

# Table of Contents

---

## 08.02.03 - RULES GOVERNING THOROUGHNESS

000. LEGAL AUTHORITY.....	14
001. TITLE AND SCOPE.....	14
002. WRITTEN INTERPRETATIONS.....	14
003. ADMINISTRATIVE APPEALS.....	14
004. INCORPORATION BY REFERENCE.....	14
005. OFFICE – OFFICE HOURS – MAILING ADDRESS AND STREET ADDRESS.....	14
006. PUBLIC RECORDS ACT COMPLIANCE.....	14
007. DEFINITIONS A - G.....	14
008. DEFINITIONS H – S.....	16
009. DEFINITIONS T – Z.....	17
010. -- 099. (RESERVED).....	18
100. BASIC CURRICULUM.....	18
101. KINDERGARTEN CURRICULUM.....	18
102. INSTRUCTIONAL REQUIREMENTS.....	18
103. CORE OF INSTRUCTION GRADES 1-12.....	19
104. OTHER REQUIRED INSTRUCTION.....	19
105. GRADUATION FROM HIGH SCHOOL.....	20
106. (RESERVED).....	20
107. HIGH SCHOOL GRADUATION STANDARDS (EFFECTIVE JULY 1, 2000).....	20
108. GUIDANCE PROGRAMS (SECTION 33-1212, IDAHO CODE).....	21
109. SPECIAL EDUCATION.....	21
110. ALTERNATIVE SECONDARY PROGRAMS (SECTION 33-1002; 33-1002C; 33-1002F, IDAHO CODE).....	26
111. ASSESSMENT IN THE PUBLIC SCHOOLS.....	27
112. CURRICULAR MATERIALS SELECTION (SECTIONS 33-118; 33-118A, IDAHO CODE).....	30
113. -- 119. (RESERVED).....	30
120. COMMUNICATION.....	30
121. -- 129. (RESERVED).....	30
130. TECHNOLOGY.....	30
131. -- 139. (RESERVED).....	31
140. WORKFORCE SKILLS.....	31
141. -- 149. (RESERVED).....	31
150. BASIC VALUES.....	31
151. -- 159. (RESERVED).....	31
160. SAFE ENVIRONMENT AND DISCIPLINE.....	31
161. -- 169. (RESERVED).....	32
170. CITIZENSHIP.....	32
171. -- 199. (RESERVED).....	32
200. K-12 STATE ACHIEVEMENT STANDARDS.....	32
201. -- 209. (RESERVED).....	32
210. ACHIEVEMENT STANDARDS DEFINITION.....	32
211. KINDS OF STANDARDS.....	32
212. -- 214. (RESERVED).....	32
215. ABBREVIATIONS.....	32
216. GLOSSARY OF MATHEMATICAL TERMS.....	33
217. -- 254. (RESERVED).....	35
255. MATHEMATICS STANDARDS.....	35

256. MATHEMATICS STANDARDS - GRADE KINDERGARTEN, SECTIONS 257 THROUGH 263....	35
257. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS. ....	35
258. MATHEMATICAL REASONING AND PROBLEM SOLVING. ....	35
259. CONCEPTS AND PRINCIPLES OF MEASUREMENT. ....	36
260. CONCEPTS AND LANGUAGE OF ALGEBRA. ....	36
261. CONCEPTS AND PRINCIPLES OF GEOMETRY. ....	36
262. DATA ANALYSIS, PROBABILITY, AND STATISTICS. ....	37
263. FUNCTIONS AND MATHEMATICAL MODELS. ....	37
264. -- 265. (RESERVED).....	37
266. MATHEMATICS STANDARDS - GRADE 1, SECTIONS 267 THROUGH 273. ....	37
267. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS. ....	37
268. MATHEMATICAL REASONING AND PROBLEM SOLVING. ....	38
269. CONCEPTS AND PRINCIPLES OF MEASUREMENT. ....	38
270. CONCEPTS AND LANGUAGE OF ALGEBRA. ....	38
271. CONCEPTS AND PRINCIPLES OF GEOMETRY. ....	39
272. DATA ANALYSIS, PROBABILITY, AND STATISTICS. ....	39
273. FUNCTIONS AND MATHEMATICAL MODELS. ....	39
274. -- 275. (RESERVED).....	40
276. MATHEMATICS STANDARDS - GRADE 2, SECTIONS 277 THROUGH 283. ....	40
277. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS. ....	40
278. MATHEMATICAL REASONING AND PROBLEM SOLVING. ....	40
279. CONCEPTS AND PRINCIPLES OF MEASUREMENT. ....	41
280. CONCEPTS AND LANGUAGE OF ALGEBRA. ....	41
281. CONCEPTS AND PRINCIPLES OF GEOMETRY. ....	41
282. DATA ANALYSIS, PROBABILITY, AND STATISTICS. ....	42
283. FUNCTIONS AND MATHEMATICAL MODELS. ....	42
284. -- 285. (RESERVED).....	42
286. MATHEMATICS STANDARDS - GRADE 3, SECTIONS 287 THROUGH 293. ....	42
287. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS. ....	42
288. MATHEMATICAL REASONING AND PROBLEM SOLVING. ....	43
289. CONCEPTS AND PRINCIPLES OF MEASUREMENT. ....	43
290. CONCEPTS AND LANGUAGE OF ALGEBRA. ....	44
291. CONCEPTS AND PRINCIPLES OF GEOMETRY. ....	44
292. DATA ANALYSIS, PROBABILITY, AND STATISTICS. ....	44
293. FUNCTIONS AND MATHEMATICAL MODELS. ....	45
294. -- 295. (RESERVED).....	45
296. MATHEMATICS STANDARDS - GRADE 4, SECTIONS 297 THROUGH 303. ....	45
297. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS. ....	45
298. MATHEMATICAL REASONING AND PROBLEM SOLVING. ....	46
299. CONCEPTS AND PRINCIPLES OF MEASUREMENT. ....	46
300. CONCEPTS AND LANGUAGE OF ALGEBRA. ....	47
301. CONCEPTS AND PRINCIPLES OF GEOMETRY. ....	47
302. DATA ANALYSIS, PROBABILITY, AND STATISTICS. ....	47
303. FUNCTIONS AND MATHEMATICAL MODELS. ....	48
304. -- 305. (RESERVED).....	48
306. MATHEMATICS STANDARDS - GRADE 5, SECTIONS 307 THROUGH 313. ....	48
307. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS. ....	48
308. MATHEMATICAL REASONING AND PROBLEM SOLVING. ....	49
309. CONCEPTS AND PRINCIPLES OF MEASUREMENT. ....	49
310. CONCEPTS AND LANGUAGE OF ALGEBRA. ....	50
311. CONCEPTS AND PRINCIPLES OF GEOMETRY. ....	50
312. DATA ANALYSIS, PROBABILITY AND STATISTICS.....	51

313. FUNCTIONS AND MATHEMATICAL MODELS.....	51
314. -- 315. (RESERVED).....	51
316. MATHEMATICS STANDARDS - GRADE 6, SECTIONS 317 THROUGH 323.....	51
317. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.....	51
318. MATHEMATICAL REASONING AND PROBLEM SOLVING.....	52
319. CONCEPTS AND PRINCIPLES OF MEASUREMENT.....	53
320. CONCEPTS AND LANGUAGE OF ALGEBRA.....	53
321. CONCEPTS AND PRINCIPLES OF GEOMETRY.....	54
322. DATA ANALYSIS, PROBABILITY AND STATISTICS.....	54
323. FUNCTIONS AND MATHEMATICAL MODELS.....	55
324. -- 325. (RESERVED).....	55
326. MATHEMATICS STANDARDS - GRADE 7, SECTIONS 327 THROUGH 333.....	55
327. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.....	55
328. MATHEMATICAL REASONING AND PROBLEM SOLVING.....	56
329. CONCEPTS AND PRINCIPLES OF MEASUREMENT.....	56
330. CONCEPTS AND LANGUAGE OF ALGEBRA.....	57
331. CONCEPTS AND PRINCIPLES OF GEOMETRY.....	57
332. DATA ANALYSIS, PROBABILITY AND STATISTICS.....	58
333. FUNCTIONS AND MATHEMATICAL MODELS.....	58
334. -- 335. (RESERVED).....	59
336. MATHEMATICS STANDARDS - GRADE 8, SECTIONS 337 THROUGH 343.....	59
337. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.....	59
338. MATHEMATICAL REASONING AND PROBLEM SOLVING.....	59
339. CONCEPTS AND PRINCIPLES OF MEASUREMENT.....	60
340. CONCEPTS AND LANGUAGE OF ALGEBRA.....	60
341. CONCEPTS AND PRINCIPLES OF GEOMETRY.....	61
342. DATA ANALYSIS, PROBABILITY AND STATISTICS.....	61
343. FUNCTIONS AND MATHEMATICAL MODELS.....	62
344. -- 345. (RESERVED).....	62
346. MATHEMATICS STANDARDS - GRADES 9 THROUGH 12, SECTIONS 347 THROUGH 353.....	62
347. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.....	62
348. MATHEMATICAL REASONING AND PROBLEM SOLVING.....	63
349. CONCEPTS AND PRINCIPLES OF MEASUREMENT.....	63
350. CONCEPTS AND LANGUAGE OF ALGEBRA.....	63
351. CONCEPTS AND PRINCIPLES OF GEOMETRY.....	64
352. DATA ANALYSIS, PROBABILITY, AND STATISTICS.....	64
353. FUNCTIONS AND MATHEMATICAL MODELS.....	65
354. -- 363. (RESERVED).....	65
364. SOCIAL STUDIES STANDARDS.....	65
365. SOCIAL STUDIES STANDARDS - GRADE KINDERGARTEN, SECTIONS 366 THROUGH 378.....	66
366. CRITICAL THINKING AND ANALYTICAL SKILLS.....	66
367. EVOLUTION OF DEMOCRACY.....	66
368. EXPLORATION AND EXPANSION.....	66
369. MIGRATION AND IMMIGRATION.....	66
370. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.....	66
371. INTERNATIONAL RELATIONS AND CONFLICTS.....	66
372. CULTURAL AND SOCIAL DEVELOPMENT.....	67
373. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.....	67
374. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.....	67
375. CITIZEN RESPONSIBILITIES AND RIGHTS.....	67

376. ECONOMIC FUNDAMENTALS.....	68
377. ECONOMIC INFLUENCES.....	68
378. GEOGRAPHY.....	68
379. -- 380. (RESERVED).....	68
381. SOCIAL STUDIES STANDARDS - GRADE 1, SECTIONS 382 THROUGH 394.....	69
382. CRITICAL THINKING AND ANALYTICAL SKILLS.....	69
383. EVOLUTION OF DEMOCRACY.....	69
384. EXPLORATION AND EXPANSION.....	69
385. MIGRATION AND IMMIGRATION.....	69
386. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.....	69
387. INTERNATIONAL RELATIONS AND CONFLICTS.....	69
388. CULTURAL AND SOCIAL DEVELOPMENT.....	70
389. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.....	70
390. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.....	70
391. CITIZEN RESPONSIBILITIES AND RIGHTS.....	70
392. ECONOMIC FUNDAMENTALS.....	71
393. ECONOMIC INFLUENCES.....	71
394. GEOGRAPHY.....	71
395. -- 396. (RESERVED).....	71
397. SOCIAL STUDIES STANDARDS - GRADE 2, SECTIONS 398 THROUGH 410.....	71
398. CRITICAL THINKING AND ANALYTICAL SKILLS.....	72
399. EVOLUTION OF DEMOCRACY.....	72
400. EXPLORATION AND EXPANSION.....	72
401. MIGRATION AND IMMIGRATION.....	72
402. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.....	72
403. INTERNATIONAL RELATIONS AND CONFLICTS.....	72
404. CULTURAL AND SOCIAL DEVELOPMENT.....	73
405. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.....	73
406. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.....	73
407. CITIZEN RESPONSIBILITIES AND RIGHTS.....	73
408. ECONOMIC FUNDAMENTALS.....	74
409. ECONOMIC INFLUENCES.....	74
410. GEOGRAPHY.....	74
411. -- 412. (RESERVED).....	75
413. SOCIAL STUDIES STANDARDS - GRADE 3, SECTIONS 414 THROUGH 426.....	75
414. CRITICAL THINKING AND ANALYTICAL SKILLS.....	75
415. EVOLUTION OF DEMOCRACY.....	75
416. EXPLORATION AND EXPANSION.....	75
417. MIGRATION AND IMMIGRATION.....	75
418. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.....	76
419. INTERNATIONAL RELATIONS AND CONFLICTS.....	76
420. CULTURAL AND SOCIAL DEVELOPMENT.....	76
421. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.....	76
422. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.....	77
423. CITIZEN RESPONSIBILITIES AND RIGHTS.....	77
424. ECONOMIC FUNDAMENTALS.....	77
425. ECONOMIC INFLUENCES.....	77
426. GEOGRAPHY.....	78
427. -- 428. (RESERVED).....	78
429. SOCIAL STUDIES STANDARDS - GRADE 4, SECTIONS 430 THROUGH 442.....	78

430. CRITICAL THINKING AND ANALYTICAL SKILLS. ....	78
431. EVOLUTION OF DEMOCRACY.....	78
432. EXPLORATION AND EXPANSION.....	79
433. MIGRATION AND IMMIGRATION.....	79
434. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION. ....	79
435. INTERNATIONAL RELATIONS AND CONFLICTS.....	79
436. CULTURAL AND SOCIAL DEVELOPMENT.....	80
437. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.....	80
438. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.....	80
439. CITIZEN RESPONSIBILITIES AND RIGHTS.....	80
440. ECONOMIC FUNDAMENTALS.....	80
441. ECONOMIC INFLUENCES.....	81
442. GEOGRAPHY.....	81
443. -- 444. (RESERVED).....	81
445. SOCIAL STUDIES STANDARDS - GRADE 5, SECTIONS 446 THROUGH 458.....	81
446. CRITICAL THINKING AND ANALYTICAL SKILLS.....	81
447. EVOLUTION OF DEMOCRACY.....	81
448. EXPLORATION AND EXPANSION.....	82
449. MIGRATION AND IMMIGRATION.....	82
450. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.....	82
451. INTERNATIONAL RELATIONS AND CONFLICTS.....	83
452. CULTURAL AND SOCIAL DEVELOPMENT.....	83
453. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.....	83
454. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.....	83
455. CITIZEN RESPONSIBILITIES AND RIGHTS.....	84
456. ECONOMIC FUNDAMENTALS.....	84
457. ECONOMIC INFLUENCES.....	84
458. GEOGRAPHY.....	84
459. -- 460. (RESERVED).....	85
461. SOCIAL STUDIES STANDARDS - HISTORY OF HUMAN CIVILIZATION - MIDDLE GRADES (GRADES 6-8), SECTIONS 462 THROUGH 465.....	85
462. HISTORY OF HUMAN CIVILIZATION.....	85
463. GEOGRAPHY.....	86
464. GOVERNMENT/CIVICS.....	86
465. ECONOMICS.....	87
466. -- 467. (RESERVED).....	87
468. SOCIAL STUDIES STANDARDS - GEOGRAPHY - MIDDLE GRADES, SECTION 469.....	87
469. GEOGRAPHY.....	87
470. -- 471. (RESERVED).....	89
472. SOCIAL STUDIES STANDARDS - U.S. HISTORY - MIDDLE GRADES, SECTIONS 473 THROUGH 485.....	89
473. CRITICAL THINKING AND ANALYTICAL SKILLS.....	89
474. EVOLUTION OF DEMOCRACY.....	89
475. EXPLORATION AND EXPANSION.....	89
476. MIGRATION AND IMMIGRATION.....	90
477. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.....	90
478. INTERNATIONAL RELATIONS AND CONFLICTS.....	90
479. CULTURAL AND SOCIAL DEVELOPMENT.....	91
480. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.....	91
481. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.....	91

482. CITIZEN RESPONSIBILITIES AND RIGHTS.....	92
483. ECONOMIC FUNDAMENTALS.....	92
484. ECONOMIC INFLUENCES.....	92
485. GEOGRAPHY.....	92
486. -- 487. (RESERVED).....	92
488. SOCIAL STUDIES STANDARDS - GRADES 9 THROUGH 12, SECTIONS 489 THROUGH 490.....	92
489. CRITICAL THINKING AND ANALYTICAL SKILLS.....	93
490. EVOLUTION OF DEMOCRACY.....	93
491. -- 492. (RESERVED).....	93
493. UNITED STATES HISTORY, SECTIONS 494 THROUGH 498.....	93
494. EXPLORATION AND EXPANSION.....	93
495. MIGRATION AND IMMIGRATION.....	93
496. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.....	94
497. INTERNATIONAL RELATIONS AND CONFLICTS.....	94
498. CULTURAL AND SOCIAL DEVELOPMENT.....	94
499. -- 500. (RESERVED).....	95
501. GOVERNMENT/CIVICS, SECTIONS 502 THROUGH 506.....	95
502. CIVIC LIFE, POLITICS AND GOVERNMENT.....	95
503. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.....	95
504. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.....	95
505. UNITED STATES FOREIGN AFFAIRS.....	96
506. CITIZEN RESPONSIBILITIES AND RIGHTS.....	96
507. -- 508. (RESERVED).....	96
509. ECONOMICS, SECTIONS 510 THROUGH 514.....	96
510. FUNDAMENTALS.....	96
511. CONCEPT OF MONEY.....	97
512. INFLUENCES.....	97
513. ECONOMIC INSTITUTIONS.....	97
514. PERSONAL FINANCE.....	97
515. - 525. (RESERVED).....	98
526. SCIENCE STANDARDS.....	98
527. SCIENCE STANDARDS - GRADE KINDERGARTEN, SECTIONS 528 THROUGH 538.....	98
528. UNIFYING CONCEPTS OF SCIENCE.....	98
529. CONCEPTS OF SCIENTIFIC INQUIRY.....	98
530. CONCEPTS OF PHYSICAL SCIENCE.....	99
531. CELLULAR AND MOLECULAR CONCEPTS.....	99
532. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.....	99
533. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.....	99
534. EARTH AND SPACE SYSTEMS.....	99
535. TECHNOLOGY.....	99
536. PERSONAL AND SOCIAL PERSPECTIVES.....	100
537. HISTORY OF SCIENCE.....	100
538. INTERDISCIPLINARY CONCEPTS.....	100
539. -- 541. (RESERVED).....	100
542. SCIENCE STANDARDS - GRADE 1, SECTIONS 543 THROUGH 553.....	100
543. UNIFYING CONCEPTS OF SCIENCE.....	100
544. CONCEPTS OF SCIENTIFIC INQUIRY.....	101
545. CONCEPTS OF PHYSICAL SCIENCE.....	101
546. CELLULAR AND MOLECULAR CONCEPTS.....	101
547. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.....	101

---

**Table of Contents (cont'd)**

---

548. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.....	101
549. EARTH AND SPACE SYSTEMS.....	101
550. TECHNOLOGY.....	102
551. PERSONAL AND SOCIAL PERSPECTIVES.....	102
552. HISTORY OF SCIENCE.....	102
553. INTERDISCIPLINARY CONCEPTS.....	102
554. -- 556. (RESERVED).....	102
557. SCIENCE STANDARDS - GRADE 2, SECTIONS 558 THROUGH 568.....	103
558. UNIFYING CONCEPTS OF SCIENCE.....	103
559. CONCEPTS OF SCIENTIFIC INQUIRY.....	103
560. CONCEPTS OF PHYSICAL SCIENCE.....	103
561. CELLULAR AND MOLECULAR CONCEPTS.....	103
562. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.....	103
563. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.....	104
564. EARTH AND SPACE SYSTEMS.....	104
565. TECHNOLOGY.....	104
566. PERSONAL AND SOCIAL PERSPECTIVES.....	104
567. HISTORY OF SCIENCE.....	105
568. INTERDISCIPLINARY CONCEPTS.....	105
569. -- 571. (RESERVED).....	105
572. SCIENCE STANDARDS - GRADE 3, SECTIONS 573 THROUGH 583.....	105
573. UNIFYING CONCEPTS OF SCIENCE.....	105
574. CONCEPTS OF SCIENTIFIC INQUIRY.....	105
575. CONCEPTS OF PHYSICAL SCIENCE.....	106
576. CELLULAR AND MOLECULAR CONCEPTS.....	106
577. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.....	106
578. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.....	106
579. EARTH AND SPACE SYSTEMS.....	107
580. TECHNOLOGY.....	107
581. PERSONAL AND SOCIAL PERSPECTIVES.....	107
582. HISTORY OF SCIENCE.....	107
583. INTERDISCIPLINARY CONCEPTS.....	108
584. -- 586. (RESERVED).....	108
587. SCIENCE STANDARDS - GRADE 4, SECTIONS 588 THROUGH 598.....	108
588. UNIFYING CONCEPTS OF SCIENCE.....	108
589. CONCEPTS OF SCIENTIFIC INQUIRY.....	108
590. CONCEPTS OF PHYSICAL SCIENCE.....	109
591. CELLULAR AND MOLECULAR CONCEPTS.....	109
592. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.....	109
593. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.....	109
594. EARTH AND SPACE SYSTEMS.....	110
595. TECHNOLOGY.....	110
596. PERSONAL AND SOCIAL PERSPECTIVES.....	110
597. HISTORY OF SCIENCE.....	110
598. INTERDISCIPLINARY CONCEPTS.....	111
599. -- 601. (RESERVED).....	111
602. SCIENCE STANDARDS - GRADE 5, SECTIONS 603 THROUGH 613.....	111
603. UNIFYING CONCEPTS OF SCIENCE.....	111
604. CONCEPTS OF SCIENTIFIC INQUIRY.....	112
605. CONCEPTS OF PHYSICAL SCIENCE.....	112
606. CELLULAR AND MOLECULAR CONCEPTS.....	112
607. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.....	112

---

**Table of Contents (cont'd)**

---

608. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.....	113
609. EARTH AND SPACE SYSTEMS.....	113
610. TECHNOLOGY.....	113
611. PERSONAL AND SOCIAL PERSPECTIVES.....	113
612. HISTORY OF SCIENCE.....	114
613. INTERDISCIPLINARY CONCEPTS.....	114
614. -- 616. (RESERVED).....	114
617. SCIENCE STANDARDS - GRADE 6, SECTIONS 618 THROUGH 628.....	114
618. UNIFYING CONCEPTS OF SCIENCE.....	114
619. CONCEPTS OF SCIENTIFIC INQUIRY.....	115
620. CONCEPTS OF PHYSICAL SCIENCE.....	115
621. CELLULAR AND MOLECULAR CONCEPTS.....	116
622. INTERDEPENDENCE OR ORGANISMS AND BIOLOGICAL CHANGE.....	116
623. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.....	116
624. EARTH AND SPACE SYSTEMS.....	116
625. TECHNOLOGY.....	116
626. PERSONAL AND SOCIAL PERSPECTIVES.....	117
627. HISTORY OF SCIENCE.....	117
628. INTERDISCIPLINARY CONCEPTS.....	117
629. -- 631. (RESERVED).....	117
632. SCIENCE STANDARDS - MIDDLE GRADES (GRADES 7-8), SECTIONS 633 THROUGH 643.....	117
633. UNIFYING CONCEPTS OF SCIENCE.....	118
634. CONCEPTS OF SCIENTIFIC INQUIRY.....	118
635. CONCEPTS OF PHYSICAL SCIENCE.....	119
636. CELLULAR AND MOLECULAR CONCEPTS.....	119
637. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.....	119
638. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.....	119
639. EARTH AND SPACE SYSTEMS.....	120
640. TECHNOLOGY.....	121
641. PERSONAL AND SOCIAL PERSPECTIVES.....	121
642. HISTORY OF SCIENCE.....	121
643. INTERDISCIPLINARY CONCEPTS.....	121
644. -- 646. (RESERVED).....	122
647. SCIENCE STANDARDS - GRADES 9 THROUGH 12, SECTIONS 648 THROUGH 658.....	122
648. UNIFYING CONCEPTS OF SCIENCE.....	122
649. CONCEPTS OF SCIENTIFIC INQUIRY.....	122
650. CONCEPTS OF PHYSICAL SCIENCE.....	123
651. CELLULAR AND MOLECULAR CONCEPTS.....	123
652. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.....	124
653. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.....	124
654. EARTH AND SPACE SYSTEMS.....	125
655. TECHNOLOGY.....	126
656. PERSONAL AND SOCIAL PERSPECTIVES.....	126
657. HISTORY OF SCIENCE.....	127
658. INTERDISCIPLINARY CONCEPTS.....	127
659. -- 668. (RESERVED).....	127
669. LANGUAGE ARTS/COMMUNICATIONS STANDARDS.....	127
670. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - KINDERGARTEN, SECTIONS 671 THROUGH 675.....	127
671. READING.....	127
672. WRITING.....	128



---

*Table of Contents (cont'd)*

---

673. LISTENING .....	129
674. SPEAKING.....	129
675. VIEWING.....	129
676. -- 678. (RESERVED).....	130
679. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 1, SECTIONS 680 THROUGH 684.....	130
680. READING.....	130
681. WRITING.....	132
682. LISTENING.....	132
683. SPEAKING.....	132
684. VIEWING.....	133
685. -- 687. (RESERVED).....	133
688. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 2, SECTIONS 689 THROUGH 693.....	133
689. READING.....	133
690. WRITING.....	134
691. LISTENING.....	135
692. SPEAKING.....	135
693. VIEWING.....	136
694. -- 696. (RESERVED).....	136
697. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 3, SECTIONS 698 THROUGH 702.....	136
698. READING.....	136
699. WRITING.....	137
700. LISTENING.....	138
701. SPEAKING.....	138
702. VIEWING.....	139
703. -- 705. (RESERVED).....	139
706. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 4, SECTIONS 707 THROUGH 711.....	139
707. READING.....	139
708. WRITING.....	141
709. LISTENING.....	141
710. SPEAKING.....	142
711. VIEWING.....	142
712. -- 714. (RESERVED).....	143
715. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 5, SECTIONS 716 THROUGH 720.....	143
716. READING.....	143
717. WRITING.....	144
718. LISTENING.....	145
719. SPEAKING.....	145
720. VIEWING.....	146
721. -- 723. (RESERVED).....	146
724. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 6, SECTIONS 725 THROUGH 729.....	146
725. READING.....	146
726. WRITING.....	147
727. LISTENING.....	148
728. SPEAKING.....	149
729. VIEWING.....	149
730. -- 732. (RESERVED).....	150
733. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 7,	

SECTIONS 734 THROUGH 738.....	150
734. READING.....	150
735. WRITING.....	151
736. LISTENING.....	152
737. SPEAKING.....	153
738. VIEWING.....	153
739. -- 741. (RESERVED).....	153
742. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADE 8, SECTIONS 743 THROUGH 747.....	153
743. READING.....	153
744. WRITING.....	155
745. LISTENING.....	156
746. SPEAKING.....	156
747. VIEWING.....	157
748. -- 750. (RESERVED).....	157
751. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADES 9 THROUGH 12, SECTIONS 752 THROUGH 756.....	157
752. READING.....	157
753. WRITING.....	159
754. LISTENING.....	159
755. SPEAKING.....	160
756. VIEWING.....	160
757. -- 766. (RESERVED).....	161
767. HEALTH STANDARDS.....	161
768. HEALTH STANDARDS – KINDERGARTEN, SECTIONS 769 THROUGH 773.....	161
769. HEALTHY LIFESTYLES.....	161
770. RISK-TAKING BEHAVIOR.....	161
771. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.....	162
772. CONSUMER HEALTH.....	162
773. MENTAL AND EMOTIONAL WELLNESS.....	162
774. -- 776. (RESERVED).....	162
777. HEALTH STANDARDS - GRADE 1, SECTIONS 778 THROUGH 782.....	162
778. HEALTHY LIFESTYLES.....	162
779. RISK-TAKING BEHAVIOR.....	163
780. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.....	163
781. CONSUMER HEALTH.....	163
782. MENTAL AND EMOTIONAL WELLNESS.....	163
783. -- 785. (RESERVED).....	164
786. HEALTH STANDARDS - GRADE 2, SECTIONS 787 THROUGH 791.....	164
787. HEALTHY LIFESTYLES.....	164
788. RISK-TAKING BEHAVIOR.....	164
789. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.....	164
790. CONSUMER HEALTH.....	165
791. MENTAL AND EMOTIONAL WELLNESS.....	165
792. -- 794. (RESERVED).....	165
795. HEALTH STANDARDS - GRADE 3, SECTIONS 796 THROUGH 800.....	165
796. HEALTHY LIFESTYLES.....	165
797. RISK-TAKING BEHAVIOR.....	166
798. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.....	166
799. CONSUMER HEALTH.....	166
800. MENTAL AND EMOTIONAL WELLNESS.....	166
801. -- 803. (RESERVED).....	167

---

*Table of Contents (cont'd)*

---

804. HEALTH STANDARDS - GRADE 4, SECTIONS 805 THROUGH 809.....	167
805. HEALTHY LIFESTYLES.....	167
806. RISK-TAKING BEHAVIOR.....	167
807. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.....	167
808. CONSUMER HEALTH.....	168
809. MENTAL AND EMOTIONAL WELLNESS.....	168
810. -- 812. (RESERVED).....	168
813. HEALTH STANDARDS - GRADE 5, SECTIONS 814 THROUGH 818.....	168
814. HEALTHY LIFESTYLES.....	168
815. RISK-TAKING BEHAVIOR.....	168
816. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.....	169
817. CONSUMER HEALTH.....	169
818. MENTAL AND EMOTIONAL WELLNESS.....	169
819. -- 821. (RESERVED).....	169
822. HEALTH STANDARDS - GRADE 6, SECTIONS 823 THROUGH 827.....	169
823. HEALTHY LIFESTYLES.....	170
824. RISK-TAKING BEHAVIOR.....	170
825. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.....	170
826. CONSUMER HEALTH.....	170
827. MENTAL AND EMOTIONAL WELLNESS.....	171
828. -- 830. (RESERVED).....	171
831. HEALTH STANDARDS - MIDDLE GRADES (GRADES 7-8), SECTIONS 832 THROUGH 836.....	171
832. HEALTHY LIFESTYLES.....	171
833. RISK-TAKING BEHAVIOR.....	171
834. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.....	172
835. CONSUMER HEALTH.....	172
836. MENTAL AND EMOTIONAL WELLNESS.....	172
837. -- 839. (RESERVED).....	172
840. HEALTH STANDARDS – GRADES 9 THROUGH 12, SECTIONS 841 THROUGH 845.....	172
841. HEALTHY LIFESTYLES.....	172
842. RISK TAKING BEHAVIOR.....	173
843. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.....	173
844. CONSUMER HEALTH.....	173
845. MENTAL AND EMOTIONAL WELLNESS.....	174
846. -- 855. (RESERVED).....	174
856. GLOSSARY OF HUMANITIES TERMS.....	174
857. IDAHO HUMANITIES STANDARDS.....	175
858. INTERDISCIPLINARY HUMANITIES – KINDERGARTEN THROUGH GRADE 3.....	176
859. -- 865. (RESERVED).....	176
866. VISUAL AND PERFORMING ARTS - KINDERGARTEN THROUGH GRADE 3, SECTIONS 867 THROUGH 872.....	176
867. HISTORICAL AND CULTURAL CONTEXTS OF VISUAL AND PERFORMING ARTS DISCIPLINES.....	176
868. STANDARD ONE.....	176
869. CRITICAL THINKING IN THE VISUAL AND PERFORMING ARTS.....	177
870. STANDARD TWO.....	177
871. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN THE VISUAL AND PERFORMING ARTS.....	178
872. STANDARD THREE.....	178
873. -- 882. (RESERVED).....	179
883. FOREIGN LANGUAGE - KINDERGARTEN THROUGH GRADE 3, SECTIONS 884 THROUGH 889.....	179
884. HISTORICAL AND CULTURAL CONTEXTS OF FOREIGN LANGUAGE STUDY.....	179

---

*Table of Contents (cont'd)*

---

885. STANDARD ONE.....	179
886. CRITICAL THINKING IN FOREIGN LANGUAGE STUDY.....	180
887. STANDARD TWO.....	180
888. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN FOREIGN LANGUAGE STUDY.....	180
889. STANDARD THREE.....	180
890. -- 891. (RESERVED).....	181
892. INTERDISCIPLINARY HUMANITIES - GRADES 4 AND 5.....	181
893. -- 899. (RESERVED).....	181
900. VISUAL AND PERFORMING ARTS - GRADES 4 AND 5, SECTIONS 901 THROUGH 906.....	181
901. HISTORICAL AND CULTURAL CONTEXTS OF VISUAL AND PERFORMING ARTS DISCIPLINES.....	181
902. STANDARD ONE.....	181
903. CRITICAL THINKING IN THE VISUAL AND PERFORMING ARTS.....	182
904. STANDARD TWO.....	182
905. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN THE VISUAL AND PERFORMING ARTS.....	183
906. STANDARD THREE.....	183
908. -- 916. (RESERVED).....	184
917. FOREIGN LANGUAGE - GRADES 4 AND 5, SECTIONS 918 THROUGH 923.....	184
918. HISTORICAL AND CULTURAL CONTEXTS OF FOREIGN LANGUAGE STUDY.....	185
919. STANDARD ONE.....	185
920. CRITICAL THINKING IN FOREIGN LANGUAGE STUDY.....	185
921. STANDARD TWO.....	185
922. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN FOREIGN LANGUAGE STUDY.....	185
923. STANDARD THREE.....	185
924. -- 925. (RESERVED).....	186
926. INTERDISCIPLINARY HUMANITIES - GRADES 6 THROUGH 8.....	186
927. -- 933. (RESERVED).....	186
934. VISUAL AND PERFORMING ARTS - GRADES 6 THROUGH 8, SECTIONS 935 THROUGH 940.....	186
935. HISTORICAL AND CULTURAL CONTEXTS OF VISUAL AND PERFORMING ARTS DISCIPLINES.....	186
936. STANDARD ONE.....	186
937. CRITICAL THINKING IN THE VISUAL AND PERFORMING ARTS.....	187
938. STANDARD TWO.....	187
939. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN THE VISUAL AND PERFORMING ARTS.....	188
940. STANDARD THREE.....	188
941. -- 950. (RESERVED).....	190
951. FOREIGN LANGUAGE - GRADES 6 THROUGH 8, SECTIONS 952 THROUGH 955.....	190
952. HISTORICAL AND CULTURAL CONTEXTS OF FOREIGN LANGUAGE STUDY.....	190
953. STANDARD ONE.....	190
954. CRITICAL THINKING IN FOREIGN LANGUAGE STUDY.....	190
955. STANDARD TWO.....	190
956. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN FOREIGN LANGUAGE STUDY.....	191
957. STANDARD THREE.....	191
958. -- 959. (RESERVED).....	191
960. INTERDISCIPLINARY HUMANITIES - GRADES 9 THROUGH 12, SECTIONS 961 THROUGH 966.....	191
961. HISTORICAL AND CULTURAL CONTEXTS OF INTERDISCIPLINARY HUMANITIES.....	191
962. STANDARD ONE.....	192

---

**Table of Contents (cont'd)**

---

963. CRITICAL THINKING IN INTERDISCIPLINARY HUMANITIES .....	192
964. STANDARD TWO.....	192
965. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN THE INTERDISCIPLINARY HUMANITIES.....	192
966. STANDARD THREE.....	192
967. -- 968. (RESERVED).....	193
969. VISUAL AND PERFORMING ARTS - GRADES 9 THROUGH 12, SECTIONS 970 THROUGH 975.....	193
970. HISTORICAL AND CULTURAL CONTEXTS OF VISUAL AND PERFORMING ARTS DISCIPLINES.....	193
971. STANDARD ONE.....	193
972. CRITICAL THINKING IN THE VISUAL AND PERFORMING ARTS.....	194
973. STANDARD TWO.....	194
974. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN THE VISUAL AND PERFORMING ARTS.....	195
975. STANDARD THREE.....	195
976. -- 986. (RESERVED).....	197
987. FOREIGN LANGUAGE - GRADES 9 THROUGH 12, SECTIONS 988 THROUGH 993.....	197
988. HISTORICAL AND CULTURAL CONTEXTS OF FOREIGN LANGUAGE STUDY.....	197
989. STANDARD ONE.....	197
990. CRITICAL THINKING IN FOREIGN LANGUAGE STUDY.....	197
991. STANDARD TWO.....	197
992. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN FOREIGN LANGUAGE STUDY.....	198
993. STANDARD THREE.....	198
994. -- 998. (RESERVED).....	198
999. GIFTED AND TALENTED PROGRAMS.....	198

**IDAPA 08  
TITLE 02  
CHAPTER 03**

**08.02.03 - RULES GOVERNING THOROUGHNESS**

**000. LEGAL AUTHORITY.**

All rules in this Thoroughness chapter (IDAPA 08.02.03) are promulgated pursuant to the authority of the State Board of Education under Article IX, Section 2 of the Idaho Constitution and under sections 33-116, 33-118, 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 08.02.03 “Rules Governing Thoroughness”. (4-5-00)

**02. Scope.** These rules shall govern the thorough education of all public school students in Idaho. (4-5-00)

**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, 83702. (3-15-02)

**003. ADMINISTRATIVE APPEALS.**

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 pursuant to the Idaho Administrative Procedure Act and IDAPA 04.11.01, “Idaho Rules of Administrative Procedure of the Attorney General”. (4-5-00)

**004. INCORPORATION BY REFERENCE.**

There are no documents incorporated by reference into this rule. (3-15-02)

**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. (3-15-02)

**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. (3-15-02)

**007. DEFINITIONS A - G.**

**01. All Students.** All students means all public school students, grades K-12, not just non-college bound. (3-15-02)

**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)

#### **008. 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)

**009. 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. (3-15-02)

**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. 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 "professional-technical education," Oregon "professional-technical education," and Washington "vocational-technical." (3-15-02)

**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).**

**100. BASIC CURRICULUM.** (Section 33-118, Idaho Code) (4-1-97)

**101. KINDERGARTEN CURRICULUM.** Kindergarten curriculum will be established at the local level. (Section 33-208, Idaho Code) (4-5-00)

**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) (3-15-02)

**103. CORE OF INSTRUCTION GRADES 1-12.**

**01. Instruction.** Instruction is inclusive of subject matter, content and course offerings. Patterns of instructional organization are a local school district option. Schools will assure students meet locally developed standards with the state standards as a minimum.\* (\*This includes special instruction that allows limited English proficient students to participate successfully in all aspects of the school's curriculum and keep up with other students in the regular education program. It also includes special learning opportunities for accelerated, learning disabled students and students with other disabilities.) (4-5-00)

**02. Instruction Courses.** At appropriate grade levels, instruction will include but not be limited to the following: (4-5-00)

**a.** Language Arts and Communication will include instruction in reading, writing, English, literature, technological applications, spelling, speech and listening. (4-1-97)

**b.** Mathematics will include instruction in addition, subtraction, multiplication, division, percentages, mathematical reasoning and probability. (4-1-97)

**c.** Science will include instruction in applied sciences, earth and space sciences, physical sciences, and life sciences. (4-1-97)

**d.** Social Studies will include instruction in history, government, geography, economics, current world affairs, citizenship, and sociology. (4-1-97)

**104. OTHER REQUIRED INSTRUCTION.**

Other required instruction for all students and other required offerings of the school are: (4-1-97)

**01. Elementary Schools (Grades 1-6).** (4-1-97)

**a.** The following section outlines other information required for all students, as well as other required offerings of the school:

Fine Arts (art and music)  
Health (wellness)  
Physical Education (fitness) (4-1-97)

**b.** Additional instructional options as determined by the local school district. For example:  
Languages other than English  
Career Awareness (4-1-97)

**02. Middle Schools/Junior High Schools.** No later than the end of Grade eight (8) all students will develop parent-approved student learning plans for their high school and post-high school options. The learning plan will be developed by students and parents or guardians with advice and recommendation from school personnel. It will be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the district's graduation standards. The school district will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed. (4-1-97)

**a.** Other required instruction for all students:  
Health (wellness)  
Physical Education (fitness) (4-1-97)

**b.** Other required offerings of the school:

Family and Consumer Science  
Fine & Performing Arts  
Vocational-Technical Education  
Advisory Period (middle school only, encourage in junior high school)  
Exploratory (middle school only) (4-1-97)

- c.** Additional instructional options as determined by the local school district. For example:  
Languages other than English (4-1-97)

**03. High Schools (Grades 9-12).** Students will maintain a parent-approved student learning plan for their high school and post-high school options. The learning plan will be developed by students and parents or guardians with advice and recommendation from school personnel. It will be reviewed annually and may be revised at any time. The purpose of a parent-approved student learning plan is to outline a course of study and learning activities for students to become contributing members of society. A student learning plan describes, at a minimum, the list of courses and learning activities in which the student will engage while working toward meeting the district's graduation standards. The school district will have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the learning plan. A learning plan will not be required if the parent or guardian requests, in writing, that no learning plan be developed. (4-1-97)

**a.** Other required instructional offerings of the school. Each student must complete credit and achievement standards in at least two (2) of the following areas of instructional offerings:  
Physical Education (fitness)  
Humanities  
Vocational-Technical Education (including work-based learning)  
Family and Consumer Science  
Fine and Performing Arts  
Languages other than English (may include indigenous languages or sign language) (3-30-01)

- b.** Additional instructional options as determined by the local school district. For example:  
Journalism (4-1-97)

**105. GRADUATION FROM HIGH SCHOOL.**  
Graduation from an Idaho high school requires that: (4-1-97)

**01. Credit Requirements.** All students will demonstrate achievement in the CORE and other required subjects to include forty-two (42) semester credits, one (1) semester equaling one-half (1/2) year. (4-5-00)

**02. Achievement Standards.** All students will meet locally established subject area achievement standards (using state standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (3-30-01)

**03. Foreign Exchange Students.** Foreign exchange students may be eligible for graduation by completing a comparable program as approved by the Board of Trustees. (4-5-00)

**106. (RESERVED).**

**107. HIGH SCHOOL GRADUATION STANDARDS (EFFECTIVE JULY 1, 2000).**  
The State minimum graduation requirement for all Idaho public high schools 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. (3-15-02)

- 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, visual and performing arts, or foreign language. Other courses such as literature, history, 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. (5-3-03)

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

**108. GUIDANCE PROGRAMS (SECTION 33-1212, IDAHO CODE).**

In each Idaho school, a comprehensive guidance program will be provided as an integral part of the educational program. A comprehensive guidance and counseling program includes these elements: (4-1-97)

**01. Guidance.** A guidance curriculum that identifies knowledge and skills to be attained by all students at various stages of their development and provides appropriate activities for their achievement. (4-5-00)

**02. Individual Planning.** Individualized planning with students and their parents in each of these domains: personal/social development, educational development, and career development. (4-5-00)

**03. Response Services Of Counseling, Consultation, And Referral.** (4-5-00)

**04. System Support Functions That Promote Effective Delivery Of Guidance Services.** (4-5-00)

**109. SPECIAL EDUCATION.**

**01. Definitions.** The following definitions apply only to Section 109 of these rules. (4-5-00)

**a.** Adult student. A student who is eligible for special education, is eighteen (18) years of age or older and to whom special education rights have transferred. (4-5-00)

**b.** Department. State Department of Education. (4-5-00)

**c.** Education agency. Each school district and other public agency that is responsible for providing special education and related services to students with disabilities, including the Department of Juvenile Corrections and the Idaho School for the Deaf and Blind. (4-5-00)

**d.** Expedited due process hearing. An administrative hearing to resolve disputes concerning discipline for which shortened time lines are in effect in accordance with the Individuals with Disabilities Education Act. (4-5-00)

**e.** Governing special education requirements. Sections 33-201, 33-2001 through 2002, 33-2004 through 2005, and 33-2010, Idaho Code; Section 109 of these rules; the Individuals with Disabilities Education Act (IDEA), Parts A and B, (20 U.S.C., Sections 1400-1419); IDEA Regulations (34 C.F.R. Part 300); policies and

procedures the State Department of Education is required to adopt to meet the eligibility requirements of 20 U.S.C, Section 1412; and special education case law that sets precedence in Idaho. (4-5-00)

**f.** Regular due process hearing. An administrative hearing that is conducted to resolve disputes on any matter related to identification, evaluation, placement, or the provision of a free appropriate public education except for disputes concerning discipline for which an expedited hearing may be requested under the Individuals with Disabilities Education Act. (4-5-00)

**g.** Special education. Specially designed instruction as defined by the Individuals with Disabilities Education Act or speech-language pathology services to meet the unique needs of a special education student. (4-5-00)

**02. Legal Compliance.** The State Department of Education and education agencies shall comply with all governing special education requirements. (4-5-00)

**a.** The Board of Trustees or other comparable governing body of each education agency shall adopt policies and procedures for providing special education services and obtain approval from the State Department of Education for the same. Department approval shall be based on current governing special education requirements. Each education agency shall revise its policies and procedures as necessary to conform with changes in governing special education requirements. (4-5-00)

**b.** The State Department of Education shall provide education agencies with a sample set of policies and procedures that is consistent with governing special education requirements. The Department shall monitor all education agencies and private agencies who provide special education services to students with disabilities for compliance with governing special education requirements and adopted policies and procedures. (4-5-00)

**c.** Each education agency shall ensure that charter schools and alternative schools located in its jurisdiction have nondiscriminatory enrollment practices. Each education agency shall ensure the provision of special education and related services to eligible students enrolled in charter and alternative schools in accordance with governing special education requirements. (4-5-00)

**d.** The child find, services plan, and proportionate expenditure requirements of the Individuals with Disabilities Education Act that apply to students who are voluntarily enrolled in private schools by their parents shall also apply to home school students. (4-5-00)

**e.** Each education agency contracting with a private school or facility shall ensure that the private school or facility is approved by the State Department of Education to provide special education services. The Department may approve a private school or facility to provide special education services upon application to the Department if it: (4-5-00)

i. Is an accredited school or a licensed rehabilitation center; and (4-5-00)

ii. Meets minimum health, fire and safety standards; and (4-5-00)

iii. Is nonsectarian; and (4-5-00)

iv. Provides special education services consistent with governing special education requirements. (4-5-00)

v. Any private school or facility aggrieved by the Department's final decision may appeal that decision to the State Board of Education. (4-5-00)

**f.** Education agencies shall employ special education and related services professional personnel using certification standards approved by the State Board of Education or licensing standards adopted by the Bureau of Occupational Licensing. Education agencies shall employ individuals who meet the highest entry-level standard that applies to a specific discipline unless there is a shortage of fully qualified candidates for a specific position. If there is a shortage of fully qualified candidates, the education agency shall hire the most qualified individual

available who is making satisfactory progress toward meeting the highest entry-level standard within three (3) years. (4-5-00)

**g.** Education agencies may employ paraprofessional personnel to assist in the provision of special education and related services to students with disabilities if they meet standards established by the State Department of Education. (4-5-00)

**h.** Education agencies shall collect and report data as necessary to meet state and federal requirements concerning special education services, staff or students. Education agencies shall develop, implement and revise district improvement plans as necessary to improve results as measured by data on goals and indicators for the performance of special education students that are established by the State Department of Education in accordance with the Individuals with Disabilities Education Act. (4-5-00)

**i.** Education agencies shall establish a team process to problem solve and plan general education interventions to ensure that referrals to special education are appropriate. (4-5-00)

**03. Eligibility For Special Education.** The State Department of Education shall provide state eligibility criteria for special education services for categorical and noncategorical eligibility consistent with the Individuals with Disabilities Education Act. Education agencies shall consider eligibility under all disability categories set forth in the Idaho Special Education Manual with the exception of developmental delay, which is an optional category. If an education agency elects to use the developmental delay category, it shall consider developmental delay for students ages three (3) through nine (9) using the eligibility criteria adopted by the Department and set forth in the Idaho Special Education Manual. Noncategorical eligibility procedures and criteria may be used only by schools and education agencies that have applied for and been granted a noncategorical eligibility waiver. (4-5-00)

**04. Individualized Education Programs.** Each education agency shall develop an individualized education program (IEP) for each student who is eligible for special education. The IEP shall be implemented as soon as possible after it is developed. The total timeline from the date of receipt of written parental consent for an initial assessment to the date of IEP implementation shall not exceed sixty (60) calendar days, excluding periods when regular school is not in session for five (5) or more consecutive school days, unless all parties agree to an extension. A new IEP shall be developed at least annually, on or before the date the previous IEP was developed. (4-5-00)

**a.** IEP team meetings shall be convened upon reasonable request of any IEP team member at times other than the annual review. If the education agency refuses to convene an IEP team meeting requested by a parent or adult student, the agency shall provide written notice of the refusal. (4-5-00)

**b.** Education agencies shall document the attendance of all participants at each IEP team meeting. Any participant who does not agree with an IEP team decision regarding a student's educational program may place a minority report in that student's file. A minority report shall not prevent implementation of an IEP team decision. (4-5-00)

**c.** The IEP team shall determine the student's placement in the least restrictive environment. (5-3-03)

**d.** At the discretion of the education agency, an individualized family service plan (IFSP) may be used in place of an IEP if: (4-5-00)

**i.** The child is ages three (3) through five (5), and (4-5-00)

**ii.** The child's parents are provided with a detailed explanation of the differences between an IFSP and an IEP, and (4-5-00)

**iii.** The child's parents provide written consent to use the IFSP, and (4-5-00)

**iv.** The IFSP is developed in accordance with Part B policies and procedures. (5-3-03)

**v.** Nothing in this part requires education agencies to develop IFSPs rather than IEPs for three (3)

through five (5) year olds nor to implement more than the educational components of the IFSP. (4-5-00)

**e.** When a student who has been determined eligible for special education, as indicated by a current IEP, transfers from one (1) Idaho education agency to another, the student is entitled to continue to receive special education services. The receiving education agency may accept and implement the existing IEP or may convene an IEP team meeting to develop a new IEP. If a new IEP cannot be developed within five (5) school days, or if the education agency wishes to re-evaluate the child, an interim (short-term) IEP shall be implemented pending development of the standard IEP. (4-5-00)

**f.** If a student who is eligible for special education in another state transfers to an Idaho education agency, the Idaho education agency shall request a copy of the student's most recent eligibility documentation and IEP within two (2) school days. Within five (5) school days of receipt of the eligibility documentation and IEP, the Idaho education agency shall determine if it will adopt the existing eligibility documentation and IEP. If the education agency disagrees with the existing eligibility documentation, or if the documentation is not available within a reasonable time period, consent for an initial assessment shall be sought. While the assessment and evaluation is in process, the education agency may implement an interim IEP if the parent or adult student agrees. If the parent or adult student does not agree to an interim IEP, the student shall be placed in general education. (4-5-00)

**05. Procedural Safeguards.** Education agencies will use appropriate procedural safeguards consistent with the Individuals with Disabilities Education Act. (8-4-99)

**a.** If a parent or adult student disagrees with an individualized education program change or placement change proposed by the district, the parent or adult student may file a written objection to all or parts of the proposed change. If the written objection is postmarked or hand delivered within ten (10) calendar days of the date the parent or adult student receives written notice of the proposed change, the proposed change cannot be implemented. Informal methods such as additional IEP team meetings or voluntary mediation may be used to resolve the disagreement. If these methods fail, the education agency may request a due process hearing to obtain a hearing officer's decision regarding the proposed change. The written objection cannot be used to prevent the education agency from placing a student in an interim alternative educational setting in accordance with IDEA discipline procedures. (4-5-00)

**b.** Mediation may be requested by an education agency, parent, or adult student, or offered by the State Department of Education at any time. The Department shall screen all such requests to determine appropriateness. Any time a hearing is requested, the Department shall offer mediation using policies and requirements set forth in the Individuals with Disabilities Education Act regulations. If the Department appoints a mediator, the Department will reimburse the mediator for an honorarium and travel expenses. All mediation participants shall be required to sign a confidentiality pledge. Attorney fees may not be awarded for a mediation that is conducted prior to a request for a due process hearing. (4-5-00)

**c.** The State Department of Education shall administer a single-tiered due process hearing system to resolve disputes between education agencies and parents or adult students. When a due process hearing is requested, the superintendent, special education director, or other agency administrator shall inform the agency's board of trustees or other governing body of the request. The education agency shall immediately notify the Department's Bureau of Special Education of any request for a due process hearing. Within ten (10) calendar days of a written request for a regular hearing, or within five (5) business days of a written request for an expedited hearing, an impartial hearing officer shall be assigned by the Department. The Department shall maintain a list of trained hearing officers and their qualifications. (4-5-00)

**d.** The education agency that is a party to the hearing shall be responsible for compensating the hearing officer and paying for the cost of a verbatim transcript of the hearing. (4-5-00)

**e.** Due process hearings shall be conducted pursuant to the Idaho Administrative Procedures Act (APA) and the Individuals with Disabilities Education Act (IDEA) requirements. In case of any conflict between the APA and the IDEA, the IDEA shall supersede the APA. (4-5-00)

**f.** The hearing officer shall issue a written decision that includes findings of fact and conclusions of law within forty-five (45) calendar days of the date a regular hearing is requested, unless a specific extension of this



time line is requested by one (1) of the parties and granted by the hearing officer. The hearing officer shall issue a written decision that includes findings of fact and conclusions of law within twenty (20) calendar days of a written request for an expedited hearing, unless a specific extension of this time line has been granted. An extension of the time line for an expedited hearing shall not exceed an additional twenty-five (25) calendar days, and may be granted only if requested by one (1) of the parties and agreed to by both parties. The decision shall be sent to the parent or adult student, the education agency administrator, their respective representatives, and the State Department of Education. (4-5-00)

**g.** The hearing officer's decision shall be binding unless either party appeals the decision by initiating a civil action. The hearing officer's decision shall be implemented not later than fourteen (14) calendar days from the date of issuance unless an appeal is filed by a parent or adult student or the decision specifies a different implementation date. An appeal to civil court must be filed within forty-two (42) calendar days from the date of issuance of the hearing officer's decision. (4-5-00)

**h.** During the hearing the education agency shall provide reasonable accommodations as required by federal and state regulations. Disputes concerning reasonable accommodations shall be referred to the Department of Education's Americans with Disabilities Act (ADA) Committee for resolution. (4-5-00)

**i.** During the pendency of any due process hearing or civil appeal the child's educational placement shall be determined by the Individuals with Disabilities Education Act "stay put" requirements. (4-5-00)

**j.** A parent or adult student has the right to an independent educational evaluation (IEE) at public expense if the parent or adult student disagrees with an evaluation obtained by the education agency. Whenever an independent educational evaluation is at public expense, the criteria under which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, shall be the same as the criteria the education agency uses when it initiates an evaluation, to the extent those criteria are consistent with the parent or adult student's right to an IEE. If an education agency has cost as one (1) of the criteria the education agency uses when it initiates an evaluation, the education agency may apply that criteria to independent educational evaluations. However, the parent or adult student has the right to demonstrate that unique circumstances justify an IEE that falls outside the education agency's cost criteria, and if so demonstrated, that IEE shall be publicly funded. A due process hearing may be initiated by the education agency to determine if the evaluation conducted by the education agency is appropriate. If the final decision of a hearing officer, or civil court, if the hearing officer's decision is appealed, is that the evaluation conducted by the education agency is appropriate, the parent or adult student still has the right to an independent educational evaluation, but not at the education agency's expense. (4-5-00)

**k.** Student records shall be managed in accordance with IDEA and Family and Educational Rights and Privacy Act regulations governing security, confidentiality, access, maintenance, destruction, inspection and amendment. (4-5-00)

**06. Assistive Technology Devices.** Education agencies may hold a parent liable for the replacement or repair of an assistive technology device that is purchased or otherwise procured by the education agency if it is lost, stolen, or damaged due to negligence or misuse at home or in another setting outside of school time. (4-5-00)

**07. Diplomas And Graduation.** School districts shall use a regular diploma for students who are eligible for special education at the completion of their secondary program. The transcript serves as a record of individual accomplishments, achievements, and courses completed. A modified or differentiated diploma or certificate may not be used for students who are eligible for special education unless the same diploma or certificate is granted to students without disabilities. If a student is not granted a regular high school diploma or if a regular high school diploma is granted for completing requirements that are not comparable to regular graduation requirements, a student who is eligible for special education is entitled to receive a free appropriate public education through the semester in which the student turns twenty-one (21) years of age or until the student completes requirements that are comparable to regular graduation requirements, whichever comes first. (4-5-00)

**08. Special Education Advisory Panel.** The State Superintendent of Public Instruction shall appoint members to serve on the Special Education Advisory Panel. Panel members shall elect annually an individual to serve a one (1) year term as vice-chair followed by a one (1) year term as chair. (4-5-00)

**110. ALTERNATIVE SECONDARY PROGRAMS (SECTION 33-1002; 33-1002C; 33-1002F, IDAHO CODE).**

Alternative secondary programs are those that provide special instructional courses and offer special services to eligible at-risk youth to enable them to earn a high school diploma. Some designated differences must be established between the alternative school programs and the regular secondary school programs. Alternative secondary school programs will include course offerings, teacher/pupil ratios and evidence of teaching strategies that are clearly designed to serve at-risk youth as defined in this section. Alternative high school programs conducted during the regular school year will be located on a separate site from the regular high school facility or be scheduled at a time different from the regular school hours. (4-1-97)

**01. Student Qualifications.** An At-Risk youth is any secondary student grade seven through twelve (7-12) who meets any three (3) of the following criteria, Subsections 110.01.a. through 110.01.e., or any one (1) of criteria in Subsections 110.01.f. through 110.01.l. (4-5-00)

- a.** Has repeated at least one (1) grade. (4-1-97)
- b.** Has absenteeism that is greater than ten percent (10%) during the preceding semester. (4-1-97)
- c.** Has an overall grade point average that is less than 1.5 (4.0 scale) prior to enrolling in an alternative secondary program. (4-1-97)
- d.** Has failed one (1) or more academic subjects. (4-1-97)
- e.** Is two (2) or more semester credits per year behind the rate required to graduate. (4-1-97)
- f.** Has substance abuse behavior. (4-1-97)
- g.** Is pregnant or a parent. (4-1-97)
- h.** Is an emancipated youth. (4-1-97)
- i.** Is a previous dropout. (4-1-97)
- j.** Has serious personal, emotional, or medical problems. (4-1-97)
- k.** Is a court or agency referral. (4-1-97)
- l.** Upon recommendation of the school district as determined by locally developed criteria for disruptive student behavior. (4-1-97)

**02. Instruction.** Special instruction courses for at-risk youth enrolled in an alternative secondary program will include: (4-1-97)

- a.** Academic skills that include language arts and communication, mathematics, science, and social studies that meet or exceed minimum state standards. (4-1-97)
- b.** A personal and career counseling component. (4-1-97)
- c.** A physical fitness/personal health component. (4-1-97)
- d.** A state division approved vocational-technical component. (4-1-97)
- e.** A child care component with parenting skills emphasized. (4-1-97)

**03. Graduation Credit.** Graduation credit may be earned in the following areas: academic subjects, electives, and approved work-based learning experiences. Nonacademic courses, i.e., classroom and office aides do not qualify for credit unless they are approved work-based learning experiences. (4-5-00)

**04. Special Services.** Special services, where appropriate for at-risk youth enrolled in alternative secondary programs, include the following where appropriate: (4-1-97)

**a.** A day care center when enrollees are also parents. This center should be staffed by a qualified child care provider. (4-1-97)

**b.** Direct social services that may include officers of the court, social workers, counselors/psychologists. (4-1-97)

**111. ASSESSMENT IN THE PUBLIC SCHOOLS.**

**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 assessment program consisting of standardized achievement testing and performance appraisal activities in the fundamental basic skills will be conducted annually. The State Board of Education will provide oversight for all components of the comprehensive assessment program. The State Department of Education will be responsible for the administration of assessment efforts as provided for by the State Board of Education. (3-15-02)

**02. Purposes.** The purpose of assessment in the public schools is to: (3-15-02)

**a.** Measure and improve student achievement; (3-15-02)

**b.** Assist classroom teachers in designing lessons; (3-15-02)

**c.** Identify areas needing intervention and remediation, and acceleration; (3-15-02)

**d.** Assist school districts in evaluating local curriculum and instructional practices in order to make needed curriculum adjustments; (3-15-02)

**e.** Inform parents and guardians of their child's progress; (3-15-02)

**f.** Provide comparative local, state and national data regarding the achievement of students in essential skill areas; (3-15-02)

**g.** Identify performance trends in student achievement across grade levels tested and student growth over time; and (3-15-02)

**h.** Help determine technical assistance/consultation priorities for the State Department of Education. (3-15-02)

**03. Content.** The comprehensive assessment program will consist of multiple assessments, including, the Idaho Reading Indicator, the Direct Writing Assessment (DWA), the Direct Mathematics Assessment (DMA), the National Assessment of Educational Progress (NAEP), and the Idaho Standards Achievement Tests. (5-3-03)

**04. Testing Population.** All students in Idaho public schools, grades kindergarten through twelve (K-12), are required to participate in the comprehensive assessment program approved by the State Board of Education and funded. 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 accommodations or adaptations, or whether the student qualifies for and shall participate in the alternate assessment. English Language Learners (ELL) students who have been in an English speaking school for less than one (1) year and score a 1 or 2 on the Pre-LAS or LAS, or a 1 or 2 on the Woodcock-Munoz, or an A or B on IPT, or limited or intermediate on the Macualitas may be excluded from testing. If the student does not have a local language score they are not excluded from testing. (5-3-03)

**05. Scoring And Report Formats.** Scores will be provided for each subject area assessed and reported in standard scores, benchmark scores, or holistic scores. Test results will be presented in a class list report of student scores, building/district summaries, content area criterion reports by skill, disaggregated group reports, and pressure sensitive labels as appropriate. 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. (5-3-03)

**06. Comprehensive Assessment Program.** The State approved comprehensive assessment program is outlined in Subsections 111.07.a. through 111.07.m. Each assessment will 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. (5-3-03)

**a.** Kindergarten - Idaho Reading Indicator. (3-15-02)

**b.** Grade 1 - Idaho Reading Indicator. (3-15-02)

**c.** Grade 2 - Idaho Reading Indicator, Grade 2 Idaho Standards Achievement Test covering Language Arts/Communication and Math Standards. (5-3-03)

**d.** Grade 3 - Idaho Reading Indicator, Grade 3 Idaho Standards Achievement Test covering Language Arts/Communication and Math Standards. (5-3-03)

**e.** Grade 4 - Direct Math Assessment, National Assessment of Educational Progress, Grade 4 Idaho Standards Achievement Test covering Language Arts/Communication and Math Standards. (5-3-03)

**f.** Grade 5 - Direct Writing Assessment, Grade 5 Idaho Standards Achievement Test covering Language Arts/Communication and Math Standards. (5-3-03)

**g.** Grade 6 - Direct Math Assessment, Grade 6 Idaho Standards Achievement Test covering Language Arts/Communication and Math Standards. (5-3-03)

**h.** Grade 7 - Direct Writing Assessment, Grade 7 Idaho Standards Achievement Test covering Language Arts/Communication and Math Standards. (5-3-03)

**i.** Grade 8 - Direct Math Assessment, National Assessment of Educational Progress, Grade 8 Idaho Standards Achievement Test covering Language Arts/Communication and Math Standards. (5-3-03)

**j.** Grade 9 - Direct Writing Assessment, Grade 9 Idaho Standards Achievement Test covering Language Arts/Communication and Math Standards. (5-3-03)

**k.** Grade 10 - High School Idaho Standards Achievement Test covering Language Arts/Communications and Math Standards\*. (5-3-03)

**l.** Grade 11 - High School Idaho Standards Achievement Test\*. (5-3-03)

**m.** Grade 12 - High School Idaho Standards Achievement Test\*. (5-3-03)

**n.** \*Students who do not receive a proficient score on a portion or portions of the High School Idaho Standards Achievement Test will retake the appropriate portion or portions each time thereafter that it is offered. Once a student achieves proficiency, at a level established by the State Board of Education, on a portion or portions of the assessment, regardless of which grade level, ten through twelve (10-12), that student is not required to continue taking that portion or portions. (5-3-03)

**07. Comprehensive Assessment Program Schedule.** (5-3-03)

- a.** The Idaho Reading Indicator will be administered in accordance with Section 33-1614, Idaho Code. (3-15-02)
- b.** The Direct Math Assessment and the Direct Writing Assessment will be administered in December in a time period specified by the State Department of Education. (3-15-02)
- c.** The National Assessment of Educational Progress will be administered in timeframe specified by the U.S. Department of Education. (3-15-02)
- d.** The Idaho Standards Achievement Tests will be administered twice annually in the Fall and Spring in a time period specified by the State Board of Education. (5-3-03)
- 08. Costs Paid By The State.** Costs for the following testing activities will be paid by the state: (4-1-97)
- a.** All consumable and non-consumable materials needed to conduct the prescribed statewide comprehensive assessment program; (3-15-02)
- b.** Statewide distribution of all assessment materials; (3-15-02)
- c.** Processing and scoring student response forms, distribution of prescribed reports for the statewide comprehensive assessment program; and (3-15-02)
- d.** Implementation, processing, scoring and distribution of prescribed reports for the Direct Writing Assessment and the Direct Mathematics Assessment. (3-15-02)
- 09. Costs Of Additional Services.** Costs for any additional administrations or scoring services not included in the prescribed statewide comprehensive assessment program will be paid by the participating school districts. (3-15-02)
- 10. Services.** The comprehensive assessment program should be scheduled so that a minimum of instructional time is invested. Student time spent in testing will not be charged against attendance requirements. (3-15-02)
- 11. Test Security.** Test security is of the utmost importance. School districts will employ the same security measures in protecting statewide assessment materials from compromise as they use to safeguard other formal assessments. (3-15-02)
- 12. Demographic Information.** Demographic information will be required to assist in interpreting test results. It may include but not be limited to race, sex, ethnicity, and special programs, (Title I, English proficiency, migrant status, special education status, gifted and talented status, and socio-economic status). (5-3-03)
- 13. Dual Enrollment.** For the purpose of non-public school student participation in non-academic public school activities as outlined in Section 33-203, Idaho Code, the Idaho State Board of Education recognizes the following: (3-15-02)
- a.** The Idaho Standards Achievement Tests (grades 2-9 and High School). (5-3-03)
- b.** A portfolio demonstrating grade level proficiency in at least five (5) of the subject areas listed in Subsections 111.14.c.i. through 111.14.c.vi. Portfolios are to be judged and confirmed by a committee comprised of at least one (1) teacher from each subject area presented in the portfolio and the building principal at the school where dual enrollment is desired. (3-15-02)
- i.** Language Arts/Communications. (3-15-02)
- ii.** Math. (3-15-02)

- iii. Science. (3-15-02)
- iv. Social Studies. (3-15-02)
- v. Health. (3-15-02)
- vi. Humanities. (3-15-02)

**112. CURRICULAR MATERIALS SELECTION (SECTIONS 33-118; 33-118A, IDAHO CODE).**

The State Board of Education will appoint a committee to select curriculum materials. Committee appointments will be for a period of five (5) years. Committee appointments will be for a period of five (5) years. The membership of the committee will include one (1) representative from each of the state's institutions of higher education (Boise State University, Idaho State University, Lewis-Clark State College, and University of Idaho); two (2) Idaho public school administrators; two (2) Idaho public school elementary classroom teachers; two (2) Idaho public school secondary classroom teachers; one (1) person who is not a public school educator nor a public school trustee, one (1) person (parent, teacher, or administrator) representing Idaho's private/parochial schools, who will not be a public school educator or trustee; one (1) public school trustee; three (3) parents and one (1) curriculum consultant from the Division of Instruction of the State Department of Education and one (1) from the Division of Vocational Education whose appointment will be for one (1) year. The Executive Secretary will be an employee of the State Department of Education and will be a voting member of the committee. (4-1-97)

**01. Subject Areas.** Curricular materials are adopted by the State Board of Education for a period of five (5) years in the following subject areas: reading, English, spelling, speech, journalism, languages other than English, art, drama, social studies, music, mathematics, business education, career education and counseling, vocational/technical education, science, health, handwriting, literature, driver education. (4-5-00)

**02. Multiple Adoptions Are Made In Each Subject Area.** (4-5-00)

**03. Bids.** Each publisher must deliver, according to the committee schedule, a sealed bid on all curricular materials presented for adoption. (4-5-00)

**04. Depository.** The State Board will appoint a depository for the state-adopted curricular materials. Resource materials are a local option. (4-5-00)

**05. Local Policies.** School districts will follow their own policies for adoption in subject areas offered by a school district for which materials are not covered by the state curriculum materials committee. (4-5-00)

**113. -- 119. (RESERVED).**

**120. COMMUNICATION.**

**01. Communication Skills Emphasis.** Communication skills enabling students to be responsible citizens of their homes, schools and communities will be emphasized throughout the curriculum. The teaching and demonstrating of effective communication skills will be exemplified throughout the kindergarten through twelve (K-12) system. (4-1-97)

**02. Age-Appropriate Classroom, School, And Community Activities.** Each year, age-appropriate classroom, school and community activities will be provided to all students for the purpose of developing written and oral communication skills with individuals and groups. Good listening skills are a critical component of the communication process. (Section 33-1612, Idaho Code) (4-1-97)

**121. -- 129. (RESERVED).**

**130. TECHNOLOGY.**

Throughout the kindergarten through twelve (K-12) system, technology will be integral to curriculum, instruction and assessment. (Section 33-1612, Idaho Code). Technology moves communication to a new dimension. The kindergarten through twelve (K-12) system must lay the foundation for students to be able to participate comfortably

in an increasingly technological society. Classroom activities will include instruction using multi-media, distance learning and other technologies. (4-1-97)

- 01. Distance Learning Settings.** In distance learning settings, districts will provide for: (4-1-97)
  - a.** Adequate student contact with a teacher or paraprofessional during instructional process. (4-1-97)
  - b.** Ready access for answering student questions. (4-1-97)
  - c.** Adequate teacher time to provide students with feedback on assignments and questions. (4-1-97)

**02. Cooperative Instructional Initiatives.** Cooperative instructional initiatives from post-secondary institutions among districts and other sources are encouraged. Local school districts will be responsible for the quality of the programs offered and will assure that all state standards are met. (4-1-97)

**131. -- 139. (RESERVED).**

**140. WORKFORCE SKILLS.**

**01. Academic Skill Development.** All students will be provided the opportunity to develop their academic skills (i.e., reading, language arts and communication, mathematics, science, social studies) and to develop the skills necessary for entering the workforce, including self-management skills (i.e., ability to plan, self-discipline, respect for authority, ongoing skill improvement), individual and teamwork skills (i.e., personal initiative, working with others), thinking/information skills (i.e., reasoning, problem solving, acquiring and using information) and vocational-technical skills based on the standards of the industry as approved by the State Board of Vocational Education. (4-1-97)

**02. Other Skill Development.** Recognizing that students may or may not be active in the workforce, the State Board believes all students should be provided the opportunity to become contributing community and family members. This instruction includes homemaking skills (i.e., nutrition, child development, resource management); balancing work and family responsibilities; and entrepreneurial skills. (4-1-97)

**03. Work-Based Learning Experiences.** Work-based learning experiences may be provided as part of the instruction in the school. For students to receive credit, these experiences will include: training plans, training agreements, approved work sites, and supervision by appropriately certificated personnel. If work-based learning experiences are selected, they will be included in the Parent Approved Student Learning Plans. Instruction will be organized to facilitate a successful transition into the workforce and further education. (4-1-97)

**141. -- 149. (RESERVED).**

**150. BASIC VALUES.**

Honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized. (See Section 33-1612) (4-1-97)

**151. -- 159. (RESERVED).**

**160. SAFE ENVIRONMENT AND DISCIPLINE.**

Each school district will have a comprehensive districtwide policy and procedure encompassing the following:

School Climate
Discipline
Student Health
Violence Prevention
Gun-free Schools

Substance Abuse - Tobacco, Alcohol, and Other Drugs
Suicide Prevention
Student Harassment
Drug-free School Zones
Building Safety including Evacuation Drills

Districts will conduct an annual review of these policies and procedures. (See Section 33-1612) (4-1-97)

**161. -- 169. (RESERVED).**

**170. CITIZENSHIP.**

Schools will provide instruction and activities necessary for students to acquire the skills to enable them to be responsible citizens in their homes, schools, communities, state and nation. (Section 33-1612, Idaho Code) (4-1-97)

**171. -- 199. (RESERVED).**

**200. K-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 Sections 250 through 954, 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. (3-15-02)

**201. -- 209. (RESERVED).**

**210. ACHIEVEMENT STANDARDS DEFINITION.**

Idaho State Board of Education's Definition of an Achievement Standard: "Specific subject criteria which, when measured, show a specific level of content knowledge and demonstrated application." (3-30-01)

**211. KINDS OF STANDARDS.**

(Normally discussed when trying to define standards.)

**01. Content Standards.** Content standards are statements that clearly define what students should know and be able to do in various subject areas and at different points in their education. (4-5-00)

**02. Performance Standards.** Performance standards provide concrete examples and explicit definitions of how well students must learn the material represented by content standards. (4-5-00)

**03. Assessment Standards.** Assessment is the measurement of what a student knows and is able to do, usually expressed in terms of progress toward a standard. (4-5-00)

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

**215. ABBREVIATIONS.**

**01. Language Arts/Communications.** (4-5-00)

**a.** ICTE. Idaho Council of Teachers of English. (4-5-00)

**b.** NCTE. National Council of Teachers of English. (4-5-00)

**c.** IRA. International Reading Association. (4-5-00)



- d. ICIRA. Idaho Council of the International Reading Association. (4-5-00)
- 02. **Science Committee Acronyms.** (4-5-00)
  - a. NSTA. National Science Teachers Association. (4-5-00)
  - b. ISTA. Idaho Science Teachers Association. (4-5-00)
  - c. AAAS. American Association for the Advancement of Science. (4-5-00)
  - d. NRC. National Research Council. (4-5-00)

**216. GLOSSARY OF MATHEMATICAL TERMS.**

**01. Appropriate Technology.** May include paper and pencil, graph paper, simple calculators, graphing calculators, computers with spreadsheets, or even specialized mathematics software such as Geometer's Sketchpad or Maple. It is the decision of school districts and teachers to determine which tools are most appropriate for both instruction and application. (4-5-00)

**02. Arithmetic Operations.** Basic operations on numbers, including addition, subtraction, multiplication, division, and exponentiation (raising a number to a power). (4-5-00)

**03. Function.** One (1) of the most important and fundamental concepts in mathematics. Functions have inputs (domain values) and transform these inputs into unique outputs (range values). The function is the process or rule that accomplishes this transformation. Functions may be described by: (4-5-00)

- a. Tables of values, such as a table of heights with associated idealized weights. (4-5-00)
- b. Graphs, such as a chart depicting a company's daily closing stock price over the last year. (4-5-00)
- c. Calculator function buttons, where the domain (input) value is the number keyed in, the function is performed by the circuitry in a chip, and the range (output) value is the number read in the display after pressing the function button. (4-5-00)
- d. Spreadsheet functions, where the domain (input) value is the content of the cell referenced, the function is the subprogram that actually performs the computation, and the range (output) value is the number that is computed. (4-5-00)
- e. An explicit formula, such as the squaring function " $f(x)=x^2$ " which takes any input "x" and transforms it by multiplying "x" by itself. (4-5-00)

**04. The Language Of Algebra.** Algebra is that branch of mathematics dealing with the study of number systems. The common number systems include the natural numbers, the integers (includes zero and the negatives of the counting numbers), the rational numbers (fractions), the real numbers (decimals), and the complex numbers (like  $2 - 4i$ ). Algebra uses letters and other symbols to describe general properties of numbers, to specify conditions placed on them, or to describe relationships between them. (4-5-00)

**05. Linear Equation.** An equation, in which the variables (unknowns) occur only to the first power, multiplied only by constants. For example, the equations:

$$4x - 3 = \sqrt{2} \quad \text{and} \quad \frac{1}{2}x - 7y = 11$$

are linear in one (1) and two (2) variables respectively, while:  $x^2 + 5x + 7 = 0$  and  $xy = 1$  are nonlinear equations. A linear equation in two (2) variables has a graph that is a straight line in the coordinate plane. A linear equation in three

(3) variables has a graph which is a plane in 3-space. (4-5-00)

**06. Linear Programming.** A mathematical technique to solve optimization problems involving linear objective functions (such as maximizing profit or minimizing cost) subject to linear inequality constraints (such as amount of ingredients available, the relative proportions used, and relative costs). (4-5-00)

**07. Linear System.** A system of more than one (1) equation or inequalities, each using the same variables, and each linear. A solution to the system is any assignment of values to the variables that makes every equation or inequality simultaneously true. The complete solution is the set of all possible solutions. (4-5-00)

**08. Mathematical Model.** Equations, inequalities, functions, or other mathematical expressions that model a real-world process. Realistic mathematical models are increasingly important in the modern world, especially with the increased use of powerful computers. Many processes, which formerly could only be studied by expensive laboratory experiments, can now be studied as realistic mathematical models. (4-5-00)

**09. Mean, Median, And Mode.** Three (3) common ways to measure the center of a set of numerical data. The mean is the arithmetic average of the data. The median is the middle value of the sorted data set with an odd number of items or the average of the middle two (2) values when the data contains an even number of items. The mode is the most common data value, if it exists. Of the three (3), the mean and median are more useful and frequently used. In any particular application, whether the mean or median is more appropriate depends on the data set and the intended use. (4-5-00)

**10. Order Of Operations.** The commonly accepted rules used for reading algebraic expressions or evaluating arithmetic expressions. (4-5-00)

**a.** Evaluate expressions inside parentheses first. (4-5-00)

**b.** Within the same level of parentheses: (4-5-00)

**i.** Evaluate exponents first; (4-5-00)

**ii.** Evaluate products and/or quotients next; (4-5-00)

**iii.** Evaluate sums and/or differences last. (4-5-00)

**c.** Examples:  $2 * 3^2 + 4 = 22$ ,  $2(3^2 + 4) = 2 * 13 = 26$ ,  $(2 * 3)^2 + 4 = 6^2 + 4 = 40$ . (4-5-00)

**11. Probability.** (4-5-00)

**a.** The branch of mathematics dealing with chance. The experimental model is one (1) illustration of probability. Imagine an experiment with outcomes. An event is a collection of outcomes. The probability of an event is the proportion of the experiments that result in an outcome in the event. The probability of an event is always a number between zero (0) and one (1). Events with probabilities near one (1) are very likely to occur, while those with probabilities near zero (0) are very unlikely. (4-5-00)

**b.** Example. To estimate the probability that a randomly selected, adult American female is between sixty (60) inches and sixty-six (66) inches tall, select an adult American female at random and measure her height. If one thousand (1,000) women are selected and measured, the probability would be the proportion of the experiments that selected a woman between those heights. (4-5-00)

**12. Pythagorean Theorem.** A theorem from Euclidean geometry about right triangles. The hypotenuse of a right triangle is the side opposite the right angle. The legs are the other two (2) sides. The theorem states that the square of the hypotenuse is the sum of the squares of the legs. (4-5-00)

**13. Quadratic Equation.** An equation, which can be reduced to the form  $ax^2 + bx + c = 0$ , with  $a$ ,  $b$ , and  $c$  constants, where  $a$  does not equal 0. (4-5-00)

**14. Scaling Factor.** The ratio between the corresponding dimensions of two (2) figures of the same shape. (4-5-00)

**15. Statistics.** The branch of mathematics dealing with collecting, analyzing, and reasoning from data. The process may involve collecting all of the possible data (a census), or it may involve collecting a subset or sample of the data. The analysis may involve organizing, condensing, calculating summary measurements (statistics), or constructing graphical displays. These descriptive tools help draw conclusions about the real world from which the data originated. When appropriate, probability models provide the framework for attaching a measure of confidence to the conclusions. (4-5-00)

**16. Standard Deviation.** A measure of the spread of a set of numerical data. If a data set has a relatively large standard deviation, then the data is very spread out. If the standard deviation is small, the data is highly clustered. (4-5-00)

**17. Tolerance.** The acceptable range of accuracy of a measurement, or the allowable error in a given measurement. (4-5-00)

**217. -- 254. (RESERVED).**

**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. (3-15-02)

**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.

(3-15-02)

**258. MATHEMATICAL REASONING AND PROBLEM SOLVING.**

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

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand and use a variety of problem-solving skills.	<b>a.</b> Select strategies appropriate to solve a problem.
<b>02.</b> Use reasoning skills to recognize problems and express them mathematically.	<b>a.</b> Use concrete objects to identify and show a solution to problems.
<b>03.</b> Apply appropriate technology and models to find solutions to problems.	<b>a.</b> Select appropriate models to represent mathematical ideas.
<b>04.</b> Communicate results using appropriate terminology and methods.	<b>a.</b> Use appropriate vocabulary to communicate mathematical information.

(3-15-02)

**259. CONCEPTS AND PRINCIPLES OF MEASUREMENT.**

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

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

(3-15-02)

**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.

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

(3-15-02)

**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.

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

(3-15-02)

**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.

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

(3-15-02)

**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.

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

(3-15-02)

**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.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand and use numbers.	<b>a.</b> Demonstrate knowledge of our numeration system by counting in a variety of ways.
	<b>b.</b> Read, write, order, and compare whole numbers to 100.
	<b>c.</b> Demonstrate the knowledge of place value through 99.
	<b>d.</b> Identify and state the value of pennies, nickels, and dimes.
<b>02.</b> Perform computations accurately.	<b>a.</b> Demonstrate proficiency of addition up to 10 and an understanding of subtraction from 9.
	<b>b.</b> Use appropriate vocabulary.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>03.</b> Estimate and judge reasonableness of results.	<b>a.</b> Use estimation to identify a number of objects.
	<b>b.</b> Use estimation to predict computation results.
	<b>c.</b> Evaluate the reasonableness of an answer.
	<b>d.</b> Use appropriate vocabulary.

(3-15-02)

**268. MATHEMATICAL REASONING AND PROBLEM SOLVING.**

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

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

(3-15-02)

**269. CONCEPTS AND PRINCIPLES OF MEASUREMENT.**

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

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

(3-15-02)

**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.

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

(3-15-02)

**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.

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

(3-15-02)

**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.

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

(3-15-02)

**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. Understand the concept of functions.	a. Extend patterns and identify the rule (function) that creates the pattern.
	b. Sort and classify objects by more than one attribute.
	c. Understand and use appropriate vocabulary.

(3-15-02)

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. Understand and use numbers.	a. Demonstrate knowledge of our numeration system by counting a variety of ways.
	b. Read, write, order, and compare whole numbers to 1,000.
	c. Demonstrate the knowledge of place value through 999.
	d. Determine, by counting, the value of a collection of pennies, nickels, dimes, and quarters, up to \$1.00.
	e. Explore decimals using money through hundredths.
	f. Understand and apply appropriate vocabulary.
02. Perform computations accurately.	a. Demonstrate proficiency with addition and subtraction facts through 18.
	b. Add whole numbers with and without regrouping through 99.
	c. Add a series of one-digit addends.
	d. Explore double-digit subtraction of whole numbers with regrouping through 99.
	e. 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.

(3-15-02)

**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. Understand and use a variety of problem-solving skills.	a. Select strategies appropriate to solve a problem.
	b. Select and use appropriate operations.
02. Use reasoning skills to recognize problems and express them mathematically.	a. Generate a number sentence from a problem-solving situation.



<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>03.</b> Apply appropriate technology and models to find solutions to problems.	<b>a.</b> Select appropriate models to represent mathematical ideas.
<b>04.</b> Communicate results using appropriate terminology and methods.	<b>a.</b> Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to communicate mathematical information.
	<b>b.</b> Use appropriate vocabulary to communicate mathematical information.

(3-15-02)

**279. CONCEPTS AND PRINCIPLES OF MEASUREMENT.**

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

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

(3-15-02)

**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.

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

(3-15-02)

**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.

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

Standard - The student will:	Content Knowledge and Skills:
	d. Understand appropriate vocabulary.
02. Apply graphing in two dimensions.	a. Apply ideas about direction and distance.

(3-15-02)

**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. Understand data analysis.	a. Interpret information found in simple tables, charts, and graphs.
	b. Understand and use appropriate vocabulary.
02. Collect, organize, and display data.	a. Gather and display data in tables, charts, and graphs in order to answer a question.
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.

(3-15-02)

**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. Understand the concept of functions.	a. Extend patterns and identify the rule (function) that creates the pattern.
	b. Sort and classify objects by more than one attribute.
	c. Understand and use appropriate vocabulary.

(3-15-02)

**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. Understand and use numbers.	a. Read, write, order, and compare whole numbers to 10,000.
	b. Demonstrate the knowledge of place value through 9,999.
	c. Determine, by counting, the value of a collection of bills and coins up to \$10.00.
	d. Use concrete materials to recognize and represent commonly used fractions.
	e. Explore decimals using money through hundredths.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
	f. Understand and apply appropriate vocabulary.
<b>02.</b> 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.
<b>03.</b> Estimate and judge reasonableness of results.	a. Use estimation to predict computation results.
	b. Evaluate the reasonableness of an answer.
	c. Use appropriate vocabulary.

(3-15-02)

**288. MATHEMATICAL REASONING AND PROBLEM SOLVING.**

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

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> 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.
<b>02.</b> 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>03.</b> 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.
<b>04.</b> 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.

(3-15-02)

**289. CONCEPTS AND PRINCIPLES OF MEASUREMENT.**

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

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> 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.

Standard - The student will:	Content Knowledge and Skills:
	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.

(3-15-02)

**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:
<b>01.</b> 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.
<b>02.</b> Evaluate algebraic expressions.	a. Explore and use the commutative properties of addition and multiplication.
<b>03.</b> Solve algebraic equations and inequalities.	a. Solve missing addends and missing factor problems using inverse operations.

(3-15-02)

**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:
<b>01.</b> 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 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.
<b>02.</b> Apply graphing in two dimensions.	a. Apply ideas about direction and distance.

(3-15-02)

**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:
<b>01.</b> Understand data analysis.	a. Interpret information found in tables, charts, and graphs.

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

(3-15-02)

**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:
<b>01.</b> Understand the concept of functions.	<b>a.</b> Extend patterns and identify the rule (function) that creates the pattern.
	<b>b.</b> Discover, describe, and extend patterns by using manipulatives and pictorial representations.
	<b>c.</b> Understand and use appropriate vocabulary.

(3-15-02)

**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:
<b>01.</b> Understand and use numbers.	<b>a.</b> Read, write, order, and compare whole numbers to 1,000,000, commonly used fractions, and decimals through hundredths.
	<b>b.</b> Demonstrate and apply the knowledge of whole numbers, decimal place value, and patterns of periods (hundredths to millions).
	<b>c.</b> Determine by counting the value of a collection of bills and coins up to \$100.00.
	<b>d.</b> Use concrete materials to recognize, represent, and compare commonly used fractions.
	<b>e.</b> Understand decimals with money through hundredths.
	<b>f.</b> Understand and apply appropriate vocabulary.
<b>02.</b> Perform computations accurately.	<b>a.</b> Consistently and accurately add and subtract whole numbers.
	<b>b.</b> Multiply and divide whole numbers.
	<b>c.</b> Add and subtract fractions with like denominators (without requiring simplification).

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
	<b>d.</b> Add and subtract decimals using money.
	<b>e.</b> Instantly recall multiplication facts through 10s.
	<b>f.</b> Select and use an appropriate method of computation from mental math, paper and pencil, calculator, or a combination of the three.
	<b>g.</b> Use appropriate vocabulary.
<b>03.</b> Estimate and judge reasonableness of results.	<b>a.</b> Use estimation to predict computation results.
	<b>b.</b> Evaluate the reasonableness of an answer.
	<b>c.</b> Use appropriate vocabulary.

(3-15-02)

**298. MATHEMATICAL REASONING AND PROBLEM SOLVING.**

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

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

(3-15-02)

**299. CONCEPTS AND PRINCIPLES OF MEASUREMENT.**

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

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

Standard - The student will:	Content Knowledge and Skills:
	<b>g.</b> Use appropriate vocabulary.

(3-15-02)

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

(3-15-02)

**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:
<b>01.</b> Apply concepts of size, shape, and spatial relationships.	<b>a.</b> Identify, compare, and analyze attributes of two- and three-dimensional shapes and develop vocabulary to describe the attributes.
	<b>b.</b> Explore relationships among and properties of shapes (congruence, similarity, symmetry).
	<b>c.</b> Use concrete objects to determine perimeters of triangles, and areas and perimeters of rectangles/squares.
	<b>d.</b> Predict and describe the results of sliding, flipping, and turning two-dimensional shapes.
	<b>e.</b> Use appropriate vocabulary.
<b>02.</b> Apply graphing in two dimensions.	<b>a.</b> Apply ideas about direction and distance.

(3-15-02)

**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:
<b>01.</b> Understand data analysis.	<b>a.</b> Read and interpret tables, charts, and graphs.
	<b>b.</b> Explain and justify conclusions drawn from tables, charts, and graphs.
	<b>c.</b> Understand and use vocabulary.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>02.</b> Collect, organize, and display data.	<b>a.</b> 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.
<b>03.</b> Apply simple statistical measurements.	<b>a.</b> Determine an average (mean) of a set of whole numbers.
<b>04.</b> Understand basic concepts of probability.	<b>a.</b> Predict, perform, and record results of simple probability experiments.
<b>05.</b> Make predictions or decisions based on data.	<b>a.</b> Make predictions based on simple experimental probabilities.
	<b>b.</b> Understand and use appropriate vocabulary.

(3-15-02)

**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.

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

(3-15-02)

**304. -- 305. (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.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand and use numbers.	<b>a.</b> Read, write, order, and compare whole numbers through billions, commonly used fractions, and decimals through thousandths.
	<b>b.</b> Demonstrate and apply the knowledge of whole numbers, decimal place value, and patterns of periods (thousandths to billions).
	<b>c.</b> Explore the relationship between equivalent fractions.
	<b>d.</b> Explore the relationship between decimals and simple fractions through thousandths.
	<b>e.</b> Show a sense of magnitudes and relative magnitudes of whole numbers, decimals, and simple fractions.
	<b>f.</b> Explore and apply number theory concepts (prime, composite, multiples, factors).
<b>02.</b> Perform computations accurately.	<b>a.</b> Multiply and divide whole numbers.
	<b>b.</b> Add and subtract fractions with like denominators and simplify as necessary.
	<b>c.</b> Add and subtract decimals through thousandths.



Standard - The student will:	Content Knowledge and Skills:
	d. Instantly recall basic multiplication and division facts up to 10s.
	e. Evaluate numerical expressions that include parentheses.
	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. 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.

(3-15-02)

**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. Understand and use a variety of problem-solving skills.	a. Use a variety of strategies to compute problems drawn from real-world situations.
	b. Solve problems using the 4-step process of problem solving (explore, plan, solve, examine).
	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 discuss 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.

(3-15-02)

**309. CONCEPTS AND PRINCIPLES OF MEASUREMENT.**

Rationale: The 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 in both systems.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
	<p><b>b.</b> Apply estimation of measurement to real-world and content problems using actual measuring devices.</p> <p><b>c.</b> Explore the differences and relationships between perimeter and area in both systems.</p> <p><b>d.</b> Solve problems involving length, perimeter, area, weight, mass, and temperature.</p> <p><b>e.</b> Convert unit of measurement within each system.</p> <p><b>f.</b> Apply understanding of relationships to solve real-world problems related to time.</p> <p><b>g.</b> Use appropriate vocabulary.</p>
<b>02.</b> Apply dimensional analysis.	<b>a.</b> Understand units and their relationship to one another and to real-world applications.

(3-15-02)

**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.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Use algebraic symbolism as a tool to represent mathematical relationships.	<b>a.</b> Explore the meaning and use of variables in simple expressions and equations.
	<b>b.</b> Translate simple word statements and story problems into algebraic equations.
	<b>c.</b> Use symbols (<, >, =) to express relationships.
<b>02.</b> Evaluate algebraic expressions.	<b>a.</b> Explore and use the following properties as they relate to addition and multiplication: commutative, associative, identity, zero, and inverse.
	<b>b.</b> Investigate the order of operations (parentheses only).
<b>03.</b> Solve algebraic equations and inequalities.	<b>a.</b> Solve missing addends and missing factor problems using inverse operations.

(3-15-02)

**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.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Apply concepts of size, shape, and spatial relationships.	<b>a.</b> Identify, compare, and analyze attributes of two- and three-dimensional shapes and develop vocabulary to describe the attributes.
	<b>b.</b> Explore the fundamental concepts, properties, and relationships among points, lines, rays, angles, and shapes.
	<b>c.</b> Explore congruence, similarities, and symmetry of shapes.
	<b>d.</b> Determine perimeters of polygons and area of rectangles/squares in real-world situations.
	<b>e.</b> Predict and describe the results of sliding, flipping, and turning two-dimensional shapes.

Standard - The student will:	Content Knowledge and Skills:
	f. Use appropriate vocabulary.
02. Apply graphing in two dimensions.	a. Identify and plot points on a coordinate plane.

(3-15-02)

**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.
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.

(3-15-02)

**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. Understand the concept of functions.	a. Extend patterns and identify a rule (function) that generates the pattern using whole numbers and decimals.
	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 to represent and solve simple problems.

(3-15-02)

**314. -- 315. (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.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand and use numbers.	<b>a.</b> Read, write, order, and compare whole numbers, fractions, and decimals.
	<b>b.</b> Understand the use of fractions and decimals and their interrelationship.
	<b>c.</b> Expand the use of decimals and fractions to explore the use of percents and ratios.
	<b>d.</b> Show a sense of magnitudes and relative magnitudes of real numbers (whole numbers, fractions, decimals).
	<b>e.</b> Develop and apply number theory concepts [prime, composite, Greatest Common Factor (GCF), Lowest Common Multiple (LCM), prime factorization].
	<b>f.</b> Explore the use of integers in real-world situations.
<b>02.</b> Perform computations accurately.	<b>a.</b> Consistently and accurately multiply and divide whole numbers.
	<b>b.</b> Add, subtract, multiply, and divide decimals.
	<b>c.</b> Add and subtract fractions with unlike denominators and simplify as necessary.
	<b>d.</b> Instantly recall basic multiplication and division facts from a 12 x 12 Times Table.
	<b>e.</b> Evaluate numerical expressions using the order of operations.
	<b>f.</b> Explore the use of exponents.
	<b>g.</b> Explore multiplication and division of fractions.
	<b>h.</b> Select and use an appropriate method of computation from mental math, paper and pencil, calculator, or a combination of the three.
	<b>i.</b> Use appropriate vocabulary.
<b>03.</b> Estimate and judge reasonableness of results.	<b>a.</b> Use estimation to predict computation results.
	<b>b.</b> Recognize when estimation is appropriate and understand the usefulness of an estimate as distinct from an exact answer.
	<b>c.</b> Determine whether a given estimate is an overestimate or underestimate.
	<b>d.</b> Use appropriate vocabulary.

(3-15-02)

**318. MATHEMATICAL REASONING AND PROBLEM SOLVING.**

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

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand and use a variety of problem-solving skills.	<b>a.</b> Use a variety of strategies to compute problems drawn from real-world situations.
	<b>b.</b> Solve problems using the 4-step process of problem solving (explore, plan, solve, examine).
	<b>c.</b> Make predictions and decisions based on information.
<b>02.</b> Use reasoning skills to recognize problems and express them mathematically.	<b>a.</b> Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning and concepts.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
	<b>b.</b> Apply solutions and strategies to new problem situations. <b>c.</b> Formulate conjectures and discuss why they must be or seem to be true.
<b>03.</b> Apply appropriate technology and models to find solutions to problems.	<b>a.</b> Understand the purpose and capabilities of appropriate technology use as a tool to solve problems. <b>b.</b> Use computer applications to display and manipulate data. <b>c.</b> Select appropriate models to represent mathematical ideas.
<b>04.</b> Communicate results using appropriate terminology and methods.	<b>a.</b> Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to communicate mathematical information. <b>b.</b> Use appropriate vocabulary to communicate mathematical information. <b>c.</b> Use appropriate notation.

(3-15-02)

**319. CONCEPTS AND PRINCIPLES OF MEASUREMENT.**

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

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand and use U.S. customary and metric measurements.	<b>a.</b> Select and use appropriate units and tools to make formal measurements in both systems. <b>b.</b> Apply estimation of measurement to real-world and content problems using actual measuring devices. <b>c.</b> Recognize the differences and relationships between perimeter and area in both systems. <b>d.</b> Solve problems involving length, perimeter, area, weight, mass, and temperature. <b>e.</b> Convert unit of measurement within each system. <b>f.</b> Apply understanding of relationships to solve real-world problems related to time. <b>g.</b> Use appropriate vocabulary.
<b>02.</b> Apply concepts of rates and other derived or indirect measurements.	<b>a.</b> Explore the use of rates to make indirect measurements.
<b>03.</b> Apply the concepts of ratios and proportions.	<b>a.</b> Explore the use of proportions, ratios, and scales.
<b>04.</b> Apply dimensional analysis.	<b>a.</b> Understand units and their relationship to one another and to real-world applications.

(3-15-02)

**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. Use algebraic symbolism as a tool to represent mathematical relationships.	a. Explore the meaning and use of variables in simple expressions and equations.
	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 in evaluating mathematical and algebraic expressions: commutative, associative, identity, zero, inverse, and distributive.
	b. Explore the order of operations.
03. Solve algebraic equations and inequalities.	a. Solve one-step equations using inverse operations with whole numbers.

(3-15-02)

**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. Apply concepts of size, shape, and spatial relationships.	a. Precisely describe, classify, and understand relationships among types of one-, two-, and three-dimensional objects using their defining properties.
	b. Construct and measure various angles and shapes using appropriate tools.
	c. Apply fundamental concepts, properties, and relationships among points, lines, angles, and shapes.
	d. Recognize and apply congruence, similarities, and symmetry of shapes.
	e. Develop and apply formulas for perimeter, circumference, and area to triangles, quadrilaterals, and circles.
	f. Explore the relationship between two- and three-dimensional objects.
	g. Explore reflections, translations, and rotations on various shapes.
	h. Use appropriate vocabulary.
02. Apply graphing in two dimensions.	a. Identify and plot points on a coordinate plane.

(3-15-02)

**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).

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>03.</b> Apply simple statistical measurements.	<b>a.</b> Find measures of central tendency - mean, median, and mode - with simple sets of data.
	<b>b.</b> Determine the range of a set of data.
<b>04.</b> Understand basic concepts of probability.	<b>a.</b> Predict, perform, and record results of simple probability experiments.
	<b>b.</b> Understand and use the language of probability.
<b>05.</b> Make predictions or decisions based on data.	<b>a.</b> Make predictions based on simple experimental probabilities.
	<b>b.</b> Understand and use appropriate vocabulary.

(3-15-02)

**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.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand the concept of functions.	<b>a.</b> Extend patterns and identify a rule (function) that generates the pattern using whole numbers, decimals, and fractions.
	<b>b.</b> Discover, describe, and extend patterns by using manipulatives and pictorial representations.
	<b>c.</b> Use mathematical models to show change in real context.
	<b>d.</b> Understand and use appropriate vocabulary.
<b>02.</b> Apply functions to a variety of problems.	<b>a.</b> Use patterns and functions to represent and solve simple problems.

(3-15-02)

**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.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand and use numbers.	<b>a.</b> Read, write, order, and compare real numbers (integers, fractions, decimals) and absolute values.
	<b>b.</b> Expand the use of percents and ratios to solve problems.
	<b>c.</b> Show a sense of magnitudes and relative magnitudes of real numbers (integers, fractions, decimals).
	<b>d.</b> Develop and apply number theory concepts.
	<b>e.</b> Understand the position of rational numbers on a number line.
<b>02.</b> Perform computations accurately.	<b>a.</b> Add, subtract, multiply, and divide fractions and decimals.
	<b>b.</b> Evaluate numerical expressions using the order of operations.
	<b>c.</b> Explore the use of exponents.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
	<b>d.</b> Explore basic operations with integers.
	<b>e.</b> Select and use an appropriate method of computation from mental math, paper and pencil, calculator, or a combination of the three.
	<b>f.</b> Use appropriate vocabulary.
<b>03.</b> Estimate and judge reasonableness of results.	<b>a.</b> Use estimation to predict computation results.
	<b>b.</b> Recognize when estimation is appropriate and understand the usefulness of an estimate as distinct from an exact answer.
	<b>c.</b> Determine whether a given estimate is an overestimate or underestimate.
	<b>d.</b> Use appropriate vocabulary.

(3-15-02)

**328. MATHEMATICAL REASONING AND PROBLEM SOLVING.**

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

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand and use a variety of problem-solving skills.	<b>a.</b> Use a variety of strategies including common mathematical formulas to compute problems drawn from real-world situations.
	<b>b.</b> Recognize pertinent information for problem solving.
	<b>c.</b> Make predictions and decisions based on information.
<b>02.</b> Use reasoning skills to recognize problems and express them mathematically.	<b>a.</b> Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning and concepts.
	<b>b.</b> Apply solutions and strategies to new problem situations.
	<b>c.</b> Formulate conjectures and discuss why they must be or seem to be true.
<b>03.</b> Apply appropriate technology and models to find solutions to problems.	<b>a.</b> Understand the purpose and capabilities of appropriate technology use as a tool to solve problems.
	<b>b.</b> Use computer applications to display and manipulate data.
	<b>c.</b> Select appropriate models to represent mathematical ideas.
<b>04.</b> Communicate results using appropriate terminology and methods.	<b>a.</b> Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to communicate mathematical information.
	<b>b.</b> Use appropriate vocabulary to communicate mathematical information.
	<b>c.</b> Use appropriate notation.

(3-15-02)

**329. CONCEPTS AND PRINCIPLES OF MEASUREMENT.**

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

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand and use U.S. customary and metric measurements.	<b>a.</b> Select and use appropriate units and tools to make formal measurements in both systems.
	<b>b.</b> Apply estimation of measurement to real-world and content problems using actual measuring devices.



<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
	<p><b>c.</b> Recognize the differences and relationships among measures of perimeter, area, and volume (capacity) in both systems.</p> <p><b>d.</b> Solve problems involving length, perimeter, area, volume (capacity), weight, mass, and temperature.</p> <p><b>e.</b> Convert unit of measurement within each system.</p> <p><b>f.</b> Use appropriate vocabulary.</p>
<b>02.</b> Apply concepts of rates and other derived or indirect measurements.	<b>a.</b> Develop the use of rates to make indirect measurements.
<b>03.</b> Apply the concepts of ratios and proportions.	<b>a.</b> Develop the use of proportions, ratios, and scales.
<b>04.</b> Apply dimensional analysis.	<b>a.</b> Understand units and their relationship to one another and to real-world applications.

(3-15-02)

**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.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Use algebraic symbolism as a tool to represent mathematical relationships.	<b>a.</b> Develop the use of variables in simple expressions and equations.
	<b>b.</b> Translate simple word statements and story problems into algebraic expressions and equations.
	<b>c.</b> Use symbols (<, >, =, ≤, ≥, ≠) to express relationships.
<b>02.</b> Evaluate algebraic expressions.	<b>a.</b> Develop an understanding of using the following properties in evaluating mathematical and algebraic expressions: commutative, associative, identity, zero, inverse, and substitution.
	<b>b.</b> Understand and use the order of operations in evaluating basic algebraic expressions.
<b>03.</b> Solve algebraic equations and inequalities.	<b>a.</b> Solve one-step equations using inverse operations.
	<b>b.</b> Explore solutions of simple one-step equations using negative numbers.
	<b>c.</b> Explore graphical representation to show simple linear equations.

(3-15-02)

**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.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Apply concepts of size, shape, and spatial relationships.	<b>a.</b> Precisely describe, classify, and understand relationships among types of one-, two-, and three-dimensional objects using their defining properties.
	<b>b.</b> Construct and measure various angles and shapes using appropriate tools.
	<b>c.</b> Apply fundamental concepts, properties, and relationships among points, lines, planes, angles, and shapes.
	<b>d.</b> Recognize and apply congruence, similarities, and symmetry of shapes.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
	<b>e.</b> Apply formulas for perimeter, circumference, and area to triangles, quadrilaterals, and circles. <b>f.</b> Explore the concept of surface area and volume (capacity). <b>g.</b> Explore and model the effects of reflections, translations, and rotations on various shapes. <b>h.</b> Use appropriate vocabulary.
<b>02.</b> Apply the geometry of right triangles.	<b>a.</b> Explore right triangle geometry.
<b>03.</b> Apply graphing in two dimensions.	<b>a.</b> Identify and plot points on a coordinate plane.

(3-15-02)

**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.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand data analysis.	<b>a.</b> Read and interpret tables, charts, and graphs (scatter plots, line graphs, bar graphs, pie charts).
	<b>b.</b> Explain and justify conclusions drawn from tables, charts, and graphs.
	<b>c.</b> Understand and use appropriate vocabulary.
<b>02.</b> Collect, organize, and display data.	<b>a.</b> Collect, organize, and display data with appropriate notation in tables, charts, and graphs (scatter plots, line graphs, bar graphs, pie charts).
<b>03.</b> Apply simple statistical measurements.	<b>a.</b> Understand and use the measures of central tendency - mean, median, and mode - with simple sets of data.
	<b>b.</b> Explore the significance of range, frequency, and informal distribution.
<b>04.</b> Understand basic concepts of probability.	<b>a.</b> Predict, perform, and record results of simple probability experiments.
	<b>b.</b> Understand and use the language of probability.
	<b>c.</b> Recognize equally likely outcomes.
<b>05.</b> Make predictions or decisions based on data.	<b>a.</b> Make predictions based on simple experimental and theoretical probabilities.
	<b>b.</b> Understand and use appropriate vocabulary.

(3-15-02)

**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.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand the concept of functions.	<b>a.</b> Extend patterns and identify a rule (function) that generates the pattern using real numbers.
	<b>b.</b> Use functional relationships to explain how a change in one quantity results in a change in another.
	<b>c.</b> Understand and use appropriate vocabulary.

Standard - The student will:	Content Knowledge and Skills:
02. Represent equations, inequalities, and functions in a variety of formats.	a. Represent a simple set of data in a table, as a graph, and as a mathematical relationship.
03. Apply functions to a variety of problems.	a. Use patterns and functions to represent and solve problems.

(3-15-02)

334. -- 335. (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:
01. Understand and use numbers.	a. Read, write, order, and compare real numbers (integers, fractions, decimals, percents, ratios) and absolute values.
	b. Understand and use real numbers, both rational and irrational.
	c. Show a sense of magnitudes and relative magnitudes of real numbers (integers, fractions, decimals) using scientific notation and exponential numbers.
	d. Develop and apply number theory concepts.
	e. Understand the position of real numbers on a number line.
02. Perform computations accurately.	a. Consistently and accurately add, subtract, multiply, and divide rational numbers.
	b. Instantly recall common equivalent fractions, decimals, and percents.
	c. Evaluate numerical expressions using the order of operations.
	d. Understand and use exponents.
	e. Select and use an appropriate method of computation from mental math, paper and pencil, calculator, or a combination of the three.
	f. Use appropriate vocabulary.
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.

(3-15-02)

**338. MATHEMATICAL REASONING AND PROBLEM SOLVING.**

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

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand and use a variety of problem-solving skills.	<b>a.</b> Use a variety of strategies, including common mathematical formulas to compute problems drawn from real-world situations.
	<b>b.</b> Recognize pertinent information for problem solving.
	<b>c.</b> Make predictions and decisions based on information.
<b>02.</b> Use reasoning skills to recognize problems and express them mathematically.	<b>a.</b> Use a variety of methods, such as words, numbers, symbols charts, graphs, tables, diagrams, and models, to explain mathematical reasoning and concepts.
	<b>b.</b> Apply solutions and strategies to new problem situations.
	<b>c.</b> Formulate conjectures and justify (short of formal proof) why they must be or seem to be true.
<b>03.</b> Apply appropriate technology and models to find solutions to problems.	<b>a.</b> Understand the purpose and capabilities of appropriate technology use as a tool to solve problems.
	<b>b.</b> Use computer applications to display and manipulate data.
	<b>c.</b> Select appropriate models to represent mathematical ideas.
<b>04.</b> Communicate results using appropriate terminology and methods.	<b>a.</b> Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to communicate mathematical information.
	<b>b.</b> Use appropriate vocabulary to communicate mathematical information.
	<b>c.</b> Use appropriate notation.

(3-15-02)

**339. CONCEPTS AND PRINCIPLES OF MEASUREMENT.**

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

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand and use U.S. customary and metric measurements.	<b>a.</b> Select and use appropriate units and tools to make formal measurements using both systems.
	<b>b.</b> Apply estimation of measurement to real-world and content problems using actual measuring devices.
	<b>c.</b> Recognize the differences and relationships among measures of perimeter, area, and volume (capacity) in both systems.
	<b>d.</b> Solve problems involving length, perimeter, area, volume (capacity), weight, mass, and temperature.
	<b>e.</b> Convert unit of measurement within each system.
	<b>f.</b> Use appropriate vocabulary.
<b>02.</b> Apply concepts of rates and other derived or indirect measurements.	<b>a.</b> Use rates to make indirect measurements.
<b>03.</b> Apply the concepts of ratios and proportions.	<b>a.</b> Understand and use proportions, ratios, and scales.
<b>04.</b> Apply dimensional analysis.	<b>a.</b> Understand units and their relationship to one another and to real-world applications.

(3-15-02)

**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.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Use algebraic symbolism as a tool to represent mathematical relationships.	<b>a.</b> Understand and use variables in expressions, equations, and inequalities.
	<b>b.</b> Translate simple word statements and story problems into algebraic expressions and equations.
	<b>c.</b> Use symbols (<, >, =, ≤, ≥, ≠) to express relationships.
<b>02.</b> Evaluate algebraic expressions.	<b>a.</b> Understand and use the following properties in evaluating algebraic expressions: commutative, associative, identity, zero, inverse, distributive, and substitution.
	<b>b.</b> Understand and use the order of operations in evaluating basic algebraic expressions.
	<b>c.</b> Simplify algebraic expressions.
<b>03.</b> Solve algebraic equations and inequalities.	<b>a.</b> Solve one- and two-step equations and inequalities using inverse operations.
	<b>b.</b> Explore graphical representation to show simple linear equations.

(3-15-02)

**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.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Apply concepts of size, shape, and spatial relationships.	<b>a.</b> Precisely describe, classify, and understand, relationships among types of one-, two-, and three-dimensional objects using their defining properties.
	<b>b.</b> Construct and measure various angles and shapes using appropriate tools.
	<b>c.</b> Understand and apply fundamental concepts, properties, and relationships among points, lines, planes, angles, and shapes.
	<b>d.</b> Recognize and apply congruence, similarities, and symmetry of shapes.
	<b>e.</b> Apply formulas for perimeter, circumference, and area to polygons and circles.
	<b>f.</b> Understand the concept of surface area and volume (capacity).
	<b>g.</b> Explore and model the effects of reflections, translations, and rotations on various shapes.
	<b>h.</b> Use appropriate vocabulary.
<b>02.</b> Apply the geometry of right triangles.	<b>a.</b> Investigate right triangle geometry using the Pythagorean Theorem.
<b>03.</b> Apply graphing in two dimensions.	<b>a.</b> Use the coordinate plane as it relates to real-world applications.

(3-15-02)

**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.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand data analysis.	a. Analyze 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. Choose and calculate the appropriate measure of central tendency - mean, median, and mode.
	b. Explore the significance of range, frequency, and informal distribution.
04. Understand basic concepts of probability.	a. Model situations of probability using simulations.
	b. Understand and use the language of probability.
	c. Recognize equally likely outcomes.
05. Make predictions or decisions based on data.	a. Make predictions based on experimental and theoretical probabilities.
	b. Understand and use appropriate vocabulary.
	c. Conduct statistical experiments and interpret results using tables, charts, or graphs.

(3-15-02)

**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.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand the concept of functions.	a. Extend patterns and identify a rule (function) that generates the pattern using real numbers.
	b. Use functional relationships to explain how a change in one quantity results in a change in another.
	c. Understand and use appropriate vocabulary.
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.
03. Apply functions to a variety of problems.	a. Use patterns and functions to represent and solve problems.

(3-15-02)

**344. -- 345. (RESERVED).**

**346. MATHEMATICS STANDARDS - GRADES 9 THROUGH 12, SECTIONS 347 THROUGH 353.**

**347. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS.**

<b>Standard – The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand and use numbers.	a. Understand and use positive and negative numbers, fractions, decimals, percentages, and scientific notation.

<b>Standard – The student will:</b>	<b>Content Knowledge and Skills:</b>
	<b>b.</b> Understand properties of the real number system. <b>c.</b> Understand properties of roots, exponents, and logarithms. <b>d.</b> Use number theory concepts (divisibility rules, factors, multiples, primes) to solve problems.
<b>02.</b> Perform computations accurately.	<b>a.</b> Use the proper order of operations. Perform operations with real numbers. <b>b.</b> Use graphs, matrices, and sequences to represent and solve problems.
<b>03.</b> Estimate and judge reasonableness of results.	<b>a.</b> Apply number sense to every day situations.

(3-15-02)

**348. MATHEMATICAL REASONING AND PROBLEM SOLVING.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand and use a variety of problem-solving skills.	<b>a.</b> Use a variety of methods, including common mathematical formulas, to solve problems drawn from daily life.
<b>02.</b> Use reasoning skills to recognize problems and express them mathematically.	<b>a.</b> Use inductive and deductive reasoning to set up a problem.
	<b>b.</b> Use logic to make mathematical proofs.
	<b>c.</b> Make and evaluate logical arguments.
<b>03.</b> Apply appropriate technology and models to find solutions to problems.	<b>a.</b> Understand the purpose and capabilities of appropriate technology.
	<b>b.</b> Understand the nature and use of mathematical models.
<b>04.</b> Communicate results using appropriate terminology and methods.	<b>a.</b> Select the appropriate means to communicate mathematical information.

(3-15-02)

**349. CONCEPTS AND PRINCIPLES OF MEASUREMENT.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand and use U.S. customary and metric measurements.	<b>a.</b> Determine length, area, capacity, weight, time, and temperature, with appropriate units.
<b>02.</b> Apply concepts of rates and other derived or indirect measurements.	<b>a.</b> Understand equivalent units, comparable units, and conversions.
<b>03.</b> Apply the concepts of ratios and proportions.	<b>a.</b> Understand and use proportions, ratios, and scaling.
<b>04.</b> Apply dimensional analysis.	<b>a.</b> Understand units and their relationship to one another and to real world applications.
<b>05.</b> Perform error analysis.	<b>a.</b> Understand tolerance, precision, and their applications.
	<b>b.</b> Understand that error accumulates in a computation when there is rounding at intermediate steps.

(3-15-02)

**350. CONCEPTS AND LANGUAGE OF ALGEBRA.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Use algebraic symbolism as a tool to represent mathematical relationships.	<b>a.</b> Understand and use variables, expressions, equations and inequalities.
<b>02.</b> Evaluate algebraic expressions.	<b>a.</b> Understand and use procedures for operating on algebraic expressions.
<b>03.</b> Solve algebraic equations and inequalities.	<b>a.</b> Understand and use appropriate procedures to solve linear equations and inequalities such as $3x - 4 = 2$ or $3x - 4 > 2$ .
	<b>b.</b> Use appropriate procedures to simplify and solve polynomial equations and inequalities such as $x^2 + 3x = 7$ or $x^2 + 3x \leq 7$ .
<b>04.</b> Solve simple linear systems of equations or inequalities.	<b>a.</b> Understand and use appropriate procedures to solve simple linear systems of equations and inequalities such as $x + y = 7$ $2x + 3y = 21$
	<b>or</b> $x + y < 7$ $2x + 3y > 21$ .

(3-15-02)

**351. CONCEPTS AND PRINCIPLES OF GEOMETRY.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Apply concepts of size, shape, and spatial relationships.	<b>a.</b> Understand congruence and similarity as they apply to reflection, rotation, and translation.
	<b>b.</b> Understand scaling as it relates to size variations in one, two, and three-dimensional objects, while shape is maintained.
<b>02.</b> Apply the geometry of right triangles.	<b>a.</b> Understand the basic concepts of right triangle trigonometry (e.g., basic trigonometry ratios such as sine, cosine, and tangent).
	<b>b.</b> Use trigonometric ratio methods to solve problems.
	<b>c.</b> Know and apply the Pythagorean Theorem to solve real world problems.
<b>03.</b> Apply graphing in two dimensions.	<b>a.</b> Understand concepts of the Cartesian Coordinate System.
	<b>b.</b> Understand the characteristics and uses of vectors.

(3-15-02)

**352. DATA ANALYSIS, PROBABILITY, AND STATISTICS.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand data analysis.	<b>a.</b> Read and interpret tables, charts, and graphs (scatter plots, line graphs, three-dimensional graphs, and pie charts).
<b>02.</b> Collect, organize, and display data.	<b>a.</b> Collect and organize data, and display the data in tables, charts, and graphs (scatter diagrams, frequency tables, bar graphs, pie charts).
<b>03.</b> Apply simple statistical measurements.	<b>a.</b> Understand basic statistical concepts including mean (average), median, mode, range, and standard deviation.



<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>04.</b> Understand basic concepts of probability.	<b>a.</b> Understand experimental and theoretical probability.
	<b>b.</b> Distinguish between independent and dependent events.
	<b>c.</b> Know that probability ranges from 0% to 100%. Understand randomness and chance.
<b>05.</b> Make predictions or decisions based on data.	<b>a.</b> Use appropriate technology to employ simulation techniques, curve fitting, correlation, and graphical models to make predictions or decisions based on data.
	<b>b.</b> Design, conduct, and interpret results of statistical experiments.
	<b>c.</b> Analyze the effect of biased data on statistical predictions.

(3-15-02)

**353. FUNCTIONS AND MATHEMATICAL MODELS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand the concept of functions.	<b>a.</b> Solve problems that involve varying quantities with variables, expressions, equations, inequalities, and absolute values.
<b>02.</b> Represent equations, inequalities and functions in a variety of formats.	<b>a.</b> Represent a set of data in a table, as a graph, and as a mathematical relationship.
<b>03.</b> Apply functions to a variety of problems.	<b>a.</b> Model real-world phenomena using polynomial, rational, and basic exponential functions, noting restricted domains.

(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. (3-15-02)

**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. (3-15-02)

**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. (3-15-02)

“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). (3-15-02)

**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. (3-15-02)

**365. SOCIAL STUDIES STANDARDS - GRADE KINDERGARTEN, SECTIONS 366 THROUGH 378.**

**366. CRITICAL THINKING AND ANALYTICAL SKILLS.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Acquire critical thinking and analytical skills.	<b>a.</b> Identify calendar time by days, weeks, and months.
	<b>b.</b> Speak in terms of time such as now, then, before, after, today, yesterday, tomorrow.
	<b>c.</b> Identify current events involving the community.
	<b>d.</b> Demonstrate awareness that historical events have been recorded.

(3-15-02)

**367. EVOLUTION OF DEMOCRACY.**

Evolution of Democracy standards do not apply at this grade level.

(3-15-02)

**368. EXPLORATION AND EXPANSION.**

Exploration and Expansion standards do not apply at this grade level.

(3-15-02)

**369. MIGRATION AND IMMIGRATION.**

Migration and Immigration standards do not apply at this grade level.

(3-15-02)

**370. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.	<b>a.</b> Identify different means of transportation that are used today to travel from place to place such as airplanes, boats, trains, busses, automobiles, and bicycles.
	<b>b.</b> Identify methods of travel in the past.
	<b>c.</b> Identify examples of simple machines, inventions, and technology used in the home.

(3-15-02)

**371. INTERNATIONAL RELATIONS AND CONFLICTS.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand significant conflicts in United States history.	<b>a.</b> Explore why we celebrate Independence Day, Veterans Day, Civil Rights Day, and Presidents Day.
	<b>b.</b> Identify history as dealing with past events and famous people such as George Washington or Martin Luther King.

(3-15-02)

**372. CULTURAL AND SOCIAL DEVELOPMENT.**

Standard - The student will:	Content Knowledge and Skills:
01. Understand the cultural and social development of the United States.	<ul style="list-style-type: none"> <li>a. Identify stories, pictures, and music of other cultures.</li> <li>b. Identify holidays by dates and understand that holidays commemorate special events.</li> <li>c. Participate in patriotic activities.</li> <li>d. Recognize that people celebrate in many different ways.</li> <li>e. Identify personal and school experiences with large seasonal changes such as summer vacation, school months, and major holidays.</li> <li>f. Demonstrate an understanding of own personal history as part of family, school, and neighborhood.</li> <li>g. Describe how people in communities help each other.</li> <li>h. Describe how all families have similarities and differences.</li> <li>i. Describe how each person is special and unique.</li> </ul>

(3-15-02)

**373. 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.	<ul style="list-style-type: none"> <li>a. Listen to stories that reflect the cultural heritage of the United States - past, present, real, and fiction.</li> <li>b. Participate with groups to make decisions and solve problems.</li> <li>c. Describe some rules and the reasons for them.</li> </ul>

(3-15-02)

**374. 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.	<ul style="list-style-type: none"> <li>a. Identify symbols of the United States such as the Flag, Pledge of Allegiance, Bald Eagle, Red, White, and Blue.</li> <li>b. Recite the Pledge of Allegiance.</li> <li>c. Develop awareness of leadership roles in the country.</li> <li>d. Know that the people in the United States vote for their leaders.</li> </ul>

(3-15-02)

**375. CITIZEN RESPONSIBILITIES AND RIGHTS.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand that all citizens of the United States have responsibilities and rights.	<b>a.</b> Identify individuals that are helpful to people in their everyday lives such as principal, school secretary, doctor, and police officer.
	<b>b.</b> Demonstrate ways to be helpful to family, school, and community.
	<b>c.</b> Recognize that there is a need for a leadership in any society.
	<b>d.</b> Identify leadership roles in the school, neighborhood, and family.
	<b>e.</b> Show respect for the opinions, feelings, and actions of others.
	<b>f.</b> Demonstrate the ability to make choices and take responsibility for one's own actions.
	<b>g.</b> Name and show respect for the rules at home, school, and in the community.

(3-15-02)

**376. ECONOMIC FUNDAMENTALS.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand basic economic concepts.	<b>a.</b> Observe that all people have needs and wants.
	<b>b.</b> Recognize that people meet their needs by sharing, trading, and using money to buy goods and services.
	<b>c.</b> Describe some jobs that people do to earn money.
	<b>d.</b> Identify the people who work in the school or in the community and be aware of their products and services.

(3-15-02)

**377. ECONOMIC INFLUENCES.**

Economic Influences standards do not apply at this grade level.

**378. GEOGRAPHY.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand the spatial organizations of people, places, and environment on the earth's surface.	<b>a.</b> Identify the globe as a model of the earth.
	<b>b.</b> Distinguish between land masses and water on a globe or map.
	<b>c.</b> Identify the north and south poles on a map or globe.
	<b>d.</b> Recognize a map of the United States of America and know it is the country in which we live.
	<b>e.</b> Make and use a map of a familiar area.
	<b>f.</b> Use simple terms such as bigger, smaller, near, and far.
<b>02.</b> Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.	<b>a.</b> Identify the ways the four seasons affect our lives.
	<b>b.</b> Demonstrate ways to be of help to the environment and community.
	<b>c.</b> Recognize that many kinds of plants and animals live on the earth.

(3-15-02)

**379. -- 380. (RESERVED).**

**381. SOCIAL STUDIES STANDARDS - GRADE 1, SECTIONS 382 THROUGH 394.**

**382. CRITICAL THINKING AND ANALYTICAL SKILLS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Acquire critical thinking and analytical skills.	<b>a.</b> Use the calendar to measure days, weeks, months, and years.
	<b>b.</b> Identify current events involving the community.
	<b>c.</b> Use correctly the terms of past, present, future, yesterday, today, and tomorrow.
	<b>d.</b> Create a timeline that shows personal experiences that take place over a period of time.
	<b>e.</b> Recognize that every person, group, and country has a story about its past and this is called its "history".

(3-15-02)

**383. EVOLUTION OF DEMOCRACY.**

Evolution of Democracy standards do not apply at this grade level.

(3-15-02)

**384. EXPLORATION AND EXPANSION.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand the role of exploration and expansion in the development of the United States.	<b>a.</b> Know that Native American people lived on this continent before people came from Europe.
	<b>b.</b> Describe the Voyage of Columbus in 1492.

(3-15-02)

**385. MIGRATION AND IMMIGRATION.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand the role of migration and immigration of people in the development of the United States.	<b>a.</b> Identify reasons why early colonists came to the New World.
	<b>b.</b> Know that the people in the local community have their origins in many areas of the world.

(3-15-02)

**386. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.	<b>a.</b> Compare different types of transportation and their uses.
	<b>b.</b> Compare differences in the ways American families live today to how they lived in the past.
	<b>c.</b> Identify ways machines and technology are used in home and school.

(3-15-02)

**387. INTERNATIONAL RELATIONS AND CONFLICTS.**

Standard - The student will:	Content Knowledge and Skills:
01. Understand significant conflicts in United States history.	a. Explain why we celebrate Independence Day, Veterans Day, Civil Rights Day, and Presidents Day.
	b. Understand that some people were not free in early America.

(3-15-02)

**388. CULTURAL AND SOCIAL DEVELOPMENT.**

Standard - The student will:	Content Knowledge and Skills:
01. Understand the cultural and social development of the United States.	a. Recognize that each person belongs to many groups (family, school, friends, neighborhood, community, nation).
	b. Describe how people's appearances are alike and different, creating diversity among the American population.
	c. Explain how families vary in structure and size.
	d. Name several ways families and community members work, learn, play, and care for one another.
	e. Describe how people of different cultures have the same basic needs but may meet them in different ways.
	f. Compare stories, pictures, and music of other selected times and places in America's past.

(3-15-02)

**389. 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. Recognize and become familiar with the significance of American symbols and figures.
	b. Participate within groups to make decisions and solve problems.
	c. Describe some rules and explain why they are necessary.

(3-15-02)

**390. 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. Identify famous presidents such as George Washington, Thomas Jefferson, and Abraham Lincoln.
	b. Name the current United States President.
	c. Know that the people in the United States vote for their leaders.

(3-15-02)

**391. CITIZEN RESPONSIBILITIES AND RIGHTS.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand that all citizens of the United States have responsibilities and rights.	<b>a.</b> Explain why rules are necessary in homes, classrooms, recess, the lunchroom, and games.
	<b>b.</b> Explain why people in authority must apply rules fairly.
	<b>c.</b> Name some responsibilities that students have in the classroom, at home, in the community.
	<b>d.</b> Know that voting is one way in which rules are developed.
	<b>e.</b> Demonstrate good citizenship.

(3-15-02)

**392. ECONOMIC FUNDAMENTALS.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand basic economic concepts.	<b>a.</b> Identify the basic needs of people such as food, clothing, and shelter.
	<b>b.</b> Identify ways people meet their needs by sharing, trading, and using money to buy goods and services.
	<b>c.</b> Name things that people may want but do not need and explain the difference.
	<b>d.</b> Identify ways to save money for future needs and wants.
	<b>e.</b> Identify chores that children can do at home or in the classroom to be helpful and responsible.

(3-15-02)

**393. ECONOMIC INFLUENCES.**

Economic Influences standards do not apply at this grade level.

(3-15-02)

**394. GEOGRAPHY.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand the spatial organizations of people, places, and environment on the earth's surface.	<b>a.</b> Explain what maps and globes represent and how they are used.
	<b>b.</b> Use directions on a map: East, West, South, and North.
	<b>c.</b> Understand that maps have keys or legends.
	<b>d.</b> Identify continents and large bodies of water on a globe or a map.
	<b>e.</b> Name and locate continent, country, state, and community in which the class lives.
<b>02.</b> Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.	<b>a.</b> Describe ways people adjust to their environment.

(3-15-02)

**395. -- 396. (RESERVED).**

**397. SOCIAL STUDIES STANDARDS - GRADE 2, SECTIONS 398 THROUGH 410.**

**398. CRITICAL THINKING AND ANALYTICAL SKILLS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Acquire critical thinking and analytical skills.	<b>a.</b> Use the calendar to measure days, weeks, months, and years.
	<b>b.</b> Identify current events involving the community.
	<b>c.</b> Create and interpret timelines.
	<b>d.</b> Obtain information from a variety of sources.

(3-15-02)

**399. EVOLUTION OF DEMOCRACY.**

Evolution of Democracy standards do not apply at this grade level.

(3-15-02)

**400. EXPLORATION AND EXPANSION.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand the role of exploration and expansion in the development of the United States.	<b>a.</b> Recognize that Native Americans were inhabitants of North America before colonization.
	<b>b.</b> Identify some contributions Native American people have made to the development of the United States.
	<b>c.</b> Identify Native American tribes and discuss their cultures.

(3-15-02)

**401. MIGRATION AND IMMIGRATION.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand the role of migration and immigration of people in the development of the United States.	<b>a.</b> Know that people come from different countries to live in the United States.
	<b>b.</b> Describe life during the Westward Movement and Pioneer America.

(3-15-02)

**402. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand the political, social, and economic responses to industrialization and the technological innovations that have occurred in the United States.	<b>a.</b> Compare and contrast current transportation with transportation of the past.
	<b>b.</b> Compare how jobs and tools have changed over time.
	<b>c.</b> Identify ways machines and technology are used in homes, schools, and communities.
	<b>d.</b> Explain the many types of communication used by people today and long ago.

(3-15-02)

**403. INTERNATIONAL RELATIONS AND CONFLICTS.**



Standard - The student will:	Content Knowledge and Skills:
01. Understand significant conflicts in United States history.	a. Describe war as a type of conflict.
	b. Describe how individuals play a specific role during times of conflict.

(3-15-02)

**404. CULTURAL AND SOCIAL DEVELOPMENT.**

Standard - The student will:	Content Knowledge and Skills:
01. Understand the cultural and social development of the United States.	a. Identify different groups that a person belongs to such as family, neighborhood, community, church, and teams.
	b. Describe some family traditions.
	c. Explain important customs, symbols, and celebrations that represent the development of American beliefs and principles.
	d. Identify similarities between different groups of people.

(3-15-02)

**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.

(3-15-02)

**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.

(3-15-02)

**407. CITIZEN RESPONSIBILITIES AND RIGHTS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
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.

(3-15-02)

**408. ECONOMIC FUNDAMENTALS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
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.
	d. Distinguish between producers and consumers.

(3-15-02)

**409. ECONOMIC INFLUENCES.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand there are many influences on economic systems.	a. Identify technology services in the community.
	b. Explain how natural resources affect economic activities in the local community.

(3-15-02)

**410. GEOGRAPHY.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand the spatial organizations of people, places, and environment on the earth's surface.	a. Identify landforms, bodies of water, and human made features (cities, dams) on a map and globe.
	b. Know the cardinal directions and how to use the compass rose.
	c. Know that map symbols (key/legend, scale) represent a real object or place.
	d. Know that boundary lines separate states.
02. Understand the migration and settlement of human populations on the earth's surface.	a. Know that physical characteristics affect settlement patterns.
03. Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.	a. Compare how environmental conditions affect living styles and clothing in different parts of the country.
	b. Know that humans depend on the environment to meet their basic needs.

(3-15-02)

**411. -- 412. (RESERVED).**

**413. SOCIAL STUDIES STANDARDS - GRADE 3, SECTIONS 414 THROUGH 426.**

**414. CRITICAL THINKING AND ANALYTICAL SKILLS.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Acquire critical thinking and analytical skills.	<b>a.</b> Use days, weeks, months, and years to measure time.
	<b>b.</b> Identify current events involving the community.
	<b>c.</b> Identify decades and centuries as a measure of time.
	<b>d.</b> Identify primary sources of information about local history.
	<b>e.</b> Differentiate between cause and effect.
	<b>f.</b> Identify different points of view.
	<b>g.</b> Identify factual statements in sources of news using the five W's: who, what, where, when, and why.

(3-15-02)

**415. EVOLUTION OF DEMOCRACY.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand the evolution of democracy.	<b>a.</b> Understand the difference between a single authority and a group decision.
	<b>b.</b> Recognize the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty.

(3-15-02)

**416. EXPLORATION AND EXPANSION.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand the role of exploration and expansion in the development of the United States.	<b>a.</b> Identify historical landmarks in and around the community.
	<b>b.</b> Identify some significant events that have occurred in and around the community.
	<b>c.</b> 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.

(3-15-02)

**417. MIGRATION AND IMMIGRATION.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand the role of migration and immigration of people in the development of the United States.	<b>a.</b> Identify the origins of classmates' ancestors.
	<b>b.</b> Recognize that migration and immigration are continuous processes.
	<b>c.</b> Recognize that most of the first Africans brought to America came as slaves against their will.

(3-15-02)

**418. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.	<b>a.</b> Identify ways machines and technology have evolved over time and have changed the lives of people.
	<b>b.</b> Compare how machines and technology are used in homes, schools, communities, and the global community.
	<b>c.</b> Name some of the changes that have occurred to the local community due to technological advances.

(3-15-02)

**419. INTERNATIONAL RELATIONS AND CONFLICTS.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand significant conflicts in United States history.	<b>a.</b> Explore relationships and conflicts between early settlers and Native Americans.
	<b>b.</b> Discuss how the United States became a nation after the colonists defeated the British in the Revolutionary War.
	<b>c.</b> Define slavery and explain how the Civil War brought an end to slavery in the United States.

(3-15-02)

**420. CULTURAL AND SOCIAL DEVELOPMENT.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand the cultural and social development of the United States.	<b>a.</b> Explain that all people of the United States share a common heritage through patriotic holidays, national documents, and symbols.
	<b>b.</b> Describe some traditions in the community.
	<b>c.</b> Compare different culture groups in the community, including their distinctive foods, clothing styles, and traditions.
	<b>d.</b> Explain how communities are linked together through media, technology, phones, radio, etc.

(3-15-02)

**421. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand the foundations and principles of the American political system.	a. Identify significant early American leaders.
	b. Identify some of the freedoms guaranteed to American citizens in the Constitution and the Bill of Rights.
	c. Identify many of the responsibilities and rights of American citizens.

(3-15-02)

**422. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand the organization and formation of the American system of government.	a. Identify and explain the basic functions of local government.
	b. Identify the three branches of government.

(3-15-02)

**423. CITIZEN RESPONSIBILITIES AND RIGHTS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand that all citizens of the United States have responsibilities and rights.	a. Identify the rules of the classroom and school and the consequences for breaking these rules.
	b. Identify qualities of a good leader.
	c. Identify reasons why communities have laws.
	d. Describe ways in which children can participate in public life in their community.

(3-15-02)

**424. ECONOMIC FUNDAMENTALS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand basic economic concepts.	a. Explain the difference between goods and services.
	b. Explain the concepts of supply and demand and the role of the consumer and producer.
	c. Explain the difference between public and private property.
	d. Describe savings and checking accounts at a bank and explain their purposes and benefits.

(3-15-02)

**425. ECONOMIC INFLUENCES.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand that there are many influences on economic systems.	a. Identify examples of transportation and communication networks in the local community and explain how they encourage economic prosperity and growth.

Standard - The student will:	Content Knowledge and Skills:
	<b>b.</b> Explain how land, natural resources, labor, trade, and technology affect economic activities in the local community.

(3-15-02)

**426. GEOGRAPHY.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand the spatial organizations of people, places, and environment on the earth's surface.	<b>a.</b> Describe the concepts of globe, continent, country, state, county, city/town, and neighborhood.
	<b>b.</b> Find the United States, Idaho, the state capital Boise, and own community on a map.
	<b>c.</b> Locate on a map waterways, landforms, cities, states, and national boundaries using standard map symbols.
	<b>d.</b> Use a map title, map key, scale, cardinal directions, and symbols to interpret a map.
	<b>e.</b> Use a number/letter grid to find specific locations on a map.
<b>02.</b> Understand the migration and settlement of human populations on the earth's surface.	<b>a.</b> Identify past and present settlement patterns of the community.
	<b>b.</b> Identify geographic features influencing settlement patterns of the community.
	<b>c.</b> Compare and contrast city/suburb/town and urban/rural.
<b>03.</b> Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.	<b>a.</b> Identify ways the land around the community has been changed by people, technology, and natural forces.

(3-15-02)

**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:
<b>01.</b> Acquire critical thinking and analytical skills.	<b>a.</b> Chronologically organize the events that led to Idaho becoming a state.
	<b>b.</b> Identify current events involving the state of Idaho.
	<b>c.</b> Explain how all cities, regions, and states have histories.
	<b>d.</b> Differentiate between fact and opinion, cause and effect, and identify different points of view.
	<b>e.</b> Gather and use information on Idaho history from primary and secondary sources.

(3-15-02)

**431. EVOLUTION OF DEMOCRACY.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand the evolution of democracy.	a. Evaluate and interpret the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty.
	b. Know how Native Americans and early Idahoans governed themselves.

(3-15-02)

**432. EXPLORATION AND EXPANSION.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand the role of exploration and expansion in the development of the United States.	a. Identify early inhabitants of Idaho.
	b. Identify and verbalize the motivations of some of the early explorers to Idaho.
	c. Explain the accomplishments, significance, and outcomes of the Lewis and Clark expedition.
	d. Describe the lifestyles of the mountain men and explain the Rendezvous.

(3-15-02)

**433. MIGRATION AND IMMIGRATION.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand the role of migration and immigration of people in the development of the United States.	a. Identify where the ancestors of Native Americans and immigrants originated.
	b. Describe the preparations necessary for the trip west to Idaho.
	c. Identify the major groups and significant individuals and their motives in the western expansion and settlement in Idaho.
	d. Describe the role of the discovery of gold and other minerals in the settlement of Idaho.

(3-15-02)

**434. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.	a. Identify some of the changes that have occurred to Idaho society due to technological advances.
	b. Name some of the contributions made by individuals in bringing about industrial changes to Idaho.

(3-15-02)

**435. INTERNATIONAL RELATIONS AND CONFLICTS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand significant conflicts in United States history.	a. Explain how the westward migration impacted Native Americans.
	b. Describe the involvement of Idaho's veterans in international conflicts.

(3-15-02)

**436. CULTURAL AND SOCIAL DEVELOPMENT.**

Standard - The student will:	Content Knowledge and Skills:
01. Understand the cultural and social development of the United States.	a. Explain the role of missionaries in the development of Idaho.
	b. Describe ways that cultural groups learn from each other.

(3-15-02)

**437. 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 Idaho leaders and their contributions.
	b. Explain the democratic process in Idaho.

(3-15-02)

**438. 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. Identify major events that lead to Idaho statehood.
	b. Identify the symbols of Idaho such as the state bird and state seal.
	c. Recognize that a state is divided into local units of government.
	d. Identify the basic function of the legislative and executive branches of state government.

(3-15-02)

**439. 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. Describe ways in which citizens can participate in public life.
	b. Identify some of the basic responsibilities and rights of a citizen.

(3-15-02)

**440. ECONOMIC FUNDAMENTALS.**

Standard - The student will:	Content Knowledge and Skills:
01. Understand basic economic concepts.	a. Explain how Native Americans and early settlers met their basic needs of food, water, and shelter.
	b. Explain the concepts of supply and demand and scarcity.
	c. Explain the concepts of specialization and division of labor.
	d. Identify goods and services in early Idaho settlements.
	e. Explain the concept of public and private property in the development of Idaho.

(3-15-02)



**441. ECONOMIC INFLUENCES.**

Standard - The student will:	Content Knowledge and Skills:
01. Understand there are many influences on economic systems.	a. Describe examples of changes in transportation and communication in relation to economic growth in Idaho.
	b. Describe how geographic features of Idaho have determined the economic base of Idaho's regions.

(3-15-02)

**442. GEOGRAPHY.**

Standard - The student will:	Content Knowledge and Skills:
01. Understand the spatial organizations of people, places, and environment on the earth's surface.	a. Use geographic skills to collect, analyze, interpret, and communicate data.
	b. Locate and label on a map of the world the continents, oceans, landforms, poles, hemispheres, equator, and prime meridian.
	c. Use a number/letter grid to find specific locations on a map.
02. Understand the migration and settlement of human populations on the earth's surface.	a. Explain past and present settlement patterns in Idaho.
	b. Identify the geographic features of Idaho in which people settled.
	c. Compare and contrast one of the following: city/suburb/town, urban/rural, farm/factory, or agriculture/industry.
03. Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.	a. Identify ways the land in Idaho has been changed by people, technology, and natural forces.
	b. Explain how machines and technology have affected the natural resources of Idaho.

(3-15-02)

**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. Acquire critical thinking and analytical skills.	a. Chronologically organize significant events and people who form the foundation of United States history.
	b. Identify current events involving the nation.
	c. Identify various methods used by historians to learn about the past.
	d. Analyze, organize, and interpret information.
	e. Identify different points of view and frames of reference.

(3-15-02)

**447. EVOLUTION OF DEMOCRACY.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand the evolution of democracy.	<b>a.</b> Understand the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty.
	<b>b.</b> Know the difference between direct democracy and the constitutional (representative) democracy of today's United States.

(3-15-02)

**448. EXPLORATION AND EXPANSION.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand the role of exploration and expansion in the development of the United States.	<b>a.</b> Identify early inhabitants of North America.
	<b>b.</b> List the early explorers of North America.
	<b>c.</b> Describe the impact of early explorers on North America.
	<b>d.</b> Identify the major land acquisitions to the United States.
	<b>e.</b> Know the factors that contributed to western expansion in the United States in the early 1800s.
	<b>f.</b> Explain the concept of Manifest Destiny and its contribution to the migration of people in the development of the United States.

(3-15-02)

**449. MIGRATION AND IMMIGRATION.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand the role of migration and immigration of people in the development of the United States.	<b>a.</b> Identify the religious, political, and economic motives of voluntary European immigrants.
	<b>b.</b> Explain what indentured servants were and how they participated in the early life of the United States.
	<b>c.</b> Explain the history of the slave trade in the United States.
	<b>d.</b> Identify the motives of the major groups who participated in the western expansion by leaving the East and heading West.
	<b>e.</b> Identify the significant Native American groups that were encountered in the Western Movement.
	<b>f.</b> Identify some of the significant individuals who took part in the western expansion.

(3-15-02)

**450. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.	<b>a.</b> Name some of the changes that have occurred to American society due to technological advances.
	<b>b.</b> Explore major effects of the Industrial Revolution.

(3-15-02)

**451. INTERNATIONAL RELATIONS AND CONFLICTS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand significant conflicts in United States history.	<b>a.</b> Describe some of the changes that have occurred due to wars and conflicts.
	<b>b.</b> Name significant American leaders during the Revolutionary War era.
	<b>c.</b> Identify the events and name the reasons the colonists went to war with England.
	<b>d.</b> Explain how the westward migration led to conflict between Native Americans and the settlers.
	<b>e.</b> Describe the major contributions of significant United States Presidents.
	<b>f.</b> Discuss the causes and effects of various conflicts in American history.

(3-15-02)

**452. CULTURAL AND SOCIAL DEVELOPMENT.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand the cultural and social development of the United States.	<b>a.</b> Explain important American customs, symbols, landmarks, and celebrations.
	<b>b.</b> Identify some significant individuals who have been responsible for bringing about social changes in the United States.
	<b>c.</b> Identify influential cultural groups throughout American history.
	<b>d.</b> Describe how Native Americans developed a variety of cultures before the coming of the European settlers.
	<b>e.</b> Identify different examples of how religion has been an important influence in American history.

(3-15-02)

**453. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand the foundations and principles of the American political system.	<b>a.</b> Understand systems of government in Colonial America.
	<b>b.</b> Identify significant early American political leaders and explain their contributions to early United States history.
	<b>c.</b> Identify and explain the important concepts in the Declaration of Independence.
	<b>d.</b> Understand the meaning and significance of the Articles of Confederation.
	<b>e.</b> Identify the important concepts in the United States Constitution.
	<b>f.</b> Explain how the United States is a republic.
	<b>g.</b> Describe the historical development of the American Flag and explain what each part of the flag means.

(3-15-02)

**454. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand the organization and formation of the American system of government.	a. Identify the three branches of government and the functions and powers of each.
	b. Distinguish between and compare responsibilities of state and national government in a federal system.

(3-15-02)

**455. CITIZEN RESPONSIBILITIES AND RIGHTS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand that all citizens of the United States have responsibilities and rights.	a. Identify some of the personal responsibilities and basic rights of individual freedoms that belong to American citizens.
	b. Describe ways in which citizens participate in public life.

(3-15-02)

**456. ECONOMIC FUNDAMENTALS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand basic economic concepts.	a. Identify economic reasons for exploration and colonization.
	b. Describe how conservation of natural resources is important.
	c. Describe examples of improved transportation and communication networks and how they encourage economic growth.
	d. Explain the concepts of free enterprise and profit and loss.

(3-15-02)

**457. ECONOMIC INFLUENCES.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand there are many influences on economic systems.	a. Know the economic policies of England that contributed to the revolt in the North American colonies.
	b. Explain the difference between a free enterprise economic system and a government controlled economic system.

(3-15-02)

**458. GEOGRAPHY.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand the spatial organizations of people, places, and environment on the earth's surface.	a. Develop and use different kinds of maps, globes, graphs, charts, databases, and models to display and obtain information.
	b. Identify the regions of the United States and their resources.
	c. Use latitude and longitude coordinates to find specific locations on a map.

Standard - The student will:	Content Knowledge and Skills:
02. Understand the migration and settlement of human populations on the earth's surface.	<p>a. Analyze the effects of agriculture and manufacturing on settlement in the United States.</p> <p>b. Explain the concept of the change from an agrarian society to an urbanized society.</p>
03. Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.	<p>a. Identify ways the land has been changed by people, technology, and natural forces.</p> <p>b. Explain how machines and technology have affected the natural resources of the United States.</p>

(3-15-02)

459. -- 460. (RESERVED).

**461. SOCIAL STUDIES STANDARDS - HISTORY OF HUMAN CIVILIZATION - MIDDLE GRADES (GRADES 6-8), SECTIONS 462 THROUGH 465.**

**462. HISTORY OF HUMAN CIVILIZATION.**

Standard - The student will:	Content Knowledge and Skills:
01. Understand the processes that gave rise to the earliest human communities.	<p>a. Describe types of evidence used by anthropologists, archaeologists, and other scholars to reconstruct early human and cultural development.</p> <p>b. Infer from archaeological evidence the characteristics of early hunter-gatherer communities.</p> <p>c. Understand the relationship between civilization and a city-state.</p>
02. Understand how human communities populated the major regions of the world and adapted to a variety of environments.	<p>a. Identify the various regions of the world that had early communities.</p> <p>b. Compare life of early civilizations of the Eastern and Western hemispheres and how they responded to their local environments.</p>
03. Understand that the practice of agriculture influenced the patterns of human settlement.	<p>a. Describe how and why humans domesticated wild grains, as well as cattle, sheep, goats, and pigs.</p> <p>b. Identify areas of the world where early farming communities appeared and explain the factors that would have supported farming in these areas.</p>
04. Understand how natural resources and technological advances have shaped the relationships between different societies.	<p>a. Explain how man adapted the environment for civilization to develop.</p> <p>b. Identify the technological advances developed by various early societies.</p>
05. Understand the political, social, and cultural causes and consequences of movements of populations.	<p>a. Identify the factors that contributed to population movement.</p> <p>b. Find examples of how writing, art, architecture, mathematics, and science have evolved in society over time.</p> <p>c. Identify some of the major languages of the world today and identify which languages are related to one another.</p> <p>d. Describe the role of government in population movements of early civilizations.</p>
06. Understand how empire building and trade contributed to increasingly complex relations among peoples.	<p>a. Identify major trade routes and assess the economic and cultural significance of these points of connection between populations.</p> <p>b. Discuss how empires used conquest and forced labor to expand and develop.</p> <p>c. Explain the importance and levels of social classes.</p>

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
07. Understand the development and role of religion in early civilizations.	a. Explain how religion influenced government, culture, and technological development.
	b. Discuss how religion established a code of conduct for the people.
	c. Explain the relationship between religion and the people's understanding of the natural world.

(3-15-02)

**463. GEOGRAPHY.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand the spatial organizations of people, places, and environment on the earth's surface.	a. Locate places on maps using latitude and longitude systems and compass directions.
	b. Locate and label on map or globe major rivers, mountain ranges, gulfs, and seas of the continents and their countries.
02. Understand physical characteristics of different places and regions.	a. Compare and contrast physical features on the planet.
	b. Explain the impact of waterways on civilizations.
	c. Identify characteristics of significant civilizations in world history.
03. Understand the migration and settlement of human populations on the earth's surface.	a. Identify main reasons for major migrations of people.
	b. Explain how climate affects human migration and settlement.
	c. Describe how physical features such as mountain ranges, fertile plains, and rivers led to the development of cultural regions.
	d. Explain how transportation routes stimulate growth of cities and the exchange of goods, knowledge, and technology.
04. Understand that geography enables people to comprehend the relationships between people, places, and environments over time.	a. Explain how the resources of an area can be the source of conflict between competing groups.
	b. Illustrate how the population growth rate impacts a nation's resources.
	c. Explain how rapid growth of cities can lead to economic, social, and political problems.
	d. Describe how the conservation of resources is necessary to maintain a healthy and productive environment for future generations.

(3-15-02)

**464. GOVERNMENT/CIVICS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Acquire critical thinking and analytical skills.	a. Research, condense, and restate information for a specific purpose.
	b. Utilize primary and secondary sources of information to gather facts.
	c. Distinguish between fact and opinion.
02. Understand the evolution of democracy.	a. Describe the development of government.
	b. Recognize that as a society becomes more complex so does its government.
03. Understand the relationship among between civic life, politics, and government.	a. Distinguish among the characteristics of city-states and feudal states.
	b. Contrast monarchies, democratic, and dictatorial types of government.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
	<b>c.</b> Give examples of citizen participation in political systems around the world.
<b>04.</b> Understand the foundations and principles of the American political system.	<b>a.</b> Explain how democratic governments allow for individual, political, and social choices. <b>b.</b> Discuss how the policies and actions of governments promote the public good.
<b>05.</b> Understand the organization and formation of the American system of government.	<b>a.</b> Show how governments make and enforce laws and provide a judicial system. <b>b.</b> Explain that governments are funded through taxation.
<b>06.</b> Understand that all citizens of the United States have responsibilities and rights.	<b>a.</b> Explain ways to resolve private and public conflicts based on principles of fairness and justice while at the same time respecting cultural customs. <b>b.</b> Explain how negotiation and compromise can be effective ways of settling disputes and how the majority rule has to protect the minority rights.

(3-15-02)

**465. ECONOMICS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand basic economic concepts.	<b>a.</b> Analyze the similarities of the needs and wants of people everywhere. <b>b.</b> Explain how historically people have relied on their natural resources to meet their needs. <b>c.</b> List examples that show how economic opportunity and a higher standard of living are important factors in the migration of people.
<b>02.</b> Understand the concept of money.	<b>a.</b> Analyze the role of money as a means of exchange. <b>b.</b> Describe alternative means of exchange.
<b>03.</b> Understand there are many influences on economic systems.	<b>a.</b> Compare and contrast the factors that promote economic growth. <b>b.</b> Identify factors that harm an economic system.

(3-15-02)

**466. -- 467. (RESERVED).**

**468. SOCIAL STUDIES STANDARDS - GEOGRAPHY - MIDDLE GRADES, SECTION 469.**

**469. GEOGRAPHY.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand the spatial organizations of people, places, and environment on the earth's surface.	<b>a.</b> Describe the characteristics, functions, and advantages of maps, globes, photographs, satellite images, and models. <b>b.</b> Develop and use different kinds of maps, globes, graphs, charts, databases, and models. <b>c.</b> Identify the locations of certain physical and human features and events on maps and globes and answer related geography questions. <b>d.</b> Use mental maps to answer geographic questions and to analyze how they reflect an individual's attitude toward places. <b>e.</b> Analyze and explain human settlement as influenced by physical environment. <b>f.</b> Explain patterns of land use in urban, suburban, and rural areas.

Standard - The student will:	Content Knowledge and Skills:
	g. Explain ways places are connected and interdependent.
	h. Describe the patterns and processes of migration and diffusion.
02. Understand the human and physical characteristics of places and regions.	a. Analyze the physical characteristics of places.
	b. Analyze the human characteristics of places.
	c. Identify and analyze how technology shapes the human and physical features of a place.
	d. Identify the criteria used to define types of regions.
	e. Evaluate characteristics of places and regions from a variety of points of view.
	f. Understand the effects of technology on cultural groups' perceptions of places and regions.
	g. Explain how culture influences people's perceptions of places and regions.
03. Understand the physical processes that shape and change the patterns of the earth's surface.	a. Correlate physical geography and climatic conditions.
	b. Explain functions and dynamics of ecosystems.
	c. Use physical processes to explain patterns in the physical environment.
	d. Analyze physical patterns in terms of what created them.
	e. Use knowledge of physical system changes such as seasons, climate, weather, and the water cycle to explain phenomena.
	f. Explain how an Earth-Sun relationship affect the earth's physical processes and creates physical patterns.
04. Understand the migration and settlement of human populations on the earth's surface.	a. Analyze the ways groups, societies, and cultures address human needs and concerns.
	b. Explain migration streams over time.
	c. Describe ways in which human migration influences the character of a place.
	d. Analyze the population characteristics of places to explain population patterns.
	e. Describe the structure of different populations through the use of key demographic concepts.
05. Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.	a. Analyze the consequences of human changes to the physical environment.
	b. Explain ways in which human-caused changes in the environment in one place can cause changes in other places.
	c. Identify and analyze the role of technology in changing the physical environment.
	d. Analyze ways in which humans respond to their physical environment.
	e. Examine the effects of natural hazards on human systems.
	f. Analyze world patterns of resource distribution and use.
	g. Identify the role of technology in acquiring resources.
	h. Develop plans for the management of resources.
06. Understand that geography enables people to comprehend the relationships between people, places, and environments over time.	a. Describe ways in which the spatial organization of society changes over time.
	b. Assess the role that environmental perceptions play in past events.
	c. Analyze the effects of physical and human geographic factors on historic events.
	d. Describe physical features that have influenced historical events.



Standard - The student will:	Content Knowledge and Skills:
	<p><b>e.</b> Analyze the interaction between physical and human systems to understand causes and effects of current and future conditions on earth.</p> <p><b>f.</b> Integrate multiple points of view to analyze contemporary geographic issues.</p> <p><b>g.</b> Demonstrate an understanding of the spatial organization of human activities and physical systems to be able to make informed decisions.</p>

(3-15-02)

**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:
<p><b>01.</b> Acquire critical thinking and analytical skills.</p>	<p><b>a.</b> Use visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event.</p> <p><b>b.</b> Differentiate between historical facts and historical interpretations.</p> <p><b>c.</b> Chronologically organize significant events and people who form the foundation of early United States history and explain their historical relationships.</p> <p><b>d.</b> Identify an issue or problem of the past, obtain relevant historical data, and formulate a position or course of action on the issue.</p>

(3-15-02)

**474. EVOLUTION OF DEMOCRACY.**

Standard - The student will:	Content Knowledge and Skills:
<p><b>01.</b> Understand the evolution of democracy.</p>	<p><b>a.</b> Analyze the difference between direct democracy and the constitutional (representative) democracy of today's United States.</p> <p><b>b.</b> Evaluate and interpret the concepts of popular consent, respect for the individual, equality of opportunity and personal liberty.</p> <p><b>c.</b> Analyze the issues surrounding centralized government versus states' rights issues.</p> <p><b>d.</b> Provide and evaluate examples of social and political leadership in early American history.</p> <p><b>e.</b> Evaluate the impact of gender, race, ethnicity, religion, and national origin on individual/political rights</p>

(3-15-02)

**475. EXPLORATION AND EXPANSION.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand the role of exploration and expansion in the development of the United States.	<b>a.</b> Trace the spread of early human societies and the rise of diverse cultures in the United States.
	<b>b.</b> Identify significant countries and their roles and motives in the European exploration of the Americas.
	<b>c.</b> Analyze and describe the interactions between native peoples and the European explorers.
	<b>d.</b> Summarize the major events in the European settlement of North America from Jamestown to the end of the 18th century.
	<b>e.</b> Describe the United States territorial expansion between 1801 and 1861 and how it affected relations with external powers and Native Americans.
	<b>f.</b> Know the factors that contributed to western expansion in the United States in the early 1800s.

(3-15-02)

**476. MIGRATION AND IMMIGRATION.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand the role of migration and immigration of people in the development of the United States.	<b>a.</b> Analyze the religious, political, and economic motives of voluntary immigrants from different parts of Europe who came to North America.
	<b>b.</b> Explain the motives and consequences for the involuntary immigration of indentured servants and enslaved Africans to the American colonies.
	<b>c.</b> Describe the history, interactions, and contributions of the various groups of people that have lived and migrated throughout North America.
	<b>d.</b> Explain the concept of Manifest Destiny and its contribution to the migration of people in the development of the United States.

(3-15-02)

**477. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.	<b>a.</b> Explain the consequences of scientific and technological inventions and changes on the social and economic lives of the people of the United States.
	<b>b.</b> Explain how the development of various modes of transportation increased economic prosperity and promoted national unity.

(3-15-02)

**478. INTERNATIONAL RELATIONS AND CONFLICTS.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand significant conflicts in United States history.	<b>a.</b> Analyze the causes and consequences of the French and Indian War (Seven Years' War).
	<b>b.</b> Identify and analyze the causes and consequences of the Revolutionary War.
	<b>c.</b> Identify and analyze the causes and consequences of the War of 1812.

Standard - The student will:	Content Knowledge and Skills:
	d. Explain how the westward migration impacted Native Americans.
	e. Identify and analyze the causes and consequences of the Civil War.
	f. Identify key leaders and significant events that influenced the outcome of the Civil War and the continuing relationships between northern and southern states.

(3-15-02)

**479. CULTURAL AND SOCIAL DEVELOPMENT.**

Standard - The student will:	Content Knowledge and Skills:
01. Understand the cultural and social development of the United States.	a. Know the different cultural and social influences that emerged in the North American colonies.
	b. Describe the experiences of culturally, ethnically, and racially different groups trying to assimilate as part of American society prior to the Civil War.
	c. Know the common traits, beliefs, and characteristics that unite the United States as a nation and a society.
	d. Analyze the issue of race in the social and cultural development of the Pre-Civil War United States.

(3-15-02)

**480. 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 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.
	b. 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.
	c. 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.
	d. Evaluate issues in which fundamental values and principles are in conflict such as conflicts between liberty and equality, individual rights and the common good.

(3-15-02)

**481. 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. Explain how the executive, legislative, and judicial powers are distributed and shared among the three branches of national government.
	b. Know how and why powers are distributed and shared between national and state governments in the United States.

(3-15-02)

**482. CITIZEN RESPONSIBILITIES AND RIGHTS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand that all citizens of the United States have responsibilities and rights.	a. Know the factors that have influenced American voluntarism such as colonial traditions, frontier conditions, and religious beliefs.
	b. Explain the relationship between individual freedom and personal responsibility in the United States.
	c. Describe ways in which citizens can participate in public life.

(3-15-02)

**483. ECONOMIC FUNDAMENTALS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand basic economic concepts.	a. Describe the economic characteristics of colonialism.
	b. Know the economic motivations for the constant expansion of the western border of the United States.
	c. Explain how the human and material resources of the Union and Confederacy affected the course of the Civil War.

(3-15-02)

**484. ECONOMIC INFLUENCES.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand there are many influences on economic systems.	a. Know the economic policies of England that contributed to the revolt in the North American colonies.
	b. Explain the role of government policy in the economic development of the United States.

(3-15-02)

**485. GEOGRAPHY.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand the spatial organizations of people, places and environment on the earth's surface.	a. Develop and use different kinds of maps, globes, graphs, charts, databases and models.
02. Understand the migration and settlement of human populations on the earth's surface.	a. Describe ways in which human migration influences the character of a place.
03. Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.	a. Analyze ways in which humans respond to their physical environment.

(3-15-02)

**486. -- 487. (RESERVED).**

**488. 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). (3-15-02)

**489. CRITICAL THINKING AND ANALYTICAL SKILLS.**

Standard - The student will:	Content Knowledge and Skills:
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.
	b. Evaluate and interpret points-of-view using primary and secondary sources.
	c. Chronologically organize significant events and people in United States history into major eras and themes to identify and explain historical relationships.

(3-15-02)

**490. EVOLUTION OF DEMOCRACY.**

Standard - The student will:	Content Knowledge and Skills:
01. Understand the evolution of democracy.	a. Describe the origins of democratic tradition in western civilization.
	b. Identify the tensions associated with the definitions of American democracy.
	c. Analyze the struggles for the extension of civil rights.
	d. Analyze and evaluate states' rights disputes past and present.
	e. Provide and evaluate examples of social and political leadership in American history.

(3-15-02)

**491. -- 492. (RESERVED).**

**493. UNITED STATES HISTORY, SECTIONS 494 THROUGH 498.**

**494. 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. Know the goals, routes, and effects of explorers of the Americas in the 15th through the 17th centuries.
	b. Identify how religious, social, political, and economic factors shaped settlement patterns in 17th and 18th century North America.
	c. Describe the United States territorial expansion between 1801 and 1861 and how it affected relations with external powers and Native Americans.
	d. Know the factors that contributed to western expansion in the United States in the 1800s.
	e. Identify philosophical changes in American foreign expansion from the territorial expansion of the 1890s to the economic and ideological influences of the present.

(3-15-02)

**495. MIGRATION AND IMMIGRATION.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
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.
	b. Analyze the legal, political, social, and economic changes in the status of immigrant groups.
	c. Examine the impact of migration and government policy on the encroachment of Native American territories.

(3-15-02)

**496. POLITICAL, SOCIAL, AND ECONOMIC RESPONSE TO INDUSTRIALIZATION AND TECHNOLOGICAL INNOVATION.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
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.
	b. Analyze the rise of the American labor movement.
	c. Analyze the 20th century political responses to industrialization.
	d. Analyze the American tradition of volunteerism and philanthropy.
	e. Identify and analyze the causes of the Great Depression and its effects upon American society.
	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.

(3-15-02)

**497. INTERNATIONAL RELATIONS AND CONFLICTS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand significant conflicts in United States history.	a. Identify and analyze the causes and consequences of the Revolutionary War.
	b. Identify and analyze the causes and consequences of the Mexican War.
	c. Identify the causes and consequences of the Civil War and Reconstruction.
	d. Identify the causes and consequences of World War I.
	e. Identify the causes and consequences of World War II.
	f. Identify the causes and consequences of the Cold War including the Korean War and conflict over Berlin.
	g. Know the reasons for the United States involvement in the Vietnam War and the domestic consequences of this involvement.
	h. Explain the role of the United States in Post-Cold War conflicts around the world.

(3-15-02)

**498. CULTURAL AND SOCIAL DEVELOPMENT.**

Standard - The student will:	Content Knowledge and Skills:
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.
	b. Analyze the contributions of the diverse cultures that make up the population of the United States.

(3-15-02)

**499. -- 500. (RESERVED).**

**501. GOVERNMENT/CIVICS, SECTIONS 502 THROUGH 506.**

**502. CIVIC LIFE, POLITICS AND GOVERNMENT.**

Standard - The student will:	Content Knowledge and Skills:
01. Understand the relationship between civic life, politics, and government.	a. Know the definition of politics and identify the interrelationship between politics and government.
	b. Explain how the United States is governed by a system of laws.
	c. Know the different forms of government.

(3-15-02)

**503. 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. Describe the origins of constitutional law in western civilization.
	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.
	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.
	d. Evaluate how power and responsibility are distributed, shared, and limited in the government established by the United States Constitution.
	e. Analyze Amendments to the United States Constitution in terms of the conflicts they addressed and the reasons for their adoption.
	f. Describe how diverse populations contribute to political life in the United States.

(3-15-02)

**504. 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. Know the three branches of federal government, their powers, and responsibilities.

Standard - The student will:	Content Knowledge and Skills:
	<p><b>b.</b> Explain the functions, powers, and relationships among federal, state, and local governments.</p> <p><b>c.</b> Explain how each level of government raises money to pay for its operations and services.</p> <p><b>d.</b> Analyze and explain the treaty/trust relationship the United States has with Native American tribes with emphasis on Idaho.</p> <p><b>e.</b> Analyze the role of political parties and other political organizations and their impact on the American system of government.</p>

(3-15-02)

**505. UNITED STATES FOREIGN AFFAIRS.**

Standard - The student will:	Content Knowledge and Skills:
<p><b>01.</b> Understand the significance of United States foreign policy in the modern world.</p>	<p><b>a.</b> Know the characteristics of United States foreign policy and how it has been implemented over time.</p> <p><b>b.</b> Identify and evaluate the role of the United States in international organizations and agreements.</p> <p><b>c.</b> Identify and evaluate American foreign policy as it relates to environmental issues.</p>

(3-15-02)

**506. CITIZEN RESPONSIBILITIES AND RIGHTS.**

Standard - The student will:	Content Knowledge and Skills:
<p><b>01.</b> Understand that all citizens of the United States have responsibilities and rights.</p>	<p><b>a.</b> Explain the balance of personal responsibilities and rights in American life.</p> <p><b>b.</b> Know the ways in which citizens can participate in the political process at the local, state, and national level.</p> <p><b>c.</b> Explain the electoral process at each level of government.</p> <p><b>d.</b> Know the concept of citizenship and the ways in which individuals become citizens.</p>

(3-15-02)

**507. -- 508. (RESERVED).**

**509. ECONOMICS, SECTIONS 510 THROUGH 514.**

**510. FUNDAMENTALS.**

Standard - The student will:	Content Knowledge and Skills:
<p><b>01.</b> Understand basic economic concepts.</p>	<p><b>a.</b> Define scarcity and explain its implications in decision making.</p> <p><b>b.</b> Know ways in which the interaction of all buyers and sellers influence prices.</p> <p><b>c.</b> Define credit and debt and explain their effects.</p> <p><b>d.</b> Identify the incentives that determine what is produced and distributed in a competitive market system.</p>



<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
	<b>e.</b> Describe the concept of interest and explain how interest rates are determined.
	<b>f.</b> Compare and contrast free market and controlled economies of various nations and eras.
	<b>g.</b> Apply economic concepts to explain the role of imports/exports both nationally and internationally.

(3-15-02)

**511. CONCEPT OF MONEY.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand the concept of money.	<b>a.</b> Analyze the role of money as a medium of exchange.
	<b>b.</b> Explain how money derives its value.

(3-15-02)

**512. INFLUENCES.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand there are many influences on economic systems.	<b>a.</b> Explain the impact of culture, values, and belief systems on economic systems.
	<b>b.</b> Explain and illustrate environmental and geographical impacts on economic policies and decisions made by federal, state, regional, and local officials.
	<b>c.</b> Describe and illustrate the impact of governmental policies and decisions on economic systems.

(3-15-02)

**513. ECONOMIC INSTITUTIONS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Know the different types of economic institutions and understand how they differ from one another.	<b>a.</b> Know the characteristics of various types of business structures.
	<b>b.</b> Identify the business characteristics of an entrepreneur.
	<b>c.</b> Identify the role of the stock market.
	<b>d.</b> Explain the role of banking institutions.
	<b>e.</b> Explain the purposes of labor unions.

(3-15-02)

**514. PERSONAL FINANCE.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand the concepts of good personal finance.	<b>a.</b> Examine and apply the elements of responsible personal fiscal management.
	<b>b.</b> Identify and evaluate sources and examples of consumers' responsibilities and rights.

Standard - The student will:	Content Knowledge and Skills:
	c. Define the concept of taxation as applied to personal finances.

(3-15-02)

**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.

(3-15-02)

**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.

(3-15-02)

**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.

(3-15-02)

**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.

(3-15-02)

**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.

(3-15-02)

**530. CONCEPTS OF PHYSICAL SCIENCE.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand the structure and function of matter and molecules and their interactions.	<b>a.</b> Use senses to explore and describe matter.

(3-15-02)

**531. CELLULAR AND MOLECULAR CONCEPTS.**

Cellular and Molecular Concepts standards do not apply at this grade level.

(3-15-02)

**532. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand the theory of biological evolution.	<b>a.</b> Observe and explore the characteristics of plants and animals.
	<b>b.</b> Sort animals into wild and domestic categories.

(3-15-02)

**533. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> 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.	<b>a.</b> Recognize the difference between living and non-living things.

(3-15-02)

**534. EARTH AND SPACE SYSTEMS.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand scientific theories of origin and subsequent changes in the universe and earth systems.	<b>a.</b> Observe and identify the four seasons.
	<b>b.</b> Observe different weather conditions.

(3-15-02)

**535. TECHNOLOGY.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand the relationship between science and technology and develop the abilities of technological design and application.	<b>a.</b> Distinguish between natural objects and objects made by humans.
	<b>b.</b> Recognize that people have invented tools for everyday life and for scientific investigations.
	<b>c.</b> Create a tool to perform a specific function.
	<b>d.</b> Use available and appropriate technology.

(3-15-02)

**536. PERSONAL AND SOCIAL PERSPECTIVES.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand common environmental quality issues, both natural and human induced.	<b>a.</b> Observe and discuss characteristics of the local environment.
<b>02.</b> Understand the importance of natural resources and the need to manage and conserve them.	<b>a.</b> Understand the concept of recycling.
	<b>b.</b> Discuss the conservation of natural resources.

(3-15-02)

**537. HISTORY OF SCIENCE.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand the significance of major scientific milestones.	<b>a.</b> Understand major contributions of various scientists and researchers.

(3-15-02)

**538. INTERDISCIPLINARY CONCEPTS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand that interpersonal relationships are important in scientific endeavors.	<b>a.</b> Learn appropriate cooperation and interaction skills.
<b>02.</b> Understand technical communication.	<b>a.</b> Understand and follow instructions.

(3-15-02)

**539. -- 541. (RESERVED).**

**542. SCIENCE STANDARDS - GRADE 1, SECTIONS 543 THROUGH 553.**

**543. UNIFYING CONCEPTS OF SCIENCE.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand concepts and processes of evidence, models, and explanation.	<b>a.</b> Explore the concepts of observation and data collection.
	<b>b.</b> Explore and use various models.
<b>02.</b> Understand constancy, change, and measurement.	<b>a.</b> Understand that changes occur and can be measured.
	<b>b.</b> Measure in both standard and non-standard units.
<b>03.</b> Understand the theory that evolution is a process that relates to the gradual changes in the universe and of equilibrium as a physical state.	<b>a.</b> Understand the concepts of past, present, and future.
<b>04.</b> Understand concepts of form and function.	<b>a.</b> Identify shape and use of objects.

(3-15-02)

**544. CONCEPTS OF SCIENTIFIC INQUIRY.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand scientific inquiry and develop critical thinking skills.	a. Brainstorm questions that can be investigated.
	b. Make observations.
	c. Use various tools to gather information.
	d. Explore information and evidence.
	e. Use observations to make guesses.
	f. Communicate observations.

(3-15-02)

**545. CONCEPTS OF PHYSICAL SCIENCE.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand the structure and function of matter and molecules and their interactions.	a. Know that objects have combinations of properties.
	b. Recognize and classify matter as a solid, liquid, or gas.
	c. Recognize that matter can change states (solid, liquid, gas).
02. Understand concepts of motion and forces.	a. Explore the position and motion of objects.
	b. Explore different kinds of energy.

(3-15-02)

**546. CELLULAR AND MOLECULAR CONCEPTS.**

Cellular and Molecular Concepts standards do not apply at this grade level.

(3-15-02)

**547. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand the theory of biological evolution.	a. Observe and explore the life cycles of plants and animals and their basic needs.
	b. Recognize that animals live in different habitats for which they are suited.

(3-15-02)

**548. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
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. Understand that living things need food to survive.

(3-15-02)

**549. EARTH AND SPACE SYSTEMS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand scientific theories of origin and subsequent changes in the universe and earth systems.	a. Identify the four seasons and their characteristics.
	b. Understand the characteristics of different weather conditions.

(3-15-02)

**550. TECHNOLOGY.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand the relationship between science and technology and develop the abilities of technological design and application.	a. Distinguish between natural objects and objects made by humans.
	b. Recognize that people have invented tools for everyday life and for scientific investigations.
	c. Create a tool to perform a specific function.
	d. Use available and appropriate technology.

(3-15-02)

**551. PERSONAL AND SOCIAL PERSPECTIVES.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand common environmental quality issues, both natural and human induced.	a. Identify the characteristics of the local environment.
02. Understand the importance of natural resources and the need to manage and conserve them.	a. Understand the concept of recycling.
	b. Understand the conservation of natural resources.

(3-15-02)

**552. HISTORY OF SCIENCE.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand the significance of major scientific milestones.	a. Understand major contributions of various scientists and researchers.

(3-15-02)

**553. INTERDISCIPLINARY CONCEPTS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand that interpersonal relationships are important in scientific endeavors.	a. Learn appropriate cooperation and interaction skills.
02. Understand technical communication.	a. Understand and follow instructions.

(3-15-02)

**554. -- 556. (RESERVED).**

**557. SCIENCE STANDARDS - GRADE 2, SECTIONS 558 THROUGH 568.**

**558. UNIFYING CONCEPTS OF SCIENCE.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand concepts and processes of evidence, models, and explanation.	<b>a.</b> Explore the concepts of observation and data collection.
	<b>b.</b> Explore and use various models.
<b>02.</b> Understand constancy, change, and measurement.	<b>a.</b> Understand that changes occur and can be measured.
	<b>b.</b> Measure in standard and non-standard systems.
<b>03.</b> Understand the theory that evolution is a process that relates to the gradual changes in the universe and of equilibrium as a physical state.	<b>a.</b> Understand the concepts of past, present, and future.
<b>04.</b> Understand concepts of form and function.	<b>a.</b> Identify shape and use of objects.

(3-15-02)

**559. CONCEPTS OF SCIENTIFIC INQUIRY.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand scientific inquiry and develop critical thinking skills.	<b>a.</b> Brainstorm questions that can be investigated.
	<b>b.</b> Make observations.
	<b>c.</b> Use various tools to gather information.
	<b>d.</b> Explore information and evidence.
	<b>e.</b> Use observations to make guesses.
	<b>f.</b> Communicate observations.

(3-15-02)

**560. CONCEPTS OF PHYSICAL SCIENCE.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand the structure and functions of matter and molecules and their interactions.	<b>a.</b> Know that objects have combinations of properties.
	<b>b.</b> Recognize and classify matter as a solid, liquid, or gas.
	<b>c.</b> Recognize that matter can change states (solid, liquid, gas).
<b>02.</b> Understand concepts of motion and forces.	<b>a.</b> Explore the position and motion of objects.
	<b>b.</b> Explore different kinds of energy.

(3-15-02)

**561. CELLULAR AND MOLECULAR CONCEPTS.**

Cellular and Molecular Concepts standards do not apply at this grade level.

(3-15-02)

**562. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand the theory of biological evolution.	a. Observe and explore the life cycles of plants and animals and their basic needs.
	b. Recognize that animals live in different habitats for which they are suited.

(3-15-02)

**563. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
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. Understand that living things need food to survive.

(3-15-02)

**564. EARTH AND SPACE SYSTEMS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand scientific theories of origin and subsequent changes in the universe and earth systems.	a. Identify the four seasons and their characteristics.
	b. Understand the characteristics of different weather conditions.
02. Understand geo-chemical cycles and energy in the earth system.	a. Explore evaporation and precipitation.

(3-15-02)

**565. TECHNOLOGY.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand the relationship between science and technology and develop the abilities of technological design and application.	a. Distinguish between natural objects and objects made by humans.
	b. Recognize that people have invented tools for everyday life and for scientific investigations.
	c. Create a tool to perform a specific function.
	d. Use available and appropriate technology.

(3-15-02)

**566. PERSONAL AND SOCIAL PERSPECTIVES.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand common environmental quality issues, both natural and human induced.	a. Identify the characteristics of the local environment.
02. Understand the importance of natural resources and the need to manage and conserve them.	a. Understand the concept of recycling.
	b. Understand the conservation of natural resources.



(3-15-02)

**567. HISTORY OF SCIENCE.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand the significance of major scientific milestones.	<b>a.</b> Understand major contributions of various scientists and researchers.

(3-15-02)

**568. INTERDISCIPLINARY CONCEPTS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand that interpersonal relationships are important in scientific endeavors.	<b>a.</b> Learn appropriate cooperation and interaction skills.
<b>02.</b> Understand technical communication.	<b>a.</b> Understand and follow instructions.

(3-15-02)

**569. -- 571. (RESERVED).**

**572. SCIENCE STANDARDS - GRADE 3, SECTIONS 573 THROUGH 583.**

**573. UNIFYING CONCEPTS OF SCIENCE.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand systems, order, and organization.	<b>a.</b> Recognize that a system is an organized group of related objects that form a whole.
	<b>b.</b> Explore the solar system.
<b>02.</b> Understand concepts and processes of evidence, models, and explanation.	<b>a.</b> Develop skills in observation and data collection.
	<b>b.</b> Recognize the difference between observations and inferences.
	<b>c.</b> Develop and/or use models to explain how things work.
<b>03.</b> Understand constancy, change, and measurement.	<b>a.</b> Explore concepts in science that do not change with time.
	<b>b.</b> Understand that changes occur and can be measured.
	<b>c.</b> Measure in both the standard and metric systems.
<b>04.</b> Understand the theory that evolution is a process that relates to the gradual changes in the universe and of equilibrium as a physical state.	<b>a.</b> Understand the relationships of past, present, and future.
<b>05.</b> Understand concepts of form and function.	<b>a.</b> Discover the relationship between shape and use.

(3-15-02)

**574. CONCEPTS OF SCIENTIFIC INQUIRY.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand scientific inquiry and develop critical thinking skills.	<b>a.</b> Identify questions that can be answered by conducting scientific tests.
	<b>b.</b> Conduct scientific tests.
	<b>c.</b> Use appropriate tools and techniques to gather and display data.
	<b>d.</b> Use data to construct a reasonable explanation.
	<b>e.</b> Make simple predictions based on data.
	<b>f.</b> Explore alternative explanations.
	<b>g.</b> Communicate the results of tests to others.

(3-15-02)

**575. CONCEPTS OF PHYSICAL SCIENCE.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand the structure and function of matter and molecules and their interactions.	<b>a.</b> Use simple instruments to measure properties.
	<b>b.</b> Explore the properties of solids, liquids, and gases.
	<b>c.</b> Know that heating and cooling can cause changes of state in common materials.
<b>02.</b> Understand concepts of motion and forces.	<b>a.</b> Investigate the effect of pull/push on the motion and direction of objects.
	<b>b.</b> Recognize different forms of energy.
	<b>c.</b> Explore and investigate the six simple machines: demonstrate that the six simple machines can decrease the amount of force necessary to complete a task.
<b>03.</b> Understand the total energy in the universe is constant.	<b>a.</b> Compare and contrast potential and kinetic energy.

(3-15-02)

**576. CELLULAR AND MOLECULAR CONCEPTS.**

Cellular and Molecular Concepts standards do not apply at this grade level.

(3-15-02)

**577. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand the theory of biological evolution.	<b>a.</b> Investigate diversity of plants and animals and how they adapt in order to survive in their environment.
	<b>b.</b> Investigate how plants and animals become extinct if their adaptations do not fit their environment.
	<b>c.</b> Recognize the difference between vertebrate and invertebrate animals: classify vertebrate animals (mammals, reptiles, birds, fish, amphibians).

(3-15-02)

**578. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> 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.	<b>a.</b> Know that living systems require energy to survive.
	<b>b.</b> Understand the food chain and know that organisms both cooperate and compete in ecosystems.

(3-15-02)

**579. EARTH AND SPACE SYSTEMS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand scientific theories of origin and subsequent changes in the universe and earth systems.	<b>a.</b> Explore the length of a day, the seasons, the year, phases of the moon, and eclipses.
	<b>b.</b> Compare and contrast the contents of the solar system.
	<b>c.</b> Explore the effect of gravity on the solar system; include elements within the solar system such as the Earth, Moon and tides.

(3-15-02)

**580. TECHNOLOGY.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand the relationship between science and technology and develop the abilities of technological design and application.	<b>a.</b> Know that technology is the means by which people use knowledge, tools, and systems to make their lives easier and better.
	<b>b.</b> Recognize that people have invented tools for everyday life and for scientific investigations.
	<b>c.</b> Create a tool to perform a specific function.
	<b>d.</b> Use available and appropriate technology.

(3-15-02)

**581. PERSONAL AND SOCIAL PERSPECTIVES.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand common environmental quality issues, both natural and human induced.	<b>a.</b> Identify issues in the local environment.
<b>02.</b> Understand the causes and effects of population change.	<b>a.</b> Understand the effect of technological development and human population growth on local towns and/or Idaho.
<b>03.</b> Understand the importance of natural resources and the need to manage and conserve them.	<b>a.</b> Understand the concept of recycling.
	<b>b.</b> Understand the conservation of natural resources.
<b>04.</b> Understand different uses of technology in science and how they affect our standard of living.	<b>a.</b> Identify examples of technologies used in scientific fields.

(3-15-02)

**582. HISTORY OF SCIENCE.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand the significance of major scientific milestones.	<b>a.</b> Understand major contributions of various scientist and researchers.

(3-15-02)

**583. INTERDISCIPLINARY CONCEPTS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand that interpersonal relationships are important in scientific endeavors.	<b>a.</b> Work in teams to solve problems.
<b>02.</b> Understand technical communication.	<b>a.</b> Read and understand instructions.

(3-15-02)

**584. -- 586. (RESERVED).**

**587. SCIENCE STANDARDS - GRADE 4, SECTIONS 588 THROUGH 598.**

**588. UNIFYING CONCEPTS OF SCIENCE.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand systems, order, and organization.	<b>a.</b> Recognize that a system is an organized group of related objects that form a whole.
	<b>b.</b> Explore the solar system.
<b>02.</b> Understand concepts and processes of evidence, models, and explanation.	<b>a.</b> Develop skills in observation and data collection.
	<b>b.</b> Recognize the difference between observations and inferences.
	<b>c.</b> Develop and/or use models to explain how things work.
<b>03.</b> Understand constancy, change, and measurement.	<b>a.</b> Explore concepts in science that do not change with time.
	<b>b.</b> Understand that changes occur and can be measured.
	<b>c.</b> Measure using standard and metric systems.
<b>04.</b> Understand the theory that evolution is a process that relates to the gradual changes in the universe and of equilibrium as a physical state.	<b>a.</b> Understand the relationships of past, present, and future.
<b>05.</b> Understand concepts of form and function.	<b>a.</b> Discover the relationship between shape and use.

(3-15-02)

**589. CONCEPTS OF SCIENTIFIC INQUIRY.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand scientific inquiry and develop critical thinking skills.	<b>a.</b> Identify questions that can be answered by conducting scientific tests.

Standard - The student will:	Content Knowledge and Skills:
	b. Conduct scientific tests.
	c. Use appropriate tools and techniques to gather and display data.
	d. Use data to construct a reasonable explanation.
	e. Make simple predictions based on data.
	f. Explore alternative explanations.
	g. Communicate the results of tests to others.

(3-15-02)

**590. 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 simple instruments to measure properties.
	b. Explore the properties of solids, liquids, and gases.
	c. Know that heating and cooling can cause changes of state in common materials.
02. Understand concepts of motion and forces.	a. Investigate the effect of pull/push on the motion and direction of objects.
	b. Research different forms of energy.
	c. Explore and investigate the six simple machines: demonstrate that the six simple machines can decrease the amount of force necessary to complete a task.
03. Understand the total energy in the universe is constant.	a. Compare and contrast potential and kinetic energy.

(3-15-02)

**591. CELLULAR AND MOLECULAR CONCEPTS.**

Cellular and Molecular Concepts standards do not apply at this grade level.

(3-15-02)

**592. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.**

Standard - The student will:	Content Knowledge and Skills:
01. Understand the theory of biological evolution.	a. Investigate diversity of plants and animals and how they adapt in order to survive in their environment.
	b. Investigate how plants and animals become extinct if their adaptations do not fit their environment.
	c. Recognize the difference between vertebrate and invertebrate animals: classify vertebrate animals (mammals, reptiles, birds, fish, amphibians).

(3-15-02)

**593. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.**

Standard - The student will:	Content Knowledge and Skills:
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.	<p>a. Know that living systems require energy to survive.</p> <p>b. Understand the food chain and know that organisms both cooperate and compete in ecosystems.</p>

(3-15-02)

**594. EARTH AND SPACE SYSTEMS.**

Standard - The student will:	Content Knowledge and Skills:
01. Understand scientific theories of origin and subsequent changes in the universe and earth systems.	<p>a. Explore the length of a day, the seasons, the year, phases of the moon, and eclipses.</p> <p>b. Compare and contrast the contents of the solar system.</p> <p>c. Explore the effect of gravity on the solar system; include elements within the solar system such as the Earth, Moon, and tides.</p>

(3-15-02)

**595. TECHNOLOGY.**

Standard - The student will:	Content Knowledge and Skills:
01. Understand the relationship between science and technology and develop the abilities of technological design and application.	<p>a. Know that technology is a means by which people use knowledge, tools, and systems to make their lives easier and better.</p> <p>b. Recognize that people have invented tools for everyday life and for scientific investigations.</p> <p>c. Create a tool to perform a specific solution.</p> <p>d. Use available and appropriate technology.</p>

(3-15-02)

**596. PERSONAL AND SOCIAL PERSPECTIVES.**

Standard - The student will:	Content Knowledge and Skills:
01. Understand common environmental quality issues, both natural and human induced.	a. Identify issues in the local environment.
02. Understand the causes and effects of population change.	a. Understand the effect of technological development and human population growth on local towns and/or Idaho.
03. Understand the importance of natural resources and the need to manage and conserve them.	<p>a. Understand the concept of recycling.</p> <p>b. Understand the conservation of natural resources.</p>
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.

(3-15-02)

**597. HISTORY OF SCIENCE.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand the significance of major scientific milestones.	<b>a.</b> Understand major contributions of various scientists and researchers.

(3-15-02)

**598. INTERDISCIPLINARY CONCEPTS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand that interpersonal relationships are important in scientific endeavors.	<b>a.</b> Work in teams to solve problems.
<b>02.</b> Understand technical communication.	<b>a.</b> Read and understand instructions.

(3-15-02)

**599. -- 601. (RESERVED).**

**602. SCIENCE STANDARDS - GRADE 5, SECTIONS 603 THROUGH 613.**

**603. UNIFYING CONCEPTS OF SCIENCE.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand systems, order, and organization.	<b>a.</b> Know that a system is an organized group of related objects that form a whole.
	<b>b.</b> Describe the function of each human body system.
<b>02.</b> Understand concepts and processes of evidence, models, and explanation.	<b>a.</b> Know that observations and data are evidence on which to base scientific explanations and predictions.
	<b>b.</b> Know the difference between observations and inferences.
	<b>c.</b> Use models to explain or demonstrate a concept.
	<b>d.</b> Develop skills to create scientific explanations based on scientific knowledge, logic, and analysis.
<b>03.</b> Understand constancy, change, and measurement.	<b>a.</b> Recognize that some concepts in science do not change with time.
	<b>b.</b> Analyze changes that occur in and among systems.
	<b>c.</b> Measure using standard and metric systems with an emphasis on the metric system.
<b>04.</b> Understand the theory that evolution is a process that relates to the gradual changes in the universe and of equilibrium as a physical state.	<b>a.</b> Understand the relationships of past, present, and future.
<b>05.</b> Understand concepts of form and function.	<b>a.</b> Understand that the shape or form of an object or system is frequently related to its use or function.

(3-15-02)

**604. CONCEPTS OF SCIENTIFIC INQUIRY.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand scientific inquiry and develop critical thinking skills.	<b>a.</b> Develop questions that can be answered by conducting scientific experiments.
	<b>b.</b> Conduct scientific investigations using controls and variables when appropriate.
	<b>c.</b> Select and use appropriate tools and techniques to gather and display data.
	<b>d.</b> Analyze data in order to develop descriptions, explanations, predictions, and models using evidence.
	<b>e.</b> Develop a hypothesis based on observations.
	<b>f.</b> Compare alternative explanations and predictions.
	<b>g.</b> Communicate scientific procedures and explanations.

(3-15-02)

**605. CONCEPTS OF PHYSICAL SCIENCE.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand the structure and function of matter and molecules and their interactions.	<b>a.</b> Explore and describe the differences among elements, compounds, and mixtures.
	<b>b.</b> Explore and calculate properties of matter.
	<b>c.</b> Compare differences among solids, liquids, and gases using the concept of density: explore the effect of temperature on density.
	<b>d.</b> Understand the nature of physical change and how it relates to physical properties.
<b>02.</b> Understand chemical reactions.	<b>a.</b> Observe and know that substances react with each other to form new substances with different properties.
<b>03.</b> Understand concepts of motion and forces.	<b>a.</b> Observe the effects of different forces (gravity and friction) on the movement, speed, and direction of an object.
	<b>b.</b> Investigate different forms of energy.

(3-15-02)

**606. CELLULAR AND MOLECULAR CONCEPTS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand the cell is the basis of form and function for all living things and how living things carry out their life functions.	<b>a.</b> Explore the different structural levels of which an organism is comprised: cells, tissues, organs, organ systems, and organisms.
	<b>b.</b> Recognize the structural differences between plant and animal cells.
	<b>c.</b> Explore the concept that traits are passed from parents to offspring.

(3-15-02)

**607. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.**

Interdependence of Organisms and Biological Change standards do not apply at this grade level.

(3-15-02)



**608. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> 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.	<b>a.</b> Know that the energy for life is primarily derived from the sun through photosynthesis.

(3-15-02)

**609. EARTH AND SPACE SYSTEMS.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand scientific theories of origin and subsequent changes in the universe and earth systems.	<b>a.</b> Investigate the interactions between the solid earth, oceans, atmosphere, and organisms.
	<b>b.</b> Know the water cycle and its relationship to weather and climate.
	<b>c.</b> Identify cumulus, cirrus, and stratus clouds and their relationship to weather changes.
	<b>d.</b> Know that fossils are evidence of past life forms.
<b>02.</b> Understand geo-chemical cycles and energy in the earth system.	<b>a.</b> Know the rock cycle and identify the three classifications of rocks.
	<b>b.</b> Know the layers and composition of the earth.

(3-15-02)

**610. TECHNOLOGY.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand the relationship between science and technology and develop the abilities of technological design and application.	<b>a.</b> Know that science and technology are human endeavors interrelated to each other, to society, and to the work place.
	<b>b.</b> 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.
	<b>c.</b> Create a tool to perform a specific function.
	<b>d.</b> Use available and appropriate technology.
	<b>e.</b> Explore the elements of technological design, which include the following: - Identify a problem; - Propose a solution; - Implement a proposed solution; - Evaluate the solution and its consequences; - Communicate the problem, process, and solution.

(3-15-02)

**611. PERSONAL AND SOCIAL PERSPECTIVES.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand common environmental quality issues, both natural and human induced.	<b>a.</b> Identify issues for environmental studies.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>02.</b> Understand the causes and effects of population change.	<b>a.</b> Understand the effect of technological development and human population growth on the United States and/or the world.
<b>03.</b> Understand the importance of natural resources and the need to manage and conserve them.	<b>a.</b> Understand the differences between renewable and nonrenewable resources.
	<b>b.</b> Understand the conservation of natural resources.
<b>04.</b> Understand different uses of technology in science and how they affect our standard of living.	<b>a.</b> Identify examples of technologies used in these scientific fields: - Food production; - Environmental cleanup; - Advances in medicine; - Communications; - The space program; - Weather forecasting.

(3-15-02)

**612. HISTORY OF SCIENCE.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand the significance of major scientific milestones.	<b>a.</b> Understand major contributions of various scientists and researchers.

(3-15-02)

**613. INTERDISCIPLINARY CONCEPTS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand that interpersonal relationships are important in scientific endeavors.	<b>a.</b> Work in teams to solve problems.
<b>02.</b> Understand technical communication.	<b>a.</b> Read, understand, and follow technical instructions.
	<b>b.</b> Write a lab report.

(3-15-02)

**614. -- 616. (RESERVED).**

**617. SCIENCE STANDARDS - GRADE 6, SECTIONS 618 THROUGH 628.**

**618. UNIFYING CONCEPTS OF SCIENCE.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand systems, order, and organization.	<b>a.</b> Know that a system is an organized group of related objects that form a whole.
	<b>b.</b> Describe the function of each human body system.
<b>02.</b> Understand concepts and processes of evidence, models, and explanation.	<b>a.</b> Know that observations and data are evidence on which to base scientific explanations and predictions.
	<b>b.</b> Know the difference between observations and inferences.
	<b>c.</b> Use models to explain or demonstrate a concept.
	<b>d.</b> Develop skills to create scientific explanations based on scientific knowledge, logic, and analysis.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>03.</b> Understand constancy, change, and measurement.	<b>a.</b> Recognize that some concepts in science do not change with time.
	<b>b.</b> Analyze changes that occur in and among systems.
	<b>c.</b> Measure using standard and metric systems with an emphasis on the metric system.
<b>04.</b> Understand the theory that evolution is a process that relates to the gradual changes in the universe and of equilibrium as a physical state.	<b>a.</b> Understand the relationships of past, present, and future.
<b>05.</b> Understand concepts of form and function.	<b>a.</b> Understand that the shape or form of an object or system is frequently related to its use or function.

(3-15-02)

**619. CONCEPTS OF SCIENTIFIC INQUIRY.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand scientific inquiry and develop critical thinking skills.	<b>a.</b> Develop questions that can be answered by conducting scientific experiments.
	<b>b.</b> Conduct scientific investigations using controls and variables when appropriate.
	<b>c.</b> Select and use appropriate tools and techniques to gather and display data.
	<b>d.</b> Analyze data in order to develop descriptions, explanations, predictions, and models using evidence.
	<b>e.</b> Develop a hypothesis based on observations.
	<b>f.</b> Compare alternative explanations and predictions.
	<b>g.</b> Communicate scientific procedures and explanations.

(3-15-02)

**620. CONCEPTS OF PHYSICAL SCIENCE.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand the structure and function of matter and molecules and their interactions.	<b>a.</b> Explore and describe the differences among elements, compounds, and mixtures.
	<b>b.</b> Explore and calculate properties of matter.
	<b>c.</b> Compare differences among solids, liquids, and gases using the concept of density: explore the effect of temperature on density.
	<b>d.</b> Understand the nature of physical change and how it relates to physical properties.
<b>02.</b> Understand chemical reactions.	<b>a.</b> Observe and know that substances react with each other to form new substances with different properties.
<b>03.</b> Understand concepts of motion and forces.	<b>a.</b> Observe the effects of different forces (gravity and friction) on the movement, speed, and direction of an object.
	<b>b.</b> Investigate different forms of energy.

(3-15-02)

**621. CELLULAR AND MOLECULAR CONCEPTS.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand the cell is the basis of form and function for all living things and how living things carry out their life functions.	<b>a.</b> Explore the different structural levels of which an organism is comprised: cells, tissues, organs, organ systems, and organisms.
	<b>b.</b> Recognize the structural differences between plant and animal cells.
	<b>c.</b> Explore the concept that traits are passed from parents to offspring.

(3-15-02)

**622. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.**

No standards of Interdependence of Organisms and Biological Change apply at this grade level.

(3-15-02)

**623. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> 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.	<b>a.</b> Know that the energy for life is primarily derived from the sun through photosynthesis.

(3-15-02)

**624. EARTH AND SPACE SYSTEMS.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand scientific theories of origin and subsequent changes in the universe and earth systems.	<b>a.</b> Investigate the interactions between the solid earth, oceans, atmosphere, and organisms.
	<b>b.</b> Know the water cycle and its relationship to weather and climate.
	<b>c.</b> Identify cumulus, cirrus, and stratus clouds and their relationship to weather changes.
	<b>d.</b> Know that fossils are evidence of past life forms.
<b>02.</b> Understand geo-chemical cycles and energy in the earth system.	<b>a.</b> Know the rock cycle and identify the three classifications of rocks.
	<b>b.</b> Know the layers and composition of the earth.

(3-15-02)

**625. TECHNOLOGY.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand the relationship between science and technology and develop the abilities of technological design and application.	<b>a.</b> Know that science and technology are human endeavors interrelated to each other, to society, and to the work place.
	<b>b.</b> 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.
	<b>c.</b> Create a tool to perform a specific function.
	<b>d.</b> Use available and appropriate technology.

Standard - The student will:	Content Knowledge and Skills:
	<p><b>e.</b> Explore the elements of technological design, which include the following:</p> <ul style="list-style-type: none"> <li>- Identify a problem;</li> <li>- Propose a solution;</li> <li>- Implement a proposed solution;</li> <li>- Evaluate the solution and its consequences;</li> <li>- Communicate the problem, process, and solution.</li> </ul>

(3-15-02)

**626. PERSONAL AND SOCIAL PERSPECTIVES.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand common environmental quality issues, both natural and human induced.	<b>a.</b> Identify issues for environmental studies.
<b>02.</b> Understand the causes and effects of population change.	<b>a.</b> Understand the effect of technological development and human population growth on the United States and/or the world.
<b>03.</b> Understand the importance of natural resources and the need to manage and conserve them.	<p><b>a.</b> Understand the differences between renewable and nonrenewable resources.</p> <p><b>b.</b> Understand the conservation of natural resources.</p>
<b>04.</b> Understand different uses of technology in science and how they affect our standard of living.	<p><b>a.</b> Identify examples of technologies used in these scientific fields:</p> <ul style="list-style-type: none"> <li>- Food production;</li> <li>- Environmental cleanup;</li> <li>- Advances in medicine;</li> <li>- Communications;</li> <li>- The space program;</li> <li>- Weather forecasting.</li> </ul>

(3-15-02)

**627. HISTORY OF SCIENCE.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand the significance of major scientific milestones.	<b>a.</b> Understand major contributions of various scientists and researchers.

(3-15-02)

**628. INTERDISCIPLINARY CONCEPTS.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand that interpersonal relationships are important in scientific endeavors.	<b>a.</b> Work in teams to solve problems.
<b>02.</b> Understand technical communication.	<b>a.</b> Read, understand, and follow technical instructions.
	<b>b.</b> Write a lab report.

(3-15-02)

**629. -- 631. (RESERVED).**

**632. SCIENCE STANDARDS - MIDDLE GRADES (GRADES 7-8), 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. (3-15-02)

**633. UNIFYING CONCEPTS OF SCIENCE.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand systems, order, and organization.	<b>a.</b> Define and order small systems of a whole for the purpose of investigation.
	<b>b.</b> Know the different structural levels of which an organism is comprised: cells, tissues, organs, organ systems, and organisms.
	<b>c.</b> Know that there is order and predictability in the universe.
	<b>d.</b> Know that patterns and similarities allow us to organize information about our universe.
<b>02.</b> Understand concepts and processes of evidence, models, and explanation.	<b>a.</b> Use observations and data as evidence on which to base scientific explanations and predictions.
	<b>b.</b> Use observations to make defensible inferences.
	<b>c.</b> Develop and/or use models to explain or demonstrate a concept.
	<b>d.</b> Develop scientific explanations based on scientific knowledge, logic, and analysis.
<b>03.</b> Understand constancy, change, and measurement.	<b>a.</b> Identify concepts in science that do not change with time.
	<b>b.</b> Analyze changes that occur in and among systems.
	<b>c.</b> Measure precisely in metric units using appropriate tools.
<b>04.</b> Understand the theory that evolution is a process that relates to the gradual changes in the universe and of equilibrium as a physical state.	<b>a.</b> Understand the relationships of past, present, and future.
	<b>b.</b> Understand that evolution refers to the biological, geological, or astronomical change over time.
	<b>c.</b> Understand that equilibrium is a physical state of balance in which changes and forces occur in opposite and offsetting directions.

(3-15-02)

**634. CONCEPTS OF SCIENTIFIC INQUIRY.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand scientific inquiry and develop critical thinking skills.	<b>a.</b> Develop complex questions that can be answered by conducting long-term studies.
	<b>b.</b> Design and conduct scientific investigations using controls and variables when appropriate.
	<b>c.</b> Select and use appropriate tools and techniques to gather and display data.
	<b>d.</b> Analyze data in order to form conclusions.
	<b>e.</b> Think critically and logically to accept or reject a hypothesis.
	<b>f.</b> Analyze alternative explanations and predictions.
	<b>g.</b> Communicate and defend scientific procedures and explanations.
	<b>h.</b> Recognize the differences among observations, hypotheses, mathematical laws, and theories.

(3-15-02)

**635. CONCEPTS OF PHYSICAL SCIENCE.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand the structure and function of matter and molecules and their interactions.	<b>a.</b> Understand that all matter is made up of atoms, which may be combined in various kinds, ways, and numbers.
	<b>b.</b> Use properties to identify matter.
	<b>c.</b> Identify physical properties and know the nature of a physical change.
<b>02.</b> Understand chemical reactions.	<b>a.</b> Demonstrate that chemical reactions may release or consume energy.
<b>03.</b> Understand concepts of motion and forces.	<b>a.</b> Know how an object's position, direction of motion, and speed can be measured.
	<b>b.</b> Compare and contrast the relationships among different forms of energy.
<b>04.</b> Understand that the total energy in the universe is constant.	<b>a.</b> Explain how energy can be transformed from one form to another but is neither destroyed nor created.
	<b>b.</b> Understand that energy is transferred from one place to another.

(3-15-02)

**636. CELLULAR AND MOLECULAR CONCEPTS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand the cell is the basis of form and function for all living things and how living things carry out their life functions.	<b>a.</b> Know the relationships among specialized cells, tissues, organs, organ systems, and organisms.
	<b>b.</b> Know the parts of plant and animal cells and the functions of the various cell structures.
	<b>c.</b> Know that most cell functions involve chemical reactions.
	<b>d.</b> Know that genes and chromosomes carry the information for traits.
	<b>e.</b> Know that traits are inherited, including dominant and recessive traits.
	<b>f.</b> Know that genetic information is replicated and passed on to new cells.
	<b>g.</b> Know that transmission of chromosomal information to offspring occurs through asexual or sexual reproduction.

(3-15-02)

**637. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand the theory of biological evolution.	<b>a.</b> Know that species change over time when random variations in individuals enhance their survival and reproductive success in a particular environment.
	<b>b.</b> Know that species may become extinct when the environment changes and their adaptive characteristics are insufficient to allow their survival.
	<b>c.</b> Know that biological classifications are based on similarities, which reflect their evolutionary relationships.

(3-15-02)

**638. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> 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.	<b>a.</b> Know that the energy stored in food is primarily derived from the sun through photosynthesis.
	<b>b.</b> Know that the distribution and abundance of organisms and populations in ecosystems are limited by the availability of matter and energy.
	<b>c.</b> Know that atoms and molecules cycle among the living and nonliving components of the biosphere.
	<b>d.</b> Trace energy flows through ecosystems in one direction, from photosynthetic organisms to herbivores to carnivores and decomposers.
<b>02.</b> Understand the individual behavior of organisms and their interactions in populations and communities as influenced by physiological and environmental factors.	<b>a.</b> Know that organisms have behavioral responses to internal and external stimuli.
	<b>b.</b> Know that living organisms have the capacity to produce populations of infinite size but that environments and resources are finite.

(3-15-02)

**639. EARTH AND SPACE SYSTEMS.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand scientific theories of origin and subsequent changes in the universe and earth systems.	<b>a.</b> 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.)
	<b>b.</b> Compare earth with other planets with emphasis on conditions necessary for life.
	<b>c.</b> Understand the motions that explain such occurrences as the day, the seasons, the year, phases of the moon, eclipses, and tides.
	<b>d.</b> Know that the development of life caused dramatic changes in the composition of the earth's atmosphere.
	<b>e.</b> Know that the universe is constantly expanding.
	<b>f.</b> Know that stars and galaxies have a life cycle.
	<b>g.</b> Know methods used to estimate geologic time (observing rock sequences, using fossils to correlate the sequences at various locations).
<b>02.</b> Understand geo-chemical cycles and energy in the earth system.	<b>a.</b> Know that earth systems have internal and external sources of energy.
	<b>b.</b> Know that the earth's internal heat causes the plates of the earth's surface to move.
	<b>c.</b> 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.

(3-15-02)



**640. TECHNOLOGY.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand the relationship between science and technology and develop the abilities of technological design and application.	a. Know that science and technology are human endeavors interrelated to each other, to society, and to the work place.
	b. 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.
	c. Create a tool to perform a specific function.
	d. Use available and appropriate technology.
	e. Know the elements of technological design, which include the following: - Identify a problem; - Propose a solution; - Implement a proposed solution; - Evaluate the solution and its consequences; - Communicate the problem, process, and solution.

(3-15-02)

**641. PERSONAL AND SOCIAL PERSPECTIVES.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand common environmental quality issues, both natural and human induced.	a. Identify environmental issues and conduct studies.
02. Understand the causes and effects of population change.	a. Understand the effect of technological development and the growth of human population on the living and nonliving components of the environment.
03. Understand the importance of natural resources and the need to manage and conserve them.	a. Explore alternative sources of energy.
	b. Understand the role and effect of management of natural resources.
04. Understand different uses of technology in science and how they affect our standard of living.	a. Know that there are predictable and unpredictable consequences of technology.

(3-15-02)

**642. HISTORY OF SCIENCE.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand the significance of major scientific milestones.	a. Understand the impact of historical scientific events.

(3-15-02)

**643. INTERDISCIPLINARY CONCEPTS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand that interpersonal relationships are important in scientific endeavors.	a. Work in teams to solve problems.
02. Understand technical communication.	a. Read, understand, and follow technical instructions.

Standard - The student will:	Content Knowledge and Skills:
	b. Write and articulate technical information.
	c. Write a long-term investigation.

(3-15-02)

**644. -- 646. (RESERVED).**

**647. SCIENCE STANDARDS - GRADES 9 THROUGH 12, SECTIONS 648 THROUGH 658.**

**648. UNIFYING CONCEPTS OF SCIENCE.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand systems, order, and organization.	<b>a.</b> Know the scientific meaning and application of the concepts of system, order, and organization.
<b>02.</b> Understand concepts and processes of evidence, models, and explanation.	<b>a.</b> Know that observations and data are evidence on which to base scientific explanations.
	<b>b.</b> Use models to explain how things work.
	<b>c.</b> Develop scientific explanations based on scientific knowledge, logic and analysis.
<b>03.</b> Understand constancy, change, and measurement.	<b>a.</b> Identify constancy in some concepts in science that do not change with time such as the speed of light.
	<b>b.</b> Recognize that change occurs in and among systems and change can be measured.
	<b>c.</b> Measure in both the metric and U.S. customary system.
<b>04.</b> Understand the theory that evolution is a process that relates to the gradual changes in the universe and of equilibrium as a physical state.	<b>a.</b> Know that the present arises from materials and forms of the past.
	<b>b.</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.
	<b>c.</b> Know that equilibrium is a physical state in which forces and changes occur in opposite and offsetting directions.
<b>05.</b> Understand concepts of form and function.	<b>a.</b> Know that form refers to function and function refers to form.

(3-15-02)

**649. CONCEPTS OF SCIENTIFIC INQUIRY.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand scientific inquiry and develop critical thinking skills.	<b>a.</b> Identify questions and concepts that guide scientific investigations.
	<b>b.</b> Design and conduct scientific investigations.
	<b>c.</b> Use technology and mathematics to improve investigations and communication.
	<b>d.</b> Formulate and revise scientific explanations and models using logic and evidence.
	<b>e.</b> Recognize and analyze alternative explanations and models.
	<b>f.</b> Communicate and defend a scientific argument.
	<b>g.</b> Know the differences among observations, hypotheses, and theories.

(3-15-02)

**650. CONCEPTS OF PHYSICAL SCIENCE.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand the structure of atoms.	<b>a.</b> Know the function and location of protons, neutrons, and electrons.
	<b>b.</b> Understand the processes of fission and fusion.
	<b>c.</b> Know the characteristics of isotopes.
	<b>d.</b> Know the basic electrical properties of matter.
<b>02.</b> Understand the structure and function of matter and molecules and their interactions.	<b>a.</b> Know how atoms interact with one another by transferring or sharing electrons.
	<b>b.</b> Know how bonds between atoms are created when electrons are shared or transferred to form molecules or ionic substances.
	<b>c.</b> Know how the physical properties of compounds reflect the nature of the interactions among its molecules.
	<b>d.</b> Know how solids, liquids, and gases differ in the energy that bonds them together.
<b>03.</b> Understand chemical reactions.	<b>a.</b> Know that chemical reactions may release or consume energy.
	<b>b.</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.
	<b>c.</b> Identify chemical reactions that are occurring all around us.
<b>04.</b> Understand concepts of motion and forces.	<b>a.</b> Know that gravitational force and electrical force are universal forces.
	<b>b.</b> Know that objects change their motion only when a net force is applied.
	<b>c.</b> Understand that moving electrical charges produce magnetic forces, and moving magnets produce electrical forces.
<b>05.</b> Understand that the total energy in the universe is constant.	<b>a.</b> Understand that energy can be transferred but it can neither be destroyed nor created.
	<b>b.</b> Know that energy can be classified as either potential energy, kinetic energy, or energy contained by a field.
	<b>c.</b> Know that heat is evidenced by random motion and the vibrations of atoms, molecules, and ions.
	<b>d.</b> Know that energy is transferred by various types of waves and by electrons flowing through matter.

(3-15-02)

**651. CELLULAR AND MOLECULAR CONCEPTS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand the cell is the basis of form and function for all living things and how living things carry out their life functions.	<b>a.</b> Know that cells have particular structures that underlie their functions.
	<b>b.</b> Know that most cell functions involve chemical reactions.
	<b>c.</b> Know that cells store and use information in the form of DNA to guide their functions.
	<b>d.</b> Know that cell functions are regulated by expressed genes that provide code for the synthesis of proteins.

Standard - The student will:	Content Knowledge and Skills:
	<p><b>e.</b> 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><b>02.</b> Understand the form and function of DNA.</p>	<p><b>a.</b> Know that the instructions for specifying the characteristics of the organism are carried in DNA.</p> <p><b>b.</b> Know that genetic information is both encoded in genes and replicated.</p> <p><b>c.</b> 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><b>d.</b> 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><b>e.</b> 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>

(3-15-02)

**652. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.**

Standard - The student will:	Content Knowledge and Skills:
<p><b>01.</b> Understand the theory of biological evolution.</p>	<p><b>a.</b> Know that the theory of evolution explains how species evolve over time and how evolution is the consequence of interactions of:                      - 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> <p><b>b.</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><b>c.</b> 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><b>d.</b> Know that biological classifications are based on similarities, which reflect their evolutionary relationships.</p>
<p><b>02.</b> Understand the interdependence of organisms.</p>	<p><b>a.</b> Know that atoms and molecules cycle among the living and nonliving components of the biosphere.</p> <p><b>b.</b> Trace energy flows through ecosystems in one direction, from photosynthetic organisms to herbivores to carnivores and decomposers.</p> <p><b>c.</b> Know that organisms both cooperate and compete in ecosystems.</p> <p><b>d.</b> Know that living organisms have the capacity to produce populations of infinite size, but environments and resources are finite.</p> <p><b>e.</b> Know that human beings live within the world's ecosystems. Increasingly, humans modify ecosystems as a result of population growth, technology, and consumption.</p>

(3-15-02)

**653. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS.**

Standard - The student will:	Content Knowledge and Skills:
<p><b>01.</b> 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.</p>	<p><b>a.</b> Know that all matter tends toward more disorganized states.</p> <p><b>b.</b> Know that living systems require a continuous input of energy to maintain their chemical and physical organization.</p> <p><b>c.</b> Know that the energy for life is primarily derived from the sun through photosynthesis.</p> <p><b>d.</b> Understand cellular respiration and the synthesis of macromolecules.</p> <p><b>e.</b> Know that chemical bonds of food molecules contain energy, which is released when the bonds are broken.</p> <p><b>f.</b> Know that cells usually store energy as Adenosine Triphosphate (ATP).</p> <p><b>g.</b> Know that the distribution and abundance of organisms and populations in ecosystems are limited by the availability of matter and energy.</p> <p><b>h.</b> 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><b>02.</b> Understand the individual behavior of organisms and their interactions in populations and communities as influenced by physiological and environmental factors.</p>	<p><b>a.</b> Know that multi-cellular animals have nervous systems that generate behavior.</p> <p><b>b.</b> Know that the nerve cells communicate with each other by secreting specific excitatory and inhibitory molecules.</p> <p><b>c.</b> 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><b>d.</b> Know that behaviors often have an adaptive logic when viewed in terms of natural selection.</p>

(3-15-02)

**654. EARTH AND SPACE SYSTEMS.**

Standard - The student will:	Content Knowledge and Skills:
<p><b>01.</b> Understand scientific theories of origin and subsequent changes in the universe and earth systems.</p>	<p><b>a.</b> Know that current scientific theory suggests that the Sun, the Earth, and the rest of the solar system formed from a nebular cloud of dust and gas.</p> <p><b>b.</b> Know methods used to estimate geologic time (observing rock sequences and using fossils to correlate the sequences at various locations).</p> <p><b>c.</b> 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><b>d.</b> Know that the development of life caused dramatic changes in the composition of the earth's atmosphere.</p> <p><b>e.</b> Know that the universe is constantly expanding.</p> <p><b>f.</b> Know the life history of stars and galaxies.</p>
<p><b>02.</b> Understand geo-chemical cycles and energy in the earth system.</p>	<p><b>a.</b> 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><b>b.</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>

Standard - The student will:	Content Knowledge and Skills:
	<p><b>c.</b> Know that the outward transfer of earth's internal heat drives convection circulation in the mantle that propels the plates comprising the earth's surface across the face of the globe.</p>
	<p><b>d.</b> 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><b>e.</b> Know that global climate is determined by energy transfer from the sun at and near the earth's surface.</p>
	<p><b>f.</b> 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>

(3-15-02)

**655. TECHNOLOGY.**

Standard - The student will:	Content Knowledge and Skills:
<p><b>01.</b> Understand the relationship between science and technology and develop the abilities of technological design and application.</p>	<p><b>a.</b> Know the ways that science advances technology and technology advances science.</p>
	<p><b>b.</b> Recognize that science and technology are pursued for different purposes and that 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.</p>
	<p><b>c.</b> Know that critical thinking, creativity, imagination, and a good knowledge base are all required in the work of science and engineering.</p>
	<p><b>d.</b> 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.</p>
	<p><b>e.</b> Use available technology to assist in solving problems.</p>

(3-15-02)

**656. PERSONAL AND SOCIAL PERSPECTIVES.**

Standard - The student will:	Content Knowledge and Skills:
<p><b>01.</b> Understand common environmental quality issues, both natural and human induced.</p>	<p><b>a.</b> Identify issues, including but not limited to:                      - Water quality;                      - Air quality;                      - Hazardous waste;                      - Forest health.</p>
<p><b>02.</b> Understand the causes and effects of population change.</p>	<p><b>a.</b> Understand the impact of technological development and the growth of human population on the living and nonliving environment.</p>
	<p><b>b.</b> Understand the impact of population change on natural resources and community infrastructure.</p>

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
03. Understand the importance of natural resources and the need to manage and conserve them.	a. Understand the differences between renewable and nonrenewable resources.
	b. Understand the differences between preservation and conservation.
	c. Understand the role and effect of management of natural resources.
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, including but not limited to: - Weather forecasting; - Food production; - Environmental cleanup; - Advances in medicine; - Communications; - The space program.

(3-15-02)

**657. HISTORY OF SCIENCE.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand the significance of major scientific milestones.	a. Understand the social and economic impact of historical scientific events.
	b. Understand the contributions of notable scientists.

(3-15-02)

**658. INTERDISCIPLINARY CONCEPTS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand that interpersonal relationships are important in scientific endeavors.	a. Know the importance of working in interdisciplinary teams to solve scientific problems.
02. Understand technical communication.	a. Read for information.
	b. Write and articulate technical information.

(3-15-02)

**659. -- 668. (RESERVED).**

**669. LANGUAGE ARTS/COMMUNICATIONS STANDARDS.**

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. (5-3-03)

**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.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Read a variety of traditional and electronic materials for information and understanding.	a. Use decoding and word-recognition strategies to fluently read kindergarten materials.
	<b>Phonics/Phonemic Awareness</b>

Standard - The student will:	Content Knowledge and Skills:
	<p><b>b.</b> Using various techniques, identify and /or name two or more words that rhyme: - Complete phrases and sentences with rhyming words; - Produce a word that rhymes with a one-syllable word; - Recognize if two or more one-syllable words rhyme.</p> <p><b>c.</b> Using varied techniques, orally segment: - Sentences into words; - Syllables into sounds; - Words into syllables and sounds.</p> <p><b>d.</b> Orally blend phonemes into words.</p> <p><b>e.</b> Recognize names of upper and lower case letters.</p> <p><b>f.</b> Associate letters to letter sounds.</p> <p><b>g.</b> Identify beginning, middle, and ending letters in a word.</p> <p style="text-align: center;"><b>Concepts About Print (CAP)</b></p> <p><b>h.</b> - Identify front of book; - Attend to print; - Use picture clues to support text; - Use story language; - Know where to start reading; - Move left to right across print; - Make return sweep to next line of text; - Match word by word; - Understand first and last of text, top and bottom of page, and order of pages for turning; - Read left page before right page; - Identify one or two letters; first and last letter, and capital letters; locate specific letters when requested; - Match upper and lower case letters; - Use beginning sounds and final letters.</p> <p style="text-align: center;"><b>Reading Strategies</b></p> <p><b>i.</b> - 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> <p style="text-align: center;"><b>Context Clues</b></p> <p><b>j.</b> Use pictures and follow patterns to gain meaning from print.</p> <p style="text-align: center;"><b>Word Analysis</b></p> <p><b>k.</b> Use beginning letter sounds and pictures to identify words in order to cross check.</p>
<b>02.</b> Read and respond to a variety of literature to compare and contrast the many dimensions of the human experience.	<p><b>a.</b> Offer relevant background information during pre-reading discussion.</p> <p><b>b.</b> Demonstrate understanding of vocabulary of story during post-discussion or story response.</p>
<b>03.</b> Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	<p><b>a.</b> Retell a story that includes setting, plot, and characters.</p> <p><b>b.</b> Identify the following story elements within a literary text: - Character; - Setting; - Simple sequence of events, including clear beginning, middle, and end; - Problems and solutions.</p> <p><b>c.</b> Determine cause and effect relationships by responding to "why," "how," and "what-if" questions.</p> <p><b>d.</b> Distinguish between real and pretend (fiction and nonfiction).</p>
<b>04.</b> Read to locate information from a variety of traditional, technical, and electronic sources.	<p><b>a.</b> Locate resources for finding words in the classroom: - Word wall; - Color word chart; - Number word chart; - Familiar books; - Children's name labels and name tags; - Pictionary; - Computer; - Title page; - Dictionary.</p>
<b>05.</b> Read for technical information.	<p><b>a.</b> Identify five software icons located in the classroom and school.</p>

(5-3-03)

**672. WRITING.**

Rationale: Write to demonstrate skill and conventions according to purpose and audience.

(3-15-02)



Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand and use the writing process.	<b>a.</b> Demonstrate an understanding of the writing process: - Brainstorm; - Draft; - Teacher conference; - Revise; - Edit; - Publish; - Share.
	<b>b.</b> Write legibly.
	<b>c.</b> Use technology to create a piece for publication.
	<b>d.</b> Develop vocabulary.
<b>02.</b> Write and edit for correctness and clarity.	<b>a.</b> Apply rules and conventions for the following: - Grammar; - Punctuation; - Capitalization; - Spelling.
<b>03.</b> Write a narrative essay that aligns with the Direct Writing Assessment.	<b>a.</b> Write a narrative composition with a picture and at least one simple sentence that establishes and supports a central idea.

(5-3-03)

**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:
<b>01.</b> Listen for information and understanding.	<b>a.</b> Listen and respond to a variety of electronic and live presentations.
	<b>b.</b> Listen to gain enrichment and information about various cultures.
	<b>c.</b> Demonstrate effective and appropriate listening skills using the following: - Eye contact; - Taking turns in conversations; - Maintaining attention.
<b>02.</b> Listen for literary response and expression.	<b>a.</b> Listen to literature presented using a variety of media such as teacher reading, computer, tape, and/or video.
<b>03.</b> Listen for critical analysis and evaluation.	<b>a.</b> Listen for specific information.
<b>04.</b> Listen to and follow directions.	<b>a.</b> Follow oral directions.

(5-3-03)

**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:
<b>01.</b> Speak to share understanding of information.	<b>a.</b> Develop awareness of speaker behaviors, such as posture, articulation, volume, and use of complete sentences and organization.
<b>02.</b> Speak for literary response and expression.	<b>a.</b> Orally share known literature through various presentations and activities.
<b>03.</b> Speak for critical analysis and evaluation.	<b>a.</b> Express opinions and solutions to problems.
	<b>b.</b> Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions.

(5-3-03)

**675. VIEWING.**

Rationale: Use skills of viewing to effectively understand and comprehend visually-presented information and use visual elements to produce visual presentations.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> View for information and understanding.	<b>a.</b> Demonstrate awareness of different media.
	<b>b.</b> Demonstrate understanding of the main idea of a filmstrip, video, and/or slide presentation using various responses.
<b>02.</b> View media sources for personal response and expression.	<b>a.</b> Develop awareness of various media.
<b>03.</b> View media to engage in critical analysis and evaluation.	<b>a.</b> Differentiate between real and pretend.
	<b>b.</b> Compare and contrast two media that present the same story.

(5-3-03)

**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.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>	
<b>01.</b> Read a variety of traditional electronic materials for information and understanding.	<b>a.</b> Use decoding and word recognition strategies to fluently read first-grade materials.	
	<b>Phonics/Phonemic Awareness</b>	
	<b>b.</b> Identify words within a sentence.	
	<b>c.</b> Distinguish syllables within words.	
	<b>d.</b> Recognize two or more rhyming words.	
	<b>e.</b> Complete and produce a rhyming word.	
	<b>f.</b> Discriminate between two sounds.	
	<b>g.</b> Imitate sounds.	
	<b>h.</b> Identify isolated initial and final sounds.	
	<b>i.</b> Blend phonemes to make a word.	
	<b>j.</b> Segment a word into phonemes. - Deletion; - Addition; - Substitution; - Transposition.	
	<b>k.</b> 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.	
	<b>l.</b> Use onset and rhymes to create and decode new words that include blends and digraphs.	
	<b>m.</b> Use knowledge of common prefixes, suffixes, and root words to determine meanings of unknown words within a passage.	
	<b>n.</b> Automatically read 150 high-frequency or sight words.	
	<b>o.</b> Apply knowledge of reading strategies.	
<b>Pre-Reading Strategies</b>		

Standard - The student will:	Content Knowledge and Skills:
	<p><b>p.</b> Draw on prior knowledge, discuss and generate questions to predict text.</p> <p><b>q.</b> In order to predict text, preview illustrations, title page, and other text pages.</p> <p style="text-align: center;"><b>Reading Comprehension Strategies</b></p> <p><b>r.</b> Identify main idea.</p> <p><b>s.</b> Sequence events of a story.</p> <p><b>t.</b> Read beyond text to make inferences and draw conclusions.</p> <p style="text-align: center;"><b>Context Clues</b></p> <p><b>u.</b> Integrate visual, structural, and meaning cues to gain understanding of text.</p> <p><b>v.</b> Use proper phrasing and rereading to gain oral fluency and expression.</p> <p><b>w.</b> Monitor own reading comprehension by self-correcting and rereading as needed to confirm text.</p> <p><b>x.</b> To guide meaning, use conventions of print as punctuation, commas, periods, question marks, and quotation marks.</p> <p style="text-align: center;"><b>Word Analysis</b></p> <p><b>y.</b> To determine word meanings and phrases, apply knowledge of compound words, contractions, and homophones.</p>
<b>02.</b> Read and respond to a variety of literature to compare and contrast the many dimensions of the human experience.	<p><b>a.</b> Read and evaluate grade-level literature; identify vocabulary, genres, and text features.            - Identify and compare plots, settings, and characters of two stories;            - Retell basic plots/main ideas of fiction and nonfiction.</p> <p><b>b.</b> Identify and compare own experiences and knowledge to that of characters, events, and situations within a story.</p>
<b>03.</b> Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	<p><b>a.</b> Distinguish between fiction and nonfiction, real and imaginary, and fact and opinion.</p> <p><b>b.</b> Sequentially retell story; include details related to setting, plot, and characters.</p> <p><b>c.</b> To demonstrate critical listening, recall details by responding to questions asking "who," "what," "where," and "when."</p> <p><b>d.</b> Determine cause and effect relationships by responding to "why," "how," and "what-if," questions.</p>
<b>04.</b> Read to locate information from a variety of traditional, technical, and electronic sources.	<p><b>a.</b> Locate information using the following informational text and resources:            - Alphabetical order;            - Book parts: title page, table of contents, and glossary.</p>
<b>05.</b> Read for technical information.	<p><b>a.</b> Use organizational features of text.</p> <p><b>b.</b> Use signs, labels, and instructions to follow hard copies of directions as well as those from technological sources.</p>

(5-3-03)

**681. WRITING.**

Rationale: Write to demonstrate skill and conventions according to purpose and audience.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand and use the writing process.	<b>a.</b> Fluently write upper and lower case letters using appropriate space and letter size.
	<b>b.</b> Develop story fluency; write words, and sentences relating to one topic.
	<b>c.</b> Demonstrate a basic understanding of the writing process: - Brainstorm; - First draft; - Teacher conference; - Revise and edit; - Publish; - Share.
	<b>d.</b> Write for various audiences: - Self; - Teacher; - Other personally-known audiences.
<b>02.</b> Write and edit for correctness and clarity.	<b>a.</b> Develop and organize sentences that incorporate central idea and supporting details.
	<b>b.</b> Develop descriptive vocabulary to enhance writing.
	<b>c.</b> Apply rules and conventions for the following: - Grammar; - Punctuation; - Capitalization.
	<b>d.</b> Demonstrate appropriate spelling: - Correctly spell words by writing sounds in sequence; - Accurately spell high-frequency words; - Engage in problem-solving strategies such as analogies, environmental print, and resources.
	<b>e.</b> Frequently reread to clarify, revise, and edit.
<b>03.</b> Write a narrative essay that aligns with the Direct Writing Assessment.	<b>a.</b> Using personal experiences and knowledge as a source for writing, create a narrative account.

(5-3-03)

**682. LISTENING.**

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Listen for information and understanding.	<b>a.</b> Demonstrate effective and appropriate listening skills using the following: - Eye contact; - Taking turns in conversations; - Maintaining attention.
	<b>b.</b> Listen to gain enrichment and information about various cultures.
	<b>c.</b> Participate in retelling and asking questions for clarification.
<b>02.</b> Listen for literary response and expression.	<b>a.</b> Interpret and respond to a variety of oral presentations.
	<b>b.</b> Discuss similarities and differences within a variety of oral presentations.
<b>03.</b> Listen for critical analysis and evaluation.	<b>a.</b> Listen for specific answers in order to respond with appropriate feedback.
<b>04.</b> Listen to and follow directions.	<b>a.</b> Follow three-step oral directions.

(5-3-03)

**683. SPEAKING.**

Rationale: Use skills of speaking to effectively present information and present analysis of critiques of written or viewed material.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Speak to share understanding of information.	<b>a.</b> Clearly communicate to a range of audiences for various purposes. - Speak in grammatically correct sentences with clarity and detail; - Use vocabulary appropriate for the age group.
<b>02.</b> Speak for literary response and expression.	<b>a.</b> Participate in oral interpretation, memorization, presentation, and dramatic readings to share personal and literary works.
<b>03.</b> Speak for critical analysis and evaluation.	<b>a.</b> Express opinions and solutions to problems.
	<b>b.</b> Use cause/effects and similarities/differences to demonstrate a key point.
	<b>c.</b> Use speaking skills to express opinions in a courteous and attentive manner.

(5-3-03)

**684. VIEWING.**

Rationale: Use skills of viewing to effectively understand and comprehend visually-presented information and use visual elements to produce visual presentations.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> View for information and understanding.	<b>a.</b> Gain information from visual sources.
	<b>b.</b> Discuss main concept and supporting details within non-print media.
<b>02.</b> View media sources for personal response and expression.	<b>a.</b> Explore media for ideas, relationships, and cultural awareness.
<b>03.</b> View media to engage in critical analysis and evaluation.	<b>a.</b> Differentiate between fact and fantasy.
	<b>b.</b> With support, explain, compare and contrast a variety of presentations.
	<b>c.</b> With support, explore communications through non-print media.

(3-15-02)

**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.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>	
<b>01.</b> Read a variety of traditional and electronic materials for information and understanding.	<b>a.</b> Use decoding and word recognition strategies to fluently read second-grade materials.	
	<b>Phonics/Phonemic Awareness</b>	
	<b>b.</b> Identify and name two or more words that rhyme.	
	<b>c.</b> Distinguish syllables within words.	
	<b>d.</b> Recognize and use the following to decode words: - Beginning, medial and ending sounds; - Consonant blends and digraphs; - Short and long vowels; - R-controlled vowels; - Similarities among word structures such as word families, and syllabication rules.	
<b>e.</b> Use knowledge of common prefixes, suffixes, and root words to determine meanings of unknown words within a passage.		

Standard - The student will:	Content Knowledge and Skills:
	<p><b>f.</b> Automatically read a bank of 150-200 high-frequency words.</p> <p style="text-align: center;"><b>Pre-Reading Strategies</b></p> <p><b>g.</b> Draw on prior knowledge, discuss, and generate questions to predict text.</p> <p><b>h.</b> Prior to reading text, preview illustrations and opening pages of text such as the title page, table of contents, and other introductory pages.</p> <p style="text-align: center;"><b>Context Clues</b></p> <p><b>i.</b> Use context clues to choose correct meanings of identified words within a reading passage.</p> <p><b>j.</b> Monitor own reading comprehension by self-correcting and rereading.</p> <p><b>k.</b> Recognize words that signal transitions to determine sequence as well as contribute to text's meaning.</p> <p><b>l.</b> Use the following punctuation cues: commas, periods, question marks, apostrophes, and quotation marks to guide meaning and fluency.</p> <p style="text-align: center;"><b>Word Analysis Skills</b></p> <p><b>m.</b> Apply knowledge of compound words, contractions, and homophones to determine meanings of words and phrases.</p>
<p><b>02.</b> Read and respond to a variety of literature to compare and contrast the many dimensions of the human experience.</p>	<p><b>a.</b> Read and evaluate grade-level literature and recognize and analyze literary elements, vocabulary, and genres.                      - Identify and compare plots, setting, and characters of two stories;                      - Retell basic plots of folktales, legends, fables, and fairy tales.</p>
<p><b>03.</b> Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.</p>	<p><b>a.</b> Retell a story and include setting, plot, and characters.</p> <p><b>b.</b> Identify the following story elements within a literary text:                      - Characters and their traits and motivations that determine causes for actions;                      - Setting;                      - Sequential events of a plot, including a clear beginning, middle, and end;                      - Problems and solutions.</p> <p><b>c.</b> Recall and recognize relevant details in a passage by responding to "who," "what," "where," and "when" questions.</p> <p><b>d.</b> Determine cause and effect relationships by responding to "why," "how," and "what-if" questions.</p> <p><b>e.</b> Draw logical conclusions based on information read.</p> <p><b>f.</b> Distinguish between fiction and nonfiction, real and imaginary, and fact and opinion.</p>
<p><b>04.</b> Read to locate information from a variety of traditional, technical, and electronic sources.</p>	<p><b>a.</b> Locate information using dictionaries, encyclopedias, and informational books:                      - Recognize alphabetical order;                      - Name and use the following book parts: title page, table of contents, and glossary.</p>

(5-3-03)

**690. WRITING.**

Rationale: Write to demonstrate skill and conventions according to purpose and audience.

Standard - The student will:	Content Knowledge and Skills:
<p><b>01.</b> Understand and use the writing process.</p>	<p><b>a.</b> Demonstrate an understanding and application of the writing process:                      Brainstorm; Draft; Teacher conference; Revise; Edit; Publish; Share.</p> <p><b>b.</b> Legibly write in a variety of formats to record, generate, and reflect upon ideas.</p> <p><b>c.</b> Use technology to create a piece for publication.</p> <p><b>d.</b> Identify and use appropriate style for audience and purpose of writing.</p>

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
	<b>e.</b> Develop a writing vocabulary and skills for using words.
<b>02.</b> Write and edit for correctness and clarity.	<b>a.</b> Apply rules and conventions for the following: Grammar; Punctuation; Capitalization; Spelling.
	<b>b.</b> Develop a paragraph that incorporates a clear and focused main idea; incorporate supportive details and examples that are appropriate to topic, audience, and purpose: - Use appropriate word choices, sentence structure, transitions, and organizational techniques. - Write for personal and practical needs.
<b>03.</b> Write a narrative essay that aligns with the Direct Writing Assessment.	<b>a.</b> Create a narrative composition that provides an introduction, middle, and end sequence; establish and support a central idea and include simple facts and details.
	<b>b.</b> Write and publish original creative works that incorporate descriptive language.

(5-3-03)

**691. LISTENING.**

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Listen for information and understanding.	<b>a.</b> Listen and respond to a variety of electronic and live presentations.
	<b>b.</b> Listen to gain enrichment and information about various cultures.
	<b>c.</b> Use responsive listening skills such as retelling and asking questions for elaboration and clarification.
<b>02.</b> Listen for literary response and expression.	<b>a.</b> Listen to and record information from oral presentations.
	<b>b.</b> Note similarities and differences between and among a variety of oral presentations.
<b>03.</b> Listen for critical analysis and evaluation.	<b>a.</b> Listen for answers to specific questions and for specific purposes in response to nonfiction.
	<b>b.</b> Determine rhyming words that have been logically omitted from an orally-presented poem or rhyming book.
<b>04.</b> Listen to and follow directions.	<b>a.</b> Follow one- to four-step oral directions.

(5-3-03)

**692. SPEAKING.**

Rationale: Use skills of speaking to effectively present information and present analysis of critiques of written or viewed material.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Speak to share understanding of information.	<b>a.</b> Plan and deliver an oral presentation that incorporates appropriate grammar and vocabulary as well as effective use of illustrations and pictures.
	<b>b.</b> Use oral communication for various purposes with a developing sense of audience that incorporates appropriate volume, variety of word choices, and physical gestures.
<b>02.</b> Speak for literary response and expression.	<b>a.</b> Use oral interpretation, memorization, presentation, and dramatic readings to share personal or literary works.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>03.</b> Speak for critical analysis and evaluation.	<b>a.</b> Express opinions and solutions to problems.
	<b>b.</b> Use cause/effect and similarities/differences to demonstrate a key point.
	<b>c.</b> Encourage others' participation while exhibiting courteous, attentive, and appropriate behaviors during discussions.

(5-3-03)

**693. VIEWING.**

Rationale: Use skills of viewing to effectively understand and comprehend visually-presented information and use visual elements to produce visual presentations.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> View for information and understanding.	<b>a.</b> Identify traditional and non-print media as sources of information.
	<b>b.</b> Determine main concept and supporting details within non-print media.
<b>02.</b> View media sources for personal response and expression.	<b>a.</b> Demonstrate understanding of significant relationships, ideas, and cultures, which various media represent.
<b>03.</b> View media to engage in critical analysis and evaluation.	<b>a.</b> Differentiate between fact and opinion.

(3-15-02)

**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.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>	
<b>01.</b> Read a variety of traditional and electronic materials for information and understanding.	<b>a.</b> Use decoding strategies to fluently read third-grade materials.	
	<b>Phonics</b>	
	<b>b.</b> Employ multiple strategies to identify words using spelling patterns and syllabication.	
	<b>c.</b> Use phonics cues to automatically decode words and cueing strategies to fluently read third grade text.	
	<b>d.</b> Use knowledge of common prefixes, suffixes, and root words to determine meanings of unknown words within a passage.	
	<b>Context Cues</b>	
	<b>e.</b> Use context cues to determine correct meanings of identified words within a reading passage.	
	<b>f.</b> Recognize words that signal transitions to determine sequence and meaning of text.	
	<b>g.</b> Recognize relationship between a pronoun and its referent.	
	<b>Word Analysis Skills</b>	
<b>h.</b> Apply knowledge of contractions, synonyms, antonyms, homonyms, and multiple meanings to determine meanings of words and phrases.		



Standard - The student will:	Content Knowledge and Skills:
	<p>i. Use knowledge of root words to determine meanings of unknown words within a passage.</p> <p style="text-align: center;"><b>Syntax Cues</b></p> <p>j. Use knowledge of written language to anticipate words when reading.</p> <p>k. Before, during, and after reading, locate information to clarify text structure and content.</p> <p>l. Locate and gather information for a variety of purposes.</p> <p>m. Paraphrase and summarize text.</p> <p>n. Draw inferences and conclusions from text.</p> <p>o. Identify language and literary devices:                      - Mood; - Tone; - Style; - Figurative language; - Format.</p> <p>p. Determine main idea within a text and identify relevant details and facts.</p>
<p><b>02.</b> Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.</p>	<p>a. Identify defining characteristics of the following literary forms and genres: fiction, nonfiction, fairy tales, poems, and plays.</p> <p>b. Evaluate new information and relate to known information and ideas.</p> <p>c. Compare and contrast information about same topic after reading two or more passages or articles.</p> <p>d. Demonstrate an understanding of how reading can provide enrichment and information as well as serve as a tool for lifelong learning.</p> <p>e. Identify cause and effect and statements of fact and opinion.</p> <p>f. Determine main idea of text and identify relevant and supporting details and facts; arrange in chronological order.</p>
<p><b>03.</b> Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.</p>	<p>a. Identify author's purpose and describe how language, setting, and information support purpose within literary text.</p> <p>b. Identify the following story elements within a literary text:                      - Characters and their traits, and motivations that determine causes for actions; - Setting; - Sequencing of main events; - Problems and solutions.</p> <p>c. Determine cause and effect relationships by responding to "why," "how," and "what-if" questions.</p>
<p><b>04.</b> Read to locate information from a variety of traditional, technical, and electronic sources.</p>	<p>a. Use appropriate strategies when reading for the following purposes: Comprehension; Locating information; Personal enjoyment.</p> <p>b. Generate questions about important and interesting issues.</p> <p>c. Based on an investigation, organize and interpret information to draw a logical conclusion.</p>
<p><b>05.</b> Read for technical information.</p>	<p>a. Identify and use traditional sources such as reference books, library materials, experts, and electronically stored sources to locate and acquire information.</p> <p>b. Identify uses of graphics, graphs, tables, diagrams, parentheses, italics, and bold print.</p> <p>c. Identify text structure.</p> <p>d. Locate and demonstrate understanding of sequence words.</p>

(5-3-03)

**699. WRITING.**

Rationale: Write to demonstrate skill and conventions according to purpose and audience.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand and use the writing process.	<b>a.</b> Demonstrate an understanding and application of the writing process: - Brainstorm; - Draft; - Teacher conference; - Revise; - Edit; - Publish; - Share.
	<b>b.</b> Legibly write in a variety of formats to record, generate, and reflect upon ideas.
	<b>c.</b> Identify and use appropriate style and vocabulary for audience and purpose.
<b>02.</b> Write and edit for correctness and clarity.	<b>a.</b> Apply rules and conventions for the following: - Grammar; - Punctuation; - Capitalization; - Spelling.
	<b>b.</b> 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. - Use topic sentences, appropriate word choices and sentence structure, transitions, paragraphing, indentation, and organization; - Write for personal and practical needs.
<b>03.</b> Write a narrative essay that aligns with the Direct Writing Assessment.	<b>a.</b> 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.
	<b>b.</b> Write and publish original creative works that incorporate figurative and descriptive language.

(5-3-03)

**700. LISTENING.**

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Listen for information and understanding.	<b>a.</b> Listen and respond to a variety of electronic and live presentations.
	<b>b.</b> Listen to gain enrichment and information about various cultures.
	<b>c.</b> Demonstrate effective interpersonal listening skills.
<b>02.</b> Listen for literary response and expression.	<b>a.</b> Listen to and record information from oral presentations.
	<b>b.</b> Note similarities and differences within a variety of oral presentations.
<b>03.</b> Listen for critical analysis and evaluation.	<b>a.</b> Identify the purpose, content, organization, and delivery of verbal communication and non-verbal cues.

(5-3-03)

**701. SPEAKING.**

Rationale: Use skills of speaking to effectively present information and present analysis or critiques of written or viewed material.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Speak to share understanding of information.	<b>a.</b> Plan and deliver an oral presentation that incorporates appropriate grammar and vocabulary as well as effective use of illustrations, pictures, and charts.
	<b>b.</b> Use oral communication for various purposes and audiences that incorporate a variety of word choices, inflection, volume, phrasing, physical gestures, and eye contact.
<b>02.</b> Speak for literary response and expression.	<b>a.</b> Use oral interpretation, memorization, presentation, and dramatic readings to share personal or literary works.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>03.</b> Speak for critical analysis and evaluation.	<b>a.</b> Express opinions and solve problems.
	<b>b.</b> Use cause/effect and similarities/differences to demonstrate a key point.
	<b>c.</b> Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions: - Listen well and verify understanding; - Avoid monopolizing conversations; - Raise pertinent question; - Exhibit cultural sensitivity.
	<b>d.</b> Demonstrate ability to critique own oral presentation.

(5-3-03)

**702. VIEWING.**

Rationale: Use skills of viewing to effectively understand and comprehend visually-presented information and use visual elements to produce visual presentations.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> View for information and understanding.	<b>a.</b> Identify traditional and non-print media as sources of information.
	<b>b.</b> Determine main concept and supporting details within non-print media.
<b>02.</b> View media sources for personal response and expression.	<b>a.</b> Demonstrate understanding of significant relationships, ideas, and cultures represented by various media.
	<b>b.</b> Compare effectiveness of media presentations.
<b>03.</b> View media to engage in critical analysis and evaluation.	<b>a.</b> Interpret data from charts, graphs, and maps.
	<b>b.</b> Differentiate between fact and opinion.
<b>04.</b> Use a variety of resources to produce visuals that communicate through print and non-print media.	<b>a.</b> With guidance, explore use of multiple visual tools to produce visuals.

(5-3-03)

**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.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Read a variety of traditional and electronic materials for information and understanding.	<b>a.</b> Use decoding strategies to fluently read fourth-grade materials.
	<b>Phonics</b>
	<b>b.</b> Use spelling patterns, syllabication and other strategies to identify words.
	<b>c.</b> Use phonics cues to automatically and accurately identify and pronounce words.
	<b>Word Analysis</b>
	<b>d.</b> Apply knowledge of derivations, synonyms, antonyms, homonyms, multiple meanings, and idioms to determine meanings of words and phrases.
	<b>e.</b> Use knowledge of root words to determine meanings of unknown words within a passage.

Standard - The student will:	Content Knowledge and Skills:
	<p style="text-align: center;"><b>Context Clues</b></p> <p><b>f.</b> Use context clues to determine correct meanings of identified words within a reading passage.</p> <p><b>g.</b> Recognize relationship between a pronoun and its referent.</p> <p><b>h.</b> Recognize words that signal transitions to determine sequences as well as contribution to text's meaning.</p> <p style="text-align: center;"><b>Sentence Structure</b></p> <p><b>i.</b> Use knowledge of written language to anticipate words when reading.</p> <p><b>j.</b> Use knowledge of written language to comprehend text.</p> <p><b>k.</b> Before, during, and after reading, locate information to clarify text structure and content.</p> <p><b>l.</b> Identify and begin to use analytic processes for understanding and remembering words, phrases, and information from reading material.</p> <p><b>m.</b> Locate and gather information for a variety of purposes.</p> <p><b>n.</b> Paraphrase and summarize text.</p> <p><b>o.</b> Draw inferences and conclusions from text.</p> <p><b>p.</b> Identify language and literary devices:  - Mood; - Tone; - Style; - Figurative language; - Format; - Structure;</p> <p><b>q.</b> Determine main idea or essential message within a text and identify relevant details and facts.</p>
<p><b>02.</b> Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.</p>	<p><b>a.</b> Identify defining characteristics of the following literary forms and genres: fiction, nonfiction, fairy tales, fables, myths, poems, and plays.</p> <p><b>b.</b> Evaluate new information and hypotheses by testing against known information and ideas.</p> <p><b>c.</b> Compare and contrast information about same topic after reading two or more passages or articles.</p> <p><b>d.</b> Demonstrate an understanding of how reading can provide enrichment and information as well as serve as a tool for lifelong learning.</p> <p><b>e.</b> Distinguish between cause and effect and fact and opinion within expository text.</p> <p><b>f.</b> Determine main idea of text and identify relevant and supporting details and facts; arrange in chronological order.</p>
<p><b>03.</b> Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.</p>	<p><b>a.</b> Identify author's purpose and describe how language, setting, and information support purpose within literary text.</p> <p><b>b.</b> Identify the following story elements within a literary text;  - Characters and their traits and motivations to determine causes for actions; - Setting; - Main events of plot; - Point of view; - Problems and solutions.</p> <p><b>c.</b> Compare and contrast information from multiple sources.</p> <p><b>d.</b> Use personal or objective criteria to do the following:  - Draw conclusions; - Make inferences; - Determine meanings;  - Form opinions; - Make judgments.</p> <p><b>e.</b> Distinguish between statements of fact and opinion and identify cause and effect relationships within narrative and expository text.</p>

Standard - The student will:	Content Knowledge and Skills:
<b>04.</b> Read to locate information from a variety of traditional, technical, and electronic sources.	<b>a.</b> Use appropriate strategies when reading for the following purposes: - Full comprehension; - Locating information; - Personal enjoyment. <b>b.</b> Generate questions about important and interesting issues; use discussion to narrow research. <b>c.</b> Organize and interpret information to draw logical conclusion based on investigation. <b>d.</b> Present acquired information in the form of a letter, report, story, and poster.
<b>05.</b> Read for technical information.	<b>a.</b> Identify and use traditional sources such as reference books, library materials, experts, and electronically-stored sources to locate and acquire information. <b>b.</b> Identify uses of graphics, graphs, tables, diagrams, parentheses, italics, and bold print. <b>c.</b> Identify format of various technical and reference texts. <b>d.</b> Locate and understand sequence words.

(5-3-03)

**708. WRITING.**

Rationale: Students write to demonstrate skill and conventions according to purpose and audience.

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand and use the writing process.	<b>a.</b> Demonstrate an understanding and application of writing process: - Brainstorm; - Draft; - Revise; - Edit; - Publish. <b>b.</b> Write legibly in a variety of formats to record, generate, and reflect upon ideas. <b>c.</b> Identify and use appropriate style and vocabulary for audience and purpose.
<b>02.</b> Write and edit for correctness and clarity.	<b>a.</b> Apply rules and conventions for the following: - Grammar; - Punctuation; - Capitalization; - Spelling; - Legibility. <b>b.</b> 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. - 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.
<b>03.</b> Write a narrative essay that align with the fourth-grade Direct Writing Assessment.	<b>a.</b> 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. <b>b.</b> Write and publish original creative works that incorporate figurative and descriptive language.

(5-3-03)

**709. LISTENING**

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Listen for information and understanding.	<b>a.</b> Listen and respond to a variety of electronic and live presentations.
	<b>b.</b> Listen to gain enrichment and information about various cultures.
	<b>c.</b> Use responsive listening skills such as paraphrasing, summarizing, and asking questions for elaboration and clarification.
<b>02.</b> Listen for literary response and expression.	<b>a.</b> Respond in a variety of ways to oral presentations.
	<b>b.</b> Note similarities and differences within a variety of oral presentations.
<b>03.</b> Listen for critical analysis and evaluation.	<b>a.</b> Identify the purpose, content, organization, and delivery of verbal communication and non-verbal cues.

(5-3-03)

**710. SPEAKING.**

Rationale: Use skills of speaking to effectively present information and present analysis or critiques of written or viewed material.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Speak to share understanding of information.	<b>a.</b> Use oral communication for various purposes and audiences that incorporate a variety of word choices, inflection, volume, phrasing, physical gestures, and eye contact.
	<b>b.</b> Plan and deliver an oral presentation that incorporates appropriate grammar, and vocabulary, as well as effective use of illustrations, pictures, and charts.
<b>02.</b> Speak for literary response and expression.	<b>a.</b> Use oral interpretation, memorization, presentation, and dramatic readings to share personal or literary works.
	<b>b.</b> Orally read or recite a poem.
<b>03.</b> Speak for critical analysis and evaluation.	<b>a.</b> Express opinions and solutions to problems.
	<b>b.</b> Use cause/effect and similarities/differences to demonstrate a key point.
	<b>c.</b> Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions: - Listen well and verify understanding; - Avoid monopolizing conversations; - Raise pertinent questions; - Exhibit cultural sensitivity.

(5-3-03)

**711. VIEWING.**

Rationale: Use skills of viewing to effectively understand and comprehend visually-presented information and use visual elements to produce visual presentations.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> View for information and understanding.	<b>a.</b> Identify a variety of visually-presented material (books, films, videos, Internet).
	<b>b.</b> Determine main concept and supporting details within non-print media.
<b>02.</b> View media sources for personal response and expression.	<b>a.</b> Demonstrate understanding of significant relationships, ideas, and cultures which various media represent.
	<b>b.</b> Compare effectiveness of media presentations.
<b>03.</b> View media to engage in critical analysis and evaluation.	<b>a.</b> Interpret literal and figurative meanings of communication.
	<b>b.</b> Differentiate between fact and opinion.

Standard - The student will:	Content Knowledge and Skills:
04. Use a variety of resources to produce visuals that communicate through print and non-print media.	a. With guidance, explore use of multiple visual tools to produce visuals.

(3-15-02)

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:
01. Read a variety of traditional and electronic materials for information and understanding.	a. Use decoding strategies to fluently read fifth-grade materials.
	<b>Phonics</b>
	b. Use spelling patterns, syllabication, and other strategies to identify words.
	c. Use phonics cues to automatically and accurately identify and pronounce words and increase fluency.
	<b>Word Analysis</b>
	d. Apply knowledge of root words, derivations, affixes, synonyms, antonyms, homonyms, multiple meanings, and idioms to determine meanings of words and phrases.
	<b>Context Clues</b>
	e. Use context clues to determine correct meanings of identified words within a reading passage.
	f. Recognize relationship between a pronoun and its referent.
	<b>Sentence Structure</b>
	g. Use knowledge of written language to anticipate words when reading.
	h. Use knowledge of written language to comprehend text.
	i. 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.
	j. Use analytic processes for understanding and remembering vocabulary, phrases, and information from reading material.
	k. Locate, gather, and synthesize information for a variety of purposes.
	l. Paraphrase and summarize text.
	m. Draw inferences and conclusions from text.
n. Identify language and literary devices: - Mood; - Tone; - Style; - Figurative language; - Format; - Structure.	
o. Determine main idea or essential message within a text and identify relevant details and facts.	

Standard - The student will:	Content Knowledge and Skills:
<b>02.</b> Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	<b>a.</b> Identify defining characteristics of the following literary forms and genres: fiction, nonfiction, fantasy, legend, and historical fiction. <b>b.</b> Activate and draw upon prior experiences to connect to reading selections. <b>c.</b> Compare and contrast information about same topic after reading two or more passages or articles. <b>d.</b> Demonstrate an understanding of how reading can provide enrichment and information as well as serve as a tool for lifelong learning.
<b>03.</b> Read a variety of traditional, technical, and electronic materials, for critical analysis and evaluation.	<b>a.</b> Identify author's purpose and describe how language, setting, and information support purpose within literary text. <b>b.</b> Explain literary text according to the following elements: - 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. <b>c.</b> Compare and contrast information from multiple sources. <b>d.</b> Use personal or objective criteria to do the following: - Draw conclusions; - Make inferences; - Determine meanings; - Form opinions; - Make judgments. <b>e.</b> Distinguish between statements of fact and opinion and identify cause and effect relationships within narrative and expository text.
<b>04.</b> Read to locate information from a variety of traditional, technical, and electronic sources.	<b>a.</b> Use appropriate strategies when reading for the following purposes: - Full comprehension; - Locating information; - Personal enjoyment. <b>b.</b> Generate questions about important and interesting issues to narrow topic(s) for research. <b>c.</b> Organize and interpret information to draw logical conclusions based on investigation. <b>d.</b> Combine acquired information for presentation.
<b>05.</b> Read for technical information.	<b>a.</b> Identify and use traditional sources such as reference books, library materials, experts, and electronically-stored sources to locate and acquire information. <b>b.</b> Explain uses of graphics, graphs, tables, diagrams, parentheses, italics, and bold print. <b>c.</b> Describe format of various technical and reference texts. <b>d.</b> Read, understand, and apply technical information.

(5-3-03)

**717. WRITING.**

Rationale: Students write to demonstrate skill and conventions according to purpose and audience.

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand and use the writing process.	<b>a.</b> Understand and apply steps of the writing process: - Brainstorm; - Draft; - Revise; - Edit/proofread; - Publish. <b>b.</b> Write legibly in a variety of formats to record, generate, and reflect upon ideas. <b>c.</b> Identify and use appropriate style and vocabulary for audience and purpose.
<b>02.</b> Write and edit for correctness and clarity.	<b>a.</b> Apply rules and conventions for the following: - Grammar; - Punctuation; - Capitalization; - Spelling; - Legibility. <b>b.</b> With support, incorporate a variety of elements of writing: - Alliteration; - Figurative language; - Personification; - Vocabulary.



Standard - The student will:	Content Knowledge and Skills:
	<b>c.</b> Develop a paragraph: - 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.
<b>03.</b> Write a narrative essay that aligns with the Direct Writing Assessment.	<b>a.</b> Create a multiple-paragraph narrative composition that includes the following: - 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.
	<b>b.</b> Write and publish original creative works that incorporate figurative and descriptive language.

(5-3-03)

**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:
<b>01.</b> Listen for information and understanding.	<b>a.</b> Listen and respond to a variety of electronic and live presentations.
	<b>b.</b> Listen to gain enrichment and information about various cultures.
	<b>c.</b> Use responsive listening skills such as paraphrasing, summarizing, and asking questions for elaboration and clarification.
<b>02.</b> Listen for literary response and expression.	<b>a.</b> Respond in a variety of ways to oral presentations.
	<b>b.</b> Identify similarities and differences within a variety of oral presentations.
<b>03.</b> Listen for critical analysis and evaluation.	<b>a.</b> Make informed decisions about the purpose, content, organization, and delivery of verbal communications and non-verbal cues.

(5-3-03)

**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:
<b>01.</b> Speak to share understanding of information.	<b>a.</b> Use oral communication for various purposes and audiences that incorporate: - A variety of word choices; - Inflection; - Volume; - Phrasing; - Physical gestures; - Eye contact.
	<b>b.</b> Plan and deliver an oral presentation that incorporates the following: - Appropriate grammar; - Vocabulary; - Illustrations, pictures, and charts.
<b>02.</b> Speak for literary response and expression.	<b>a.</b> Use oral interpretation, presentation, and dramatic readings to share personal and or literary works.
	<b>b.</b> Orally read or recite poem.
<b>03.</b> Speak for critical analysis and evaluation.	<b>a.</b> Express opinions and solutions to problems.
	<b>b.</b> Uses cause/effect and similarities/differences to demonstrate a key point.
	<b>c.</b> Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions: - Listen carefully and verify understanding; - Avoid monopolizing conversations; - Raise pertinent questions; - Exhibit cultural sensitivity.

(5-3-03)

**720. VIEWING.**

Rationale: Use viewing skills to understand and comprehend visually-presented information and use visual elements to produce visual presentations.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> View for information and understanding.	<b>a.</b> Identify a variety of visually-presented materials (books, films, videos, Internet).
	<b>b.</b> Determine main idea and supporting details within non-print media.
<b>02.</b> View media sources for personal response and expression.	<b>a.</b> Identify relationships, ideas, and cultures represented within various media.
	<b>b.</b> Compare effectiveness of media presentations.
<b>03.</b> View media to engage in critical analysis and evaluation.	<b>a.</b> Interpret literal and figurative meanings of communication.
	<b>b.</b> Differentiate between facts and opinions.
<b>04.</b> Use a variety of resources to produce visuals that communicate through print and non-print media.	<b>a.</b> Create a print media visual.
	<b>b.</b> With guidance, explore uses of visually-presented materials.

(3-15-02)

**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.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Read a variety of traditional and electronic materials for information and understanding.	<b>a.</b> Use decoding strategies and other visual information to fluently read and construct meaning from grade-level text: - Graphophonic sources (letter/sound); - Semantic sources (meaning/associations); - Lexical sources (word knowledge); - Syntactic sources (structure of written language); - Text elements (graphic elements, illustrations, and titles/subtitles).
	<b>b.</b> Search purposefully for particular information: - Identify literal and inferential meanings; - Search own background information to make meaning of text passages; - Based on purpose for reading, search for most important information; - In order to understand plot development in narratives, search for information about characters and setting; - In order to understand text, search for expository text structures such as cause/effect, chronological order, problem/solution, and classification.
	<b>c.</b> On basis of prior knowledge and information in text, predict alternatives or probabilities in text: - Synthesize information from text to anticipate outcomes. - Use connections between text-to-text, text-to-self, and text-to-world to anticipate new text.
	<b>d.</b> Monitor and adjust a response based upon more than one source of information from grade-level text.
	<b>e.</b> Confirm or self-correct predictions in response to grade level text.
	<b>f.</b> Draw inferences and conclusions from text.

Standard - The student will:	Content Knowledge and Skills:
	<p><b>g.</b> Identify literary devices:                      - Mood; - Tone; - Style; - Figurative language.</p> <p><b>h.</b> Determine main idea or essential message within a text and identify relevant details and facts.</p>
<p><b>02.</b> Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.</p>	<p><b>a.</b> Describe characteristics of the following genres: fiction, nonfiction, poetry, biography/autobiography, legend, fable, and myth.</p> <p><b>b.</b> Activate and draw upon prior experiences to connect to reading selections.</p> <p><b>c.</b> Relate social, cultural, and historical aspects of literature to reader's personal experience.</p> <p><b>d.</b> Analyze narrative literature according to the following text elements:                      - Character; - Setting; - Plot structure; - Theme; - Point of view.</p> <p><b>e.</b> Demonstrate an understanding of how reading can provide enrichment and information as well as serve as a tool for lifelong learning.</p>
<p><b>03.</b> Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.</p>	<p><b>a.</b> Identify author's purpose and describe how language, setting, and information support purpose within literary text.</p> <p><b>b.</b> Analyze literary text for following story elements:                      - Characters; - Setting; - Point of view; - Plot structure; - Theme; - Conflict; - Resolution.</p> <p><b>c.</b> Compare and contrast information from multiple sources.</p> <p><b>d.</b> Use personal or objective criteria to do the following:                      - Draw conclusions; - Make inferences; - Determine meanings; - Form opinions; - Make judgments.</p> <p><b>e.</b> Distinguish between fact and opinion and identify cause and effect relationships within expository text.</p>
<p><b>04.</b> Read to locate information from a variety of traditional, technical, and electronic sources.</p>	<p><b>a.</b> Use questions to guide reading:                      - 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>b.</b> Systematically organize new information from expository text.</p> <p><b>c.</b> Synthesize what has been read:                      - 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><b>05.</b> Read for technical information.</p>	<p><b>a.</b> Read, understand, and apply technical information.</p> <p><b>b.</b> Identify and use comprehension strategies to understand technical text.</p> <p><b>c.</b> Apply knowledge of the following elements to understand text:                      - Graphics; - Highlighting techniques; - Organizers.</p> <p><b>d.</b> Identify organization of technical texts.</p> <p><b>e.</b> Apply technical information to complete tasks.</p>

(5-3-03)

**726. WRITING.**

Rationale: Students write to demonstrate skills and conventions according to purpose and audience.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand and use the writing process.	<b>a.</b> Understand and apply steps of the writing process: - Brainstorm; - Draft; - Revise; - Edit/proofread; - Publish.
	<b>b.</b> Write in a variety of formats to record, generate, and reflect upon ideas.
	<b>c.</b> Identify and use appropriate style and vocabulary for a particular audience.
<b>02.</b> Write and edit for correctness and clarity.	<b>a.</b> Determine and apply rules and conventions for the following: - Grammar; - Punctuation; - Capitalization; - Spelling; - Legibility.
	<b>b.</b> Incorporate a variety of elements of writing: - Alliteration; - Figurative language; - Simile; - Metaphor; - Personification; - Vocabulary.
	<b>c.</b> Convey clear and focused main ideas that are appropriately supported by details and examples for selected topic, audience, and purpose. - Use topic sentences, appropriate word choices, variety of sentence structures, transitions, paragraphing, indentation, organization, and documentation of sources; - Choose tone, voice, style, mood, and persona that are appropriate for various purposes, disciplines, and audiences.
<b>03.</b> Write to inform and explain.	<b>a.</b> Use facts, data, and processes from technical and non-technical materials to inform through writing.
	<b>b.</b> Produce documents in appropriate format to inform and explain.
	<b>c.</b> Create a multiple paragraph expository essay that includes the following: - Introductory paragraph containing a thesis statement; - Three or more body paragraphs that include topic sentences and supporting details; - Conclusion that restates the thesis.
<b>04.</b> Write for literary response and expression.	<b>a.</b> Compose a response using ideas and techniques from a variety of literature and fine arts that represent many cultures and perspectives.
	<b>b.</b> Appropriately use a thesis statement and supporting evidence.
	<b>c.</b> Write and publish original creative works that include figurative and descriptive language.
<b>05.</b> Write to critically analyze and evaluate.	<b>a.</b> Analyze for the following elements: - Purpose; - Ideas; - Style; - Structure; - Effectiveness.
	<b>b.</b> Use a thesis/main idea with appropriate supporting evidence to persuade and inform a specific audience.
	<b>c.</b> Use writing to persuade.
<b>06.</b> Write to gather, synthesize, and communicate research findings.	<b>a.</b> With teacher support, incorporate a variety of technological and informational resources to do the following: - Appropriately paraphrase, quote, and cite to avoid plagiarism; - Formulate thesis or focus and relevant support; - Formulate and support main idea with evidence.
	<b>b.</b> Present research findings.
<b>07.</b> Write technical information.	<b>a.</b> Produce a technical document.

(5-3-03)

**727. LISTENING.**

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Listen for information and understanding.	<b>a.</b> Acquire and summarize information from a variety of electronic or live sources.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
	<b>b.</b> Develop listening skills to gain enrichment and information about various cultures. <b>c.</b> Develop effective interpersonal listening skills.
<b>02.</b> Listen for literary response and expression.	<b>a.</b> Respond in a variety of ways to oral presentations. <b>b.</b> Locate similarities and differences within a variety of oral presentations.
<b>03.</b> Listen for critical analysis and evaluation.	<b>a.</b> Make informed decisions about the purpose, content, organization, and delivery of communications and non-verbal cues. <b>b.</b> Listen for sequencing.

(5-3-03)

**728. SPEAKING.**

Rationale: Use skills of speaking to effectively present information and present analyses or critiques of written or viewed material.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Speak to share an understanding of information.	<b>a.</b> Use age-appropriate oral communication for various purposes and audiences that appropriately incorporate: - A variety of word choices; - Pronunciation; - Inflection/modulation; - Physical gestures; - Eye contact; - Posture. <b>b.</b> Plan and deliver oral presentations that incorporate the following: - Transitions; - Organization; - Support of main ideas; - Examples; - Response to questions and feedback; - Visual aids and appropriate technology.
<b>02.</b> Speak for literary response and expression.	<b>a.</b> Share interpretations of personal or literary works through oral interpretation, memorization, presentation, and dramatic readings. <b>b.</b> Memorize and present a selected poem.
<b>03.</b> Speak for critical analysis and evaluation.	<b>a.</b> Clearly express opinions and judgments. <b>b.</b> Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions.

(5-3-03)

**729. VIEWING.**

Rationale: Use skills of viewing to effectively understand and comprehend visually-presented information and use visual elements to produce visual presentations.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> View for information and understanding.	<b>a.</b> Use traditional and visually-presented materials (books, films, videos, Internet). <b>b.</b> Use viewing skills to determine main idea and collect data.
<b>02.</b> View media sources for personal response and expression.	<b>a.</b> Identify relationships, ideas, and cultures represented in various media.
<b>03.</b> View media to engage in critical analysis and evaluation.	<b>a.</b> Evaluate relationships, ideas, and cultures represented in various media. <b>b.</b> Critique, interpret, and evaluate non-print media. <b>c.</b> Apply knowledge learned from charts and graphs.

Standard - The student will:	Content Knowledge and Skills:
<b>04.</b> Use a variety of resources to produce visuals that communicate through print and non-print media.	<b>a.</b> Demonstrate understanding of graphics, pictures, color, motion, and music.
	<b>b.</b> With support, apply technical skills to produce effective visuals.

(5-3-03)

**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:
<b>01.</b> Read a variety of traditional and electronic materials for information and understanding.	<b>a.</b> Use decoding strategies and other visual information to fluently read read construct meaning from grade-level text: - Graphophonic sources (letter/sound); - Semantic sources (meaning/associations); - Lexical sources (word analyses); - Syntactic sources (structure of written language); - Text elements (graphic elements, illustrations, and titles/subtitles).
	<b>b.</b> Search purposefully for particular information: - Identify literal and inferential meanings; - Search own background information to make meaning of text passages; - Based on purpose for reading, search for most important information; - In order to understand plot development in narratives, search for information about characters and setting; - In order to understand text, search for expository text structures such as cause/effect, chronological order, problem/solution, and classification.
	<b>c.</b> On basis of prior knowledge and information in text, predict alternatives or probabilities in text: - Synthesize information from the text to anticipate outcomes; - Use connections between text-to-text, text-to-self, and text-to-world to anticipate new text.
	<b>d.</b> Monitor and adjust a response based upon more than one source of information from grade-level text.
	<b>e.</b> Confirm or self-correct predictions in response to grade-level text.
	<b>f.</b> Draw inferences and conclusions from grade-level text.
	<b>g.</b> Identify literary devices: - Mood; - Tone; - Style; - Figurative language.
	<b>h.</b> Determine main idea or essential message within a text and identify relevant details and facts.
<b>02.</b> Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	<b>a.</b> Describe characteristics of the following genres: fiction, nonfiction, poetry, biography/autobiography, legend, fable, myth, and reference materials.
	<b>b.</b> Activate and draw upon prior experiences to connect to reading selections.
	<b>c.</b> Relate social, cultural, and historical aspects of literature to reader's personal experience.
	<b>d.</b> Analyze narrative literature according to the following text elements: - Character; - Setting; - Conflict; - Plot structure; - Theme; - Point of view.
	<b>e.</b> Demonstrate an understanding of how reading can provide enrichment and information as well as serve as a tool for lifelong learning.

Standard - The student will:	Content Knowledge and Skills:
<b>03.</b> Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	<b>a.</b> Identify author's purpose and describe how language, setting, and information support purpose within literary text. <b>b.</b> Analyze literary text for the following story elements: - Characters; - Setting; - Point of view; - Plot structure; - Theme; - Conflict; - Resolution. <b>c.</b> Compare and contrast information from multiple sources. <b>d.</b> Use personal or objective criteria to do the following: - Draw conclusions; - Make inferences; - Determine meanings; - Form opinions; - Make judgments. <b>e.</b> Distinguish between fact and opinion and identify cause and effect relationships within expository text.
<b>04.</b> Read to locate information from a variety of traditional, technical, and electronic sources.	<b>a.</b> Use questions to guide reading: - Identify type of information required to answer a specific question; - Use reasonable resources for answering questions; - Read for purpose of answering specific questions. <b>b.</b> Systematically organize new information from an expository text. <b>c.</b> Synthesize what has been read: - 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.
<b>05.</b> Read for technical information.	<b>a.</b> Read, understand, and apply technical information. <b>b.</b> Identify and use comprehension strategies to understand technical text. <b>c.</b> Apply knowledge of the following elements to understand text: - Graphics; - Highlighting techniques; - Organizers. <b>d.</b> Identify organization of technical texts. <b>e.</b> Apply technical information to complete tasks.

(5-3-03)

**735. WRITING.**

Rationale: Students write to demonstrate skill and conventions according to purpose and audience.

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand and use the writing process.	<b>a.</b> Understand and apply steps of the writing process: - Brainstorm; - Draft; - Revise; - Edit/proofread; - Publish. <b>b.</b> Write in a variety of formats to record, generate, and reflect upon ideas. <b>c.</b> Identify and use appropriate style and vocabulary for particular audience.
<b>02.</b> Write and edit for correctness and clarity.	<b>a.</b> Determine and apply rules and conventions for the following: - Eight parts of speech, dependent and independent clauses, and common phrases to include prepositional participle and appositives; - Punctuation; - Capitalization; - Spelling; - Legibility. <b>b.</b> Incorporate a variety of elements of writing: - Alliteration; - Figurative language; - Hyperbole; - Metaphor; - Personification; - Vocabulary.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
	<p><b>c.</b> Convey clear and focused main ideas that are appropriately supported by details and examples for selected topic, audience, and purpose.                      - Use topic sentences, appropriate word choices, variety of sentence structures, parallelism, transitions, paragraphing, indentation, organization, and documentation of sources; - Choose tone, voice, style, mood, and persona appropriate for various purposes, disciplines, and audiences.</p>
<b>03.</b> Write to inform and explain.	<b>a.</b> Use facts, data, and processes from technical and non-technical materials to inform through writing.
	<b>b.</b> Produce documents in appropriate format to inform and explain.
	<b>c.</b> Create a multiple paragraph expository essay that includes the following: - Introductory paragraph containing a thesis statement; - Three or more body paragraphs which include topic sentences and supporting details; - Conclusion which restates the thesis.
<b>04.</b> Write for literary response and expression.	<b>a.</b> Compose a response using ideas and techniques from a variety of literature and fine arts that represent many cultures and perspectives.
	<b>b.</b> Appropriately use a thesis statement and supporting evidence.
	<b>c.</b> Write and publish original creative works that include figurative and descriptive language.
<b>05.</b> Write to critically analyze and evaluate.	<b>a.</b> Analyze for the following elements: - Purpose; - Ideas; - Style; - Structure; - Effectiveness.
	<b>b.</b> Use a thesis with appropriate supporting evidence to persuade and inform a specific audience.
	<b>c.</b> Use writing to persuade.
<b>06.</b> Write to gather, synthesize, and communicate research findings.	<b>a.</b> With teacher support, incorporate a variety of informational and technological resources to perform the following: - 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>b.</b> Present research findings.
<b>07.</b> Write technical information.	<b>a.</b> Locate specifically-named sources.
	<b>b.</b> Produce a technical document.

(5-3-03)

**736. LISTENING.**

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Listen for information and understanding.	<b>a.</b> Acquire and summarize information from a variety of electronic or live sources.
	<b>b.</b> Develop listening skills to gain enrichment and information about various cultures.
	<b>c.</b> Develop use of effective interpersonal listening skills.
<b>02.</b> Listen for literary response and expression.	<b>a.</b> Respond to a variety of oral presentations.
	<b>b.</b> Locate similarities and differences within a variety of oral presentations.
<b>03.</b> Listen for critical analysis and evaluation.	<b>a.</b> Make informed decisions about the purpose, content, organization, and delivery of verbal communication and nonverbal cues.
	<b>b.</b> Listen for sequencing.



(5-3-03)

**737. SPEAKING.**

Rationale: Use skills of speaking to effectively present information and present analysis or critiques of written or viewed material.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Speak to share an understanding of information.	<b>a.</b> Use age-appropriate oral communication for various purposes and audiences that appropriately incorporate: - A variety of word choices; - Pronunciation; - Inflection/modulation; - Physical gestures; - Eye contact; - Posture.
	<b>b.</b> Plan and deliver oral presentations that incorporate the following: - Transitions; - Organization; - Support of main ideas; - Examples; - Response to questions and feedback; - Visual aids and appropriate technology.
<b>02.</b> Speak for literary response and expression.	<b>a.</b> Share interpretations of personal or literary works through oral interpretation, memorization, presentation, and dramatic readings.
	<b>b.</b> Memorize and present a selected poem.
<b>03.</b> Speak for critical analysis and evaluation.	<b>a.</b> Clearly express opinions and judgments.
	<b>b.</b> Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions. - Listen well and verify understanding; - Avoid monopolizing conversations; - Raise pertinent questions; - Exhibit cultural sensitivity.

(5-3-03)

**738. VIEWING.**

Rationale: Use skills of viewing to effectively understand and comprehend visually-presented information and use visual elements to produce visual presentations.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Viewing for information and understanding.	<b>a.</b> Identify a variety of visually-presented material (books, films, videos, Internet).
	<b>b.</b> Use viewing skills to determine main idea and collect data.
<b>02.</b> View media sources for personal response and expression.	<b>a.</b> Identify relationships, ideas, and cultures represented in various media.
<b>03.</b> View media to engage in critical analysis and evaluation.	<b>a.</b> Evaluate relationships, ideas, and cultures represented in various media.
	<b>b.</b> Critique, interpret, and evaluate non-print media.
	<b>c.</b> Apply knowledge gleaned from charts and graphs.
<b>04.</b> Use a variety of resources to produce visuals that communicate through print and non-print media.	<b>a.</b> Demonstrate understanding of graphics, pictures, color, motion, and music.
	<b>b.</b> Apply technical skills to produce effective visuals.

(3-15-02)

**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:
<p><b>01.</b> Read a variety of traditional and electronic materials for information and understanding.</p>	<p><b>a.</b> Use decoding strategies and other visual information to fluently read and construct meaning from grade-level text.                      - Graphophonic sources (letter/sound); - Semantic sources (meaning/association); - Lexical sources (word analyses);                      - Syntactic sources (structure of written language); - Text elements (graphic elements, illustrations, titles/subtitles).</p> <p><b>b.</b> Search purposefully for particular information:                      - Identify literal and inferential meanings;                      - Search own background information to make meaning of text passages;                      - Search for most important information based on purpose for reading;                      - Search for information about characters and setting to understand plot;                      - Development in narratives;                      - Search for expository text structures such as cause/effect, chronological order, problem/solution, and classification to understand text.</p> <p><b>c.</b> On basis of prior knowledge of text information.                      - Predict alternatives or probabilities in text; - Synthesize information from text to anticipate outcomes; - Use connections between text-to-text, text-to-self, and text-to-world to anticipate new text.</p> <p><b>d.</b> Monitor and adjust a response based upon more than one source of information of grade-level text.</p> <p><b>e.</b> Confirm or self-correct predictions in response to grade-level text.</p> <p><b>f.</b> Identify literary devices:                      - Mood; - Tone; - Style; - Figurative language.</p>
<p><b>02.</b> Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.</p>	<p><b>a.</b> Define characteristics of the following literary forms and genres: fiction and nonfiction, including novel, short story, poetry, biography, plays, essays, and reference material.</p> <p><b>b.</b> Activate and draw upon prior experiences to connect to reading selections.</p> <p><b>c.</b> Identify social, cultural, and historical significance of various types of text.</p> <p><b>d.</b> Identify how an author uses language and literary devices to evoke a response in a reader:                      - Style; - Format; - Structure; - Point of view.</p> <p><b>e.</b> Demonstrate an understanding of how reading can provide enrichment and information as well as serve as a tool for lifelong learning.</p>
<p><b>03.</b> Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.</p>	<p><b>a.</b> Identify author's purpose and describe how language, setting, and information support that purpose in literary text.</p> <p><b>b.</b> Analyze literary text for the following story elements.                      - Characters; - Setting; - Point of view; - Plot structure; - Theme; - Conflict;                      - Resolution; - Symbolism.</p> <p><b>c.</b> Compare and contrast information from multiple sources.</p> <p><b>d.</b> Use personal or objective criteria to do the following:                      - Draw conclusions; - Make inferences; - Determine meanings;                      - Form opinions; - Make judgments.</p> <p><b>e.</b> Distinguish between fact and opinion and identify cause and effect relationships within expository text.</p>
<p><b>04.</b> Read to locate information from a variety of traditional, technical, and electronic sources.</p>	<p><b>a.</b> Use questions to guide reading:                      - 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>b.</b> Use knowledge of common patterns of factual texts to enhance comprehension:                      - Description; - Main idea/supporting details; - Comparison/contrast;                      - Chronological order; - Cause/effect; - Process.</p>

Standard - The student will:	Content Knowledge and Skills:
	<p><b>c.</b> Synthesize what has been read:                      - 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><b>05.</b> Read for technical information.</p>	<p><b>a.</b> Identify and use comprehension strategies to understand technical text.</p>
	<p><b>b.</b> Apply uses of graphics, layout, white space, italics, parentheses, and other visual aids.</p>
	<p><b>c.</b> Identify organization of technical texts.</p>
	<p><b>d.</b> Use technical information to complete tasks.</p>

(5-3-03)

**744. WRITING.**

Rationale: Write to demonstrate skill and conventions according to purpose and audience.

Standard - The student will:	Content Knowledge and Skills:
<p><b>01.</b> Understand and use the writing process.</p>	<p><b>a.</b> Understand and apply steps of the writing process:                      - Brainstorm; - Draft; - Revise; - Edit/proofread; - Publish.</p>
	<p><b>b.</b> Write legibly in a variety of formats to specifically record, generate, and reflect upon ideas.</p>
	<p><b>c.</b> Identify and use appropriate style and vocabulary for a particular audience, voice, and purpose.</p>
<p><b>02.</b> Write and edit for correctness and clarity.</p>	<p><b>a.</b> Determine and apply rules and conventions for the following:                      - Eight parts of speech, dependent and independent clauses, and common phrases to include prepositional participle, infinitives, gerunds, and appositives; - Punctuation; - Capitalization; - Spelling; - Legibility.</p>
	<p><b>b.</b> Incorporate a variety of elements of writing:                      - Alliteration; - Figurative language; - Hyperbole; - Metaphor; - Personification; - Vocabulary; - Idiom.</p>
	<p><b>c.</b> Convey clear and focused main ideas, supported by details and examples that are appropriate to topic, audience, and purpose.                      - Use topic sentences, appropriate word choice, a variety of sentence structures, parallelism, transitions, paragraphing, indentation, organization, and documentation of sources; - Choose tone, voice, style, mood, and persona appropriate for various purposes, disciplines, and audiences.</p>
<p><b>03.</b> Write an expository essay that aligns with the eighth-grade writing assessment to inform and explain.</p>	<p><b>a.</b> Use facts, data, and processes from technical and non-technical materials to inform through writing.</p>
	<p><b>b.</b> Produce documents in appropriate format to inform and explain.</p>
	<p><b>c.</b> Demonstrate an understanding of the four types of the two-step expository essays and draft samples of each:                      - Problem/Solution; - Compare/Contrast; - Cause/Effect; - Before/After.</p>
<p><b>04.</b> Write for literary response and expression.</p>	<p><b>a.</b> Compose a response using ideas and techniques from a variety of literature and fine arts that represent many cultures and perspectives.</p>
	<p><b>b.</b> Appropriately use a thesis statement and supporting evidence.</p>
	<p><b>c.</b> Write and publish original creative works that include figurative and descriptive language.</p>

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>05.</b> Write to critically analyze and evaluate within the confines of grade-level science and social studies curricula.	<b>a.</b> Analyze for the following: - Purpose; - Ideas; - Style; - Structure; - Effectiveness.
	<b>b.</b> Use thesis with appropriate supporting evidence to persuade or inform a specific audience.
	<b>c.</b> Use writing to persuade.
<b>06.</b> Write to gather, synthesize, and communicate research findings.	<b>a.</b> With teacher support, incorporate a variety of informational and technological resources to perform the following: - Avoid plagiarism through proper use of paraphrasing, quoting, and citing; - When selecting source materials, consider motives credibility, and perspectives of authors; - Formulate thesis or focus and provide relevant support.
	<b>b.</b> Present research findings.
<b>07.</b> Write technical information.	<b>a.</b> Locate sources.
	<b>b.</b> Produce technical documents.

(5-3-03)

**745. LISTENING.**

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Listen for information and understanding.	<b>a.</b> Acquire and summarize information from a variety of electronic or live sources.
	<b>b.</b> Develop listening skills to gain enrichment and information about various cultures.
	<b>c.</b> Develop effective interpersonal listening skills.
<b>02.</b> Listen for literary response and expression.	<b>a.</b> Respond to a variety of oral presentations.
	<b>b.</b> Locate similarities and differences within a variety of oral presentations.
<b>03.</b> Listen for critical analysis and evaluation.	<b>a.</b> Make informed decisions about the purpose, content, organization, and delivery of verbal communications and non-verbal cues.
	<b>b.</b> Listen for sequencing.

(5-3-03)

**746. SPEAKING.**

Rationale: Use skills of speaking to effectively present information and present analysis or critiques of written and viewed material.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Speak to share an understanding of information.	<b>a.</b> Use age-appropriate oral communication for various purposes and audiences that correctly and effectively incorporates: - A variety of word choices; - Pronunciation; - Inflection/modulation; - Physical gestures; - Eye contact; - Posture.
	<b>b.</b> Plan and deliver oral presentations that incorporate the following: - Effective transitions; - Logical organization; - Support for main ideas; - Appropriate examples; - Responses to questions and feedback; - Visual aids and appropriate technology; - Proper English.
<b>02.</b> Speak for literary response and expression.	<b>a.</b> Share interpretations of personal and literary works through oral interpretation and dramatic readings.

Standard - The student will:	Content Knowledge and Skills:
	<b>b.</b> Memorize and present a selected poem.
<b>03.</b> Speak for critical analysis and evaluation.	<b>a.</b> Clearly express opinions and judgments.
	<b>b.</b> Defend opinion.
	<b>c.</b> Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions: - Listen well and verify understanding; - Avoid monopolizing conversations; - Raise pertinent questions; - Exhibit cultural sensitivity.

(5-3-03)

**747. VIEWING.**

Rationale: Use skills of viewing to effectively understand and comprehend visually-presented material and use visual elements to produce visual presentations.

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> View for information and understanding.	<b>a.</b> Identify a variety of visually-presented materials: books, films, videos, Internet.
	<b>b.</b> Use viewing skills to determine main idea and collect data.
<b>02.</b> View media sources for personal response and expression.	<b>a.</b> Identify relationships, ideas, and cultures represented within various media.
<b>03.</b> View media to engage in critical analysis and evaluation.	<b>a.</b> Critique, interpret, and evaluate non-print media.
	<b>b.</b> Apply knowledge learned from charts and graphs.
	<b>c.</b> Evaluate relationships, ideas, and cultures represented within various media.
<b>04.</b> Use a variety of resources to produce visuals that communicate through print and non-print media.	<b>a.</b> Demonstrate understanding of the multiple tools of graphics, pictures, color, motion, and music.
	<b>b.</b> Apply knowledge and technical skills to produce effective visuals.

(5-3-03)

**748. -- 750. (RESERVED).**

**751. LANGUAGE ARTS/COMMUNICATIONS STANDARDS - GRADES 9 THROUGH 12, SECTIONS 752 THROUGH 756.**

**752. READING.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Read a variety of traditional and electronic materials for information and understanding.	<b>a.</b> Decode unfamiliar words using a comprehensive set of reading strategies: - Phonics; - Context clues; - Word analysis skills.
	<b>b.</b> Preview materials to understand structure and anticipate content.
	<b>c.</b> Develop analytic processes for understanding and remembering words, phrases, and information from reading material.
	<b>d.</b> Identify, collect, and/or select, and relate pertinent information to given situations.
	<b>e.</b> Synthesize and organize information.
	<b>f.</b> Apply and extend information.

Standard - The student will:	Content Knowledge and Skills:
	<p><b>g.</b> Explain how an author uses language and literary devices:            - Mood;            - Tone;            - Style;            - Figurative language;            - Format;            - Structure.</p> <p><b>h.</b> Use reading strategies to determine main ideas and to collect data, facts, and ideas.</p>
<p><b>02.</b> Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.</p>	<p><b>a.</b> Know defining characteristics of literary forms and genres (fiction, nonfiction, myths, poems, biographies, autobiographies, science fiction, parodies, satires, and plays).</p> <p><b>b.</b> Identify and compare own experiences to those of others in situations, events, and cultures within reading selections.</p> <p><b>c.</b> Interpret the social, cultural, and historical significance of a text:            - Ancient Literature;            - British Literature;            - American Literature;            - World Literature.</p> <p><b>d.</b> Evaluate how an author uses language and literary devices to evoke a response in a reader:            - Style;            - Format;            - Structure.</p> <p><b>e.</b> Demonstrate how reading can provide enrichment, information, and serve as a tool for lifelong learning.</p>
<p><b>03.</b> Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.</p>	<p><b>a.</b> Evaluate the validity and accuracy of information.</p> <p><b>b.</b> Analyze author's purpose within a literary text:            - Characterization;            - Setting;            - Plot structure;            - Theme;            - Point of view;            - Organization and form.</p> <p><b>c.</b> Compare and contrast selections within texts.</p> <p><b>d.</b> Form opinions and make judgments about fiction and non-fiction.</p> <p><b>e.</b> In response to technical materials, use personal or objective criteria to:            - Draw conclusions;            - Make inferences;            - Decide meanings;            - Form opinions;            - Make judgments.</p>
<p><b>04.</b> Read to locate information from a variety of traditional, technical, and electronic sources.</p>	<p><b>a.</b> Generate relevant and researchable questions.</p> <p><b>b.</b> Systematically organize and record information.</p> <p><b>c.</b> Produce research projects and reports.</p>
<p><b>05.</b> Read for technical information.</p>	<p><b>a.</b> Comprehend technical text.</p> <p><b>b.</b> Demonstrate understanding of graphics, layout, white space, italics, parentheses, and other visual aids.</p> <p><b>c.</b> Identify the organization and nature of technical texts; ascertain that such texts require precise understanding rather than interpretation.</p> <p><b>d.</b> Apply technical text information to daily situations.</p> <p><b>e.</b> Follow written directions.</p>

(3-15-02)

**753. WRITING.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand and use the writing process.	<b>a.</b> Demonstrate steps of the writing process: - Brainstorm; - Draft; - Revise; - Edit/proofread; - Publish.
	<b>b.</b> Write in order to generate, record, and reflect upon ideas.
	<b>c.</b> Evaluate and choose appropriate style and vocabulary for particular audience.
<b>02.</b> Write and edit for correctness and clarity.	<b>a.</b> Apply rules and conventions of the following: - Grammar; - Punctuation; - Capitalization; - Spelling.
	<b>b.</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.
<b>03.</b> Write to inform and explain.	<b>a.</b> Incorporate facts, data, and processes from technical and non-technical materials into writing.
	<b>b.</b> Choose appropriate format to inform and explain.
<b>04.</b> Write for literary response and expression.	<b>a.</b> Compare, contrast, and synthesize ideas and techniques from a variety of literatures and Fine Arts that represent many cultures and perspectives.
	<b>b.</b> Formulate a thesis and supporting evidence as appropriate.
	<b>c.</b> Write and publish original creative works using figurative and descriptive language.
<b>05.</b> Write to critically analyze and evaluate.	<b>a.</b> Analyze and evaluate for the following: - Purpose; - Ideas; - Style; - Structure; - Effectiveness.
	<b>b.</b> Formulate thesis and select appropriate supporting evidence to persuade or inform a specific audience.
	<b>c.</b> Present an effective argument using the principles of persuasion (appeals to authority, logic, or emotion).
<b>06.</b> Write to gather, synthesize, and communicate research findings.	<b>a.</b> Use and document a variety of technological and informational resources: - Avoid plagiarism through proper use of paraphrasing, quoting, and citation; - Consider motives, credibility, and perspectives of authors when selecting source materials; - Formulate thesis or focus and relevant support.
	<b>b.</b> Present research findings.
	<b>c.</b> Generate clear, concise, and informative technical documents.

(5-3-03)

**754. LISTENING.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Listen for information and understanding.	<b>a.</b> Acquire, interpret, and apply information from a variety of electronic or live sources.
	<b>b.</b> Use listening skills to gain enrichment and information about various cultures.
	<b>c.</b> Demonstrate effective interpersonal listening skills.
<b>02.</b> Listen for literary response and expression.	<b>a.</b> Interpret and respond to a variety of oral presentations.
	<b>b.</b> Compare and contrast a variety of presentations.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>03.</b> Listen for critical analysis and evaluation.	<b>a.</b> Make informed judgments about the purpose, content, organization, and delivery of verbal communications and non-verbal cues.

(3-15-02)

**755. SPEAKING.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Speak to share an understanding of information.	<b>a.</b> Adjust oral language to audience: Appropriately apply rules of standard English.
	<b>b.</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.
	<b>c.</b> Use oral communication for various purposes and audiences including which appropriately incorporate the following: - Word Choice; - Pronunciation; - Inflection/Modulation; - Physical Gestures; - Eye Contact; - Posture.
<b>02.</b> Speak for literary response and expression.	<b>a.</b> Share interpretations of personal or literary works through oral interpretation, memorization, presentation, and dramatic readings.
<b>03.</b> Speak for critical analysis and evaluation.	<b>a.</b> Clearly express opinions and judgments.
	<b>b.</b> Encourage other's participation, while exhibiting courteous, attentive, and appropriate behavior during discussions: - Listen well and verify understanding; - Avoid monopolizing conversations; - Raise pertinent questions; - Exhibit cultural sensitivity.

(3-15-02)

**756. VIEWING.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> View for information and understanding.	<b>a.</b> Use traditionally non-print media.
	<b>b.</b> Use viewing skills to determine main idea and collect data.
<b>02.</b> View media sources for personal response and expression.	<b>a.</b> Explain, compare, and contrast relationships, idea, and cultures represented in various media.
<b>03.</b> View media to engage in critical analysis and evaluation.	<b>a.</b> Make judgments about non-print media.
	<b>b.</b> Apply knowledge learned from charts and graphs.
<b>04.</b> Use a variety of resources to produce visuals that communicate through print and non-print media.	<b>a.</b> 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.

(3-15-02)



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. (3-15-02)

**02. Instruction In Human Sexuality.** Instruction in the areas of human sexuality are ultimately governed by Sections 33-1608 through 33-1611, Idaho Code: (3-15-02)

**a.** Section 33-1608, Idaho Code – Family life and sex education – legislative policy. (3-15-02)

**b.** Section 33-1609, Idaho Code – “Sex education” defined. (3-15-02)

**c.** Section 33-1610, Idaho Code – Involvement of parents and community group. (3-15-02)

**d.** Section 33-1611, Idaho Code – Excusing children from instruction in sex education. (3-15-02)

**e.** Throughout the Health Standards section the term “STDs” (Sexually Transmitted Disease) includes HIV/AIDS (Human Immunodeficiency Virus/Acquired Immune Deficiency Syndrome). (3-15-02)

**768. HEALTH STANDARDS – KINDERGARTEN, SECTIONS 769 THROUGH 773.**

**769. HEALTHY LIFESTYLES.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Acquire the essential skills to lead a healthy life.	<b>a.</b> Describe exercise.
	<b>b.</b> Recognize the role of germs in spreading disease.
	<b>c.</b> Recognize safety signs and procedures at home, school, and around the neighborhood.
	<b>d.</b> Describe how each person experiences a variety of feelings and moods.
	<b>e.-1.</b> Differentiate between helpful and harmful drugs.
	<b>e.-2.</b> Identify medicines/drugs, their safe use, and safe places.
	<b>f.</b> Differentiate between healthy and unhealthy foods.
	<b>g.</b> Identify body parts.
	<b>h.</b> Describe the family.
	<b>i.</b> Identify health products commonly used.
	<b>j.</b> Identify healthy environment.

(3-15-02)

**770. RISK-TAKING BEHAVIOR.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<b>a.</b> Explain that germs are everywhere and are invisible.
	<b>b.</b> Identify acceptable and unacceptable behavior.

Standard - The student will:	Content Knowledge and Skills:
	c. Discuss how to make a wise responsible choice.
	d. Recognize risky behaviors.

(3-15-02)

**771. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Demonstrate the ability to use communication skills to enhance health.	a. Identify the ways a person expresses feelings and moods.
	b. Demonstrate appropriate ways to say no.
	c. Identify "verbal" and "nonverbal" communication skills.

(3-15-02)

**772. CONSUMER HEALTH.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Organize, analyze, and apply health information practices and services appropriate for individual needs.	a. Identify health products (soap, shampoo, toothpaste).
	b. Identify poison symbols (Mr. Yuck, skull, crossbones).
	c. Identify health workers.

(3-15-02)

**773. MENTAL AND EMOTIONAL WELLNESS.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand and demonstrate the key components to positive mental and emotional health.	a. Identify feelings.
	b. Identify that each person experiences different feelings and moods.
	c. Explore the benefits of play.
	d. Recognize trusted adults who can provide assistance.

(3-15-02)

**774. -- 776. (RESERVED).**

**777. HEALTH STANDARDS - GRADE 1, SECTIONS 778 THROUGH 782.**

**778. HEALTHY LIFESTYLES.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Acquire the essential skills to lead a healthy life.	a. Identify the difference between exercise and stretching.
	b. Tell how germs are spread and describe how the body fights diseases.
	c. Identify safety procedures.

Standard - The student will:	Content Knowledge and Skills:
	<b>d.</b> Explain a variety of emotions and understand that they can be managed successfully.
	<b>e.</b> Differentiate between over-the-counter and prescription drugs.
	<b>f.</b> Explain how the use of known and unknown substances can be hazardous.
	<b>g.</b> Recognize a nutritional diet is necessary to maintain a healthy body.
	<b>h.</b> Describe how a person can take care of different body parts.
	<b>i.</b> Describe each person's contribution to the family.
	<b>j.</b> Identify the use of health products.

(3-15-02)

**779. RISK-TAKING BEHAVIOR.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<b>a.</b> Recognize that germs cause disease.
	<b>b.</b> Explain the necessity for rules for acceptable and unacceptable behavior.
	<b>c.</b> Determine how to make a responsible choice.
	<b>d.</b> Discuss risky behaviors.

(3-15-02)

**780. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Demonstrate the ability to use communication skills to enhance health.	<b>a.</b> Share positive ways to express feelings.
	<b>b.</b> Identify refusal and decision-making skills.
	<b>c.</b> Demonstrate communication skills.

(3-15-02)

**781. CONSUMER HEALTH.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Organize, analyze, and apply health information practices and services appropriate for individual needs.	<b>a.</b> Identify examples of health products.
	<b>b.</b> Identify labels on health products.
	<b>c.</b> Recognize roles of health workers in the school and community.

(3-15-02)

**782. MENTAL AND EMOTIONAL WELLNESS.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand and demonstrate the key components to positive mental and emotional health.	<b>a.</b> Demonstrate feelings.
	<b>b.</b> Identify how each person is unique and worthwhile, both physically and emotionally.
	<b>c.</b> Describe physical activities one enjoys.
	<b>d.</b> Recognize trusted adults who can provide assistance.

(3-15-02)

**783. -- 785. (RESERVED).**

**786. HEALTH STANDARDS - GRADE 2, SECTIONS 787 THROUGH 791.**

**787. HEALTHY LIFESTYLES.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Acquire the essential skills to lead a healthy life.	<b>a.</b> Describe the concepts of fitness and wellness.
	<b>b.</b> Recognize body signals that indicate sickness or wellness.
	<b>c.</b> Identify the rules and procedures for safe living.
	<b>d.</b> Identify personal emotions, how they are expressed, and appreciate the consequences of behavior choices.
	<b>e.</b> Identify tobacco, alcohol, medicines, and other drugs.
	<b>f.</b> Explain the reasons for wise food selection.
	<b>g.</b> Identify physical characteristics of growth and development.
	<b>h.</b> Explain ways family membership changes.
	<b>i.</b> Identify how to choose a health product.
	<b>j.</b> Describe the characteristics of a healthful environment.

(3-15-02)

**788. RISK-TAKING BEHAVIOR.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<b>a.</b> Recognize ways illness is spread.
	<b>b.</b> Identify consequences for one's own behavior.
	<b>c.</b> Identify temptations, curiosity, peer influence, and harmful risk-taking.
	<b>d.</b> Identify behaviors that put a person at risk.

(3-15-02)

**789. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Demonstrate the ability to use communication skills to enhance health.	a. Identify ways to show respect for self and others.
	b. Describe refusal and decision-making skills.
	c. Demonstrate how to communicate with friends.

(3-15-02)

**790. CONSUMER HEALTH.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
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.

(3-15-02)

**791. MENTAL AND EMOTIONAL WELLNESS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
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.

(3-15-02)

**792. -- 794. (RESERVED).**

**795. HEALTH STANDARDS - GRADE 3, SECTIONS 796 THROUGH 800.**

**796. HEALTHY LIFESTYLES.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
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.

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
	i. Identify how health information, products, and services are made available.
	j. Identify the effects of pollution on the environment.

(3-15-02)

**797. RISK-TAKING BEHAVIOR.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	a. Recognize ways of limiting the spread of illness.
	b. Identify how behavior affects physical, mental, and emotional health.
	c. Demonstrate methods of dealing with temptations, curiosity, peer influence, and harmful risk-taking.
	d. Identify risky behaviors present within family, friendships, and the community.

(3-15-02)

**798. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Demonstrate the ability to use communication skills to enhance health.	a. Describe how behaviors are affected by others' feelings.
	b. Demonstrate refusal and decision-making skills.
	c. Explain effective ways families, friends, and communities communicate.

(3-15-02)

**799. CONSUMER HEALTH.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Organize, analyze, and apply health information practices and services appropriate for individual needs.	a. Identify different types of health services.
	b. Describe the need to follow directions on product labels.
	c. Explore various health care careers.

(3-15-02)

**800. MENTAL AND EMOTIONAL WELLNESS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand and demonstrate the key components to positive mental and emotional health.	a. Describe appropriate actions in response to one's own emotions.
	b. Identify ways that people are unique and worthwhile, both physically and emotionally.
	c. Recognize the benefits of exercise and how it enhances mental and emotional health.
	d. Describe ways of keeping one's self safe.
	e. Recognize the impact of drug use.

(3-15-02)

**801. -- 803. (RESERVED).**

**804. HEALTH STANDARDS - GRADE 4, SECTIONS 805 THROUGH 809.**

**805. HEALTHY LIFESTYLES.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Acquire the essential skills to lead a healthy life.	<b>a.</b> Describe the influence of rest, food choices, exercise, sleep, and recreation on a person's well-being.
	<b>b.</b> Identify characteristics and causes of diseases and disorders.
	<b>c.</b> Recognize a safe environment and demonstrate readiness skills that deal with emergency situations.
	<b>d.</b> Identify the range of emotions experienced and the connection between our minds and bodies.
	<b>e.</b> Identify substances, their use, and abuse.
	<b>f.</b> Identify the nutritional benefits of different foods.
	<b>g.</b> Recognize growth and development as a life-long process.
	<b>h.</b> Describe the role of families and friends have in affecting our health.
	<b>i.</b> Determine factors involved in selecting and using health information, products, and services.
	<b>j.</b> Determine factors that influence the health of our environment.

(3-15-02)

**806. RISK-TAKING BEHAVIOR.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<b>a.</b> Describe the healthy living habits that can reduce the risk of illness and injury.
	<b>b.</b> Recognize how the actions of one person can affect the behavior of another.
	<b>c.</b> Identify high-risk situations and behaviors that pose a risk to one's self and others.
	<b>d.</b> Identify the impact of risky behaviors on personal and family health.

(3-15-02)

**807. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Demonstrate the ability to use communication skills to enhance health.	<b>a.</b> Identify the causes and effects of conflict in schools and families.
	<b>b.</b> Demonstrate refusal and decision-making skills as they relate to substance use and abuse.
	<b>c.</b> Identify interpersonal communication skills that can be used to build interactions between family, friends, and community.

(3-15-02)

**808. CONSUMER HEALTH.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Organize, analyze, and apply health information practices and services appropriate for individual needs.	<b>a.</b> Identify reliable sources of personal health information, products, and services.
	<b>b.</b> Recognize how the media influences one's thinking in relation to mental and emotional health, nutrition, and substance abuse.
	<b>c.</b> Identify the different community agencies that promote the health and well-being of personal environment.

(3-15-02)

**809. MENTAL AND EMOTIONAL WELLNESS.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand and demonstrate the key components to positive mental and emotional health.	<b>a.</b> Recognize healthy ways to express personal emotions and feelings.
	<b>b.</b> Identify ways to maintain a healthy outlook in the presence of diseases and/or disabilities.
	<b>c.</b> Identify physical activities that promote fitness and the relief of mental and emotional tensions.
	<b>d.</b> Take responsibility for the safety of one's self and others.
	<b>e.</b> Identify ways to avoid negative social influences and pressures to use alcohol, tobacco, and other drugs.

(3-15-02)

**810. -- 812. (RESERVED).**

**813. HEALTH STANDARDS - GRADE 5, SECTIONS 814 THROUGH 818.**

**814. HEALTHY LIFESTYLES.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Acquire the essential skills to lead a healthy life.	<b>a.</b> Explain the importance of an active lifestyle leading to life-long health.
	<b>b.</b> Describe characteristics and causes of diseases and disorders.
	<b>c.</b> Describe basic first aid and safety rules.
	<b>d.</b> Identify emotions that accompany physical growth and development.
	<b>e.</b> Identify the effects of substances and their use and abuse.
	<b>f.</b> Identify the strategies for developing healthy eating habits.
	<b>g.</b> Recognize factors that affect growth and development.
	<b>h.</b> Identify environmental health issues and their relationship to a healthy lifestyle.

(3-15-02)

**815. RISK-TAKING BEHAVIOR.**



<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	a. Evaluate healthy living habits that can reduce the risk of illness and injury.
	b. Describe behaviors/consequences of drug use.
	c. Identify strategies for resisting substance abuse.
	d. Explain the impact of risky behaviors on personal and family health.

(3-15-02)

**816. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Demonstrate the ability to use communication skills to enhance health.	a. Explain the causes and effects of conflict in schools and families.
	b. Demonstrate refusal and decision-making skills that enhance personal relationships including substance use and abuse.
	c. Describe how interpersonal communication skills can be used to build interactions between family, friends, and community.

(3-15-02)

**817. CONSUMER HEALTH.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Organize, analyze, and apply health information practices and services appropriate for individual needs.	a. Explain the validity of health information, products, and services.
	b. List ways the media influences one's thinking in relation to mental and emotional health, nutrition, and substance abuse.
	c. Describe community factors that promote wellness, safety, and disease prevention.

(3-15-02)

**818. MENTAL AND EMOTIONAL WELLNESS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand and demonstrate the key components to positive mental and emotional health.	a. Identify skills that positively control and express personal emotions and feelings.
	b. Identify and practice effective strategies for stress management.
	c. Describe how recreational and leisure time activities promote physical fitness and relieve mental and emotional tensions.
	d. Define emotional safety.
	e. Identify behaviors that influence the use of alcohol, tobacco, and other drugs.

(3-15-02)

**819. -- 821. (RESERVED).**

**822. HEALTH STANDARDS - GRADE 6, SECTIONS 823 THROUGH 827.**

**823. HEALTHY LIFESTYLES.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Acquire the essential skills to lead a healthy life.	<b>a.</b> Identify the influence exercise has in developing a healthy system.
	<b>b.</b> Identify prevention, causes, and treatment of diseases and disorders.
	<b>c.</b> Demonstrate and be able to apply basic first aid and safety rules.
	<b>d.</b> Describe emotions that affect personal health.
	<b>e.</b> Identify the choices and consequences related to abuse of alcohol, tobacco, and other drugs.
	<b>f.</b> Apply strategies for developing healthy eating habits.
	<b>g.</b> Identify the functions and characteristics of the major body systems.
	<b>h.</b> Discuss and evaluate the importance of healthy relationships.
	<b>i.</b> Examine factors involved in selecting and using health information, products, and services.
	<b>j.</b> Describe environmental health issues and their relationships to a healthy lifestyle.

(3-15-02)

**824. RISK-TAKING BEHAVIOR.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<b>a.</b> Identify risk factors for illness and injuries.
	<b>b.</b> Examine and evaluate how the actions of one person affect the behaviors of others.
	<b>c.</b> Describe high-risk substance abuse situations and behaviors that pose a risk to one's self and others.
	<b>d.</b> Describe the impact of risky behaviors on personal and family health.

(3-15-02)

**825. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Demonstrate the ability to use communication skills to enhance health.	<b>a.</b> Describe the causes and effects of conflict in schools and families.
	<b>b.</b> Demonstrate refusal and decision-making skills that enhance personal relationships including substance use and abuse.
	<b>c.</b> Explain interpersonal communication skills that can be used to build interactions between family, friends, and community.

(3-15-02)

**826. CONSUMER HEALTH.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Organize, analyze, and apply health information practices and services appropriate for individual needs.	<b>a.</b> Evaluate the validity of health information, products, and services.
	<b>b.</b> Analyze how the media influences information about tobacco, alcohol, and drugs.
	<b>c.</b> Determine health resources available in personal community and state.

(3-15-02)

**827. MENTAL AND EMOTIONAL WELLNESS.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Understand and demonstrate the key components to positive mental and emotional health.	<b>a.</b> Analyze skills that positively express personal emotions and feelings.
	<b>b.</b> Analyze the influence exercise has on relieving mental and emotional tension.
	<b>c.</b> Identify skills necessary for stress management, decision-making, and managing conflicts.
	<b>d.</b> Explore aspects of emotional safety.
	<b>e.</b> Explore factors that influence the use of alcohol, tobacco, and drugs.

(3-15-02)

**828. -- 830. (RESERVED).**

**831. HEALTH STANDARDS - MIDDLE GRADES (GRADES 7-8), SECTIONS 832 THROUGH 836.**

**832. HEALTHY LIFESTYLES.**

Standard - The student will:	Content Knowledge and Skills:
<b>01.</b> Acquire the essential skills to lead a healthy life.	<b>a.</b> Identify the components of physical fitness.
	<b>b.</b> Identify the prevention, causes, symptoms, treatment, and consequences of diseases and disorders.
	<b>c.</b> Demonstrate knowledge of basic first aid and injury prevention.
	<b>d.</b> Explain the relationship among mental/emotional, physical, and social health as a basis for wellness.
	<b>e.</b> Recognize the impact of substance abuse on personal health.
	<b>f.</b> Identify how food choices affect health.
	<b>g.</b> Label the major components of each body system and identify the relationship to overall health.
	<b>h.</b> Analyze the importance of healthy relationships.
	<b>i.</b> Examine environmental health and recognize how it relates to a healthy lifestyle.

(3-15-02)

**833. RISK-TAKING BEHAVIOR.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	a. Identify risk factors that lead to STDs and pregnancy.
	b. Evaluate the impact of risky behavior on personal health.
	c. Identify the short-term effects and long-term consequences of substance abuse.

(3-15-02)

**834. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Demonstrate the ability to use communication skills to enhance health.	a. Describe and explain the causes and effects of conflict in schools and families.
	b. Demonstrate communication skills that enhance personal relationships.

(3-15-02)

**835. CONSUMER HEALTH.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Organize, analyze, and apply health information practices and services appropriate for individual needs.	a. Analyze the validity of health information, products, and services.
	b. Identify the available resources that provide health care services and information.

(3-15-02)

**836. MENTAL AND EMOTIONAL WELLNESS.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
01. Understand and demonstrate the key components to positive mental and emotional health.	a. Identify mental and emotional disorders.
	b. Recognize the personal aspects of mental and emotional health.
	c. Identify stressors and techniques for stress management.
	d. Demonstrate aspects of emotional safety.
	e. Analyze factors that influence the use of alcohol, tobacco, and drugs.

(3-15-02)

**837. -- 839. (RESERVED).**

**840. HEALTH STANDARDS – GRADES 9 THROUGH 12, SECTIONS 841 THROUGH 845.**

**841. HEALTHY LIFESTYLES.**

<b>Standard - The student will:</b>	<b>Content Knowledge and Skills:</b>
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.

Standard - The student will:	Content Knowledge and Skills:
	<p><b>b.</b> Assess how personal health issues change during life (puberty, aging, disability, serious illness/injury).</p> <p><b>c.</b> Evaluate the psychological, social, emotional, and physical implications of human sexuality in developing and maintaining a responsible and healthy lifestyle.</p> <p><b>d.</b> Demonstrate knowledge and concepts of basic injury prevention, emergency care, and crisis management procedures.</p> <p><b>e.</b> Identify and evaluate the prevention, causes, symptoms, treatment, and consequences of diseases and disorders.</p> <p><b>f.</b> Assess environmental and other external factors that affect individual and community health (public health policies, governmental regulations, research).</p>

(3-15-02)

**842. RISK TAKING BEHAVIOR.**

Standard - The student will:	Content Knowledge and Skills:
<p><b>01.</b> Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p>	<p><b>a.</b> Assess the consequences of sexual activity (unplanned pregnancy, STDs, emotional distress).</p> <p><b>b.</b> Assess the short and long-term consequences of tobacco, alcohol, and other drugs (use, misuse, abuse, dependency).</p> <p><b>c.</b> Evaluate the impact of risky behaviors on personal and community health.</p>

(3-15-02)

**843. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.**

Standard - The student will:	Content Knowledge and Skills:
<p><b>01.</b> Demonstrate the ability to use communication skills to enhance health.</p>	<p><b>a.</b> Analyze the causes and effects of conflict in schools, families, workplaces, and communities.</p> <p><b>b.</b> Demonstrate and evaluate communication skills that enhance intra-personal health (coping skills, self-efficacy, affirmations, refusal skills, conflict resolution).</p> <p><b>c.</b> Relate how effective interpersonal communication skills can be used to build, maintain, and enhance interactions between family, peers, workplace, and society.</p>

(3-15-02)

**844. CONSUMER HEALTH.**

Standard - The student will:	Content Knowledge and Skills:
<p><b>01.</b> Organize, analyze, and apply health information practices and services appropriate for individual needs.</p>	<p><b>a.</b> Evaluate the validity of health information, products and services (advertising claims, quackery, fraudulence, health-related research).</p> <p><b>b.</b> Evaluate resources from home, school, library, and the community that provides valid health care information.</p> <p><b>c.</b> Evaluate factors and situations that influence personal selection of health care products and services (when to seek treatment, when or what product to use).</p>

Standard - The student will:	Content Knowledge and Skills:
	d. Analyze the cost and accessibility of health care services.

(3-15-02)

**845. 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. Assess strategies for coping with and overcoming feelings of stress (rejection, social isolation, other forms of stress, burnout).
	b. Identify methods for addressing mental and emotional concerns (depression, grief, eating disorders, suicide).

(3-15-02)

**846. -- 855. (RESERVED).**

**856. GLOSSARY OF HUMANITIES TERMS.**

The following definitions apply only to Sections 856 through 954 of these rules. (3-15-02)

**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. (3-15-02)

**02. Application.** The practice of using one's knowledge, techniques, and skills to produce a product. (3-15-02)

**03. Appreciation.** A sensitive awareness; in the context of the arts, a recognition of aesthetic values. (3-15-02)

**04. Artifact.** A product of civilization, such as a tool or ornament, that shows human workmanship or modification. (3-15-02)

**05. Authentic Materials and Resources.** Materials created by people living in their culture (such as a country's newspapers, magazines, or menus) or native speakers themselves. (5-3-03)

**06. Creative Expression.** An imaginative response that exhibits both feeling and core knowledge of an art form. (3-15-02)

**07. Culture/Cultures.** A group that influences ways of perceiving, valuing, behaving, and believing. (5-3-03)

**08. Disciplines.** Specific fields of study within the arts and humanities such as visual art, music, theatre, dance, literature, philosophy. (5-3-03)

**09. Diversity.** The condition of being different, inclusive of wide ethnic representation, varied viewpoints, and range of abilities. (3-15-02)

**10. Ethical/Ethics.** Relating to moral action, motivation, conduct or character. The discipline dealing with what is good and bad and with moral duty and obligation. (5-3-03)

**11. Expository Writing.** Writing that is neither descriptive nor narrative and whose primary function is to explain and/or define. (3-15-02)

**12. Genre.** A category of artistic, musical, or literary composition characterized by a particular style,

- form, or content. (3-15-02)
- 13. Historical/Culture/Living Culture.** A culture, civilization that has existed in the past/one that is current and/or evolving. (5-3-03)
- 14. Integrate.** To incorporate into a larger unit. (3-15-02)
- 15. Interdisciplinary Humanities.** A study of two (2) or more related disciplines within the state-adopted list of humanities subjects. (3-15-02)
- 16. Interrelationships.** Mutual or reciprocal relationships of arts and humanities disciplines. (3-15-02)
- 17. Literary Work.** An example of writing that possesses the qualities or characteristics of letters, human learning, or literature. (3-15-02)
- 18. Nationalism.** A sense of national consciousness, placing primary emphasis on the culture and interests of a particular nation. (3-15-02)
- 19. Reasoned Dialogue.** The process of presenting a calculated discussion of ideas through logical means. (5-3-03)
- 20. Replicate.** To repeat or duplicate a product or process. (3-15-02)
- 21. Speculate.** To examine an idea or process and determine a logical outcome. (3-15-02)
- 22. Style.** An accustomed manner or method of creating or performing as sanctioned by an accepted standard. (3-15-02)
- 23. Translate.** To turn into one's own or another language; to change an activity or idea from one (1) form into another. (3-15-02)

**857. IDAHO HUMANITIES STANDARDS.**

In order to achieve success, a student of the humanities must gain content knowledge, practice critical thinking skills, and experience personal expression. These standards offer a framework for student's achievement in the arts and humanities and are organized into the three (3) categories of Interdisciplinary Humanities, Visual and Performing Arts, and Foreign Language. (5-3-03)

- 01. Interdisciplinary Humanities.** The interdisciplinary humanities standards are based on the assumption that connections exist between the arts and humanities disciplines chronicled through history. Through interdisciplinary study, the student acquires knowledge and skills that promote understanding of these connections as they exist among two (2) or more of the following areas: (5-3-03)
- a.** Literature; (5-3-03)
  - b.** History; (5-3-03)
  - c.** Philosophy; (5-3-03)
  - d.** Architecture; (5-3-03)
  - e.** Music; (5-3-03)
  - f.** Art; (5-3-03)
  - g.** Drama; (5-3-03)
  - h.** Dance; (5-3-03)

i. Foreign language; and (5-3-03)

j. Comparative world religion. (5-3-03)

**02. Visual And Performing Arts.** The visual and performing arts standards address four (4) arts disciplines - music, visual art, theatre, and dance. Their scope is K-12, and they address both content and achievement. (5-3-03)

**03. Foreign Language.** The foreign language standards address basic language acquisition skills of speaking, listening, reading, writing, and observing. In addition, foreign language courses satisfying the humanities core requirement include instruction in cultural context, critical thinking, and performance. (5-3-03)

**858. INTERDISCIPLINARY HUMANITIES – KINDERGARTEN THROUGH GRADE 3.** Interdisciplinary Humanities standards do not apply at these grade levels. (3-15-02)

**859. -- 865. (RESERVED).**

**866. VISUAL AND PERFORMING ARTS - KINDERGARTEN THROUGH GRADE 3, SECTIONS 867 THROUGH 872.**

**867. HISTORICAL AND CULTURAL CONTEXTS OF VISUAL AND PERFORMING ARTS DISCIPLINES.**

**868. STANDARD ONE.**

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

Standard Breakout - By the end of grade 3, the student will:	Content Knowledge and Skills:
<p><b>01.</b> Understand the historical and cultural contexts of the visual and performing arts.</p>	<p><b>a. MUSIC:</b></p> <ol style="list-style-type: none"> <li>1. Name the historical or cultural background of musical selections learned.</li> <li>2. Identify the country or region of musical selections learned.</li> <li>3. Describe the role music plays in today's society.</li> </ol> <p><b>b. VISUAL ARTS:</b></p> <ol style="list-style-type: none"> <li>1. Recognize key differences in art works from two different time periods or cultures.</li> <li>2. Identify the purpose of a work of art that was created in the past.</li> <li>3. Describe the role visual arts play in today's society.</li> </ol> <p><b>c. THEATRE:</b></p> <ol style="list-style-type: none"> <li>1. Identify a dramatic presentation as belonging to the past, present, or future.</li> <li>2. Describe the role theatre plays in today's society.</li> </ol> <p><b>d. DANCE:</b></p> <ol style="list-style-type: none"> <li>1. Identify dances associated with particular places and events.</li> <li>2. Identify historical events or scientific discoveries that have influenced dance.</li> <li>3. Discover common subjects, ideas, and themes in dances from different cultures.</li> <li>4. Describe the role dance plays in today's society.</li> </ol>
<p><b>02.</b> Understand interrelationships among visual and performing arts disciplines.</p>	<p><b>a. MUSIC:</b></p> <ol style="list-style-type: none"> <li>1. Identify ideas and emotions that are expressed through music and other disciplines.</li> <li>2. Compare a musical selection with another art form that uses a similar style.</li> </ol>



Standard Breakout - By the end of grade 3, the student will:	Content Knowledge and Skills:
	<p><b>b. VISUAL ARTS:</b></p> <ol style="list-style-type: none"> <li>1. Name ways in which the subject of a work of visual art is similar to another art form.</li> <li>2. Identify ideas and emotions that are expressed through visual arts and other disciplines.</li> </ol> <p><b>c. THEATRE:</b></p> <ol style="list-style-type: none"> <li>1. Identify ideas and emotions that are expressed through theatre and other disciplines.</li> <li>2. Compare a written (visual or oral) story with a dramatic performance of that same story.</li> </ol> <p><b>d. DANCE:</b></p> <ol style="list-style-type: none"> <li>1. Compare and contrast cultural dances and other art forms represented within a school, community, or region.</li> <li>2. Name common subjects or ideas in dance and other arts of various cultures.</li> <li>3. Identify ideas and emotions that are expressed through dance and other disciplines.</li> </ol>

(5-3-03)

**869. CRITICAL THINKING IN THE VISUAL AND PERFORMING ARTS.**

**870. STANDARD TWO.**

Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Standard Breakout - By the end of grade 3, the student will:	Content Knowledge and Skills:
<p><b>01.</b> Conduct analyses in the arts and humanities disciplines.</p>	<p><b>a. MUSIC:</b></p> <ol style="list-style-type: none"> <li>1. Recognize and respond to characteristics and content of various musical forms.</li> <li>2. Examine music as a form of communication.</li> <li>3. Use arts vocabulary to discuss specific works of music.</li> <li>4. Relate the significance of music to one's own life.</li> </ol> <p><b>b. VISUAL ARTS:</b></p> <ol style="list-style-type: none"> <li>1. Recognize and respond to characteristics and content of various visual art forms.</li> <li>2. Examine the visual arts as a form of communication.</li> <li>3. Use arts vocabulary to discuss specific works of art.</li> </ol> <p><b>c. THEATRE:</b></p> <ol style="list-style-type: none"> <li>1. Recognize and respond to characteristics of drama.</li> <li>2. Examine drama as a form of communication.</li> <li>3. Use arts vocabulary to discuss a dramatic performance.</li> </ol> <p><b>d. DANCE:</b></p> <ol style="list-style-type: none"> <li>1. Examine dance as a means of communicating meaning.</li> <li>2. Show how the human body is used to express or communicate action, idea, or experience through movement.</li> <li>3. Compare and contrast dance forms associated with specific groups of people, geographic regions, or time periods.</li> </ol>
<p><b>02.</b> Engage in reasoned dialogue about arts and humanities issues.</p>	<p><b>a. MUSIC:</b></p> <ol style="list-style-type: none"> <li>1. Discuss the importance of music in one's own life.</li> <li>2. Draw conclusions about the meaning of the term "classical music."</li> </ol> <p><b>b. VISUAL ARTS:</b></p> <ol style="list-style-type: none"> <li>1. Discuss the importance of visual art in one's own life.</li> <li>2. Discuss how symbols create meaning in art.</li> </ol>

Standard Breakout - By the end of grade 3, the student will:	Content Knowledge and Skills:
	<p><b>c. THEATRE:</b></p> <ol style="list-style-type: none"> <li>1. Discuss the role of drama in one's own life.</li> <li>2. Compare and contrast current forms of drama today.</li> </ol> <p><b>d. DANCE:</b></p> <ol style="list-style-type: none"> <li>1. Identify dance forms associated with particular places or events.</li> <li>2. Locate common themes in dance and create a personal response to that theme.</li> <li>3. Show how dance elicits various interpretations.</li> </ol>
<p><b>03.</b> Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.</p>	<p><b>a. MUSIC:</b></p> <ol style="list-style-type: none"> <li>1. Recognize and verbalize emotions that are associated with music.</li> <li>2. Verbalize personal preferences for a specific work of music, using arts vocabulary.</li> </ol> <p><b>b. VISUAL ARTS:</b></p> <ol style="list-style-type: none"> <li>1. Discuss characteristics of one's own work and the work of others.</li> <li>2. Compare one's own response to a work of art and to another student's response.</li> <li>3. Show how expression in art causes different responses from viewers.</li> </ol> <p><b>c. THEATRE:</b></p> <ol style="list-style-type: none"> <li>1. Verbalize personal preferences of types for drama.</li> <li>2. Identify the beginning, middle, and ending of dramatic performances.</li> <li>3. Explain preferences for different parts of a dramatic performance.</li> </ol> <p><b>d. DANCE:</b></p> <ol style="list-style-type: none"> <li>1. Develop and apply arts vocabulary when discussing dance forms.</li> <li>2. Explain ideas that dances can represent.</li> <li>3. Suggest ways that artists get ideas.</li> <li>4. Voice personal preferences about dances within a classroom or other setting.</li> </ol>

(5-3-03)

**871. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN THE VISUAL AND PERFORMING ARTS.**

**872. STANDARD THREE.**

Communicate in the humanities disciplines through acquisition, application, and creative expression.

Standard Breakout - By the end of grade 3, the student will:	Content Knowledge and Skills:
<p><b>01.</b> Understand concepts essential to visual and performing arts.</p>	<p><b>a. MUSIC:</b></p> <ol style="list-style-type: none"> <li>1. Read and perform meter, rhythm, and pitch using standard music symbols.</li> <li>2. Identify sounds of different instrument families and voices.</li> </ol> <p><b>b. VISUAL ARTS:</b></p> <ol style="list-style-type: none"> <li>1. Acquire and develop skills necessary for understanding and applying arts techniques and processes.</li> <li>2. Develop and use an arts vocabulary.</li> </ol> <p><b>c. THEATRE:</b></p> <ol style="list-style-type: none"> <li>1. Create characters, environments, and situations for dramatization.</li> <li>2. Vary movement, vocal pitch, tempo, and tone for different characters.</li> <li>3. Observe the visual, aural, oral, and kinesthetic elements of drama.</li> <li>4. Develop reasons for personal preferences about dramatic performances.</li> </ol> <p><b>d. DANCE:</b></p> <ol style="list-style-type: none"> <li>1. Identify and isolate movements of body parts.</li> <li>2. Demonstrate the difference between tension and relaxation in stillness and motion.</li> <li>3. Move without talking.</li> <li>4. Illustrate different movement qualities.</li> </ol>

Standard Breakout - By the end of grade 3, the student will:	Content Knowledge and Skills:
<p><b>02.</b> Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.</p>	<p><b>a. MUSIC:</b></p> <ol style="list-style-type: none"> <li>1. Identify and perform simple songs from different cultures and genres.</li> <li>2. Illustrate group singing and instrumental skills in response to conductor cues.</li> </ol> <p><b>b. VISUAL ARTS:</b></p> <ol style="list-style-type: none"> <li>1. Name and use different art materials.</li> <li>2. Reproduce an existing work, respecting the intent of its original creator.</li> <li>3. Express personal preferences for specific works and styles.</li> </ol> <p><b>c. THEATRE:</b></p> <ol style="list-style-type: none"> <li>1. Use dialogue to tell stories.</li> <li>2. Interact in imaginary situations.</li> <li>3. Choose scenery, props, costumes, and makeup for a production.</li> </ol> <p><b>d. DANCE:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate how the body can create shapes, heights, pathways, and personal space.</li> <li>2. Imitate basic body movements, rhythm patterns, and tempos.</li> <li>3. Move as an individual and as part of a group.</li> </ol>
<p><b>03.</b> Communicate in the visual and performing arts through creative expression.</p>	<p><b>a. MUSIC:</b></p> <ol style="list-style-type: none"> <li>1. Create a melody when given specific guidelines.</li> <li>2. Move to the beat of music in both organized and free style.</li> <li>3. Improvise "answers" to given rhythmic and/or melodic phrases.</li> <li>4. Improvise movement that is stylistically appropriate to music.</li> </ol> <p><b>b. VISUAL ARTS:</b></p> <ol style="list-style-type: none"> <li>1. Show respect for personal work and works of others.</li> <li>2. Create a work of art using personal experience and skills.</li> <li>3. Experiment with different materials, techniques, and processes in the visual arts.</li> </ol> <p><b>c. THEATRE:</b></p> <ol style="list-style-type: none"> <li>1. Act in an improvisation.</li> <li>2. Assume roles based on personal experiences, imagination, and reading.</li> </ol> <p><b>d. DANCE:</b></p> <ol style="list-style-type: none"> <li>1. Use movement vocabulary to compose a dance phrase.</li> <li>2. Create a movement phrase with a beginning, middle, and end.</li> <li>3. Use original ideas and/or concepts from other sources to create movement.</li> <li>4. Express ideas, moods, and feelings, through dance.</li> </ol>

(5-3-03)

**873. -- 882. (RESERVED).**

**883. FOREIGN LANGUAGE - KINDERGARTEN THROUGH GRADE 3, SECTIONS 884 THROUGH 889.**

**884. HISTORICAL AND CULTURAL CONTEXTS OF FOREIGN LANGUAGE STUDY.**

**885. STANDARD ONE.**

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

Standard Breakout - By the end of grade 3, the student will:	Content Knowledge and Skills:
<p><b>01.</b> Understand the historical contexts of language study.</p>	<p><b>a.</b> Identify historical events related to the language(s) being studied.</p> <p><b>b.</b> Identify expressions used historically and idiomatically.</p>

Standard Breakout - By the end of grade 3, the student will:	Content Knowledge and Skills:
02. Understand the interrelationships between language study and the arts and humanities disciplines.	a. Identify basic cultural and traditional relationships within the target language. b. Examine the use of the target language in the arts and humanities disciplines.
03. Understand the interrelationships between cultures and the language of those cultures.	a. Recognize regional differences within the language and culture(s) being studied. b. Identify cultural beliefs of people in the target language. c. Recognize contributions of native cultures to the target language being studied.

(3-15-02)

**886. CRITICAL THINKING IN FOREIGN LANGUAGE STUDY.**

**887. STANDARD TWO.**

Conduct structural analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Standard Breakout - By the end of grade 3, the student will:	Content Knowledge and Skills:
01. Conduct analyses of language.	a. Identify ways one language influences another. b. Identify differences and similarities between English and the target language.
02. Engage in reasoned dialogue about language.	a. Compare and contrast the local culture(s) with the one(s) being studied, using authentic materials and resources. b. Connect the language of the culture(s) being studied to other disciplines across the curriculum.
03. Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.	a. Evaluate a cultural concept or idea within the language of study.

(5-3-03)

**888. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN FOREIGN LANGUAGE STUDY.**

**889. STANDARD THREE.**

Communicate in the humanities disciplines through acquisition, application and creative expression.

Standard Breakout - By the end of grade 3, the student will:	Content Knowledge and Skills:
01. Understand concepts essential to foreign language study.	a. Recognize nonverbal cues and body language typically used in a target culture. b. Recognize common phrase groupings and voice inflections. c. Recognize the conventions and styles of language appropriate to different ages and social groups.
02. Communicate in the humanities disciplines through application of language skills.	a. Engage in dialogue using vocabulary and structures in everyday situations. b. Create community awareness of a culture through the study a foreign language.

Standard Breakout - By the end of grade 3, the student will:	Content Knowledge and Skills:
03. Communicate in language study through creative expression.	a. Express preferences, desires, and feelings in the language being studied.

(5-3-03)

**890. -- 891. (RESERVED).**

**892. INTERDISCIPLINARY HUMANITIES - GRADES 4 AND 5.**

Interdisciplinary Humanities standards do not apply at these grade levels.

(3-15-02)

**893. -- 899. (RESERVED).**

**900. VISUAL AND PERFORMING ARTS - GRADES 4 AND 5, SECTIONS 901 THROUGH 906.**

**901. HISTORICAL AND CULTURAL CONTEXTS OF VISUAL AND PERFORMING ARTS DISCIPLINES.**

**902. STANDARD ONE.**

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

Standard Breakout - By the end of grade 5, the student will:	Content Knowledge and Skills:
01. Understand the historical and cultural contexts of visual and performing arts.	<b>a. MUSIC:</b> 1. Identify music from various cultures by genre or style. 2. Identify characteristics of music from two different historical periods. 3. Identify specific compositions as belonging to a particular era in music history.
	<b>b. VISUAL ARTS:</b> 1. Compare and contrast specific works of art from two different time periods. 2. Show how a specific work of art reflects events in history. 3. Compare works of art that represent two different cultures that existed during the same period of history. 4. Identify specific works as belonging to a particular era in art history.
	<b>c. THEATRE:</b> 1. Translate a specific historical event into a dramatic presentation. 2. Create stage props and scenery that convey historical accuracy in a dramatic reenactment. 3. Improvise dialogue involving historical figures.
	<b>d. DANCE:</b> 1. Research dance forms that have evolved during specific periods of history. 2. Explain how a dance from a culture or time period reflects values of its society.
02. Understand interrelationships among visual and performing arts disciplines.	<b>a. MUSIC:</b> 1. Identify how music and another art form have evolved from a similar ethnic, geographical, or historical origin. 2. Classify similarities in the elements of music and other art disciplines from a specific time period.
	<b>b. VISUAL ARTS:</b> 1. Classify the ways in which ideas and subject matter of humanities disciplines are related. 2. Describe how elements of various arts depict ideas and emotions. 3. Observe and describe the presence of the visual arts in today's society.

Standard Breakout - By the end of grade 5, the student will:	Content Knowledge and Skills:
	<p><b>c. THEATRE:</b></p> <ol style="list-style-type: none"> <li>1. Identify the use of visual art, music, and movement in theatrical presentations.</li> <li>2. Define reality and fantasy in drama and other art forms.</li> </ol> <p><b>d. DANCE:</b></p> <ol style="list-style-type: none"> <li>1. Compare and contrast dance and other art forms associated with specific groups of people, geographic regions, or time periods.</li> <li>2. Identify ways in which art forms have been transmitted from one generation to another.</li> </ol>

(5-3-03)

**903. CRITICAL THINKING IN THE VISUAL AND PERFORMING ARTS.**

**904. STANDARD TWO.**

Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Standard Breakout - By the end of grade 5, the student will:	Content Knowledge and Skills:
<p><b>01.</b> Conduct analyses in the arts and humanities disciplines.</p>	<p><b>a. MUSIC:</b></p> <ol style="list-style-type: none"> <li>1. Recognize and respond to specific elements of music (melody, harmony, rhythm, form, timbre).</li> <li>2. Describe music as a form of communication.</li> <li>3. Use music vocabulary to discuss specific compositions.</li> </ol> <p><b>b. VISUAL ARTS:</b></p> <ol style="list-style-type: none"> <li>1. Recognize differences between art materials, techniques, and processes.</li> <li>2. Use arts vocabulary to experience and discuss a variety of art works.</li> <li>3. Discuss how people's experiences can influence and develop specific art works.</li> </ol> <p><b>c. THEATRE:</b></p> <ol style="list-style-type: none"> <li>1. Develop and use theatre vocabulary.</li> <li>2. Discuss film and television as effective or ineffective ways to communicate meaning.</li> </ol> <p><b>d. DANCE:</b></p> <ol style="list-style-type: none"> <li>1. Discuss how dance creates and communicates meaning.</li> <li>2. Speculate how different artistic choices can change the meaning of a dance.</li> </ol>
<p><b>02.</b> Engage in reasoned dialogue about arts and humanities issues.</p>	<p><b>a. MUSIC:</b></p> <ol style="list-style-type: none"> <li>1. Discuss the importance of music in our society.</li> <li>2. Discuss the differences between professional and amateur musicians.</li> </ol> <p><b>b. VISUAL ART:</b></p> <ol style="list-style-type: none"> <li>1. Discuss how art works can elicit different responses.</li> <li>2. Explain the difference between the visual characteristics and the purpose of a specific work of art.</li> </ol> <p><b>c. THEATRE:</b></p> <ol style="list-style-type: none"> <li>1. Examine how theatre reveals universal themes.</li> <li>2. Explain how facial expression and body language reveal meaning.</li> </ol> <p><b>d. DANCE:</b></p> <ol style="list-style-type: none"> <li>1. Examine how dance reveals universal themes.</li> <li>2. Identify ways in which the principles of other disciplines relate to movement and dance.</li> </ol>

Standard Breakout - By the end of grade 5, the student will:	Content Knowledge and Skills:
<b>03.</b> Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.	<b>a. MUSIC:</b> 1. Express personal preferences for a specific work using appropriate arts vocabulary. 2. Identify and discuss copyright issues in music. 3. Express personal preferences for musical selection, using appropriate arts vocabulary.
	<b>b. VISUAL ARTS:</b> 1. Identify and evaluate characteristics of one's own work and works of others. 2. Explain how elements of composition and/or organization cause different responses. 3. Describe how different media communicate meaning in the visual arts. 4. Discuss copyright issues in visual arts.
	<b>c. THEATRE:</b> 1. Evaluate one's performance of a scene and the performances of others. 2. Explain how lighting, sets, and costumes can create meaning in a dramatic performance.
	<b>d. DANCE:</b> 1. Discuss the process and effort involved in developing an idea into a dance work. 2. Explain how dance conveys feelings or ideas.

(5-3-03)

**905. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN THE VISUAL AND PERFORMING ARTS.**

**906. STANDARD THREE.**

Communicate in the humanities disciplines through acquisition, application, and creative expression.

Standard Breakout - By the end of grade 5, the student will:	Content Knowledge and Skills:
<b>01.</b> Understand the concepts essential to visual and performing arts.	<b>a. MUSIC:</b> 1. Improvise simple rhythmic and/or melodic accompaniments. 2. Read, notate, and perform meter, rhythm, pitch, dynamics, and tempo using standard music symbols. 3. Identify symbols, traditional terms, and notation in music. 4. Identify specific instruments in a recording or live performance.
	<b>b. VISUAL ARTS:</b> 1. Show differences between art materials, techniques, and processes. 2. Show differences among visual characteristics and purposes of art.
	<b>c. THEATRE:</b> 1. Improvise dialogue to tell stories and record information. 2. Create characters, environments, and situations for dramatization. 3. Vary movements, vocal pitch, tempo, and tone for different characters.
	<b>d. DANCE:</b> 1. Perform given movement sequences that emphasize weight shifts, lateral movement, elevation, and landing (aerial steps). 2. Memorize set patterns of movement. 3. Identify components of time, space, and energy elements. 4. illustrate ways dancers warm up, stretch, and strengthen their bodies. 5. Identify movement in the three dimensions (vertical, horizontal, sagittal).

Standard Breakout - By the end of grade 5, the student will:	Content Knowledge and Skills:
<p><b>02.</b> Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.</p>	<p><b>a. MUSIC:</b></p> <ol style="list-style-type: none"> <li>1. Sing in harmony using simple ostinatos, partner songs, descants, and canons.</li> <li>2. Use a variety of sound sources to compose/arrange.</li> <li>3. Perform independent instrumental parts while other students sing or play contrasting parts.</li> </ol> <p><b>b. VISUAL ARTS:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate how different media, techniques, and processes are used to communicate ideas.</li> <li>2. Demonstrate how composition, expression, and organization of art cause different responses.</li> <li>3. Compare ways in which subject matter, symbols, and ideas are used to communicate meaning.</li> </ol> <p><b>c. THEATRE:</b></p> <ol style="list-style-type: none"> <li>1. Select and organize materials that suggest scenery, properties, lighting, sound, costumes, and makeup.</li> <li>2. Use visual elements to communicate place and mood.</li> </ol> <p><b>d. DANCE:</b></p> <ol style="list-style-type: none"> <li>1. Replicate one theatrical and one recreational dance movement.</li> <li>2. Recreate a rhythmic pattern in movement.</li> </ol>
<p><b>03.</b> Communicate in the visual and performing arts through creative expression.</p>	<p><b>a. MUSIC:</b></p> <ol style="list-style-type: none"> <li>1. Sing in a musical group, while blending vocal quality, matching dynamic levels, and responding to cues of a conductor.</li> <li>2. Create/arrange music within specified guidelines (style, form, instrumentation).</li> <li>3. Play rhythmic, melodic, and harmonic classroom instruments expressively.</li> <li>4. Demonstrate appropriate behavior while attending and/or participating in arts events.</li> </ol> <p><b>b. VISUAL ARTS:</b></p> <ol style="list-style-type: none"> <li>1. Interpret/create a work respecting the intent of its creator.</li> <li>2. Create a work of art using personal experience and skills.</li> <li>3. Identify and demonstrate appropriate behavior when attending and/or participating in arts events.</li> <li>4. Show respect for personal work and works of others.</li> <li>5. Describe how human experience influences the development of specific artworks.</li> <li>6. Predict how specific artworks can elicit different responses.</li> </ol> <p><b>c. THEATRE:</b></p> <ol style="list-style-type: none"> <li>1. Plan and interact in improvisations.</li> <li>2. Justify reasons for personal preference concerning dramatic performances.</li> <li>3. Construct and/or apply scenery, properties, costumes, and makeup for a dramatic performance.</li> </ol> <p><b>d. DANCE:</b></p> <ol style="list-style-type: none"> <li>1. Use the elements of dance to communicate.</li> <li>2. Initiate spontaneous movement to different stimuli.</li> <li>3. Use contrasts in symmetry and asymmetry.</li> <li>4. Develop ideas cooperatively with a partner.</li> <li>5. Use props to extend movement ideas.</li> <li>6. Imitate steps from two different dance genres.</li> <li>7. Respond physically to a variety of movement images.</li> </ol>

(5-3-03)

**908. -- 916. (RESERVED).**

**917. FOREIGN LANGUAGE - GRADES 4 AND 5, SECTIONS 918 THROUGH 923.**



**918. HISTORICAL AND CULTURAL CONTEXTS OF FOREIGN LANGUAGE STUDY.**

**919. STANDARD ONE.**

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

<b>Standard Breakout - By the end of grade 5, the student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand the historical contexts of language study.	<b>a.</b> Identify historical events related to the language(s) being studied.
	<b>b.</b> Identify expressions used historically and idiomatically.
<b>02.</b> Understand interrelationships between language study and the arts and humanities disciplines.	<b>a.</b> Identify basic cultural and traditional relationships within the target language.
	<b>b.</b> Examine the use of the target language in the arts and humanities disciplines
<b>03.</b> Understand the interrelationships between cultures and the language of those cultures.	<b>a.</b> Recognize regional differences within the language and culture(s) being studied.
	<b>b.</b> Identify cultural beliefs of people in the target language.
	<b>c.</b> Identify patterns and behaviors and their interaction in various settings in the target language.
	<b>d.</b> Recognize contributions of native cultures to the target language being studied.

(3-15-02)

**920. CRITICAL THINKING IN FOREIGN LANGUAGE STUDY.**

**921. STANDARD TWO.**

Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

<b>Standard Breakout - By the end of grade 5, the student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Conduct analyses of language.	<b>a.</b> Identify and compare diversity within the culture(s) being studied, using authentic materials and resources.
	<b>b.</b> Identify ways one language influences another.
	<b>c.</b> Connect the language of the culture(s) being studied to other disciplines across the curriculum.
<b>02.</b> Engage in reasoned dialogue about language.	<b>a.</b> Compare and contrast the local culture(s) with the one(s) being studied, using authentic materials and resources.
	<b>b.</b> Connect the language of the culture(s) being studied to other disciplines across the curriculum.
<b>03.</b> Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.	<b>a.</b> Evaluate a cultural concept or idea within the language of study.
	<b>b.</b> Express a conclusion about a musical or visual performance representative of the targeted culture.

(5-3-03)

**922. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN FOREIGN LANGUAGE STUDY.**

**923. STANDARD THREE.**

Communicate in the humanities disciplines through acquisition, application, and creative expression.

Standard Breakout - By the end of grade 5, the student will:	Content Knowledge and Skills:
01. Understand concepts essential to foreign language study.	<ul style="list-style-type: none"> <li>a. Recognize nonverbal cues and body language typically used in a target culture.</li> <li>b. Recognize common phrase groupings and voice inflections.</li> <li>c. Recognize the conventions and styles of language appropriate to different ages and social groups.</li> <li>d. Recognize that an idea may be expressed in multiple ways in the target language.</li> </ul>
02. Communicate in the humanities disciplines through application of language skills.	<ul style="list-style-type: none"> <li>a. Engage in dialogue using vocabulary and structures in everyday situations.</li> <li>b. Create community awareness of a culture through a foreign language.</li> </ul>
03. Communicate in language study through creative expression.	<ul style="list-style-type: none"> <li>a. Express preferences, desires, and feelings in the language being studied.</li> </ul>

(3-15-02)

924. -- 925. (RESERVED).

**926. INTERDISCIPLINARY HUMANITIES - GRADES 6 THROUGH 8.**

Interdisciplinary Humanities standards do not apply at these grade levels.

(3-15-02)

927. -- 933. (RESERVED).

**934. VISUAL AND PERFORMING ARTS - GRADES 6 THROUGH 8, SECTIONS 935 THROUGH 940.**

**935. HISTORICAL AND CULTURAL CONTEXTS OF VISUAL AND PERFORMING ARTS DISCIPLINES.**

**936. STANDARD ONE.**

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

Standard Breakout - By the end of grade 8, the student will:	Content Knowledge and Skills:
01. Understand the historical and cultural contexts of the visual and performing arts.	<ul style="list-style-type: none"> <li>a. <b>MUSIC:</b> <ul style="list-style-type: none"> <li>1. Investigate the relationship of a country's traditions and its music.</li> <li>2. Explain the influence of historical events upon the development of music.</li> </ul> </li> <li>b. <b>VISUAL ART:</b> <ul style="list-style-type: none"> <li>1. Explain the influence of historical events upon the development of artistic styles (modernism, cubism, impressionism).</li> <li>2. Draw connections between recognizable traits or characteristics of artists sharing a common country or regional style.</li> </ul> </li> <li>c. <b>THEATRE:</b> <ul style="list-style-type: none"> <li>1. Explain the origins of Greek theatre and its impact upon modern society and culture.</li> <li>2. Discuss various historical changes and developments in the theatre and stage.</li> </ul> </li> <li>d. <b>DANCE:</b> <ul style="list-style-type: none"> <li>1. Investigate dance traditions and conventions of the United States and compare them with traditions and conventions of other countries, cultures, and geographic locations.</li> <li>2. Examine the influence of historical events on the development of dance.</li> </ul> </li> </ul>

Standard Breakout - By the end of grade 8, the student will:	Content Knowledge and Skills:
<b>02.</b> Understand interrelationships among visual and performing arts disciplines.	<b>a. MUSIC:</b> 1. Document factors influencing art forms throughout history. 2. Compare a musical style with another art form sharing a similar style or movement.
	<b>b. VISUAL ART:</b> 1. Document factors influencing art forms throughout history. 2. Compare an art style, movement, or theory that shares characteristics with another art form.
	<b>c. THEATRE:</b> 1. Document factors influencing art forms throughout history. 2. Compare the bare, simple approach of modern theatre with another modern art form.
	<b>d. DANCE:</b> 1. Document factors influencing art forms throughout history. 2. Compare and contrast traditional and modern ballet and find a counterpart with another art form sharing traditional and modern forms.

(3-15-02)

**937. CRITICAL THINKING IN THE VISUAL AND PERFORMING ARTS.**

**938. STANDARD TWO.**

Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Standard Breakout - By the end of grade 8, the student will:	Content Knowledge and Skills:
<b>01.</b> Conduct analyses in the arts and humanities disciplines.	<b>a. MUSIC:</b> 1. Compare and contrast characteristics and content of various musical forms. 2. Examine music as a means of communication. 3. Use music vocabulary to discuss works of music.
	<b>b. VISUAL ARTS:</b> 1. Recognize and respond to characteristics and content of various art forms. 2. Investigate and evaluate the visual arts as a way to create and communicate meaning. 3. Analyze the visual arts of different cultures and time periods and compare to one's own culture. 4. Interpret a variety of art works using arts vocabulary.
	<b>c. THEATRE:</b> 1. Investigate and evaluate theatre as a way to create and communicate meaning. 2. Compare theatre of different cultures and time periods to contemporary theatre. 3. Assess one's interpretation of a dramatic scene with interpretations of others. 4. Explain how dramatic elements can contribute to the meaning of a dramatic work.
	<b>d. DANCE:</b> 1. Communicate information about an idea or event through dance. 2. Discuss various responses and interpretations of a dance performance. 3. Explain how lighting, music, and costuming can contribute to the meaning of a dance. 4. Explain the role of dance in different time periods.

Standard Breakout - By the end of grade 8, the student will:	Content Knowledge and Skills:
<p><b>02.</b> Engage in reasoned dialogue about arts and humanities issues.</p>	<p><b>a. MUSIC:</b></p> <ol style="list-style-type: none"> <li>1. Defend one's personal preferences in music.</li> <li>2. Describe the significance of music in contemporary society.</li> <li>3. Explain the role of music as entertainment today.</li> </ol> <p><b>b. VISUAL ARTS:</b></p> <ol style="list-style-type: none"> <li>1. Assess the characteristics of personal work and the work of others.</li> <li>2. Investigate the various purposes art plays in society today.</li> </ol> <p><b>c. THEATRE:</b></p> <ol style="list-style-type: none"> <li>1. Explain the place of role-playing in contemporary society.</li> <li>2. Describe the concept of the hero in real life, in theatrical presentations, and in film.</li> </ol> <p><b>d. DANCE:</b></p> <ol style="list-style-type: none"> <li>1. Examine how dance reveals universal concepts and themes.</li> <li>2. Compare how various dance forms express different ideas.</li> <li>3. Examine the role of dance in holidays and traditional celebrations.</li> </ol>
<p><b>03.</b> Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.</p>	<p><b>a. MUSIC:</b></p> <ol style="list-style-type: none"> <li>1. Justify personal preferences based on philosophical, aesthetic, or ethical arts issues.</li> <li>2. Critique a work based on given criteria.</li> <li>3. Justify personal preferences based on knowledge of music.</li> <li>4. Debate copyright issues in music.</li> </ol> <p><b>b. VISUAL ARTS:</b></p> <ol style="list-style-type: none"> <li>1. Justify one's personal preferences based on knowledge of the elements of art.</li> <li>2. Describe the purpose and visual presentation of an artistic work.</li> <li>3. Debate copyright issues in visual arts.</li> </ol> <p><b>c. THEATRE:</b></p> <ol style="list-style-type: none"> <li>1. Defend one's personal preferences for parts of a dramatic work.</li> <li>2. Discuss drama as a study of human character and personality.</li> <li>3. Use theatrical vocabulary to assess a dramatic performance.</li> </ol> <p><b>d. DANCE:</b></p> <ol style="list-style-type: none"> <li>1. Use appropriate vocabulary when analyzing a dance performance.</li> <li>2. Identify criteria for evaluating dance.</li> </ol>

(5-3-03)

**939. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN THE VISUAL AND PERFORMING ARTS.**

**940. STANDARD THREE.**

Communicate in the humanities disciplines through acquisition, application, and creative expression.

Standard Breakout - By the end of grade 8, the student will:	Content Knowledge and Skills:
<p><b>01.</b> Understand concepts essential to visual and performing arts.</p>	<p><b>a. MUSIC:</b></p> <ol style="list-style-type: none"> <li>1. Improvise simple melodic phrases.</li> <li>2. Read and notate music.</li> <li>3. Define basic principles of meter, rhythm, tonality, intervals, and chords.</li> </ol> <p><b>b. VISUAL ARTS:</b></p> <ol style="list-style-type: none"> <li>1. Describe factors that make a specific art media, technique, or process effective in communicating an idea.</li> <li>2. Use different media, techniques, and processes to communicate an idea or to tell a story.</li> </ol>

Standard Breakout - By the end of grade 8, the student will:	Content Knowledge and Skills:
	<p><b>c. THEATRE:</b></p> <ol style="list-style-type: none"> <li>1. Improvise dialogue to tell stories and record information at a personal level.</li> <li>2. Create characters, environments, and situations to convey a specific idea or mood.</li> <li>3. Vary movements and vocal qualities to convey an interpretation of a dramatic work.</li> </ol> <p><b>d. DANCE:</b></p> <ol style="list-style-type: none"> <li>1. Choreograph correct strengthening and stretching sequences that include all the large muscle groups.</li> <li>2. Isolate the movement in major body parts.</li> <li>3. Illustrate muscular involvement that results in movement qualities.</li> <li>4. Identify and use correctly the large muscle groups in coordinated ways.</li> <li>5. Maintain both stationary and moving alignment, balance, and control.</li> </ol>
<p><b>02.</b> Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.</p>	<p><b>a. MUSIC:</b></p> <ol style="list-style-type: none"> <li>1. Sing or play with good breath control, expression, and technical accuracy.</li> <li>2. Demonstrate appropriate ensemble skills.</li> <li>3. Implement elements of music composition.</li> <li>4. Read and notate music (time and key signatures, note values, standard notation symbols for pitch, duration, dynamics, articulation, expression).</li> </ol> <p><b>b. VISUAL ARTS:</b></p> <ol style="list-style-type: none"> <li>1. Illustrate how visual structures and functions of art improve communication of one's ideas.</li> <li>2. Use visual, spatial, and temporal concepts to communicate meaning in a work of art.</li> </ol> <p><b>c. THEATRE:</b></p> <ol style="list-style-type: none"> <li>1. Describe factors that make a specific art media, technique, or process effective in communicating an idea.</li> <li>2. Illustrate how visual structures and functions of art improve communication of one's ideas.</li> <li>3. Use visual, spatial, and temporal concepts to communicate meaning in theatre.</li> <li>4. Use mime theatre to communicate an idea or tell a story.</li> </ol> <p><b>d. DANCE:</b></p> <ol style="list-style-type: none"> <li>1. Identify and execute off-center movement phrases.</li> <li>2. Identify and execute movement in the three planes.</li> <li>3. Create and follow a floor pattern.</li> <li>4. Select and/or make costumes that support the intent of a dance.</li> </ol>
<p><b>03.</b> Communicate in the visual and performing arts through creative expression.</p>	<p><b>a. MUSIC:</b></p> <ol style="list-style-type: none"> <li>1. Compose music within specific guidelines.</li> <li>2. Use a variety of traditional and nontraditional sound sources and electronic media when composing music.</li> <li>3. Perform a work of music considering the intent of its creator.</li> <li>4. Demonstrate appropriate behavior while attending and/or participating in arts events.</li> </ol> <p><b>b. VISUAL ARTS:</b></p> <ol style="list-style-type: none"> <li>1. Create and critique a work considering the intent of its creator.</li> <li>2. Create a work of art that expresses personal understanding, opinions, and beliefs using knowledge of the arts.</li> <li>3. Demonstrate appropriate behavior while attending and/or participating in arts events.</li> <li>4. Show respect for personal work and works of others.</li> <li>5. Create an art work that conveys a human experience or expression.</li> </ol>

Standard Breakout - By the end of grade 8, the student will:	Content Knowledge and Skills:
	<p><b>c. THEATRE:</b></p> <ol style="list-style-type: none"> <li>1. Perform or create a work considering the intent of its creator.</li> <li>2. Create a work of art that expresses personal understanding, opinions, and beliefs using knowledge of the arts.</li> <li>3. Plan visual and aural elements and direct improvised and scripted scenes.</li> <li>4. Demonstrate appropriate behavior while attending and/or participating in theatrical events.</li> <li>5. Show respect for personal work and works of others.</li> </ol> <p><b>d. DANCE:</b></p> <ol style="list-style-type: none"> <li>1. Perform two contrasting dance styles within a single genre.</li> <li>2. Perform two out of the three recreational forms.</li> <li>3. Replicate a very fast dance.</li> <li>4. Choreograph a duet demonstrating an understanding of choreographic principles.</li> <li>5. Create a round or canon for a group of dancers to perform.</li> <li>6. Memorize, practice, refine, and perform a dance created by someone else.</li> </ol>

(5-3-03)

**941. -- 950. (RESERVED).**

**951. FOREIGN LANGUAGE - GRADES 6 THROUGH 8, SECTIONS 952 THROUGH 955.**

**952. HISTORICAL AND CULTURAL CONTEXTS OF FOREIGN LANGUAGE STUDY.**

**953. STANDARD ONE.**

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

Standard Breakout - By the end of grade 8, the student will:	Content Knowledge and Skills:
<p><b>01.</b> Understand the historical contexts of language study.</p>	<p><b>a.</b> Identify historical events related to the language(s) being studied.</p>
	<p><b>b.</b> Identify expressions used historically and idiomatically.</p>
<p><b>02.</b> Understand the interrelationships between language study and the arts and humanities disciplines.</p>	<p><b>a.</b> Identify basic cultural and traditional relationships within the target language.</p>
	<p><b>b.</b> Examine the use of the target language in the arts and humanities disciplines.</p>
	<p><b>c.</b> Compare linguistic, cultural, and traditional relationships.</p>
<p><b>03.</b> Understand the interrelationships between cultures and the language of those cultures.</p>	<p><b>a.</b> Recognize regional differences within the language and culture(s) being studied.</p>
	<p><b>b.</b> Identify cultural beliefs of people in the target language.</p>
	<p><b>c.</b> Identify patterns and behaviors and their interaction in various settings in the target language.</p>
	<p><b>d.</b> Recognize and compare contributions of native cultures to the target language being studied.</p>

(3-15-02)

**954. CRITICAL THINKING IN FOREIGN LANGUAGE STUDY.**

**955. STANDARD TWO.**

Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic,

or ethical arts issues.

Standard Breakout - By the end of grade 8, the student will:	Content Knowledge and Skills:
01. Conduct analyses of language.	a. Identify and compare diversity within the culture(s) being studied, using authentic materials and resources.
	b. Identify ways one language influences another.
	c. Connect the language of the culture(s) being studied to other disciplines across the curriculum.
02. Engage in reasoned dialogue about language.	a. Compare and contrast the local culture(s) with the one(s) being studied, using authentic materials and resources.
	b. Connect the language of the culture(s) being studied to other disciplines across the curriculum.
03. Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.	a. Evaluate a cultural concept or idea within the language of study.
	b. Critique a musical or visual performance representative of the targeted culture, identifying philosophical, aesthetic, or ethical issues.

(5-3-03)

**956. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN FOREIGN LANGUAGE STUDY.**

**957. STANDARD THREE.**

Communicate in the humanities disciplines through acquisition, application, and creative expression.

Standard Breakout - By the end of grade 8, the student will:	Content Knowledge and Skills:
01. Understand concepts essential to foreign language study.	a. Recognize nonverbal cues and body language typically used in a target culture.
	b. Recognize and produce common phrase groupings and voice inflections.
	c. Recognize the conventions and styles of language appropriate to different ages and social groups.
	d. Recognize and provide examples of how an idea may be expressed in multiple ways in the target language.
02. Communicate in the humanities disciplines through application of language skills.	a. Engage in dialogue using vocabulary and structures in everyday situations.
	b. Create community awareness of a culture through a foreign language.
	c. Use appropriate language to exchange information about topics at a personal level.
03. Communicate in language study through creative expression.	a. Express preferences, desires, and feelings in the language being studied.

(5-3-03)

**958. -- 959. (RESERVED).**

**960. INTERDISCIPLINARY HUMANITIES - GRADES 9 THROUGH 12, SECTIONS 961 THROUGH 966.**

**961. HISTORICAL AND CULTURAL CONTEXTS OF INTERDISCIPLINARY HUMANITIES.**

**962. STANDARD ONE.**

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

<b>Standard Breakout - By the end of grade 12, the student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand the historical contexts of the arts and humanities.	<b>a.</b> Identify, in context, events and people influential in the development of historical and living cultures.
	<b>b.</b> Demonstrate the ways in which the arts and humanities affect events.
	<b>c.</b> Illustrate how an artifact symbolizes and reflects a particular culture and/or religious belief
<b>02.</b> Understand the interrelationships within the arts and humanities disciplines.	<b>a.</b> Acquire a working vocabulary of two or more humanities disciplines.
	<b>b.</b> Compare and contrast the products and processes of two humanities disciplines.
	<b>c.</b> Examine the relationship between two or more disciplines and the extent to which they enhance or influence each other.
<b>03.</b> Understand the interrelationships between cultures and the arts and humanities.	<b>a.</b> Identify the ways the structure of an art or discipline mirrors the structure and values of society.
	<b>b.</b> Assess the ways that the humanities disciplines affect human relationships.

(5-3-03)

**963. CRITICAL THINKING IN INTERDISCIPLINARY HUMANITIES.**

**964. STANDARD TWO.**

Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

<b>Standard Breakout - By the end of grade 12, the student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Conduct analyses in the arts and humanities disciplines.	<b>a.</b> Relate arts and humanities disciplines to past, present, or future ethical issues.
	<b>b.</b> Compare and contrast works or ideas from at least two cultures, historical periods, or geographical areas.
	<b>c.</b> Illustrate ways in which the arts and humanities break through class barriers.
<b>02.</b> Engage in reasoned dialogue about arts and humanities issues.	<b>a.</b> Analyze an artifact or idea in the context of its societal values.
	<b>b.</b> Describe the influence of world religion on government, culture, artistic creation, technological development, and/or social conduct.
<b>03.</b> Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.	<b>a.</b> Establish a set of aesthetic criteria and apply it in evaluating one's own work and works of others.
	<b>b.</b> Explain how artworks are affected or altered by historical events and/or movements.

(5-3-03)

**965. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN THE INTERDISCIPLINARY HUMANITIES.**

**966. STANDARD THREE.**



Communicate in the humanities disciplines through acquisition, application, and creative expression.

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:
01. Understand concepts essential to the arts and humanities disciplines.	<ul style="list-style-type: none"> <li>a. Demonstrate the role of diversity within the arts and humanities.</li> <li>b. Demonstrate knowledge of common themes in the arts and humanities disciplines.</li> </ul>
02. Communicate in the humanities disciplines through application of knowledge and skills.	<ul style="list-style-type: none"> <li>a. Illustrate or document the potential of the arts and humanities to enhance and expand one's worldview.</li> <li>b. Interpret how a literary work relates to the history and/or culture from which it originated.</li> </ul>
03. Communicate in the humanities disciplines through creative expression.	<ul style="list-style-type: none"> <li>a. Express, through means other than expository writing, an understanding and appreciation of the arts and humanities.</li> <li>b. Illustrate a connection between two humanities disciplines, showing how they compliment one another.</li> <li>c. Create an artistic work that expresses the uniqueness of a historical period.</li> </ul>

(5-3-03)

**967. -- 968. (RESERVED).**

**969. VISUAL AND PERFORMING ARTS - GRADES 9 THROUGH 12, SECTIONS 970 THROUGH 975.**

**970. HISTORICAL AND CULTURAL CONTEXTS OF VISUAL AND PERFORMING ARTS DISCIPLINES.**

**971. STANDARD ONE.**

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:
01. Understand the historical and cultural contexts of the visual and performing arts.	<ul style="list-style-type: none"> <li>a. <b>MUSIC:</b> <ul style="list-style-type: none"> <li>1. Identify representative musical works from a variety of cultures and historical periods.</li> <li>2. Outline the purpose and function of a particular form of music through history.</li> <li>3. Compare and contrast aesthetical aspects of music from different cultural perspectives.</li> </ul> </li> <li>b. <b>VISUAL ARTS:</b> <ul style="list-style-type: none"> <li>1. Compare and contrast the historical, social, and environmental contexts that influence artistic expression.</li> <li>2. Identify representative visual works of art from a variety of cultures and historical periods.</li> <li>3. Compare and contrast aesthetics from different cultural perspectives.</li> <li>4. Outline the history, purpose, and function of a particular visual art form.</li> </ul> </li> <li>c. <b>THEATRE:</b> <ul style="list-style-type: none"> <li>1. Show how theatre has a history, purpose, and function in cultures.</li> <li>2. Compare and contrast the various historical and cultural contexts influencing theatrical expression.</li> <li>3. Identify representative dramatic works from a variety of cultures and historical periods.</li> <li>4. Trace the meaning of a dramatic term, such as "tragedy," "comedy," or "protagonist" through history.</li> <li>5. Illustrate an understanding of cultural and historical perspectives required by a specific text.</li> </ul> </li> </ul>

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:
	<p><b>d. DANCE:</b></p> <ol style="list-style-type: none"> <li>1. Use historical inquiry to examine the relationships between dance works and the culture and times in which they exist.</li> <li>2. Show how dance has a history, purpose, and function in cultures.</li> <li>3. Explore human experience as it relates to dance across cultures and time.</li> </ol>
<p><b>02.</b> Understand interrelationships among visual and performing arts disciplines.</p>	<p><b>a. MUSIC:</b></p> <ol style="list-style-type: none"> <li>1. Identify various musical forms that have literary or artistic counterparts in other arts disciplines.</li> <li>2. Make connections between the history of one art form and another related art form.</li> </ol> <p><b>b. VISUAL ARTS:</b></p> <ol style="list-style-type: none"> <li>1. Identify the use of visual arts in theatre, dance, and musical productions.</li> <li>2. Identify artists who practice in more than one art form.</li> <li>3. Relate the trends and movements in visual art to other disciplines in the arts and humanities.</li> </ol> <p><b>c. THEATRE:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate the use of art forms required for dramatic performances that create functional scenery, properties, lighting, sound, costumes, and makeup.</li> <li>2. Plan visual and aural elements for improvised and scripted scenes.</li> </ol> <p><b>d. DANCE:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate the use of art forms required for dance performances that create functional scenery, properties, lighting, sound, costumes.</li> <li>2. Show how dance ideas can originate from visual arts works.</li> </ol>

(5-3-03)

**972. CRITICAL THINKING IN THE VISUAL AND PERFORMING ARTS.**

**973. STANDARD TWO.**

Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:
<p><b>01.</b> Conduct analyses in the arts and humanities disciplines.</p>	<p><b>a. MUSIC:</b></p> <ol style="list-style-type: none"> <li>1. Develop and use music vocabulary to discuss musical forms.</li> <li>2. Compare two contrasting musical works.</li> <li>3. Discuss the similarities and differences of artistic styles.</li> <li>4. Recognize common themes appearing in music throughout history.</li> </ol> <p><b>b. VISUAL ARTS:</b></p> <ol style="list-style-type: none"> <li>1. Develop and use arts vocabulary to discuss a variety of art forms.</li> <li>2. Develop and present basic analyses of works of visual art from structural, historical, and cultural perspectives.</li> </ol> <p><b>c. THEATRE:</b></p> <ol style="list-style-type: none"> <li>1. Develop and use theatre vocabulary to critique dramatic performances.</li> <li>2. Develop and present basic analyses of theatrical works from different perspectives.</li> <li>3. Compare the relationship between traditional theatre and contemporary trends in entertainment.</li> </ol> <p><b>d. DANCE:</b></p> <ol style="list-style-type: none"> <li>1. Develop and use dance vocabulary to discuss a variety of dance forms and styles.</li> <li>2. Present analyses of dance performances, examining how dance creates and communicates meaning.</li> <li>3. Recognize physical, psychological, and/or cultural aspects of dance.</li> </ol>

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:
<p><b>02.</b> Engage in reasoned dialogue about arts and humanities issues.</p>	<p><b>a. MUSIC:</b></p> <ol style="list-style-type: none"> <li>1. Write an informed critique about a live musical performance.</li> <li>2. Offer an informed opinion regarding current arts issues in one's community.</li> </ol> <p><b>b. VISUAL ARTS:</b></p> <ol style="list-style-type: none"> <li>1. Identify the role of the arts in today's society, including career and avocation opportunities.</li> <li>2. Discuss the relationship between concepts of "truth" and beauty in the visual arts.</li> </ol> <p><b>c. THEATRE:</b></p> <ol style="list-style-type: none"> <li>1. Discuss recurring interest in classical drama techniques and procedures.</li> <li>2. Describe a modern drama as significant and thoughtful.</li> </ol> <p><b>d. DANCE:</b></p> <ol style="list-style-type: none"> <li>1. Explore reasons why subjects and ideas are reinterpreted through the arts in different cultures.</li> <li>2. Examine how dance reveals universal concepts and themes.</li> </ol>
<p><b>03.</b> Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.</p>	<p><b>a. MUSIC:</b></p> <ol style="list-style-type: none"> <li>1. Express personal preference for music, using appropriate musical terminology.</li> <li>2. Research and report on controversial issues in musical circles.</li> <li>3. Offer an alternative for copyright infringement, both for the consumer and the artist.</li> <li>4. Critique a musical work or performance based on given criteria.</li> </ol> <p><b>b. VISUAL ARTS:</b></p> <ol style="list-style-type: none"> <li>1. Express personal preference for visual art, using appropriate arts vocabulary.</li> <li>2. Discuss dividing lines between imitating a master's style of creation and unfairly "copying" another person's original work.</li> <li>3. Identify common symbols used in interpreting visual arts.</li> </ol> <p><b>c. THEATRE:</b></p> <ol style="list-style-type: none"> <li>1. Describe and defend one's rationale for critiquing a dramatic performance.</li> <li>2. Discuss, research, and analyze production and performance appropriateness of a theatrical work within a given community.</li> </ol> <p><b>d. DANCE:</b></p> <ol style="list-style-type: none"> <li>1. Create and revise a dance, articulating reasons for artistic decisions and what was gained or lost by those decisions.</li> <li>2. Apply specific criteria for making informed critical evaluations of the quality and effectiveness of performances, choreography, and other aspects of a dance presentation.</li> <li>3. Examine how a dance may elicit interpretations different from those intended by the dancer.</li> </ol>

(5-3-03)

**974. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN THE VISUAL AND PERFORMING ARTS.**

**975. STANDARD THREE.**

Communicate in the humanities disciplines through acquisition, application, and creative expression.

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:
<p><b>01.</b> Understand concepts essential to visual and performing arts.</p>	<p><b>a. MUSIC:</b></p> <ol style="list-style-type: none"> <li>1. Improvise musical lines using rhythm, melodic embellishments, and harmony.</li> <li>2. Articulate a method of consistent and efficient musical practice.</li> </ol> <p><b>b. VISUAL ARTS:</b></p> <ol style="list-style-type: none"> <li>1. Develop skills necessary to apply artistic techniques and processes.</li> <li>2. Use media, techniques, and processes that convey artistic intentions.</li> <li>3. Analyze effectiveness of various selections of art in relation to organizational structures and functions.</li> <li>4. Demonstrate how organizational principles and functions can be used to solve specific visual arts problems.</li> </ol> <p><b>c. THEATRE:</b></p> <ol style="list-style-type: none"> <li>1. Interpret scripts to convey story and meaning to an audience.</li> <li>2. Research and apply physical, emotional, and social dimensions involved in creating character.</li> <li>3. Analyze visual, aural, oral, and kinetic elements of a dramatic performance.</li> </ol> <p><b>d. DANCE:</b></p> <ol style="list-style-type: none"> <li>1. Use and refine complex movement patterns from two different genres.</li> <li>2. Describe similarities and differences between two contemporary theatrical/concert dance forms.</li> </ol>
<p><b>02.</b> Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.</p>	<p><b>a. MUSIC:</b></p> <ol style="list-style-type: none"> <li>1. Perform in an ensemble or as a soloist using appropriate musical technique.</li> <li>2. Interpret/perform a musical selection, respecting the intent of its creator.</li> </ol> <p><b>b. VISUAL ARTS:</b></p> <ol style="list-style-type: none"> <li>1. Interpret a work, respecting the intent of its original creator.</li> <li>2. Demonstrate appropriate behavior while attending or participating in arts events.</li> <li>3. Show respect for personal work and work of others.</li> </ol> <p><b>c. THEATRE:</b></p> <ol style="list-style-type: none"> <li>1. Show how varying collaborative efforts and artistic choices can affect performances and formal productions.</li> <li>2. Construct imaginative scripts that convey story and meaning to an audience.</li> <li>3. Interpret/perform a work respecting the intent of its creator.</li> <li>4. Create a dramatic work that expresses personal understanding, opinions, beliefs, and knowledge of the arts.</li> </ol> <p><b>d. DANCE:</b></p> <ol style="list-style-type: none"> <li>1. Identify and incorporate cultural styles and nuances in a selected genre.</li> <li>2. Study a choreographer's intent and interpret it clearly for an audience.</li> </ol>
<p><b>03.</b> Communicate in the visual and performing arts through creative expression.</p>	<p><b>a. MUSIC:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate advanced ensemble skills.</li> <li>2. Read music that contains moderate technical demands, expanded ranges, and varied interpretive requirements.</li> <li>3. Perform varied musical works at a moderate level of difficulty with expression and technical accuracy.</li> <li>4. Improvise rhythmic and melodic variations on given melodies.</li> </ol> <p><b>b. VISUAL ARTS:</b></p> <ol style="list-style-type: none"> <li>1. Plan a work of art applying media, techniques, and processes with skill, confidence, and sensitivity.</li> <li>2. Apply various symbols, subjects, and ideas in one's artwork.</li> <li>3. Illustrate effectiveness of various artworks in terms of organizational structures and functions.</li> </ol>

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:
	<p><b>c. THEATRE:</b></p> <ol style="list-style-type: none"> <li>1. Develop and sustain a character who communicates with the audience.</li> <li>2. Organize and conduct rehearsals for productions.</li> <li>3. Plan and develop original set designs support a dramatic text.</li> <li>4. Create a dramatic work that expresses personal understanding, opinions, beliefs, and knowledge of the arts.</li> </ol> <p><b>d. DANCE:</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate ability to vary thematic movements.</li> <li>2. Create a dramatic moment within a long phrase, using contrast in energy and tempo.</li> <li>3. Compose dance studies exhibiting a range of structural forms.</li> <li>4. Choreograph a dance with a clear intent.</li> <li>5. Choreograph a dance without music and select or create an effective accompaniment.</li> </ol>

(5-3-03)

976. -- 986. (RESERVED).

987. FOREIGN LANGUAGE - GRADES 9 THROUGH 12, SECTIONS 988 THROUGH 993.

988. HISTORICAL AND CULTURAL CONTEXTS OF FOREIGN LANGUAGE STUDY.

989. STANDARD ONE.

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures.

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:
01. Understand the historical contexts of language study.	a. Identify historical events related to the language(s) being studied.
	b. Identify and categorize expressions used historically and idiomatically.
02. Understand the interrelationships between language study and the arts and humanities disciplines.	a. Identify basic cultural and traditional relationships within the target language.
	b. Examine and critique the use of the target language in the arts and humanities disciplines.
	c. Compare and contrast linguistic, cultural, and traditional relationships.
03. Understand the interrelationships between cultures and the language of those cultures.	a. Identify regional differences within the language and culture(s) being studied.
	b. Outline cultural beliefs of people in the target language.
	c. Identify patterns and behaviors and their interaction in various settings in the target language.
	d. Recognize and compare contributions of native cultures to the target language.

(5-3-03)

990. CRITICAL THINKING IN FOREIGN LANGUAGE STUDY.

991. STANDARD TWO.

Conduct analyses, engage in reasoned dialogue, and demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.

<b>Standard Breakout - By the end of grade 12, the student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Conduct analyses of language.	<b>a.</b> Identify and compare perspectives and diversity of the culture(s) being studied, using authentic materials and resources.
	<b>b.</b> Analyze the influence of the language being studied on other languages and cultures.
<b>02.</b> Engage in reasoned dialogue about language.	<b>a.</b> Compare and contrast local culture with the one(s) being studied, using authentic materials and resources.
	<b>b.</b> Connect the language of the culture(s) being studied to other disciplines across the curriculum.
<b>03.</b> Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.	<b>a.</b> Evaluate a cultural concept or idea within the language of study.

(5-3-03)

**992. ACQUISITION, APPLICATION, AND EXPRESSION OF SPECIFIC CONTENT KNOWLEDGE AND SKILLS IN FOREIGN LANGUAGE STUDY.**

**993. STANDARD THREE.**

Communicate in the humanities disciplines through acquisition, application, and creative expression.

<b>Standard Breakout - By the end of grade 12, the student will:</b>	<b>Content Knowledge and Skills:</b>
<b>01.</b> Understand concepts essential to foreign language study.	<b>a.</b> Recognize nonverbal cues and body language typically used in a target culture.
	<b>b.</b> Recognize and produce common phrase groupings and voice inflections.
	<b>c.</b> Recognize the conventions and styles of language appropriate to different ages and social groups.
	<b>d.</b> Use appropriate cultural responses in diverse exchanges.
	<b>e.</b> Recognize and provide examples of how an idea may be expressed in multiple ways in the target language.
<b>02.</b> Communicate in the humanities disciplines through application of language skills.	<b>a.</b> Engage in dialogue using vocabulary and structures in everyday situations.
	<b>b.</b> Use target language to express one's point-of-view through the exchange of personal feelings and ideas with members of the target culture.
	<b>c.</b> Create community awareness of a culture through a foreign language.
	<b>d.</b> Use appropriate language to exchange information about national and international topics.
	<b>e.</b> Write in the target language in a variety of forms (personal essays, poems, letters, stories, e-mail, articles, reports).
<b>03.</b> Communicate in language study through creative expression.	<b>a.</b> Express preferences, desires, opinions, and feelings in the language being studied.
	<b>b.</b> React to current issues in the target language.

(5-3-03)

**994. -- 998. (RESERVED).**

**999. GIFTED AND TALENTED PROGRAMS.**

- 01. Definitions.** The following definitions apply only to Section 999 of these rules. (3-15-02)
- 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)

# Subject Index

## A

Abbreviations 32  
Academic Skill Development 31  
Achievement Standards Definition,  
Idaho State Board Of Education 32  
Administration, Gifted & Talented  
Student Program 199  
All Students 14  
Alternative Assessment 14  
Alternative Secondary Programs, At-  
Risk Youth 26  
Application/Expression Of Specific  
Content Knowledge/Skills In Foreign  
Language Study, Grades 4 - 5 185  
Application/Expression Of Specific  
Content Knowledge/Skills In Foreign  
Language Study, Grades 6 - 8 191  
Application/Expression Of Specific  
Content Knowledge/Skills In Foreign  
Language Study, Grades 9 - 12 198  
Application/Expression Of Specific  
Content Knowledge/Skills In Foreign  
Language Study, Grades K - 3 180  
Application/Expression Of Specific  
Content Knowledge/Skills In The  
Interdisciplinary Humanities, Grades  
9 - 12 192  
Application/Expression Of Specific  
Content Knowledge/Skills In The  
Visual/Performing Arts, Grades 4 -  
5 183  
Application/Expression Of Specific  
Content Knowledge/Skills In The  
Visual/Performing Arts, Grades 6 -  
8 188  
Application/Expression Of Specific  
Content Knowledge/Skills In The  
Visual/Performing Arts, Grades 9 -  
12 195  
Application/Expression Of Specific  
Content Knowledge/Skills In The  
Visual/Performing Arts, Grades K -  
3 178  
Appropriate Technology 33  
Arithmetic Operations 33  
Assessment 14  
Assessment In The Public Schools 27  
Assessment Schedule, August 1,  
2002 28  
Assessment Standards 14  
Assessment, Placement Decisions For  
Gifted & Talented Students 199  
Assistive Technology Devices, Special  
Education 25  
Authentic 15

## B

Basic Arithmetic, Estimation, &  
Accurate Computations 62  
Basic Curriculum, Rules Governing  
Thoroughness 18  
Basic Educational Skills Training 15  
Basic Values 31  
Bids, Curricular Materials 30

## C

Cellular & Molecular Concepts 123  
Citizen Responsibilities & Rights 96  
Citizenship 32  
Civic Life, Politics & Government 95  
Classic Texts 15  
Communication Skills For Healthy  
Relationships 173  
Concept Of Money 97  
Concepts & Language Of Algebra 63  
Concepts & Principles Of  
Geometry 64  
Concepts & Principles Of  
Measurement 63  
Concepts Of Physical Science 123  
Concepts Of Scientific Inquiry 122  
Consumer Health 173  
Content Standards 32  
Content, Statewide Assessment  
Program 27  
Context (Of A Performance  
Assessment) 15  
Cooperative Instructional  
Initiatives 31  
Cooperative Work Experience 15  
Core Of Instruction Grades 1-12, State  
Department Of Education 19  
Costs Of Additional Services,  
Assessment In The Public  
Schools 29  
Costs Paid By The State, Assessment In  
The Public Schools 29  
Credit Requirements, High School 20  
Criteria, What Is Expected In Student  
Performance 15  
Critical Thinking & Analytical  
Skills 93  
Cues, Information Used To Construct  
Meaning 15  
Cultural & Social Development 94  
Curricular Materials Selection 30  
Curriculum Guides, State Department  
Of Education 18

## D

Data Analysis, Probability, &  
Statistics 64  
Decode 15  
Definitions A - G, IDAPA 08.02.03,

Rules Governing Thoroughness 14  
Definitions H - S, IDAPA 08.02.03,  
Rules Governing Thoroughness 16  
Definitions T - Z, IDAPA 08.02.03,  
Rules Governing Thoroughness 17  
Definitions, IDAPA 08.02.03, Section  
456 199  
Definitions, Special Education 21  
Demographic Information, Assessment  
In The Public Schools 29  
Diplomas & Graduation, Special  
Education 25  
District Plan, Gifted & Talented  
Education Requirements 199  
Dual Enrollment, Testing In The Public  
Schools 29

## E

Earth & Space Systems 125  
Economic Institutions 97  
Economics 96  
Elementary Schools, Grades 1-6,  
Required Instruction 19  
Eligibility For Special Education 23  
Emergent Literacy 15  
Employability Skills 15  
Entry-Level Skills 15  
Evaluation (Student) 15  
Evolution Of Democracy 93  
Experiential Education 16  
Exploration & Expansion 93  
Exploratory Experience 16

## F

Fluency 16  
Foreign Exchange Students, High  
School 20  
Foreign Language Study, Grades 4 -  
5 185  
Foreign Language Study, Grades 6 -  
8 190  
Foreign Language Study, Grades 9 -  
12 197  
Foreign Language Study, Grades K -  
3 180  
Foreign Language, Grades 4 - 5 184  
Foreign Language, Grades 6 - 8 190  
Foreign Language, Grades 9 - 12 197  
Foreign Language, Grades K - 3 179  
Foundations Of The American Political  
System 95  
Function, Concept In Mathematics 33  
Functions & Mathematical Models 65  
Fundamentals 96

## G

Genre , Types Of Literature 16  
Gifted & Talented Programs, State



Department Of Education 198  
Glossary Of Humanities Terms, IDAPA  
08.02.03 174  
Glossary Of Mathematical Terms 33  
Government/Civics 95  
Graduation Credit, Alternative  
Secondary Programs 26  
Graduation From High School 20  
Graphophonic/Graphophonemic 16  
Guidance Curriculum That Identifies  
Knowledge & Skills 21  
Guidance Programs, Each Idaho  
School 21

**H**

Health Standards 172  
Health/Wellness, High School  
Graduation Standards 21  
Healthy Lifestyles 172  
High School Graduation Standards, 7/1/  
00 20  
High Schools, Grades 9-12, Required  
Instruction 20  
Historical/Cultural Contexts Of Visual/  
Performing Arts Disciplines, Grades  
4 - 5 181  
Historical/Cultural Contexts Of Visual/  
Performing Arts Disciplines, Grades  
9 - 12 193  
Historical/Cultural Contexts Of Visual/  
Performing Arts Disciplines, Grades  
K - 3 176  
Historical/Cultural Contexts/Foreign  
Language Study, Grades 4 - 5 185  
Historical/Cultural Contexts/Foreign  
Language Study, Grades 6 - 8 190  
Historical/Cultural Contexts/Foreign  
Language Study, Grades 9 - 12 197  
Historical/Cultural Contexts/Foreign  
Language Study, Grades K - 3 179  
Historical/Cultural Contexts/  
Interdisciplinary Humanities, Grades  
9 - 12 191  
Historical/Cultural Contexts Of Visual/  
Performing Arts Disciplines, Grades  
6 - 8 186  
History Of Science 127  
Humanities, High School Graduation  
Standards 21

**I**

Individual Planning, With Students &  
Parents 21  
Individualized Education Programs,  
Special Education 23  
Influences 97  
Instruction Courses, At Appropriate  
Grade Levels 19

Instruction, Special Instruction Courses,  
Alternative Secondary Programs 26  
Instruction, Subject Matter, Content, &  
Course Offerings 19  
Instructional Requirements,  
Elementary, Middle, Junior & High  
Schools 18  
Interdependence Of Organisms &  
Biological Change 124  
Interdisciplinary Concepts 127  
Interdisciplinary Humanities, Grades 4 -  
5 181  
Interdisciplinary Humanities, Grades 6 -  
8 186  
Interdisciplinary Humanities, Grades 9 -  
12 191, 192  
Interdisciplinary Or Integrated  
Assessment 16  
International Relations & Conflicts 94

**K**

K - 12 State Achievement  
Standards 32  
Kindergarten Curriculum, Rules  
Governing Thoroughness 18  
Kinds Of Standards 32

**L**

Language Arts/Communications 32  
Language Arts/Communications  
Standards 157  
Legal Compliance, Special  
Education 22  
Legal Compliance, With Governing  
Gifted & Talented Education  
Requirements 199  
Linear Equation 33  
Linear System 34  
Linear programming 34  
Listening 159

**M**

Mathematical Model 34  
Mathematical Reasoning & Problem  
Solving 63  
Mathematics & Science, High School  
Graduation Standards 21  
Mathematics Standards - Grade 1 37  
Mathematics Standards - Grade 2 40  
Mathematics Standards - Grade 3 42  
Mathematics Standards - Grade 4 45  
Mathematics Standards - Grade 5 48  
Mathematics Standards - Grade 6 51  
Mathematics Standards - Grade 7 55  
Mathematics Standards - Grade 8 59  
Mathematics Standards - Grade 9 62  
Mathematics Standards - Grade K 35  
Matter, Energy, & Organization In

Living Systems 124  
Mean, Median, & Mode 34  
Mental & Emotional Wellness 174  
Middle Schools/Junior High Schools,  
Required Instruction 19  
Migration & Immigration 93

**N**

Narrative 16  
Norm-Referenced Assessment 16

**O**

On-Demand Assessment 16  
Order Of Operations 34  
Organization & Formation Of The  
American System Of  
Government 95

**P**

Performance Assessment 16  
Performance Criteria 16  
Performance Standards 32  
Performance-Based Assessment 16  
Personal & Social Perspectives 126  
Personal Finance 97  
Philosophy, Assessment In The Public  
Schools 27  
Phonics 16  
Political, Social, & Economic Response  
To Industrialization & Technological  
Innovation 94  
Portfolio 16  
Print Awareness 16  
Probability, Branch Of  
Mathematics 34  
Procedural Safeguards, Special  
Education 24  
Proficiency 17  
Pythagorean Theorem 34

**Q**

Quadratic Equation 34

**R**

Reading, Content Standard 157  
Response Services Of Counseling,  
Consultation, & Referral 21  
Risk Taking Behavior 173

**S**

Safe Environment & Discipline 31  
Scaling Factor 35  
School-To-Work Transition 17  
Science Committee Acronyms 33  
Science Standards 122  
Scoring & Report Formats, Assessment  
In The Public Schools 28  
Screening, Process For Identifying  
Gifted & Talented Students 199

Secondary Language Arts &  
Communication, High School  
Graduation Standards 20  
Service Learning 17  
Services, Statewide Testing 29  
Skill Certificate 17  
Social Studies Standards 92  
Social Studies, High School Graduation  
Standards 21  
Speaking, Content Standard 160  
Special Education 21  
Special Education Advisory Panel 25  
Special Services, Alternative Secondary  
Programs 27  
Standard Deviation 35  
Standardization 17  
Standards 17  
Standards, Students Will Meet The  
Standards Of The State 18  
Standards-Based Education 17  
Statistics, Branch Of Mathematics 35  
Structured Work Experience 17  
Student Learning Goals  
(Outcomes) 17  
Student Qualifications, At-Risk  
Youth 26  
Subject Areas, Curricular  
Materials 30  
System Support Functions That  
Promote Effective Delivery Of  
Guidance Services 21

**T**

Tech Prep/Associate Degree (TPAD)  
Program 17  
Technology 126  
Technology Education 18  
Test Security 29  
Testing Population, Assessment In The  
Public Schools 27  
The Language Of Algebra 33  
Tolerance 35  
Total Quality Management 18  
Transferable Skills 18

**U**

Unifying Concepts Of Science 122  
United States Foreign Affairs 96  
United States History 93

**V**

Viewing 160  
Visual/Performing Arts, Grades 4 -  
5 181, 182  
Visual/Performing Arts, Grades 6 -  
8 186, 187  
Visual/Performing Arts, Grades 9 -  
12 193, 194

Visual/Performing Arts, Grades K -  
3 177

**W**

Word Recognition 18  
Work-Based Learning Experiences 31  
Workforce Skills 31  
Writing 159  
Writing Process 18