and organization.
<p>03. <u>Write a narrative essay that aligns with the fourth-grade Direct Writing Assessment.</u></p>	<p>a. <u>Create a multiple-paragraph narrative composition that includes the following:</u></p> <ul style="list-style-type: none"> - An introductory paragraph to establish and support a central idea; - Supporting paragraphs with thoughtful transitions, simple facts, details, and explanations; - A concluding paragraph that summarizes key points; - Proper indentation.
	<p>b. <u>Write and publish original creative words that incorporate figurative and descriptive language.</u></p>

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718. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

Standard - The student will:	Content Knowledge and Skills:
<p>01. <u>Listen for information and understanding.</u></p>	<p>a. <u>Listen and respond to a variety of electronic and live presentations.</u></p> <p>b. <u>Listen to gain enrichment and information about a variety of cultures.</u></p> <p>c. <u>Use such responsive listening skills as paraphrasing, summarizing, and asking questions for elaboration and clarification.</u></p>
<p>02. <u>Listen for literary response and expression.</u></p>	<p>a. <u>Respond in a variety of ways to oral presentations.</u></p> <p>b. <u>Identify similarities and differences between and among a variety of oral presentations.</u></p>

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719. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analyses or critiques of written or viewed material.

Standard - The student will:	Content Knowledge and Skills:
<p>01. <u>Speak to share understanding of information.</u></p>	<p>a. <u>Use oral communication for various purposes and audiences that incorporate the following:</u></p> <ul style="list-style-type: none"> - Variety of word choices; - Inflection; - Volume; - Phrasing; - Physical gestures; - Eye contact.

Standard - The student will:	Content Knowledge and Skills:
	b. <u>Plan and deliver an oral presentation that incorporates the following:</u> - Appropriate grammar; - Vocabulary; - Illustrations, pictures, and charts.
02. <u>Speak for literary response and expression.</u>	a. <u>Use oral interpretation, presentation, and dramatic readings to share personal and or literary works.</u> b. <u>Read orally or recite poem.</u>
03. <u>Speak for critical analysis and evaluation.</u>	a. <u>Express opinions and solutions to problems.</u> b. <u>Uses causes and effects and similarities and differences to demonstrate a key point.</u> c. <u>Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions:</u> - Listen carefully and verify understanding; - Avoid monopolizing conversations; - Raise pertinent questions; - Exhibit cultural sensitivity.

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720. VIEWING.

Rationale: Use viewing skills to understand and comprehend visually-presented information and use visual elements to produce visual presentations.

Standard - The student will:	Content Knowledge and Skills:
01. <u>View for information and understanding.</u>	a. <u>Identify a variety of visually-presented materials (books, films, videos, Internet).</u> b. <u>Determine main idea and supporting details within non-print media.</u>
02. <u>View media sources for personal response and expression.</u>	a. <u>Identify relationships, ideas, and cultures represented within various media.</u> b. <u>Compare effectiveness of media presentations.</u>
03. <u>View media to engage in critical analysis and evaluation.</u>	a. <u>Interpret literal and figurative meanings of communication.</u> b. <u>Differentiate between facts and opinions.</u>
04. <u>Use a variety of resources to produce visuals that communicate through print and non-print media.</u>	a. <u>Create a print media visual.</u> b. <u>With guidance, explore uses of visually-presented materials.</u>

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721. -- 723. (RESERVED).

724. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 6, SECTIONS 725 THROUGH 729.

725. READING.

Rationale: Students read a variety of grade-level materials and apply strategies appropriate to various situations.

Standard - The student will:	Content Knowledge and Skills:
<p>01. <u>Read a variety of traditional and electronic materials for information and understanding.</u></p>	<p>a. <u>Use decoding strategies and other visual information to construct sense of grade-level text:</u> - <u>Graphophonic sources (letter/sound);</u> - <u>Semantic sources (meaning/associations);</u> - <u>Lexical sources (word analyses);</u> - <u>Syntactic sources (structure of written language);</u> - <u>Text elements (graphic elements, illustrations, and titles/subtitles).</u></p>
	<p>b. <u>Search purposefully for particular information:</u> - <u>Identify literal and inferential meanings;</u> - <u>Search own background information to make meaning of text passages;</u> - <u>Based on purpose for reading, search for most important information;</u> - <u>In order to understand plot development in narratives, search for information about characters and setting;</u> - <u>In order to understand text, search for such expository text structures as cause/effect, chronological, problem/solution, classification.</u></p>
	<p>c. <u>On basis of prior knowledge and information in text, predict alternatives or probabilities in text:</u> - <u>Synthesize information from text to anticipate outcomes.</u> - <u>Use connections between text-to-text, text-to-self, and text-to-world to anticipate new text.</u></p>
	<p>d. <u>Reconsider a response against more than one source of information from grade-level text.</u></p>
	<p>e. <u>Confirm or self-correct predictions in response to grade level text.</u></p>
	<p>f. <u>Draw inferences and conclusions from text.</u></p>
	<p>g. <u>Identify literary devices:</u> - <u>Mood;</u> - <u>Tone;</u> - <u>Style;</u> - <u>Figurative language.</u></p>
	<p>h. <u>Determine main idea or essential message within a text and identify relevant details and facts.</u></p>
	<p>02. <u>Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.</u></p>
<p>b. <u>Activate and draw upon own experiences to connect to reading selections.</u></p>	
<p>c. <u>Relate social, cultural, and historical aspects of literature to reader's personal experience.</u></p>	

Standard - The student will:	Content Knowledge and Skills:
	<p>d. <u>Analyze narrative literature according to the following text elements:</u> - Character; - Setting; - Plot structure; - Theme; - Point of view.</p> <p>e. <u>Demonstrate an understanding of how reading can provide enrichment and information as well as serve as a tool for lifelong learning.</u></p>
<p>03. <u>Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.</u></p>	<p>a. <u>Identify author's purpose and describe how language, setting, and information support purpose within literary text.</u></p> <p>b. <u>Analyze literary text for following story elements:</u> - Characters; - Setting; - Point of view; - Plot structure; - Theme.</p> <p>c. <u>Compare and contrast information from multiple sources.</u></p> <p>d. <u>Use personal or objective criteria to do the following:</u> - Draw conclusions; - Make inferences; - Determine meanings; - Form opinions; - Make judgments.</p> <p>e. <u>Distinguish between fact and opinion and identify cause and effect relationships within expository text.</u></p>
<p>04. <u>Read to locate information from a variety of traditional, technical, and electronic sources.</u></p>	<p>a. <u>Use questions to guide reading:</u> - Identify type of information required to answer a specific question; - Use reasonable resources for answering questions; - Read for purpose of answering specific questions.</p> <p>b. <u>Systematically organize new information from expository text.</u></p> <p>c. <u>Synthesize what has been read:</u> - Identify main idea and supporting details; - Identify important information, patterns, and themes; - Connect new information with prior knowledge to enhance understanding and memory; - Ask new questions; - Use prior knowledge and text information to draw conclusions, make critical judgments, and form unique interpretations from text.</p>
<p>05. <u>Read for technical information.</u></p>	<p>a. <u>Read, understand, and apply technical information.</u></p> <p>b. <u>Identify and use comprehension strategies to understand technical text.</u></p>

Standard - The student will:	Content Knowledge and Skills:
	<p>c. <u>Apply knowledge of the following elements to understand text:</u> - <u>Graphics;</u> - <u>Highlighting techniques;</u> - <u>Organizers.</u></p> <p>d. <u>Identify organization of technical texts.</u></p> <p>e. <u>Apply technical information to complete tasks.</u></p>

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726. WRITING.

Rationale: Students write to demonstrate skills and conventions according to purpose and audience.

Standard - The student will:	Content Knowledge and Skills:
<p>01. <u>Understand and use the writing process.</u></p>	<p>a. <u>Understand and use steps of the writing process:</u> - <u>Brainstorm;</u> - <u>Draft;</u> - <u>Revise;</u> - <u>Edit;</u> - <u>Publish.</u></p> <p>b. <u>Write in a variety of formats to record, generate, and reflect upon ideas.</u></p> <p>c. <u>Identify and use appropriate style and vocabulary for a particular audience.</u></p>
<p>02. <u>Write and edit for correctness and clarity.</u></p>	<p>a. <u>Determine and apply rules and conventions for the following:</u> - <u>Grammar;</u> - <u>Punctuation;</u> - <u>Capitalization;</u> - <u>Spelling;</u> - <u>Legibility.</u></p> <p>b. <u>Incorporate a variety of elements of writing:</u> - <u>Alliteration;</u> - <u>Figurative language;</u> - <u>Simile;</u> - <u>Metaphor;</u> - <u>Personification;</u> - <u>Vocabulary.</u></p> <p>c. <u>Convey clear and focused main ideas that are appropriately supported by details and examples for selected topic, audience, and purpose.</u> - <u>Use topic sentences, appropriate word choices, variety of sentence structures, transitions, paragraphing, indentation, organization, and documentation of sources;</u> - <u>Choose tone, voice, style, mood, and persona that are appropriate for various purpose, disciplines, and audiences.</u></p>

Standard - The student will:	Content Knowledge and Skills:
03. <u>Write to inform and explain.</u>	a. <u>Use facts, data, and processes from technical and non-technical materials to inform through writing.</u>
	b. <u>Produce documents in appropriate format to inform and explain.</u>
04. <u>Write for literary response and expression.</u>	a. <u>Compose a response using ideas and techniques from a variety of literature and fine arts that represent many cultures and perspectives.</u>
	b. <u>Appropriately use a thesis and supporting evidence.</u>
	c. <u>Write and publish original creative works that include figurative and descriptive language.</u>
05. <u>Write to critically analyze and evaluate.</u>	a. <u>Analyze for the following elements:</u> - Purpose; - Ideas; - Style; - Structure; - Effectiveness.
	b. <u>Use a thesis/main idea and appropriate supporting evidence to persuade and inform a specific audience.</u>
	c. <u>Use writing to persuade.</u>
06. <u>Write to gather, synthesize, and communicate research findings.</u>	a. <u>With teacher support, incorporate a variety of technological and informational resources to do the following:</u> - Appropriately paraphrase, quote, and cite to avoid plagiarism; - Formulate thesis or focus and relevant support; - Formulate and support main idea with evidence.
	b. <u>Present research findings.</u>
07. <u>Write technical information.</u>	a. <u>Produce technical document.</u>

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727. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Listen for information and understanding.</u>	a. <u>Acquire and summarize information from a variety of electronic or live sources.</u>
	b. <u>Develop listening skills to gain enrichment and information about various cultures.</u>
	c. <u>Develop use of effective interpersonal listening skills.</u>
02. <u>Listen for literary response and expression.</u>	a. <u>Respond in a variety of ways to oral presentations.</u>
	b. <u>Locate similarities and differences within a variety of oral presentations.</u>

Standard - The student will:	Content Knowledge and Skills:
03. <u>Listen for critical analysis and evaluation.</u>	a. <u>Make informed decisions about the purpose, content, organization, and delivery of verbal and auditory communications and non-verbal cues.</u>
	b. <u>Listen for sequencing.</u>

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728. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analyses or critiques of written or viewed material.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Speak to share an understanding of information.</u>	a. <u>Use age-appropriate oral communication for various purposes and audiences that appropriately incorporates the following:</u> - <u>Word choice;</u> - <u>Pronunciation;</u> - <u>Inflection/modulation;</u> - <u>Physical gestures;</u> - <u>Eye contact;</u> - <u>Posture.</u>
	b. <u>Plan and deliver oral presentations that effectively incorporate the following:</u> - <u>Transitions;</u> - <u>Organization;</u> - <u>Support of main ideas;</u> - <u>Examples;</u> - <u>Response to questions and feedback;</u> - <u>Visual aids and appropriate technology.</u>
02. <u>Speak for literary response and expression.</u>	a. <u>Share interpretations of personal or literary works through oral interpretation, memorization, presentation, and dramatic readings.</u>
	b. <u>Memorize and present a selected poem.</u>
03. <u>Speak for critical analysis and evaluation.</u>	a. <u>Clearly express opinions and judgments.</u>
	b. <u>During discussions, encourage others' participation while exhibiting courteous, attentive, and appropriate behavior.</u>

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729. VIEWING.

Rationale: Use skills of viewing to effectively understand and comprehend visually-presented information and use visual elements to produce visual presentations.

Standard - The student will:	Content Knowledge and Skills:
01. <u>View for information and understanding.</u>	a. <u>Use traditional and visually-presented materials (books, films, videos, Internet).</u>

Standard - The student will:	Content Knowledge and Skills:
	b. <u>Use viewing skills to determine main idea and collect data.</u>
02. <u>View media sources for personal response and expression.</u>	a. <u>Identify relationships, ideas, and cultures represented in various media.</u>
03. <u>View media to engage in critical analysis and evaluation.</u>	a. <u>Evaluate relationships, ideas, and cultures represented in various media.</u>
	b. <u>Critique, interpret, and evaluate non-print media.</u>
	c. <u>Apply knowledge gleaned from charts and graphs.</u>
04. <u>Use a variety of resources to produce visuals that communicate through print and non-print media.</u>	a. <u>Demonstrate understanding of graphics, pictures, color, motion, and music.</u>
	b. <u>With support, apply technical skills to produce effective visuals.</u>

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730. -- 732. (RESERVED).

733. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 7, SECTIONS 734 THROUGH 738.

734. READING.

Rationale: Students read a variety of grade-level materials and apply strategies appropriate to various situations.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Read a variety of traditional and electronic materials for information and understanding.</u>	a. <u>Use decoding strategies and other visual information to fluently read grade-level text:</u> - <u>Graphophonic sources (letter/sound);</u> - <u>Semantic sources (meaning/associations);</u> - <u>Lexical sources (word knowledge);</u> - <u>Syntactic sources (structure of written language);</u> - <u>Text elements (graphic elements, illustrations, and titles/subtitles).</u>
	b. <u>Search purposefully for particular information:</u> - <u>Identify literal and inferential meanings;</u> - <u>Search own background information to make meaning of text passages;</u> - <u>Based on purpose for reading, search for most important information;</u> - <u>In order to understand plot development in narratives, search for information about characters and setting;</u> - <u>In order to understand text, search for such expository text structures as cause/effect, chronological, problem/solution, and classification.</u>
	c. <u>On basis of prior knowledge and information in text, predict alternatives or probabilities in text:</u> - <u>Synthesize information from the text to anticipate outcomes;</u> - <u>Use connections between text-to-text, text-to-self, and text-to-world to anticipate new text.</u>

Standard - The student will:	Content Knowledge and Skills:
	<p>d. <u>Reconsider a response against more than one source of information from grade-level text.</u></p> <p>e. <u>Confirm or self-correct predictions in response to grade-level text.</u></p> <p>f. <u>Draw inferences and conclusions from grade-level text.</u></p> <p>g. <u>Identify literary devices:</u> - <u>Mood;</u> - <u>Tone;</u> - <u>Style;</u> - <u>Figurative language.</u></p> <p>h. <u>Determine main idea or essential message within a text and identify relevant details and facts.</u></p>
<p>02. <u>Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.</u></p>	<p>a. <u>Describe characteristics of the following genres: fiction, nonfiction, poetry, biography/autobiography, legend, fable, myth, and reference materials.</u></p> <p>b. <u>Activate and draw upon own experiences to connect to reading selections.</u></p> <p>c. <u>Relate social, cultural, and historical aspects of literature to reader's personal experience.</u></p> <p>d. <u>Analyze narrative literature according to the following text elements:</u> - <u>Character;</u> - <u>Setting;</u> - <u>Conflict;</u> - <u>Plot structure;</u> - <u>Theme;</u> - <u>Point of view.</u></p> <p>e. <u>Demonstrate understanding of how reading can provide enrichment, information, and serve as a tool for lifelong learning.</u></p>
<p>03. <u>Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.</u></p>	<p>a. <u>Identify author's purpose and describe how language, setting, and information support purpose within literary text.</u></p> <p>b. <u>Analyze literary text for story elements:</u> - <u>Characters;</u> - <u>Setting;</u> - <u>Plot structure;</u> - <u>Theme;</u> - <u>Conflict;</u> - <u>Resolution.</u></p> <p>c. <u>Compare and contrast information from multiple sources.</u></p>

Standard - The student will:	Content Knowledge and Skills:
	<p>d. <u>Use personal or objective criteria to do the following:</u></p> <ul style="list-style-type: none"> - <u>Draw conclusions;</u> - <u>Make inferences;</u> - <u>Determine meanings;</u> - <u>Form opinions;</u> - <u>Make judgments.</u> <p>e. <u>Distinguish between fact and opinion and identify cause and effect relationships within expository text.</u></p>
<p>04. <u>Read to locate information from a variety of traditional, technical, and electronic sources.</u></p>	<p>a. <u>Use questions to guide reading:</u></p> <ul style="list-style-type: none"> - <u>Identify type of information required to answer a specific question;</u> - <u>Use reasonable resources for answering questions;</u> - <u>Read for purpose of answering specific questions.</u> <p>b. <u>Systematically organize new information from an expository text.</u></p> <p>c. <u>Synthesize what has been read:</u></p> <ul style="list-style-type: none"> - <u>Identify main idea and supporting details;</u> - <u>Identify important information, patterns, and themes;</u> - <u>Connect new information with prior knowledge to enhance understanding and memory;</u> - <u>Ask new questions;</u> - <u>Use prior knowledge and text information to draw conclusions, make critical judgments, and form unique interpretations from text.</u>
<p>05. <u>Read for technical information.</u></p>	<p>a. <u>Read, understand, and apply technical information.</u></p> <p>b. <u>Identify and use comprehension strategies to understand technical text.</u></p> <p>c. <u>Apply knowledge of graphic elements to understand text:</u></p> <ul style="list-style-type: none"> - <u>Graphics;</u> - <u>Highlighting techniques;</u> - <u>Organizers.</u> <p>d. <u>Identify organization of technical texts.</u></p> <p>e. <u>Apply technical information to complete tasks.</u></p>

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735. WRITING.

Rationale: Students write to demonstrate skill and conventions according to purpose and audience.

Standard - The student will:	Content Knowledge and Skills:
<p>01. <u>Understand and use the writing process.</u></p>	<p>a. <u>Understand and use steps of writing process:</u></p> <ul style="list-style-type: none"> - <u>Brainstorm;</u> - <u>Draft;</u> - <u>Revise;</u> - <u>Edit;</u> - <u>Publish.</u>

Standard - The student will:	Content Knowledge and Skills:
	<p>b. <u>Write in a variety of formats to record, generate, and reflect upon ideas.</u></p> <p>c. <u>Identify and use appropriate style and vocabulary for particular audience.</u></p>
<p>02. <u>Write and edit for correctness and clarity.</u></p>	<p>a. <u>Determine and apply rules and conventions for the following:</u> - <u>Eight parts of speech, dependent and independent clauses, and common phrases to include prepositional participle and appositives;</u> - <u>Punctuation;</u> - <u>Capitalization;</u> - <u>Spelling;</u> - <u>Legibility.</u></p> <p>b. <u>Incorporate a variety of elements of writing:</u> - <u>Alliteration;</u> - <u>Figurative language;</u> - <u>Hyperbole;</u> - <u>Metaphor;</u> - <u>Personification;</u> - <u>Vocabulary.</u></p> <p>c. <u>Convey clear and focused main ideas that are appropriately supported by details and examples for selected topic, audience, and purpose.</u> - <u>Use topic sentences, appropriate word choices, variety of sentence structures, parallelism, transitions, paragraphing, indentation, organization, and documentation of sources;</u> - <u>Choose tone, voice, style, mood, and persona appropriate for various purposes, disciplines, and audiences.</u></p>
<p>03. <u>Write to inform and explain.</u></p>	<p>a. <u>Use facts, data, and processes from technical and non-technical materials to inform through writing.</u></p> <p>b. <u>Produce documents in appropriate format to inform and explain.</u></p>
<p>04. <u>Write for literary response and expression.</u></p>	<p>a. <u>Compose a response using ideas and techniques from a variety of literature and fine arts that represent many cultures and perspectives.</u></p> <p>b. <u>Appropriately use a thesis statement and supporting evidence.</u></p> <p>c. <u>Write and publish original creative works that include figurative and descriptive language.</u></p>

Standard - The student will:	Content Knowledge and Skills:
05. <u>Write to critically analyze and evaluate.</u>	a. <u>Analyze for the following elements:</u> - Purpose; - Ideas; - Style; - Structure; - Effectiveness. b. <u>Use a thesis and appropriate supporting evidence to persuade and inform a specific audience.</u> c. <u>Use writing to persuade.</u>
06. <u>Write to gather, synthesize, and communicate research findings.</u>	a. <u>With teacher support, incorporate a variety of informational and technological resources to perform the following:</u> - Appropriately paraphrase, quote, and cite to avoid plagiarism; - Consider motives, credibility, and perspectives of authors when selecting resource materials; - Formulate thesis or focus and provide relevant support. b. <u>Present research findings.</u>
07. <u>Write technical information.</u>	a. <u>Locate specifically-named sources.</u> b. <u>Produce technical document.</u>

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736. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Listen for information and understanding.</u>	a. <u>Acquire and summarize information from a variety of electronic or live sources.</u> b. <u>Develop listening skills to gain enrichment and information about various cultures.</u> c. <u>Develop use of effective interpersonal listening skills.</u>
02. <u>Listen for literary response and expression.</u>	a. <u>Respond to a variety of oral presentations.</u> b. <u>Locate similarities and differences within a variety of oral presentations.</u>
03. <u>Listen for critical analysis and evaluation.</u>	a. <u>Make informed decisions about the purpose, content, organization, and delivery of verbal and auditory communication and nonverbal cues.</u> b. <u>Listen for sequencing.</u>

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737. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis or critiques of written or

viewed material.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Speak to share an understanding of information.</u>	a. <u>Use age-appropriate oral communication for various purposes and audiences which appropriately incorporates the following:</u> <ul style="list-style-type: none"> - <u>Word choice;</u> - <u>Pronunciation;</u> - <u>Inflection/modulation;</u> - <u>Physical gestures;</u> - <u>Eye contact;</u> - <u>Posture.</u>
	b. <u>Plan and deliver oral presentations that include the following:</u> <ul style="list-style-type: none"> - <u>Transitions;</u> - <u>Organization;</u> - <u>Support of main ideas;</u> - <u>Examples;</u> - <u>Response to questions and feedback;</u> - <u>Visual aids and appropriate technology.</u>
02. <u>Speak for literary response and expression.</u>	a. <u>Share interpretations of personal or literary works through oral interpretation, memorization, presentation, and dramatic readings.</u>
	b. <u>Memorize and present a selected poem.</u>
03. <u>Speak for critical analysis and evaluation.</u>	a. <u>Clearly express opinions and judgments.</u>
	b. <u>During discussions, encourage others' participation while exhibiting courteous, attentive, and appropriate behavior.</u> <ul style="list-style-type: none"> - <u>Listen well and verify understanding;</u> - <u>Avoid monopolizing conversations;</u> - <u>Raise pertinent questions;</u> - <u>Exhibit cultural sensitivity.</u>

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738. VIEWING.

Rationale: Use skills of viewing to effectively understand and comprehend visually-presented information and use visual elements to produce visual presentations.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Viewing for information and understanding.</u>	a. <u>Identify a variety of visually-presented material (books, films, videos, Internet).</u>
	b. <u>Use viewing skills to determine main idea and collect data.</u>
02. <u>View media sources for personal response and expression.</u>	a. <u>Identify relationships, ideas, and cultures represented in various media.</u>
03. <u>View media to engage in critical analysis and evaluation.</u>	a. <u>Evaluate relationships, ideas, and cultures represented in various media.</u>
	b. <u>Critique, interpret, and evaluate non-print media.</u>
	c. <u>Apply knowledge gleaned from charts and graphs.</u>

Standard - The student will:	Content Knowledge and Skills:
04. <u>Use a variety of resources to produce visuals that communicate through print and non-print media.</u>	a. <u>Demonstrate understanding of graphics, pictures, color, motion, and music.</u>
	b. <u>Apply technical skills to produce effective visuals.</u>

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739. -- 741. (RESERVED).

742. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 8, SECTIONS 743 THROUGH 747.

743. READING.

Rationale: Students read a variety of grade level materials and apply strategies appropriate to various situations.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Read a variety of traditional and electronic materials for information and understanding.</u>	a. <u>Use decoding strategies and other visual information to fluently read grade-level text.</u> - <u>Graphophonic sources (letter/sound);</u> - <u>Semantic sources (meaning/association);</u> - <u>Lexical sources (word knowledge);</u> - <u>Syntactic sources (structure of written language);</u> - <u>Text elements (graphic elements, illustrations, titles/subtitles).</u>
	b. <u>Search purposefully for particular information:</u> - <u>Identify literal and inferential meanings;</u> - <u>Search own background information to make meaning of text passages;</u> - <u>Search for most important information based on purpose for reading;</u> - <u>Search for information about characters and setting to understand plot;</u> - <u>Development in narratives;</u> - <u>Search for expository text structures such as cause/effect, chronological, problem/solution, and classification to understand text.</u>
	c. <u>Predict alternatives or probabilities in text on basis of prior knowledge and information within text.</u> - <u>Synthesize information from text to anticipate outcomes;</u> - <u>Use connections between text-to-text, text-to-self, and text-to-world to anticipate new text.</u>
	d. <u>Reconsider a response against more than one source of information of grade-level text.</u>
	e. <u>Confirm or self-correct predictions in response to grade-level text.</u>

Standard - The student will:	Content Knowledge and Skills:
	<p>f. <u>Identify literary devices:</u> - <u>Mood;</u> - <u>Tone;</u> - <u>Style;</u> - <u>Figurative language.</u></p>
<p>02. <u>Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.</u></p>	<p>a. <u>Define characteristics of the following literary forms and genres: fiction and nonfiction, including novel, short story, poetry, biography, plays, essays, and reference material.</u></p> <p>b. <u>Activate and draw upon own experiences to connect to reading selections.</u></p> <p>c. <u>Identify social, cultural, and historical significance of various types of text.</u></p> <p>d. <u>Identify how an author uses language and literary devices to evoke a response in a reader:</u> - <u>Style;</u> - <u>Format;</u> - <u>Structure;</u> - <u>Point of view.</u></p> <p>e. <u>Explain how reading can provide enrichment and information as well as serve as a tool for lifelong learning.</u></p>
<p>03. <u>Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.</u></p>	<p>a. <u>Identify author's purpose and describe how language, setting, and information support that purpose in literary text.</u></p> <p>b. <u>Analyze literary text for the following elements:</u> - <u>Characters;</u> - <u>Setting;</u> - <u>Plot structure;</u> - <u>Theme;</u> - <u>Conflict;</u> - <u>Resolution;</u> - <u>Symbolism.</u></p> <p>c. <u>Compare and contrast information from multiple sources.</u></p> <p>d. <u>Use personal or objective criteria to do the following:</u> - <u>Draw conclusions;</u> - <u>Make inferences;</u> - <u>Determine meanings;</u> - <u>Form opinions;</u> - <u>Make judgments.</u></p> <p>e. <u>Distinguish between fact and opinion and identify cause and effect relationships within expository text.</u></p>

Standard - The student will:	Content Knowledge and Skills:
<p>04. <u>Read to locate information from a variety of traditional, technical, and electronic sources.</u></p>	<p>a. <u>Use questions to guide reading:</u> - Identify type of information required to answer a specific question; - Independently select resources for answering questions; - Read for purpose of answering specific questions.</p>
	<p>b. <u>Use knowledge of common patterns of factual texts to enhance comprehension:</u> - Description; - Main idea/supporting details; - Comparison/contrast; - Chronological order; - Cause/effect; - Process.</p>
	<p>c. <u>Synthesize what has been read:</u> - Identify main idea and supporting details; - Identify important information, patterns, and themes; - Connect new information with prior knowledge to enhance understanding and memory; - Ask new questions; - Use prior knowledge and text information to draw conclusions, make critical judgments, and form unique interpretations from text.</p>
<p>05. <u>Read for technical information.</u></p>	<p>a. <u>Identify and use comprehension strategies to understand technical text.</u></p>
	<p>b. <u>Explain use of graphics, layout, white space, italics, parentheses, and other visual aids.</u></p>
	<p>c. <u>Identify organization of technical texts.</u></p>
	<p>d. <u>Use technical information to complete tasks.</u></p>

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744. WRITING.

Rationale: Write to demonstrate skill and conventions according to purpose and audience.

Standard - The student will:	Content Knowledge and Skills:
<p>01. <u>Understand and use the writing process.</u></p>	<p>a. <u>Understand and use steps of the writing process:</u> - Brainstorm; - Draft; - Revise; - Edit; - Publish.</p>
	<p>b. <u>Write in a variety of formats to specifically record, generate, and reflect upon ideas.</u></p>
	<p>c. <u>Identify and use appropriate style and vocabulary for a particular audience, voice, and purpose.</u></p>

Standard - The student will:	Content Knowledge and Skills:
<p>02. <u>Write and edit for correctness and clarity.</u></p>	<p>a. <u>Determine and apply rules and conventions for the following:</u> - <u>Eight parts of speech, dependent and independent clauses, and common phrases to include prepositional participle, infinitives, gerunds, and appositives;</u> - <u>Punctuation;</u> - <u>Capitalization;</u> - <u>Spelling;</u> - <u>Legibility.</u></p> <p>b. <u>Incorporate a variety of elements of writing:</u> - <u>Alliteration;</u> - <u>Figurative language;</u> - <u>Hyperbole;</u> - <u>Metaphor;</u> - <u>Personification;</u> - <u>Vocabulary;</u> - <u>Idiom.</u></p> <p>c. <u>Convey clear and focused main ideas, supported by details and examples that are appropriate to topic, audience, and purpose.</u> - <u>Use topic sentences, appropriate word choice, a variety of sentence structures, parallelism, transitions, paragraphing, indentation, organization, and documentation of sources;</u> - <u>Choose tone, voice, style, mood, and persona appropriate for various purposes, disciplines, and audiences.</u></p>
<p>03. <u>Write an expository essay that aligns with the eighth-grade writing assessment to inform and explain.</u></p>	<p>a. <u>Use facts, data, and processes from technical and non-technical materials to inform through writing.</u></p> <p>b. <u>Produce documents in appropriate format to inform and explain.</u></p>
<p>04. <u>Write for literary response and expression.</u></p>	<p>a. <u>Compose a response using ideas and techniques from a variety of literature and fine arts that represent many cultures and perspectives.</u></p> <p>b. <u>Appropriately use a thesis and supporting evidence.</u></p> <p>c. <u>Write and publish original creative works that include figurative and descriptive language.</u></p>
<p>05. <u>Write to critically analyze and evaluate within the confines of eighth-grade science and social studies curriculum.</u></p>	<p>a. <u>Analyze for the following:</u> - <u>Purpose;</u> - <u>Ideas;</u> - <u>Style;</u> - <u>Structure;</u> - <u>Effectiveness.</u></p> <p>b. <u>Use thesis and appropriate supporting evidence to persuade or inform a specific audience.</u></p> <p>c. <u>Use writing to persuade.</u></p>

Standard - The student will:	Content Knowledge and Skills:
06. <u>Write to gather, synthesize, and communicate research findings.</u>	a. <u>With teacher support, incorporate a variety of informational and technological resources to perform the following:</u> - <u>Avoid plagiarism through proper use of paraphrasing, quoting, and citing;</u> - <u>When selecting source materials, consider motives credibility, and perspectives of authors;</u> - <u>Formulate thesis or focus and provide relevant support.</u>
	b. <u>Present research findings.</u>
07. <u>Write technical information.</u>	a. <u>Locate sources.</u>
	b. <u>Produce technical documents.</u>

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745. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Listen for information and understanding.</u>	a. <u>Acquire and summarize information from a variety of electronic or live sources.</u>
	b. <u>Develop listening skills to gain enrichment and information about various cultures.</u>
	c. <u>Develop effective interpersonal listening skills.</u>
02. <u>Listen for literary response and expression.</u>	a. <u>Respond to a variety of oral presentations.</u>
	b. <u>Find similarities and differences within a variety of oral presentations.</u>
03. <u>Listen for critical analysis and evaluation.</u>	a. <u>Make informed decisions about the purpose, content, organization, and delivery of verbal communications and non-verbal cues.</u>
	b. <u>Listen for sequencing.</u>

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746. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis or critiques of written and viewed material.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Speak to share an understanding of information.</u>	a. <u>Use age-appropriate oral communication for various purposes and audiences that correctly and effectively incorporates the following:</u> - <u>Word choices;</u> - <u>Pronunciation;</u> - <u>Inflection/modulation;</u> - <u>Physical gestures;</u> - <u>Eye contact;</u> - <u>Posture.</u>

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
	b. <u>Plan and deliver oral presentations that incorporate the following:</u> - <u>Effective transitions;</u> - <u>Logical organization;</u> - <u>Support for main ideas;</u> - <u>Appropriate examples;</u> - <u>Responses to questions and feedback;</u> - <u>Visual aids and appropriate technology;</u> - <u>Proper English.</u>
02. <u>Speak for literary response and expression.</u>	a. <u>Share interpretations of personal and literary works through oral interpretation and dramatic readings.</u> b. <u>Memorize and present a selected poem.</u>
03. <u>Speak for critical analysis and evaluation.</u>	a. <u>Clearly express opinions and judgments.</u> b. <u>Defend opinion.</u> c. <u>Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions:</u> - <u>Listen well and verify understanding;</u> - <u>Avoid monopolizing conversations;</u> - <u>Raise pertinent questions;</u> - <u>Exhibit cultural sensitivity.</u>

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747. VIEWING.

Rationale: Use skills of viewing to effectively understand and comprehend visually-presented material and use visual elements to produce visual presentations.

<u>Standard - The student will:</u>	<u>Content Knowledge and Skills:</u>
01. <u>View for information and understanding.</u>	a. <u>Identify a variety of visually-presented materials (books, films, videos, Internet).</u> b. <u>Use viewing skills to determine main idea and collect data.</u>
02. <u>View media sources for personal response and expression.</u>	a. <u>Identify relationships, ideas, and cultures represented within various media.</u> b. <u>Evaluate relationships, ideas, and cultures represented within various media.</u>
03. <u>View media to engage in critical analysis and evaluation.</u>	a. <u>Critique, interpret, and evaluate non-print media.</u> b. <u>Use knowledge learned from charts and graphs.</u>
04. <u>Use a variety of resources to produce visuals that communicate through print and non-print media.</u>	a. <u>Understand the multiple tools of graphics, pictures, color, motion, and music.</u> b. <u>Apply knowledge and technical skills to produce effective visuals.</u>

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~~748. -- 750. (RESERVED).~~

~~400751. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADES 9 THROUGH 12, SECTIONS 752 THROUGH 756.~~

~~01. **Language And Communication.** Language, the gateway to learning, provides our most powerful and readily available tool to represent the world to ourselves as well as ourselves to the world. Not only a means of communications, language serves as our primary instrument of thought, a defining feature of culture, and an unmistakable mark of personal identity. Encouraging and enabling students to effectively use language remains one of society's most significant tasks. Educators, parents, and communities share responsibility in helping students prepare for productive performance. When students exit high school, they will be able to use reading, writing, listening, speaking, and viewing for personal use, as a citizen and consumer, in the workplace, for cultural enrichment, in the Fine Arts, and for lifelong learning. (4-5-00)~~

~~02. **Local District Book Lists.** Local districts may determine book lists to support the Language Arts/Communications Standards. If needed, the State Department of Education's English Language Arts Specialist can provide suggested grade-level lists. (4-5-00)~~

~~Note: Samples associated with the content standards are meant to illustrate meaning and to represent possible areas of application. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning. (4-5-00)~~

~~401752. READING.~~

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
01. Read a variety of traditional and electronic materials for information and understanding.	a. Decode unfamiliar words using a comprehensive set of reading strategies: - Phonics; - Context clues; - Word analysis skills.	i. Demonstrate fluency in oral reading. ii. Use information from text to clarify meaning.
	b. Preview materials to understand structure and anticipate content.	i. Scan material for relevancy. ii. Summarize. iii. Paraphrase structures. iv. Scan index, table of contents, chapter headings and subtitles.
	c. Develop analytic processes for understanding and remembering words, phrases, and information from reading material.	i. Use mnemonic devices. ii. Develop acrostics. iii. SQ3R: survey, question, read, recite and review.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
	<p>d. Identify, collect, and/or select, and relate pertinent information to given situations.</p>	<p><i>i. Answer comprehension questions.</i> <i>ii. Draw conclusions.</i> <i>iii. Justify an opinion.</i> <i>iv. Recognize the difference between fact and opinion.</i></p>
	<p>e. Synthesize and organize information.</p>	<p><i>i. Predict outcomes.</i> <i>ii. Combine sources in a presentation.</i></p>
	<p>f. Apply and extend information.</p>	<p><i>i. Make inferences.</i> <i>ii. Use information to solve a problem.</i></p>
	<p>g. Explain how an author uses language and literary devices: - Mood; - Tone; - Style; - Figurative language; - Format; - Structure.</p>	<p><i>i. Describe an author's tone in a book talk.</i> <i>ii. Support one of the bullets with evidence from the text.</i> <i>iii. Compare two authors' use of figurative language and evaluate effectiveness.</i></p>
	<p>h. Use reading strategies to determine main ideas and to collect data, facts, and ideas.</p>	<p><i>i. Recognize the main idea.</i> <i>ii. Determine the main idea of an editorial.</i> <i>iii. Make an abstract connection to relate literature to personal experience or life situations.</i></p>
<p>02. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.</p>	<p>a. Know defining characteristics of literary forms and genres (fiction, nonfiction, myths, poems, biographies, autobiographies, science fiction, parodies, satires, and plays).</p>	<p><i>i. Analyze how the choice of literary form contributes to the expression on the human experience(s) being described.</i></p>
	<p>b. Identify and compare own experiences to those of others in situations, events, and cultures within reading selections.</p>	<p><i>i. Generate a document or presentation that identifies and compares personal experiences to those describe in the reading selections(s).</i></p>
	<p>c. Interpret the social, cultural, and historical significance of a text: - Ancient Literature; - British Literature; - American Literature; - World Literature.</p>	<p><i>i. Discuss the determination of a text: -Lexical word study; -Grammar; -History; -Context.</i></p>

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
	<p>d. Evaluate how an author uses language and literary devices to evoke a response in a reader:</p> <ul style="list-style-type: none"> - Style; - Format; - Structure. 	<p><i>i. Judge an author's effectiveness.</i> <i>ii. Justify a personal response.</i> <i>iii. Recommend a piece of literature.</i> <i>iv. Recognize archetypes and symbols across literary texts (heroes, benefits of nature).</i></p>
	<p>e. Demonstrate how reading can provide enrichment, information, and serve as a tool for lifelong learning.</p>	<p><i>i. Create a family history and anecdotes.</i></p>
<p>03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.</p>	<p>a. Evaluate the validity and accuracy of information.</p>	<p><i>i. Determine the source of information.</i> <i>ii. Evaluate reliability, validity, and credibility of materials.</i> <i>iii. Categorize marketing techniques.</i> <i>iv. Identify inaccuracies within a sample advertisement or article.</i> <i>v. Support inferences.</i></p>
	<p>b. Analyze author's purpose within a literary text:</p> <ul style="list-style-type: none"> - Characterization; - Setting; - Plot structure; - Theme; - Point of view; - Organization and form. 	<p><i>i. Understand and interpret actions and conflict among characters.</i> <i>ii. Discuss Huckloberry Finn.</i> <i>iii. Analyze effectiveness of plot, time frame, causes and effects, and conflict resolution.</i></p>
	<p>c. Compare and contrast selections within texts.</p>	<p><i>i. Draw connections between literary works and related themes.</i> <i>ii. Identify historical and cultural influences on literary works (i.e., compare or contrast Heart of Darkness to Apocalypse Now).</i></p>
	<p>d. Form opinions and make judgments about fiction and non-fiction.</p>	<p><i>i. Evaluate an essay.</i> <i>ii. Create a reading list that illustrates a theme.</i> <i>iii. Make a preference.</i></p>
	<p>e. In response to technical materials, use personal or objective criteria to:</p> <ul style="list-style-type: none"> - Draw conclusions; - Make inferences; - Decide meanings; - Form opinions; - Make judgments. 	<p><i>i. Sample workplace reading, technical manuals, and professional journals.</i> <i>ii. Follow directions in technical materials.</i></p>

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
04. Read to locate information from a variety of traditional, technical, and electronic sources.	a. Generate relevant and researchable questions.	i. Form a hypothesis. ii. Survey literature related to a particular topic.
	b. Systematically organize and record information.	i. Use notes, charts, and graphic organizers.
	c. Produce research projects and reports.	i. Generate self-selected and assigned products.
05. Read for technical information.	a. Comprehend technical text.	i. Respond to reports, memos, brochures, charts, graphs, resumes, proposals, or advertising.
	b. Demonstrate understanding of graphics, layout, white space, italics, parentheses, and other visual aids.	i. Produce a visual aid.
	c. Identify the organization and nature of technical texts; ascertain that such texts require precise understanding rather than interpretation.	i. Emphasize precision and accuracy. ii. Determine literal meaning. iii. Complete a travel voucher. iv. Complete a scholarship or employment application.
	d. Apply technical text information to daily situations.	i. Complete a sample tax form or credit application.
	e. Follow written directions.	i. Read brochure on assembly of product.

(4-5-00)()

402753. WRITING.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
01. Understand and use the writing process.	a. Demonstrate steps of the writing process: - Brainstorming; - Drafting; - Revising; - Editing; - Publishing.	i. Participate in writing workshops to share ideas, respond to drafts, and provide constructive feedback.
	b. Write in order to generate, record, and reflect upon ideas.	i. Create learning logs, personal learning records, laboratory reports, notes, and journals.
	c. Evaluate and choose appropriate style and vocabulary for particular audience.	i. Write editorial, persuasive essays, workplace documents, and/or business letters.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
02. Write and edit for correctness and clarity.	a. Apply rules and conventions of the following: - Grammar; - Punctuation; - Capitalization; - Spelling.	 i. Use the Direct Writing Assessment Scoring Standard, a checklist, and/or handbook to guide proofreading. ii. Participate in peer editing process including such skills as the following: -Adverb clauses and phrases. -Using progressive verb forms. -Capitalizing historical periods and events using colons before extended quotations.
	b. Formulate purpose, thesis, relevant support, and focused paragraphs: - Use topic sentences, appropriate word choices and sentence structure, parallelism, transitions, paragraphing, indentation, organization, and documentation of sources; - Choose tone, voice, style, mood, and persona appropriate for different purposes, disciplines, and audiences.	 i. Write business documents, personal letters, letters to the editor, and essays. ii. Write thank you notes. iii. Write an introduction for a speaker. iv. Write a sample eulogy. v. Write a laboratory or scientific report.
03. Write to inform and explain.	a. Incorporate facts, data, and processes from technical and non-technical materials into writing.	 i. Use such resources as newspapers, magazines, manuals, and literary works.
	b. Choose appropriate format to inform and explain.	 i. Produce memos, letters, resumes, applications, manuals, instructions, outlines, collaborative reports, pamphlets, graphs, charts, and news articles.
04. Write for literary response and expression.	a. Compare, contrast, and synthesize ideas and techniques from a variety of literatures and Fine Arts that represent many cultures and perspectives.	 i. Write interpretations of critiques; compare and contrast literary works.
	b. Formulate a thesis and supporting evidence as appropriate.	 i. Write an evaluative essay of a favorite book or movie.
	c. Write and publish original creative works using figurative and descriptive language.	 i. Produce short stories, essays, poetry, and plays. ii. Incorporate metaphor, simile, personification, alliteration, and imagery.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
05. Write to critically analyze and evaluate.	a. Analyze and evaluate for the following: - Purpose; - Ideas; - Style; - Structure; - Effectiveness.	i. Use personal, peer, and professional writing, current events, visual and performing arts, advertising, and political/civic discourse.
	b. Formulate thesis and select appropriate supporting evidence to persuade or inform a specific audience.	i. Produce a critique, review, proposal, or editorial. ii. Explain personal perspective related to the Arts or another cultural perspective.
	c. Present an effective argument using the principles of persuasion (appeals to authority, logic, or emotion).	i. Defend a personal opinion. ii. Explain a consumer choice. iii. Express a political perspective. iv. Present a solution to a workplace-related problem.
06. Write to gather, synthesize, and communicate research findings.	a. Use and document a variety of technological and informational resources: - Avoid plagiarism through proper paraphrasing, quoting, and citation; - Consider motives, credibility, and perspectives of authors when selecting source materials; - Formulate thesis or focus and relevant support.	i. Produce news articles, individual and collaborative reports, brochures, proposals, critiques, and multimedia presentations.
	b. Present research findings.	i. Write a research paper.
	c. Generate clear, concise, and informative technical documents.	i. Create reports, memos, brochures, charts, graphics, resumes, proposals, and/or advertising.

(4-5-00)()

403754. LISTENING.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
01. Listening for information and understanding.	a. Acquire, interpret, and apply information from a variety of electronic or live sources.	i. Demonstrate understanding of spoken directions, speeches, plays, advertising, lectures, personal conversations, and/or public dialogues.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
	<p>b. Use listening skills to gain enrichment and information about various cultures.</p> <p>c. Demonstrate effective interpersonal listening skills.</p>	<p>i. Listen and respond to the language, speech, music, folk stories, drams, poetry, dialect, theatre, and other Fine Arts of various cultures.</p> <p>ii. Practice effective listening skills such as paraphrasing, appropriate body language, note-taking, repeating, explaining, elaboration, outlining, and encouraging.</p>
02. Listen for literary response and expression.	<p>a. Interpret and respond to a variety of oral presentations.</p> <p>b. Compare and contrast a variety of or presentations.</p>	<p>i. Interpret oral presentations of narratives, stories, drama, and literary readings.</p> <p>ii. Evaluate reader's theatre or stage plays.</p> <p>i. Critique songs, poems, monologues, and dramatic presentations.</p>
03. Listen for critical analysis and evaluation.	a. Make informed judgments about the purpose, content, organization, and delivery of verbal communications and non-verbal cues.	i. Evaluate cultural performances, television productions, and/or speeches in relation to body language, diction, and tone.

(4-5-00)()

404755. SPEAKING.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
01. Speak to share an understanding of information.	<p>a. Adjust oral language to audience: Appropriately apply rules of standard English.</p> <p>b. Create oral presentations that include the following: - Transitions; - Organization; - Support of main ideas; - Examples; - Response to questions and feedback; - Visual aids and appropriate technology.</p>	<p>i. Prepare and present a speech for a group of children.</p> <p>ii. Prepare and present a speech for a panel of community members.</p> <p>i. Plan a persuasive speech that incorporates a clear thesis and supportive materials (statistics, personal anecdotes, and/or other examples).</p> <p>ii. Produce a "how to" computerized presentation.</p>

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
	<p>c. Use oral communication for various purposes and audiences including which appropriately incorporate the following:</p> <ul style="list-style-type: none"> - Word Choice; - Pronunciation; - Inflection/Modulation; - Physical Gestures; - Eye Contact; - Posture. 	<p>i. Solve problems within groups.</p> <p>ii. Give directions.</p> <p>iii. Memorize and present an oral interpretation of a poem, children's story, monologue, and/or dramatic scene.</p>
02. Speak for literary response and expression.	<p>a. Share interpretations of personal or literary works through oral interpretation, memorization, presentation, and dramatic readings.</p>	<p>i. Participate in a book discussion(s).</p> <p>ii. Present a multicultural story to a younger audience.</p> <p>iii. Share an original poem with an audience.</p>
03. Speak for critical analysis and evaluation.	<p>a. Clearly express opinions and judgments.</p>	<p>i. Debate an issue with political or cultural relevance.</p>
	<p>b. Encourage other's participation, while exhibiting courteous, attentive, and appropriate behavior during discussions:</p> <ul style="list-style-type: none"> - Listen well and verify understanding; - Avoid monopolizing conversations; - Raise pertinent questions; - Exhibit cultural sensitivity. 	<p>i. Conduct an interview.</p> <p>ii. Participate in a group discussion to brainstorm or solve a problem.</p>

(4-5-00)()

405756. VIEWING.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
01. View for information and understanding.	<p>a. Use traditionally non-print media.</p>	<p>i. Summarize information from a video, drama, advertisement, and/or computer presentation.</p>
	<p>b. Use viewing skills to determine main idea and collect data.</p>	<p>i. Outline and take relevant notes about an informational video.</p>
02. View media sources for personal response and expression.	<p>a. Explain, compare, and contrast relationships, idea, and cultures represented in various media.</p>	<p>i. View a television program and analyze for stereotyping and themes.</p>

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
03. View media to engage in critical analysis and evaluation.	a. Make judgments about non-print media.	i. <i>Analyze a political debate.</i>
	b. Apply knowledge learned from charts and graphs.	ii. <i>Present a speech that informs or persuades that includes a chart or graph.</i>
04. Use a variety of resources to produce visuals that communicate through print and non-print media.	a. Produce effective visuals which include the following: - Essential messages and images; - Effective use of time, space, and organization; - Appropriate style, word choices, grammar, punctuation, and spelling; - Proper documentation.	i. <i>Produce a personal web page.</i> ii. <i>Design a yearbook page using photographs.</i> iii. <i>Give a speech that includes posters, charts, graphs, or transparencies.</i> iv. <i>Create a brochure, portfolio, video, or computer presentation promoting a product.</i>

(4-5-00)()

757. -- 766. (RESERVED).

767. HEALTH STANDARDS.

01. Health Education. Health education enables students to obtain, apply, and benefit from health information, services, and skills in ways that enhance the individual and society. Health knowledge and its applications enhance the ability to achieve life goals. Health is a dynamic process that includes emotional, mental, physical, social, environmental, and spiritual dimensions. ()

02. Instruction In Human Sexuality. Instruction in the areas of human sexuality are ultimately governed by Sections 33-1608 through 33-1611, Idaho Code: ()

a. Section 33-1608, Idaho Code – Family life and sex education – legislative policy. ()

b. Section 33-1609, Idaho Code – “Sex education” defined. ()

c. Section 33-1610, Idaho Code – Involvement of parents and community group. ()

d. Section 33-1611, Idaho Code – Excusing children from instruction in sex education. ()

e. Throughout the Health Standards section the term “STDs” (Sexually Transmitted Disease) includes HIV/AIDS (Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome). ()

768. HEALTH STANDARDS – KINDERGARTEN, SECTIONS 769 THROUGH 773.

769. HEALTHY LIFESTYLES.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Acquire the essential skills to lead a healthy life.</u>	a. <u>Describe exercise.</u>
	b. <u>Recognize the role of germs in spreading disease.</u>

Standard - The student will:	Content Knowledge and Skills:
	c. <u>Recognize safety signs and procedures at home, school, and around the neighborhood.</u>
	d. <u>Describe how each person experiences a variety of feelings and moods.</u>
	e.-1. <u>Differentiate between helpful and harmful drugs.</u>
	e.-2. <u>Identify medicines/drugs, their safe use, and safe places.</u>
	f. <u>Differentiate between healthy and unhealthy foods.</u>
	g. <u>Identify body parts.</u>
	h. <u>Describe the family.</u>
	i. <u>Identify health products commonly used.</u>
	j. <u>Identify healthy environment.</u>

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770. RISK-TAKING BEHAVIOR.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</u>	a. <u>Explain that germs are everywhere and are invisible.</u>
	b. <u>Identify acceptable and unacceptable behavior.</u>
	c. <u>Discuss how to make a wise responsible choice.</u>
	d. <u>Recognize risky behaviors.</u>

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771. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Demonstrate the ability to use communication skills to enhance health.</u>	a. <u>Identify the ways a person expresses feelings and moods.</u>
	b. <u>Demonstrate appropriate ways to say no.</u>
	c. <u>Identify "verbal" and "nonverbal" communication skills.</u>

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772. CONSUMER HEALTH.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Organize, analyze, and apply health information practices and services appropriate for individual needs.</u>	a. <u>Identify health products (soap, shampoo, toothpaste).</u>
	b. <u>Identify poison symbols (Mr. Yuck, skull, crossbones).</u>
	c. <u>Identify health workers.</u>

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773. MENTAL AND EMOTIONAL WELLNESS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand and demonstrate the key components to positive mental and emotional health.</u>	a. <u>Identify feelings.</u>
	b. <u>Identify that each person experiences different feelings and moods.</u>
	c. <u>Explore the benefits of play.</u>
	d. <u>Recognize trusted adults who can provide assistance.</u>

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774. -- 776. (RESERVED).

777. HEALTH STANDARDS - GRADE 1, SECTIONS 778 THROUGH 782.

778. HEALTHY LIFESTYLES.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Acquire the essential skills to lead a healthy life.</u>	a. <u>Identify the difference between exercise and stretching.</u>
	b. <u>Tell how germs are spread and describe how the body fights diseases.</u>
	c. <u>Identify safety procedures.</u>
	d. <u>Explain a variety of emotions and understand that they can be managed successfully.</u>
	e. <u>Differentiate between over-the-counter and prescription drugs.</u>
	f. <u>Explain how the use of known and unknown substances can be hazardous.</u>
	g. <u>Recognize a nutritional diet is necessary to maintain a healthy body.</u>
	h. <u>Describe how a person can take care of different body parts.</u>
	i. <u>Describe each person's contribution to the family.</u>
	j. <u>Identify the use of health products.</u>
	k. <u>Describe pollution.</u>

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779. RISK-TAKING BEHAVIOR.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</u>	a. <u>Recognize that germs cause disease.</u>
	b. <u>Explain the necessity for rules for acceptable and unacceptable behavior.</u>
	c. <u>Determine how to make a responsible choice.</u>
	d. <u>Discuss risky behaviors.</u>

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780. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Demonstrate the ability to use communication skills to enhance health.</u>	a. <u>Share positive ways to express feelings.</u>
	b. <u>Identify refusal and decision-making skills.</u>
	c. <u>Demonstrate communication skills.</u>

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781. CONSUMER HEALTH.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Organize, analyze, and apply health information practices and services appropriate for individual needs.</u>	a. <u>Identify examples of health products.</u>
	b. <u>Identify labels on health products.</u>
	c. <u>Recognize roles of health workers in the school and community.</u>

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782. MENTAL AND EMOTIONAL WELLNESS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand and demonstrate the key components to positive mental and emotional health.</u>	a. <u>Demonstrate feelings.</u>
	b. <u>Identify how each person is unique and worthwhile, both physically and emotionally.</u>
	c. <u>Describe physical activities one enjoys.</u>
	d. <u>Recognize trusted adults who can provide assistance.</u>

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783. -- 785. (RESERVED).

786. HEALTH STANDARDS - GRADE 2, SECTIONS 787 THROUGH 791.

787. HEALTHY LIFESTYLES.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Acquire the essential skills to lead a healthy life.</u>	a. <u>Describe the concepts of fitness and wellness.</u>
	b. <u>Recognize body signals that indicate sickness or wellness.</u>
	c. <u>Identify the rules and procedures for safe living.</u>
	d. <u>Identify personal emotions, how they are expressed, and appreciate the consequences of behavior choices.</u>
	e. <u>Identify tobacco, alcohol, medicines, and other drugs.</u>
	f. <u>Explain the reasons for wise food selection.</u>
	g. <u>Identify physical characteristics of growth and development.</u>
	h. <u>Explain ways family membership changes.</u>
	i. <u>Identify how to choose a health product.</u>
	j. <u>Describe the characteristics of a healthful environment.</u>

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788. RISK-TAKING BEHAVIOR.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</u>	a. <u>Recognize ways illness is spread.</u>
	b. <u>Identify consequences for one's own behavior.</u>
	c. <u>Identify temptations, curiosity, peer influence, and harmful risk-taking.</u>
	d. <u>Identify behaviors that put a person at risk.</u>

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789. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Demonstrate the ability to use communication skills to enhance health.</u>	a. <u>Identify ways to show respect for self and others.</u>
	b. <u>Describe refusal and decision-making skills.</u>
	c. <u>Demonstrate how to communicate with friends.</u>

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790. CONSUMER HEALTH.

Standard - The student will:	Content Knowledge and Skills:
01. Organize, analyze, and apply health information practices and services appropriate for individual needs.	a. Identify age-appropriate health care items.
	b. Identify the different components of a health product label.
	c. Identify community health workers and their roles.

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791. MENTAL AND EMOTIONAL WELLNESS.

Standard - The student will:	Content Knowledge and Skills:
01. Understand and demonstrate the key components to positive mental and emotional health.	a. Identify actions that relate to emotions.
	b. Recognize that people are unique and worthwhile, both physically and emotionally.
	c. Discuss benefits of exercise and how it can enhance mental and emotional health.
	d. Identify safe environments.

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792. -- 794. (RESERVED).

795. HEALTH STANDARDS - GRADE 3, SECTIONS 796 THROUGH 800.

796. HEALTHY LIFESTYLES.

Standard - The student will:	Content Knowledge and Skills:
01. Acquire the essential skills to lead a healthy life.	a. Recognize the importance of fitness for overall wellness.
	b. Describe diseases and disorders.
	c. Identify and practice rules and procedures for safe living.
	d. View each person as a unique and special human being whose behavior can enhance or detract from a group, family, or community.
	e. Identify reasons why drugs and medicines are misused and abused.
	f. Identify the relationship between nutrition and well-being.
	g. Explore how the body changes as one grows.
	h. Adjust to family changes in healthful ways.
	i. Identify how health information, products, and services are made available.
	j. Identify the effects of pollution on the environment.

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797. RISK-TAKING BEHAVIOR.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</u>	a. <u>Recognize ways of limiting the spread of illness.</u>
	b. <u>Identify how behavior affects physical, mental, and emotional health.</u>
	c. <u>Demonstrate methods of dealing with temptations, curiosity, peer influence, and harmful risk-taking.</u>
	d. <u>Identify risky behaviors present within family, friendships, and the community.</u>

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798. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Demonstrate the ability to use communication skills to enhance health.</u>	a. <u>Describe how behaviors are affected by others' feelings.</u>
	b. <u>Demonstrate refusal and decision-making skills.</u>
	c. <u>Explain effective ways families, friends, and communities communicate.</u>

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799. CONSUMER HEALTH.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Organize, analyze, and apply health information practices and services appropriate for individual needs.</u>	a. <u>Identify different types of health services.</u>
	b. <u>Describe the need to follow directions on product labels.</u>
	c. <u>Explore various health care careers.</u>

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800. MENTAL AND EMOTIONAL WELLNESS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand and demonstrate the key components to positive mental and emotional health.</u>	a. <u>Describe appropriate actions in response to one's own emotions.</u>
	b. <u>Identify ways that people are unique and worthwhile, both physically and emotionally.</u>
	c. <u>Recognize the benefits of exercise and how it enhances mental and emotional health.</u>
	d. <u>Describe ways of keeping one's self safe.</u>

Standard - The student will:	Content Knowledge and Skills:
	e. <u>Recognize the impact of drug use.</u>

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801. -- 803. (RESERVED).

804. HEALTH STANDARDS - GRADE 4, SECTIONS 805 THROUGH 809.

805. HEALTHY LIFESTYLES.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Acquire the essential skills to lead a healthy life.</u>	a. <u>Describe the influence of rest, food choices, exercise, sleep, and recreation on a person's well-being.</u>
	b. <u>Identify characteristics and causes of diseases and disorders.</u>
	c. <u>Recognize a safe environment and demonstrate readiness skills that deal with emergency situations.</u>
	d. <u>Identify the range of emotions experienced and the connection between our minds and bodies.</u>
	e. <u>Identify substances, their use, and abuse.</u>
	f. <u>Identify the nutritional benefits of different foods.</u>
	g. <u>Recognize growth and development as a life-long process.</u>
	h. <u>Describe the role of families and friends have in affecting our health.</u>
	i. <u>Determine factors involved in selecting and using health information, products, and services.</u>
	j. <u>Determine factors that influence the health of our environment.</u>

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806. RISK-TAKING BEHAVIOR.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</u>	a. <u>Describe the healthy living habits that can reduce the risk of illness and injury.</u>
	b. <u>Recognize how the actions of one person can affect the behavior of another.</u>
	c. <u>Identify high-risk situations and behaviors that pose a risk to one's self and others.</u>
	d. <u>Identify the impact of risky behaviors on personal and family health.</u>

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807. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Demonstrate the ability to use communication skills to enhance health.</u>	a. <u>Identify the causes and effects of conflict in schools and families.</u>
	b. <u>Demonstrate refusal and decision-making skills as they relate to substance use and abuse.</u>
	c. <u>Identify interpersonal communication skills that can be used to build interactions between family, friends, and community.</u>

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808. CONSUMER HEALTH.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Organize, analyze, and apply health information practices and services appropriate for individual needs.</u>	a. <u>Identify reliable sources of personal health information, products, and services.</u>
	b. <u>Recognize how the media influences one's thinking in relation to mental and emotional health, nutrition, and substance abuse.</u>
	c. <u>Identify the different community agencies that promote the health and well-being of personal environment.</u>

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809. MENTAL AND EMOTIONAL WELLNESS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand and demonstrate the key components to positive mental and emotional health.</u>	a. <u>Recognize healthy ways to express personal emotions and feelings.</u>
	b. <u>Identify ways to maintain a healthy outlook in the presence of diseases and/or disabilities.</u>
	c. <u>Identify physical activities that promote fitness and the relief of mental and emotional tensions.</u>
	d. <u>Take responsibility for the safety of one's self and others.</u>
	e. <u>Identify ways to avoid negative social influences and pressures to use alcohol, tobacco, and other drugs.</u>

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810. -- 812. (RESERVED).

813. HEALTH STANDARDS - GRADE 5, SECTIONS 814 THROUGH 818.

814. HEALTHY LIFESTYLES.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Acquire the essential skills to lead a healthy life.</u>	a. <u>Explain the importance of an active lifestyle leading to life-long health.</u>
	b. <u>Describe characteristics and causes of diseases and disorders.</u>
	c. <u>Describe basic first aid and safety rules.</u>
	d. <u>Identify emotions that accompany physical growth and development.</u>
	e. <u>Identify the effects of substances and their use and abuse.</u>
	f. <u>Identify the strategies for developing healthy eating habits.</u>
	g. <u>Recognize factors that affect growth and development.</u>
	h. <u>Identify environmental health issues and their relationship to a healthy lifestyle.</u>

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815. RISK-TAKING BEHAVIOR.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</u>	a. <u>Evaluate healthy living habits that can reduce the risk of illness and injury.</u>
	b. <u>Describe behaviors/consequences of drug use.</u>
	c. <u>Identify strategies for resisting substance abuse.</u>
	d. <u>Explain the impact of risky behaviors on personal and family health.</u>

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816. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Demonstrate the ability to use communication skills to enhance health.</u>	a. <u>Explain the causes and effects of conflict in schools and families.</u>
	b. <u>Demonstrate refusal and decision-making skills that enhance personal relationships including substance use and abuse.</u>
	c. <u>Describe how interpersonal communication skills can be used to build interactions between family, friends, and community.</u>

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817. CONSUMER HEALTH.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Organize, analyze, and apply health information practices and services appropriate for individual needs.</u>	a. <u>Explain the validity of health information, products, and services.</u>
	b. <u>List ways the media influences one's thinking in relation to mental and emotional health, nutrition, and substance abuse.</u>
	c. <u>Describe community factors that promote wellness, safety, and disease prevention.</u>

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818. MENTAL AND EMOTIONAL WELLNESS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand and demonstrate the key components to positive mental and emotional health.</u>	a. <u>Identify skills that positively control and express personal emotions and feelings.</u>
	b. <u>Identify and practice effective strategies for stress management.</u>
	c. <u>Describe how recreational and leisure time activities promote physical fitness and relieve mental and emotional tensions.</u>
	d. <u>Define emotional safety.</u>
	e. <u>Identify behaviors that influence the use of alcohol, tobacco, and other drugs.</u>

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819. -- 821. (RESERVED).

822. HEALTH STANDARDS - GRADE 6, SECTIONS 823 THROUGH 827.

823. HEALTHY LIFESTYLES.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Acquire the essential skills to lead a healthy life.</u>	a. <u>Identify the influence exercise has in developing a healthy system.</u>
	b. <u>Identify prevention, causes, and treatment of diseases and disorders.</u>
	c. <u>Demonstrate and be able to apply basic first aid and safety rules.</u>
	d. <u>Describe emotions that affect personal health.</u>
	e. <u>Identify the choices and consequences related to abuse of alcohol, tobacco, and other drugs.</u>
	f. <u>Apply strategies for developing healthy eating habits.</u>
	g. <u>Identify the functions and characteristics of the major body systems.</u>
	h. <u>Discuss and evaluate the importance of healthy relationships.</u>

Standard - The student will:	Content Knowledge and Skills:
	i. <u>Examine factors involved in selecting and using health information, products, and services.</u>
	j. <u>Describe environmental health issues and their relationships to a healthy lifestyle.</u>

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824. RISK-TAKING BEHAVIOR.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</u>	a. <u>Identify risk factors for illness and injuries.</u>
	b. <u>Examine and evaluate how the actions of one person affect the behaviors of others.</u>
	c. <u>Describe high-risk substance abuse situations and behaviors that pose a risk to one's self and others.</u>
	d. <u>Describe the impact of risky behaviors on personal and family health.</u>

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825. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Demonstrate the ability to use communication skills to enhance health.</u>	a. <u>Describe the causes and effects of conflict in schools and families.</u>
	b. <u>Demonstrate refusal and decision-making skills that enhance personal relationships including substance use and abuse.</u>
	c. <u>Explain interpersonal communication skills that can be used to build interactions between family, friends, and community.</u>

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826. CONSUMER HEALTH.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Organize, analyze, and apply health information practices and services appropriate for individual needs.</u>	a. <u>Evaluate the validity of health information, products, and services.</u>
	b. <u>Analyze how the media influences information about tobacco, alcohol, and drugs.</u>
	c. <u>Determine health resources available in personal community and state.</u>

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827. MENTAL AND EMOTIONAL WELLNESS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand and demonstrate the key components to positive mental and emotional health.</u>	a. <u>Analyze skills that positively express personal emotions and feelings.</u>
	b. <u>Analyze the influence exercise has on relieving mental and emotional tension.</u>
	c. <u>Identify skills necessary for stress management, decision-making, and managing conflicts.</u>
	d. <u>Explore aspects of emotional safety.</u>
	e. <u>Explore factors that influence the use of alcohol, tobacco, and drugs.</u>

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828. -- 830. (RESERVED).

831. HEALTH STANDARDS - MIDDLE GRADES, SECTIONS 832 THROUGH 836.

832. HEALTHY LIFESTYLES.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Acquire the essential skills to lead a healthy life.</u>	a. <u>Identify the components of physical fitness.</u>
	b. <u>Identify the prevention, causes, symptoms, treatment, and consequences of diseases and disorders.</u>
	c. <u>Demonstrate knowledge of basic first aid and injury prevention.</u>
	d. <u>Explain the relationship among mental/emotional, physical, and social health as a basis for wellness.</u>
	e. <u>Recognize the impact of substance abuse on personal health.</u>
	f. <u>Identify how food choices affect health.</u>
	g. <u>Label the major components of each body system and identify the relationship to overall health.</u>
	h. <u>Analyze the importance of healthy relationships.</u>
	i. <u>Examine environmental health and recognize how it relates to a healthy lifestyle.</u>

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833. RISK-TAKING BEHAVIOR.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</u>	a. <u>Identify risk factors that lead to STDs and pregnancy.</u>
	b. <u>Evaluate the impact of risky behavior on personal health.</u>
	c. <u>Identify the short-term effects and long-term consequences of substance abuse.</u>

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834. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Demonstrate the ability to use communication skills to enhance health.</u>	a. <u>Describe and explain the causes and effects of conflict in schools and families.</u>
	b. <u>Demonstrate communication skills that enhance personal relationships.</u>

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835. CONSUMER HEALTH.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Organize, analyze, and apply health information practices and services appropriate for individual needs.</u>	a. <u>Analyze the validity of health information, products, and services.</u>
	b. <u>Identify the available resources that provide health care services and information.</u>

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836. MENTAL AND EMOTIONAL WELLNESS.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Understand and demonstrate the key components to positive mental and emotional health.</u>	a. <u>Identify mental and emotional disorders.</u>
	b. <u>Recognize the personal aspects of mental and emotional health.</u>
	c. <u>Identify stressors and techniques for stress management.</u>
	d. <u>Demonstrate aspects of emotional safety.</u>
	e. <u>Analyze factors that influence the use of alcohol, tobacco, and drugs.</u>

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837. -- 839. (RESERVED).

45840. HEALTH STANDARDS – GRADES 9 THROUGH 12, SECTIONS 841 THROUGH 845.

~~01. **Health Education.** Health education enables students to obtain, apply, and benefit from health information, services, and skills in ways that enhance the individual and society. Health knowledge and its applications enhance the ability to achieve life goals. Health is a dynamic process that includes emotional, mental, physical, social, environmental, and spiritual dimensions. (4-5-00)~~

~~02. **Instruction In Human Sexuality.** Instruction in the areas of human sexuality are ultimately governed by Sections 33-1608 through 33-1611, Idaho Code. (4-5-00)~~

- ~~a. Section 33-1608, Idaho Code – Family life and sex education – legislative policy. (4-5-00)~~
- ~~b. Section 33-1609, Idaho Code – “Sex education” defined. (4-5-00)~~
- ~~c. Section 33-1610, Idaho Code – Involvement of parents and community groups. (4-5-00)~~
- ~~d. Section 33-1611, Idaho Code – Excusing children from instruction in sex education. (4-5-00)~~

~~Note: The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of application. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning. Throughout the Health Standards section the term “STDs” (Sexually Transmitted Disease) includes HIV/AIDS (Human Immunodeficiency Virus/Acquired immune Deficiency syndrome). (4-5-00)~~

45841. HEALTHY LIFESTYLES.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
01. Acquire the essential skills to lead a healthy life.	a. Assess the benefits of proper nutrition and regular physical activity on the health of humans throughout the life cycle.	i. Design a personal plan to maintain a healthy body through healthy dietary habits and regular physical activity on the body systems. ii. Use nutritional information to design a healthy diet; e.g., product labels and established dietary guidelines. iii. Explain the immediate and long-term benefits of nutrition and physical activity on the body systems.
	b. Assess how personal health issues change during life; e.g., (puberty, aging, disability, serious illness/ injury).	i. Describe physical and mental changes that occur during life. ii. Identify and recognize the challenges of individuals with disabilities.
	c. Evaluate the psychological, social, emotional, and physical implications of human sexuality in developing and maintaining a responsible, <u>and</u> healthy lifestyle.	i. Recognize how sexual decisions are influenced by external pressures such as the community, media, and peers. ii. Describe human fetal development from conception through birth. iii. Identify social, emotional, intellectual and economic aspects of sexual relationships. iv. Identify threats to personal safety such as incest, rape, and date rape. v. Identify and recognize abstinence as the surest method to prevent pregnancy and STDs.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
	<p>d. Demonstrate knowledge and concepts of basic injury prevention, emergency care, and crisis management procedures.</p>	<p><i>i. Identify behaviors and situations that impair personal safety and require intervention such as injuries and other crises.</i></p> <p><i>ii. Identify the appropriate responses to life-threatening and non-life threatening emergencies; e.g., CPR, Heimlich maneuver, emergency medical systems, and first aid.</i></p> <p><i>iii. Identify the local support systems concerning personal safety; e.g., family, teachers, emergency response personnel, American Red Cross, religious advisors, friends, and counselors.</i></p> <p><i>iv. Describe and compare health and safety methods that reduce risks; e.g., wearing seat belts, wearing helmets, using sunscreen.</i></p>
	<p>e. Identify and evaluate the prevention, causes, symptoms, treatment, and consequences of diseases and disorders.</p>	<p><i>i. Describe the causes, preventive methods and available treatment for chronic diseases; e.g., heart disease, stroke, cancer and diabetes.</i></p> <p><i>ii. Describe the causes of infectious diseases; e.g., hepatitis, STDs, colds, flu, mumps, measles.</i></p> <p><i>iii. Identify way that infectious diseases are spread, the means of prevention, and available treatment options.</i></p>
	<p>f. Assess environmental and other external factors that affect individual and community health; e.g., (public health policies, governmental regulations, research).</p>	<p><i>i. Analyze how public health policies and governmental regulations influence wellness and disease prevention.</i></p> <p><i>ii. Identify sources and causes of environmental health risks; e.g., air, soil, sun, water, noise, food, and chemicals.</i></p> <p><i>iii. Explain interrelationships between the environment, individual, and community health.</i></p> <p><i>iv. Describe how individuals, communities, and governments can prevent and correct health-threatening environmental problems through the use of recycling, restaurant inspections, and OSHA standards.</i></p> <p><i>v. Analyze how prevention and control of health problems are influenced by research and health-care advances such as immunization and health research.</i></p>

(4-5-00)()

~~458~~42. RISK TAKING BEHAVIOR.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
<p>01. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p>	<p>a. Assess the consequences of sexual activity; e.g., (unplanned pregnancy, STDs, and emotional distress).</p>	<p>i. Explain how STDs are caused, transmitted, treated, and prevented.</p> <p>ii. List early symptoms and long-term consequences of STDs.</p> <p>iii. Explain the physical, social, ethical, emotional, intellectual, and economic consequences of sexual activity; e.g., unplanned pregnancy, quality of life, child abuse, goals, self-esteem, and STDs.</p> <p>iv. Analyze how family, peers, and media influence sexual decision making; e.g., critique TV ads, social norm development, and family interpersonal communications.</p> <p>v. Identify and evaluate the effectiveness of prevention methods (including abstinence) in relation to pregnancy and STDs.</p>
	<p>b. Assess the short and long-term consequences of tobacco, alcohol, and other drugs; e.g., (use, misuse, abuse, and dependency).</p>	<p>i. Evaluate how the use, misuse, and abuse of alcohol and other drugs contribute to health problems, accidents, crime, and suicide.</p> <p>ii. Recognize that alcohol, tobacco, and other drug dependencies are preventable and treatable disease/ conditions and identify appropriate community resources.</p> <p>iii. Explain how alcohol, tobacco, and other drug dependencies are preventable and treatable diseases/ conditions and identify appropriate community resources.</p> <p>iv. Explain the effects of drug interactions on the human body; e.g., prescription and non-prescription/over the counter, legal, and illegal drugs.</p> <p>v. Identify positive alternatives to substance use, misuse, and abuse.</p> <p>vi. Analyze the relationship of dependency, tolerance, and withdrawal.</p> <p>vii. Explain Idaho laws regarding the unlawful use of chemical substances.</p>

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
	<p>c. Evaluate the impact of risky behaviors on personal and community health.</p>	<p>i. Discuss the leading causes of teen mortality and formulate methods of prevention; e.g., accidents, suicide, and homicide.</p> <p>ii. Compare how alcohol, tobacco, and other drug use and non-use impact personal goals, economics, educational opportunities, and occupational choices.</p> <p>iii. Determine how one's genetics and health choices contribute to disease; e.g., heredity, physical inactivity, hygiene, nutrition, stress, environment, and infection.</p> <p>iv. Explain how the cumulative effects of poor health choices impact the physical, emotional, financial, and legal well being of the individual, family, and community.</p>

(4-5-00)()

45843. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
<p>01. Demonstrate the ability to use communication skills to enhance health.</p>	<p>a. Analyze the causes and effects of conflict in schools, families, workplaces, and communities.</p>	<p>i. Explain what is meant by the terms "harassment," "hazing," "peer pressure," "gangs," "violence," and "weapons."</p> <p>ii. Develop action plans to deal with inter-personal conflicts.</p>
	<p>b. Demonstrate and evaluate communication skills that enhance intra-personal health; e.g., (coping skills, self-efficacy, affirmations, refusal skills, and conflict resolution).</p>	<p>i. Identify factors that promote a positive self-image; e.g., positive self-talk, respect for self, respect for authority, respect for others, and the recognition of the right to be assertive.</p> <p>ii. Identify ways of resisting persuasive tactics in regards to self-defeating behaviors; e.g., negotiating, using refusal, and decision-making skills.</p>
	<p>c. Relate how effective interpersonal communication skills can be used to build, maintain, and enhance interactions between family, peers, workplace, and society.</p>	<p>i. Demonstrate various strategies for enhancing interpersonal relationships such as collaboration, negotiation, decision-making, refusal skills, and conflict resolution.</p>

(4-5-00)()

45844. CONSUMER HEALTH.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
<p>01. Organize, analyze, and apply health information practices and services appropriate for individual needs.</p>	<p>a. Evaluate the validity of health information, products and services; e.g., (advertising claims, quackery, fraudulence, and health-related research).</p>	<p>i. <i>Identify health services and information that are proven, unproven, or fraudulent.</i></p> <p>ii. <i>Explain the concept of the Patient's Bill of Rights.</i></p>
	<p>b. Evaluate resources from home, school, library, and the community that provides valid health care information.</p>	<p>i. <i>Match various health care needs and problems with associated local health care service agencies, clinics, and other advisory services.</i></p> <p>ii. <i>Compare and contrast local community resources that provide health information and services; e.g., family, school, church, friends, counselors, hospitals, emergency response personnel, recreation centers, and pharmacies.</i></p> <p>iii. <i>Apply critical thinking skills to analyze marketing and advertising methods for influencing health care choices.</i></p>
	<p>c. Evaluate factors and situations that influence personal selection of health care products and services; e.g., (when to seek treatment, when or what product to use).</p>	<p>i. <i>Apply critical thinking skills to analyze marketing and advertising methods for influencing health choices; e.g., food, medicines, and products.</i></p> <p>ii. <i>Identify, recognize and discuss favorable and unfavorable health care practices that are directly affected by a variety of persuasive sources; e.g., peers, media, and advertising.</i></p> <p>iii. <i>Evaluate how values, attitudes, and beliefs impact consumer choices about health care issues.</i></p>
	<p>d. Analyze the cost and accessibility of health care services.</p>	<p>i. <i>Differentiate between short and long term health care services; e.g., inpatient, outpatient, emergency, and alternative services.</i></p> <p>ii. <i>Identify the cost and benefits of various health plans; e.g., Preferred Provider Organization (PPO), Health Maintenance Organization (HMO), traditional and alternative health care services.</i></p>

(4-5-00)()

45845. MENTAL AND EMOTIONAL WELLNESS.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:-
01. Understand and demonstrate the key components to positive mental and emotional health.	a. Assess strategies for coping with and overcoming feelings of stress; <i>e.g.</i> , (rejection, social isolation, other forms of stress, <i>and</i> burnout).	<i>i.</i> Differentiate between mental, emotional, and physical causes of stress. <i>ii.</i> Identify positive techniques that help one deal with stress. <i>iii.</i> Develop a stress management program.
	b. Identify methods for addressing mental and emotional concerns; <i>e.g.</i> , (depression, grief, eating disorders, <i>and</i> suicide).	<i>i.</i> Discuss the stages of the grieving process and methods of coping. <i>ii.</i> Identify positive coping behaviors for dealing with life change situations; <i>e.g.</i> , moving, change in employment, divorce, death, rape, incest, abuse, and suicide. <i>iii.</i> Discuss the interrelationship between mental and emotional health. <i>iv.</i> Identify and develop a personal support system for mental and emotional health; <i>e.g.</i> , home, school, and community resources. <i>v.</i> Assess situations (<i>e.g.</i> , when and where) in which one should seek help for oneself or others.

(4-5-00)()

846. -- 855. (RESERVED).

856. GLOSSARY OF HUMANITIES TERMS.

01. Aesthetics. A branch of philosophy that deals with issues of beauty. The questions and ideas of aesthetics define what society considers art: the creation and response to art, the role of art in society, and the standards for judging and interpreting the significance of art. ()

02. Application. The practice of using one's knowledge, techniques, and skills to produce a product. ()

03. Appreciation. A sensitive awareness; in the context of the arts, a recognition of aesthetic values. ()

04. Arts Criticism. A framework for considering art through description, interpretation, evaluation, theorizing, and making informed judgments. ()

05. Artifact. A product of civilization, such as a tool or ornament, that shows human workmanship or modification. ()

06. Authentic Sources. Materials created by people living in their culture (such as a country's newspapers, magazines, or menus). ()

07. Borrowed Words. Terms and expressions taken from another country and commonly understood. ()

08. Cognates. Related by descent from the same ancestral language. ()

- 09. Creative Expression.** An imaginative response that exhibits both feeling and core knowledge of an art form. ()
- 10. Culinary.** Relating to the kitchen or cooking. ()
- 11. Culture/Cultures.** A group that influences ways of perceiving, valuing, behaving, and believing. (Vesta Daniel Ed.D.) ()
- 12. Disciplines.** Specific fields of study within the arts and humanities (visual art, music, dance, literature, philosophy). ()
- 13. Diversity.** The condition of being different, inclusive of wide ethnic representation, varied viewpoints, and range of abilities. ()
- 14. Ethics/Ethical.** The discipline dealing with what is good and bad and with moral duty and obligation; behaving according to those determinations. ()
- 15. Expository Writing.** Writing that is neither descriptive nor narrative and whose primary function is to explain and/or define. ()
- 16. Faux Pas.** (“false step”) An unintentional linguistic and/or social error that results in a misunderstanding. ()
- 17. Genre.** A category of artistic, musical, or literary composition characterized by a particular style, form, or content. ()
- 18. Historical/Living Culture.** A culture, civilization that has existed in the past as opposed to one that is current and/or evolving. ()
- 19. Host Family.** A family that temporarily provides a home for a student from a foreign country, typically through an exchange program. ()
- 20. Hypothesize Idiom.** To make a tentative assumption and test its logical outcome. An expression peculiar to a particular people, district, community, or class. ()
- 21. Improvisational Interpretation.** A performance, speaking or acting, that is delivered without the use of a script. ()
- 22. Integrate.** To incorporate into a larger unit. ()
- 23. Interdisciplinary Humanities.** A study of two (2) or more related disciplines within the state-adopted list of humanities subjects. ()
- 24. Interrelationships.** Mutual or reciprocal relationships of arts and humanities disciplines. ()
- 25. Literary Work.** An example of writing that possesses the qualities or characteristics of letters, human learning, or literature. ()
- 26. Multimedia.** Using, encompassing, or involving use of several media (written word, visual images, video, or audio taping). ()
- 27. Nationalism.** A sense of national consciousness, placing primary emphasis on the culture and interests of a particular nation. ()
- 28. Persona.** An individual’s social façade or front as perceived by others. ()

29. Portfolio. A collection of materials that documents and demonstrates a student's academic and work-based learning. A portfolio typically includes many forms of information, such as critical essays, photographs, original artwork, creative writing, and multimedia productions that exhibit the student's knowledge, skills, interests, and educational progress. ()

30. Reasoned Argument. The process of presenting a calculated discussion of ideas through logical means (research, debate, analysis, judgment). ()

31. Replicate. To repeat or duplicate a product or process. ()

32. Speculate. To examine an idea or process and determine a logical outcome. ()

33. Structural Analysis. The act of studying how the parts of a work or product are put together. ()

34. Style. An accustomed manner or method of creating or performing as sanctioned by an accepted standard. ()

35. Translate. To turn into one's own or another language; to change an activity or idea from one (1) form into another. ()

36. Venn Diagram. A drawing of independent and joining circles that illustrates differences and shared characteristics of two (2) or more subjects. ()

37. Working Vocabulary. The words commonly used by a student in everyday contexts. ()

857. IDAHO HUMANITIES STANDARDS.

All Idaho students have the right to develop a basic understanding of the humanities disciplines. In order to achieve success, a student of the humanities must gain content knowledge, practice critical thinking skills, and experience personal expression. ()

01. Humanities. (Two (2) credits required). A course in interdisciplinary humanities, visual and performing arts, world history, or foreign language. Other courses such as literature, philosophy, architecture, comparative world religions may satisfy the humanities standards. The course syllabus must be approved by the State Department of Education to assure alignment with the Humanities standards. These varied courses of study hold one (1) concept in common: they all attempt to explain in distinctive ways what it means to be human. In addition, students literate in the humanities; ()

a. Become fully empowered to explore human worth and individual destiny. ()

b. Gain tools that aid them in analyzing the claims of others and making reasoned judgments. ()

c. Possess the potential to face their futures with essential strengths. ()

d. More importantly, students who communicate in another language, create a musical sound, provide a dramatic experience, value a work of art, or develop a new idea can more profoundly enjoy life. ()

02. Student Achievement In The Humanities. The following document offers a framework for student achievement in the humanities. Three (3) committees of content specialists, business and minority representatives, and educational professionals helped develop the Humanities Standards. These people represented all regions of Idaho; they volunteered their time and expertise, and, through the process, learned much about the relatedness of the humanities. Not every important idea made its way onto paper. However, the essential information remains. Various courses within the humanities disciplines are organized into four (4) groups: ()

a. Interdisciplinary Humanities; ()

b. Visual and Performing Arts; ()

c. World History; and ()

d. Foreign Language. ()

03. Humanities Standards Not A Curriculum Guide. The Idaho Humanities Standards outline essential information and skills and are not intended to be read as a curriculum guide. The state standards set the goals for what a student in Idaho should know and be able to do in the humanities disciplines. Local school districts will provide classroom opportunities for students to produce measurable products that meet those standards. ()

858. INTERDISCIPLINARY HUMANITIES – KINDERGARTEN THROUGH GRADE 3.
 Interdisciplinary Humanities standards do not apply at these grade levels. ()

859. -- 863. (RESERVED).

864. VISUAL AND PERFORMING ARTS – KINDERGARTEN THROUGH GRADE 3, SECTIONS 865 THROUGH 867.

865. KNOWLEDGE.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.</u>	a. <u>Experience/explore the arts through history, purpose, and function within a variety of cultures.</u>
	b.-c. <u>Experience/explore the arts in various cultures and/or time periods.</u>
	d. <u>Experience and express aesthetics (sensory response) through a cultural or historical context.</u>
	e. <u>Develop and use an arts vocabulary.</u>
	f. <u>Acquire and develop skills necessary for understanding and applying arts techniques and processes.</u>
	g. <u>Observe and describe the arts in today's society.</u>

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866. CRITICAL THINKING AND PROBLEM SOLVING.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Conduct structural analysis, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.</u>	a. <u>Recognize and respond to characteristics and content of various art forms.</u>
	b. <u>Examine the arts as a form of communication.</u>
	c. <u>Relate the arts of different cultures and time periods to one's life.</u>
	d. <u>Use arts vocabulary to experience and discuss a variety of art works.</u>
	e. <u>Discuss characteristics of one's own work and the work of others.</u>

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867. APPLICATION/EXPRESSION.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Communicate in the humanities disciplines through application and creative expression.</u>	a. <u>Perform an existing work respecting the intent of its creator.</u>
	b. <u>Create a work of art using personal experience and skills.</u>
	c. <u>Identify and demonstrate appropriate behavior when attending and/or participating in arts events.</u>
	d. <u>Show respect for personal work and works of others.</u>

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868. WORLD HISTORY – KINDERGARTEN THROUGH GRADE 3.

World History standards do not apply at these grade levels.

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869. -- 873. (RESERVED).

874. FOREIGN LANGUAGE – KINDERGARTEN THROUGH GRADE 3, SECTIONS 875 THROUGH 877.

875. KNOWLEDGE.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.</u>	a. <u>Examine linguistic, cultural, and traditional relationships.</u>
	b. <u>Experience/explore significant cultural and historical events related to the language(s) being studied.</u>
	c. <u>Experience/explore regional or native practices (the arts, customs) within the culture(s) being studied.</u>
	d. <u>Identify geographical areas of the culture(s) being studied.</u>

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876. CRITICAL THINKING AND PROBLEM SOLVING.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Conduct structural analysis, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.</u>	a. <u>Use authentic sources to compare and contrast the local culture(s) with the one(s) being studied.</u>
	b. <u>Connect the language of the culture(s) being studied to other disciplines across the curriculum.</u>
	c. <u>Identify ways one language influences another.</u>

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877. APPRECIATION/EXPRESSION.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Communicate in the humanities disciplines through application and creative expression.</u>	a. <u>Communicate using vocabulary and structures in everyday situations.</u>
	b. <u>Express preferences, desires, and feelings in the language being studied.</u>
	c. <u>Create community awareness of a culture through foreign language.</u>

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878. INTERDISCIPLINARY HUMANITIES – GRADES 4 AND 5.

Interdisciplinary Humanities standards do not apply at these grade levels.

879. -- 884. (RESERVED).

885. VISUAL AND PERFORMING ARTS – GRADES 4 AND 5, SECTIONS 886 THROUGH 888.

886. KNOWLEDGE.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.</u>	a. <u>Identify similarities and differences of the arts and how they relate to cultural histories, purposes, and functions.</u>
	b.-c. <u>Compare and contrast the arts in various cultures and/or time periods.</u>
	d. <u>Describe aesthetics (sensory response) through a cultural or historical context.</u>
	e. <u>Develop and use an arts vocabulary.</u>
	f. <u>Develop skills necessary to apply artistic techniques and processes.</u>
	g. <u>Recognize the presence of the arts in today's society, including career opportunities.</u>

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887. CRITICAL THINKING AND PROBLEM SOLVING.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Conduct structural analysis, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.</u>	a. <u>Recognize and respond to characteristics and content of various art forms.</u>
	b. <u>Investigate/evaluate the arts as a way to communicate meaning.</u>
	c. <u>Relate the arts of different cultures and time periods to one's life.</u>
	d. <u>Use arts vocabulary to experience and discuss a variety art works.</u>
	e. <u>Identify and reflect upon characteristics of one's own work and the work of others.</u>
	f. <u>Discuss ethical and legal issues in the arts.</u>

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888. APPLICATION/EXPRESSION.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Communicate in the humanities disciplines through application and creative expression.</u>	a. <u>Interpret/perform a work respecting the intent of its creator.</u>
	b. <u>Create a work of art using personal experience and skills.</u>
	c. <u>Identify and demonstrate appropriate behavior when attending and/or participating in arts events.</u>
	d. <u>Show respect for personal work and works of others.</u>

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889. WORLD HISTORY – GRADES 4 AND 5.

World History standards do not apply at these grade levels.

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890. -- 894. (RESERVED).

895. FOREIGN LANGUAGE – GRADES 4 AND 5, SECTIONS 896 THROUGH 898.

896. KNOWLEDGE.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.</u>	a. <u>Examine linguistic, cultural, and traditional relationships.</u>
	b. <u>Identify significant cultural and historical events related to the language(s) being studied.</u>
	c. <u>Identify regional or native practices (the arts, customs) within the culture(s) being studied.</u>
	d. <u>Identify the geography and history of the culture(s) being studied.</u>

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897. CRITICAL THINKING AND PROBLEM SOLVING.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Conduct structural analysis, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.</u>	a. <u>Use authentic sources to identify and compare perspectives and diversity of the culture(s) being studied.</u>
	b. <u>Connect the language of the culture(s) being studied to other disciplines across the curriculum.</u>
	c. <u>Identify ways one language influences another.</u>

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898. APPRECIATION/EXPRESSION.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Communicate in the humanities disciplines through application and creative expression.</u>	a. <u>Communicate using vocabulary and structures in everyday situations.</u>
	b. <u>Express preferences, desires, and feelings in the language being studied.</u>
	c. <u>Create community awareness of a culture through foreign language.</u>

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899. INTERDISCIPLINARY HUMANITIES – GRADES 6 THROUGH 8.

Interdisciplinary Humanities standards do not apply at these grade levels.

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900. -- 904. (RESERVED).

905. VISUAL AND PERFORMING ARTS – GRADES 6 THROUGH 8, SECTIONS 906 THROUGH 908.

906. KNOWLEDGE.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.</u>	a. <u>Identify multiple ways the arts relate to cultural histories, purposes, and functions.</u>
	b.-c. <u>Recognize characteristics of representative works from a variety of past and present cultures and stylistic periods.</u>
	d. <u>Identify the concept of aesthetics (study of beauty, art, taste) from different cultural perspectives.</u>
	e. <u>Develop an arts vocabulary.</u>
	f. <u>Develop skills necessary to apply artistic techniques and processes.</u>
	g. <u>Identify the role of the arts in today's society, including career opportunities.</u>

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907. CRITICAL THINKING AND PROBLEM SOLVING.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Conduct structural analysis, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.</u>	a. <u>Recognize and respond to characteristics and content of various art forms.</u>
	b. <u>Investigate/evaluate the arts as a way to create and communicate meaning.</u>
	c. <u>Analyze the arts of different cultures and time periods in relationship to one's life.</u>
	d. <u>Interpret a variety of art works using arts vocabulary.</u>

Standard - The student will:	Content Knowledge and Skills:
	e. <u>Reflect upon and assess the characteristics of personal work and the work of others.</u>
	f. <u>Investigate the relationship of aesthetic and ethical/legal issues.</u>

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908. APPLICATION/EXPRESSION.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Communicate in the humanities disciplines through application and creative expression.</u>	a. <u>Perform or create a work considering the intent of its creator.</u>
	b. <u>Create a work of art that expresses personal understanding, opinion, and beliefs using knowledge of the arts.</u>
	c. <u>Demonstrate appropriate behavior when attending and/or participating in arts events.</u>
	d. <u>Show respect for personal work and works of others.</u>

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909. WORLD HISTORY – GRADES 6 THROUGH 8.

World History standards do not apply at these grade levels.

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910. -- 914. (RESERVED).

915. FOREIGN LANGUAGE ARTS – GRADES 6 THROUGH 8, SECTIONS 916 THROUGH 918.

916. KNOWLEDGE.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.</u>	a. <u>Compare linguistic, cultural, and traditional relationships.</u>
	b. <u>Identify significant cultural and historical events related to the language(s) being studied.</u>
	c. <u>Identify regional or native cultural practices within the culture (s) being studied.</u>
	d. <u>Recognize the impact of geography, history, and the arts on the culture(s) being studied.</u>

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917. CRITICAL THINKING AND PROBLEM SOLVING.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Conduct structural analysis, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.</u>	a. <u>Use authentic sources to identify and analyze the diversity within and perspectives of the culture(s) being studied.</u>
	b. <u>Connect the language of the culture(s) being studied to other disciplines across the curriculum.</u>
	c. <u>Identify ways one language influences another.</u>

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918. APPRECIATION/EXPRESSION.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Communicate in the humanities disciplines through application and creative expression.</u>	a. <u>Communicate using vocabulary and structures in everyday situations.</u>
	b. <u>Express preferences, desires, and feelings in the language being studied.</u>
	c. <u>Create community awareness of a culture through foreign language.</u>

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919. -- 923. (RESERVED).

924. INTERDISCIPLINARY HUMANITIES – GRADES 9 THROUGH 12, SECTIONS 925 THROUGH 927.

925. KNOWLEDGE.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.</u>	a. <u>Acquire a working vocabulary of two or more humanities disciplines.</u>
	b. <u>Identify, in context, events and people influential in the development of historical/living cultures.</u>
	c. <u>Define diversity within the arts and humanities.</u>

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926. CRITICAL THINKING AND PROBLEM SOLVING.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Conduct structural analysis, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.</u>	a. <u>Analyze an artifact or idea in the context of its societal values.</u>
	b. <u>Compare and contrast content knowledge between two humanities disciplines.</u>
	c. <u>Compare and contrast works or ideas from at least two cultures, historical periods, or geographical areas.</u>
	d. <u>Relate arts and humanities disciplines to past, present, or future ethical issues.</u>

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927. APPLICATION/EXPRESSION.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Communicate in the humanities disciplines through application and creative expression.</u>	a. <u>Apply a concept from the arts and humanities to represent one's position in the world community.</u>
	b. <u>Illustrate or document the potential of the arts and humanities to enhance and expand worldview.</u>
	c. <u>Express understanding and appreciation of the arts and humanities through means other than expository writing.</u>

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928. -- 932. (RESERVED).

933. VISUAL AND PERFORMING ARTS – GRADES 9 THROUGH 12, SECTIONS 934 THROUGH 936.

934. KNOWLEDGE.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.</u>	a. <u>Show how the arts have a history, purpose, and function in cultures.</u>
	b. <u>Compare and contrast the historical, social, and environmental contexts that influence artistic expression.</u>
	c. <u>Identify representative works from a variety of cultures and historical periods.</u>
	d. <u>Compare and contrast aesthetics (study of beauty, art, taste) from different cultural perspectives.</u>
	e. <u>Develop and use an arts vocabulary.</u>
	f. <u>Develop skills necessary to apply artistic techniques and processes.</u>
	g. <u>Identify the role of the arts in today's society, including career opportunities.</u>

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935. CRITICAL THINKING AND PROBLEM SOLVING.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Conduct structural analysis, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.</u>	a. <u>Develop and present basic analyses of works of art from structural, historical, and cultural perspectives.</u>
	b. <u>Demonstrate an understanding of the arts as a way to create and communicate meaning.</u>
	c. <u>Use arts vocabulary to talk and write about a variety of art forms.</u>
	d. <u>Discuss the relationship of aesthetic and ethical/legal issues.</u>

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936. APPLICATION/EXPRESSION.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Communicate in the humanities disciplines through application and creative expression.</u>	a. <u>Interpret/perform a work respecting the intent of its creator.</u>
	b. <u>Create a work of art that expresses personal understanding, opinion, and beliefs using knowledge of the arts.</u>
	c. <u>Demonstrate appropriate behavior when attending and/or participating in arts events.</u>
	d. <u>Show respect for personal work and works of others.</u>

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937. -- 941. (RESERVED).

942. WORLD HISTORY – GRADES 9 THROUGH 12, SECTIONS 943 THROUGH 945.

943. KNOWLEDGE.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.</u>	a. <u>Identify examples of the arts and humanities that have influenced or reflected cultural and/or historical events.</u>
	b. <u>Explain how world religions have influenced the arts and humanities.</u>
	c. <u>Identify literary, artistic, and philosophical works that influence and/or reflect cultural values.</u>

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944. CRITICAL THINKING AND PROBLEM SOLVING.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Conduct structural analysis, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.</u>	a. <u>Identify and explain how historical figures, events, or conditions have dramatically impacted philosophical, aesthetic, or ethical issues.</u>
	b. <u>Discuss the ethical limits to the pursuit of peace, prosperity, and individual happiness.</u>
	c. <u>Compare and contrast documented facts with intentional or unintentional distortions of the historical record.</u>
	d. <u>Compare similarities among contemporary and historical works of literature, art, music, dance, and drama.</u>
	e. <u>Compare cultural similarities and/or differences among contemporary Post-World War II works of literature, art, music, dance, and drama.</u>

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945. APPLICATION/EXPRESSION.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Communicate in the humanities disciplines through application and creative expression.</u>	a. <u>Demonstrate how a literary or artistic work relates to the history and culture from which it originated.</u>
	b. <u>Create or interpret a work that expresses the uniqueness of a historical period.</u>

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946. -- 950. (RESERVED).

951. FOREIGN LANGUAGE – GRADES 9 THROUGH 12, SECTIONS 952 THROUGH 954.

952. KNOWLEDGE.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.</u>	a. <u>Identify the inter-connectedness between language and culture.</u>
	b. <u>Identify significant cultural and historical events related to the language(s) being studied.</u>
	c. <u>Identify regional or native cultural practices within the culture(s) being studied.</u>
	d. <u>Review the impact of geography, history, economics, political systems, and the arts on the culture(s) being studied.</u>

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953. CRITICAL THINKING AND PROBLEM SOLVING.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Conduct structural analysis, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.</u>	a. <u>Use authentic sources to identify and analyze the diversity within and perspectives of the culture(s) being studied.</u>
	b. <u>Connect the language of the culture(s) being studied to other disciplines across the curriculum.</u>
	c. <u>Analyze the influence of the language being studied on other languages and cultures.</u>

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954. APPRECIATION/EXPRESSION.

Standard - The student will:	Content Knowledge and Skills:
01. <u>Communicate in the humanities disciplines through application and creative expression.</u>	a. <u>Communicate effectively and appropriately in a range of common situations and for a variety of purposes.</u>
	b. <u>Express preferences, desires, feelings, and opinions in the language being studied.</u>
	c. <u>Create community awareness of a culture through foreign language.</u>

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457955. -- 9998. (RESERVED).

456999. GIFTED AND TALENTED PROGRAMS.

- 01. Definitions.** The following definitions apply only to Section 456 of these rules. (3-30-01)
- a. Department. State Department of Education. (3-30-01)
 - b. District. Local school district. (3-30-01)
 - c. Gifted/talented children. Those students who are identified as possessing demonstrated or potential abilities that give evidence of high performing capabilities in intellectual, creative, specific academic or leadership areas, or ability in the performing or visual arts and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities Section 33-2001, Idaho Code. (3-30-01)
 - d. Governing gifted and talented educational requirements. Sections 33-201, 33-2001, 33-2003, Idaho Code. (3-30-01)
- 02. Legal Compliance.** The State Department of Education and districts shall comply with all governing gifted and talented education requirements. (3-30-01)
- 03. District Plan.** Each school district shall develop and write a plan for its gifted and talented program. The plan shall be submitted to the Department no later than October 15, 2001. The plan shall be updated and submitted every three (3) years thereafter and shall include: (3-30-01)
- a. Philosophy statement. (3-30-01)

- b. Definition of giftedness. (3-30-01)
- c. Program goals. (3-30-01)
- d. Program options. (3-30-01)
- e. Identification procedures. (3-30-01)
- f. Program evaluation. (3-30-01)

04. Screening. The district's process for identifying gifted and talented students shall include the following steps: (3-30-01)

a. The district shall screen all potentially gifted and talented students to ensure they have an opportunity to be considered; and (3-30-01)

b. The district shall assess those students meeting the screening criteria and gather additional information concerning their specific aptitudes and educational needs; and (3-30-01)

c. The district shall match student needs with appropriate program options. (3-30-01)

05. Assessment. Placement decisions shall not be determined by a single criterion (for instance, test scores, other measurement, teacher recommendation, or nomination). The district's identification process shall use multiple indicators of giftedness with information obtained through the following methods and sources: (3-30-01)

a. Procedures for obtaining information about students shall include formal assessment methods, such as group and individual tests of achievement, general ability, specific aptitudes and creativity. (3-30-01)

b. Procedures for obtaining information about students shall also include informal assessment methods, such as checklists, rating scales, pupil product evaluations, observations, nominations, biographical data, questionnaires, interviews and grades. (3-30-01)

c. Information about students shall be obtained from multiple sources, such as teachers, counselors, peers, parents, community members, subject area experts, and the students themselves. (3-30-01)

06. Administration. The district shall designate a certificated staff person to be responsible for development, supervision, and implementation of the gifted and talented program. (3-30-01)

IDAPA 08 - IDAHO STATE BOARD OF EDUCATION

08.02.03 - RULES GOVERNING THOROUGHNESS

DOCKET NO. 08-0203-0102

NOTICE OF PROPOSED RULEMAKING

AUTHORITY: In compliance with Section 67-5221(1), Idaho Code, notice is hereby given that this agency has proposed rulemaking. The action is authorized pursuant to Sections 33-105(1) and 33-107(3), 33-116, and 33-1612, Idaho Code and Article IX, Section 2 of the Idaho Constitution.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rulemaking will be held as follows:

October 19, 2001 at 8:00a.m.
College of Southern Idaho
Herrett Center
Twin Falls, Idaho

The hearing site(s) will be accessible to persons with disabilities. Requests for accommodation must be made not later than five (5) days prior to the hearing, to the agency address below.

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rulemaking:

Provides a revised state assessment program comprised of standardized tests, level tests, the Idaho Reading Indicator, and Direct Writing and Math Assessments. Expands the testing population from grades 3-11 to grades K-12.

FEE SUMMARY: There is no fee associated with this rule change.

NEGOTIATED RULEMAKING: A form of negotiated rulemaking was conducted in relation to this rule. The Board conducted seven statewide assessment inquiries that involved over 375 administrators, educators, and local trustees and gathered additional input using questionnaires. A public hearing on proposed changes was also held on August 21, 2001 by statewide videoconference.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance on technical questions concerning the proposed rule, contact Randi McDermott at 334-2270.

Anyone may submit written comments regarding this proposed rulemaking. All written comments must be directed to the undersigned and must be delivered on or before October 24, 2001.

DATED this 16th day of August, 2001.

Randi McDermott
State Board of Education
650 W. State St.
PO Box 83720
Boise, ID 83720-0037
Phone: 208-334-2270
Fax: 208-334-2632
rmcdermo@osbe.state.id.us

THE FOLLOWING IS THE TEXT OF DOCKET NO. 08-0203-0102

111. **TESTING ASSESSMENT IN THE PUBLIC SCHOOLS. (EFFECTIVE DATE: JANUARY 1, 2002)**

01. Philosophy. Acquiring the basic skills is essential to realization of full educational, vocational and personal/social development. Since Idaho schools are responsible for instruction in the basic scholastic skills, the State Board of Education has a vested interest in regularly surveying student skill acquisition as an index of the effectiveness of the educational program. This information can best be secured through objective assessment of student growth. A statewide student ~~testing~~ assessment program consisting of standardized achievement testing and performance appraisal activities in the fundamental basic skills will be conducted annually under the supervision of the State ~~Department~~ Board of Education. (4-1-97)(____)

- 02. Purposes.** The purpose of ~~testing~~ assessment in the public schools is to: (____)
- a. Measure and improve student achievement; (____)
 - b. Assist classroom teachers in designing lessons; (____)
 - c. Identify areas needing intervention and remediation; (____)
 - d. Identify areas requiring acceleration and challenge; (____)
 - e. Assist school districts in making needed curriculum adjustments; (____)
 - f. Inform parents of their child's progress; (____)
 - g. Provide comparative local, state and national data regarding the achievement of students in essential skill areas; and (____)
 - h. ~~To identify performance trends in student achievement across grade levels tested and student growth over time; to provide supplemental information to local educational agencies that may be useful in evaluating local curriculum and instructional practices, screening students for special program entry/exit, diagnosing individual differences, developing student schedules, making differential assignments within classes and in communicating school progress information to various publics; and to determine State Department of Education technical assistance/consultation priorities.~~ (4-1-97)(____)

03. Content. The ~~statewide testing~~ comprehensive assessment program will consist of ~~the Iowa Tests of Basic Skills (ITBS), the Tests of Achievement and Proficiency (TAP), multiple assessments, including standardized tests, level tests, the Idaho Reading Indicator, and the Direct Writing Assessment (DWA) and the Direct Mathematics Assessment (DMA).~~ (4-1-97)(____)

04. Testing Population. All students in Idaho public schools, grades ~~three through eleven~~ kindergarten through twelve (~~3K-11~~2), are required to participate in the ~~standardized portion of the statewide testing comprehensive assessment~~ program approved by the State Board of Education and funded. ~~In addition, all students in grades four (4), eight (8) and eleven (11) are required to participate in the Direct Writing Assessment and all students in grades four (4) and eight (8) are required to participate in the Direct Mathematics Assessment portions of the statewide testing program.~~ Non-public school students at those same grade levels are encouraged to participate at ~~private~~ non-public school expense. All students who are eligible for special education shall participate in the statewide assessment program. Each student's individualized education program team shall determine whether the student shall participate in the regular assessment without accommodations, the regular assessment with allowable accommodations, or whether the student qualifies for and shall participate in the alternate assessment. (4-5-00)(____)

05. Scoring And Report Formats. Scores will be provided for each ~~skill~~ subject area assessed and

reported in standard scores, percentile ranks, stanines, and holistic scores (Direct Writing Assessment and Direct Mathematics Assessment). Test results will be presented in a class list report of student scores, building/district summaries, and pressure sensitive labels. Information about the number of students who are eligible for special education who participate in regular and alternate assessments, and their performance results, shall be included in reports to the public if it is statistically sound to do so and would not disclose performance results identifiable to individual students. (4-5-00)()

06. Comprehensive Assessment Program. The State approved comprehensive testing program is outlined below. Each test should be comprehensive of and aligned to the Idaho State Achievement Standards it is intended to assess. In addition, districts are responsible for writing and implementing assessments in social studies, science, health and humanities. Districts are encouraged to consider implementation of level testing in these areas. Districts are also encouraged to develop local secondary-level end-of-course exams. ()

a. Kindergarten - Idaho Reading Indicator. ()

b. Grade 1 - Idaho Reading Indicator. ()

c. Grade 2 - Idaho Reading Indicator, Level Testing on Language Arts/Communication and Math Standards. ()

d. Grade 3 - Idaho Reading Indicator, Level Testing on Language Arts/Communication and Math Standards. ()

e. Grade 4 - Direct Math Assessment, National Assessment of Educational Progress, Level Testing on Language Arts/ Communication and Math Standards. ()

f. Grade 5 - Direct Writing Assessment, Level Testing on Language Arts/ Communication and Math Standards. ()

g. Grade 6 - Direct Math Assessment, Level Testing on Language Arts/ Communication and Math Standards. ()

h. Grade 7 - Direct Writing Assessment, Level Testing on Language Arts/ Communication and Math Standards. ()

i. Grade 8 - Direct Math Assessment, National Assessment of Educational Progress, Level Testing on Language Arts/ Communication and Math Standards. ()

j. Grade 9 - Direct Writing Assessment. Level testing on Language Arts/ Communication and Math Standards for only those students determined to be below grade level at the end of the eighth grade. In Spring 2002, all ninth grade students are required to take the Idaho Standards Achievement Test (ISAT) pilot. Beginning Fall 2002, only ninth grade students who meet the eligibility criteria as established by the State Board of Education and who have parent approval may take the ISAT. ()

k. Grade 10 - Beginning Fall 2002, all tenth grade students are required to take the ISAT. Students who do not pass a portion or portions of the ISAT will retake the appropriate portion or portions each time thereafter that it is offered. Once a student achieves proficiency on the test, regardless of which grade level 9-12, that student is not required to continue taking the ISAT. ()

j. Grade 11 - ISAT. ()

m. Grade 12 - National Assessment of Educational Progress, ISAT. ()

067. Testing Assessment Schedule. ~~The Iowa Tests of Basic Skills and the Tests of Achievement and Proficiency will be administered in October of each school year.~~ The Direct Writing Assessment will be administered in early Fall and the Direct Mathematics Assessment will be administered in the early ~~Spring~~ Spring of each school year during a time period specified by the State ~~Department~~ Board of Education. The Idaho Reading Indicator will be

administered in accordance with Section 33-1614, Idaho Code. The National Assessment of Educational Progress will be administered in a time period to be determined by the State Board of Education. Level testing on Language Arts/Communications and Math Standards will be administered twice annually in early Fall and early Spring in a time period to be specified by the State Board of Education. For 2002, the ninth grade pilot of the Idaho Standards Achievement Test will be administered in early Spring in a time period specified by the State Board of Education. Beginning in 2003, the tenth grade ISAT will be administered in early Spring in a time period specified by the State Board of Education. The ISAT will be administered twice annually for eleventh and twelfth grade students, in the early Fall and early Spring, in a time period specified by the State Board of Education. (4-1-97)(____)

078. Costs Paid By The State. Costs for the following testing assessment activities will be paid by the state: (4-1-97)(____)

a. All consumable and non-consumable test assessment materials needed to conduct the prescribed statewide testing assessment program; (4-1-97)(____)

b. Statewide distribution of all test assessment materials; (4-1-97)(____)

c. Processing and scoring student response forms, distribution of prescribed reports for the statewide testing assessment program; and (4-1-97)(____)

d. Implementation and scoring of the Direct Writing Assessment component to the fourth, eighth and eleventh grade batteries and the fourth and eighth grade batteries of the Direct Mathematics Assessment. (4-1-97)(____)

089. Costs Of Additional Services. Costs for any additional sub-test administrations or scoring services not included in the prescribed statewide testing assessment program will be paid by the participating school districts. Cost for replacement or supplemental materials which that exceed expectation may also be charged to the district. (4-1-97)(____)

0910. Services. Statewide testing The comprehensive assessment program should be scheduled so that a minimum of instructional time is invested. Student time spent in testing assessment will not be charged against attendance requirements. (4-1-97)(____)

101. Test Security. Test security is of the utmost importance. It is expected that school districts will employ the same security measures in protecting statewide testing assessment materials from compromise as they use to safeguard other formal assessments (4-1-97)(____)

112. Demographic Information. Demographic information may be required by the State Department of Education to assist in interpreting test results. (4-1-97)

123. Assurances. The State Department of Education will neither advocate nor undertake performance comparisons across Idaho school districts. It is recognized the scholastic achievement can be adversely impacted by individual/environmental differences beyond the control of the school. (4-1-97)

134. Dual Enrollment. For the purpose of non-public school student participation in non-academic public school activities, the Idaho State Board of Education recognized achievement test is Form K of the Iowa Tests of Basic Skills, at the elementary level (grades K-8), and the Tests of Achievement and Proficiency, at the secondary level (grades 9-12). The minimum score on each assessment is the fifth (5th) stanine for the battery total score. the following: (4-1-97)(____)

a. State or district developed level tests in at least five (5) of the following subject areas: (____)

i. Language Arts/Communications. (____)

ii. Math. (____)

iii. Science. (____)

- iv. Social Studies. ()
- v. Health and Humanities. ()
- b. The Idaho Standards Achievement Test. ()
- c. The Iowa Test of Basic Skills. ()
- d. The Tests of Achievement and Proficiency. ()
- e. The Stanford Achievement Test. ()
- f. A portfolio demonstrating grade level proficiency in at least five (5) of the following subject areas: ()
 - i. Language Arts/Communications. ()
 - ii. Math. ()
 - iii. Science. ()
 - iv. Social Studies. ()
 - v. Health and Humanities. ()
- g. Demonstrated proficiency by portfolio to be judged and confirmed by the building principal where dual enrollment is desired. ()

Subjects Affected Index

IDAPA 02 - IDAHO DEPARTMENT OF AGRICULTURE

02.04.16 - RULES GOVERNING AGRICULTURE ODOR MANAGEMENT

Docket No. 02-0416-0101

000. Legal Authority.....	25
001. Title And Scope.....	25
002. Written Interpretations.....	25
003. Administrative Appeal.....	25
004. Incorporation By Reference.....	25
005. Idaho Public Records Act.....	25
006. Address, Office Hours, Telephone And Fax Numbers.....	25
007. -- 009. (Reserved).....	26
010. Definitions.....	26
011. Abbreviations.....	27
012. -- 099. (Reserved).....	28
100. Accepted Agricultural Practices.....	28
101. -- 199. (Reserved).....	28
200. Applicability.....	28
201. -- 299. (Reserved).....	28
300. Liquid Waste Systems.....	28
301. Standards And Specifications For Liquid Waste Systems.....	29
302. -- 399. (Reserved).....	29
400. Inspections.....	29
401. -- 499. (Reserved).....	30
500. Odor Management Plans.....	30
501. Contents Of An Odor Management Plan.....	30
502. -- 599. (Reserved).....	32
600. Complaints.....	32
601. Contents Of Complaints.....	32
602. Response To Complaints.....	32
603. -- 699. (Reserved).....	32
700. First Time Violations.....	32
701. Subsequent Violations.....	32
702. -- 899. (Reserved).....	32
900. Penalties.....	33
901. -- 999. (Reserved).....	33

02.04.18 - RULES GOVERNING CAFO SITE ADVISORY TEAM

Docket No. 02-0418-0101

000. Legal Authority.....	35
001. Title And Scope.....	35
002. Written Interpretations.....	35
003. Administrative Appeal.....	35
004. Incorporation By Reference.....	35
005. Idaho Public Records Act.....	35
006. Address, Office Hours, Telephone And Fax Numbers.....	35
007. -- 009. (Reserved).....	36
010. Definitions.....	36
011. Abbreviations.....	37
012. -- 099. (Reserved).....	37

100. Applicability.	37
101. -- 199. (Reserved).....	37
200. Formation Of A Site Advisory Team.....	37
201. -- 299. (Reserved).....	38
300. Contents Of A Request To Form A Site Advisory Team.	38
301. -- 399. (Reserved).....	39
400. Review Of Request.	39
401. -- 499. (Reserved).....	39
500. Site Suitability Determination.	39
501. -- 999. (Reserved).....	39
 IDAPA 07 - DIVISION OF BUILDING SAFETY	
07.01.04 - RULES GOVERNING ELECTRICAL SPECIALTY LICENSING	
Docket No. 07-0104-0102	
018. Medium/High Voltage Specialty Electrical License.	40
019. -- 999. (Reserved).....	41
 07.01.07 - RULES GOVERNING CONTINUING EDUCATION REQUIREMENTS	
Docket No. 07-0107-0101	
011. Continuing Education Requirements.....	42
 07.02.06 - RULES CONCERNING UNIFORM PLUMBING CODE	
Docket No. 07-0206-0101	
011. Adoption Of 2000 Uniform Plumbing Code.	45
 07.03.12 - RULES GOVERNING MANUFACTURED HOME INSTALLATIONS	
Docket No. 07-0312-0101	
004. Incorporation By Reference.....	46
 07.06.01 - RULES GOVERNING UNIFORM SCHOOL BUILDING SAFETY	
Docket No. 07-0601-0101	
004. Incorporation By Reference.....	48
 IDAPA 08 - IDAHO STATE BOARD OF EDUCATION	
08.01.05 - STATE OF IDAHO SCHOLARSHIP PROGRAM	
Docket No. 08-0105-0101 (Repeal)	
 08.01.05 - IDAHO PROMISE SCHOLARSHIP PROGRAM	
Docket No. 08-0105-0102	
000. Legal Authority.	51
001. Title And Scope.....	51
002. Written Interpretations.....	51
003. Administrative Appeal.....	51
004. Incorporation By Reference.....	51
005. Office -- Office Hours -- Mailing Address And Street Address.	51
006. Public Records Act Compliance.....	51
007. Definitions.	51
008. -- 099. (Reserved).....	52
100. Objectives Of The Idaho Promise Scholarship Program.....	52
101. Number Of Scholarships -- Priority For Award.....	52
102. Monetary Value Of The Scholarship.	52
103. Selection And Eligibility Requirements Of Scholarship Recipients.	52

104. Continuing Eligibility.....	54
105. Schedule For Application, Notice, And Response To Communications, Category A Scholarship..	55
106. Responsibilities Of Scholarship Applicants And Recipients.....	55
107. Additional Responsibilities Of Eligible Postsecondary Institutions.....	55
108. Payment Of Scholarships.....	56
109. Administration.....	57
110. Appeal Procedure.....	57
111. Authority Of The State Board Of Education.....	58
112. Audit.....	58
113. -- 999. (Reserved).....	58
08.01.12 - IDAHO MINORITY AND AT-RISK STUDENT SCHOLARSHIP PROGRAM	
Docket No. 08-0112-0101	
000. Legal Authority.....	60
001. Title And Scope.....	60
002. Written Interpretations.....	60
003. Administrative Appeal.....	60
004. Incorporation By Reference.....	60
005. Office -- Office Hours -- Mailing Address And Street Address.....	60
006. Public Records Act Compliance.....	60
007. Definitions.....	60
008. -- 099. (Reserved).....	61
101. Priority For Awards.....	61
102. Monetary Value Of The Scholarship.....	61
103. Distribution Of Funds.....	61
104. Selection Of Scholarship Recipients.....	62
105. Financial Need.....	62
106. Continuing Eligibility.....	62
107. Additional Responsibilities Of Eligible Postsecondary Institutions.....	62
108. Appeal Procedure.....	62
109. Authority Of The State Board Of Education.....	63
110. Audit.....	63
111. -- 999. (Reserved).....	63
08.02.02 - RULES GOVERNING UNIFORMITY	
Docket No. 08-0202-0101	
000. Legal Authority.....	65
001. Title And Scope.....	65
002. Written Interpretations.....	65
003. Administrative Appeals.....	65
004. Incorporation By Reference.....	65
005. Office - Office Hours -- Mailing And Street Address.....	66
006. Public Records Act Compliance.....	66
007. -- 010. (Reserved).....	66
011. Preservice Technology Standards.....	66
012. Accredited Institution.....	66
013. -- 019. (Reserved).....	66
150. Transportation.....	66
160. Maintenance Standards And Inspections.....	67
170. School Bus Drivers And Vehicle Operation.....	67
180. Written Policy.....	68
190. Program Operations.....	68

191. -- 219. (Reserved)..... 71

08.02.03 - RULES GOVERNING THOROUGHNESS

Docket No. **08-0203-0101**

002. Written Interpretations..... 73

004. Incorporation By Reference..... 73

005. Office – Office Hours – Mailing Address And Street Address 73

006. Public Records Act Compliance..... 73

007. Definitions A - G..... 73

008. Definitions H – S..... 75

009. Definitions T – Z..... 76

010. -- 099. (Reserved)..... 77

102. Instructional Requirements..... 77

106. (Reserved)..... 78

107. High School Graduation Standards (Effective July 1, 2000). 79

175. -- 199. (Reserved)..... 80

200. K-12 State Achievement Standards. 80

212. -- 214. (Reserved)..... 80

217. -- 254. (Reserved)..... 81

255. Mathematics Standards..... 81

256. Mathematics Standards - Grade Kindergarten, Sections 257 Through 263..... 81

257. Basic Arithmetic, Estimation, And Accurate Computations..... 81

258. Mathematical Reasoning And Problem Solving..... 81

259. Concepts And Principles Of Measurement..... 82

260. Concepts And Language Of Algebra..... 82

261. Concepts And Principles Of Geometry..... 82

262. Data Analysis, Probability, And Statistics..... 83

263. Functions And Mathematical Models..... 83

264. -- 265. (Reserved)..... 83

266. Mathematics Standards - Grade 1, Sections 267 Through 273..... 83

267. Basic Arithmetic, Estimation, And Accurate Computations..... 83

268. Mathematical Reasoning And Problem Solving..... 84

269. Concepts And Principles Of Measurement..... 84

270. Concepts And Language Of Algebra..... 85

271. Concepts And Principles Of Geometry..... 85

272. Data Analysis, Probability, And Statistics..... 85

273. Functions And Mathematical Models..... 86

274. -- 275. (Reserved)..... 86

276. Mathematics Standards - Grade 2, Sections 277 Through 283..... 86

277. Basic Arithmetic, Estimation, And Accurate Computations..... 86

278. Mathematical Reasoning And Problem Solving..... 87

279. Concepts And Principles Of Measurement..... 87

280. Concepts And Language Of Algebra..... 88

281. Concepts And Principles Of Geometry..... 88

282. Data Analysis, Probability, And Statistics..... 88

283. Functions And Mathematical Models..... 89

284. -- 285. (Reserved)..... 89

286. Mathematics Standards - Grade 3, Sections 287 Through 293..... 89

287. Basic Arithmetic, Estimation, And Accurate Computations..... 89

288. Mathematical Reasoning And Problem Solving..... 90

289. Concepts And Principles Of Measurement..... 90

290. Concepts And Language Of Algebra..... 91

291. Concepts And Principles Of Geometry.....	91
292. Data Analysis, Probability, And Statistics.....	92
293. Functions And Mathematical Models.....	92
294. -- 295. (Reserved).....	92
296. Mathematics Standards - Grade 4, Sections 297 Through 303.....	93
297. Basic Arithmetic, Estimation, And Accurate Computations.....	93
298. Mathematical Reasoning And Problem Solving.....	93
299. Concepts And Principles Of Measurement.....	94
300. Concepts And Language Of Algebra.....	94
301. Concepts And Principles Of Geometry.....	95
302. Data Analysis, Probability, And Statistics.....	95
303. Functions And Mathematical Models.....	96
304. -- 305. (Reserved).....	96
306. Mathematics Standards - Grade 5, Sections 307 Through 313.....	96
307. Basic Arithmetic, Estimation, And Accurate Computations.....	96
308. Mathematical Reasoning And Problem Solving.....	97
309. Concepts And Principles Of Measurement.....	98
310. Concepts And Language Of Algebra.....	98
311. Concepts And Principles Of Geometry.....	99
312. Data Analysis, Probability And Statistics.....	99
313. Functions And Mathematical Models.....	100
314. --315. (Reserved).....	100
316. Mathematics Standards - Grade 6, Sections 317 Through 323.....	100
317. Basic Arithmetic, Estimation, And Accurate Computations.....	100
318. Mathematical Reasoning And Problem Solving.....	101
319. Concepts And Principles Of Measurement.....	102
320. Concepts And Language Of Algebra.....	103
321. Concepts And Principles Of Geometry.....	103
322. Data Analysis, Probability And Statistics.....	104
323. Functions And Mathematical Models.....	104
324. -- 325. (Reserved).....	105
326. Mathematics Standards - Grade 7, Sections 327 Through 333.....	105
327. Basic Arithmetic, Estimation, And Accurate Computations.....	105
328. Mathematical Reasoning And Problem Solving.....	105
329. Concepts And Principles Of Measurement.....	106
330. Concepts And Language Of Algebra.....	107
331. Concepts And Principles Of Geometry.....	107
332. Data Analysis, Probability And Statistics.....	108
333. Functions And Mathematical Models.....	108
334. -- 335. (Reserved).....	109
336. Mathematics Standards - Grade 8, Sections 337 Through 343.....	109
337. Basic Arithmetic, Estimation, And Accurate Computations.....	109
338. Mathematical Reasoning And Problem Solving.....	110
339. Concepts And Principles Of Measurement.....	111
340. Concepts And Language Of Algebra.....	111
341. Concepts And Principles Of Geometry.....	112
342. Data Analysis, Probability And Statistics.....	112
343. Functions And Mathematical Models.....	113
344. -- 345. (Reserved).....	113
346. Mathematics Standards - Grades 9 Through 12, Sections 347 Through 353.....	113
347. Basic Arithmetic, Estimation, And Accurate Computations.....	114
348. Mathematical Reasoning And Problem Solving.....	114

115

349. Concepts And Principles Of Measurement.....	115
350. Concepts And Language Of Algebra.....	116
351. Concepts And Principles Of Geometry.....	117
352. Data Analysis, Probability, And Statistics.....	118
353. Functions And Mathematical Models.....	119
354. -- 363. (Reserved).....	120
364. Social Studies Standards.....	120
365. Social Studies Standards - Grade Kindergarten, Sections 366 Through 378.....	121
366. Critical Thinking And Analytical Skills.....	121
367. Evolution Of Democracy.....	121
368. Exploration And Expansion.....	121
369. Migration And Immigration.....	121
370. Political, Social, And Economic Response To Industrialization And Technological Innovation. ...	121
371. International Relations And Conflicts.....	121
372. Cultural And Social Development.....	122
373. Foundations Of The American Political System.....	122
374. Organization And Formation Of The American System Of Government.....	122
375. Citizen Responsibilities And Rights.....	123
376. Economic Fundamentals.....	123
377. Economic Influences.....	123
379. -- 380. (Reserved).....	124
381. Social Studies Standards - Grade 1, Sections 382 Through 394.....	124
124	
382. Critical Thinking And Analytical Skills.....	124
383. Evolution Of Democracy.....	124
384. Exploration And Expansion.....	124
385. Migration And Immigration.....	125
386. Political, Social, And Economic Response To Industrialization And Technological Innovation. ...	125
387. International Relations And Conflicts.....	125
388. Cultural And Social Development.....	126
389. Foundations Of The American Political System.....	126
390. Organization And Formation Of The American System Of Government.....	126
391. Citizen Responsibilities And Rights.....	127
392. Economic Fundamentals.....	127
393. Economic Influences.....	127
394. Geography.....	127
395. -- 396. (Reserved).....	128
397. Social Studies Standards - Grade 2, Sections 398 Through 410.....	128
398. Critical Thinking And Analytical Skills.....	128
399. Evolution Of Democracy.....	128
400. Exploration And Expansion.....	128
401. Migration And Immigration.....	129
402. Political, Social, And Economic Response To Industrialization And Technological Innovation. ...	129
403. International Relations And Conflicts.....	129
404. Cultural And Social Development.....	129
405. Foundations Of The American Political System.....	130
406. Organization And Formation Of The American System Of Government.....	130
407. Citizen Responsibilities And Rights.....	130
408. Economic Fundamentals.....	130
409. Economic Influences.....	131
410. Geography.....	131

411. -- 412. (Reserved).....	131
413. Social Studies Standards - Grade 3, Sections 414 Through 426.....	131
414. Critical Thinking And Analytical Skills.....	131
415. Evolution Of Democracy.....	132
416. Exploration And Expansion.....	132
417. Migration And Immigration.....	132
418. Political, Social, And Economic Response To Industrialization And Technological Innovation.	133
419. International Relations And Conflicts.....	133
420. Cultural And Social Development.....	133
421. Foundations Of The American Political System.....	133
422. Organization And Formation Of The American System Of Government.....	134
423. Citizen Responsibilities And Rights.....	134
424. Economic Fundamentals.....	134
425. Economic Influences.....	135
426. Geography.....	135
427. -- 428. (Reserved).....	135
429. Social Studies Standards - Grade 4, Sections 430 Through 442.....	135
430. Critical Thinking And Analytical Skills.....	135
431. Evolution Of Democracy.....	136
432. Exploration And Expansion.....	136
433. Migration And Immigration.....	136
434. Political, Social, And Economic Response To Industrialization And Technological Innovation.	137
435. International Relations And Conflicts.....	137
436. Cultural And Social Development.....	137
437. Foundations Of The American Political System.....	137
438. Organization And Formation Of The American System Of Government.....	138
439. Citizen Responsibilities And Rights.....	138
440. Economic Fundamentals.....	138
441. Economic Influences.....	138
442. Geography.....	139
443. -- 444. (Reserved).....	139
445. Social Studies Standards - Grade 5, Sections 446 Through 458.....	139
446. Critical Thinking And Analytical Skills.....	139
447. Evolution Of Democracy.....	139
448. Exploration And Expansion.....	140
449. Migration And Immigration.....	140
450. Political, Social, And Economic Response To Industrialization And Technological Innovation.	141
451. International Relations And Conflicts.....	141
452. Cultural And Social Development.....	141
453. Foundations Of The American Political System.....	142
454. Organization And Formation Of The American System Of Government.....	142
455. Citizen Responsibilities And Rights.....	142
456. Economic Fundamentals.....	143
457. Economic Influences.....	143
458. Geography.....	143
459. -- 460. (Reserved).....	143
461. Social Studies Standards - History Of Human Civilization - Middle Grades, Sections 462 Through 143	
462. History Of Human Civilization.....	144
463. Geography.....	145
464. Government/civics.....	145
465. Economics.....	146

466. -- 467. (Reserved).....	146
468. Social Studies Standards - Geography - Middle Grades, Section 469.....	146
469. Geography.....	147
470. -- 471. (Reserved).....	148
472. Social Studies Standards - U.s. History - Middle Grades, Sections 473 Through 485.....	149
473. Critical Thinking And Analytical Skills.....	149
474. Evolution Of Democracy.....	149
475. Exploration And Expansion.....	149
476. Migration And Immigration.....	150
477. Political, Social, And Economic Response To Industrialization And Technological Innovation. ...	150
478. International Relations And Conflicts.....	151
479. Cultural And Social Development.....	151
151	
480. Foundations Of The American Political System.....	151
481. Organization And Formation Of The American System Of Government.....	152
482. Citizen Responsibilities And Rights.....	152
483. Economic Fundamentals.....	152
484. Economic Influences.....	153
485. Geography.....	153
486. -- 487. (Reserved).....	153
488. Social Studies Standards - Grades 9 Through 12, Sections 489 Through 490.....	153
489. Critical Thinking And Analytical Skills.....	154
490. Evolution Of Democracy.....	154
491. -- 492. (Reserved).....	155
493. United States History, Sections 494 Through 498.....	155
494. Exploration And Expansion.....	156
495. Migration And Immigration.....	157
496. Political, Social, And Economic Response To Industrialization And Technological Innovation. ...	157
497. International Relations And Conflicts.....	158
498. Cultural And Social Development.....	159
499. -- 500. (Reserved).....	159
501. Government/civics, Sections 502 Through 506.....	159
503. Foundations Of The American Political System.....	162
504. Organization And Formation Of The American System Of Government.....	163
505. United States Foreign Affairs.....	164
506. Citizen Responsibilities And Rights.....	164
507. -- 508. (Reserved).....	165
509. Economics, Sections 510 Through 514.....	165
510. Fundamentals.....	165
512. Influences.....	167
513. Economic Institutions.....	167
514. Personal Finance.....	168
515. - 525. (Reserved).....	168
526. Science Standards.....	168
527. Science Standards - Grade Kindergarten, Sections 528 Through 538.....	169
528. Unifying Concepts Of Science.....	169
529. Concepts Of Scientific Inquiry.....	169
530. Concepts Of Physical Science.....	169
531. Cellular And Molecular Concepts.....	170
532. Interdependence Of Organisms And Biological Change.....	170
533. Matter, Energy, And Organization In Living Systems.....	170
534. Earth And Space Systems.....	170

535. Technology.....	170
536. Personal And Social Perspectives.....	171
171	
537. History Of Science.....	171
538. Interdisciplinary Concepts.....	171
539. -- 541. (Reserved).....	171
542. Science Standards - Grade 1, Sections 543 Through 553.....	171
543. Unifying Concepts Of Science.....	171
544. Concepts Of Scientific Inquiry.....	172
545. Concepts Of Physical Science.....	172
546. Cellular And Molecular Concepts.....	172
547. Interdependence Of Organisms And Biological Change.....	172
548. Matter, Energy, And Organization In Living Systems.....	173
549. Earth And Space Systems.....	173
550. Technology.....	173
551. Personal And Social Perspectives.....	174
552. History Of Science.....	174
553. Interdisciplinary Concepts.....	174
554. -- 556. (Reserved).....	174
557. Science Standards - Grade 2, Sections 558 Through 568.....	174
558. Unifying Concepts Of Science.....	174
559. Concepts Of Scientific Inquiry.....	175
560. Concepts Of Physical Science.....	175
561. Cellular And Molecular Concepts.....	175
562. Interdependence Of Organisms And Biological Change.....	176
563. Matter, Energy, And Organization In Living Systems.....	176
564. Earth And Space Systems.....	176
565. Technology.....	176
566. Personal And Social Perspectives.....	177
567. History Of Science.....	177
568. Interdisciplinary Concepts.....	177
569. -- 571. (Reserved).....	177
572. Science Standards - Grade 3, Sections 573 Through 583.....	177
573. Unifying Concepts Of Science.....	177
574. Concepts Of Scientific Inquiry.....	178
575. Concepts Of Physical Science.....	178
576. Cellular And Molecular Concepts.....	179
577. Interdependence Of Organisms And Biological Change.....	179
578. Matter, Energy, And Organization In Living Systems.....	180
579. Earth And Space Systems.....	180
580. Technology.....	180
581. Personal And Social Perspectives.....	180
582. History Of Science.....	181
583. Interdisciplinary Concepts.....	181
584. -- 586. (Reserved).....	181
587. Science Standards - Grade 4, Sections 588 Through 598.....	181
588. Unifying Concepts Of Science.....	181
589. Concepts Of Scientific Inquiry.....	182
590. Concepts Of Physical Science.....	182
591. Cellular And Molecular Concepts.....	183
592. Interdependence Of Organisms And Biological Change.....	183
593. Matter, Energy, And Organization In Living Systems.....	183

594. Earth And Space Systems	184
595. Technology.....	184
596. Personal And Social Perspectives.	184
597. History Of Science.....	185
598. Interdisciplinary Concepts.....	185
599. -- 601. (Reserved).....	185
602. Science Standards - Grade 5, Sections 603 Through 613.....	185
603. Unifying Concepts Of Science.....	185
604. Concepts Of Scientific Inquiry.....	186
605. Concepts Of Physical Science.....	186
606. Cellular And Molecular Concepts.....	187
607. Interdependence Of Organisms And Biological Change.....	187
608. Matter, Energy, And Organization In Living Systems.....	187
609. Earth And Space Systems.....	187
610. Technology.....	188
611. Personal And Social Perspectives.....	188
612. History Of Science.....	189
613. Interdisciplinary Concepts.....	189
614. -- 616. (Reserved).....	189
617. Science Standards - Grade 6, Sections 618 Through 628.....	189
618. Unifying Concepts Of Science.....	189
619. Concepts Of Scientific Inquiry.....	190
620. Concepts Of Physical Science.....	190
621. Cellular And Molecular Concepts.....	191
622. Interdependence Or Organisms And Biological Change.....	191
623. Matter, Energy, And Organization In Living Systems.....	191
624. Earth And Space Systems.....	191
625. Technology.....	192
626. Personal And Social Perspectives.....	192
627. History Of Science.....	193
628. Interdisciplinary Concepts.....	193
629. -- 631. (Reserved).....	193
632. Science Standards - Middle Grades, Sections 633 Through 643.....	193
633. Unifying Concepts Of Science.....	193
634. Concepts Of Scientific Inquiry.....	194
635. Concepts Of Physical Science.....	194
636. Cellular And Molecular Concepts.....	195
637. Interdependence Of Organisms And Biological Change.....	195
638. Matter, Energy, And Organization In Living Systems.....	196
639. Earth And Space Systems.....	196
640. Technology.....	197
641. Personal And Social Perspectives.....	197
642. History Of Science.....	198
643. Interdisciplinary Concepts.....	198
644. -- 646. (Reserved).....	198
647. Science Standards - Grades 9 Through 12, Sections 648 Through 658.....	198
648. Unifying Concepts Of Science.....	199
649. Concepts Of Scientific Inquiry.....	200
650. Concepts Of Physical Science.....	201
651. Cellular And Molecular Concepts.....	203
652. Interdependence Of Organisms And Biological Change.....	204
653. Matter, Energy, And Organization In Living Systems.....	206

654. Earth And Space Systems	208
655. Technology.....	210
656. Personal And Social Perspectives.	211
657. History Of Science.....	212
658. Interdisciplinary Concepts.....	212
659. -- 668. (Reserved).....	212
669. Language Arts/Communications Standards.....	212
670. Language Arts/Communications Standards - Kindergarten, Sections 671 Through 675.....	213
671. Reading.....	213
672. Writing.....	214
673. Listening.....	215
674. Speaking.....	215
675. Viewing.....	216
676. -- 678. (Reserved).....	216
679. Language Arts/Communications Standards - Grade 1, Sections 680 Through 684.	216
680. Reading.....	216
681. Writing.....	218
682. Listening.....	219
683. Speaking.....	220
684. Viewing.....	220
685. -- 687. (Reserved).....	220
688. Language Arts/Communications Standards - Grade 2, Sections 689 Through 693.	221
689. Reading.....	221
690. Writing.....	222
691. Listening.....	223
692. Speaking.....	223
693. Viewing.....	224
694. -- 696. (Reserved).....	224
697. Language Arts/Communications Standards - Grade 3, Sections 698 Through 702.	224
698. Reading.....	225
699. Writing.....	226
700. Listening.....	227
701. Speaking.....	228
702. Viewing.....	228
703. -- 705. (Reserved).....	229
706. Language Arts/Communications Standards - Grade 4, Sections 707 Through 711.	229
707. Reading.....	229
708. Writing.....	231
709. Listening.....	232
710. Speaking.....	232
711. Viewing.....	233
712. -- 714. (Reserved).....	234
715. Language Arts/Communications Standards - Grade 5, Sections 716 Through 720.	234
716. Reading.....	234
717. Writing.....	236
718. Listening.....	237
719. Speaking.....	237
720. Viewing.....	238
721. -- 723. (Reserved).....	238
724. Language Arts/Communications Standards - Grade 6, Sections 725 Through 729.	238
725. Reading.....	239
726. Writing.....	241

727. Listening.....	242
728. Speaking.....	243
729. Viewing.....	243
730. -- 732. (Reserved).....	244
733. Language Arts/Communications Standards - Grade 7, Sections 734 Through 738.....	244
734. Reading.....	244
735. Writing.....	246
736. Listening.....	248
737. Speaking.....	248
738. Viewing.....	249
739. -- 741. (Reserved).....	250
742. Language Arts/Communications Standards - Grade 8, Sections 743 Through 747.....	250
743. Reading.....	250
744. Writing.....	252
745. Listening.....	254
746. Speaking.....	254
747. Viewing.....	255
748. -- 750. (Reserved).....	256
751. Language Arts/Communications Standards - Grades 9 Through 12, Sections 752 Through 756.....	256
752. Reading.....	256
753. Writing.....	259
754. Listening.....	261
755. Speaking.....	262
756. Viewing.....	263
757. -- 766. (Reserved).....	264
767. Health Standards.....	264
768. Health Standards – Kindergarten, Sections 769 Through 773.....	264
769. Healthy Lifestyles.....	264
770. Risk-taking Behavior.....	265
771. Communication Skills For Healthy Relationships.....	265
772. Consumer Health.....	265
773. Mental And Emotional Wellness.....	266
774. -- 776. (Reserved).....	266
777. Health Standards - Grade 1, Sections 778 Through 782.....	266
778. Healthy Lifestyles.....	266
779. Risk-taking Behavior.....	267
780. Communication Skills For Healthy Relationships.....	267
781. Consumer Health.....	267
782. Mental And Emotional Wellness.....	267
783. -- 785. (Reserved).....	267
786. Health Standards - Grade 2, Sections 787 Through 791.....	267
787. Healthy Lifestyles.....	268
788. Risk-taking Behavior.....	268
789. Communication Skills For Healthy Relationships.....	268
790. Consumer Health.....	269
791. Mental And Emotional Wellness.....	269
792. -- 794. (Reserved).....	269
795. Health Standards - Grade 3, Sections 796 Through 800.....	269
796. Healthy Lifestyles.....	269
797. Risk-taking Behavior.....	270
798. Communication Skills For Healthy Relationships.....	270
799. Consumer Health.....	270

800. Mental And Emotional Wellness.....	270
801. -- 803. (Reserved).....	271
804. Health Standards - Grade 4, Sections 805 Through 809.	271
805. Healthy Lifestyles.	271
806. Risk-taking Behavior.	271
807. Communication Skills For Healthy Relationships.....	272
808. Consumer Health.	272
809. Mental And Emotional Wellness.....	272
810. -- 812. (Reserved).....	272
813. Health Standards - Grade 5, Sections 814 Through 818.	273
814. Healthy Lifestyles.	273
815. Risk-taking Behavior.	273
816. Communication Skills For Healthy Relationships.....	273
817. Consumer Health.	274
818. Mental And Emotional Wellness.....	274
819. -- 821. (Reserved).....	274
822. Health Standards - Grade 6, Sections 823 Through 827.	274
823. Healthy Lifestyles.	274
824. Risk-taking Behavior.	275
825. Communication Skills For Healthy Relationships.....	275
826. Consumer Health.	275
827. Mental And Emotional Wellness.....	276
828. -- 830. (Reserved).....	276
831. Health Standards - Middle Grades, Sections 832 Through 836.....	276
832. Healthy Lifestyles.	276
833. Risk-taking Behavior.	277
834. Communication Skills For Healthy Relationships.....	277
835. Consumer Health.	277
836. Mental And Emotional Wellness.....	277
837. -- 839. (Reserved).....	277
840. Health Standards – Grades 9 Through 12, Sections 841 Through 845.	278
841. Healthy Lifestyles.	278
842. Risk Taking Behavior.	280
843. Communication Skills For Healthy Relationships.....	281
844. Consumer Health.	282
845. Mental And Emotional Wellness.....	283
846. -- 855. (Reserved).....	283
856. Glossary Of Humanities Terms.	283
857. Idaho Humanities Standards.....	285
858. Interdisciplinary Humanities – Kindergarten Through Grade 3.	286
859. -- 863. (Reserved).....	286
864. Visual And Performing Arts – Kindergarten Through Grade 3, Sections 865 Through 867.....	286
865. Knowledge.....	286
866. Critical Thinking And Problem Solving.	286
867. Application/Expression.....	287
868. World History – Kindergarten Through Grade 3.....	287
869. -- 873. (Reserved).....	287
874. Foreign Language – Kindergarten Through Grade 3, Sections 875 Through 877.....	287
875. Knowledge.....	287
876. Critical Thinking And Problem Solving.	287
877. Appreciation/Expression.....	288
878. Interdisciplinary Humanities – Grades 4 And 5.	288

879. -- 884. (Reserved).....	288
885. Visual And Performing Arts – Grades 4 And 5, Sections 886 Through 888.....	288
886. Knowledge.....	288
887. Critical Thinking And Problem Solving.....	288
888. Application/Expression.....	289
889. World History – Grades 4 And 5.....	289
890. -- 894. (Reserved).....	289
895. Foreign Language – Grades 4 And 5, Sections 896 Through 898.....	289
896. Knowledge.....	289
897. Critical Thinking And Problem Solving.....	289
898. Appreciation/Expression.....	290
899. Interdisciplinary Humanities – Grades 6 Through 8.....	290
900. -- 904. (Reserved).....	290
905. Visual And Performing Arts – Grades 6 Through 8, Sections 906 Through 908.....	290
906. Knowledge.....	290
907. Critical Thinking And Problem Solving.....	290
908. Application/Expression.....	291
909. World History – Grades 6 Through 8.....	291
910. -- 914. (Reserved).....	291
915. Foreign Language Arts – Grades 6 Through 8, Sections 916 Through 918.....	291
916. Knowledge.....	291
917. Critical Thinking And Problem Solving.....	292
918. Appreciation/Expression.....	292
919. -- 923. (Reserved).....	292
924. Interdisciplinary Humanities – Grades 9 Through 12, Sections 925 Through 927.....	292
925. Knowledge.....	292
926. Critical Thinking And Problem Solving.....	293
927. Application/Expression.....	293
928. -- 932. (Reserved).....	293
933. Visual And Performing Arts – Grades 9 Through 12, Sections 934 Through 936.....	293
934. Knowledge.....	293
935. Critical Thinking And Problem Solving.....	294
936. Application/Expression.....	294
937. -- 941. (Reserved).....	294
942. World History – Grades 9 Through 12, Sections 943 Through 945.....	294
943. Knowledge.....	294
944. Critical Thinking And Problem Solving.....	295
945. Application/Expression.....	295
946. -- 950. (Reserved).....	295
951. Foreign Language – Grades 9 Through 12, Sections 952 Through 954.....	295
952. Knowledge.....	295
953. Critical Thinking And Problem Solving.....	296
954. Appreciation/Expression.....	296
955. -- 998. (Reserved).....	296
999. Gifted And Talented Programs.....	296

08.02.03 - RULES GOVERNING THOROUGHNESS

Docket No. **08-0203-0102**

111. Assessment In The Public Schools. (Effective Date: January 1, 2002)	299
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Bulletin Summary of Proposed Rulemakings

PUBLIC NOTICE OF INTENT TO PROPOSE OR PROMULGATE NEW OR CHANGED AGENCY RULES

The following agencies of the state of Idaho have published the complete text and all related, pertinent information concerning their intent to change or make the following rules in the new issue of the state Administrative Bulletin.

IDAPA 02 - DEPARTMENT OF AGRICULTURE PO Box 790, Boise, ID 83701-0790

Docket No. **02-0416-0101**, Rules Governing Agriculture Odor Management. Implements statutory changes; defines terms; implements standards and specifications for liquid waste systems, inspections, odor management plan development and contents, handling complaints, and penalties. Comment by: 10/24/01.

Docket No. **02-0418-0101**, Rules Governing CAFO Site Advisory Team. New chapter defines terms, establishes process and requirements for counties to make site suitability determination requests and for formation and duties of a CAFO Site Advisory Team. Comment by: 10/24/01

IDAPA 07 - DIVISION OF BUILDING SAFETY 1090 E. Watertower St., Meridian, ID 83642

Docket No. **07-0104-0102**, Rules Governing Electrical Specialty Licensing. Establishes a new Medium/High Voltage Specialty License. Comment by: 10/24/01.

Docket No. **07-0107-0101**, Rules Governing Continuing Education. Increases continuing education requirements for master and journeyman electrician license renewals to 24 hours in a 3-year period. Comment by: 10/24/01.

Docket No. **07-0312-0101**, Rules Governing Manufactured Home Installations. Incorporates by reference the January 1, 2002 edition of the Idaho Manufactured Home Installation Standard. Comment by: 10/24/01.

IDAPA 08 - IDAHO STATE BOARD OF EDUCATION/DEPARTMENT OF EDUCATION PO Box 83720, Boise, ID 83720-0037

Docket Nos. **08-0105-0101** and **08-0105-0102**, State of Idaho Scholarship Program. Repeal and rewrite of chapter. Comment by: 10/24/01.

Docket No. **08-0112-0101**, Rules Governing the Idaho Minority and "At-Risk" Student Scholarship Program. Provides for priority and selection of scholarship recipients, eligibility requirements, and appeals procedures. Comment by: 10/24/01.

Docket No. **08-0202-0101**, Rules Governing Uniformity. Establishes equitable reimbursement criteria, minimum standards for school bus construction, and school bus out-of-service matrix; increases local control in driver training methods; increases district accountability. Comment by: 10/24/01.

Docket Nos. **08-0203-0101** and **08-0203-0102**, Rules Governing Thoroughness. Revises state assessment program comprised of standardized tests, level tests, the Idaho Reading Indicator, and Direct Writing and Math Assessments; expands the testing population from grades 3-11 to grades K-12. Comment by: 10/24/01.

IDAPA 09 - DEPARTMENT OF LABOR 317 W. Main Street, Boise, ID 83735

Docket No. **09-0135-0104**, Rules of the Employer Accounts Bureau. Provides a "substance over form" analysis of

businesses for purposes of proper classification of wages, payments, workers and entities. Comment by: 10/24/01.

Docket No. **09-0135-0105**, Rules of the Employer Accounts Bureau. Clarifies how Professional Employer Organizations must report workers, whose EIN to use in such reports, and what procedures a PEO must use in order to transfer or pool client employer's experience rates. Comment by: 10/24/01.

Docket No. **09-0160-0101**, Complaint Procedures Under the Workforce Investment Act. Provides procedures for filing and processing program and discrimination complaints made by participants in Workforce Investment Act programs and by other interested parties. Comment by: 10/24/01.

**IDAPA 11 - IDAHO STATE POLICE
PO Box 700, Meridian, ID 83680-0700**

Docket No. **11-0201-0101**, Rules of the State Brand Board. Corrects the omission of the initial recording fee of \$50. Comment by: 10/24/01.

Docket No. **11-0501-0101**, Rules Governing Alcohol Beverage Control. Clarifies that fees should apply to Section 23-908, Idaho Code not just Section 23-908 (4). Comment by: 10/24/01.

Docket No. **11-1001-0101**, Rules Governing the ILETTS System - Idaho Law Enforcement Teletypewriter System. Further defines access and user fees and sets out specific fees and payment requirements for the ILETTS system. Comment by: 10/24/01.

Docket No. **11-1101-0102**, Rules of the Idaho Peace Officers Standards and Training Council. Updates minimum training standards for basic detention and basic juvenile detention academies; deletes outdated language; updates reciprocity language and curriculum requirements; clarifies language referencing college education. Comment by: 10/24/01.

**IDAPA 12 - DEPARTMENT OF FINANCE
PO Box 83720, Boise, ID 83720-0031**

Docket No. **12-0103-0101**, Rules Pursuant to the Idaho Collection Agency Law. Repeal of chapter. Comment by: 10/24/01.

Docket No. **12-0108-0101**, Rules Pursuant to the Idaho Securities Act. Implements new Investment Adviser Registration Depository system for Idaho investment advisers and their agents. Comment by: 10/24/01.

**IDAPA 13 - IDAHO DEPARTMENT OF FISH AND GAME
PO Box 25, Boise, ID 83707**

Docket No. **13-0104-0101**, Rules Governing Licensing. Considers additional and adjusts current Landowner Appreciation Permits; amends sale date for leftover controlled hunt permits; implements House Bill 43 providing for an Idaho Nursing Home Facility Resident Fishing Permit; authorizes sale of leftover nonresident tags, and adjusts outfitter allocation tag numbers. Comment by: 10/24/01.

Docket No. **13-0108-0101**, Rules Governing the Taking of Big Game Animals in Idaho. Increases mountain lion quotas to allow more hunting; authorizes primitive weapon hunts and defines primitive weapon. Comment by: 10/24/01.

Docket No. **13-0109-0101**, Rules Governing the Taking of Game Birds in Idaho. Sets annual season for Sandhill crane, September goose and for ducks and geese. Comment by: 10/24/01.

Docket No. **13-0117-0101**, Rules Governing the Use of Bait in Taking Big Game Animals. Allows preseason bear baiting in the Clearwater Study Area to increase harvest. Comment by: 10/24/01.

**IDAPA 15 - DIVISION OF HUMAN RESOURCES
PO Box 83720, Boise, ID 83720-0066**

Docket No. **15-0401-0101**, Rules of the Division of Human Resources and Personnel Commission. Changes conform to statutory changes; clarifies language; changes the reduction in force procedures for classified state employees. Comment by: 10/24/01.

**IDAPA 16 - DEPARTMENT OF HEALTH AND WELFARE
PO Box 83720, Boise, ID 83720-0036**

Docket No. **16-0208-0101**, Vital Statistics Rules. Increases fees for copies, searches, and other services regarding vital records. Comment by: 10/24/01.

Docket No. **16-0214-0101**, Rules Governing Construction and Operation of Public Swimming Pools in Idaho. Clarifies the definitions of public and private swimming pools. Comment by: 10/24/01.

Docket No. **16-0307-0101**, Rules Governing Home Health Agencies. Complies with the HCBS Waiver for the aged and disabled and with changes in federal regulations. Comment by: 10/24/01.

Docket No. **16-0308-0102**, Rules Governing Temporary Assistance for Families in Idaho. Makes the valuation and treatment of vehicles in the TAFI program consistent with that in the Food Stamp program. Comment by: 10/24/01.

The following dockets affect IDAPA 16.03.09 - Rules Governing the Medical Assistance Program in Idaho. Comment Deadline: 10/24/01.

Docket No. **16-0309-0107** - Allows for billing by the patients attending physicians who participate in Idaho Medicaid program for the services of a substitute physician.

Docket No. **16-0309-0108** - Simplifies the level of care determination process for Medicaid payment.

Docket No. **16-0309-0109** - Changes made to the Psychosocial Rehabilitative Services Program include: eligibility criteria for both adults and children; framework for plan oversight, service authorization and quality assurance; clarification of location of service, what is included in the service and task plans, what constitutes a closely related field, and service limitations; incorporates services which are currently billable, including Crisis Intervention, Collateral Contact, and Nursing; specifies provider agency requirements; and eliminates Occupational Therapists as PSR providers and Psychotherapy as a PSR service.

Docket No. **16-0309-0110** - Incorporates by reference the Medicare DMERC Supplier Manual; clarifies what the criteria and limitations are; and includes coverage criteria and limitations for equipment or supplies that are not covered by Medicare

Docket No. **16-0309-0112** - Allows for 24 chiropractic manipulation services per calendar year.

Docket No. **16-0309-0113** - Requires pharmacy providers to credit the Department for returned "Unit Dose" packaged medications defined as single unit of use, blister packaging, or unused injectable vials and ampules dispensed for inpatients of licensed skilled nursing facilities.

Docket No. **16-0309-0114** - Adds Licensed Marriage and Family Therapist to the qualified providers under Mental Health Clinic rules.

Docket No. **16-0310-0102**, Rules Governing Medicaid Provider Reimbursement in Idaho. Adds the special rate calculation methodologies for nursing Facilities under the prospective payment system. Comment by: 10/24/01.

Docket No. **16-0602-0101**, Rules Governing Standards for Child Care Licensing. Outlines qualification for Service Worker position. Comment by: 10/24/01.

Docket No. **16-0602-0102**, Rules Governing Standards for Child Care Licensing. Adds therapeutic outdoor camps under the childcare licensing rules. Comment by: 10/24/01.

**IDAPA 17 - IDAHO INDUSTRIAL COMMISSION
PO Box 83720, Boise, ID 83720-0041**

Docket No. **17-0602-0101**, Boiler and Pressure Vessel Safety Rules - Administration. Adopts the latest national safety standards; provides location for reviewing standards; and provides for the testing and inspection of certain pressure vessels by a professional testing laboratory and the American Petroleum Institute compliance standards. Comment by: 10/24/01.

Docket No. **17-0701-0101**, Safety rules for Elevators and Escalators - General Requirements. Updates state's safety standards to comply with the national elevator safety standards that have been incorporated by reference. Comment by: 10/24/01.

**IDAPA 19 - IDAHO STATE BOARD OF DENTISTRY
708 ½ W. Franklin St., Boise, ID 83702**

Docket No. **19-0101-0101**, Rules of the Idaho State Board of Dentistry. Updates the Incorporations by Reference section; changes anesthesia permit renewals to coincide with the evaluation process; adds the requirement of Advanced Cardiac Life Support certification for conscious sedation permit holders. Comment by: 10/24/01.

**IDAPA 20 - DEPARTMENT OF LANDS
PO Box 83720, Boise, ID 83720-0050**

Docket No. **20-0314-0101**, Grazing Leases and Cropland Leases. Changes reflect Idaho State Board of Land Commissioners' policy and court decisions effecting management of endowment lands classified for grazing and cropping purposes including the appeal process, the reclassification of land use, the lease application and cancellation process, the lease adjustment process and grazing management plans. Comment by: 10/24/01.

**IDAPA 21 - DIVISION OF VETERANS SERVICES
320 Collins Road, Boise, ID 83702**

Docket No. **21-0101-0101**, Rules Governing Admission, residency, and Maintenance Charges in Idaho. Clarifies certain admissions requirements; and incorporates Health Care Financing Administration requirements. Comment by: 10/25/01.

Docket No. **21-0102-0101**, Rules Governing Emergency Relief for Veterans. Adds required sections to the rule. Comment by: 10/25/01.

Docket No. **21-0103-0101**, Rules Governing Medicaid Qualified Units in Idaho. Adds required sections; clarifies Medicaid resident charges during leave of absence or hospitalization. Comment by: 10/25/01.

**IDAPA 22 - IDAHO STATE BOARD OF MEDICINE
PO Box 83720, Boise, ID 83720-0058**

Docket No. **22-0103-0101**, Rules for the Licensure of Physicians Assistants. Provides change in prescriptive authority to physician assistants from current Schedule III - V to Schedule II - V; allows use of non-incising lasers under supervision; adds required sections. Comment by: 10/24/01.

Docket No. **22-0105-0101**, Rules for Registration of Physical Therapists and Physical Therapists Assistants. Repeal of chapter. Comment by: 10/24/01.

Docket No. **22-0105-0102**, Rules for Registration of Physical Therapists and Physical Therapists Assistants. Rewrite of chapter provides clearer definitions of licensees and practice; defines levels of supervision of licensed and supportive personnel; and define the role of the advisory committee in discipline procedures. Comment by: 10/24/01.

Docket No. **22-0114-0101**, Rules Relating to Complaint Investigation. Provides guidelines for selection of consultants for the investigation process, processing complaints outside the Board's authority and performance indicators for proactive investigations. Comment by: 10/24/01.

**IDAPA 24 - BUREAU OF OCCUPATIONAL LICENSES
1109 Main Street, Suite 220, Boise, ID 83702**

Docket No. **24-0101-0101**, Rules of the Board of Architectural Examiners. Adds required sections; updates and clarifies board organization; replaces reference to "Executive Secretary" with "Bureau"; clarifies qualification of applicants; provides rules for architect intern. Comment by: 10/24/01.

Docket No. **24-0201-0101**, Rules of the Board of Barber Examiners. Amends first aid kit definition and barbering practice; defines and clarifies terms; clarifies meeting and examination dates, application requirements, test fee responsibility, endorsement and examination requirements, barber shop licensure requirements, and requirements for barber colleges, instructors, and student registrations; provides for barber-stylist fees; deletes temporary permits; inserts legal resident requirement; provides grandfather rights for barber-stylist license; provides curriculums for barber and barber-stylist instruction. Comment by: 10/24/01.

Docket No. **24-0301-0101**, Rules of the Board of Chiropractic Physicians. Adds required sections; defines terms; deletes application deadline and standardizes the photo requirement; clarifies license renewal date and application

and renewal process for inactive status; authorizes the Board to review and approve continuing education offerings; requires licensees to maintain continuing education documentation; defines and restricts distance learning for continuing education, and process for approval of continuing education courses; provides for further definition, supervision, and practice limitations for interns; provides for the application and conditions for issuance of a temporary permit; provides for training for peer review committee members. Comment by: 10/24/01.

Docket No. **24-0401-0101**, Rules of the Board of Cosmetology. Adds required sections; deletes references to student loan defaults and temporary permits; clarifies application process, deadline requirement for final training records, and supervision requirements for apprentices; revises training requirements and exam requirements to require mannequins instead of live models; inserts provisions for nail tech and esthetics instructors. Comment by: 10/24/01.

Docket No. **24-0901-0101**, Rules of the Board of Examiners of Nursing Home Administrators. Adds required sections; increases original license fee, renewal fee, application fee, temporary permit fee, administrator in training fee, and reinstatement fee; provides for application for registration of administrators-in-training and effective date of training; and provides for application and registration for administrator designees. Comment by: 10/24/01.

Docket No. **24-1001-0101**, Rules of the Board of Optometry. Provides for reinstatement for up to 5 years with payment of \$150 renewal fee and proof of continuing education for each year; establishes a waiver of continuing education requirements for the first license renewal; and adds to unprofessional conduct by inclusion of health care professionals. Comment by: 10/24/01.

Docket No. **24-1101-0102**, Rules of the Board of Podiatry. Adds requirements for obtaining a license by endorsement; clarifies the documentation and attendance verification requirements for continuing education. Comment by: 10/24/01.

Docket No. **24-1201-0101**, Rules of the Board of Psychologist Examiners. Defines terms; clarifies that official certification must be received from issuing entities; replaces "reciprocity" with "endorsement" throughout; adds requirements for licensure by endorsement; adds reference for licensure of Senior Psychologist; deletes reference to oral exams; corrects reference to the Code of Conduct; clarifies renewal and reinstatement process. Comment by: 10/24/01.

Docket No. **24-1501-0101**, Rules of the Licensing Board of Professional Counselors and Marriage and Family Therapists. Adds required sections and rule for application process; clarifies supervised experience requirements; identifies approved exams and passing scores; replaces Private Practice category with Clinical category; clarifies CE requirements and renewal and reinstatement provisions; insert references to Marriage & Family Therapy license throughout; adds fees; clarifies endorsement requirements; adopts Codes of Ethics. Comment by: 10/24/01.

Docket No. **24-1801-0101**, Rules of the Real Estate Appraiser Board. Adds required sections; incorporates by reference and refers to USPAP instead of Uniform Standards of Professional Appraisal Practice; deletes unnecessary references; clarifies application and that legal advice is furnished by Bureau contract; adds fee and requirements for trainee registration and supervision. Comment by: 10/24/01.

Docket No. **24-1901-0101**, Rules of the Board of Residential Care Facility Administrators. Adds required sections; clarifies application requirement; sets meetings at least semi-annually; adopts use of the national NAB licensure exam; clarifies exam requirements for the part specific to Idaho. Comment by: 10/24/01.

Docket No. **24-2001-0101**, Rules of the Bureau of Occupational Licenses. Repeal of chapter. Comment by: 10/24/01.

Docket No. **24-2001-0102**, Rules of the Bureau of Occupational Licenses. Rewrite of chapter revises the administrative procedures of the Bureau. Comment by: 10/24/01.

IDAPA 25 - OUTFITTERS AND GUIDES LICENSING BOARD
1365 North Orchard, Suite 172, Boise, ID 83706

Docket No. **25-0101-0101**, Rules of the Outfitters and Guides Licensing Board. License needed to operate on both public and private land; failure to pay state taxes is unethical/unprofessional conduct; provides for hearing to decide the successful applicant when more than one applicant submits an application with landowner signoffs and that a licensed outfitter has priority for any opportunities within that outfitter's existing area boundaries; outfitter may not

operate in an area without a landowner or land manager signoff; provides for multiple year licenses; outfitter license is not transferable; all float boats occupied by three or more clients shall be under the control of a licensed guide. Comment by: 10/24/01.

**IDAPA 26 - IDAHO DEPARTMENT OF PARKS AND RECREATION
PO Box 83720, Boise, ID 83720-0065**

Docket No. **26-0130-0101**, Idaho Safe Boating Rules. Requires personal flotation devices to be worn by children 14 and younger while onboard vessels 19 feet or less when vessel is underway. Comment by: 10/24/01.

**IDAPA 27 - IDAHO BOARD OF PHARMACY
PO Box 83720, Boise, ID 83720-0067**

Docket No. **27-0101-0101**, Rules of the Board of Pharmacy. Allows Pharmacy Externs to register with Board only once while they are in school and have the registration continue so long as they remain in school. Comment by: 10/24/01.

Docket No. **27-0101-0102**, Rules of the Board of Pharmacy. Increases fees for various registrations and licenses issued by the Board. Comment by: 10/24/01.

**IDAPA 29 - IDAHO POTATO COMMISSION
PO Box 1068, Boise, ID 83701-1068**

Docket No. **29-0102-0101**, Rules Governing Payment of Advertising Tax and Usage of Federally Registered Trademarks. Allows use of a sticker to label Idaho potatoes; makes corrections that conform to statutory changes; adds required sections. Comment by: 11/14/01.

**IDAPA 31 - IDAHO PUBLIC UTILITIES COMMISSION
PO Box 83720, Boise, ID 83720-0074**

Docket No. **31-4201-0101**, The Title 62 Telephone Corporation Rules. Deletes rules adopting interconnection and access standards for facilities-based competitive telephone corporations that provide basic local service to previously unserved areas of the state. Comment by: 10/24/01.

**IDAPA 35 - IDAHO STATE TAX COMMISSION
PO Box 36, Boise, ID 83722**

Docket No. **35-0100-0101**, Notice of Rulemaking Action Affecting the Administrative Rules of the State Tax Commission. Adds required sections for most rule chapters of the Tax Commission. Comment by: 10/24/01.

Docket No. **35-0101-0101**, Income Tax Administrative Rules. Adds documents through incorporation by reference; makes numerous changes most of which conform to statutory requirements. Comment by: 10/24/01.

Docket No. **35-0102-0102**, Sales and Use Tax Administrative Rules. Changes conform to statutory changes; clarifies treatment of manufacturers' rebates that are paid to the consumer by the retailer when the retailer in turn is reimbursed by the manufacturer; clarifies type of equipment that qualifies for the pollution control exemption; clarifies related party transfers and sales to family members of motor vehicles; clarifies that person giving away the prize is responsible for the sales and use tax on items that are given away in contests, drawing and raffles. Comment By: 10/24/01.

Docket No. **35-0103-0102**, Property Tax Administrative Rules. Exempts certain tangible personal property considered to be agricultural machinery and equipment and includes equipment not exclusively used for agriculture; clarifies categories dealing with manufactured housing; adds the term "land used to produce nursery stock." Comment by: 10/24/01.

Docket No. **35-0103-0104**, Property Tax Administrative Rules. Clarifies application process to become a certified appraiser; clarifies rules dealing with the identification of manufactured housing for equalization purposes; incorporates documents by reference; clarifies what documentation is required for dissolution and disincorporation of cities, taxing districts and urban renewal areas; clarifies when an additional plant facilities fund levy for school districts or libraries can be initiated and when penalty procedures when a taxing district fails to notify the county clerk of budget hearings. Comment by: 10/24/01.

Docket No. **35-0103-0105**, Property Tax Administrative Rules. Clarifies that “owner” includes a partner of a limited partnership, member of a limited liability company or a shareholder of a corporation and that a five percent (5%) interest for ownership in limited liability company, partnership, corporation, estate or trust is required to be eligible for the homeowner’s exemption; adds there will be no reduction to benefits if the claimant is a partner of a limited partnership, a member of a limited liability company, or shareholder of a corporation, unless some other shared ownership exists and clarifies that the reduction is to value and not to benefits for partial ownerships. Comment by: 10/24/01.

Docket No. **35-0108-0101**, Mine License Tax Administrative Rules. Identifies the effective dates for the different mine license tax rates and discusses the application of the tax rate change. Comment by: 10/24/01.

Docket No. **35-0201-0101**, Tax Commission Administration and Enforcement Rules. Defines “Date of Filing”; clarifies when individuals are not required to pay amounts over \$100,000 to the Tax Commission using electronic funds transfer; clarifies how the taxpayer may direct the Tax Commission to apply partial payments when the taxpayer has multiple tax obligations; adds the interest rate for calendar year 2002; clarifies the calculation of penalties. Comment by: 10/24/01.

**IDAPA 37 - IDAHO DEPARTMENT OF WATER RESOURCES
1301 North Orchard, Boise, ID 83706**

Docket No. **37-0201-0101**, Comprehensive State Water Plan Rules. Removes need to review the Comprehensive State Water Plan every 5 years. Comment by: 10/24/01.

**IDAPA 45 - IDAHO HUMAN RIGHTS COMMISSION
PO Box 83720, Boise, ID 83720**

Docket No. **45-0101-0101**, Rules of the Idaho Human Rights Commission. Defines “religion,” “because of sex,” and “substantially limits”. Comment by: 10/24/01.

**IDAPA 58 - DEPARTMENT OF ENVIRONMENTAL QUALITY
1410 N. Hilton, Boise, ID 83706-1255**

Docket No. **58-0114-0101**, Rules for Administration of Agricultural Water Quality Program. Repeal of chapter. Comment by: 10/24/01.

PUBLIC HEARINGS – Public Hearings Have Been Scheduled For The Following Dockets:

Department of Agriculture: Docket Nos. **02-0416-0101** and **02-0418-0101**

Department/Board of Education: Docket Nos. **08-0105-0101**, **08-0105-0102**, **08-0112-0101**, **08-0202-0101**, and **08-0203-0101**

Department of Fish and Game: Docket Nos. **13-0108-0102** and **13-0111-0111**.

Division of Human Resources: Docket No. **15-0401-0101**

Department of Health and Welfare: Docket No. **16-0309-0109**, **16-0602-0101** and **16-0602-0102**

Department Of Lands: Docket No. **20-0314-0101**

Division of Veterans Services: Docket No. **21-0101-0101**

Department of Parks And Recreation: Docket No. **26-0130-0101**

Idaho Potato Commission: Docket No. **29-0102-0101**

Idaho Human Rights Commission: Docket No. **45-0101-0101**

Please refer to the Idaho Administrative Bulletin, **October 3, 2001, Volume 01-10** for notices and text of all rulemakings, public hearing schedules, Governor's executive orders, and agency contact names.

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CUMULATIVE RULEMAKING INDEX OF IDAHO ADMINISTRATIVE RULES

**This index tracks the history of all agency rulemakings from 1993 to the present.
It includes all rulemaking activities on each chapter of rules
and includes negotiated, temporary, proposed, pending
and final rules, public hearing notices
and vacated rulemaking notices.**

Subject Index

Numerics

2+2 or 4+2 77

A

Abbreviations, IDAPA 02.04.16, Rules Governing Agriculture Odor Management 27
Abbreviations, IDAPA 02.04.18, Rules Governing CAFO Site Advisory Team 37
Accepted Agricultural Practices, Agriculture Odor Management 28
Accredited Institution, Teacher Certification 66
Additional Responsibilities Of Eligible Postsecondary Institutions 62
Administration 57
Administration, Gifted And Talented Student Program 297
Adoption Of 1997 Uniform Plumbing Code 45
All Students 73
Alternative Assessment 73
Announcement Of Award 55
Annual Educational Costs 56
Annual Inspection, School Buses 67
Appeal Procedure 57
Appeal Procedure, Objectives Of The Idaho Minority And At-risk Student Scholarship Program 62
Applicable Best Management Practices, Agriculture Odor Management 28
Application For Initial Scholarship 55
Assessment 73
Assessment In The Public Schools 299
Assessment Methods, Preservice Educators 66
Assessment Schedule 300
Assessment Standards 73
Assessment, Placement Decisions For Gifted And Talented Students 297
Assurances, Assessment In The Public Schools 301
Authentic 74
Authority Of The State Board Of Education 58

B

Basic Arithmetic, Estimation, And Accurate Computations 114

Basic Educational Skills Training 74
Board Decision 57

C

CAFO Site Advisory Team 36
Cellular And Molecular Concepts 203
Certification Of Enrollment 56
Citizen Responsibilities And Rights 164
Civic Life, Politics And Government 160
Classic Texts 74
Communication Skills For Healthy Relationships 281
Communication With State Officials 55
Complaints, Agriculture Odor Management 32
Comprehensive Assessment Program, Statewide Assessment Program 300
Concentrated Animal Feeding Operation (CAFO) 36
Concept Of Money 166
Concepts And Language Of Algebra 116
Concepts And Principles Of Geometry 117
Concepts And Principles Of Measurement 115
Concepts Of Physical Science 201
Concepts Of Scientific Inquiry 200
Consumer Health 282
Content, Statewide Assessment Program 299
Contents Of A Request To Form A Site Advisory Team, CAFO Site Advisory Team 38
Contents Of An Odor Management Plan, Agriculture Odor Management 30
Context (Of A Performance Assessment) 74
Continuing Education Requirements 42
Continuing Eligibility 54
Continuing Eligibility, Objectives Of The Idaho Minority And At-risk Student Scholarship Program 62
Cooperative Work Experience 74
Core Competency, High School 78
Core Subjects, High School 78
Costs Of Additional Services, Assessment In The Public Schools 301

Costs Paid By The State, Assessment In The Public Schools 301
Criteria, What Is Expected In Student Performance 74
Critical Thinking And Analytical Skills 154
Cues, Information Used To Construct Meaning 74
Cultural And Social Development 159
Curriculum Guides, State Department Of Education 77

D

Data Analysis, Probability, And Statistics 118
Deadline For Acceptance 55
Decode 74
Definitions A - G 73
Definitions H - S 75
Definitions T - Z 76
Definitions, IDAPA 02.04.16, Rules Governing Agriculture Odor Management 26
Definitions, IDAPA 02.04.18, Rules Governing CAFO Site Advisory Team 36
Definitions, IDAPA 08.01.12, Idaho Minority And At-Risk Student Scholarship Program 60
Definitions, IDAPA 08.02.03, Section 456 296
Demographic Information, Assessment In The Public Schools 301
Department Approval, Odor Management Plans, Agriculture Odor Management 30
Designation Of The Team Leader, Formation Of A Site Advisory Team 37
Distribution Of Funds, Objectives Of The Idaho Minority And At-risk Student Scholarship Program 61
District Plan, Gifted And Talented Education Requirements 296
Documentation Of Inspection, School Buses 67
Dual Enrollment, Testing In The Public Schools 301

E

Earth And Space Systems 208

Economic Institutions 167
Economics 165
Eligibility Following Interruption Of
Continuous Enrollment 54
Emergent Literacy 74
Employability Skills 74
Entry-Level Skills 74
Evaluation (Student) 74
Evolution Of Democracy 154
Experiential Education 74
Exploration And Expansion 156
Exploratory Experience 74

F

Financial Need, Objectives Of The Idaho
Minority And At-risk Student
Scholarship Program 62
First Time Violations, Agriculture Odor
Management 32
Fluency 75
Formation Of A Site Advisory Team
37
Foundations Of The American Political
System 160, 162
Functions And Mathematical Models
119
Fundamentals 165

G

GENRE 75
Gifted And Talented Programs, State
Department Of Education 296
Government/Civics 159
Graphophonic/Graphophonemic 75

H

Health Standards 278
Health/Wellness 80
Healthy Lifestyles 278
High School Graduation Standards 79
History Of Science 212
Humanities 79

I

Influences 167
Initial Applications 55
Inspections, Agriculture Odor Manage-
ment 29
Instructional Requirements, Elementa-
ry, Middle, Junior And High
Schools 77
Interdependence Of Organisms And Bi-
ological Change 204
Interdisciplinary Concepts 212

Interdisciplinary Or Integrated Assess-
ment 75
Interim Measures, Odor Management
Plans, Agriculture Odor Manage-
ment 30
International Relations And Conflicts
158

K

K - 12 State Achievement Standards
80

L

Land Application System, Contents Of
An Odor Management Plan, Agri-
culture Odor Management 31
Language Arts/Communications Stan-
dards 256
Legal Compliance, With Governing
Gifted And Talented Education
Requirements 296
Liquid Waste System 26
Liquid Waste Systems, Agriculture
Odor Management 28
Liquid-Solid Separation 26
Listening 261

M

Maintenance Standards And Inspec-
tions, School Buses 67
Mathematical Reasoning And Problem
Solving 114
Mathematics And Science 79
Mathematics Standards 81, 113
Matter, Energy, And Organization In
Living Systems 206
Medium/High Voltage Specialty Elec-
trical Contractor License 41
Medium/High Voltage Specialty Elec-
trical License 40
Medium/High Voltage Specialty Elec-
trical Trainee 41
Medium/High Voltage Specialty Jour-
neyman Electrical Worker 41
Mental And Emotional Wellness 283
Migration And Immigration 157
Monetary Value Of The Scholarship
52
Monetary Value Of The Scholarship,
Objectives Of The Idaho Minority
And At-risk Student Scholarship
Program 61

N

Narrative 75
Norm-Referenced Assessment 75
Notification Of County Commissioners,
Inspections, Agriculture Odor
Management 29
Notification Of Team Members, Forma-
tion Of A Site Advisory Team 38
Number Of Scholarships -- Priority For
Award 52

O

OMP Development, Odor Management
Plans, Agriculture Odor Manage-
ment 30
Objectives Of The Idaho Minority And
At-risk Student Scholarship Pro-
gram 61
Odor Emissions Caused By An Act Of
God, Odor Management Plans, Agri-
culture Odor Management 30
Odor Management Plans, Agriculture
Odor Management 30
On-Demand Assessment 75
Organization And Formation Of The
American System Of Govern-
ment 163
Other Required Subjects, High School
78

P

Payment Of Scholarships 56
Performance Assessment 75
Performance Criteria 75
Performance-Based Assessment 75
Personal And Social Perspectives 211
Personal Finance 168
Philosophy, Assessment In The Public
Schools 299
Phonics 75
Political, Social, And Economic Re-
sponse To Industrialization And
Technological Innovation 157
Portfolio 75
Preservice Competency, Initial Idaho
Certification 66
Preservice Technology Standards,
Teachers And Administrators 66
Print Awareness 75
Priority For Awards, Objectives Of The
Idaho Minority And At-risk Stu-
dent Scholarship Program 61
Proficiency 75

Program Operations, School Transportation System 68

Q

Qualifications For Medium/High Voltage Specialty Electrical Contractor License 41

R

Ranking, Scholarship Recipients 54
Reading, Content Standard 256
Recipients Of Scholarships 55
Records Obtained By The Department, Inspections, Agriculture Odor Management 29
Responsibilities Of Eligible Postsecondary Educational Institutions In Idaho 55
Responsibilities Of Scholarship Applicants And Recipients 55
Review Of OMP, Odor Management Plans, Agriculture Odor Management 30
Review Of Request, Request To Form A Site Advisory Team 39
Risk Taking Behavior 280

S

Safety, School Buses 67
Schedule For Application, Notice, And Response To Communications 55
School Bus Drivers And Vehicle Operation 67
School-To-Work Transition 75
Science Standards 198
Scoring And Report Formats, Assessment In The Public Schools 299
Screening, Process For Identifying Gifted And Talented Students 297
Secondary Language Arts And Communication 79
Selection Of Scholarship Recipients, Objectives Of The Idaho Minority And At-risk Student Scholarship Program 62
Service Learning 76
Services, Statewide Testing 301
Site Suitability Determination, CAFO Site Advisory Team 39
Skill Certificate 76
Social Studies 79
Social Studies Standards 153

Speaking, Content Standard 262
Standardization 76
Standards 76
Standards And Specifications For Liquid Waste Systems, Agriculture Odor Management 29
Standards, Preservice Technology 66
Standards, Students Will Meet The Standards Of The State 77
Standards-Based Education 76
Structured Work Experience 76
Student Learning Goals (Outcomes) 76
Subcommittee Recommendations 57, 63
Subsequent Violations, Agriculture Odor Management 32
Suitability Determination 37

T

Tech Prep/Associate Degree (TPAD) Program 76
Technology 210
Technology Education 76
Test Security 301
Testing Population, Assessment In The Public Schools 299
Tiered Implementation, Contents Of An Odor Management Plan, Agriculture Odor Management 32
Total Quality Management 77
Transfer Of Scholarship 54
Transferable Skills 77
Transmittal To Subcommittee 57, 63
Transportation, School Bus Standards 66

U

Unifying Concepts Of Science 199
United States Foreign Affairs 164
United States History 155
Unsafe Vehicle, School Buses 67

V

Vehicle Identification, School Buses 66
Vicinity Map With Site Location, Request To Form A Site Advisory Team 38
Viewing 263

W

Waste Collection and Conveyance Systems 27

Wastewater Collection And Conveyance Systems, Liquid Waste Systems, Agriculture Odor Management 29
Wastewater Storage and Containment Facilities 27
Withdrawal From Institution 56
Word Recognition 77
Writing 259
Writing Process 77
Written Policy, Pupil Transportation System 68