

Table of Contents

08.02.03 - Rules Governing Thoroughness

000. Legal Authority.	15
001. Title And Scope.	15
002. Written Interpretations.	15
003. Administrative Appeals.	15
004. Incorporation By Reference.	15
005. Office -- Office Hours -- Mailing Address And Street Address.	15
006. Public Records Act Compliance.	15
007. Definitions A - G.	15
008. Definitions H - S.	17
009. Definitions T - Z.	18
010. -- 099. (Reserved).	19
100. Basic Curriculum.	19
101. Kindergarten Curriculum.	19
102. Instructional Requirements.	19
103. Core Of Instruction Grades 1-12.	20
104. Other Required Instruction.	20
105. Graduation From High School.	21
106. (Reserved).	22
107. High School Graduation Standards (Effective July 1, 2000).	22
108. Guidance Programs (Section 33-1212, Idaho Code).	23
109. Special Education.	23
110. Alternative Secondary Programs (Section 33-1002; 33-1002C; 33-1002F, Idaho Code).	28
111. Assessment In The Public Schools.	29
112. Accountability.	32
113. Rewards.	35
114. Failure To Meet Adequate Yearly Progress (AYP).	35
115. Data Collection.	35
116. -- 127. (Reserved).	35
128. Curricular Materials Selection (Sections 33-118; 33-118A, Idaho Code).	35
129. Communication.	36
130. Technology.	36
131. -- 139. (Reserved).	37
140. Workforce Skills.	37
141. -- 149. (Reserved).	37
150. Basic Values.	37
151. -- 159. (Reserved).	37
160. Safe Environment And Discipline.	37
161. -- 169. (Reserved).	37
170. Citizenship.	37
171. -- 199. (Reserved).	38
200. K-12 State Achievement Standards.	38
201. -- 209. (Reserved).	38
210. Achievement Standards Definition.	38

211. Kinds Of Standards.	38
212. -- 214. (Reserved).	38
215. Abbreviations.	38
216. Glossary Of Mathematical Terms.	38
217. -- 254. (Reserved).	40
255. Mathematics Standards.	41
256. Mathematics Standards - Grade Kindergarten, Sections 257 Through 263.	41
257. Basic Arithmetic, Estimation, And Accurate Computations.	41
258. Mathematical Reasoning And Problem Solving.	41
259. Concepts And Principles Of Measurement.	41
260. Concepts And Language Of Algebra.	42
261. Concepts And Principles Of Geometry.	42
262. Data Analysis, Probability, And Statistics.	42
263. Functions And Mathematical Models.	43
264. -- 265. (Reserved).	43
266. Mathematics Standards - Grade 1, Sections 267 Through 273.	43
267. Basic Arithmetic, Estimation, And Accurate Computations.	43
268. Mathematical Reasoning And Problem Solving.	43
269. Concepts And Principles Of Measurement.	44
270. Concepts And Language Of Algebra.	44
271. Concepts And Principles Of Geometry.	44
272. Data Analysis, Probability, And Statistics.	45
273. Functions And Mathematical Models.	45
274. -- 275. (Reserved).	45
276. Mathematics Standards - Grade 2, Sections 277 Through 283.	45
277. Basic Arithmetic, Estimation, And Accurate Computations.	45
278. Mathematical Reasoning And Problem Solving.	46
279. Concepts And Principles Of Measurement.	46
280. Concepts And Language Of Algebra.	46
281. Concepts And Principles Of Geometry.	47
282. Data Analysis, Probability, And Statistics.	47
283. Functions And Mathematical Models.	47
284. -- 285. (Reserved).	47
286. Mathematics Standards - Grade 3, Sections 287 Through 293.	48
287. Basic Arithmetic, Estimation, And Accurate Computations.	48
288. Mathematical Reasoning And Problem Solving.	48
289. Concepts And Principles Of Measurement.	49
290. Concepts And Language Of Algebra.	49
291. Concepts And Principles Of Geometry.	49
292. Data Analysis, Probability, And Statistics.	50
293. Functions And Mathematical Models.	50
294. -- 295. (Reserved).	50
296. Mathematics Standards - Grade 4, Sections 297 Through 303.	50
297. Basic Arithmetic, Estimation, And Accurate Computations.	50
298. Mathematical Reasoning And Problem Solving.	51
299. Concepts And Principles Of Measurement.	51
300. Concepts And Language Of Algebra.	52
301. Concepts And Principles Of Geometry.	52

302. Data Analysis, Probability, And Statistics.	52
303. Functions And Mathematical Models.	53
304. -- 305. (Reserved).	53
306. Mathematics Standards - Grade 5, Sections 307 Through 313.	53
307. Basic Arithmetic, Estimation, And Accurate Computations.	53
308. Mathematical Reasoning And Problem Solving.	54
309. Concepts And Principles Of Measurement.	54
310. Concepts And Language Of Algebra.	55
311. Concepts And Principles Of Geometry.	55
312. Data Analysis, Probability And Statistics.	55
313. Functions And Mathematical Models.	56
314. -- 315. (Reserved).	56
316. Mathematics Standards - Grade 6, Sections 317 Through 323.	56
317. Basic Arithmetic, Estimation, And Accurate Computations.	56
318. Mathematical Reasoning And Problem Solving.	57
319. Concepts And Principles Of Measurement.	58
320. Concepts And Language Of Algebra.	58
321. Concepts And Principles Of Geometry.	58
322. Data Analysis, Probability And Statistics.	59
323. Functions And Mathematical Models.	59
324. -- 325. (Reserved).	60
326. Mathematics Standards - Grade 7, Sections 327 Through 333.	60
327. Basic Arithmetic, Estimation, And Accurate Computations.	60
328. Mathematical Reasoning And Problem Solving.	60
329. Concepts And Principles Of Measurement.	61
330. Concepts And Language Of Algebra.	61
331. Concepts And Principles Of Geometry.	62
332. Data Analysis, Probability And Statistics.	62
333. Functions And Mathematical Models.	63
334. -- 335. (Reserved).	63
336. Mathematics Standards - Grade 8, Sections 337 Through 343.	63
337. Basic Arithmetic, Estimation, And Accurate Computations.	63
338. Mathematical Reasoning And Problem Solving.	64
339. Concepts And Principles Of Measurement.	64
340. Concepts And Language Of Algebra.	65
341. Concepts And Principles Of Geometry.	65
342. Data Analysis, Probability And Statistics.	66
343. Functions And Mathematical Models.	66
344. -- 345. (Reserved).	66
346. Mathematics Standards - Grades 9 Through 12, Sections 347 Through 353.	66
347. Basic Arithmetic, Estimation, And Accurate Computations.	66
348. Mathematical Reasoning And Problem Solving.	67
349. Concepts And Principles Of Measurement.	67
350. Concepts And Language Of Algebra.	67
351. Concepts And Principles Of Geometry.	68
352. Data Analysis, Probability, And Statistics.	68
353. Functions And Mathematical Models.	69
354. -- 363. (Reserved).	69

364. Social Studies Standards.	69
365. Social Studies Standards - Grade Kindergarten, Sections 366 Through 378.	70
366. Critical Thinking And Analytical Skills.	70
367. Evolution Of Democracy.	70
368. Exploration And Expansion.	70
369. Migration And Immigration.	70
370. Political, Social, And Economic Response To Industrialization And Technological Innovation.	70
371. International Relations And Conflicts.	70
372. Cultural And Social Development.	70
373. Foundations Of The American Political System.	71
374. Organization And Formation Of The American System Of Government.	71
375. Citizen Responsibilities And Rights.	71
376. Economic Fundamentals.	72
377. Economic Influences.	72
378. Geography.	72
379. -- 380. (Reserved).	72
381. Social Studies Standards - Grade 1, Sections 382 Through 394.	72
382. Critical Thinking And Analytical Skills.	72
383. Evolution Of Democracy.	73
384. Exploration And Expansion.	73
385. Migration And Immigration.	73
386. Political, Social, And Economic Response To Industrialization And Technological Innovation.	73
387. International Relations And Conflicts.	73
388. Cultural And Social Development.	74
389. Foundations Of The American Political System.	74
390. Organization And Formation Of The American System Of Government.	74
391. Citizen Responsibilities And Rights.	74
392. Economic Fundamentals.	75
393. Economic Influences.	75
394. Geography.	75
395. -- 396. (Reserved).	75
397. Social Studies Standards - Grade 2, Sections 398 Through 410.	75
398. Critical Thinking And Analytical Skills.	75
399. Evolution Of Democracy.	76
400. Exploration And Expansion.	76
401. Migration And Immigration.	76
402. Political, Social, And Economic Response To Industrialization And Technological Innovation.	76
403. International Relations And Conflicts.	76
404. Cultural And Social Development.	76
405. Foundations Of The American Political System.	77
406. Organization And Formation Of The American System Of Government.	77
407. Citizen Responsibilities And Rights.	77
408. Economic Fundamentals.	77
409. Economic Influences.	78
410. Geography.	78

411. -- 412. (Reserved).	78
413. Social Studies Standards - Grade 3, Sections 414 Through 426.	78
414. Critical Thinking And Analytical Skills.	78
415. Evolution Of Democracy.	79
416. Exploration And Expansion.	79
417. Migration And Immigration.	79
418. Political, Social, And Economic Response To Industrialization And Technological Innovation.	79
419. International Relations And Conflicts.	80
420. Cultural And Social Development.	80
421. Foundations Of The American Political System.	80
422. Organization And Formation Of The American System Of Government.	80
423. Citizen Responsibilities And Rights.	80
424. Economic Fundamentals.	81
425. Economic Influences.	81
426. Geography.	81
427. -- 428. (Reserved).	82
429. Social Studies Standards - Grade 4, Sections 430 Through 442.	82
430. Critical Thinking And Analytical Skills.	82
431. Evolution Of Democracy.	82
432. Exploration And Expansion.	82
433. Migration And Immigration.	82
434. Political, Social, And Economic Response To Industrialization And Technological Innovation.	83
435. International Relations And Conflicts.	83
436. Cultural And Social Development.	83
437. Foundations Of The American Political System.	83
438. Organization And Formation Of The American System Of Government.	83
439. Citizen Responsibilities And Rights.	83
440. Economic Fundamentals.	84
441. Economic Influences.	84
442. Geography.	84
443. -- 444. (Reserved).	84
445. Social Studies Standards - Grade 5, Sections 446 Through 458.	85
446. Critical Thinking And Analytical Skills.	85
447. Evolution Of Democracy.	85
448. Exploration And Expansion.	85
449. Migration And Immigration.	85
450. Political, Social, And Economic Response To Industrialization And Technological Innovation.	86
451. International Relations And Conflicts.	86
452. Cultural And Social Development.	86
453. Foundations Of The American Political System.	86
454. Organization And Formation Of The American System Of Government.	87
455. Citizen Responsibilities And Rights.	87
456. Economic Fundamentals.	87
457. Economic Influences.	87
458. Geography.	88

459. -- 460. (Reserved).	88
461. Social Studies Standards - History Of Human Civilization - Middle Grades (Grades 6 Through 8), Sections 462 Through 465.	88
462. History Of Human Civilization.	88
463. Geography.	89
464. Government/Civics.	90
465. Economics.	90
466. -- 467. (Reserved).	90
468. Social Studies Standards - Geography - Middle Grades, Section 469.	90
469. Geography.	90
470. -- 471. (Reserved).	92
472. Social Studies Standards - U.S. History - Middle Grades, Sections 473 Through 485.	92
473. Critical Thinking And Analytical Skills.	92
474. Evolution Of Democracy.	92
475. Exploration And Expansion.	93
476. Migration And Immigration.	93
477. Political, Social, And Economic Response To Industrialization And Technological Innovation.	93
478. International Relations And Conflicts.	93
479. Cultural And Social Development.	94
480. Foundations Of The American Political System.	94
481. Organization And Formation Of The American System Of Government.	94
482. Citizen Responsibilities And Rights.	94
483. Economic Fundamentals.	95
484. Economic Influences.	95
485. Geography.	95
486. -- 487. (Reserved).	95
488. Social Studies Standards - Grades 9 Through 12, Sections 489 Through 490.	95
489. Critical Thinking And Analytical Skills.	96
490. Evolution Of Democracy.	96
491. -- 492. (Reserved).	96
493. United States History, Sections 494 Through 498.	96
494. Exploration And Expansion.	96
495. Migration And Immigration.	96
496. Political, Social, And Economic Response To Industrialization And Technological Innovation.	97
497. International Relations And Conflicts.	97
498. Cultural And Social Development.	97
499. -- 500. (Reserved).	97
501. Government/Civics, Sections 502 Through 506.	98
502. Civic Life, Politics And Government.	98
503. Foundations Of The American Political System.	98
504. Organization And Formation Of The American System Of Government.	98
505. United States Foreign Affairs.	98
506. Citizen Responsibilities And Rights.	99
507. -- 508. (Reserved).	99
509. Economics, Sections 510 Through 514.	99

510. Fundamentals.	99
511. Concept Of Money.	99
512. Influences.	100
513. Economic Institutions.	100
514. Personal Finance.	100
515. - 525. (Reserved).	100
526. Science Standards.	100
527. Science Standards - Grade Kindergarten, Sections 528 Through 538.	101
528. Unifying Concepts Of Science.	101
529. Concepts Of Scientific Inquiry.	101
530. Concepts Of Physical Science.	101
531. Cellular And Molecular Concepts.	101
532. Interdependence Of Organisms And Biological Change.	101
533. Matter, Energy, And Organization In Living Systems.	101
534. Earth And Space Systems.	102
535. Technology.	102
536. Personal And Social Perspectives.	102
537. History Of Science.	102
538. Interdisciplinary Concepts.	102
539. -- 541. (Reserved).	103
542. Science Standards - Grade 1, Sections 543 Through 553.	103
543. Unifying Concepts Of Science.	103
544. Concepts Of Scientific Inquiry.	103
545. Concepts Of Physical Science.	103
546. Cellular And Molecular Concepts.	104
547. Interdependence Of Organisms And Biological Change.	104
548. Matter, Energy, And Organization In Living Systems.	104
549. Earth And Space Systems.	104
550. Technology.	104
551. Personal And Social Perspectives.	104
552. History Of Science.	105
553. Interdisciplinary Concepts.	105
554. -- 556. (Reserved).	105
557. Science Standards - Grade 2, Sections 558 Through 568.	105
558. Unifying Concepts Of Science.	105
559. Concepts Of Scientific Inquiry.	105
560. Concepts Of Physical Science.	106
561. Cellular And Molecular Concepts.	106
562. Interdependence Of Organisms And Biological Change.	106
563. Matter, Energy, And Organization In Living Systems.	106
564. Earth And Space Systems.	106
565. Technology.	107
566. Personal And Social Perspectives.	107
567. History Of Science.	107
568. Interdisciplinary Concepts.	107
569. -- 571. (Reserved).	107
572. Science Standards - Grade 3, Sections 573 Through 583.	108
573. Unifying Concepts Of Science.	108

574. Concepts Of Scientific Inquiry.	108
575. Concepts Of Physical Science.	108
576. Cellular And Molecular Concepts.	109
577. Interdependence Of Organisms And Biological Change.	109
578. Matter, Energy, And Organization In Living Systems.	109
579. Earth And Space Systems.	109
580. Technology.	109
581. Personal And Social Perspectives.	110
582. History Of Science.	110
583. Interdisciplinary Concepts.	110
584. -- 586. (Reserved).	110
587. Science Standards - Grade 4, Sections 588 Through 598.	110
588. Unifying Concepts Of Science.	110
589. Concepts Of Scientific Inquiry.	111
590. Concepts Of Physical Science.	111
591. Cellular And Molecular Concepts.	111
592. Interdependence Of Organisms And Biological Change.	112
593. Matter, Energy, And Organization In Living Systems.	112
594. Earth And Space Systems.	112
595. Technology.	112
596. Personal And Social Perspectives.	112
597. History Of Science.	113
598. Interdisciplinary Concepts.	113
599. -- 601. (Reserved).	113
602. Science Standards - Grade 5, Sections 603 Through 613.	113
603. Unifying Concepts Of Science.	113
604. Concepts Of Scientific Inquiry.	114
605. Concepts Of Physical Science.	114
606. Cellular And Molecular Concepts.	115
607. Interdependence Of Organisms And Biological Change.	115
608. Matter, Energy, And Organization In Living Systems.	115
609. Earth And Space Systems.	115
610. Technology.	115
611. Personal And Social Perspectives.	116
612. History Of Science.	116
613. Interdisciplinary Concepts.	116
614. -- 616. (Reserved).	116
617. Science Standards - Grade 6, Sections 618 Through 628.	116
618. Unifying Concepts Of Science.	116
619. Concepts Of Scientific Inquiry.	117
620. Concepts Of Physical Science.	117
621. Cellular And Molecular Concepts.	118
622. Interdependence Or Organisms And Biological Change.	118
623. Matter, Energy, And Organization In Living Systems.	118
624. Earth And Space Systems.	118
625. Technology.	118
626. Personal And Social Perspectives.	119
627. History Of Science.	119

628. Interdisciplinary Concepts.	119
629. -- 631. (Reserved).	120
632. Science Standards - Middle Grades (Grades 7-8), Sections 633 Through 643.	120
633. Unifying Concepts Of Science.	120
634. Concepts Of Scientific Inquiry.	120
635. Concepts Of Physical Science.	121
636. Cellular And Molecular Concepts.	121
637. Interdependence Of Organisms And Biological Change.	121
638. Matter, Energy, And Organization In Living Systems.	122
639. Earth And Space Systems.	122
640. Technology.	123
641. Personal And Social Perspectives.	123
642. History Of Science.	123
643. Interdisciplinary Concepts.	123
644. -- 646. (Reserved).	124
647. Science Standards - Grades 9 Through 12, Sections 648 Through 658.	124
648. Unifying Concepts Of Science.	124
649. Concepts Of Scientific Inquiry.	124
650. Concepts Of Physical Science.	124
651. Cellular And Molecular Concepts.	125
652. Interdependence Of Organisms And Biological Change.	126
653. Matter, Energy, And Organization In Living Systems.	126
654. Earth And Space Systems.	127
655. Technology.	128
656. Personal And Social Perspectives.	128
657. History Of Science.	129
658. Interdisciplinary Concepts.	129
659. -- 668. (Reserved).	129
669. Language Arts/Communications Standards.	129
670. Language Arts/Communications Standards - Kindergarten, Sections 671 Through 675.	129
671. Reading.	129
672. Writing.	133
673. Listening.	134
674. Speaking.	135
675. Viewing.	136
676. -- 678. (Reserved).	137
679. Language Arts/Communications Standards - Grade 1, Sections 680 Through 684.	137
680. Reading.	137
681. Writing.	142
682. Listening.	144
683. Speaking.	145
684. Viewing.	146
685. -- 687. (Reserved).	147
688. Language Arts/Communications Standards - Grade 2, Sections 689 Through 693.	147
689. Reading.	147
690. Writing.	151
691. Listening.	152

692. Speaking.	153
693. Viewing.	155
694. -- 696. (Reserved).	155
697. Language Arts/Communications Standards - Grade 3, Sections 698 Through 702. .	155
698. Reading.	155
699. Writing.	160
700. Listening.	162
701. Speaking.	163
702. Viewing.	165
703. -- 705. (Reserved).	165
706. Language Arts/Communications Standards - Grade 4, Sections 707 Through 711. .	165
707. Reading.	165
708. Writing.	171
709. Listening.	173
710. Speaking.	174
711. Viewing.	175
712. -- 714. (Reserved).	176
715. Language Arts/Communications Standards - Grade 5, Sections 716 Through 720. .	176
716. Reading.	176
717. Writing.	181
718. Listening.	183
719. Speaking.	184
720. Viewing.	186
721. -- 723. (Reserved).	186
724. Language Arts/communications Standards - Grade 6, Sections 725 Through 729. ..	186
725. Reading.	186
726. Writing.	191
727. Listening.	194
728. Speaking.	196
729. Viewing.	198
730. -- 732. (Reserved).	198
733. Language Arts/Communications Standards - Grade 7, Sections 734 Through 738. .	198
734. Reading.	198
735. Writing.	204
736. Listening.	207
737. Speaking.	208
738. Viewing.	210
739. -- 741. (Reserved).	210
742. Language Arts/Communications Standards - Grade 8, Sections 743 Through 747. .	210
743. Reading.	211
744. Writing.	215
745. Listening.	218
746. Speaking.	219
747. Viewing.	221
748. -- 750. (Reserved).	221
751. Language Arts/Communications Standards - Grades 9 Through 12, Sections 752 Through 756.	222
752. Reading.	222

753. Writing.	226
754. Listening.	229
755. Speaking.	230
756. Viewing.	232
757. -- 766. (Reserved).	232
767. Health Standards.	232
768. Health Standards – Kindergarten, Sections 769 Through 773.	233
769. Healthy Lifestyles.	233
770. Risk-Taking Behavior.	233
771. Communication Skills For Healthy Relationships.	233
772. Consumer Health.	234
773. Mental And Emotional Wellness.	234
774. -- 776. (Reserved).	234
777. Health Standards - Grade 1, Sections 778 Through 782.	234
778. Healthy Lifestyles.	234
779. Risk-Taking Behavior.	234
780. Communication Skills For Healthy Relationships.	235
781. Consumer Health.	235
782. Mental And Emotional Wellness.	235
783. -- 785. (Reserved).	235
786. Health Standards - Grade 2, Sections 787 Through 791.	235
787. Healthy Lifestyles.	235
788. Risk-Taking Behavior.	236
789. Communication Skills For Healthy Relationships.	236
790. Consumer Health.	236
791. Mental And Emotional Wellness.	236
792. -- 794. (Reserved).	237
795. Health Standards - Grade 3, Sections 796 Through 800.	237
796. Healthy Lifestyles.	237
797. Risk-Taking Behavior.	237
798. Communication Skills For Healthy Relationships.	237
799. Consumer Health.	238
800. Mental And Emotional Wellness.	238
801. -- 803. (Reserved).	238
804. Health Standards - Grade 4, Sections 805 Through 809.	238
805. Healthy Lifestyles.	238
806. Risk-Taking Behavior.	239
807. Communication Skills For Healthy Relationships.	239
808. Consumer Health.	239
809. Mental And Emotional Wellness.	239
810. -- 812. (Reserved).	240
813. Health Standards - Grade 5, Sections 814 Through 818.	240
814. Healthy Lifestyles.	240
815. Risk-Taking Behavior.	240
816. Communication Skills For Healthy Relationships.	240
817. Consumer Health.	240
818. Mental And Emotional Wellness.	241
819. -- 821. (Reserved).	241

822. Health Standards - Grade 6, Sections 823 Through 827.	241
823. Healthy Lifestyles.	241
824. Risk-Taking Behavior.	241
825. Communication Skills For Healthy Relationships.	242
826. Consumer Health.	242
827. Mental And Emotional Wellness.	242
828. -- 830. (Reserved).	242
831. Health Standards - Middle Grades (Grades 7-8), Sections 832 Through 836.	242
832. Healthy Lifestyles.	242
833. Risk-Taking Behavior.	243
834. Communication Skills For Healthy Relationships.	243
835. Consumer Health.	243
836. Mental And Emotional Wellness.	243
837. -- 839. (Reserved).	244
840. Health Standards – Grades 9 Through 12, Sections 841 Through 845.	244
841. Healthy Lifestyles.	244
842. Risk-Taking Behavior.	244
843. Communication Skills For Healthy Relationships.	244
844. Consumer Health.	245
845. Mental And Emotional Wellness.	245
846. -- 855. (Reserved).	245
856. Glossary Of Humanities Terms.	245
857. Idaho Humanities Standards.	246
858. Interdisciplinary Humanities - Kindergarten Through Grade 3.	247
859. -- 865. (Reserved).	247
866. Visual And Performing Arts - Kindergarten Through Grade 3, Sections 867 Through 872.	247
867. Historical And Cultural Contexts Of Visual And Performing Arts Disciplines.	247
868. Standard One.	247
869. Critical Thinking In The Visual And Performing Arts.	248
870. Standard Two.	248
871. Acquisition, Application, And Expression Of Specific Content Knowledge And Skills In The Visual And Performing Arts.	249
872. Standard Three.	249
873. -- 882. (Reserved).	250
883. Foreign Language - Kindergarten Through Grade 3, Sections 884 Through 889.	250
884. Historical And Cultural Contexts Of Foreign Language Study.	251
885. Standard One.	251
886. Critical Thinking In Foreign Language Study.	251
887. Standard Two.	251
888. Acquisition, Application, And Expression Of Specific Content Knowledge And Skills In Foreign Language Study.	251
889. Standard Three.	251
890. -- 891. (Reserved).	252
892. Interdisciplinary Humanities - Grades 4 And 5.	252
893. -- 899. (Reserved).	252
900. Visual And Performing Arts - Grades 4 And 5, Sections 901 Through 906.	252
901. Historical And Cultural Contexts Of Visual And Performing Arts Disciplines.	252

902. Standard One.	252
903. Critical Thinking In The Visual And Performing Arts.	253
904. Standard Two.	253
905. Acquisition, Application, And Expression Of Specific Content Knowledge And Skills In The Visual And Performing Arts.	254
906. Standard Three.	254
907. -- 916. (Reserved).	255
917. Foreign Language - Grades 4 And 5, Sections 918 Through 923.	255
918. Historical And Cultural Contexts Of Foreign Language Study.	255
919. Standard One.	255
920. Critical Thinking In Foreign Language Study.	256
921. Standard Two.	256
922. Acquisition, Application, And Expression Of Specific Content Knowledge And Skills In Foreign Language Study.	256
923. Standard Three.	256
924. -- 925. (Reserved).	257
926. Interdisciplinary Humanities - Grades 6 Through 8.	257
927. -- 933. (Reserved).	257
934. Visual And Performing Arts - Grades 6 Through 8, Sections 935 Through 940.	257
935. Historical And Cultural Contexts Of Visual And Performing Arts Disciplines.	257
936. Standard One.	257
937. Critical Thinking In The Visual And Performing Arts.	258
938. Standard Two.	258
939. Acquisition, Application, And Expression Of Specific Content Knowledge And Skills In The Visual And Performing Arts.	259
940. Standard Three.	259
941. -- 950. (Reserved).	261
951. Foreign Language - Grades 6 Through 8, Sections 952 Through 955.	261
952. Historical And Cultural Contexts Of Foreign Language Study.	261
953. Standard One.	261
954. Critical Thinking In Foreign Language Study.	261
955. Standard Two.	261
956. Acquisition, Application, And Expression Of Specific Content Knowledge And Skills In Foreign Language Study.	262
957. Standard Three.	262
958. -- 959. (Reserved).	262
960. Interdisciplinary Humanities - Grades 9 Through 12, Sections 961 Through 966.	262
961. Historical And Cultural Contexts Of Interdisciplinary Humanities.	262
962. Standard One.	262
963. Critical Thinking In Interdisciplinary Humanities.	263
964. Standard Two.	263
965. Acquisition, Application, And Expression Of Specific Content Knowledge And Skills In The Interdisciplinary Humanities.	263
966. Standard Three.	263
967. -- 968. (Reserved).	264
969. Visual And Performing Arts - Grades 9 Through 12, Sections 970 Through 975.	264
970. Historical And Cultural Contexts Of Visual And Performing Arts Disciplines.	264
971. Standard One.	264
972. Critical Thinking In The Visual And Performing Arts.	265

973. Standard Two.	265
974. Acquisition, Application, And Expression Of Specific Content Knowledge And Skills In The Visual And Performing Arts.	266
975. Standard Three.	266
976. -- 986. (Reserved).	267
987. Foreign Language - Grades 9 Through 12, Sections 988 Through 993.	268
988. Historical And Cultural Contexts Of Foreign Language Study.	268
989. Standard One.	268
990. Critical Thinking In Foreign Language Study.	268
991. Standard Two.	268
992. Acquisition, Application, And Expression Of Specific Content Knowledge And Skills In Foreign Language Study.	268
993. Standard Three.	268
994. -- 998. (Reserved).	269
999. Gifted And Talented Programs.	269

**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 Acheivement 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. Proficiency (Effective January 1, 2006). All students must achieve a proficient or advanced score on the High School Idaho Standards Achievement Test (ISAT) in order to graduate. A student who does not attain at least a proficient score prior to graduation may appeal to the local school board, and, at the discretion of the local school board, may be given an opportunity to demonstrate proficiency of the achievement standards through some other locally established mechanism. All locally established mechanisms used to demonstrate proficiency shall be forwarded to the State Board of Education for review and information. (3-20-04)

- a. Before appealing to the local school board for an alternate measure, the student must be: (3-20-04)
- i. Enrolled in a special education program and have an Individual Education Plan (IEP), or (3-20-04)
 - ii. Enrolled in an Limited English Proficient (LEP) program for three (3) academic years or less, or (3-20-04)
 - iii. Enrolled in the fall semester of the senior year. (3-20-04)
- b. The measure must be aligned at a minimum to tenth grade state content standards; (3-20-04)

- c. The measure must be aligned to the state content standards for the subject matter in question; (3-20-04)
- d. The measure must be valid and reliable; and (3-20-04)
- e. Ninety percent (90%) of the criteria of the measure, or combination of measures, must be based on academic proficiency and performance. (3-20-04)

04. Foreign Exchange Students. Foreign exchange students may be eligible for graduation by completing a comparable program as approved by the local school board. (3-20-04)

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 and a proficient or advanced score on the ISAT (effective January 1, 2006). 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. (3-20-04)

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)

06. Assessment. A proficient or advanced score on the ISAT. The requirement will be phased in providing the following exemptions for the classes of 2006 and 2007. (3-20-04)

- a. Class of 2006. (3-20-04)
 - i. The student took the ISAT and was within six (6) Rasch Units (RIT points) of proficiency; (3-20-04)
 - ii. The student has a score of seventeen (17) on the ACT or two hundred (200) on the SAT in English and a score of nineteen (19) on the ACT or four hundred sixty (460) on the SAT in Math; (3-20-04)

- iii. The student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; (3-20-04)
- iv. The student is considered an LEP student through a score determined on the state language proficiency test and has been in an LEP program for three (3) academic years or less; (3-20-04)
- v. The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; or (3-20-04)
- vi. The student may appeal for another measure approved by the local school board as outlined in Subsection 105.03. (3-20-04)
- b. Class of 2007.** (3-20-04)
 - i. The student took the ISAT and was within three (3) RIT points of proficiency; (3-20-04)
 - ii. The student has an IEP that outlines alternate requirements for graduation or adaptations are recommended on the test; (3-20-04)
 - iii. The student is considered an LEP student through a score determined on a language proficiency test and has been in an LEP program for three (3) academic years or less; (3-20-04)
 - iv. The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; or (3-20-04)
 - v. The student may appeal for another measure approved by the local school board as outlined in Subsection 105.03. (3-20-04)
- c. Class of 2008 and Subsequent Classes.** (3-20-04)
 - i. The student received a proficient or advanced score on an exit exam from another state that requires a standards-based exam for graduation. The state exit exams must be approved by the State Board of Education, measure skills at the tenth grade level or above and be in comparable subject areas to the ISAT; or (3-20-04)
 - ii. The student may appeal for another measure approved by the local school board as outlined in Subsection 105.03. (3-20-04)

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 (IRI), the Direct Writing Assessment (DWA), the Direct Mathematics Assessment (DMA), the National Assessment of Educational Progress (NAEP), and the Idaho Standards Achievement Tests (ISAT). (3-20-04)
- 04. Testing Population.** All students in Idaho public schools, grades kindergarten through ten (K-10), are required to participate in the comprehensive assessment program approved by the State Board of Education and funded. (4-6-05)
- a.** All students who are eligible for special education shall participate in the statewide assessment program. (4-6-05)
- b.** 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. (4-6-05)
- c.** Limited English Proficient (LEP) students, as defined in Subsection 112.03.d.iv., who receive a score in the low range on the State Board of Education approved language acquisition proficiency test and have an Education Learning Plan (ELP), shall be given the ISAT with accommodations or adaptations for three (3) consecutive years. A further extension of two (2) consecutive years may be granted by the local district or local education agency, provided the language proficiency test score is still in the low range. Students can be categorized as LEP students for two (2) years after testing proficient on the language proficiency test. Students cannot exceed a total of seven (7) years as an LEP student. LEP students who do not have an ELP or a language acquisition score will be given the regular ISAT without accommodations or adaptations. LEP students who are enrolled in their first year of school in the United States may take an English Proficiency test approved by the Board in lieu of the reading/language usage ISAT, but will still be required to take the math ISAT with accommodations or adaptations as determined by the language proficiency score and ELP. Such LEP students will be counted as participants for the ninety-five percent (95%) participation target, as described in Subsection 112.03. However, such LEP students are not required to be counted for AYP purposes in determining proficiency, as described in Subsection 112.02. (4-6-05)
- 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 111.06.a. through 111.06.l. 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 those standards not assessed by the state assessment program. (4-6-05)
- 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 Tests. (3-20-04)
- d.** Grade 3 - Idaho Reading Indicator, Grade 3 Idaho Standards Achievement Tests. (3-20-04)
- e.** Grade 4 - Direct Math Assessment, National Assessment of Educational Progress, Grade 4 Idaho

- Standards Achievement Tests. (3-20-04)
- f.** Grade 5 - Direct Writing Assessment, Grade 5 Idaho Standards Achievement Tests. (3-20-04)
 - g.** Grade 6 - Direct Math Assessment, Grade 6 Idaho Standards Achievement Tests. (3-20-04)
 - h.** Grade 7 - Direct Writing Assessment, Grade 7 Idaho Standards Achievement Tests. (3-20-04)
 - i.** Grade 8 - Direct Math Assessment, National Assessment of Educational Progress, Grade 8 Idaho Standards Achievement Tests. (3-20-04)
 - j.** Grade 9 - Direct Writing Assessment, Grade 9 Idaho Standards Achievement Tests. (3-20-04)
 - k.** Grade 10 - High School Idaho Standards Achievement Tests. (3-20-04)
 - l.** *Students who achieve a proficient or advanced score on a portion or portions of the ISAT offered in the Spring of their tenth grade year or later are not required to continue taking that portion or portions. (3-20-04)
- 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, Validity and Reliability.** 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. (3-20-04)

a. All ISAT paper and pencil test booklets will be boxed and shipped to the test vendor to be counted no later than two (2) weeks after the end of the testing window. (3-20-04)

b. The ISAT will be refreshed each year to provide additional security beginning with grades four (4) eight (8) and ten (10) in 2007. Items will be refreshed for grades three (3) and seven (7) in 2008; grades five (5) and six (6) in 2009; and grades two (2) and nine (9) in 2010. (3-20-04)

c. Any assessment used for federal reporting shall be independently reviewed for reliability, validity, and alignment with the Idaho Achievement Standards. (3-20-04)

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 111.13.b.i. through 111.13.b.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. (4-6-05)

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. ACCOUNTABILITY.

The provisions in this section apply for the purposes of meeting the “No Child Left Behind” Act and the state of Idaho accountability requirements. (3-20-04)

01. Student Achievement Levels. There are four (4) levels of student achievement for the ISAT. (3-20-04)

a. Advanced: Exceeds Standards. The student demonstrates thorough knowledge and mastery of skills that allows him/her to function independently above his current educational level. (3-20-04)

i. The student demonstrates a comprehensive understanding of all relevant information. (3-20-04)

ii. The student demonstrates comprehension and understanding of knowledge and skills above his/her grade level. (3-20-04)

iii. The student can perform skills or processes independently without significant errors. (3-20-04)

b. Proficient: Meets Standards. The student demonstrates mastery of knowledge and skills that allow him/her to function independently on all major concepts and skills at his/her educational level. (3-20-04)

- level.
 - i. The student demonstrates a comprehensive understanding of all information relevant to the topic, at (3-20-04)
 - ii. The student can perform skills or processes independently without significant errors. (3-20-04)
- c.** Basic: Below Standards. The student demonstrates basic knowledge and skills usage but cannot operate independently on concepts and skills at his/her educational level. Requires remediation and assistance to complete tasks without significant errors. (3-20-04)
 - i. The student has an incomplete knowledge of the topic or misconceptions about some information. (3-20-04)
 - ii. The student requires assistance and coaching to complete tasks without errors. (3-20-04)
- d.** Below Basic: Critically Below Standards. The student demonstrates significant lack of skills and knowledge and is unable to complete basic skills or knowledge sets without significant remediation. (3-20-04)
 - i. The student has critical deficiencies of relevant knowledge of topic or misconceptions about some information. (3-20-04)
 - ii. The student cannot complete any skill set without significant assistance and coaching. (3-20-04)
- 02. Adequate Yearly Progress (AYP).** (3-20-04)
 - a.** Proficiency is defined as the number of students scoring proficient or advanced on the spring on-grade level ISAT. (3-20-04)
 - b.** The State Department of Education will make AYP determinations for schools and districts each year. Results will be given to the districts no later than one (1) month prior to the first day of school. (3-20-04)
 - c.** The baseline for AYP will be set by the Board and shall identify the amount of growth (percentage of students reaching proficiency) required for each intermediate period. (3-20-04)
- 03. Adequate Yearly Progress (AYP) Definitions.** For purposes of calculating and reporting adequate yearly progress, the following definitions shall be applied. (3-20-04)
 - a.** Full Academic Year (continuous enrollment). (3-20-04)
 - i. A student who is enrolled continuously in the same public school from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the end of the state approved spring testing administration period will be included in the calculation to determine if the school achieved AYP. A student is continuously enrolled if he/she has not transferred or dropped-out of the public school. Students who are serving suspensions are still considered to be enrolled students. Students who are expelled but return to another school in the same district are considered continuously enrolled to determine the district AYP. (4-6-05)
 - ii. A student who is enrolled continuously in the school district from the first eight (8) weeks or fifty-six (56) calendar days of the school year through the end of the state approved spring testing administration period will be included when determining if the school district has achieved AYP. (4-6-05)
 - iii. A student who is enrolled continuously in a public school within Idaho from the end of the first eight (8) weeks or fifty-six (56) calendar days of the school year through the end of the state approved spring testing administration period will be included when determining if the state has achieved AYP. (4-6-05)
 - b.** Participation Rate. (3-20-04)
 - i. Failure to include ninety-five percent (95%) of all students and ninety-five percent (95%) of

students in designated subgroups automatically identifies the school as not having achieved AYP. The ninety-five percent (95%) determination is made by dividing the number of students assessed on the Spring ISAT by the number of students reported on the class roster file for the Spring ISAT. (3-20-04)

(1) If a school district does not meet the ninety-five percent (95%) participation target for the current year, the participation rate can be calculated by the most current three (3) year average of participation. (4-6-05)

(2) Students who are absent for the entire state-approved testing window because of a significant medical emergency are exempt from taking the ISAT if such circumstances prohibit them from participating. (4-6-05)

ii. For groups of ten (10) or more students, absences for the state assessment may not exceed five percent (5%) of the current enrollment or two (2) students, whichever is greater. Groups of less than ten (10) students will not have a participation determination. (3-20-04)

c. Schools. (3-20-04)

i. An elementary school includes a grade configuration of grades Kindergarten (K) through six (6) inclusive, or any combination thereof. (3-20-04)

ii. A middle school is a school that does not meet the definition of an elementary school and contains grade eight (8) but does not contain grade twelve (12). (4-6-05)

iii. A high school is any school that contains grade twelve (12). (3-20-04)

iv. The accountability of public schools without grades assessed by this system (i.e., K-2 schools) will be based on the third grade test scores of the students who previously attended that feeder school. (3-20-04)

d. Subgroups. Scores on the ISAT must be disaggregated and reported by the following subgroups: (3-20-04)

i. Race/Ethnicity - Black/African American, Asian, Native Hawaiian/Pacific Islander, White, Hispanic/Latino Ethnicity, American Indian/Alaska Native. (3-20-04)

ii. Economically disadvantaged - identified through the free and reduced lunch program. (3-20-04)

iii. Students with disabilities - individuals who are eligible to receive special education services through the Individuals with Disabilities Education Act (IDEA). (3-20-04)

iv. Limited English Proficient - individuals who score in the low range on the state-approved language proficiency test and meet one of the following criteria: (4-6-05)

(1) Individuals whose native language is a language other than English; or (4-6-05)

(2) Individuals who come from environments where a language other than English is dominant; or (4-6-05)

(3) Individuals who are American Indian and Alaskan natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency, and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms, where the language of instruction is English. (4-6-05)

e. Graduation Rate. The State Board of Education will establish a target for graduation. All high schools must maintain or make progress toward the target each year. The graduation rate will be disaggregated by the subpopulations listed in Subsection 112.03.d. in the event the "safe harbor" is invoked by the school/district. By 2014, the schools/districts must meet the target. (3-20-04)

f. Additional Academic Indicator. The State Board of Education will establish a target for an additional academic indicator. All elementary and middle schools must maintain or make progress toward the additional academic indicator target each year. The additional academic indicator target will be disaggregated by the subpopulations listed in Subsection 112.03.d. in the event the “safe harbor” is invoked by the school/district. By 2014, the schools/districts must meet the target. (3-20-04)

113. REWARDS.

01. Distinguished Schools. The State Board of Education may recognize as “Distinguished Schools” the top five percent (5%) of schools exceeding the Idaho Adequate Yearly Progress (AYP) intermediate targets listed in Subsection 112.02, of this rule, and significantly reducing the gaps between subgroups listed in Subsection 112.03.d. of this rule. (4-6-05)

02. Additional Yearly Growth (AYG) Award. Schools demonstrating improved proficiency levels of subpopulations or in the aggregate by greater than ten percent (10%) be considered to have achieved AYG. The school must have achieved Adequate Yearly Progress (AYP) to be eligible for this award. (4-6-05)

114. FAILURE TO MEET ADEQUATE YEARLY PROGRESS (AYP).

01. Compliance with Federal Law. All schools and local educational agencies in this state shall comply with applicable federal laws governing specific federal grants. (4-6-05)

a. With respect to schools and local educational agencies in this state that receive federal grants under title I of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (Title I schools), the State Department of Education shall develop procedures for approval by the State Board of Education, consistent with federal law, that describe actions to be taken by local educational agencies and schools in this state in regard to schools that fail to meet AYP. (4-6-05)

b. With respect to schools and local educational agencies in this state that do not receive federal grants under Title I of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001, such non-Title I schools and local educational agencies shall be required to comply with federal law and with the procedures relating to failure to meet AYP as provided in Subsection 114.01.a. of this rule, as if they were Title I schools, except that any provisions relating to the use of federal grants to pay for such expenses shall not be applicable to such non-Title I schools and local educational agencies. In such event, non-title I schools shall be required to fund such compliance costs from general operating funds. (4-6-05)

02. State Department of Education. With respect to the implementation of duties responsibilities described under Title I of the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001, that are applicable to a state educational agency, the State Department of Education shall perform such duties and responsibilities, including, but not limited to, making technical assistance available to local educational agencies that fail to meet AYP as required under federal law, and for providing technical assistance, developing improvement plans, and providing for mandatory corrective actions to local educational agencies as required under federal law. (4-6-05)

115. DATA COLLECTION.

The State Department of Education will collect the required information from participating school files for state and federal reporting and decision-making. The enrollment collection will contain information about the enrollment of the student attributes such as active special education, Limited English Proficient (LEP), migrant, grade level, gender, race, and free/reduced lunch status. The collection will be done in mid-October, early February, and May (end of the testing window). Each participating school is required to verify the data submitted in the files to assure accuracy. (3-20-04)

116. -- 127. (RESERVED).

128. 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. 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. (3-20-04)

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)

129. 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)

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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> a. Explore the concepts of addition and subtraction using concrete objects. b. Use appropriate vocabulary.
03. Estimate and judge reasonableness of results.	<ul style="list-style-type: none"> 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.

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use a variety of problem-solving skills.	<ul style="list-style-type: none"> a. Select strategies appropriate to solve a problem.
02. Use reasoning skills to recognize problems and express them mathematically.	<ul style="list-style-type: none"> a. Use concrete objects to identify and show a solution to problems.
03. Apply appropriate technology and models to find solutions to problems.	<ul style="list-style-type: none"> a. Select appropriate models to represent mathematical ideas.
04. Communicate results using appropriate terminology and methods.	<ul style="list-style-type: none"> a. 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.

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use U.S. customary and metric measurements.	<ul style="list-style-type: none"> a. Explore the use of standard and non-standard tools for measuring time, length, volume, weight, and temperature. b. Apply estimation of measurement to real-world and content problems using actual measuring devices. c. 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.

Standard - The student will:	Content Knowledge and Skills:
01. Use algebraic symbolism as a tool to represent mathematical relationships.	<ul style="list-style-type: none"> a. Compare sets of objects using vocabulary (less than, greater than, same as). 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.

Standard - The student will:	Content Knowledge and Skills:
01. Apply concepts of size, shape, and spatial relationships.	<ul style="list-style-type: none"> a. Recognize, name, build, draw, compare, and sort two- and three-dimensional shapes. b. Recognize and create shapes that have symmetry. c. Explore slides, flips, and turns. d. Understand and apply appropriate vocabulary for position and size.
02. Apply graphing in two dimensions.	<ul style="list-style-type: none"> a. 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.

Standard - The student will:	Content Knowledge and Skills:
01. Understand data analysis.	<ul style="list-style-type: none"> a. Interpret information from real objects and simple pictographs. b. Understand and use appropriate vocabulary.
02. Collect, organize, and display data.	<ul style="list-style-type: none"> a. Create a graph using real objects or pictorial representations.
03. Understand basic concepts of probability.	<ul style="list-style-type: none"> a. Predict and perform results of simple probability experiments.
04. Make predictions or decisions based on data.	<ul style="list-style-type: none"> a. 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.

Standard - The student will:	Content Knowledge and Skills:
01. Understand the concept of functions.	<ul style="list-style-type: none"> a. Replicate and extend patterns and identify the rule (function) that creates the pattern. b. Sort and classify objects by attributes. c. 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.

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use numbers.	<ul style="list-style-type: none"> a. Demonstrate knowledge of our numeration system by counting in a variety of ways. b. Read, write, order, and compare whole numbers to 100. c. Demonstrate the knowledge of place value through 99. d. Identify and state the value of pennies, nickels, and dimes.
02. Perform computations accurately.	<ul style="list-style-type: none"> a. Demonstrate proficiency of addition up to 10 and an understanding of subtraction from 9. b. Use appropriate vocabulary.
03. Estimate and judge reasonableness of results.	<ul style="list-style-type: none"> a. Use estimation to identify a number of objects. b. Use estimation to predict computation results. c. Evaluate the reasonableness of an answer. d. 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.

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use a variety of problem-solving skills.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> a. Draw a picture and generate a number sentence from a problem-solving situation.
03. Apply appropriate technology and models to find solutions to problems.	<ul style="list-style-type: none"> a. Select appropriate models to represent mathematical ideas.

Standard - The student will:	Content Knowledge and Skills:
04. Communicate results using appropriate terminology and methods.	<ul style="list-style-type: none"> 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)

269. CONCEPTS AND PRINCIPLES OF MEASUREMENT.

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

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use U.S. customary and metric measurements.	<ul style="list-style-type: none"> a. Explore the use of standard and non-standard tools for measuring time, length, volume, weight, and temperature. b. Apply estimation of measurement to real-world and content problems using actual measuring devices. c. Use a calendar to explore measurement of time. d. Use appropriate vocabulary.

(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.

Standard - The student will:	Content Knowledge and Skills:
01. Use algebraic symbolism as a tool to represent mathematical relationships.	<ul style="list-style-type: none"> a. Represent vertical notation in horizontal form. b. Write a number sentence given an addition or subtraction problem. c. Compare numbers using vocabulary (less than, greater than, equal to, more, less, same, fewer, bigger, smaller). d. Explore the relationship between addition and subtraction and demonstrate reversal of operations.
02. Evaluate algebraic expressions.	<ul style="list-style-type: none"> a. 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.

Standard - The student will:	Content Knowledge and Skills:
01. Apply concepts of size, shape, and spatial relationships.	<ul style="list-style-type: none"> a. Recognize, name, build, draw, compare, and sort two- and three-dimensional shapes. b. Recognize and create shapes that have symmetry. c. Explore slides, flips, and turns. d. Understand appropriate vocabulary.
02. Apply graphing in two dimensions.	<ul style="list-style-type: none"> a. 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.

Standard - The student will:	Content Knowledge and Skills:
01. Understand data analysis.	<ul style="list-style-type: none"> a. Interpret information found in simple graphs to answer questions. b. Understand and use appropriate vocabulary.
02. Collect, organize, and display data.	<ul style="list-style-type: none"> a. Gather and display data in graphs in order to answer a question.
03. Understand basic concepts of probability.	<ul style="list-style-type: none"> a. Predict, perform, and record results of simple probability experiments.
04. Make predictions or decisions based on data.	<ul style="list-style-type: none"> a. 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.

Standard - The student will:	Content Knowledge and Skills:
03. Estimate and judge reasonableness of results.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> a. Generate a number sentence from a problem-solving situation.
03. Apply appropriate technology and models to find solutions to problems.	<ul style="list-style-type: none"> a. Select appropriate models to represent mathematical ideas.
04. Communicate results using appropriate terminology and methods.	<ul style="list-style-type: none"> 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)

279. CONCEPTS AND PRINCIPLES OF MEASUREMENT.

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

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use U.S. customary and metric measurements.	<ul style="list-style-type: none"> a. Explore the use of standard and non-standard tools for measuring time, length, volume, weight, and temperature. b. Apply estimation of measurement to real-world and content problems using actual measuring devices. c. Tell time using both digital and analog clocks to the quarter hour. d. Explore the relationship among units of time. e. Use appropriate vocabulary.

(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.

Standard - The student will:	Content Knowledge and Skills:
01. Use algebraic symbolism as a tool to represent mathematical relationships.	<ul style="list-style-type: none"> a. Represent vertical notation in horizontal form. b. Write a number sentence given an addition or subtraction problem. c. Compare numbers using vocabulary (less than, greater than, equal to) and symbols (<, >, =)

Standard - The student will:	Content Knowledge and Skills:
	d. Understand the relationship between addition and subtraction and demonstrate reversal of operations.
02. Evaluate algebraic expressions.	a. Explore and use the commutative property of addition.

(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.

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

(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.	<ul style="list-style-type: none"> 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. d. Use concrete materials to recognize and represent commonly used fractions. e. Explore decimals using money through hundredths. f. Understand and apply appropriate vocabulary.
02. Perform computations accurately.	<ul style="list-style-type: none"> a. Add and subtract whole numbers with and without regrouping through 999. b. Instantly recall basic addition and subtraction facts through 18. c. Add three addends with 1 and 2 digits. d. Multiply whole numbers through 10 x 10. e. Explore the relationship between multiplication and division. f. Select and use an appropriate method of computation from mental math, paper and pencil, calculator, or a combination of the three. g. Use appropriate vocabulary.
03. Estimate and judge reasonableness of results.	<ul style="list-style-type: none"> 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.

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use a variety of problem-solving skills.	<ul style="list-style-type: none"> a. Select strategies appropriate to solve a problem. b. Select and use appropriate operations. c. Make predictions and decisions based on information.
02. Use reasoning skills to recognize problems and express them mathematically.	<ul style="list-style-type: none"> a. Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning and concepts.
03. Apply appropriate technology and models to find solutions to problems.	<ul style="list-style-type: none"> a. Appropriately use a 4-function calculator to solve complex grade-level problems. b. Select appropriate models to represent mathematical ideas.
04. Communicate results using appropriate terminology and methods.	<ul style="list-style-type: none"> 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.

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use U.S. customary and metric measurements.	<ul style="list-style-type: none"> a. Select and use appropriate units and tools to make formal measurements in both systems (time, length, temperature, perimeter). b. Apply estimation of measurement to real-world and content problems using actual measuring devices. c. Explore relationships within the U.S. Customary system. d. Explore relationships within the metric system. e. Tell time using both digital and analog clocks, using 5-minute intervals. f. Explore the relationship among units of time. g. Use appropriate vocabulary.

(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:
01. Use algebraic symbolism as a tool to represent mathematical relationships.	<ul style="list-style-type: none"> a. Represent vertical notation in horizontal form. b. Write a number sentence using symbols (boxes or letters) to represent an unknown number. c. Use symbols (<, >, =) to express relationships. d. Explore inverse (reversal) of operations with multiplication and division.
02. Evaluate algebraic expressions.	<ul style="list-style-type: none"> a. Explore and use the commutative properties of addition and multiplication.
03. Solve algebraic equations and inequalities.	<ul style="list-style-type: none"> 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:
01. Apply concepts of size, shape, and spatial relationships.	<ul style="list-style-type: none"> 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.
02. Apply graphing in two dimensions.	<ul style="list-style-type: none"> 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:
01. Understand data analysis.	<ul style="list-style-type: none"> a. Interpret information found in tables, charts, and graphs. b. Explain and justify conclusions drawn from tables, charts, and graphs. c. Understand and use appropriate vocabulary.
02. Collect, organize, and display data.	<ul style="list-style-type: none"> a. Collect, organize, and display data in tables, charts, or graphs in order to answer a question and/or test a hypothesis.
03. Understand basic concepts of probability.	<ul style="list-style-type: none"> a. Predict, perform, and record results of simple probability experiments.
04. Make predictions or decisions based on data.	<ul style="list-style-type: none"> a. Make predictions or decisions based on probable results or past experiences. 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:
01. Understand the concept of functions.	<ul style="list-style-type: none"> a. Extend patterns and identify the rule (function) that creates the pattern. b. Discover, describe, and extend patterns by using manipulatives and pictorial representations. c. Understand and use appropriate vocabulary.

(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:
01. Understand and use numbers.	<ul style="list-style-type: none"> a. Read, write, order, and compare whole numbers to 1,000,000, commonly used fractions, and decimals through hundredths. b. Demonstrate and apply the knowledge of whole numbers, decimal place value, and patterns of periods (hundredths to millions). d. Use concrete materials to recognize, represent, and compare commonly used fractions. e. Understand decimals with money through hundredths. f. Understand and apply appropriate vocabulary.
02. Perform computations accurately.	<ul style="list-style-type: none"> a. Consistently and accurately add and subtract whole numbers.

Standard - The student will:	Content Knowledge and Skills:
	<ul style="list-style-type: none"> b. Multiply and divide whole numbers. c. Add and subtract fractions with like denominators (without requiring simplification). d. Add and subtract decimals using money. e. Instantly recall multiplication facts through 10s. f. Select and use an appropriate method of computation from mental math, paper and pencil, calculator, or a combination of the three. g. Use appropriate vocabulary.
03. Estimate and judge reasonableness of results.	<ul style="list-style-type: none"> a. Use estimation to predict computation results. b. Evaluate the reasonableness of an answer. c. 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.

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use a variety of problem-solving skills.	<ul style="list-style-type: none"> a. Select strategies appropriate to solve a problem. b. Select and use appropriate operations. c. Make predictions and decisions based on information.
02. Use reasoning skills to recognize problems and express them mathematically.	<ul style="list-style-type: none"> a. Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, and models, to explain mathematical reasoning and concepts.
03. Apply appropriate technology and models to find solutions to problems.	<ul style="list-style-type: none"> a. Appropriately use a 4-function calculator to solve complex grade-level problems. b. Select appropriate models to represent mathematical ideas.
04. Communicate results using appropriate terminology and methods.	<ul style="list-style-type: none"> 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)

299. CONCEPTS AND PRINCIPLES OF MEASUREMENT.

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

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use U.S. customary and metric measurements.	<ul style="list-style-type: none"> a. Select and use appropriate units and tools to make formal measurements in both systems (time, length, temperature, perimeter, area). b. Apply estimation of measurement to real-world and content problems using actual measuring devices. c. Apply understanding of relationships within the U.S. customary system. d. Apply understanding of relationships within the metric system. e. Tell time using both digital and analog clocks, to the nearest minute.

Standard - The student will:	Content Knowledge and Skills:
	<ul style="list-style-type: none"> f. Apply understanding of relationships to solve real-world problems related to time. g. 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:
01. Use algebraic symbolism as a tool to represent mathematical relationships.	<ul style="list-style-type: none"> 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.
02. Evaluate algebraic expressions.	<ul style="list-style-type: none"> a. Explore and use the commutative properties of addition and multiplication.
03. Solve algebraic equations and inequalities.	<ul style="list-style-type: none"> a. 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:
01. Apply concepts of size, shape, and spatial relationships.	<ul style="list-style-type: none"> a. Identify, compare, and analyze attributes of two- and three-dimensional shapes and develop vocabulary to describe the attributes. b. Explore relationships among and properties of shapes (congruence, similarity, symmetry). c. Use concrete objects to determine perimeters of triangles, and areas and perimeters of rectangles/squares. d. Predict and describe the results of sliding, flipping, and turning two-dimensional shapes. e. Use appropriate vocabulary.
02. Apply graphing in two dimensions.	<ul style="list-style-type: none"> a. 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:
01. Understand data analysis.	<ul style="list-style-type: none"> a. Read and interpret tables, charts, and graphs. b. Explain and justify conclusions drawn from tables, charts, and graphs. c. Understand and use vocabulary.

Standard - The student will:	Content Knowledge and Skills:
02. Collect, organize, and display data.	a. 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.
03. Apply simple statistical measurements.	a. Determine an average (mean) of a set of whole numbers.
04. Understand basic concepts of probability.	a. Predict, perform, and record results of simple probability experiments.
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)

303. FUNCTIONS AND MATHEMATICAL MODELS.

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

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

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use numbers.	a. Read, write, order, and compare whole numbers through billions, commonly used fractions, and decimals through thousandths. b. Demonstrate and apply the knowledge of whole numbers, decimal place value, and patterns of periods (thousandths to billions). c. Explore the relationship between equivalent fractions. d. Explore the relationship between decimals and simple fractions through thousandths. e. Show a sense of magnitudes and relative magnitudes of whole numbers, decimals, and simple fractions. f. Explore and apply number theory concepts (prime, composite, multiples, factors).
02. Perform computations accurately.	a. Multiply and divide whole numbers. b. Add and subtract fractions with like denominators and simplify as necessary. c. Add and subtract decimals through thousandths. d. Instantly recall basic multiplication and division facts up to 10s. e. Evaluate numerical expressions that include parentheses.

Standard - The student will:	Content Knowledge and Skills:
	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> a. Select and use appropriate units and tools to make formal measurements in both systems. b. Apply estimation of measurement to real-world and content problems using actual measuring devices. c. Explore the differences and relationships between perimeter and area in both systems.

Standard - The student will:	Content Knowledge and Skills:
	<ul style="list-style-type: none"> d. Solve problems involving length, perimeter, area, weight, mass, and temperature. e. Convert unit of measurement within each system. f. Apply understanding of relationships to solve real-world problems related to time. g. Use appropriate vocabulary.
02. Apply dimensional analysis.	a. 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.

Standard - The student will:	Content Knowledge and Skills:
01. Use algebraic symbolism as a tool to represent mathematical relationships.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> a. Explore and use the following properties as they relate to addition and multiplication: commutative, associative, identity, zero, and inverse. b. Investigate the order of operations (parentheses only).
03. Solve algebraic equations and inequalities.	a. Solve missing addends and missing factor problems using inverse operations.

(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.

Standard - The student will:	Content Knowledge and Skills:
01. Apply concepts of size, shape, and spatial relationships.	<ul style="list-style-type: none"> a. Identify, compare, and analyze attributes of two- and three-dimensional shapes and develop vocabulary to describe the attributes. b. Explore the fundamental concepts, properties, and relationships among points, lines, rays, angles, and shapes. c. Explore congruence, similarities, and symmetry of shapes. d. Determine perimeters of polygons and area of rectangles/squares in real-world situations. e. Predict and describe the results of sliding, flipping, and turning two-dimensional shapes. f. Use appropriate vocabulary.
02. Apply graphing in two dimensions.	a. Identify and plot points on a coordinate plane.

(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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> a. Collect, organize, and display data with appropriate notation in tables, charts, and graphs.
03. Apply simple statistical measurements.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use numbers.	<ul style="list-style-type: none"> a. Read, write, order, and compare whole numbers, fractions, and decimals. b. Understand the use of fractions and decimals and their interrelationship. c. Expand the use of decimals and fractions to explore the use of percents and ratios. d. Show a sense of magnitudes and relative magnitudes of real numbers (whole numbers, fractions, decimals).

Standard - The student will:	Content Knowledge and Skills:
	<ul style="list-style-type: none"> e. Develop and apply number theory concepts [prime, composite, Greatest Common Factor (GCF), Lowest Common Multiple (LCM), prime factorization]. f. Explore the use of integers in real-world situations.
<p>02. Perform computations accurately.</p>	<ul style="list-style-type: none"> a. Consistently and accurately multiply and divide whole numbers. b. Add, subtract, multiply, and divide decimals. c. Add and subtract fractions with unlike denominators and simplify as necessary. d. Instantly recall basic multiplication and division facts from a 12 x 12 Times Table. e. Evaluate numerical expressions using the order of operations. f. Explore the use of exponents. g. Explore multiplication and division of fractions. h. Select and use an appropriate method of computation from mental math, paper and pencil, calculator, or a combination of the three. i. Use appropriate vocabulary.
<p>03. Estimate and judge reasonableness of results.</p>	<ul style="list-style-type: none"> 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)

318. MATHEMATICAL REASONING AND PROBLEM SOLVING.

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

Standard - The student will:	Content Knowledge and Skills:
<p>01. Understand and use a variety of problem-solving skills.</p>	<ul style="list-style-type: none"> 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.
<p>02. Use reasoning skills to recognize problems and express them mathematically.</p>	<ul style="list-style-type: none"> 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.
<p>03. Apply appropriate technology and models to find solutions to problems.</p>	<ul style="list-style-type: none"> 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.
<p>04. Communicate results using appropriate terminology and methods.</p>	<ul style="list-style-type: none"> 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)

319. CONCEPTS AND PRINCIPLES OF MEASUREMENT.

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

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use U.S. customary and metric measurements.	<ul style="list-style-type: none"> a. Select and use appropriate units and tools to make formal measurements in both systems. b. Apply estimation of measurement to real-world and content problems using actual measuring devices. c. Recognize the differences and relationships between perimeter and area in both systems. d. Solve problems involving length, perimeter, area, weight, mass, and temperature. e. Convert unit of measurement within each system. f. Apply understanding of relationships to solve real-world problems related to time. g. Use appropriate vocabulary.
02. Apply concepts of rates and other derived or indirect measurements.	<ul style="list-style-type: none"> a. Explore the use of rates to make indirect measurements.
03. Apply the concepts of ratios and proportions.	<ul style="list-style-type: none"> a. Explore the use of proportions, ratios, and scales.
04. Apply dimensional analysis.	<ul style="list-style-type: none"> a. 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> a. Collect, organize, and display data with appropriate notation in tables, charts, and graphs (line graphs, bar graphs, frequency lines or line plots, and circle graphs).
03. Apply simple statistical measurements.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> a. Make predictions based on simple experimental probabilities. 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.

Standard - The student will:	Content Knowledge and Skills:
01. Understand the concept of functions.	<ul style="list-style-type: none"> a. Extend patterns and identify a rule (function) that generates the pattern using whole numbers, decimals, and fractions.

Standard - The student will:	Content Knowledge and Skills:
	<ul style="list-style-type: none"> b. Discover, describe, and extend patterns by using manipulatives and pictorial representations. c. Use mathematical models to show change in real context. d. Understand and use appropriate vocabulary.
02. Apply functions to a variety of problems.	a. Use patterns and functions to represent and solve simple problems.

(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.

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use numbers.	<ul style="list-style-type: none"> a. Read, write, order, and compare real numbers (integers, fractions, decimals) and absolute values. b. Expand the use of percents and ratios to solve problems. c. Show a sense of magnitudes and relative magnitudes of real numbers (integers, fractions, decimals). d. Develop and apply number theory concepts. e. Understand the position of rational numbers on a number line.
02. Perform computations accurately.	<ul style="list-style-type: none"> a. Add, subtract, multiply, and divide fractions and decimals. b. Evaluate numerical expressions using the order of operations. c. Explore the use of exponents. d. Explore basic operations with integers. 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.	<ul style="list-style-type: none"> 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)

328. MATHEMATICAL REASONING AND PROBLEM SOLVING.

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

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use a variety of problem-solving skills.	a. Use a variety of strategies including common mathematical formulas to compute problems drawn from real-world situations.

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

(3-15-02)

329. CONCEPTS AND PRINCIPLES OF MEASUREMENT.

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

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

(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.

Standard - The student will:	Content Knowledge and Skills:
01. Use algebraic symbolism as a tool to represent mathematical relationships.	<ul style="list-style-type: none"> a. Develop the use of variables in simple expressions and equations. b. Translate simple word statements and story problems into algebraic expressions and equations. c. Use symbols (<, >, =, ≤, ≥, ≠) to express relationships.
02. Evaluate algebraic expressions.	<ul style="list-style-type: none"> a. Develop an understanding of using the following properties in evaluating mathematical and algebraic expressions: commutative, associative, identity, zero, inverse, and substitution. b. Understand and use the order of operations in evaluating basic algebraic expressions.
03. Solve algebraic equations and inequalities.	<ul style="list-style-type: none"> a. Solve one-step equations using inverse operations. b. Explore solutions of simple one-step equations using negative numbers. c. 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.

Standard - The student will:	Content Knowledge and Skills:
01. Apply concepts of size, shape, and spatial relationships.	<ul style="list-style-type: none"> 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, planes, angles, and shapes. d. Recognize and apply congruence, similarities, and symmetry of shapes. e. Apply formulas for perimeter, circumference, and area to triangles, quadrilaterals, and circles. f. Explore the concept of surface area and volume (capacity). g. Explore and model the effects of reflections, translations, and rotations on various shapes. h. Use appropriate vocabulary.
02. Apply the geometry of right triangles.	<ul style="list-style-type: none"> a. Explore right triangle geometry.
03. Apply graphing in two dimensions.	<ul style="list-style-type: none"> a. 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.

Standard - The student will:	Content Knowledge and Skills:
01. Understand data analysis.	<ul style="list-style-type: none"> a. Read and interpret tables, charts, and graphs (scatter plots, line graphs, bar graphs, pie charts). b. Explain and justify conclusions drawn from tables, charts, and graphs.

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

Standard - The student will:	Content Knowledge and Skills:
01. Understand the concept of functions.	a. Extend patterns and identify a rule (function) that generates the pattern using real numbers. 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 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.

Standard - The student will:	Content Knowledge and Skills:
02. Perform computations accurately.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use a variety of problem-solving skills.	<ul style="list-style-type: none"> a. Use a variety of strategies, including common mathematical formulas to compute problems drawn from real-world situations. b. Recognize pertinent information for problem solving. c. Make predictions and decisions based on information.
02. Use reasoning skills to recognize problems and express them mathematically.	<ul style="list-style-type: none"> a. Use a variety of methods, such as words, numbers, symbols charts, graphs, tables, diagrams, and models, to explain mathematical reasoning and concepts. b. Apply solutions and strategies to new problem situations. c. Formulate conjectures and justify (short of formal proof) why they must be or seem to be true.

(3-15-02)

339. CONCEPTS AND PRINCIPLES OF MEASUREMENT.

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

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use U.S. customary and metric measurements.	<ul style="list-style-type: none"> a. Select and use appropriate units and tools to make formal measurements using both systems. b. Apply estimation of measurement to real-world and content problems using actual measuring devices. c. Recognize the differences and relationships among measures of perimeter, area, and volume (capacity) in both systems. d. Solve problems involving length, perimeter, area, volume (capacity), weight, mass, and temperature. e. Convert unit of measurement within each system.

Standard - The student will:	Content Knowledge and Skills:
	f. Use appropriate vocabulary.
02. Apply concepts of rates and other derived or indirect measurements	a. Use rates to make indirect measurements.
03. Apply the concepts of ratios and proportions.	a. Understand and use proportions, ratios, and scales.
04. Apply dimensional analysis.	a. Understand units and their relationship to one another and to real-world applications.

(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.

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

(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.

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

Standard - The student will:	Content Knowledge and Skills:
01. Understand data analysis.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.

Standard - The student will:	Content Knowledge and Skills:
01. Understand the concept of functions.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use numbers.	<ul style="list-style-type: none"> a. Understand and use positive and negative numbers, fractions, decimals, percentages, and scientific notation. b. Understand properties of the real number system. c. Understand properties of roots, exponents, and logarithms. d. Use number theory concepts (divisibility rules, factors, multiples, primes) to solve problems.
02. Perform computations accurately.	<ul style="list-style-type: none"> a. Use the proper order of operations. Perform operations with real numbers. b. Use graphs, matrices, and sequences to represent and solve problems.
03. Estimate and judge reasonableness of results.	<ul style="list-style-type: none"> a. Apply number sense to every day situations.

(3-15-02)

348. MATHEMATICAL REASONING AND PROBLEM SOLVING.

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use a variety of problem-solving skills.	<ul style="list-style-type: none"> a. Use a variety of methods, including common mathematical formulas, to solve problems drawn from daily life.
02. Use reasoning skills to recognize problems and express them mathematically.	<ul style="list-style-type: none"> a. Use inductive and deductive reasoning to set up a problem. b. Use logic to make mathematical proofs. c. Make and evaluate logical arguments.
03. Apply appropriate technology and models to find solutions to problems.	<ul style="list-style-type: none"> a. Understand the purpose and capabilities of appropriate technology. b. Understand the nature and use of mathematical models.
04. Communicate results using appropriate terminology and methods.	<ul style="list-style-type: none"> a. Select the appropriate means to communicate mathematical information.

(3-15-02)

349. CONCEPTS AND PRINCIPLES OF MEASUREMENT.

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use U.S. customary and metric measurements.	<ul style="list-style-type: none"> a. Determine length, area, capacity, weight, time, and temperature, with appropriate units.
02. Apply concepts of rates and other derived or indirect measurements.	<ul style="list-style-type: none"> a. Understand equivalent units, comparable units, and conversions.
03. Apply the concepts of ratios and proportions.	<ul style="list-style-type: none"> a. Understand and use proportions, ratios, and scaling.
04. Apply dimensional analysis.	<ul style="list-style-type: none"> a. Understand units and their relationship to one another and to real world applications.
05. Perform error analysis.	<ul style="list-style-type: none"> a. Understand tolerance, precision, and their applications. 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:
01. Use algebraic symbolism as a tool to represent mathematical relationships.	a. Understand and use variables, expressions, equations and inequalities.
02. Evaluate algebraic expressions.	a. Understand and use procedures for operating on algebraic expressions.
03. Solve algebraic equations and inequalities.	a. Understand and use appropriate procedures to solve linear equations and inequalities such as $3x - 4 = 2 \text{ or}$ $3x - 4 > 2.$ b. Use appropriate procedures to simplify and solve polynomial equations and inequalities such as $x^2 + 3x = 7 \text{ or}$ $x^2 + 3x \leq 7.$
04. Solve simple linear systems of equations or inequalities.	a. Understand and use appropriate procedures to solve simple linear systems of equations and inequalities such as $x + y = 7$ $2x + 3y = 21$ or $x + y < 7$ $2x + 3y > 21.$

(3-15-02)

351. CONCEPTS AND PRINCIPLES OF GEOMETRY.

Standard - The student will:	Content Knowledge and Skills:
01. Apply concepts of size, shape, and spatial relationships.	a. Understand congruence and similarity as they apply to reflection, rotation, and translation. b. Understand scaling as it relates to size variations in one, two, and three-dimensional objects, while shape is maintained.
02. Apply the geometry of right triangles.	a. Understand the basic concepts of right triangle trigonometry (e.g., basic trigonometry ratios such as sine, cosine, and tangent). b. Use trigonometric ratio methods to solve problems. c. Know and apply the Pythagorean Theorem to solve real world problems.
03. Apply graphing in two dimensions.	a. Understand concepts of the Cartesian Coordinate System. 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:
01. Understand data analysis.	a. Read and interpret tables, charts, and graphs (scatter plots, line graphs, three-dimensional graphs, and pie charts).
02. Collect, organize, and display data.	a. Collect and organize data, and display the data in tables, charts, and graphs (scatter diagrams, frequency tables, bar graphs, pie charts).
03. Apply simple statistical measurements.	a. Understand basic statistical concepts including mean (average), median, mode, range, and standard deviation.

Standard - The student will:	Content Knowledge and Skills:
04. Understand basic concepts of probability.	<ul style="list-style-type: none"> a. Understand experimental and theoretical probability. b. Distinguish between independent and dependent events. c. Know that probability ranges from 0% to 100%. Understand randomness and chance.
05. Make predictions or decisions based on data.	<ul style="list-style-type: none"> a. Use appropriate technology to employ simulation techniques, curve fitting, correlation, and graphical models to make predictions or decisions based on data. b. Design, conduct, and interpret results of statistical experiments. c. Analyze the effect of biased data on statistical predictions.

(3-15-02)

353. FUNCTIONS AND MATHEMATICAL MODELS.

Standard - The student will:	Content Knowledge and Skills:
01. Understand the concept of functions.	a. Solve problems that involve varying quantities with variables, expressions, equations, inequalities, and absolute values.
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. 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:
01. Acquire critical thinking and analytical skills.	<ul style="list-style-type: none"> a. Identify calendar time by days, weeks, and months. b. Speak in terms of time such as now, then, before, after, today, yesterday, tomorrow. c. Identify current events involving the community. d. 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:
01. Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.	<ul style="list-style-type: none"> a. 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. Identify methods of travel in the past. c. 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:
01. Understand significant conflicts in United States history.	<ul style="list-style-type: none"> a. Explore why we celebrate Independence Day, Veterans Day, Civil Rights Day, and Presidents Day. 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:
<p>01. Understand the cultural and social development of the United States.</p>	<ul style="list-style-type: none"> a. Identify stories, pictures, and music of other cultures. b. Identify holidays by dates and understand that holidays commemorate special events. c. Participate in patriotic activities. d. Recognize that people celebrate in many different ways. e. Identify personal and school experiences with large seasonal changes such as summer vacation, school months, and major holidays. f. Demonstrate an understanding of own personal history as part of family, school, and neighborhood. g. Describe how people in communities help each other. h. Describe how all families have similarities and differences. i. Describe how each person is special and unique.

(3-15-02)

373. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.

Standard - The student will:	Content Knowledge and Skills:
<p>01. Understand the foundations and principles of the American political system.</p>	<ul style="list-style-type: none"> a. Listen to stories that reflect the cultural heritage of the United States - past, present, real, and fiction. b. Participate with groups to make decisions and solve problems. c. Describe some rules and the reasons for them.

(3-15-02)

374. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.

Standard - The student will:	Content Knowledge and Skills:
<p>01. Understand the organization and formation of the American system of government.</p>	<ul style="list-style-type: none"> a. Identify symbols of the United States such as the Flag, Pledge of Allegiance, Bald Eagle, Red, White, and Blue. b. Recite the Pledge of Allegiance. c. Develop awareness of leadership roles in the country. d. Know that the people in the United States vote for their leaders.

(3-15-02)

375. CITIZEN RESPONSIBILITIES AND RIGHTS.

Standard - The student will:	Content Knowledge and Skills:
<p>01. Understand that all citizens of the United States have responsibilities and rights.</p>	<ul style="list-style-type: none"> a. Identify individuals that are helpful to people in their everyday lives such as principal, school secretary, doctor, and police officer. b. Demonstrate ways to be helpful to family, school, and community. c. Recognize that there is a need for a leadership in any society. d. Identify leadership roles in the school, neighborhood, and family.

Standard - The student will:	Content Knowledge and Skills:
	<ul style="list-style-type: none"> e. Show respect for the opinions, feelings, and actions of others. f. Demonstrate the ability to make choices and take responsibility for one's own actions. g. 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:
01. Understand basic economic concepts.	<ul style="list-style-type: none"> a. Observe that all people have needs and wants. b. Recognize that people meet their needs by sharing, trading, and using money to buy goods and services. c. Describe some jobs that people do to earn money. d. 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:
01. Understand the spatial organizations of people, places, and environment on the earth's surface.	<ul style="list-style-type: none"> a. Identify the globe as a model of the earth. b. Distinguish between land masses and water on a globe or map. c. Identify the north and south poles on a map or globe. d. Recognize a map of the United States of America and know it is the country in which we live. e. Make and use a map of a familiar area. f. Use simple terms such as bigger, smaller, near, and far.
02. Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.	<ul style="list-style-type: none"> a. Identify the ways the four seasons affect our lives. b. Demonstrate ways to be of help to the environment and community. c. 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.

Standard - The student will:	Content Knowledge and Skills:
01. Acquire critical thinking and analytical skills.	<ul style="list-style-type: none"> a. Use the calendar to measure days, weeks, months, and years. b. Identify current events involving the community. c. Use correctly the terms of past, present, future, yesterday, today, and tomorrow. d. Create a timeline that shows personal experiences that take place over a period of time. e. 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.

Standard - The student will:	Content Knowledge and Skills:
01. Understand the role of exploration and expansion in the development of the United States.	<ul style="list-style-type: none"> a. Know that Native American people lived on this continent before people came from Europe. b. Describe the Voyage of Columbus in 1492.

(3-15-02)

385. MIGRATION AND IMMIGRATION.

Standard - The student will:	Content Knowledge and Skills:
01. Understand the role of migration and immigration of people in the development of the United States.	<ul style="list-style-type: none"> a. Identify reasons why early colonists came to the New World. 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.

Standard - The student will:	Content Knowledge and Skills:
01. Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.	<ul style="list-style-type: none"> a. Compare different types of transportation and their uses. b. Compare differences in the ways American families live today to how they lived in the past. c. 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.	<ul style="list-style-type: none"> a. Explain why we celebrate Independence Day, Veterans Day, Civil Rights Day, and Presidents Day.

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

(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.	<p>a. Recognize and become familiar with the significance of American symbols and figures.</p> <p>b. Participate within groups to make decisions and solve problems.</p> <p>c. Describe some rules and explain why they are necessary.</p>

(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.	<p>a. Identify famous presidents such as George Washington, Thomas Jefferson, and Abraham Lincoln.</p> <p>b. Name the current United States President.</p> <p>c. Know that the people in the United States vote for their leaders.</p>

(3-15-02)

391. 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.	<p>a. Explain why rules are necessary in homes, classrooms, recess, the lunchroom, and games.</p> <p>b. Explain why people in authority must apply rules fairly.</p>

Standard - The student will:	Content Knowledge and Skills:
	<ul style="list-style-type: none"> c. Name some responsibilities that students have in the classroom, at home, in the community. d. Know that voting is one way in which rules are developed. e. Demonstrate good citizenship.

(3-15-02)

392. ECONOMIC FUNDAMENTALS.

Standard - The student will:	Content Knowledge and Skills:
01. Understand basic economic concepts.	<ul style="list-style-type: none"> a. Identify the basic needs of people such as food, clothing, and shelter. b. Identify ways people meet their needs by sharing, trading, and using money to buy goods and services. c. Name things that people may want but do not need and explain the difference. d. Identify ways to save money for future needs and wants. e. 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:
01. Understand the spatial organizations of people, places, and environment on the earth's surface.	<ul style="list-style-type: none"> a. Explain what maps and globes represent and how they are used. b. Use directions on a map: East, West, South, and North. c. Understand that maps have keys or legends. d. Identify continents and large bodies of water on a globe or a map. e. Name and locate continent, country, state, and community in which the class lives.
02. Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.	<ul style="list-style-type: none"> a. 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.

Standard - The student will:	Content Knowledge and Skills:
01. Acquire critical thinking and analytical skills.	<ul style="list-style-type: none"> a. Use the calendar to measure days, weeks, months, and years. b. Identify current events involving the community.

Standard - The student will:	Content Knowledge and Skills:
	<ul style="list-style-type: none"> c. Create and interpret timelines. d. 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.

Standard - The student will:	Content Knowledge and Skills:
01. Understand the role of exploration and expansion in the development of the United States.	<ul style="list-style-type: none"> a. Recognize that Native Americans were inhabitants of North America before colonization. b. Identify some contributions Native American people have made to the development of the United States. c. Identify Native American tribes and discuss their cultures.

(3-15-02)

401. MIGRATION AND IMMIGRATION.

Standard - The student will:	Content Knowledge and Skills:
01. Understand the role of migration and immigration of people in the development of the United States.	<ul style="list-style-type: none"> a. Know that people come from different countries to live in the United States. b. Describe life during the Westward Movement and Pioneer America.

(3-15-02)

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

Standard - The student will:	Content Knowledge and Skills:
01. Understand the political, social, and economic responses to industrialization and the technological innovations that have occurred in the United States.	<ul style="list-style-type: none"> a. Compare and contrast current transportation with transportation of the past. b. Compare how jobs and tools have changed over time. c. Identify ways machines and technology are used in homes, schools, and communities. d. 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.	<ul style="list-style-type: none"> 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:
<p>01. Understand the cultural and social development of the United States.</p>	<p>a. Identify different groups that a person belongs to such as family, neighborhood, community, church, and teams.</p> <p>b. Describe some family traditions.</p> <p>c. Explain important customs, symbols, and celebrations that represent the development of American beliefs and principles.</p> <p>d. Identify similarities between different groups of people.</p>

(3-15-02)

405. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.

Standard - The student will:	Content Knowledge and Skills:
<p>01. Understand the foundations and principles of the American political system.</p>	<p>a. Identify significant early American leaders.</p> <p>b. Tell who the Pilgrims were and why they came to America.</p> <p>c. Know the meaning of the Pledge of Allegiance.</p> <p>d. Identify symbols of the United States such as the American flag.</p> <p>e. Name many of the responsibilities and rights of American citizens.</p>

(3-15-02)

406. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.

Standard - The student will:	Content Knowledge and Skills:
<p>01. Understand the organization and formation of the American system of government.</p>	<p>a. Contrast the difference between a country, a state, and a city.</p> <p>b. Know that leaders may be elected or appointed.</p> <p>c. Name the current President of the United States and the current Governor of Idaho.</p> <p>d. Recognize that Washington, D.C. is the capital of the United States and that every state has a capital city.</p>

(3-15-02)

407. CITIZEN RESPONSIBILITIES AND RIGHTS.

Standard - The student will:	Content Knowledge and Skills:
<p>01. Understand that all citizens of the United States have responsibilities and rights.</p>	<p>a. Identify the rules of the family and the classroom.</p> <p>b. Recognize that there are consequences for following and breaking the rules of the family or classroom.</p> <p>c. Recognize that communities have laws, why they are important, and know there are consequences.</p> <p>d. Identify characteristics of good citizens and name historic and current people who exemplify these.</p>

(3-15-02)

408. ECONOMIC FUNDAMENTALS.

Standard - The student will:	Content Knowledge and Skills:
01. Understand basic economic concepts.	<ul style="list-style-type: none"> 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.

Standard - The student will:	Content Knowledge and Skills:
01. Understand there are many influences on economic systems.	<ul style="list-style-type: none"> a. Identify technology services in the community. b. Explain how natural resources affect economic activities in the local community.

(3-15-02)

410. GEOGRAPHY.

Standard - The student will:	Content Knowledge and Skills:
01. Understand the spatial organizations of people, places, and environment on the earth's surface.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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:
01. Acquire critical thinking and analytical skills.	<ul style="list-style-type: none"> a. Use days, weeks, months, and years to measure time. b. Identify current events involving the community. c. Identify decades and centuries as a measure of time. d. Identify primary sources of information about local history. e. Differentiate between cause and effect.

Standard - The student will:	Content Knowledge and Skills:
	<ul style="list-style-type: none"> f. Identify different points of view. g. 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:
01. Understand the evolution of democracy	<ul style="list-style-type: none"> a. Understand the difference between a single authority and a group decision. 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:
01. Understand the role of exploration and expansion in the development of the United States.	<ul style="list-style-type: none"> a. Identify historical landmarks in and around the community. b. Identify some significant events that have occurred in and around the community. c. 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:
01. Understand the role of migration and immigration of people in the development of the United States.	<ul style="list-style-type: none"> a. Identify the origins of classmates' ancestors. b. Recognize that migration and immigration are continuous processes. c. 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:
01. Understand the political, social, and economic responses to industrialization and technological innovations that have occurred in the United States.	<ul style="list-style-type: none"> a. Identify ways machines and technology have evolved over time and have changed the lives of people. b. Compare how machines and technology are used in homes, schools, communities, and the global community. c. 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:
01. Understand significant conflicts in United States history.	a. Explore relationships and conflicts between early settlers and Native Americans. b. Discuss how the United States became a nation after the colonists defeated the British in the Revolutionary War. c. 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:
01. Understand the cultural and social development of the United States.	a. Explain that all people of the United States share a common heritage through patriotic holidays, national documents, and symbols. b. Describe some traditions in the community. c. Compare different culture groups in the community, including their distinctive foods, clothing styles, and traditions. d. Explain how communities are linked together through media, technology, phones, radio, etc.

(3-15-02)

421. 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. 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.

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

Standard - The student will:	Content Knowledge and Skills:
01. Understand that all citizens of the United States have responsibilities and rights.	a. Identify the rules of the classroom and school and the consequences for breaking these rules. b. Identify qualities of a good leader.

Standard - The student will:	Content Knowledge and Skills:
	<ul style="list-style-type: none"> 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.

Standard - The student will:	Content Knowledge and Skills:
01. Understand basic economic concepts.	<ul style="list-style-type: none"> 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.

Standard - The student will:	Content Knowledge and Skills:
01. Understand that there are many influences on economic systems.	<ul style="list-style-type: none"> a. Identify examples of transportation and communication networks in the local community and explain how they encourage economic prosperity and growth. 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:
01. Understand the spatial organizations of people, places, and environment on the earth's surface.	<ul style="list-style-type: none"> a. Describe the concepts of globe, continent, country, state, county, city/town, and neighborhood. b. Find the United States, Idaho, the state capital Boise, and own community on a map. c. Locate on a map waterways, landforms, cities, states, and national boundaries using standard map symbols. d. Use a map title, map key, scale, cardinal directions, and symbols to interpret a map. e. 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.	<ul style="list-style-type: none"> a. Identify past and present settlement patterns of the community. b. Identify geographic features influencing settlement patterns of the community. c. Compare and contrast city/suburb/town and urban/rural.
03. Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.	<ul style="list-style-type: none"> a. 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:
01. Acquire critical thinking and analytical skills.	<ul style="list-style-type: none">a. Chronologically organize the events that led to Idaho becoming a state.b. Identify current events involving the state of Idaho.c. Explain how all cities, regions, and states have histories.d. Differentiate between fact and opinion, cause and effect, and identify different points of view.e. Gather and use information on Idaho history from primary and secondary sources.

(3-15-02)

431. EVOLUTION OF DEMOCRACY.

Standard - The student will:	Content Knowledge and Skills:
01. Understand the evolution of democracy.	<ul style="list-style-type: none">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.

Standard - The student will:	Content Knowledge and Skills:
01. Understand the role of exploration and expansion in the development of the United States.	<ul style="list-style-type: none">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.

Standard - The student will:	Content Knowledge and Skills:
01. Understand the role of migration and immigration of people in the development of the United States.	<ul style="list-style-type: none">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.

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

Standard - The student will:	Content Knowledge and Skills:
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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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:
01. Understand the evolution of democracy.	a. Understand the concepts of popular consent, respect for the individual, equality of opportunity, and personal liberty. 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:
01. Understand the role of exploration and expansion in the development of the United States.	a. Identify early inhabitants of North America. b. List the early explorers of North America. c. Describe the impact of early explorers on North America. d. Identify the major land acquisitions to the United States. e. Know the factors that contributed to western expansion in the United States in the early 1800s. f. Explain the concept of Manifest Destiny and its contribution to the migration of people in the development of the United States.

(3-15-02)

449. MIGRATION AND IMMIGRATION.

Standard - The student will:	Content Knowledge and Skills:
01. Understand the role of migration and immigration of people in the development of the United States.	a. Identify the religious, political, and economic motives of voluntary European immigrants. b. Explain what indentured servants were and how they participated in the early life of the United States. c. Explain the history of the slave trade in the United States.

Standard - The student will:	Content Knowledge and Skills:
	<p>d. Identify the motives of the major groups who participated in the western expansion by leaving the East and heading West.</p> <p>e. Identify the significant Native American groups that were encountered in the Western Movement.</p> <p>f. Identify some of the significant individuals who took part in the western expansion.</p>

(3-15-02)

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

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

(3-15-02)

451. INTERNATIONAL RELATIONS AND CONFLICTS.

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

(3-15-02)

452. CULTURAL AND SOCIAL DEVELOPMENT.

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

(3-15-02)

453. 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. Understand systems of government in Colonial America. b. Identify significant early American political leaders and explain their contributions to early United States history. c. Identify and explain the important concepts in the Declaration of Independence. d. Understand the meaning and significance of the Articles of Confederation. e. Identify the important concepts in the United States Constitution. f. Explain how the United States is a republic. g. 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.

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

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

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

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

(3-15-02)

458. GEOGRAPHY.

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

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

(3-15-02)

463. GEOGRAPHY.

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

(3-15-02)

464. GOVERNMENT/CIVICS.

Standard - The student will:	Content Knowledge and Skills:
01. Acquire critical thinking and analytical skills.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> a. Distinguish among the characteristics of city-states and feudal states. b. Contrast monarchies, democratic, and dictatorial types of government. c. Give examples of citizen participation in political systems around the world.
04. Understand the foundations and principles of the American political system.	<ul style="list-style-type: none"> a. Explain how democratic governments allow for individual, political, and social choices. b. Discuss how the policies and actions of governments promote the public good.
05. Understand the organization and formation of the American system of government.	<ul style="list-style-type: none"> a. Show how governments make and enforce laws and provide a judicial system. b. Explain that governments are funded through taxation.
06. Understand that all citizens of the United States have responsibilities and rights.	<ul style="list-style-type: none"> a. Explain ways to resolve private and public conflicts based on principles of fairness and justice while at the same time respecting cultural customs. 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.

Standard - The student will:	Content Knowledge and Skills:
01. Understand basic economic concepts	<ul style="list-style-type: none"> a. Analyze the similarities of the needs and wants of people everywhere. b. Explain how historically people have relied on their natural resources to meet their needs. c. List examples that show how economic opportunity and a higher standard of living are important factors in the migration of people.
02. Understand the concept of money.	<ul style="list-style-type: none"> a. Analyze the role of money as a means of exchange. b. Describe alternative means of exchange.
03. Understand there are many influences on economic systems.	<ul style="list-style-type: none"> a. Compare and contrast the factors that promote economic growth. 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.

Standard - The student will:	Content Knowledge and Skills:
<p>01. Understand the spatial organizations of people, places, and environment on the earth's surface.</p>	<ul style="list-style-type: none"> a. Describe the characteristics, functions, and advantages of maps, globes, photographs, satellite images, and models. b. Develop and use different kinds of maps, globes, graphs, charts, databases, and models. c. Identify the locations of certain physical and human features and events on maps and globes and answer related geography questions. d. Use mental maps to answer geographic questions and to analyze how they reflect an individual's attitude toward places. e. Analyze and explain human settlement as influenced by physical environment. f. Explain patterns of land use in urban, suburban, and rural areas. g. Explain ways places are connected and interdependent. h. Describe the patterns and processes of migration and diffusion.
<p>02. Understand the human and physical characteristics of places and regions.</p>	<ul style="list-style-type: none"> 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.
<p>03. Understand the physical processes that shape and change the patterns of the earth's surface.</p>	<ul style="list-style-type: none"> 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.
<p>04. Understand the migration and settlement of human populations on the earth's surface.</p>	<ul style="list-style-type: none"> 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.
<p>05. Understand that human actions modify the physical environment and how physical systems affect human activity and living conditions.</p>	<ul style="list-style-type: none"> 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.

Standard - The student will:	Content Knowledge and Skills:
	<ul style="list-style-type: none"> 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.
<p>06. Understand that geography enables people to comprehend the relationships between people, places, and environments over time.</p>	<ul style="list-style-type: none"> 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. e. Analyze the interaction between physical and human systems to understand causes and effects of current and future conditions on earth. f. Integrate multiple points of view to analyze contemporary geographic issues. g. Demonstrate an understanding of the spatial organization of human activities and physical systems to be able to make informed decisions.

(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>01. Acquire critical thinking and analytical skills.</p>	<ul style="list-style-type: none"> a. Use visual and mathematical data presented in charts, tables, graphs, maps, and other graphic organizers to assist in interpreting a historical event. b. Differentiate between historical facts and historical interpretations. c. Chronologically organize significant events and people who form the foundation of early United States history and explain their historical relationships. d. Identify an issue or problem of the past, obtain relevant historical data, and formulate a position or course of action on the issue.

(3-15-02)

474. EVOLUTION OF DEMOCRACY.

Standard - The student will:	Content Knowledge and Skills:
<p>01. Understand the evolution of democracy.</p>	<ul style="list-style-type: none"> a. Analyze the difference between direct democracy and the constitutional (representative) democracy of today's United States. b. Evaluate and interpret the concepts of popular consent, respect for the individual, equality of opportunity and personal liberty. c. Analyze the issues surrounding centralized government versus states' rights issues. d. Provide and evaluate examples of social and political leadership in early American history. e. Evaluate the impact of gender, race, ethnicity, religion, and national origin on individual/political rights

(3-15-02)

475. EXPLORATION AND EXPANSION.

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

(3-15-02)

476. MIGRATION AND IMMIGRATION.

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

(3-15-02)

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

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

(3-15-02)

478. INTERNATIONAL RELATIONS AND CONFLICTS.

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

Standard - The student will:	Content Knowledge and Skills:
	<ul style="list-style-type: none"> c. Identify and analyze the causes and consequences of the War of 1812. 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:
<p>01. Understand the cultural and social development of the United States.</p>	<ul style="list-style-type: none"> 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:
<p>01. Understand the foundations and principles of the American political system.</p>	<ul style="list-style-type: none"> 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:
<p>01. Understand the organization and formation of the American system of government.</p>	<ul style="list-style-type: none"> 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.

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

(3-15-02)

483. ECONOMIC FUNDAMENTALS.

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

(3-15-02)

484. ECONOMIC INFLUENCES.

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

(3-15-02)

485. 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. 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.

Standard - The student will:	Content Knowledge and Skills:
01. Understand the role of migration and immigration of people in the development of the United States.	<ul style="list-style-type: none"> 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.

Standard - The student will:	Content Knowledge and Skills:
	<ul style="list-style-type: none"> 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.

Standard - The student will:	Content Knowledge and Skills:
<p>01. Understand the political, social and economic responses to industrialization and technological innovations that have occurred in the United States.</p>	<ul style="list-style-type: none"> 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.

Standard - The student will:	Content Knowledge and Skills:
<p>01. Understand significant conflicts in United States history.</p>	<ul style="list-style-type: none"> 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:
<p>01. Understand the cultural and social development of the United States.</p>	<ul style="list-style-type: none"> 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:
<p>01. Understand the relationship between civic life, politics, and government.</p>	<p>a. Know the definition of politics and identify the interrelationship between politics and government.</p> <p>b. Explain how the United States is governed by a system of laws.</p> <p>c. Know the different forms of government.</p>

(3-15-02)

503. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM.

Standard - The student will:	Content Knowledge and Skills:
<p>01. Understand the foundations and principles of the American political system.</p>	<p>a. Describe the origins of constitutional law in western civilization.</p> <p>b. Compare and contrast the essential ideals and objectives of the original organizing documents of the United States including the Declaration of Independence, the Articles of Confederation, and the United States Constitution.</p> <p>c. Explain the central principles of the United States governmental system including written constitution, popular sovereignty, limited government, separation of powers, majority rule with minority rights, and federalism.</p> <p>d. Evaluate how power and responsibility are distributed, shared, and limited in the government established by the United States Constitution.</p> <p>e. Analyze Amendments to the United States Constitution in terms of the conflicts they addressed and the reasons for their adoption.</p> <p>f. Describe how diverse populations contribute to political life in the United States.</p>

(3-15-02)

504. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT.

Standard - The student will:	Content Knowledge and Skills:
<p>01. Understand the organization and formation of the American system of government.</p>	<p>a. Know the three branches of federal government, their powers, and responsibilities.</p> <p>b. Explain the functions, powers, and relationships among federal, state, and local governments.</p> <p>c. Explain how each level of government raises money to pay for its operations and services.</p> <p>d. Analyze and explain the treaty/trust relationship the United States has with Native American tribes with emphasis on Idaho.</p> <p>e. 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:
01. Understand the significance of United States foreign policy in the modern world.	a. Know the characteristics of United States foreign policy and how it has been implemented over time. b. Identify and evaluate the role of the United States in international organizations and agreements. c. Identify and evaluate American foreign policy as it relates to environmental issues.

(3-15-02)

506. 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. Explain the balance of personal responsibilities and rights in American life. b. Know the ways in which citizens can participate in the political process at the local, state, and national level. c. Explain the electoral process at each level of government. d. Know the concept of citizenship and the ways in which individuals become citizens.

(3-15-02)

507. -- 508. (RESERVED).

509. ECONOMICS, SECTIONS 510 THROUGH 514.

510. FUNDAMENTALS.

Standard - The student will:	Content Knowledge and Skills:
01. Understand basic economic concepts.	a. Define scarcity and explain its implications in decision making. b. Know ways in which the interaction of all buyers and sellers influence prices. c. Define credit and debt and explain their effects. d. Identify the incentives that determine what is produced and distributed in a competitive market system. e. Describe the concept of interest and explain how interest rates are determined. f. Compare and contrast free market and controlled economies of various nations and eras. g. Apply economic concepts to explain the role of imports/exports both nationally and internationally.

(3-15-02)

511. CONCEPT OF MONEY.

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

(3-15-02)

512. INFLUENCES.

Standard - The student will:	Content Knowledge and Skills:
01. Understand there are many influences on economic systems.	<ul style="list-style-type: none"> a. Explain the impact of culture, values, and belief systems on economic systems. b. Explain and illustrate environmental and geographical impacts on economic policies and decisions made by federal, state, regional, and local officials. c. Describe and illustrate the impact of governmental policies and decisions on economic systems.

(3-15-02)

513. ECONOMIC INSTITUTIONS.

Standard - The student will:	Content Knowledge and Skills:
01. Know the different types of economic institutions and understand how they differ from one another.	<ul style="list-style-type: none"> a. Know the characteristics of various types of business structures. b. Identify the business characteristics of an entrepreneur. c. Identify the role of the stock market. d. Explain the role of banking institutions. e. Explain the purposes of labor unions.

(3-15-02)

514. PERSONAL FINANCE.

Standard - The student will:	Content Knowledge and Skills:
01. Understand the concepts of good personal finance.	<ul style="list-style-type: none"> a. Examine and apply the elements of responsible personal fiscal management. b. Identify and evaluate sources and examples of consumers' responsibilities and rights. 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.	<ul style="list-style-type: none"> a. Explore the concepts of observation and data collection. b. Explore and use various models.
02. Understand constancy, change, and measurement.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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:
01. Understand the structure and function of matter and molecules and their interactions.	<ul style="list-style-type: none"> a. 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:
01. Understand the theory of biological evolution.	<ul style="list-style-type: none"> a. Observe and explore the characteristics of plants and animals. 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:
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. 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:
01. Understand scientific theories of origin and subsequent changes in the universe and earth systems.	a. Observe and identify the four seasons. b. Observe different weather conditions.

(3-15-02)

535. 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.	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)

536. PERSONAL AND SOCIAL PERSPECTIVES.

Standard - The student will:	Content Knowledge and Skills:
01. Understand common environmental quality issues, both natural and human induced.	a. Observe and discuss 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. Discuss the conservation of natural resources.

(3-15-02)

537. HISTORY OF SCIENCE.

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

(3-15-02)

538. INTERDISCIPLINARY CONCEPTS.

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

539. -- 541. (RESERVED).

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

543. UNIFYING CONCEPTS OF SCIENCE.

Standard - The student will:	Content Knowledge and Skills:
01. 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. Understand that changes occur and can be measured. b. Measure in both standard and 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 past, present, and future.
04. Understand concepts of form and function.	a. Identify shape and use of objects.

(3-15-02)

544. CONCEPTS OF SCIENTIFIC INQUIRY.

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

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

Standard - The student will:	Content Knowledge and Skills:
02. Understand concepts of motion and forces.	<ul style="list-style-type: none"> 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.

Standard - The student will:	Content Knowledge and Skills:
01. Understand the theory of biological evolution.	<ul style="list-style-type: none"> 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.

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.	<ul style="list-style-type: none"> a. Understand that living things need food to survive.

(3-15-02)

549. 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.	<ul style="list-style-type: none"> a. Identify the four seasons and their characteristics. b. Understand the characteristics of different weather conditions.

(3-15-02)

550. 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.	<ul style="list-style-type: none"> 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.

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

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

(3-15-02)

553. INTERDISCIPLINARY CONCEPTS.

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

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. Understand that changes occur and can be measured. b. Measure in standard and non-standard systems.
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 past, present, and future.
04. Understand concepts of form and function.	a. Identify shape and use of objects.

(3-15-02)

559. CONCEPTS OF SCIENTIFIC INQUIRY.

Standard - The student will:	Content Knowledge and Skills:
01. Understand scientific inquiry and develop critical thinking skills.	<ul style="list-style-type: none"> 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)

560. CONCEPTS OF PHYSICAL SCIENCE.

Standard - The student will:	Content Knowledge and Skills:
01. Understand the structure and functions of matter and molecules and their interactions.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> a. Explore the position and motion of objects. 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.

Standard - The student will:	Content Knowledge and Skills:
01. Understand the theory of biological evolution.	<ul style="list-style-type: none"> 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.

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.	<ul style="list-style-type: none"> a. Understand that living things need food to survive.

(3-15-02)

564. EARTH AND SPACE SYSTEMS.

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

(3-15-02)

565. TECHNOLOGY.

Standard - The student will:	Content Knowledge and Skills:
<p>01. Understand the relationship between science and technology and develop the abilities of technological design and application.</p>	<p>a. Distinguish between natural objects and objects made by humans.</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 function.</p> <p>d. Use available and appropriate technology.</p>

(3-15-02)

566. PERSONAL AND SOCIAL PERSPECTIVES.

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

(3-15-02)

567. HISTORY OF SCIENCE.

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

(3-15-02)

568. INTERDISCIPLINARY CONCEPTS.

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

(3-15-02)

569. -- 571. (RESERVED).

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

573. UNIFYING CONCEPTS OF SCIENCE.

Standard - The student will:	Content Knowledge and Skills:
01. Understand systems, order, and organization.	<ul style="list-style-type: none"> a. Recognize that a system is an organized group of related objects that form a whole. b. Explore the solar system.
02. Understand concepts and processes of evidence, models, and explanation.	<ul style="list-style-type: none"> a. Develop skills in observation and data collection. b. Recognize the difference between observations and inferences. c. Develop and/or use models to explain how things work.
03. Understand constancy, change, and measurement.	<ul style="list-style-type: none"> a. Explore concepts in science that do not change with time. b. Understand that changes occur and can be measured. c. Measure in both the standard and metric systems.
04. Understand the theory that evolution is a process that relates to the gradual changes in the universe and of equilibrium as a physical state.	<ul style="list-style-type: none"> a. Understand the relationships of past, present, and future.
05. Understand concepts of form and function.	<ul style="list-style-type: none"> a. Discover the relationship between shape and use.

(3-15-02)

574. CONCEPTS OF SCIENTIFIC INQUIRY.

Standard - The student will:	Content Knowledge and Skills:
01. Understand scientific inquiry and develop critical thinking skills.	<ul style="list-style-type: none"> a. Identify questions that can be answered by conducting scientific tests. 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)

575. 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> a. Investigate the effect of pull/push on the motion and direction of objects. b. Recognize different forms of energy.

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

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.

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)

578. 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.	a. Know that living systems require energy to survive. b. Understand the food chain and know that organisms both cooperate and compete in ecosystems.

(3-15-02)

579. 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.	a. Explore the length of a day, the seasons, the year, phases of the moon, and eclipses. b. Compare and contrast the contents of the solar system. c. 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.

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.	a. Know that technology is the means by which people use knowledge, tools, and systems to make their lives easier and better. b. Recognize that people have invented tools for everyday life and for scientific investigations.

Standard - The student will:	Content Knowledge and Skills:
	<ul style="list-style-type: none"> c. Create a tool to perform a specific function. d. Use available and appropriate technology.

(3-15-02)

581. 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.	<ul style="list-style-type: none"> a. Understand the concept of recycling. b. Understand the conservation 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.

(3-15-02)

582. HISTORY OF SCIENCE.

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

(3-15-02)

583. INTERDISCIPLINARY CONCEPTS.

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

(3-15-02)

584. -- 586. (RESERVED).

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

588. UNIFYING CONCEPTS OF SCIENCE.

Standard - The student will:	Content Knowledge and Skills:
01. Understand systems, order, and organization.	<ul style="list-style-type: none"> a. Recognize that a system is an organized group of related objects that form a whole. b. Explore the solar system.

Standard - The student will:	Content Knowledge and Skills:
02. Understand concepts and processes of evidence, models, and explanation.	<ul style="list-style-type: none"> a. Develop skills in observation and data collection. b. Recognize the difference between observations and inferences. c. Develop and/or use models to explain how things work.
03. Understand constancy, change, and measurement.	<ul style="list-style-type: none"> a. Explore concepts in science that do not change with time. b. Understand that changes occur and can be measured. c. Measure using standard and metric systems.
04. Understand the theory that evolution is a process that relates to the gradual changes in the universe and of equilibrium as a physical state.	<ul style="list-style-type: none"> a. Understand the relationships of past, present, and future.
05. Understand concepts of form and function.	<ul style="list-style-type: none"> a. Discover the relationship between shape and use.

(3-15-02)

589. CONCEPTS OF SCIENTIFIC INQUIRY.

Standard - The student will:	Content Knowledge and Skills:
01. Understand scientific inquiry and develop critical thinking skills.	<ul style="list-style-type: none"> a. Identify questions that can be answered by conducting scientific tests. 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	a. Know that living systems require energy to survive. b. Understand the food chain and know that organisms both cooperate and compete in ecosystems.

(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.	a. Explore the length of a day, the seasons, the year, phases of the moon, and eclipses. b. Compare and contrast the contents of the solar system. c. 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)

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.	a. Know that technology is a means by which people use knowledge, tools, and systems to make their lives easier and better. b. Recognize that people have invented tools for everyday life and for scientific investigations. c. Create a tool to perform a specific solution. d. Use available and appropriate technology.

(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.	a. Understand the concept of recycling. b. Understand the conservation 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.

(3-15-02)

597. HISTORY OF SCIENCE.

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

(3-15-02)

598. INTERDISCIPLINARY CONCEPTS.

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

(3-15-02)

599. -- 601. (RESERVED).

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

603. UNIFYING CONCEPTS OF SCIENCE.

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

Standard - The student will:	Content Knowledge and Skills:
03. Understand constancy, change, and measurement.	<ul style="list-style-type: none"> a. Recognize that some concepts in science do not change with time. b. Analyze changes that occur in and among systems. c. Measure using standard and metric systems with an emphasis on the metric system.
04. Understand the theory that evolution is a process that relates to the gradual changes in the universe and of equilibrium as a physical state.	<ul style="list-style-type: none"> a. Understand the relationships of past, present, and future.
05. Understand concepts of form and function.	<ul style="list-style-type: none"> a. 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.

Standard - The student will:	Content Knowledge and Skills:
01. Understand scientific inquiry and develop critical thinking skills.	<ul style="list-style-type: none"> a. Develop questions that can be answered by conducting scientific experiments. b. Conduct scientific investigations using controls and variables when appropriate. c. Select and use appropriate tools and techniques to gather and display data. d. Analyze data in order to develop descriptions, explanations, predictions, and models using evidence. e. Develop a hypothesis based on observations. f. Compare alternative explanations and predictions. g. Communicate scientific procedures and explanations.

(3-15-02)

605. 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.	<ul style="list-style-type: none"> a. Explore and describe the differences among elements, compounds, and mixtures. b. Explore and calculate properties of matter. c. Compare differences among solids, liquids, and gases using the concept of density: explore the effect of temperature on density. d. Understand the nature of physical change and how it relates to physical properties.
02. Understand chemical reactions.	<ul style="list-style-type: none"> a. Observe and know that substances react with each other to form new substances with different properties.
03. Understand concepts of motion and forces.	<ul style="list-style-type: none"> a. Observe the effects of different forces (gravity and friction) on the movement, speed, and direction of an object. b. Investigate different forms of energy.

(3-15-02)

606. CELLULAR AND MOLECULAR CONCEPTS.

Standard - The student will:	Content Knowledge and Skills:
01. Understand the cell is the basis of form and function for all living things and how living things carry out their life functions.	<ul style="list-style-type: none"> a. Explore the different structural levels of which an organism is comprised: cells, tissues, organs, organ systems, and organisms. b. Recognize the structural differences between plant and animal cells. c. 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:
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.	<ul style="list-style-type: none"> a. 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:
01. Understand scientific theories of origin and subsequent changes in the universe and earth systems.	<ul style="list-style-type: none"> a. Investigate the interactions between the solid earth, oceans, atmosphere, and organisms. b. Know the water cycle and its relationship to weather and climate. c. Identify cumulus, cirrus, and stratus clouds and their relationship to weather changes. d. Know that fossils are evidence of past life forms.
02. Understand geo-chemical cycles and energy in the earth system.	<ul style="list-style-type: none"> a. Know the rock cycle and identify the three classifications of rocks. b. Know the layers and composition of the earth.

(3-15-02)

610. 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.	<ul style="list-style-type: none"> a. Know that science and technology are human endeavors interrelated to each other, to society, and to the work place. 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. c. Create a tool to perform a specific function. d. Use available and appropriate technology.

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

(3-15-02)

612. HISTORY OF SCIENCE.

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

(3-15-02)

613. INTERDISCIPLINARY CONCEPTS.

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

(3-15-02)

614. -- 616. (RESERVED).

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

618. UNIFYING CONCEPTS OF SCIENCE.

Standard - The student will:	Content Knowledge and Skills:
01. Understand systems, order, and organization.	<ul style="list-style-type: none"> a. Know that a system is an organized group of related objects that form a whole. b. Describe the function of each human body system.
02. Understand concepts and processes of evidence, models, and explanation.	<ul style="list-style-type: none"> a. Know that observations and data are evidence on which to base scientific explanations and predictions. b. Know the difference between observations and inferences. c. Use models to explain or demonstrate a concept. d. Develop skills to create scientific explanations based on scientific knowledge, logic, and analysis.
03. Understand constancy, change, and measurement.	<ul style="list-style-type: none"> a. Recognize that some concepts in science do not change with time. b. Analyze changes that occur in and among systems. c. Measure using standard and metric systems with an emphasis on the metric system.
04. Understand the theory that evolution is a process that relates to the gradual changes in the universe and of equilibrium as a physical state.	<ul style="list-style-type: none"> a. Understand the relationships of past, present, and future.
05. Understand concepts of form and function.	<ul style="list-style-type: none"> a. 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.

Standard - The student will:	Content Knowledge and Skills:
01. Understand scientific inquiry and develop critical thinking skills.	<ul style="list-style-type: none"> a. Develop questions that can be answered by conducting scientific experiments. b. Conduct scientific investigations using controls and variables when appropriate. c. Select and use appropriate tools and techniques to gather and display data. d. Analyze data in order to develop descriptions, explanations, predictions, and models using evidence. e. Develop a hypothesis based on observations. f. Compare alternative explanations and predictions. g. Communicate scientific procedures and explanations.

(3-15-02)

620. 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.	<ul style="list-style-type: none"> a. Explore and describe the differences among elements, compounds, and mixtures. b. Explore and calculate properties of matter. c. Compare differences among solids, liquids, and gases using the concept of density: explore the effect of temperature on density. d. Understand the nature of physical change and how it relates to physical properties.

Standard - The student will:	Content Knowledge and Skills:
02. Understand chemical reactions.	a. Observe and know that substances react with each other to form new substances with different properties.
03. Understand concepts of motion and forces.	a. Observe the effects of different forces (gravity and friction) on the movement, speed, and direction of an object. b. Investigate different forms of energy.

(3-15-02)

621. CELLULAR AND MOLECULAR CONCEPTS.

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

(3-15-02)

622. INTERDEPENDENCE OR 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:
01. Understand the relationship between matter, energy, and organization to trace matter as it cycles and energy as it flows through living systems and between living systems and the environment.	a. Know that 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:
01. Understand scientific theories of origin and subsequent changes in the universe and earth systems.	a. Investigate the interactions between the solid earth, oceans, atmosphere, and organisms. b. Know the water cycle and its relationship to weather and climate. c. Identify cumulus, cirrus, and stratus clouds and their relationship to weather changes. d. Know that fossils are evidence of past life forms.
02. Understand geo-chemical cycles and energy in the earth system.	a. Know the rock cycle and identify the three classifications of rocks. b. Know the layers and composition of the earth.

(3-15-02)

625. TECHNOLOGY.

Standard - The student will:	Content Knowledge and Skills:
<p>01. Understand the relationship between science and technology and develop the abilities of technological design and application.</p>	<p>a. Know that science and technology are human endeavors interrelated to each other, to society, and to the work place.</p> <p>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.</p> <p>c. Create a tool to perform a specific function.</p> <p>d. Use available and appropriate technology.</p> <p>e. Explore the elements of technological design, which include the following:</p> <ul style="list-style-type: none"> - 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)

626. PERSONAL AND SOCIAL PERSPECTIVES.

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

(3-15-02)

627. HISTORY OF SCIENCE.

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

(3-15-02)

628. INTERDISCIPLINARY CONCEPTS.

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

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

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

(3-15-02)

634. CONCEPTS OF SCIENTIFIC INQUIRY.

Standard - The student will:	Content Knowledge and Skills:
01. Understand scientific inquiry and develop critical thinking skills.	<p>a. Develop complex questions that can be answered by conducting long-term studies.</p> <p>b. Design and conduct scientific investigations using controls and variables when appropriate.</p> <p>c. Select and use appropriate tools and techniques to gather and display data.</p> <p>d. Analyze data in order to form conclusions.</p>

Standard - The student will:	Content Knowledge and Skills:
	<ul style="list-style-type: none"> e. Think critically and logically to accept or reject a hypothesis. f. Analyze alternative explanations and predictions. g. Communicate and defend scientific procedures and explanations. h. Recognize the differences among observations, hypotheses, mathematical laws, and theories.

(3-15-02)

635. 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.	<ul style="list-style-type: none"> a. Understand that all matter is made up of atoms, which may be combined in various kinds, ways, and numbers. b. Use properties to identify matter. c. Identify physical properties and know the nature of a physical change.
02. Understand chemical reactions.	<ul style="list-style-type: none"> a. Demonstrate that chemical reactions may release or consume energy.
03. Understand concepts of motion and forces.	<ul style="list-style-type: none"> a. Know how an object's position, direction of motion, and speed can be measured. b. Compare and contrast the relationships among different forms of energy.
04. Understand that the total energy in the universe is constant.	<ul style="list-style-type: none"> a. Explain how energy can be transformed from one form to another but is neither destroyed nor created. b. Understand that energy is transferred from one place to another.

(3-15-02)

636. CELLULAR AND MOLECULAR CONCEPTS.

Standard - The student will:	Content Knowledge and Skills:
01. Understand the cell is the basis of form and function for all living things and how living things carry out their life functions.	<ul style="list-style-type: none"> a. Know the relationships among specialized cells, tissues, organs, organ systems, and organisms. b. Know the parts of plant and animal cells and the functions of the various cell structures. c. Know that most cell functions involve chemical reactions. d. Know that genes and chromosomes carry the information for traits. e. Know that traits are inherited, including dominant and recessive traits. f. Know that genetic information is replicated and passed on to new cells. g. Know that transmission of chromosomal information to offspring occurs through asexual or sexual reproduction.

(3-15-02)

637. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.

Standard - The student will:	Content Knowledge and Skills:
01. Understand the theory of biological evolution.	<ul style="list-style-type: none"> a. Know that species change over time when random variations in individuals enhance their survival and reproductive success in a particular environment.

Standard - The student will:	Content Knowledge and Skills:
	<p>b. Know that species may become extinct when the environment changes and their adaptive characteristics are insufficient to allow their survival.</p> <p>c. Know that biological classifications are based on similarities, which reflect their evolutionary relationships.</p>

(3-15-02)

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

(3-15-02)

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

(3-15-02)

640. TECHNOLOGY.

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

(3-15-02)

641. PERSONAL AND SOCIAL PERSPECTIVES.

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

(3-15-02)

642. HISTORY OF SCIENCE.

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

(3-15-02)

643. INTERDISCIPLINARY CONCEPTS.

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

Standard - The student will:	Content Knowledge and Skills:
	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:
01. Understand systems, order, and organization.	a. Know the scientific meaning and application of the concepts of system, order, and organization.
02. Understand concepts and processes of evidence, models, and explanation.	a. Know that observations and data are evidence on which to base scientific explanations. b. Use models to explain how things work. c. Develop scientific explanations based on scientific knowledge, logic and analysis.
03. Understand constancy, change, and measurement.	a. Identify constancy in some concepts in science that do not change with time such as the speed of light. b. Recognize that change occurs in and among systems and change can be measured. c. Measure in both the metric and U.S. customary system.
04. Understand the theory that evolution is a process that relates to the gradual changes in the universe and of equilibrium as a physical state.	a. Know that the present arises from materials and forms of the past. 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. c. Know that equilibrium is a physical state in which forces and changes occur in opposite and offsetting directions.
05. Understand concepts of form and function.	a. 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:
01. Understand scientific inquiry and develop critical thinking skills.	a. Identify questions and concepts that guide scientific investigations. b. Design and conduct scientific investigations. c. Use technology and mathematics to improve investigations and communication. d. Formulate and revise scientific explanations and models using logic and evidence. e. Recognize and analyze alternative explanations and models. f. Communicate and defend a scientific argument. g. Know the differences among observations, hypotheses, and theories.

(3-15-02)

650. CONCEPTS OF PHYSICAL SCIENCE.

Standard - The student will:	Content Knowledge and Skills:
01. Understand the structure of atoms.	<ul style="list-style-type: none"> a. Know the function and location of protons, neutrons, and electrons. b. Understand the processes of fission and fusion. c. Know the characteristics of isotopes. d. Know the basic electrical properties of matter.
02. Understand the structure and function of matter and molecules and their interactions.	<ul style="list-style-type: none"> a. Know how atoms interact with one another by transferring or sharing electrons. b. Know how bonds between atoms are created when electrons are shared or transferred to form molecules or ionic substances. c. Know how the physical properties of compounds reflect the nature of the interactions among its molecules. d. Know how solids, liquids, and gases differ in the energy that bonds them together.
03. Understand chemical reactions.	<ul style="list-style-type: none"> a. Know that chemical reactions may release or consume energy. 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. c. Identify chemical reactions that are occurring all around us.
04. Understand concepts of motion and forces.	<ul style="list-style-type: none"> a. Know that gravitational force and electrical force are universal forces. b. Know that objects change their motion only when a net force is applied. c. Understand that moving electrical charges produce magnetic forces, and moving magnets produce electrical forces.
05. Understand that the total energy in the universe is constant.	<ul style="list-style-type: none"> a. Understand that energy can be transferred but it can neither be destroyed nor created. b. Know that energy can be classified as either potential energy, kinetic energy, or energy contained by a field. c. Know that heat is evidenced by random motion and the vibrations of atoms, molecules, and ions. d. Know that energy is transferred by various types of waves and by electrons flowing through matter.

(3-15-02)

651. CELLULAR AND MOLECULAR CONCEPTS.

Standard - The student will:	Content Knowledge and Skills:
01. Understand the cell is the basis of form and function for all living things and how living things carry out their life functions.	<ul style="list-style-type: none"> a. Know that cells have particular structures that underlie their functions. b. Know that most cell functions involve chemical reactions. c. Know that cells store and use information in the form of DNA to guide their functions. d. Know that cell functions are regulated by expressed genes that provide code for the synthesis of proteins. e. Know that cellular differentiation is regulated through the expression of different genes. A single cell can differentiate to form the many specialized cells, tissues and organs.

Standard - The student will:	Content Knowledge and Skills:
<p>02. Understand the form and function of DNA.</p>	<p>a. Know that the instructions for specifying the characteristics of the organism are carried in DNA.</p> <p>b. Know that genetic information is both encoded in genes and replicated.</p> <p>c. Know that most of the cells in a human contain 23 pairs of chromosomes, and that transmission of chromosomal information to offspring occurs through the combination of egg and sperm cells.</p> <p>d. Know that changes in DNA (mutations) occur spontaneously at low rates. Some of these changes make no difference to the organism whereas others can change cells and organisms. Only mutations in gametes can create the variation that changes an organism's off-spring.</p> <p>e. Know that DNA plays a major role in health issues. Through the development of new technologies we have discovered new information about the human genome, medical disorders, and forensic sciences.</p>

(3-15-02)

652. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE.

Standard - The student will:	Content Knowledge and Skills:
<p>01. Understand the theory of biological evolution.</p>	<p>a. Know that the theory of evolution explains how species evolve over time and how evolution is the consequence of interactions of:</p> <ul style="list-style-type: none"> - Potential of a species to increase its numbers; - Genetic variability; - A finite supply of resources; - Selection by the environment of those offspring better able to survive and leave offspring. <p>b. Know that natural selection and its evolutionary consequences provide a scientific explanation for the fossil record of ancient life forms, as well as for the striking molecular similarities observed among the diverse species of organisms.</p> <p>c. Know that the theory of evolution explains how different species of plants, animals, and microorganisms that live on earth today are related by descent from common ancestors.</p> <p>d. Know that biological classifications are based on similarities, which reflect their evolutionary relationships.</p>
<p>02. Understand the interdependence of organisms.</p>	<p>a. Know that atoms and molecules cycle among the living and nonliving components of the biosphere.</p> <p>b. Trace energy flows through ecosystems in one direction, from photosynthetic organisms to herbivores to carnivores and decomposers.</p> <p>c. Know that organisms both cooperate and compete in ecosystems.</p> <p>d. Know that living organisms have the capacity to produce populations of infinite size, but environments and resources are finite.</p> <p>e. 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>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>	<ul style="list-style-type: none"> a. Know that all matter tends toward more disorganized states. b. Know that living systems require a continuous input of energy to maintain their chemical and physical organization. c. Know that the energy for life is primarily derived from the sun through photosynthesis. d. Understand cellular respiration and the synthesis of macromolecules. e. Know that chemical bonds of food molecules contain energy, which is released when the bonds are broken. f. Know that cells usually store energy as Adenosine Triphosphate (ATP). g. Know that the distribution and abundance of organisms and populations in ecosystems are limited by the availability of matter and energy. h. Trace how matter cycles and energy flows through different levels of organization of living systems – cells, organs, organisms, communities – and between living systems and the physical environment.
<p>02. Understand the individual behavior of organisms and their interactions in populations and communities as influenced by physiological and environmental factors.</p>	<ul style="list-style-type: none"> a. Know that multi-cellular animals have nervous systems that generate behavior. b. Know that the nerve cells communicate with each other by secreting specific excitatory and inhibitory molecules. c. Know that organisms have behavioral responses to internal changes and to external stimuli. The broad patterns of behavior have evolved to ensure reproductive success. d. Know that behaviors often have an adaptive logic when viewed in terms of natural selection.

(3-15-02)

654. EARTH AND SPACE SYSTEMS.

Standard - The student will:	Content Knowledge and Skills:
<p>01. Understand scientific theories of origin and subsequent changes in the universe and earth systems.</p>	<ul style="list-style-type: none"> a. 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. b. Know methods used to estimate geologic time (observing rock sequences and using fossils to correlate the sequences at various locations). c. Know that interactions among the solid earth, the oceans, the atmosphere, and organisms have resulted in the ongoing change of the earth system. Some activities are observable (earthquakes and volcanic eruptions) but many take place over hundreds of millions of years. d. Know that the development of life caused dramatic changes in the composition of the earth's atmosphere. e. Know that the universe is constantly expanding. f. Know the life history of stars and galaxies.
<p>02. Understand geo-chemical cycles and energy in the earth system.</p>	<ul style="list-style-type: none"> a. Know that earth systems have internal and external sources of energy, both of which create heat. The sun is the major external source of energy. 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. c. 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.

Standard - The student will:	Content Knowledge and Skills:
	<p>d. Know that the heating of the earth's surface and atmosphere by the sun drive convection within the atmosphere and oceans, producing winds and ocean currents.</p> <p>e. Know that global climate is determined by energy transfer from the sun at and near the earth's surface.</p> <p>f. Know that the movement of matter through the solid earth, oceans, and atmosphere is driven by the earth's internal and external sources of energy. These movements are often accompanied by a change in the physical and chemical properties of matter.</p>

(3-15-02)

655. TECHNOLOGY.

Standard - The student will:	Content Knowledge and Skills:
<p>01. Understand the relationship between science and technology and develop the abilities of technological design and application.</p>	<p>a. Know the ways that science advances technology and technology advances science.</p> <p>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>c. Know that critical thinking, creativity, imagination, and a good knowledge base are all required in the work of science and engineering.</p> <p>d. Know the elements of technological design, which include the following: - Identify a problem or design an opportunity; - Propose designs and choose between alternative solutions; - Implement a proposed solution; - Evaluate the solution and its consequences; - Communicate the problem, process, and solution.</p> <p>e. 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>01. Understand common environmental quality issues, both natural and human induced.</p>	<p>a. Identify issues, including but not limited to: - Water quality; - Air quality; - Hazardous waste; - Forest health.</p>
<p>02. Understand the causes and effects of population change.</p>	<p>a. Understand the impact of technological development and the growth of human population on the living and nonliving environment.</p> <p>b. Understand the impact of population change on natural resources and community infrastructure.</p>
<p>03. Understand the importance of natural resources and the need to manage and conserve them.</p>	<p>a. Understand the differences between renewable and nonrenewable resources.</p> <p>b. Understand the differences between preservation and conservation.</p> <p>c. Understand the role and effect of management of natural resources.</p>

Standard - The student will:	Content Knowledge and Skills:
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: <ul style="list-style-type: none"> - Weather forecasting; - Food production; - Environmental cleanup; - Advances in medicine; - Communications; - The space program.

(3-15-02)

657. HISTORY OF SCIENCE.

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

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

Standard - The student will:	Content Knowledge and Skills:
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.
	Phonics/Phonemic Awareness
	b. Using various techniques, identify and /or name two or more words that rhyme: <ul style="list-style-type: none"> - 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.

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

ENGLISH LANGUAGE PROFICIENCY STANDARDS			
Standard – The student will	Content Knowledge and Skills	Proficiency Level	
06. Read a variety of traditional and electronic materials for information and understanding.	a. Use decoding and word-recognition strategies to fluently read kindergarten materials.	i. Pre-Emergent ii. Beginning: Use beginning letter sounds and pictures to identify words in order to cross check. Read for information, understanding, appreciation, and enjoyment using a variety of types of text. iii. Intermediate: Read for information, understanding, appreciation, and enjoyment using a variety of types of text. iv. Early Fluent	
	Phonics/Phonemic Awareness		
	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 given word; - recognize if two or more one-syllable words rhyme.	i. Pre-Emergent ii. Beginning: Complete phrases and sentences with rhyming words. Identify and produce one syllable rhyming words. iii. Intermediate iv. Early Fluent	
	c. Using varied techniques, orally segment: - sentences into words; - syllables into sounds; - words into syllables and sounds.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Count the number of sounds in a syllable, sentences into words.	
	d. Orally blend phonemes into words.	i. Pre-Emergent ii. Beginning: Orally blend phonemes into words. iii. intermediate iv. Early Fluent	
	Phonics		
	e. Recognize names of upper and lower case letters.	i. Pre-Emergent ii. Beginning: Recognize names of upper and lower case letters iii. Intermediate iv. Early Fluent.	
	f. Associate letters to letter sounds.	i. Pre-Emergent ii. Beginning: Recognize sounds/symbol relationships for all single consonants. iii. Intermediate iv. Early Fluent	
	g. Identify beginning, middle, and ending letters in a word.	i. Pre-Emergent: Distinguish initial and final sounds in one-syllable words ii. Beginning iii. Intermediate iv. Early Fluent	
	Concepts about Print (CAP)		

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	<p>h. Identify front of book:</p> <ul style="list-style-type: none"> - 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 print; - 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; point to specific letter when requested; - match upper and lower case letters; - use beginning sounds and final letters. 	<p>i. Pre-Emergent: Identify text features (e.g., front and back cover, title, and author). Recognize that print carries meaning. Recognize own names in print. Demonstrate awareness of left-right directionality.</p> <p>ii. Beginning</p> <p>iii. Intermediate</p> <p>iv. Early Fluent</p>
	Reading Strategies	
	<p>i. Draw on prior knowledge, discuss, and generate questions to predict text;</p> <ul style="list-style-type: none"> - prior to reading, preview illustrations and opening pages of a text, title page, and table of contents. 	<p>i. Pre-Emergent</p> <p>ii. Beginning</p> <p>iii. Intermediate</p> <p>iv. Early Fluent: Use basic reading strategies to make text comprehensible and meaningful (e.g., prior knowledge, previewing, asking questions, predicting, and self-correction), with instructional support.</p>
	Context Clues	
	<p>j. Use pictures and follow patterns to group meaning from print.</p>	<p>i. Pre-Emergent</p> <p>ii. Beginning</p> <p>iii. Intermediate</p> <p>iv. Early Fluent: Use both illustrations and text to derive meaning.</p>
	Word Analysis	
	<p>k. Use beginning letter sounds and pictures to identify words in order to cross check.</p>	<p>i. Pre-Emergent</p> <p>ii. Beginning: Use beginning letter sounds and pictures to identify words in order to cross check.</p> <p>iii. Intermediate</p> <p>iv. Early Fluent</p>
07. Read and respond to a variety of literature to compare and contrast the many dimensions of the human experience.	<p>a. Offer relevant background information during pre-reading discussion.</p> <p>b. Demonstrate understanding of vocabulary of story during post-discussion or story response.</p>	<p>i. Pre-Emergent</p> <p>ii. Beginning</p> <p>iii. Intermediate: Offer relevant background information during pre-reading discussion.</p> <p>iv. Early Fluent</p> <p>i. Pre-Emergent</p> <p>ii. Beginning</p> <p>iii. Intermediate</p> <p>iv. Early Fluent: Demonstrate understanding of vocabulary of story during post-discussion or story response.</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
08. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	<p>a. Retell a story that includes setting, plot, and characters.</p> <p>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>c. Determine cause and effect relationships by responding to “why,” “how” and “what if” questions.</p> <p>d. Distinguish between fiction and nonfiction and real and pretend.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate: Retell a story that includes setting, plot, and characters. iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: 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>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Determine cause and effect relationships by responding to “why,” “how” and “what if” questions.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Distinguish between fiction and nonfiction and real and pretend. iv. Early Fluent</p>
09. Read to locate information from a variety of traditional, technical, and electronic sources.	<p>a. 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>	<p>i. Pre-Emergent ii. Beginning: 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. iii. Intermediate iv. Early Fluent</p>
10. Read for technical information.	<p>a. Identify five software icons located in the classroom and school.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate: Identify five software icons located in the classroom and school. iv. Early Fluent</p>

(4-6-05)

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:
01. Understand and use the writing process.	<p>a. Demonstrate an understanding of the writing process: - Brainstorm; - Draft; - Teacher conference; - Revise; - Edit; - Publish; - Share.</p> <p>b. Write legibly.</p> <p>c. Use technology to create a piece for publication.</p> <p>d. Develop vocabulary.</p>

Standard - The student will:	Content Knowledge and Skills:
02. Write and edit for correctness and clarity.	a. Apply rules and conventions for the following: - Grammar; - Punctuation; - Capitalization; - Spelling.
03. Write a narrative essay that aligns with the Direct Writing Assessment.	a. Write a narrative composition with a picture and at least one simple sentence that establishes and supports a central idea.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
04. Understand and use the writing process.	a. Demonstrate understanding and application of steps of writing process: - brainstorm; - draft; - teacher conference; - revise; - edit; - publish; - share.	i. Pre-Emergent: Communicate through pictures, drawings, and text by using letters, numbers, and symbols. ii. Beginning iii. Intermediate iv. Early Fluent
	b. Write legibly.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent
	c. Use technology to create a piece for publication.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent
05. Write and edit for correctness and clarity.	a. Apply rules and conventions for the following: - Grammar; - Punctuation; - Capitalization; - Spelling.	i. Pre-Emergent ii. Beginning iii. Intermediate: Use periods and question marks at the end of sentences. iv. Early Fluent
06. Write a narrative that aligns with the Direct Writing Assessment.	a. Write a narrative composition with a picture and at least one simple sentence that establishes and supports a central idea.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent

(4-6-05)

673. LISTENING.

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

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

Standard - The student will:	Content Knowledge and Skills:
04. Listen to and follow directions.	a. Follow oral directions.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
05. Listen for information and understanding.	<p>a. Listen and respond to a variety of electronic and live presentations.</p> <p>b. Listen to gain enrichment and information about various cultures.</p>	<p>i. Pre-Emergent: Use nonverbal responses in social and academic settings to demonstrate understanding of key words and phrases.</p> <p>ii. Beginning: Respond to greetings and requests in one to one situations either nonverbally or in a short phrase. Respond to simple questions in one to one situations (e.g., yes/no questions, either/or questions, and questions that ask for personal information) with one or two words. Recognize patterns of sound in oral language (rhyming).</p> <p>iii. Intermediate: Respond appropriately in words and gestures to familiar social language in one to one situations and in small groups.</p> <p>iv. Early Fluent: Respond appropriately when working in pairs, in small groups, in whole class discussions on personal, social, or grade-level academic topics.</p> <p>i. Pre-Emergent</p> <p>ii. Beginning: Hear and discriminate among some phonemes representing sounds specific to the English language.</p> <p>iii. Intermediate</p> <p>iv. Early Fluent</p>
06. Listen for literary response and expression.	a. Listen to literature presented using a variety of media such as teacher reading, computer, tape, or video.	<p>i. Pre-Emergent</p> <p>ii. Beginning: Attend to short, linguistically and academically appropriate, audio-visual materials.</p> <p>iii. Intermediate: Demonstrate comprehension of stories (main Idea and supporting details), key concepts of content area information and oral presentations that have contextual support (e.g., graphic organizers, posters, diagrams, and charts), by both verbal and nonverbal responses.</p> <p>iv. Early Fluent</p>
07. Listen for critical analysis.	a. Listen for specific information.	<p>i. Pre-Emergent</p> <p>ii. Beginning: Demonstrate comprehension of stories/information by pointing, moving, matching, drawing, and making appropriate gestures.</p> <p>iii. Intermediate: Demonstrate comprehension of stories and information by responding with one or two words or a short phrase.</p> <p>iv. Early Fluent: Demonstrate comprehension of stories (grade appropriate readability), new content area information, and oral presentations (including graphics) by paraphrasing, summarizing, explaining, expressing opinions, etc.</p>
08. Listen to and follow directions.	a. Frequently provide opportunities for students to follow verbal directions.	<p>i. Pre-Emergent: Respond nonverbally to simple directions and questions by matching objects, pointing to an answer, and drawing pictures.</p> <p>ii. Beginning: Understand key words and common phrases in both social and classroom settings (e.g., "Sit in your seat.").</p> <p>iii. Intermediate: Follow clear two- or three-step directions in one to one situations. Follow multiple-step (3 or more) directions. Demonstrates understanding of some idiomatic expressions by responding appropriately to expressions (e.g., "Give me your hand.").</p> <p>iv. Early Fluent</p>

(4-6-05)

674. SPEAKING.

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

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

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
04. Speak to share understanding of information.	a. Develop awareness of speaker behaviors, such as posture, articulation, volume, and use of complete sentences and organization.	i. Pre-Emergent: Minimal verbal response in English expected. Repeat simple sounds, words, and phrases. ii. Beginning: State basic personal information. Use gestures, single words, and simple phrases in greetings and in routine conversations. iii. Intermediate: Develop awareness of speaker behaviors such as posture, articulation, and volume. Use simple, complete sentences and organization. iv. Early Fluent: Develop awareness of speaker behaviors, such as posture, articulation, volume. Use complete sentences and organization with some linguistic inaccuracies.
05. Speak for literary response and expression.	a. Orally share known literature through various presentation and activities.	i. Pre-Emergent: Minimal verbal response in English expected. Participate in classroom group-response activities (chants, songs, choral readings, TPR activities). Respond to stories read aloud, using one or two words or short phrases. ii. Beginning: Use key words and phrases to respond to simple questions regarding stories and personal experiences. iii. Intermediate: Use simple sentences to retell stories and relate experiences with linguistic inaccuracies. Contribute to classroom and small group discussions by responding to and asking simple questions. iv. Early Fluent: Relate stories about personal experience using descriptive detail with some linguistic inaccuracies. Retell and paraphrase stories he/she has read or heard, using descriptive detail about characters and setting.
06. Speak for critical analysis and evaluation.	a. Express opinions and solve problems. b. Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions.	i. Pre-Emergent: Minimal verbal response in English expected ii. Beginning: Use gestures, single words, and simple phrases to express opinions and solve problems. iii. Intermediate: Use simple sentences with some linguistic inaccuracies to express opinions and solve problems. iv. Early Fluent: Express opinions and solve problems with some linguistic inaccuracies. i. Pre-Emergent: Exhibit courteous, attentive, and appropriate behavior during discussions. Respond with appropriate gestures. ii. Beginning: Exhibit courteous, attentive, and appropriate behavior during discussions. Respond with appropriate gestures or single words. iii. Intermediate: Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions. iv. Early Fluent

(4-6-05)

675. VIEWING.

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

Standard - The student will:	Content Knowledge and Skills:
01. View for information and understanding.	<ul style="list-style-type: none"> a. Demonstrate awareness of different media. b. Demonstrate understanding of the main idea of a filmstrip, video, and/or slide presentation using various responses.
02. View media sources for personal response and expression.	<ul style="list-style-type: none"> a. Develop awareness of various media.
03. View media to engage in critical analysis and evaluation.	<ul style="list-style-type: none"> a. Differentiate between real and pretend. 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. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

Standard - The student will:	Content Knowledge and Skills:
01. Read a variety of traditional electronic materials for information and understanding.	<ul style="list-style-type: none"> a. Use decoding and word recognition strategies to fluently read first-grade materials.
	Phonics/Phonemic Awareness
	<ul style="list-style-type: none"> b. Identify words within a sentence. c. Distinguish syllables within words. d. Recognize two or more rhyming words. e. Complete and produce a rhyming word. f. Discriminate between two sounds. g. Imitate sounds. h. Identify isolated initial and final sounds. i. Blend phonemes to make a word. j. Segment a word into phonemes. - Deletion; - Addition; - Substitution; - Transposition. k. 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. l. Use onset and rhymes to create and decode new words that include blends and digraphs. m. Use knowledge of common prefixes, suffixes, and root words to determine meanings of unknown words within a passage. n. Automatically read 150 high-frequency or sight words. o. Apply knowledge of reading strategies.
	Pre-Reading Strategies
	<ul style="list-style-type: none"> p. Draw on prior knowledge, discuss and generate questions to predict text.

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

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
06. Read a variety of traditional and electronic materials for information and understanding.	<p>a. Use decoding and word recognition strategies to fluently read first-grade materials.</p>	<p>i. Pre-Emergent</p> <p>ii. Beginning: Read for information, understanding, appreciation, and enjoyment using a variety of types of text.</p> <p>iii. Intermediate: Independently read and understand the meaning of words, phrases, and short sentences in very simple text (e.g., pre-primer level).</p> <p>iv. Early Fluent</p>
Phonics/Phonemic Awareness		

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	b. Identify words within a sentence.	i. Pre-Emergent ii. Beginning: Identify words within a sentence. iii. Intermediate iv. Early Fluent
	c. Distinguish syllables within words.	i. Pre-Emergent ii. Beginning: Distinguish syllables within words. iii. Intermediate iv. Early Fluent
	d. Recognize two or more rhyming words.	i. Pre-Emergent ii. Beginning: Identify and produce one syllable rhyming words. iii. Intermediate iv. Early Fluent
	e. Complete and produce a rhyming word.	i. Pre-Emergent: Discriminate between two sounds. ii. Beginning iii. Intermediate iv. Early Fluent
	f. Discriminate between two sounds.	i. Pre-Emergent: Discriminate between two sounds. ii. Beginning iii. Intermediate iv. Early Fluent
	g. Imitate sounds.	i. Pre-Emergent ii. Beginning: Imitate sounds. iii. Intermediate iv. Early Fluent
	h. Identify isolated initial and final sounds.	i. Pre-Emergent: Distinguish initial and final sounds in one-syllable words. ii. Beginning iii. Intermediate iv. Early Fluent
	i. Blend phonemes to make a word.	i. Pre-Emergent ii. Beginning: Blend phonemes to make a word. iii. Intermediate iv. Early Fluent
	j. Transposition - segment a word into phonemes: - deletion; - addition; - substitution.	i. Pre-Emergent ii. Beginning iii. Intermediate: Transposition: segment a word into phonemes by deletions, additions, and/or substitutions. iv. Early Fluent
Phonics		
	k. Recognize and use regular letter-sound correspondences and determine regularly spelled one- and two-syllable words, consonant blends/digraphs, short/long vowels, and letter/sound correspondences.	i. Pre-Emergent ii. Beginning iii. Intermediate: Recognize and use regular letter-sound correspondences and determine regularly spelled one- and two-syllable words, consonant blends/digraphs, short/long vowels, and letter/sound correspondences. iv. Early Fluent
	l. Use onset and rhymes to create and decode new words that include blends and digraphs.	i. Pre-Emergent ii. Beginning iii. Intermediate: Use onset and rhymes to create and decode new words that include blends and digraphs. iv. Early Fluent

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	<p>m. Use knowledge of common prefixes, suffixes, and root words to determine meanings of unknown words within a passage.</p> <p>n. Automatically read 150 high-frequency or sight words.</p> <p>o. Apply knowledge of reading strategies.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate: Use knowledge of common prefixes, suffixes, and root words to determine meanings of unknown words within a passage. iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Recognize a limited number of sight words that have been taught in context (e.g., highest frequency words on Dolch list). iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Use basic reading strategies to make text comprehensible and meaningful (e.g., prior knowledge, previewing, reviewing, asking questions, predicting, and self-corrections), with instructional support.</p>
Before Reading Strategies		
	<p>p. Draw on prior knowledge and discuss to generate questions to predict text.</p> <p>q. In order to predict text, preview illustrations, title page, and other text pages.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Demonstrate comprehension of content area text by restating facts, identifying main idea and important details, recognizing cause and effect.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Use resources in text (e.g., illustrations, diagrams) to draw conclusions and make inferences and generalizations.</p>
During Reading Strategies		
	<p>r. Integrate visual, structural, and meaning clues to gain understanding of text.</p> <p>s. Monitor own reading comprehension by self-correcting and rereading as needed to confirm text.</p> <p>t. To guide in meaning, use such conventions of print as punctuation, commas, periods, question marks, and quotation marks.</p> <p>u. To gain oral fluency and expression, use proper phrasing and rereading.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Demonstrate comprehension of content area text by restating facts, identifying main idea and important details, recognizing cause and effect.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Identify basic text structures such as sequencing/chronological order, cause/effect, and comparison/contrast. Monitor own reading comprehension by self-correcting and rereading as needed to confirm text.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Use knowledge of standard English conventions to construct meaning (e.g., periods, questions marks).</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Use a variety of reading strategies to gain information from text. iv. Early Fluent: To gain oral fluency and expression, use proper phrasing and rereading.</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	v. To determine word meanings and phrases, apply knowledge of compound words, contractions, and homophones.	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Read aloud near grade-level material with confidence, accuracy, and fluency. To determine word meanings and phrases, apply knowledge of compound words, contractions, and homophones.</p>
	Reading Comprehension Strategies	
	w. Identify main idea.	<p>i. Pre-Emergent ii. Beginning iii. Intermediate: Use reading strategies to gain information and to make text comprehensible (e.g., predicting, questioning, summarizing, self-correcting, evaluating, comparing/contrasting, using print and media resources). Identify main idea. iv. Early Fluent</p>
	x. Sequence events of a story.	<p>i. Pre-Emergent ii. Beginning: Sequence events of a story. iii. Intermediate iv. Early Fluent</p>
	y. Read beyond text to make inferences and draw conclusions.	<p>i. Pre-Emergent ii. Beginning iii. Intermediate: Read compound words and contractions. iv. Early Fluent</p>
07. Read and respond to a variety of literature to compare and contrast the many dimensions of the human experience.	<p>a. 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. Identify and compare own experiences and knowledge to that of characters, events, and situations within a story.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: 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>i. Pre-Emergent ii. Beginning iii. Intermediate: Identify and compare own experiences and knowledge to that of characters, events, and situations within a story. iv. Early Fluent</p>
08. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	<p>a. Distinguish between fiction and nonfiction, real and imaginary, and fact and opinion.</p> <p>b. Sequentially retell story; include details related to setting, plot, and characters.</p> <p>c. To demonstrate critical listening, recall details by responding to questions asking "who," "what," "where," and "when."</p> <p>d. Determine cause and effect relationships by responding to "why," "how," "and what if" questions.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate: Distinguish between fiction and nonfiction, real and imaginary, and fact and opinion. iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Sequentially retell story; include details related to setting, plot, and characters. iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: To demonstrate critical listening, recall details by responding to questions asking "who," "what," "where," and "when." iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Determine cause and effect relationships by responding to "why," "how," "and what if" questions. iv. Early Fluent</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
09. Read to locate information from a variety of traditional, technical, and electronic sources.	<p>a. Locate information using the following informational text and resources:</p> <ul style="list-style-type: none"> - alphabetical order; - book parts: title page, table of contents, and glossary. <p>Locate information using the following informational text and resources:</p> <ul style="list-style-type: none"> - alphabetical order; - book parts: title page, table of contents, and glossary. 	<p>i. Pre-Emergent</p> <p>ii. Beginning: Locate information using the following informational text and resources:</p> <ul style="list-style-type: none"> - alphabetical order; - book parts: title page, table of contents, and glossary. <p>iii. Intermediate</p> <p>iv. Early Fluent</p>
10. Read for technical information.	<p>a. Use organizational features of text.</p> <p>b. Use signs, labels, and instructions to follow hard copies of directions as well as those from technological sources. Use signs, labels, and instructions to follow hard copies of directions as well as those from technological sources.</p>	<p>i. Pre-Emergent</p> <p>ii. Beginning: Use organizational features of text.</p> <p>iii. Intermediate</p> <p>iv. Early Fluent</p> <p>i. Pre-Emergent</p> <p>ii. Beginning</p> <p>iii. Intermediate: Use signs, labels, and instructions to follow hard copies of directions as well as those from technological sources.</p> <p>iv. Early Fluent</p>

(4-6-05)

681. WRITING.

Rationale: Write to demonstrate skill and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use the writing process.	<p>a. Fluently write upper and lower case letters using appropriate space and letter size.</p> <p>b. Develop story fluency; write words, and sentences relating to one topic.</p> <p>c. Demonstrate a basic understanding of the writing process: - Brainstorm; - First draft; - Teacher conference; - Revise and edit; - Publish; - Share.</p> <p>d. Write for various audiences: - Self; - Teacher; - Other personally-known audiences.</p>
02. Write and edit for correctness and clarity.	<p>a. Develop and organize sentences that incorporate central idea and supporting details.</p> <p>b. Develop descriptive vocabulary to enhance writing.</p> <p>c. Apply rules and conventions for the following: - Grammar; - Punctuation; - Capitalization.</p> <p>d. 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.</p> <p>e. Frequently reread to clarify, revise, and edit.</p>

Standard - The student will:	Content Knowledge and Skills:
03. Write a narrative essay that aligns with the Direct Writing Assessment.	a. Using personal experiences and knowledge as a source for writing, create a narrative account.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
04. Understand and use the writing process.	a. Fluently write upper and lower case letters using appropriate space and letter size.	i. Pre-Emergent ii. Beginning: Label familiar objects and pictures, including key parts of content area objects. iii. Intermediate iv. Early Fluent
	b. Develop story fluency.	i. Pre-Emergent ii. Beginning: Write about personal experiences using pictures, letters, words, and numbers. iii. Intermediate iv. Early Fluent
	c. Demonstrate basic understanding of the writing process: - pre-write; - first draft; - revise and edit; - publish; - share.	i. Pre-Emergent ii. Beginning: Dictate, copy, or write a simple sentence about a picture or experience. iii. Intermediate iv. Early Fluent
	d. Write for various audiences: - self; - teacher; - other personally-known audiences.	i. Pre-Emergent ii. Beginning: Write a phrase or simple sentence about an event or character from text read aloud, with instructional support or a model. iii. Intermediate iv. Early Fluent
05. Write and edit for correctness and clarity.	a. Develop and organize sentences that incorporate central idea and supporting details.	i. Pre-Emergent ii. Beginning: Write pattern sentences with assistance. iii. Intermediate: Write a simple sentence about a picture or experience. iv. Early Fluent: Write simple sentences and short paragraphs (3-4 sentences) to demonstrate content area learning.
	b. Develop descriptive vocabulary to enhance writing.	i. Pre-Emergent ii. Beginning: Correctly use familiar words presented and emphasized in content (e.g., literature, math, science lessons); spelling approximations are acceptable. iii. Intermediate: Write simple phrases/sentences about a group or shared activity with assistance, using spelling approximations and accurate end punctuation (periods and question marks). iv. Early Fluent: Demonstrate effective use of transitional words: first, then, last.
	c. Apply rules and conventions for the following: - grammar; - punctuation; - capitalization.	i. Pre-Emergent ii. Beginning iii. Intermediate: Use periods and question marks at the end of sentences. Use capital letters in proper nouns and to begin sentences. iv. Early Fluent

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	<p>d. Demonstrate appropriate spelling: - correctly spell words by writing sounds in sequence; - accurately spell high frequency words; - engage in such problem-solving strategies analogies, environmental print, and resources.</p> <p>e. Frequently reread to clarify, revise, and edit.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Spell three- and four-letter words and grade level appropriate sight words correctly.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Edit own writing for end punctuation (periods and question marks) and capitalization (proper nouns and beginning of sentence).</p>
06. Write a narrative essay that aligns with the Direct Writing Assessment.	a. Using personal experiences and knowledge as a source for writing, create a narrative account.	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Write stories based on pictures that include sequence and details. Write simple stories that include elements of setting, character, and events.</p>

(4-6-05)

682. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

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

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
05. Listen for information and understanding.	<p>a. Demonstrate effective and appropriate listening skills using the following: - eye contact; - taking turns in conversation; - maintaining attention.</p>	<p>i. Pre-Emergent ii. Beginning: Recognize patterns of sound in oral language (e.g., rhyming). iii. Intermediate iv. Early Fluent</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	<p>b. Listen to gain enrichment and information about various cultures.</p> <p>c. Participate in retelling and asking questions for clarification.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent</p>
06. Listen for literary response and expression.	<p>a. Interpret and respond to a variety of oral presentations.</p> <p>b. Discuss similarities and differences between and among a variety of oral presentations.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Respond to complex content-related questions about newly learned information by making comparisons.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent</p>
07. Listen for critical analysis and evaluation.	a. Listen for specific answers in order to respond with appropriate feedback.	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent</p>
08. Listen to and follow directions.	a. Follow three-step oral directions.	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent</p>

(4-6-05)

683. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis of critiques of written or viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level.

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

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
04. Speak to share understanding of information.	<p>a. Clearly communicate to a range of audience for various purposes: - speak in grammatically correct sentences with clarity and detail; - use vocabulary appropriate for the age group.</p>	<p>i. Pre-Emergent: Minimal verbal response in English expected. Repeat simple sounds, words, and phrases. ii. Beginning: Use both social and academic vocabulary in familiar, restricted contexts (with support). Use set phrases (formulaic language) in simple sentences to interact in both social and academic settings. iii. Intermediate: Use simple sentences and phrases with linguistic inaccuracies to express needs and ideas about familiar topics in social and academic contexts. iv. Early Fluent: Make him/herself understood when speaking by using generally appropriate English grammatical forms with some linguistic inaccuracies. Contribute to classroom discussions by asking and answering questions.</p>
05. Speak for literary response and expression.	<p>a. Participate in oral interpretation, memorization, presentation, and dramatic reading to share personal and literary works.</p>	<p>i. Pre-Emergent: Minimal verbal response in English expected. Participate in classroom group-response activities (chants, songs, choral readings, TPR activities). Respond to literary works read aloud, using one or two words or short phrases. ii. Beginning: Use key words and phrases to respond to simple questions regarding personal experiences and literary works. iii. Intermediate: Use simple sentences with linguistic inaccuracies to retell stories and relate personal experiences and literary works. Contribute to classroom and small group discussions by responding to and asking simple questions. iv. Early Fluent: Participate in oral interpretation, memorization, presentation, and dramatic reading to share personal and literary works with some linguistic inaccuracies.</p>
06. Speak for critical analysis and evaluation.	<p>a. Express opinions and solve problems.</p> <p>b. Use causes and effects and similarities and differences to demonstrate a key point.</p> <p>c. Use speaking skills to express opinions in a courteous and attentive manner.</p>	<p>i. Pre-Emergent: Minimal verbal response in English expected. ii. Beginning: Use gestures, single words, and simple phrases to express opinions and solve problems. iii. Intermediate: Use simple sentences to express opinions and solve problems. iv. Early Fluent: Express opinions and solve problems.</p> <p>i. Pre-Emergent: Minimal verbal response in English expected. ii. Beginning: Use graphic organizers, gestures, single words, and simple phrases to express similarities and differences and key points. iii. Intermediate: Use simple sentences to show causes and effects and similarities and differences and key points. iv. Early Fluent: Use causes and effects and similarities and differences to demonstrate a key point with some linguistic inaccuracies.</p> <p>i. Pre-Emergent: Minimal verbal response in English expected. Exhibit courteous, attentive, and appropriate behavior when directed. ii. Beginning: Use gestures, single words, and simple phrases to express opinions in a courteous and attentive manner. iii. Intermediate: Use simple sentences to express opinions in a courteous and attentive manner. iv. Early Fluent: Use speaking skills to express opinions in a courteous and attentive manner.</p>

(4-6-05)

684. VIEWING.

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

Standard - The student will:	Content Knowledge and Skills:
01. View for information and understanding.	a. Gain information from visual sources.

Standard - The student will:	Content Knowledge and Skills:
	b. Discuss main concept and supporting details within non-print media.
02. View media sources for personal response and expression.	a. Explore media for ideas, relationships, and cultural awareness.
03. View media to engage in critical analysis and evaluation.	a. Differentiate between fact and fantasy. b. With support, explain, compare and contrast a variety of presentations. c. 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. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

Standard - The student will:	Content Knowledge and Skills:
01. Read a variety of traditional and electronic materials for information and understanding.	a. Use decoding and word recognition strategies to fluently read second-grade materials.
	Phonics/Phonemic Awareness
	b. Identify and name two or more words that rhyme.
	c. Distinguish syllables within words.
	d. 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.
	e. Use knowledge of common prefixes, suffixes, and root words to determine meanings of unknown words within a passage.
	f. Automatically read a bank of 150-200 high-frequency words.
	Pre-Reading Strategies
	g. Draw on prior knowledge, discuss, and generate questions to predict text.
	h. Prior to reading text, preview illustrations and opening pages of text such as the title page, table of contents, and other introductory pages.
	Context Clues
	i. Use context clues to choose correct meanings of identified words within a reading passage. j. Monitor own reading comprehension by self-correcting and rereading. k. Recognize words that signal transitions to determine sequence as well as contribute to text's meaning.
l. Use the following punctuation cues: commas, periods, question marks, apostrophes, and quotation marks to guide meaning and fluency.	
Word Analysis Skills	
m. Apply knowledge of compound words, contractions, and homophones to determine meanings of words and phrases.	

Standard - The student will:	Content Knowledge and Skills:
02. Read and respond to a variety of literature to compare and contrast the many dimensions of the human experience.	<p>a. Read and evaluate grade-level literature and recognize and analyze literary elements, vocabulary, and genres.</p> <ul style="list-style-type: none"> - Identify and compare plots, setting, and characters of two stories; - Retell basic plots of folktales, legends, fables, and fairy tales.
03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	<p>a. Retell a story and include setting, plot, and characters.</p> <p>b. Identify the following story elements within a literary text:</p> <ul style="list-style-type: none"> - 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>c. Recall and recognize relevant details in a passage by responding to "who," "what," "where," and "when" questions.</p> <p>d. Determine cause and effect relationships by responding to "why," "how," and "what-if" questions.</p> <p>e. Draw logical conclusions based on information read.</p> <p>f. Distinguish between fiction and nonfiction, real and imaginary, and fact and opinion.</p>
04. Read to locate information from a variety of traditional, technical, and electronic sources.	<p>a. Locate information using dictionaries, encyclopedias, and informational books:</p> <ul style="list-style-type: none"> - Recognize alphabetical order; - Name and use the following book parts: title page, table of contents, and glossary.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
05. Read a variety of traditional and electronic materials for information and understanding.	a. Use decoding and word recognition strategies to fluently read second-grade materials.	<p>i. Pre-Emergent</p> <p>ii. Beginning</p> <p>iii. Intermediate</p> <p>iv. Early Fluent: Read aloud near grade-level material with confidence, accuracy, and fluency.</p>
	Phonics/Phonemic Awareness	
	b. Identify and name two or more words that rhyme.	<p>i. Pre-Emergent</p> <p>ii. Beginning: Identify and name two or more words that rhyme.</p> <p>iii. Intermediate</p> <p>iv. Early Fluent</p>
	c. Distinguish syllables within words.	<p>i. Pre-Emergent</p> <p>ii. Beginning: Distinguish syllables within words.</p> <p>iii. Intermediate</p> <p>iv. Early Fluent</p>
d. Recognize and use the following to decode words:	<ul style="list-style-type: none"> - beginning, middle, 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. 	<p>i. Pre-Emergent</p> <p>ii. Beginning</p> <p>iii. Intermediate: Recognize and use the following to decode words: beginning, middle and ending sounds; consonant blends and digraphs; short and long vowels, r-controlled vowels.</p> <p>iv. Early Fluent</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	<p>e. Use knowledge of common prefixes, suffixes, and root words to determine meanings of unknown words within a passage.</p> <p>f. Automatically read a bank of 150-200 high-frequency words.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate: Read common root words with inflectional endings (e.g., -s, -ed, -ing). iv. Early Fluent: Use illustrations, word-attack skills, and context to determine the meaning of unknown words. Apply knowledge of common morphemes (e.g., common root words, prefixes, suffixes) to derive meaning from text.</p> <p>i. Pre-Emergent Recognize high frequency words (e.g., Dolch words) designated as early first grade words. ii. Beginning iii. Intermediate iv. Early Fluent: Automatically read a bank of 150-200 high-frequency words.</p>
Pre-Reading Strategies		
	<p>g. Draw on prior knowledge, discussion, and generating of questions to predict text.</p> <p>h. Prior to reading text, preview illustrations and such opening pages of text as the title page, table of contents, and other introductory pages.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Use basic reading strategies to make text comprehensible and meaningful (e.g., knowledge, previewing, reviewing asking questions, predicting, and self-correction), with instructional support.</p> <p>i. Pre-Emergent ii. Beginning: Read and identify basic text features (e.g., title page, table of contents, chapter titles, headings). iii. Intermediate iv. Early Fluent</p>
Context Clues		
	<p>i. Use context clues to choose correct meanings of identified words within a reading passage.</p> <p>j. Monitor own reading comprehension by self-correcting and rereading.</p> <p>k. Recognize words that signal transitions to determine sequence as well as contribute to text's meaning.</p> <p>l. Use the following punctuation clues: commas, periods, question marks, apostrophes, and quotation marks to guide meaning and oral fluently reading aloud.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate: Use illustrations, word-attack skills, and context to determine the meaning of unknown words. iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Recognize words that signal transitions to determine sequence as well as contribute to text's meaning. iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Use the following punctuation clues: commas, periods, question marks, apostrophes, and quotation marks to guide meaning and oral fluently reading aloud. Read aloud near grade level text with confidence, accuracy, intonations, and fluency.</p>
Word Analysis Skills		

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	m. Apply knowledge of compound words, contractions, and homophones to determine word meanings and phrases.	i. Pre-Emergent ii. Beginning iii. Intermediate: Read compound words and contractions and homophones. iv. Early Fluent
06. Read and respond to a variety of literature to compare and contrast the many dimensions of the human experience.	a. Read and evaluate grade-level literature and recognize and analyze literary elements, vocabulary, and genres: - identify and compare plots, settings, and characters of two stories; - retell basic plots of folktales, legends, fables, and fairy tales.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Gather, organize, read, analyze, interpret information related to academic content areas from various sources (e.g., reference books, magazines, textbooks, internet media presentations).
07. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	a. Retell a story and include setting, plot, and characters. b. Identify the following story elements within a literary text: - characters and their traits and motivations which determine causes and actions; - setting; - sequential events of a plot, including a clear beginning, middle, and end; - problems and solutions. c. Recall and recognize relevant details in a passage by responding to questions asking "who," "what," "where," and "when." d. Determine cause and effect relationships by responding to "why" "how," and "what if" questions. e. Draw logical conclusions based on information read. f. Distinguish between fiction and nonfiction, real and imaginary, and fact and opinion.	i. Pre-Emergent ii. Beginning iii. Intermediate: Retell a story and include setting, plot, and characters. iv. Early Fluent i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Identify the following story elements within a literary text: - characters and their traits and motivations which determine causes and actions; - setting; - sequential events of a plot, including a clear beginning, middle, and end; - problems and solutions. i. Pre-Emergent ii. Beginning iii. Intermediate: Recall and recognize relevant details in a passage by responding to questions asking "who," "what," "where," and "when." iv. Early Fluent i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Determine cause and effect relationships by responding to "why" "how," and "what if" questions. i. Pre-Emergent ii. Beginning iii. Intermediate: Draw logical conclusions based on information read. iv. Early Fluent i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Distinguish between fiction and nonfiction, real and imaginary, and fact and opinion.
08. Read to locate information from a variety of traditional, technical, and electronic sources.	a. Locate information using dictionaries, encyclopedias, and informational books: - recognize alphabetical order; - name and use the following parts – title page, table of contents, and glossary.	i. Pre-Emergent ii. Beginning: Locate information using dictionaries, encyclopedias, and informational books: - recognize alphabetical order; - name and use the following parts – title page, table of contents, and glossary. iii. Intermediate iv. Early Fluent

(4-6-05)

690. WRITING.

Rationale: Write to demonstrate skill and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use the writing process.	<p>a. Demonstrate an understanding and application of the writing process: Brainstorm; Draft; Teacher conference; Revise; Edit; Publish; Share.</p> <p>b. Legibly write in a variety of formats to record, generate, and reflect upon ideas.</p> <p>c. Use technology to create a piece for publication.</p> <p>d. Identify and use appropriate style for audience and purpose of writing.</p> <p>e. Develop a writing vocabulary and skills for using words.</p>
02. Write and edit for correctness and clarity.	<p>a. Apply rules and conventions for the following: Grammar; Punctuation; Capitalization; Spelling.</p> <p>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.</p>
03. Write a narrative essay that aligns with the Direct Writing Assessment.	<p>a. Create a narrative composition that provides an introduction, middle, and end sequence; establish and support a central idea and include simple facts and details.</p> <p>b. Write and publish original creative works that incorporate descriptive language.</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
04. Understand and use the writing process.	<p>a. Demonstrate understanding and application of writing process steps: - brainstorm; - draft; - teacher conference; - revise; - edit; - publish; - share.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate: Supply missing words in familiar or framed patterns. Use pre-writing strategies (e.g., time lines, web, maps, pictures) with assistance. iv. Early Fluent</p>
	<p>b. Legibly write in a variety of formats to record, generate, and reflect ideas.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Write in a variety of forms (e.g., lists, letters, stories, short reports).</p>
	<p>c. Use technology to create a piece for publication.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent</p>
	<p>d. Identify and use appropriate style for audience and purpose of writing.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	e. Develop a writing vocabulary and skills for using words.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent
05. Write and edit for correctness and clarity.	<p>a. Apply rules and conventions for the following: - grammar; - punctuation; - capitalization; - spelling.</p> <p>b. Develop sentences that incorporate 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.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Write simple sentences appropriate for language arts and other content areas (e.g., math, science, social studies). iv. Early Fluent: Write statements (declarative sentences) and questions using standard word order, with some inconsistent grammar forms (e.g., subject-verb agreement). Write simple paragraphs (3-4 sentences) based on classroom activities and experiences (e.g., field trips).</p>
06. Write a narrative essay that aligns with the Direct Writing Assessment.	<p>a. Create a narrative composition that provides an introduction, middle, and end sequence; establish and support a central idea and include simple facts and details.</p> <p>b. Write and publish original and creative works which incorporate descriptive language.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate: Write a simple narrative with beginning, middle and end that includes elements of setting and character. iv. Early Fluent: Write stories based on pictures that include sequence and details. Write simple stories that include elements of setting, character, and events.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent</p>

(4-6-05)

691. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

Standard - The student will:	Content Knowledge and Skills:
01. Listen for information and understanding.	<p>a. Listen and respond to a variety of electronic and live presentations.</p> <p>b. Listen to gain enrichment and information about various cultures.</p> <p>c. Use responsive listening skills such as retelling and asking questions for elaboration and clarification.</p>
02. Listen for literary response and expression.	<p>a. Listen to and record information from oral presentations.</p> <p>b. Note similarities and differences between and among a variety of oral presentations.</p>
03. Listen for critical analysis and evaluation.	<p>a. Listen for answers to specific questions and for specific purposes in response to nonfiction.</p>

Standard - The student will:	Content Knowledge and Skills:
	b. Determine rhyming words that have been logically omitted from an orally-presented poem or rhyming book.
04. Listen to and follow directions.	a. Follow one- to four-step oral directions.

ENGLISH LANGUAGE PROFICIENCY STANDARDS			
Standard – The student will	Content Knowledge and Skills	Proficiency Level	
05. Listen for information and understanding.	a. Listen and respond to a variety of electronic and live presentations.	i. Pre-Emergent	ii. Beginning
		iii. Intermediate	iv. Early Fluent
	b. Listen to gain enrichment and information about various cultures.	i. Pre-Emergent	ii. Beginning
		iii. Intermediate	iv. Early Fluent
	c. Use such responsive listening skills as retelling and asking questions for elaboration and clarification.	i. Pre-Emergent	ii. Beginning
		iii. Intermediate	iv. Early Fluent
06. Listen for literary response and expression	a. Listen to and record information from oral presentations.	i. Pre-Emergent	ii. Beginning
		iii. Intermediate	iv. Early Fluent
	b. Note similarities and differences between and among a variety of oral presentations.	i. Pre-Emergent	ii. Beginning
		iii. Intermediate	iv. Early Fluent
07. Listen for critical analysis and evaluation.	a. Listen for answers to specific questions and for specific purposes in response to nonfiction.	i. Pre-Emergent	ii. Beginning
		iii. Intermediate	iv. Early Fluent
	b. Determine rhyming words that have been logically omitted from an orally-presented poem or rhyming book.	i. Pre-Emergent	ii. Beginning
		iii. Intermediate	iv. Early Fluent
08. Listen to and follow directions.	a. Frequently provide opportunities for students to follow verbal directions.	i. Pre-Emergent	ii. Beginning
		iii. Intermediate	iv. Early Fluent

(4-6-05)

692. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis of critiques of written or viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level.

Standard - The student will:	Content Knowledge and Skills:
01. Speak to share understanding of information.	a. Plan and deliver an oral presentation that incorporates appropriate grammar and vocabulary as well as effective use of illustrations and pictures.

Standard - The student will:	Content Knowledge and Skills:
	b. Use oral communication for various purposes with a developing sense of audience that incorporates appropriate volume, variety of word choices, and physical gestures.
02. Speak for literary response and expression.	a. Use oral interpretation, memorization, presentation, and dramatic readings to share personal or literary works.
03. Speak for critical analysis and evaluation.	a. Express opinions and solutions to problems. b. Use cause/effect and similarities/differences to demonstrate a key point. c. Encourage others' participation while exhibiting courteous, attentive, and appropriate behaviors during discussions.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
04. Speak to share understanding of information.	a. Plan and deliver an oral presentation that incorporates appropriate grammar and vocabulary as well as effective use of illustrations and pictures. b. Use oral communication for various purposes with a developing sense of audience that incorporates appropriate volume, variety of word choices, and physical gestures.	i. Pre-Emergent: Minimal verbal response in English expected. Plan and deliver a nonverbal presentation that incorporates illustrations and pictures. ii. Beginning: Plan and deliver a nonverbal presentation using gestures, single words, and simple phrases as well as illustrations and pictures. iii. Intermediate: Plan and deliver an oral presentation that incorporates appropriate grammar and vocabulary in simple sentences as well as effective use of illustrations and pictures. iv. Early Fluent: Plan and deliver an oral presentation that incorporates appropriate grammar and vocabulary with some linguistic inaccuracies. Incorporate effective use of illustrations and pictures. i. Pre-Emergent: Minimal verbal response in English expected. ii. Beginning: Use gestures, single words, and simple phrases to for various purposes with a developing sense of audience that incorporates appropriate volume, limited word choices, and physical gestures. iii. Intermediate: Use oral communication for various purposes with a developing sense of audience that incorporates appropriate volume, variety of word choices, and physical gestures. iv. Early Fluent:
05. Speak for literary response and expression.	a. Use oral interpretation, memorization, presentation, and dramatic readings to share personal and literary works.	i. Pre-Emergent: Minimal verbal response in English expected. Participate in classroom group-response activities (e.g., chants, songs, choral readings, TPR activities). Respond to literary works read aloud, using one or two words or short phrases. ii. Beginning: Use key words and phrases to respond to simple questions regarding personal experiences and literary works. iii. Intermediate: Use simple sentences to retell stories and relate personal experiences and literary works. Contribute to classroom and small group discussions by responding to and asking simple questions. iv. Early Fluent: Participate in oral interpretation, memorization, presentation, and dramatic readings to share personal and literary works with some linguistic inaccuracies.
06. Speak for critical analysis and evaluation.	a. Express opinions and solve problems.	i. Pre-Emergent: Minimal verbal response in English expected. ii. Beginning: Use gestures, single words, and simple phrases to express opinions and solve problems. iii. Intermediate: Use simple sentences to express opinions and solve problems. iv. Early Fluent: Express opinions and solve problems.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	<p>b. Use causes and effects and similarities and differences to demonstrate a key point.</p> <p>c. Encourage others' participation while exhibiting courteous, attentive, and appropriate behaviors during discussions.</p>	<p>i. Pre-Emergent: Minimal verbal response in English expected.</p> <p>ii. Beginning: Use graphic organizers, gestures, single words, and simple phrases to express similarities and differences and key points.</p> <p>iii. Intermediate: Use simple sentences to show causes and effects and similarities and differences and key points.</p> <p>iv. Early Fluent: Use causes and effects and similarities and differences to demonstrate a key point with some linguistic inaccuracies.</p> <p>i. Pre-Emergent: Exhibit courteous, attentive, and appropriate behavior during discussions.</p> <p>ii. Beginning:</p> <p>iii. Intermediate: Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions.</p> <p>iv. Early Fluent:</p>

(4-6-05)

693. VIEWING.

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

Standard - The student will:	Content Knowledge and Skills:
01. View for information and understanding.	<p>a. Identify traditional and non-print media as sources of information.</p> <p>b. Determine main concept and supporting details within non-print media.</p>
02. View media sources for personal response and expression.	a. Demonstrate understanding of significant relationships, ideas, and cultures, which various media represent.
03. View media to engage in critical analysis and evaluation.	a. 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. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

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 third-grade materials.
	Phonics
	<p>b. Employ multiple strategies to identify words using spelling patterns and syllabication.</p> <p>c. Use phonics cues to automatically decode words and cueing strategies to fluently read third grade text.</p> <p>d. Use knowledge of common prefixes, suffixes, and root words to determine meanings of unknown words within a passage.</p>
	Context Cues

Standard - The student will:	Content Knowledge and Skills:
	<p>e. Use context cues to determine correct meanings of identified words within a reading passage.</p> <p>f. Recognize words that signal transitions to determine sequence and meaning of text.</p> <p>g. Recognize relationship between a pronoun and its referent.</p> <hr/> <p style="text-align: center;">Word Analysis Skills</p> <hr/> <p>h. Apply knowledge of contractions, synonyms, antonyms, homonyms, and multiple meanings to determine meanings of words and phrases.</p> <p>i. Use knowledge of root words to determine meanings of unknown words within a passage.</p> <hr/> <p style="text-align: center;">Syntax Cues</p> <hr/> <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>02. 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>03. 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>04. 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>05. 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>

Standard - The student will:	Content Knowledge and Skills:
	<ul style="list-style-type: none"> b. Identify uses of graphics, graphs, tables, diagrams, parentheses, italics, and bold print. c. Identify text structure. d. Locate and demonstrate understanding of sequence words.

ENGLISH LANGUAGE PROFICIENCY STANDARDS			
Standard – The student will	Content Knowledge and Skills	Proficiency Level	
06. Read a variety of traditional and electronic materials for information and understanding.	a. Use decoding strategies to fluently read third-grade materials.	<ul style="list-style-type: none"> i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Read for information, understanding, appreciation, and enjoyment, using a variety of types of text. 	
	Phonics		
	b. Employ multiple strategies to identify words using spelling patterns and syllabication.	<ul style="list-style-type: none"> i. Pre-Emergent ii. Beginning iii. Intermediate: Employ multiple strategies to identify words using spelling patterns and syllabication. iv. Early Fluent 	
	Context Clues		
	c. Use phonics clues to automatically decode words and cueing strategies to fluently read third-grade text.	<ul style="list-style-type: none"> i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent 	
	d. Use context clues to determine correct meanings of identified words within a reading passage.	<ul style="list-style-type: none"> i. Pre-Emergent ii. Beginning iii. Intermediate: Use context clues to determine correct meanings of identified words within a reading passage. iv. Early Fluent 	
	e. Recognize words that signal transitions to determine sequence and meaning of text.	<ul style="list-style-type: none"> i. Pre-Emergent ii. Beginning iii. Intermediate: Recognize words that signal transitions to determine sequence and meaning of text. iv. Early Fluent 	
	f. Recognize the relationship between a pronoun and its referent.	<ul style="list-style-type: none"> i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Recognize the relationship between a pronoun and its referent. 	
	Word Analysis Clues		
	g. Apply knowledge of contractions, synonyms, antonyms, homonyms, and multiple meaning to determine meaning of words and phrases.	<ul style="list-style-type: none"> i. Pre-Emergent ii. Beginning: Apply knowledge of contractions, synonyms, antonyms, homonyms, and multiple meaning to determine meaning of words and phrases. iii. Intermediate iv. Early Fluent 	
h. Use knowledge of root words to determine meanings of unknown words within a passage.	<ul style="list-style-type: none"> i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Use knowledge of root words to determine meanings of unknown words within a passage. 		
Syntax Cues			

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	<p>i. Use knowledge of written language to anticipate words when reading.</p> <p>j. Before, during, and after reading, locate information to clarify text structure and content.</p> <p>k. Locate and gather information for a variety of purposes.</p> <p>l. Paraphrase and summarize text.</p> <p>m. Distinguish between cause and effect and fact and opinion within expository text.</p> <p>n. Identify language and literary devices: - mood; - tone; - style; - figurative language.</p> <p>o. Identify main idea within a text and identify relevant details and facts.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Use knowledge of written language to anticipate words when reading.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Before, during, and after reading, locate information to clarify text structure and content.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Read and identify text features including glossaries and indexes.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Paraphrase and summarize text.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Distinguish between cause and effect and fact and opinion within expository text.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Identify language and literary devices: - mood; - tone; - style; - figurative language.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Identify main idea within a text and identify relevant details and facts. iv. Early Fluent</p>
07. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	<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>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Identify defining characteristics of the following literary forms and genres: fiction, nonfiction, fairy tales, poems, and plays.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Evaluate new information and relate to known information and ideas.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Compare and contrast information about same topic after reading two or more passages or articles. iv. Early Fluent</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	<p>d. Demonstrate understanding of the role of reading to enrich, inform, and 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>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Demonstrate understanding of the role of reading to enrich, inform, and serve as a tool for lifelong learning.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Identify cause and effect and statements of fact and opinion.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Determine main idea of text and identify relevant and supporting details and facts; arrange in chronological order. iv. Early Fluent</p>
08. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	<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; - setting; - sequencing of main events; - problems and solutions.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Identify author's purpose and describe how language, setting, and information support purpose within literary text.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Identify the following story elements within a literary text: - characters and their traits; - setting; - sequencing of main events; - problems and solutions.</p>
09. Read to locate information from a variety of traditional, technical, and electronic sources.	<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. Organize and interpret information to draw a logical conclusion based on an investigation.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate: Use appropriate strategies when reading for the following purposes: - comprehension; - locating information; - personal enjoyment. iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Generate questions about important and interesting issues. iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Organize and interpret information to draw a logical conclusion based on an investigation.</p>
10. Read for technical information.	a. Identify and use such traditional sources as reference books, library materials, experts, and electronically stored sources to locate and acquire information.	<p>i. Pre-Emergent ii. Beginning iii. Intermediate: Use multiple grade level resources to identify and use such traditional sources as reference books, library materials, experts, and electronically stored sources to locate and acquire information. iv. Early Fluent</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	<p>b. Identify use of graphics, graphs, tables and diagrams, parentheses, italics, and bold print.</p> <p>c. Identify text structure.</p> <p>d. Locate and demonstrate understanding sequence words.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate: Identify use of graphics, graphs, tables and diagrams, parentheses, italics, and bold print. iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Identify text structure.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Locate and demonstrate understanding sequence words. iv. Early Fluent</p>

(4-6-05)

699. WRITING.

Rationale: Write to demonstrate skill and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

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

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
04. Understand and use the writing process.	a. Demonstrate understanding and application of the writing process: - brainstorm; - draft; - teacher conference; - revise; - edit; - publish; - share.	i. Pre-Emergent: Briefly write about personal experience by using illustrations and one or two words. Create simple sentences and phrases with some assistance. ii. Beginning: Use simple pre-writing strategies. iii. Intermediate: Use phrases and simple sentences to respond to written prompts. iv. Early Fluent
	b. Legibly write in a variety of formats to record, generate, and reflect upon idea.	i. Pre-Emergent ii. Beginning: Use models to write short narratives. Communicate information through a combination of drawings, picture stories, and some words. iii. Intermediate iv. Early Fluent
	c. Identify and use appropriate style and vocabulary for audience and purpose.	i. Pre-Emergent ii. Beginning iii. Intermediate: Produce independent writing that is understood when read. Incorporate key content area vocabulary in writing. iv. Early Fluent
05. Write and edit for correctness and clarity.	a. Apply rules and conventions of the following: - grammar; - punctuation; - capitalization; - spelling.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Use mainly conventional spelling, capitalization, punctuation, grammar, and sentence structure. Edit for conventions of writing and revise for appropriate word choice and organization (e.g., spelling, capitalization, punctuation).
	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.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Use print for social communication (e.g., notes, invitations, e-mail, diary entries). Use a variety of sentence patterns with mostly appropriate tenses and conventions. Consistently use complete sentences and correct word order.
06. Write a narrative essay that aligns with the Direct Writing Assessment.	a. 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.	i. Pre-Emergent ii. Beginning iii. Intermediate: Describe characters and settings and summarize events in a literature selection. iv. Early Fluent: Use informational writing in content areas (e.g., recording a math problem-solving process, summarizing a social studies concept).

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	b. Write and publish original creative works that incorporate figurative and descriptive language.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent

(4-6-05)

700. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

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

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
04. Listen for information and understanding.	a. Listen and respond to a variety of electronic and live presentations.	i. Pre-Emergent: Attend to short, linguistically and academically appropriate audio-visual materials. Linguistically these materials would be nearly identical to those at the K-2 range, but academically the content would be slightly more advanced. ii. Beginning iii. Intermediate: Respond to simple and complex questions (e.g., who/how, either/or, and some open-ended questions) with words and phrases. iv. Early Fluent
	b. Listen to gain enrichment and information about various cultures.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent
	c. Demonstrate effective interpersonal listening skills.	i. Pre-Emergent: Use nonverbal responses in social and academic settings to demonstrate understanding of key words and phrases. These words, common phrases, and familiar language would be very similar to those at the K-2 range for this earliest level of proficiency. ii. Beginning: Follow clear one-step directions in one to one situations. Built on previous grades. iii. Intermediate: Follow clear multiple-step (3 or more) directions in one to one and small group situations. Directions may be more cognitively demanding at 3-5 than at K-2. iv. Early Fluent: Follow multiple-step (3 or more) directions in both one to one and group situations.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
05. Listen for literary response and expression.	a. Listen to and record information from oral presentations.	<p>i. Pre-Emergent: Demonstrate comprehension of stories/information by pointing, moving, matching, drawing, and making appropriate classroom gestures. Stories and information at the 3-5 grade level might be slightly more cognitively demanding than at the K-2 level.</p> <p>ii. Beginning</p> <p>iii. Intermediate: Respond nonverbally to more complex stories (e.g., matching objects, pointing to an answer, or drawing picture).</p> <p>iv. Early Fluent:</p>
	b. Note similarities and differences between and among a variety of oral presentations.	<p>i. Pre-Emergent:</p> <p>ii. Beginning</p> <p>iii. Intermediate</p> <p>iv. Early Fluent: Demonstrate understanding of increasingly complex content-related questions about newly learned information (e.g., makes comparisons).</p>
06. Listen for critical analysis and evaluation.	a. Identify the purpose, content, organization, and delivery of verbal communication and nonverbal cues.	<p>i. Pre-Emergent: Respond nonverbally to simple directions and questions (e.g., by matching objects, pointing to an answer, drawing picture). Directions and questions at the 3-5 grade range would be very similar to those at the K-2 range for this earliest level of proficiency.</p> <p>ii. Beginning</p> <p>iii. Intermediate</p> <p>iv. Early Fluent</p>

(4-6-05)

701. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis or critiques of written or viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level.

Standard - The student will:	Content Knowledge and Skills:
01. Speak to share understanding of information.	<p>a. Plan and deliver an oral presentation that incorporates appropriate grammar and vocabulary as well as effective use of illustrations, pictures, and charts.</p> <p>b. Use oral communication for various purposes and audiences that incorporate a variety of word choices, inflection, volume, phrasing, physical gestures, and eye contact.</p>
02. Speak for literary response and expression.	<p>a. Use oral interpretation, memorization, presentation, and dramatic readings to share personal or literary works.</p>
03. Speak for critical analysis and evaluation.	<p>a. Express opinions and solve problems.</p> <p>b. Use cause/effect and similarities/differences to demonstrate a key point.</p> <p>c. 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.</p> <p>d. Demonstrate ability to critique own oral presentation.</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
04. Speak to share understanding of information.	a. Plan and deliver an oral presentation that incorporates appropriate grammar and vocabulary as well as effective use of illustrations, pictures, and charts.	<p>i. Pre-Emergent: Minimal verbal response in English expected. Plan and deliver a nonverbal presentation that incorporates illustrations, pictures, and charts.</p> <p>ii. Beginning: Plan and deliver a nonverbal presentation using gestures, single words, and simple phrases as well as illustrations, pictures, and charts.</p> <p>iii. Intermediate: Plan and deliver an oral presentation that incorporates appropriate grammar and vocabulary in simple sentences. Incorporate effective use of illustrations, pictures, and charts.</p> <p>iv. Early Fluent: Plan and deliver an oral presentation that incorporates appropriate grammar and vocabulary with some linguistic inaccuracies. Incorporate effective use of illustrations, pictures, and charts.</p>
	b. Use oral communication for various purposes and audiences that incorporate a variety of word choices, inflection, volume, phrasing, physical gestures, and eye contact.	<p>i. Pre-Emergent: Minimal verbal response in English expected.</p> <p>ii. Beginning: Use gestures, single words, and simple phrases to for various purposes with a developing sense of audience that incorporates appropriate volume, limited word choices, and physical gestures.</p> <p>iii. Intermediate: Use oral communication for various purposes with a developing sense of audience that incorporates appropriate volume, variety of word choices, physical gestures, and some eye contact.</p> <p>iv. Early Fluent: Use oral communication for various purposes with a developing sense of audience that incorporates appropriate volume, variety of word choices, physical gestures, and eye contact.</p>
05. Speak for literary response and expression.	a. Use oral interpretation, memorization, presentation, and dramatic readings to share personal or literary works.	<p>i. Pre-Emergent: Minimal verbal response in English expected. Participate in classroom group-response activities (chants, songs, choral readings, TPR activities). Respond to literary works read aloud, using one or two words or short phrases.</p> <p>ii. Beginning: Use key words and phrases to respond to simple questions regarding personal experiences and literary works.</p> <p>iii. Intermediate: Use simple sentences to retell stories and relate personal experiences and literary works. Contribute to classroom and small group discussions by responding to and asking simple questions.</p> <p>iv. Early Fluent: Participate in oral interpretation, memorization, presentation, and dramatic readings to share personal and literary works with some linguistic inaccuracies.</p>
06. Speak for critical analysis and evaluation.	a. Express opinions and solve problems.	<p>i. Pre-Emergent: Minimal verbal response in English expected.</p> <p>ii. Beginning: Use gestures, single words, and simple phrases to express opinions and solve problems.</p> <p>iii. Intermediate: Use simple sentences to express opinions and solve problems.</p> <p>iv. Early Fluent: Express opinions and solve problems.</p>
	b. Use causes/effects and similarities/differences to demonstrate a key point.	<p>i. Pre-Emergent: Minimal verbal response in English expected.</p> <p>ii. Beginning: Use graphic organizers, gestures, single words, and simple phrases to express similarities and differences and key points.</p> <p>iii. Intermediate: Use simple sentences to show causes and effects and similarities and differences and key points.</p> <p>iv. Early Fluent: Use causes and effects and similarities and differences to demonstrate a key point with some linguistic inaccuracies.</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	<p>c. 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.</p> <p>d. Demonstrate ability to critique own oral presentation.</p>	<p>i. Pre-Emergent: Minimal verbal response in English expected. Exhibit courteous, attentive, and appropriate behavior when directed. ii. Beginning: Use gestures, single words, and simple phrases to express opinions in a courteous and attentive manner. iii. Intermediate: 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. iv. Early Fluent:</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Demonstrate ability to critique own oral presentation by using prompts and rubrics reflecting the intermediate proficiency level. iv. Early Fluent:</p>

(4-6-05)

702. VIEWING.

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

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

(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. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

Standard - The student will:	Content Knowledge and Skills:
01. Read a variety of traditional and electronic materials for information and understanding.	<p>a. Use decoding strategies to fluently read fourth-grade materials.</p> <p style="text-align: center;">Phonics</p>

Standard - The student will:	Content Knowledge and Skills:
	<p>b. Use spelling patterns, syllabication and other strategies to identify words.</p> <p>c. Use phonics cues to automatically and accurately identify and pronounce words.</p> <hr/> <p style="text-align: center;">Word Analysis</p> <hr/> <p>d. Apply knowledge of derivations, synonyms, antonyms, homonyms, multiple meanings, and idioms to determine meanings of words and phrases.</p> <p>e. Use knowledge of root words to determine meanings of unknown words within a passage.</p> <hr/> <p style="text-align: center;">Context Clues</p> <hr/> <p>f. Use context clues to determine correct meanings of identified words within a reading passage.</p> <p>g. Recognize relationship between a pronoun and its referent.</p> <p>h. Recognize words that signal transitions to determine sequences as well as contribution to text's meaning.</p> <hr/> <p style="text-align: center;">Sentence Structure</p> <hr/> <p>i. Use knowledge of written language to anticipate words when reading.</p> <p>j. Use knowledge of written language to comprehend text.</p> <p>k. Before, during, and after reading, locate information to clarify text structure and content.</p> <p>l. Identify and begin to use analytic processes for understanding and remembering words, phrases, and information from reading material.</p> <p>m. Locate and gather information for a variety of purposes.</p> <p>n. Paraphrase and summarize text.</p> <p>o. Draw inferences and conclusions from text.</p> <p>p. Identify language and literary devices: - Mood; - Tone; - Style; - Figurative language; - Format; - Structure;</p> <p>q. Determine main idea or essential message within a text and identify relevant details and facts.</p>
<p>02. 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, fables, myths, poems, and plays.</p> <p>b. Evaluate new information and hypotheses by testing against 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. Distinguish between cause and effect and fact and opinion within expository text.</p> <p>f. Determine main idea of text and identify relevant and supporting details and facts; arrange in chronological order.</p>
<p>03. 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 to determine causes for actions; - Setting; - Main events of plot; - Point of view; - Problems and solutions.</p> <p>c. Compare and contrast information from multiple sources.</p>

Standard - The student will:	Content Knowledge and Skills:
	<p>d. Use personal or objective criteria to do the following: - Draw conclusions; - Make inferences; - Determine meanings; - Form opinions; - Make judgments.</p> <p>e. Distinguish between statements of fact and opinion and identify cause and effect relationships within narrative and expository text.</p>
04. Read to locate information from a variety of traditional, technical, and electronic sources.	<p>a. Use appropriate strategies when reading for the following purposes: - Full comprehension; - Locating information; - Personal enjoyment.</p> <p>b. Generate questions about important and interesting issues; use discussion to narrow research.</p> <p>c. Organize and interpret information to draw logical conclusion based on investigation.</p> <p>d. Present acquired information in the form of a letter, report, story, and poster.</p>
05. Read for technical information.	<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 format of various technical and reference texts.</p> <p>d. Locate and understand sequence words.</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
06. Read a variety of traditional and electronic materials for information and understanding.	a. Use decoding strategies to fluently read fourth-grade materials.	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Read aloud near grade-level material with confidence, accuracy, and fluency.</p>
	Phonics	
	b. Use spelling pattern syllabication and other strategies to identify words.	<p>i. Pre-Emergent ii. Beginning iii. Intermediate: Use spelling pattern syllabication and other strategies to identify words. iv. Early Fluent</p>
	c. Use phonics clues to automatically and accurately identify and pronounce words.	<p>i. Pre-Emergent ii. Beginning iii. Intermediate: Use knowledge of English phonics and syntax to interpret the meaning of unfamiliar words in the simple sentences. iv. Early Fluent</p>
Word Analysis		
d. Apply knowledge of derivations, synonyms, antonyms, homonyms, multiple meanings, and idioms to determine meanings of words and phrases.	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Apply knowledge of derivations, synonyms, antonyms, homonyms, multiple meanings, and idioms to determine meanings of words and phrases. Recognize and use correctly some multiple-meaning words (e.g., "product" in math vs. "product" in social studies) and homographs (e.g., You "live" here vs. This is a "live" animal.)</p>	

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	e. Use knowledge of root words to determine meanings of unknown words within a passage.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Apply knowledge of common morphemes (e.g., common root words, prefixes, suffixes) to derive meaning from text.
Context Clues		
	f. Use context clues to choose correct meanings of identified words within a reading passage.	i. Pre-Emergent ii. Beginning iii. Intermediate: Use illustrations, word-attack skills, and context to determine the meaning of unknown words. iv. Early Fluent
	g. Recognize the relationship between a pronoun and its referent.	i. Pre-Emergent ii. Beginning: Recognize the relationship between a pronoun and its referent. iii. Intermediate iv. Early Fluent
	h. Recognize words that signal transitions to determine sequences as well as contribution to text's meaning.	i. Pre-Emergent ii. Beginning iii. Intermediate: Recognize words that signal transitions to determine sequences as well as contribution to text's meaning. iv. Early Fluent
Sentence Structure		
	i. Use knowledge of written language to anticipate words when reading.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Use knowledge of written language to anticipate words when reading.
	j. Use knowledge of written language to comprehend text.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Use knowledge of written language to comprehend text.
	k. Before, during, and after reading, locate information to clarify text structure and content.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Read and identify text features including glossaries and indexes.
	l. Identify and begin to use analytic processes for understanding and remembering words, phrases, and information from reading material.	i. Pre-Emergent ii. Beginning iii. Intermediate: Use reading strategies to gain information and to make text comprehensible (e.g., predicting, questioning, summarizing, self-correcting, evaluating, comparing/contrasting, using print and media resources). iv. Early Fluent
	m. Locate and gather information for a variety of purposes.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Gather, organize, read, analyze, and interpret information related to academic content areas from various sources (e.g., reference books, magazines, textbooks, internet media presentations).
	n. Paraphrase and summarize text.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Paraphrase and summarize text.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	<p>o. Draw inferences and conclusions from text.</p> <p>p. Identify language and literary devices: - mood; - tone; - style; - figurative language; - format; - structure.</p> <p>q. Determine main idea or essential message within a text and identify relevant details and facts.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Use multiple grade-level resources to make inferences, conclusions and generalizations (e.g., glossaries, indexes, graphs, illustrations, headings).</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Identify language and literary devices: - mood; - tone; - style; - figurative language; - format; - structure.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Determine main idea or essential message within a text and identify relevant details and facts. iv. Early Fluent</p>
07. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	<p>a. Identify defining characteristics of the following literary forms and genres: fiction, nonfiction, fairy tales, fables, myths, poems, and plays.</p> <p>b. Evaluate new information and hypotheses by testing against 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 understanding of the role of reading to enrich, inform, and serve as a tool for lifelong learning.</p> <p>e. Distinguish between cause and effect and fact and opinion within expository text.</p> <p>f. Determine main idea of text and identify relevant and supporting details and facts; arrange in chronological order.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate: Identify defining characteristics of the following literary forms and genres: fiction, nonfiction, fairy tales, fables, myths, poems, and plays. iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Evaluate new information and hypotheses by testing against known information and ideas.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Compare and contrast information about same topic after reading two or more passages or articles. iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Demonstrate understanding of the role of reading to enrich, inform, and serve as a tool for lifelong learning. iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Distinguish between cause and effect and fact and opinion within expository text.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Determine main idea of text and identify relevant and supporting details and facts; arrange in chronological order. iv. Early Fluent</p>
08. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	a. Identify author's purpose and describe how language, setting, and information support purpose within literary text.	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Identify author's purpose and describe how language, setting, and information support purpose within literary text.</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	<p>b. Identify the following story elements within a literary text: - characters and their traits and motivation to determine causes for actions; - setting; - main events of plot; - point of view; - problems and solutions.</p> <p>c. Compare and contrast information from multiple sources.</p> <p>d. Use personal or objective criteria to do the following: - draw conclusions; - make inferences; - decide meanings; - form opinions; - make judgments.</p> <p>e. Distinguish between statements of fact and opinion and identify cause and effect relationships within narrative and expository text.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Identify the following story elements within a literary text: - characters and their traits and motivation to determine causes for actions; - setting; - main events of plot; - point of view; - problems and solutions.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Compare and contrast information from multiple sources.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Use personal or objective criteria to do the following: - draw conclusions; - make inferences; - decide meanings; - form opinions; - make judgments.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Distinguish between statements of fact and opinion and identify cause and effect relationships within narrative and expository text.</p>
09. Read to locate information from a variety of traditional, technical, and electronic sources.	<p>a. Use appropriate strategies when reading for the following purposes: - full comprehension; - locating information; - personal enjoyment.</p> <p>b. Generate questions about important and interesting issues; use discussion to narrow research.</p> <p>c. Organize and interpret information to draw logical conclusions based on investigation.</p> <p>d. Present acquired information in the form of a letter, report, story, and poster.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Use appropriate strategies when reading for the following purposes: - full comprehension; - locating information; - personal enjoyment.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Generate questions about important and interesting issues; use discussion to narrow research.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Organize and interpret information to draw logical conclusions based on investigation.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Present acquired information in the form of a letter, report, story, and poster. iv. Early Fluent</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
10. Read for technical information.	a. Identify and use such traditional sources as reference books, library materials, experts, and electronically-stored sources to locate and acquire information.	i. Pre-Emergent ii. Beginning iii. Intermediate: Identify and use such traditional sources as reference books, library materials, experts, and electronically-stored sources to locate and acquire information. iv. Early Fluent
	b. Identify use of graphics, graphs, tables, diagrams, parentheses, italics, and bold print.	i. Pre-Emergent ii. Beginning: Identify use of graphics, graphs, tables, diagrams, parentheses, italics, and bold print. iii. Intermediate iv. Early Fluent
	c. Identify format of various technical and reference texts.	i. Pre-Emergent ii. Beginning iii. Intermediate: Identify format of various technical and reference texts. iv. Early Fluent
	d. Locate and understand sequence words.	i. Pre-Emergent ii. Beginning iii. Intermediate: Locate and understand sequence words. iv. Early Fluent

(4-6-05)

708. WRITING.

Rationale: Students write to demonstrate skill and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

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

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
04. Understand and use the writing process.	<p>a. Demonstrate understanding and application of writing process:</p> <ul style="list-style-type: none"> - brainstorm; - draft; - revise; - edit; - publish. 	<p>i. Pre-Emergent ii. Beginning iii. Intermediate: Correctly use punctuation (end marks) and capitalization in basic sentence patterns. iv. Early Fluent: Gather and organize information related to academic content areas from various sources in written reports.</p>
	<p>b. Write in a variety of formats to record, generate, and reflect upon ideas.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate: Incorporate key content area vocabulary in writing. Use transition words to organize writing (e.g., first, after that, in the beginning, later). Use pre-writing strategies (e.g., time lines, web, maps, pictures). iv. Early Fluent</p>
	<p>c. Identify and use appropriate style and vocabulary for audience and purpose.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate: Write to express preferences and opinions (e.g., letters, responses to prompts). iv. Early Fluent</p>
05. Write and edit for correctness and clarity.	<p>a. Apply rules and conventions of the following:</p> <ul style="list-style-type: none"> - grammar; - punctuation; - capitalization; - spelling; - legibility. 	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent</p>
	<p>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:</p> <ul style="list-style-type: none"> - incorporate topic sentences, appropriate word choice, sentence structure, transitions, paragraphing, indentation, and organization; - write for personal and practical needs: messages, diaries, journals, thank-you notes, friendly letters, and step-by-step directions. 	<p>i. Pre-Emergent ii. Beginning iii. Intermediate: Write short, descriptive and narrative paragraphs that develop a central idea. Write to express preferences and opinions (e.g., letters, responses to prompts). iv. Early Fluent: Utilize topic sentences, supporting details, transitions, and conclusions in paragraphs.</p>
06. Write a narrative essay that aligns with the fourth grade Direct Writing Assessment.	<p>a. 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.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate: Describe characters and settings and summarize events in a literature selection. Access classroom resources, including electronic media, to support independent writing. iv. Early Fluent: Create multi-paragraphed narrative compositions that have a clear focus. Use informational writing in content areas (e.g., recording a math problem-solving process, summarizing a social studies concept).</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	b. Write and publish original creative works that incorporate figurative and descriptive language.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent

(4-6-05)

709. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

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

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
04. Listen for information and understanding.	a. Listen and respond to a variety of electronic and live presentations.	i. Pre-Emergent ii. Beginning iii. Intermediate: Respond nonverbally to more complex stories (e.g., matching objects, pointing to an answer, or drawing pictures). iv. Early Fluent
	b. Listen to gain enrichment and information about a variety of cultures.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent
	c. Use such responsive listening skills as paraphrasing, summarizing, and asking questions for elaboration and clarification.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent
05. Listen for literary response and expression.	a. Respond in a variety of ways to oral presentations.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent
	b. Note similarities and differences between and among a variety of oral presentations.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
06. Listen for critical analysis and evaluation.	a. Identify the purpose, content, organization, and delivery of verbal communication and nonverbal cues.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent

(4-6-05)

710. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis or critiques of written or viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level.

Standard - The student will:	Content Knowledge and Skills:
01. Speak to share understanding of information.	a. Use oral communication for various purposes and audiences that incorporate a variety of word choices, inflection, volume, phrasing, physical gestures, and eye contact. b. Plan and deliver an oral presentation that incorporates appropriate grammar, and vocabulary, as well as effective use of illustrations, pictures, and charts.
02. Speak for literary response and expression.	a. Use oral interpretation, memorization, presentation, and dramatic readings to share personal or literary works. b. Orally read or recite a poem.
03. Speak for critical analysis and evaluation.	a. Express opinions and solutions to problems. b. Use cause/effect and similarities/differences to demonstrate a key point. c. 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.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
04. Speak to share understanding of information.	a. Plan and deliver an oral presentation that incorporates appropriate grammar and vocabulary as well as effective use of illustrations, pictures, and charts.	i. Pre-Emergent: Minimal verbal response in English expected. Plan and deliver a nonverbal presentation that incorporates illustrations and pictures. ii. Beginning: Plan and deliver a nonverbal presentation using gestures, single words, and simple phrases as well as illustrations and pictures. iii. Intermediate: Plan and deliver an oral presentation that incorporates appropriate grammar and vocabulary in simple sentences. Incorporate effective use of illustrations and pictures. iv. Early Fluent: Plan and deliver an oral presentation that incorporates appropriate grammar and vocabulary with some linguistic inaccuracies. Incorporate effective use of illustrations, pictures, and charts.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	<p>b. Use oral communication for various purposes and audiences that incorporate a variety of word choices, inflection, volume, phrasing, physical gestures, and eye contact.</p>	<p>i. Pre-Emergent: Minimal verbal response in English expected. ii. Beginning: Use gestures, single words, and simple phrases to for various purposes with a developing sense of audience that incorporates appropriate volume, limited word choices, and physical gestures. iii. Intermediate: Use oral communication for various purposes with a developing sense of audience that incorporates appropriate volume, variety of word choices, and physical gestures. iv. Early Fluent:</p>
<p>05. Speak for literary response and expression.</p>	<p>a. Use oral interpretation, memorization, presentation, and dramatic readings to share personal or literary works.</p> <p>b. Orally read or recite a poem.</p>	<p>i. Pre-Emergent: Minimal verbal response in English expected. Participate in classroom group-response activities (e.g., chants, songs, choral readings, TPR activities). Respond to literary works read aloud, using one or two words or short phrases. ii. Beginning: Use key words and phrases to respond to simple questions regarding personal experiences and literary works. iii. Intermediate: Use simple sentences to retell stories and relate personal experiences and literary works. Contributes to classroom and small group discussions by responding to and asking simple questions. iv. Early Fluent: Participate in oral interpretation, memorization, presentation, and dramatic reading to share personal and literary works with some linguistic inaccuracies.</p> <p>i. Pre-Emergent: Minimal verbal response in English expected. ii. Beginning: Orally read or recite simple poems, rhymes, and chants. iii. Intermediate: Orally read or recite a poem. iv. Early Fluent:</p>
<p>06. Speak for critical analysis and evaluation.</p>	<p>a. Express opinions and solutions to problems.</p> <p>b. Use causes and effects and similarities and differences to demonstrate a key point.</p> <p>c. 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.</p>	<p>i. Pre-Emergent: Minimal verbal response in English expected. ii. Beginning: Use gestures, single words, and simple phrases to express opinions and solutions to problems. iii. Intermediate: Use simple sentences to express opinions and solutions to problems/ iv. Early Fluent: With some linguistic inaccuracies, express opinions and solutions to problems.</p> <p>i. Pre-Emergent: Minimal verbal response in English expected. Exhibit courteous, attentive, and appropriate behavior when directed. ii. Beginning: Use graphic organizers, gestures, single words, and simple phrases to express similarities and differences and key points. iii. Intermediate: Use simple sentences to show causes and effects and similarities and differences and key points. iv. Early Fluent: Use causes and effects and similarities and differences to demonstrate a key point with some linguistic inaccuracies.</p> <p>i. Pre-Emergent: Minimal verbal response in English expected. Exhibit courteous, attentive, and appropriate behavior when directed. ii. Beginning: Use gestures, single words, and simple phrases to express opinions in a courteous and attentive manner. iii. Intermediate: 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. iv. Early Fluent:</p>

(4-6-05)

711. VIEWING.

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

Standard - The student will:	Content Knowledge and Skills:
01. View for information and understanding.	<ul style="list-style-type: none"> a. Identify a variety of visually-presented material (books, films, videos, Internet). b. Determine main concept and supporting details within non-print media.
02. View media sources for personal response and expression.	<ul style="list-style-type: none"> a. Demonstrate understanding of significant relationships, ideas, and cultures which various media represent. b. Compare effectiveness of media presentations.
03. View media to engage in critical analysis and evaluation.	<ul style="list-style-type: none"> a. Interpret literal and figurative meanings of communication. b. Differentiate between fact and opinion.
04. Use a variety of resources to produce visuals that communicate through print and non-print media.	<ul style="list-style-type: none"> 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. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

Standard - The student will:	Content Knowledge and Skills:
01. Read a variety of traditional and electronic materials for information and understanding.	<ul style="list-style-type: none"> a. Use decoding strategies to fluently read fifth-grade materials.
	Phonics
	<ul style="list-style-type: none"> 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.
	Word Analysis
	<ul style="list-style-type: none"> d. Apply knowledge of root words, derivations, affixes, synonyms, antonyms, homonyms, multiple meanings, and idioms to determine meanings of words and phrases.
	Context Clues
	<ul style="list-style-type: none"> e. Use context clues to determine correct meanings of identified words within a reading passage. f. Recognize relationship between a pronoun and its referent.
	Sentence Structure
	<ul style="list-style-type: none"> 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.

Standard - The student will:	Content Knowledge and Skills:
	<ul style="list-style-type: none"> 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.
02. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	<ul style="list-style-type: none"> a. Identify defining characteristics of the following literary forms and genres: fiction, nonfiction, fantasy, legend, and historical fiction. b. Activate and draw upon prior experiences to connect to reading selections. c. Compare and contrast information about same topic after reading two or more passages or articles. d. Demonstrate an understanding of how reading can provide enrichment and information as well as serve as a tool for lifelong learning.
03. Read a variety of traditional, technical, and electronic materials, for critical analysis and evaluation.	<ul style="list-style-type: none"> a. Identify author's purpose and describe how language, setting, and information support purpose within literary text. 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. c. Compare and contrast information from multiple sources. d. Use personal or objective criteria to do the following: - Draw conclusions; - Make inferences; - Determine meanings; - Form opinions; - Make judgments. e. Distinguish between statements of fact and opinion and identify cause and effect relationships within narrative and expository text.
04. Read to locate information from a variety of traditional, technical, and electronic sources.	<ul style="list-style-type: none"> a. Use appropriate strategies when reading for the following purposes: - Full comprehension; - Locating information; - Personal enjoyment. b. Generate questions about important and interesting issues to narrow topic(s) for research. c. Organize and interpret information to draw logical conclusions based on investigation.
05. Read for technical information.	<ul style="list-style-type: none"> d. Combine acquired information for presentation. a. Identify and use traditional sources such as reference books, library materials, experts, and electronically-stored sources to locate and acquire information. b. Explain uses of graphics, graphs, tables, diagrams, parentheses, italics, and bold print. c. Describe format of various technical and reference texts. d. Read, understand, and apply technical information.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
06. Read a variety of traditional and electronic materials for information and understanding.	a. Use decoding strategies to fluently read fifth-grade materials.	<ul style="list-style-type: none"> i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Read aloud near grade-level material with confidence, accuracy, and fluency.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
Phonics		
	<p>b. Use spelling patterns, syllabication, and other strategies to identify words.</p> <p>c. Use phonics clues to automatically and accurately identify and pronounce words and increase fluency.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate: Use spelling patterns, syllabication, and other strategies to identify words. iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Use knowledge of English phonics and syntax to interpret the meaning of unfamiliar words in simple sentences. iv. Early Fluent</p>
Word Analysis		
	<p>d. Apply knowledge of root words, derivations, affixes, synonyms, antonyms, homonyms, multiple meanings, and idioms to determine meanings of words and phrases.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Recognize and use correctly some multiple-meaning words (e.g., “product” in math vs. “product” in social studies) and homographs (e.g., You “live” here vs. This is a “live” animal.). Apply knowledge of root words, derivations, affixes, synonyms, antonyms, homonyms, multiple meanings, and idioms to determine meanings of words and phrases.</p>
Context Clues		
	<p>e. Use context clues to choose correct meanings of identified words within a passage.</p> <p>f. Recognize words that signal transitions to determine sequence as well as contribute to text’s meaning.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate: Use knowledge of English phonics and syntax to interpret the meaning of unfamiliar words in simple sentences. iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Recognize words that signal transitions to determine sequence as well as contribute to text’s meaning. iv. Early Fluent</p>
Sentence Structure		
	<p>g. Use knowledge of written language to anticipate words when reading.</p> <p>h. Use knowledge of written language to comprehend text.</p> <p>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.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Use knowledge of written language to anticipate words when reading.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Use background knowledge of written language to comprehend text.</p> <p>i. Pre-Emergent ii. Beginning: 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. iii. Intermediate iv. Early Fluent</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	<p>j. Use analytic processes for understanding and remembering vocabulary, phrases, and information from reading material.</p> <p>k. Locate, gather, and synthesize information for a variety of purposes.</p> <p>l. Paraphrase and summarize text.</p> <p>m. Draw inferences and conclusions from text.</p> <p>n. Identify language and literary devices: - mood; - tone; - style; - figurative language; - format; - structure.</p> <p>o. Determine main idea or essential message within a text and identify relevant details and facts.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate: Use reading strategies to gain information and to make text comprehensible (e.g., predicting, questioning, summarizing, self-correcting, evaluating, comparing/contrasting, using print and media resources). iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Read and identify text features including glossaries and indexes. iv. Early Fluent: Gather, organize, read, analyze, and interpret information related to academic content areas from various sources (e.g., reference books, magazines, textbooks, internet media presentations).</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Paraphrase and summarize text.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Use multiple grade-level resources to make inferences, conclusions, and generalizations (e.g., glossaries, indexes, graphs, illustrations, headings, subheadings, key vocabulary).</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Identify language and literary devices: - mood; - tone; - style; - figurative language; - format; - structure.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Determine main idea or essential message within a text and identify relevant details and facts. iv. Early Fluent</p>
07. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	<p>a. Identify defining characteristics of the following literary forms and genres: fiction, nonfiction, fantasy, legend, and historical fiction.</p> <p>b. Activate and draw upon prior experiences to connect to reading selections.</p> <p>c. Compare and contrast information about same topic after reading two or more passages or articles.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate: Identify defining characteristics of the following literary forms and genres: fiction, nonfiction, fantasy, legend, and historical fiction. iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Activate and draw upon prior experiences to connect to reading selections. iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Compare and contrast information about same topic after reading two or more passages or articles. iv. Early Fluent</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	d. Demonstrate understanding of reading's role to enrich, inform, and serve as a tool for lifelong learning.	i. Pre-Emergent ii. Beginning iii. Intermediate: Demonstrate understanding of reading's role to enrich, inform, and serve as a tool for lifelong learning. iv. Early Fluent
08. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	a. Identify author's purpose and describe how language, setting, and information support purpose within literary text.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Identify author's purpose and describe how language, setting, and information support purpose within literary text.
	b. Explain literary text according to the following elements: - characters and their traits and motivations to determine causes and actions; - settings; - main events of plot and relevant causes and effects; - point of view; - plot structure; - theme; - conflict and resolution.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Explain literary text according to the following elements: - characters and their traits and motivations to determine causes and actions; - settings; - main events of plot and relevant causes and effects; - point of view; - plot structure; - theme; - conflict and resolution.
	c. Compare and contrast information from multiple sources.	i. Pre-Emergent ii. Beginning iii. Intermediate: Compare and contrast information from multiple sources. iv. Early Fluent
	d. Use personal or objective criteria to do the following: - draw conclusions; - make inferences; - decide meanings; - form opinions; - make judgments.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Use personal or objective criteria to do the following: - draw conclusions; - make inferences; - decide meanings; - form opinions; - make judgments.
	e. Distinguish between statements of fact and opinion and identify cause and effect relationships within narrative and expository text.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Distinguish between statements of fact and opinion and identify cause and effect relationships within narrative and expository text.
09. Read to locate information from a variety of traditional, technical, and electronic sources.	a. Use appropriate strategies when reading for the following purposes: - full comprehension; - locating information; - personal enjoyment.	i. Pre-Emergent ii. Beginning iii. Intermediate: Use appropriate strategies when reading for the following purposes: - full comprehension; - locating information; - personal enjoyment. iv. Early Fluent
	b. Generate questions about important and interesting issues to narrow topic(s) for research.	i. Pre-Emergent ii. Beginning iii. Intermediate: Generate questions about important and interesting issues to narrow topic(s) for research. iv. Early Fluent

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	<p>c. Organize and interpret information to draw logical conclusions based on investigation.</p> <p>d. Combine acquired information for presentation.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Organize and interpret information to draw logical conclusions based on investigation.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Combine acquired information for presentation. iv. Early Fluent</p>
10. Read for technical information.	<p>a. Identify and use such traditional sources as reference books, library materials, experts, and electronically-stored sources to locate and acquire information.</p> <p>b. Identify uses of graphics, graphs, tables and diagrams, parentheses, italics, and bold print.</p> <p>c. Describe format of various technical and reference texts.</p> <p>d. Read, understand, and apply technical information.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate: Identify and use such traditional sources as reference books, library materials, experts, and electronically-stored sources to locate and acquire information. iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning: Identify uses of graphics, graphs, tables and diagrams, parentheses, italics, and bold print. iii. Intermediate iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Describe format of various technical and reference texts.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Read, understand, and apply technical information.</p>

(4-6-05)

717. WRITING.

Rationale: Students write to demonstrate skill and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

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

Standard - The student will:	Content Knowledge and Skills:
<p>03. Write a narrative essay that aligns with the Direct Writing Assessment.</p>	<p>a. Create a multiple-paragraph narrative composition that includes the following:</p> <ul style="list-style-type: none"> - An introductory paragraph to establish and support a central idea; - Supporting paragraphs with thoughtful transitions, simple facts, details, and explanations; - A concluding paragraph that summarizes key points; - Proper indentation. <p>b. Write and publish original creative works that incorporate figurative and descriptive language.</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
<p>04. Understand and use the writing process.</p>	<p>a. Understand and apply steps of the writing process:</p> <ul style="list-style-type: none"> - brainstorm; - draft; - revise; - proof/edit; - publish. 	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Gather and organize information related to academic content areas from various sources in written reports.</p>
	<p>b. Write in a variety of formats to record, generate, and reflect upon ideas.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent</p>
	<p>c. Identify and use appropriate style and vocabulary for audience and purpose.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent</p>
<p>05. Write and edit for correctness and clarity.</p>	<p>a. Apply rules and conventions of the following:</p> <ul style="list-style-type: none"> - grammar; - punctuation; - capitalization; - spelling; - legibility. 	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent</p>
	<p>b. With support, incorporate a variety of elements of writing:</p> <ul style="list-style-type: none"> - alliteration; - figurative language; - personification; - vocabulary. 	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent</p>
	<p>c. Develop a paragraph:</p> <ul style="list-style-type: none"> - incorporate a clear and focused main idea; - support main ideas with details and examples that are appropriate to topic, audience, and purpose; - use topic sentences, appropriate word choice, sentence structure, transitions, indentation, and organization. 	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
06. Write a narrative essay that aligns with the Direct Writing Assessment.	<p>a. Create a multiple-paragraph narrative composition that includes the following:</p> <ul style="list-style-type: none"> - an introduction paragraph to establish and support a central idea; - supporting paragraphs with thoughtful transitions, simple facts, details, and explanations; - a concluding paragraph that summarizes key points; - proper indentation. <p>b. Write and publish original creative works that incorporate figurative and descriptive language.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate: Write short narrative stories that include the elements of setting, characters, and events. iv. Early Fluent: Write descriptions and comparisons that include use of figurative language (e.g., metaphor).</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent</p>

(4-6-05)

718. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

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

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
04. Listen for information and understanding.	<p>a. Listen and respond to a variety of electronic and live presentations.</p> <p>b. Listen to gain enrichment and information about a variety of cultures.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	c. Use such responsive listening skills as paraphrasing, summarizing, and asking questions for elaboration and clarification.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent
05. Listen for literary response and expression.	a. Respond in a variety of ways to oral presentations.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent
	b. Identify similarities and differences between and among a variety of oral presentations.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent
06. Listen for critical analysis and evaluation.	a. Identify the purpose, content, organization, and delivery of verbal communication and nonverbal cues.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent

(4-6-05)

719. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analyses or critiques of written or viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level.

Standard - The student will:	Content Knowledge and Skills:
01. Speak to share understanding of information.	a. Use oral communication for various purposes and audiences that incorporate: - A variety of word choices; - Inflection; - Volume; - Phrasing; - Physical gestures; - Eye contact. b. Plan and deliver an oral presentation that incorporates the following: - Appropriate grammar; - Vocabulary; - Illustrations, pictures, and charts.
02. Speak for literary response and expression.	a. Use oral interpretation, presentation, and dramatic readings to share personal and or literary works. b. Orally read or recite poem.
03. Speak for critical analysis and evaluation.	a. Express opinions and solutions to problems. b. Uses cause/effect and similarities/differences to demonstrate a key point. c. 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.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
04. Speak to share understanding of information.	a. Plan and deliver an oral presentation that incorporates appropriate grammar and vocabulary as well as effective use of illustrations, pictures, and charts.	<p>i. Pre-Emergent: Minimal verbal response in English expected. Plan and deliver a nonverbal presentation that incorporates illustrations, pictures, and charts.</p> <p>ii. Beginning: Plan and deliver a nonverbal presentation using gestures, single words, and simple phrases as well as illustrations, pictures, and charts.</p> <p>iii. Intermediate: Plan and deliver an oral presentation with substantial linguistic inaccuracies that incorporates appropriate grammar and vocabulary in simple sentences. Incorporate effective use of illustrations, pictures, and charts.</p> <p>iv. Early Fluent: Plan and deliver an oral presentation with substantial linguistic inaccuracies that incorporates appropriate grammar and vocabulary in simple sentences. Incorporate effective use of illustrations, pictures, and charts.</p>
	b. Use oral communication for various purposes and audiences that incorporate a variety of word choices, inflection, volume, phrasing, physical gestures, and eye contact.	<p>i. Pre-Emergent: Minimal verbal response in English expected.</p> <p>ii. Beginning: Use gestures, single words, and simple phrases to for various purposes with a developing sense of audience that incorporates appropriate volume, limited word choices, and physical gestures.</p> <p>iii. Intermediate: Use oral communication for various purposes with a developing sense of audience that incorporates appropriate volume, variety of word choices, physical gestures, and some eye contact.</p> <p>iv. Early Fluent:</p>
05. Speak for literary response and expression.	a. Use oral interpretation, presentation, and dramatic reading to share personal and/or literary works.	<p>i. Pre-Emergent: Minimal verbal response in English expected. Participate in classroom group-response activities (chants, songs, choral readings, TPR activities). Respond to literary works read aloud, using one or two words or short phrases.</p> <p>ii. Beginning: Use key words and phrases to respond to simple questions regarding personal experiences and literary works.</p> <p>iii. Intermediate: Use simple sentences to retell stories and relate personal experiences and literary works. Contribute to classroom and small group discussions by responding to and asking simple questions.</p> <p>iv. Early Fluent: Participate in oral interpretation, memorization, presentation, and dramatic reading to share personal and literary works with some linguistic inaccuracies.</p>
	b. Read orally or recite poems.	<p>i. Pre-Emergent: Minimal verbal response in English expected.</p> <p>ii. Beginning: Read orally or recite simple poems, rhymes, and chants.</p> <p>iii. Intermediate: Read orally or recite poems.</p> <p>iv. Early Fluent:</p>
06. Speak for critical analysis and evaluation.	a. Express opinions and solutions to problems.	<p>i. Pre-Emergent: Minimal verbal response in English expected.</p> <p>ii. Beginning: Use gestures, single words, and simple phrases to express opinions and solutions to problems.</p> <p>iii. Intermediate: Use simple sentences to express opinions and solutions to problems.</p> <p>iv. Early Fluent: Express opinions and solutions to problems.</p>
	b. Use causes and effects and similarities and differences to demonstrate a key point.	<p>i. Pre-Emergent: Minimal verbal response in English expected.</p> <p>ii. Beginning: Use graphic organizers, gestures, single words, and simple phrases to express similarities and differences and key points.</p> <p>iii. Intermediate: Use simple sentences to show causes and effects and similarities and differences and key points.</p> <p>iv. Early Fluent: Use causes and effects and similarities and differences to demonstrate a key point with some linguistic inaccuracies.</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	<p>c. Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions:</p> <ul style="list-style-type: none"> - listen carefully and verify understanding; - avoid monopolizing conversations; - raise pertinent questions; - exhibit cultural sensitivity. 	<p>i. Pre-Emergent: Minimal verbal response in English expected. Exhibit courteous, attentive, and appropriate behavior when directed.</p> <p>ii. Beginning: Use gestures, single words, and simple phrases to express opinions in a courteous and attentive manner.</p> <p>iii. Intermediate: Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions:</p> <ul style="list-style-type: none"> - listen well and verify understanding; - avoid monopolizing conversations; - raise pertinent questions; - exhibit cultural sensitivity. <p>iv. Early Fluent:</p>

(4-6-05)

720. VIEWING.

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

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

(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. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

Standard - The student will:	Content Knowledge and Skills:
01. Read a variety of traditional and electronic materials for information and understanding.	<p>a. Use decoding strategies and other visual information to fluently read and construct meaning from grade-level text:</p> <ul style="list-style-type: none"> - 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).

Standard - The student will:	Content Knowledge and Skills:
	<p>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.</p> <p>c. 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.</p> <p>d. Monitor and adjust a response based upon more than one source of information from grade-level text.</p> <p>e. Confirm or self-correct predictions in response to grade level text.</p> <p>f. Draw inferences and conclusions from text.</p> <p>g. Identify literary devices: - Mood; - Tone; - Style; - Figurative language.</p> <p>h. Determine main idea or essential message within a text and identify relevant details and facts.</p>
<p>02. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.</p>	<p>a. Describe characteristics of the following genres: fiction, nonfiction, poetry, biography/autobiography, legend, fable, and myth.</p> <p>b. Activate and draw upon prior experiences to connect to reading selections.</p> <p>c. Relate social, cultural, and historical aspects of literature to reader's personal experience.</p> <p>d. Analyze narrative literature according to the following text elements: - Character; - Setting; - Plot structure; - Theme; - Point of view.</p> <p>e. Demonstrate an understanding of how reading can provide enrichment and information as well as serve as a tool for lifelong learning.</p>
<p>03. 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. Analyze literary text for following story elements: - Characters; - Setting; - Point of view; - Plot structure; - Theme; - Conflict; - Resolution.</p> <p>c. Compare and contrast information from multiple sources.</p> <p>d. Use personal or objective criteria to do the following: - Draw conclusions; - Make inferences; - Determine meanings; - Form opinions; - Make judgments.</p> <p>e. Distinguish between fact and opinion and identify cause and effect relationships within expository text.</p>
<p>04. Read to locate information from a variety of traditional, technical, and electronic sources.</p>	<p>a. 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. Systematically organize new information from expository text.</p>

Standard - The student will:	Content Knowledge and Skills:
	<p>c. 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>
05. Read for technical information.	<p>a. Read, understand, and apply technical information.</p> <p>b. Identify and use comprehension strategies to understand technical text.</p> <p>c. Apply knowledge of the following elements to understand text: - Graphics; - Highlighting techniques; - Organizers.</p> <p>d. Identify organization of technical texts.</p> <p>e. Apply technical information to complete tasks.</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
06. Read a variety of traditional and electronic materials for information and understanding.	<p>a. Use decoding strategies and other visual information to construct sense of grade-level text: - graphophonic sources (letter/sound); - semantic sources (meaning/association); - lexical sources (word analysis); - syntactic sources (structure of written language); - text elements (graphic elements, illustrations, and titles/subtitles).</p> <p>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 such expository text structures as cause/effect, chronological, problem/solution, classification.</p> <p>c. On basis of prior knowledge and information in text, predict alternatives or probabilities in text: - synthesize information from text to anticipate outcomes.</p>	<p>i. Pre-Emergent ii. Beginning: Read for information, understanding, appreciation, and enjoyment, using a variety of types of text. Use a variety of reading strategies to make text comprehensible (e.g., illustrations, graphic organizers, text features, pacing, word-analysis skills, picture/bilingual dictionaries). iii. Intermediate iv. Early Fluent: Use decoding strategies and other visual information to construct sense of grade-level text: - graphophonic sources (letter/sound); - semantic sources (meaning/association); - lexical sources (word analysis); - syntactic sources (structure of written language); - text elements (graphic elements, illustrations, and titles/subtitles).</p> <p>i. Pre-Emergent ii. Beginning: Identify examples of fact/opinion and cause/effect in simple texts. iii. Intermediate iv. Early Fluent: Gather, organize, read, analyze, and interpret information related to academic content areas from various sources (e.g., reference books, magazines, textbooks, internet media presentations). Compare and contrast the motivations and reactions of characters in a text.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Use basis of prior knowledge and information in text to predict alternatives or probabilities in text. Synthesize information from text to anticipate outcome.</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	<p>d. Reconsider a response against more than one source of information from grade-level text.</p> <p>e. Confirm or self-correct predictions to grade level text.</p> <p>f. Draw inferences and conclusions from text.</p> <p>g. Identify literary devices: - mood; - tone; - style; - figurative language.</p> <p>h. Determine main idea or essential message within a text and identify relevant details and facts.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Reconsider a response against more than one source of information from grade-level text.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Use reading strategies to gain information and to make text comprehensible (e.g., predicting, questioning, summarizing, self-correcting, evaluating, comparing/contrasting, using print and media resources). Confirm or self-correct predictions to grade level text. iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Draw inferences and conclusions from text. Use multiple grade-level resources to make inferences, conclusions, and generalizations (e.g., glossaries, indexes, graphs, illustrations, headings, subheadings, and key vocabulary).</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Identify literary devices: - mood; - tone; - style; - figurative language.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Identify and explain implied main idea in text.</p>
07. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	<p>a. Describe characteristics of the following genres: fiction, nonfiction, poetry, biography/autobiography, legend, fable, and myth.</p> <p>b. Activate and draw upon own experiences to connect to reading selections.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate: Describe characteristics of the following genres: fiction, nonfiction, poetry, biography/autobiography, legend, fable, and myth. iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Activate and draw upon own experiences to connect to reading selections. iv. Early Fluent</p>
08. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	a. Identify author's purpose and describe how language, setting, and information support purpose within literary text.	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Identify author's purpose and describe how language, setting, and information support purpose within literary text.</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	<p>b. Analyze literary text for following story elements: - characters; - setting; - point of view; - plot structure; - theme; - conflict; - resolution.</p> <p>c. Compare and contrast information from multiple sources.</p> <p>d. Use personal or objective criteria to do the following: - draw conclusions; - make inferences; - determine meanings; - form opinions; - make judgments.</p> <p>e. Distinguish between fact and opinion and identify cause and effect relationships within expository text.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Analyze literary text for following story elements: - characters; - setting; - point of view; - plot structure; - theme; - conflict; - resolution.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Compare and contrast information from multiple sources.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Use personal or objective criteria to do the following: - draw conclusions; - make inferences; - determine meanings; - form opinions; - make judgments.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Distinguish between fact and opinion and identify cause and effect relationships within expository text.</p>
09. Read to locate information from a variety of traditional, technical, and electronic sources.	<p>a. 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. Systematically organize new information from expository text.</p> <p>c. 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>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: 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>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Systematically organize new information from expository text.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: 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>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
10. Read for technical information.	a. Read, understand, and apply technical information.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Read, understand, and apply technical information.
	b. Identify and use comprehension strategies to understand technical text.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Identify and use comprehension strategies to understand technical text.
	c. Apply knowledge of the following elements to understand text: - graphics; - highlighting techniques; - organizers.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Apply knowledge of the following elements to understand text: - graphics; - highlighting techniques; - organizers.
	d. Identify organization of technical texts.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Identify organization of technical texts.
	e. Apply technical information to complete tasks.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Apply technical information to complete tasks.

(4-6-05)

726. WRITING.

Rationale: Students write to demonstrate skills and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use the writing process.	a. Understand and apply steps of the writing process: - Brainstorm; - Draft; - Revise; - Edit/proofread; - Publish. b. Write in a variety of formats to record, generate, and reflect upon ideas. c. Identify and use appropriate style and vocabulary for a particular audience.
02. Write and edit for correctness and clarity.	a. Determine and apply rules and conventions for the following: - Grammar; - Punctuation; - Capitalization; - Spelling; - Legibility. b. Incorporate a variety of elements of writing: - Alliteration; - Figurative language; - Simile; - Metaphor; - Personification; - Vocabulary. c. 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.
03. Write to inform and explain.	a. Use facts, data, and processes from technical and non-technical materials to inform through writing. b. Produce documents in appropriate format to inform and explain.

Standard - The student will:	Content Knowledge and Skills:
	<p>c. Create a multiple paragraph expository essay that includes the following:</p> <ul style="list-style-type: none"> - Introductory paragraph containing a thesis statement; - Three or more body paragraphs that include topic sentences and supporting details; - Conclusion that restates the thesis.
04. Write for literary response and expression.	<p>a. Compose a response using ideas and techniques from a variety of literature and fine arts that represent many cultures and perspectives.</p> <p>b. Appropriately use a thesis statement and supporting evidence.</p> <p>c. Write and publish original creative works that include figurative and descriptive language.</p>
05. Write to critically analyze and evaluate.	<p>a. Analyze for the following elements:</p> <ul style="list-style-type: none"> - Purpose; - Ideas; - Style; - Structure; - Effectiveness. <p>b. Use a thesis/main idea with appropriate supporting evidence to persuade and inform a specific audience.</p> <p>c. Use writing to persuade.</p>
06. Write to gather, synthesize, and communicate research findings.	<p>a. With teacher support, incorporate a variety of technological and informational resources to do the following:</p> <ul style="list-style-type: none"> - Appropriately paraphrase, quote, and cite to avoid plagiarism; - Formulate thesis or focus and relevant support; - Formulate and support main idea with evidence. <p>b. Present research findings.</p>
07. Write technical information.	<p>a. Produce a technical document.</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
08. Understand and use the writing process.	<p>a. Understand and use steps of the writing process:</p> <ul style="list-style-type: none"> - brainstorm; - draft; - revise; - edit; - publish. 	<p>i. Pre-Emergent</p> <p>ii. Beginning</p> <p>iii. Intermediate</p> <p>iv. Early Fluent</p>
	<p>b. Write in a variety of formats to record, generate, and reflect upon ideas.</p>	<p>i. Pre-Emergent: Write basic personal information using correct capitalization (e.g., name, address, telephone number). Write simple phrases and sentences about group experiences, with some assistance.</p> <p>ii. Beginning: Incorporate content area vocabulary into writing. Use webs, maps, and time lines to plan writing.</p> <p>iii. Intermediate</p> <p>iv. Early Fluent: Use the strategies of note taking, outlining, and summarizing in content areas. Use writing format appropriate to assigned genre, audience, and purpose (e.g., narrative, expository).</p>
	<p>c. Identify and use appropriate style and vocabulary for a particular audience.</p>	<p>i. Pre-Emergent</p> <p>ii. Beginning</p> <p>iii. Intermediate: Use vocabulary related to key concepts in content areas. This expectation will differ from 3-5 in terms of the concepts and vocabulary being addressed.</p> <p>iv. Early Fluent: Use complex sentence structures with grade-appropriate vocabulary, syntax, and conventions (e.g., spelling, capitalization, punctuation).</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
09. Write and edit for correctness and clarity.	<p>a. Determine and apply rules and conventions for the following:</p> <ul style="list-style-type: none"> - grammar; - punctuation; - capitalization; - spelling; - legibility. <p>b. Incorporate a variety of elements of writing:</p> <ul style="list-style-type: none"> - alliteration; - figurative language; - simile; - metaphor; - personification; - vocabulary. <p>c. Convey clear and focused main ideas that are appropriately supported by details and examples for selected topic, audience, and purpose:</p> <ul style="list-style-type: none"> - 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 purpose, disciplines, and audiences. 	<p>i. Pre-Emergent: Use capitalization and end marks correctly.</p> <p>ii. Beginning: Appropriately format text (e.g., correctly use margins, dates, indenting). Correctly spell high frequency words (e.g., Dolch list) and some sight words in the context of writing.</p> <p>iii. Intermediate: Use simple and compound sentence patterns with mostly conventional spelling, capitalization, and punctuation. Edit for basic conventions of spelling, punctuation (including commas), and capitalization and make simple word choice revisions.</p> <p>iv. Early Fluent: Revise writing for appropriate word choice, organization, consistent point of view, and transitions.</p> <p>i. Pre-Emergent</p> <p>ii. Beginning</p> <p>iii. Intermediate: Correctly use common verbs, nouns, and high frequency modifiers. Use figurative language (e.g., simile, metaphor, personification).</p> <p>iv. Early Fluent: Write clear and accurate descriptions and comparisons that include figurative language.</p> <p>i. Pre-Emergent</p> <p>ii. Beginning</p> <p>iii. Intermediate</p> <p>iv. Early Fluent</p>
10. Write to inform and explain.	<p>a. Use facts, data, and processes from technical and non-technical materials to inform through writing.</p> <p>b. Produce documents in appropriate format to inform and explain.</p>	<p>i. Pre-Emergent</p> <p>ii. Beginning</p> <p>iii. Intermediate: Write narrative stories with a strong story line that include the elements of setting and characters.</p> <p>iv. Early Fluent</p> <p>i. Pre-Emergent</p> <p>ii. Beginning</p> <p>iii. Intermediate</p> <p>iv. Early Fluent: Use and cite various resources, including electronic media, in content area reports. Create coherent, multi-paragraph compositions through effective transitions, mostly accurate grammar, and syntax.</p>
11. Write for literary response and expression.	<p>a. Compose a response using ideas and techniques from a variety of literature and fine arts that represent many cultures and perspectives.</p> <p>b. Appropriately use a thesis and supporting evidence.</p>	<p>i. Pre-Emergent</p> <p>ii. Beginning</p> <p>iii. Intermediate: Write brief responses to literature, demonstrating factual understanding of the text.</p> <p>iv. Early Fluent: Connect literature to personal experience.</p> <p>i. Pre-Emergent</p> <p>ii. Beginning</p> <p>iii. Intermediate</p> <p>iv. Early Fluent</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	c. Write and publish original creative works that include figurative and descriptive language.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent
12. Write to critically analyze and evaluate.	<p>a. Analyze for the following elements: - purpose; - ideas; - style; - structure; - effectiveness.</p> <p>b. Use a thesis/main idea and appropriate supporting evidence to persuade and inform a specific audience.</p> <p>c. Use writing to persuade.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Record and organize classroom procedures and other such "how-to" pieces (e.g., science experiments, solving math problems, directions). iv. Early Fluent: Respond appropriately to a writing prompt asking for narrative, expository writing. Select a focus and a point of view for written presentations and use this point of view effectively.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent</p>
13. Write to gather, synthesize, and communicate research findings.	<p>a. 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 of focus and relevant support; - formulate and support main idea with evidence.</p> <p>b. Present research findings.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate: Write in a variety of forms (e.g., narratives, content area reports, letters, poetry, autobiography). Gather and organize information from a variety of resources when writing reports. iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent</p>
14. Write technical information.	a. Produce a technical document.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent

(4-6-05)

727. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

Standard - The student will:	Content Knowledge and Skills:
01. Listen for information and understanding.	<p>a. Acquire and summarize information from a variety of electronic or live sources.</p> <p>b. Develop listening skills to gain enrichment and information about various cultures.</p>

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

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
04. Listen for information and understanding.	<p>a. Acquire and summarize information from a variety of electronic or live resources.</p> <p>b. Develop listening skills to gain enrichment and information about various cultures.</p> <p>c. Develop use of effective interpersonal listening skills.</p>	<p>i. Pre-Emergent: Follow simple directions, respond nonverbally to requests and questions in one to one and small group situations when modeling and visual support are provided.</p> <p>ii. Beginning: Respond to simple questions in one to one situations (e.g., answers yes/no, open-ended, and either/or as well as questions that ask for personal information) with one or two words. Content of the questions would be more difficult at the 6-8 grade range than at earlier ranges.</p> <p>iii. Intermediate: Demonstrate comprehension of stories/information and respond nonverbally by pointing, moving, matching, drawing, labeling, classifying, categorizing, gesturing and using pictures or objects. Stories and information at this level would be more cognitively demanding (more age-appropriate topics) than at the lower grade ranges. Follow clear multiple-step (3 or more) directions in one to one and small group situations. Directions may be more cognitively demanding at 6-8 than at 3-5. Respond to questions requiring applications or classification of information.</p> <p>iv. Early Fluent: Follow complex directions involving multiple options and choices. Demonstrate understanding of stories, content area information, and oral presentations (including graphics and other forms of support) by analyzing, evaluating, and examining. Respond to questions requiring inference, comparison, summarization, point of view, debate, or discussion. Demonstrate understanding of some language subtleties (e.g., understand some common idioms, recognize that language use varies according to audience [register]).</p> <p>i. Pre-Emergent</p> <p>ii. Beginning: Hear and discriminate among a larger number of more complex phonemes representing sounds specific to the English language (e.g., digraphs).</p> <p>iii. Intermediate: Demonstrate comprehension of complex stories, key concepts of new content area information, and oral presentations that have contextual support (e.g., graphic organizers posters, diagrams, and charts) by both verbal and nonverbal responses. This would be differentiated from the other grade ranges in terms of the difficulty of the content presented.</p> <p>iv. Early Fluent</p> <p>i. Pre-Emergent</p> <p>ii. Beginning</p> <p>iii. Intermediate: Respond to social and familiar academic language. The academic language at this level would be age-appropriate content terms and language.</p> <p>iv. Early Fluent</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
05. Listen for literary response and expression.	a. Respond in a variety of ways to oral presentations.	i. Pre-Emergent: Attend to short, linguistically and academically appropriate audio-visual materials. Again, content would be tailored to fit the age and grade range in terms of cognitive demand and topics. ii. Beginning: Demonstrate comprehension of stories, information, and academic content by responding in one or two words or short phrases. Academic content would be grade-appropriate, which would distinguish this from the 3-5 expectation. iii. Intermediate iv. Early Fluent
	b. Locate similarities and differences within a variety of oral presentations.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent
06. Listen for critical analysis and evaluation.	a. Make informed decisions about the purpose, content, organization, and delivery of verbal and auditory communications and nonverbal cues.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent
	b. Listen for sequencing.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent

(4-6-05)

728. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analyses or critiques of written or viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level.

Standard - The student will:	Content Knowledge and Skills:
01. Speak to share an understanding of information.	a. 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. 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.
02. Speak for literary response and expression.	a. Share interpretations of personal or literary works through oral interpretation, memorization, presentation, and dramatic readings. b. Memorize and present a selected poem.
03. Speak for critical analysis and evaluation.	a. Clearly express opinions and judgments. b. Encourage others' participation while exhibiting courteous, attentive, and appropriate behavior during discussions.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
<p>04. Speak to share an understanding of information.</p>	<p>a. Use age-appropriate oral communications for various purposes and audiences that appropriately incorporates the following:</p> <ul style="list-style-type: none"> - word choice; - pronunciation; - inflection/modulation; - physical gestures; - eye contact; - posture. <p>b. Plan and deliver oral presentations that effectively incorporate the following:</p> <ul style="list-style-type: none"> - transitions; - organization; - support of main ideas; - examples; - response to questions and feedback; - visual aids and appropriate technology. 	<p>i. Pre-Emergent: Minimal verbal response in English expected.</p> <p>ii. Beginning: Use physical gestures, single words, and simple phrases for various purposes with a developing sense of audience that incorporates limited word choices, approximate pronunciation, and appropriate posture.</p> <p>iii. Intermediate: Use age-appropriate oral communications for various purposes and audiences that appropriately incorporates broader word choice, improved pronunciation, approximate inflection, physical gestures, eye contact, and appropriate posture.</p> <p>iv. Early Fluent: Use age-appropriate oral communications for various purposes and audiences that appropriately incorporates word choice, comprehensible pronunciation, inflection, modulation, physical gestures, eye contact, and appropriate posture.</p> <p>i. Pre-Emergent: Minimal verbal response in English expected. Plan and deliver a nonverbal presentation that incorporates illustrations and pictures.</p> <p>ii. Beginning: Plan and deliver oral presentations using gestures, single words, and simple phrases as well as illustrations and pictures.</p> <p>iii. Intermediate: Plan and deliver oral presentations with substantial linguistic inaccuracies that effectively incorporate the following:</p> <ul style="list-style-type: none"> - transitions; - organization; - support of main ideas; - examples; - response to questions and feedback; - visual aids and appropriate technology. <p>iv. Early Fluent:</p>
<p>05. Speak for literary response and expression.</p>	<p>a. Share interpretations of personal or literary works through oral interpretation, memorization, presentation, and dramatic readings.</p> <p>b. Memorize and present a selected poem.</p>	<p>i. Pre-Emergent: Minimal verbal response in English expected. Participate in classroom group-response activities (chants, songs, choral readings, TPR activities). Respond to literary works read aloud, using one or two words or short phrases.</p> <p>ii. Beginning: Use key words and phrases to respond to simple questions regarding personal experiences and literary works.</p> <p>iii. Intermediate: Use simple sentences to retell stories and relate personal experiences and literary works. Contribute to classroom and small group discussions by responding to and asking simple questions.</p> <p>iv. Early Fluent: Participate in oral interpretation, memorization, presentation, and dramatic reading to share personal and literary works with some linguistic inaccuracies.</p> <p>i. Pre-Emergent: Minimal verbal response in English expected.</p> <p>ii. Beginning: Memorize and present simple poems, rhymes, and chants.</p> <p>iii. Intermediate: Memorize and present a selected poem.</p> <p>iv. Early Fluent:</p>
<p>06. Speak for critical analysis and evaluation.</p>	<p>a. Clearly express opinions and judgments.</p>	<p>i. Pre-Emergent: Minimal verbal response in English expected.</p> <p>ii. Beginning: Use gestures, single words, and simple phrases to express opinions and judgments.</p> <p>iii. Intermediate: Use simple sentences to express opinions and judgments.</p> <p>iv. Early Fluent: With some linguistic inaccuracies, express opinions and judgments.</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	<p>b. During discussions, encourage others' participation while exhibiting courteous, attentive, and appropriate behavior.</p>	<p>i. Pre-Emergent: Exhibit courteous, attentive, and appropriate behavior when directed. ii. Beginning: Exhibit courteous, attentive, and appropriate behavior when directed. iii. Intermediate: During discussions, encourage others' participation while exhibiting courteous, attentive, and appropriate behavior. iv. Early Fluent:</p>

(4-6-05)

729. VIEWING.

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

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

(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. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

Standard - The student will:	Content Knowledge and Skills:
01. Read a variety of traditional and electronic materials for information and understanding.	<p>a. Use decoding strategies and other visual information to fluently 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).</p>

Standard - The student will:	Content Knowledge and Skills:
	<p>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.</p> <p>c. 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.</p> <p>d. Monitor and adjust a response based upon more than one source of information from grade-level text.</p> <p>e. Confirm or self-correct predictions in response to grade-level text.</p> <p>f. Draw inferences and conclusions from grade-level text.</p> <p>g. Identify literary devices: - Mood; - Tone; - Style; - Figurative language.</p> <p>h. Determine main idea or essential message within a text and identify relevant details and facts.</p>
<p>02. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.</p>	<p>a. Describe characteristics of the following genres: fiction, nonfiction, poetry, biography/autobiography, legend, fable, myth, and reference materials.</p> <p>b. Activate and draw upon prior experiences to connect to reading selections.</p> <p>c. Relate social, cultural, and historical aspects of literature to reader's personal experience.</p> <p>d. Analyze narrative literature according to the following text elements: - Character; - Setting; - Conflict; - Plot structure; - Theme; - Point of view.</p> <p>e. Demonstrate an understanding of how reading can provide enrichment and information as well as serve as a tool for lifelong learning.</p>
<p>03. 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. Analyze literary text for the following story elements: - Characters; - Setting; - Point of view; - Plot structure; - Theme; - Conflict; - Resolution.</p> <p>c. Compare and contrast information from multiple sources.</p> <p>d. Use personal or objective criteria to do the following: - Draw conclusions; - Make inferences; - Determine meanings; - Form opinions; - Make judgments.</p> <p>e. Distinguish between fact and opinion and identify cause and effect relationships within expository text.</p>
<p>04. Read to locate information from a variety of traditional, technical, and electronic sources.</p>	<p>a. 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. Systematically organize new information from an expository text.</p> <p>c. 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>

Standard - The student will:	Content Knowledge and Skills:
05. Read for technical information.	<p>a. Read, understand, and apply technical information.</p> <p>b. Identify and use comprehension strategies to understand technical text.</p> <p>c. Apply knowledge of the following elements to understand text: - Graphics; - Highlighting techniques; - Organizers.</p> <p>d. Identify organization of technical texts.</p> <p>e. Apply technical information to complete tasks.</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
06. Read a variety of traditional and electronic materials for information and understanding.	<p>a. Use decoding strategies and other visual information to fluently read 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).</p> <p>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 such expository text structures as cause/effect, chronological, problem/solution, and classification.</p> <p>c. On the 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.</p>	<p>i. Pre-Emergent ii. Beginning: Use a variety of reading strategies to make text comprehensible (e.g., illustrations, graphic organizers, text features, pacing, word-analysis skills, picture/bilingual dictionaries). iii. Intermediate iv. Early Fluent: Use decoding strategies and other visual information to fluently read 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).</p> <p>i. Pre-Emergent ii. Beginning: Understand and follow multi-step written directions for common classroom. iii. Intermediate: Gather, organize, read, analyze, interpret information related to academic content areas from various sources (e.g., reference books, magazines, textbooks). iv. Early Fluent: Compare and contrast the motivations and reactions of characters in a text. 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 such expository text structures as cause/effect, chronological, problem/solution, and</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: On the basis of prior knowledge and information in text, predict alternatives or probabilities in text: synthesize information from the text to anticipate outcome, use connections between text-to-text, text-to-self, and text-to-world to anticipate new text.</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	<p>d. Reconsider a response against more than one source of information from grade-level text.</p> <p>e. Confirm or self-correct predictions in response to grade-level text.</p> <p>f. Draw inferences and conclusions from grade-level text.</p> <p>g. Identify literary devices: - mood; - tone; - style; - figurative language.</p> <p>h. Determine main idea or essential message within a text and identify relevant details and facts.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Reconsider a response against more than one source of information from grade-level text.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Confirm or self-correct predictions in response to grade-level text. Use reading strategies to gain information and to make text comprehensible (e.g., predicting, questioning, summarizing, self-correcting, evaluating, comparing/contrasting, using print and media resources).</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Draw inferences and conclusions from grade-level text. Gather, organize, read, analyze, and interpret information related to academic content areas from various sources (e.g., reference books, magazines, textbooks, internet media presentations).</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Identify literary devices: mood, tone, style, figurative language. Identify and explain main idea in text.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Determine main idea or essential message within a text and identify relevant details and facts. iv. Early Fluent</p>
07. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	<p>a. Describe characteristics of the following genres: fiction, nonfiction, poetry, biography/autobiography, legend, fable, myth, and reference materials.</p> <p>b. Activate and draw upon own experiences to connect to reading selections.</p> <p>c. Relate social, cultural, and historical aspects of literature to reader's personal experience.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate: Describe characteristics of the following genres: fiction, nonfiction, poetry, biography/autobiography, legend, fable, myth, and reference materials. iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Activate and draw upon own experiences to connect to reading selections. iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Relate social, cultural, and historical aspects of literature to reader's personal experience. iv. Early Fluent</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	<p>d. Analyze narrative literature according to the following text elements:</p> <ul style="list-style-type: none"> - character; - setting; - conflict; - plot structure; - theme; - point of view. <p>e. Demonstrate understanding of how reading can provide enrichment, information, and serve as a tool for lifelong learning.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Analyze narrative literature according to the following text elements:</p> <ul style="list-style-type: none"> - character; - setting; - conflict; - plot structure; - theme; - point of view. <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Demonstrate understanding of how reading can provide enrichment, information, and serve as a tool for lifelong learning. iv. Early Fluent</p>
08. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	<p>a. Identify author's purpose and describe how language, setting, and information support purpose within literary text.</p> <p>b. Analyze literary text for story elements:</p> <ul style="list-style-type: none"> - characters; - setting; - plot structure; - theme; - conflict; - resolution. <p>c. Compare and contrast information from multiple sources.</p> <p>d. Use personal or objective criteria to do the following:</p> <ul style="list-style-type: none"> - draw conclusions; - make interventions; - determine meanings; - form opinions; - make judgments. <p>e. Distinguish between fact and opinion and identify cause and effect relationships within expository text.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Identify author's purpose and describe how language, setting, and information support purpose within literary text.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Analyze literary text for story elements:</p> <ul style="list-style-type: none"> - characters; - setting; - plot structure; - theme; - conflict; - resolution. <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Compare and contrast information from multiple sources. iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Use personal or objective criteria to do the following:</p> <ul style="list-style-type: none"> - draw conclusions; - make interventions; - determine meanings; - form opinions; - make judgments. <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Distinguish between fact and opinion and identify cause and effect relationships within expository text. iv. Early Fluent</p>
09. Read to locate information from a variety of traditional, technical, and electronic sources.	<p>a. Use questions to guide reading:</p> <ul style="list-style-type: none"> - identify type of information required to answer a specific question; - use reasonable resources for answering questions; - read for purpose of answering questions. 	<p>i. Pre-Emergent ii. Beginning iii. Intermediate: Use questions to guide reading:</p> <ul style="list-style-type: none"> - identify type of information required to answer a specific question; - use reasonable resources for answering questions; - read for purpose of answering questions. <p>iv. Early Fluent</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	<p>b. Systematically organize new information from an expository text.</p> <p>c. 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>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Systematically organize new information from an expository text.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: 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>
10. Read for technical information.	<p>a. Read, understand, and apply technical information.</p> <p>b. Identify and use comprehension strategies to understand technical text.</p> <p>c. Apply knowledge of graphic elements to understand text: - graphics; - highlighting techniques; - organizers.</p> <p>d. Identify organization of technical texts.</p> <p>e. Apply technical information to complete tasks.</p> <p>f. Relate social, cultural, and historical aspects of literature to reader's personal experience.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Read, understand, and apply technical information.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Identify and use comprehension strategies to understand technical text. iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning: Apply knowledge of graphic elements to understand text: - graphics; - highlighting techniques; - organizers. iii. Intermediate iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Identify organization of technical texts. iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Apply technical information to complete tasks.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Relate social, cultural, and historical aspects of literature to reader's personal experience. iv. Early Fluent</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	<p>g. Analyze narrative literature according to the following text elements:</p> <ul style="list-style-type: none"> - character; - setting; - plot structure; - theme; - point of view. <p>h. Demonstrate an understanding of how reading can provide enrichment and information as well as serve as a tool for lifelong learning.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Analyze narrative literature according to the following text elements:</p> <ul style="list-style-type: none"> - character; - setting; - plot structure; - theme; - point of view. <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Demonstrate an understanding of how reading can provide enrichment and information as well as serve as a tool for lifelong learning. iv. Early Fluent</p>
<p>11. 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. Analyze literary text for following story elements:</p> <ul style="list-style-type: none"> - characters; - setting; - point of view; - plot structure; - theme. 	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Identify author's purpose and describe how language, setting, and information support purpose within literary text.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Analyze literary text for following story elements:</p> <ul style="list-style-type: none"> - characters; - setting; - point of view; - plot structure; - theme.

(4-6-05)

735. WRITING.

Rationale: Students write to demonstrate skill and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

Standard - The student will:	Content Knowledge and Skills:
<p>01. Understand and use the writing process.</p>	<p>a. Understand and apply steps of the writing process: - Brainstorm; - Draft; - Revise; - Edit/proofread; - Publish.</p> <p>b. Write in a variety of formats to record, generate, and reflect upon ideas.</p> <p>c. Identify and use appropriate style and vocabulary for particular audience.</p>
<p>02. Write and edit for correctness and clarity.</p>	<p>a. 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.</p> <p>b. Incorporate a variety of elements of writing: - Alliteration; - Figurative language; - Hyperbole; - Metaphor; - Personification; - Vocabulary.</p>

Standard - The student will:	Content Knowledge and Skills:
	<p>c. 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>
03. Write to inform and explain.	<p>a. Use facts, data, and processes from technical and non-technical materials to inform through writing.</p> <p>b. Produce documents in appropriate format to inform and explain.</p> <p>c. 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.</p>
04. Write for literary response and expression.	<p>a. Compose a response using ideas and techniques from a variety of literature and fine arts that represent many cultures and perspectives.</p> <p>b. Appropriately use a thesis statement and supporting evidence.</p> <p>c. Write and publish original creative works that include figurative and descriptive language.</p>
05. Write to critically analyze and evaluate.	<p>a. Analyze for the following elements: - Purpose; - Ideas; - Style; - Structure; - Effectiveness.</p> <p>b. Use a thesis with appropriate supporting evidence to persuade and inform a specific audience.</p> <p>c. Use writing to persuade.</p>
06. Write to gather, synthesize, and communicate research findings.	<p>a. 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.</p> <p>b. Present research findings.</p>
07. Write technical information.	<p>a. Locate specifically-named sources.</p> <p>b. Produce a technical document.</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
08. Understand and use the writing process.	<p>a. Understand and use steps of writing process: - brainstorm; - draft; - revise; - edit; - publish.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent</p>
	<p>b. Write in a variety of formats to record, generate, and reflect upon ideas.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent</p>
	<p>c. Identify and use appropriate style and vocabulary for particular audience.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
09. Write and edit for correctness and clarity.	a. 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.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent
	b. Incorporate a variety of elements of writing: - alliterations; - figurative language; - hyperbole; - metaphor; - personification; - vocabulary.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent
	c. 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.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent
10. Write to inform and explain.	a. Use facts, data, and processes from technical and non-technical materials to inform through writing.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Develop a clear thesis and support it with analogies, quotations, facts, statistics, and/or comparisons.
	b. Produce documents in appropriate format to inform and explain.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent
11. Write for literary response and expression.	a. Compose a response using ideas and techniques from a variety of literature and fine arts that represent many cultures and perspectives.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent
	b. Appropriately use a thesis statement and supporting evidence.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	c. Write and publish original creative works that include figurative and descriptive language.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent
12. Write to critically analyze and evaluate.	<p>a. Analyze for the following elements: - purpose; - ideas; - style; - structure; - effectiveness.</p> <p>b. Use a thesis and appropriate supporting evidence to persuade and inform a specific audience.</p> <p>c. Use writing to persuade.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent</p>
13. Write to gather, synthesize, and communicate research findings.	a. 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 perspective of authors when selecting resource materials; - formulate thesis or focus and provide relevant support.	<p>i. Pre-Emergent ii. Beginning iii. Intermediate: Write short expository compositions on content area topics (e.g., compare/contrast). iv. Early Fluent</p>
14. Write technical information.	a. Produce technical document.	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent</p>

(4-6-05)

736. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

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

Standard - The student will:	Content Knowledge and Skills:
	b. Listen for sequencing.

ENGLISH LANGUAGE PROFICIENCY STANDARDS			
Standard – The student will	Content Knowledge and Skills	Proficiency Level	
04. Listen for information and understanding.	a. Acquire and summarize information from a variety of electronic or live sources.	i. Pre-Emergent	ii. Beginning
		iii. Intermediate	iv. Early Fluent
	b. Develop listening skills to gain enrichment and information about various cultures.	i. Pre-Emergent	ii. Beginning
		iii. Intermediate	iv. Early Fluent
	c. Develop use of effective interpersonal listening skills.	i. Pre-Emergent	ii. Beginning
		iii. Intermediate	iv. Early Fluent
05. Listen for literary response and expression.	a. Respond to a variety of oral presentations.	i. Pre-Emergent	ii. Beginning
		iii. Intermediate	iv. Early Fluent
	b. Locate similarities and differences within a variety of oral presentations.	i. Pre-Emergent	ii. Beginning
		iii. Intermediate	iv. Early Fluent
06. Listen for critical analysis and evaluation.	a. Make informed decisions about the purpose, content, organization, and delivery of verbal and auditory communication and nonverbal cues.	i. Pre-Emergent	ii. Beginning
		iii. Intermediate	iv. Early Fluent
	b. Listen for sequencing.	i. Pre-Emergent	ii. Beginning
		iii. Intermediate	iv. Early Fluent

(4-6-05)

737. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis or critiques of written or viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level.

Standard - The student will:	Content Knowledge and Skills:
01. Speak to share an understanding of information.	<p>a. Use age-appropriate oral communication for various purposes and audiences that appropriately incorporate:</p> <ul style="list-style-type: none"> - A variety of word choices; - Pronunciation; - Inflection/modulation; - Physical gestures; - Eye contact; - Posture. <p>b. Plan and deliver oral presentations that incorporate the following:</p> <ul style="list-style-type: none"> - Transitions; - Organization; - Support of main ideas; - Examples; - Response to questions and feedback; - Visual aids and appropriate technology.
02. Speak for literary response and expression.	a. Share interpretations of personal or literary works through oral interpretation, memorization, presentation, and dramatic readings.

Standard - The student will:	Content Knowledge and Skills:
	b. Memorize and present a selected poem.
03. Speak for critical analysis and evaluation.	<p>a. Clearly express opinions and judgments.</p> <p>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.</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
04. Speak to share an understanding of information.	<p>a. Use age-appropriate oral communication for various purposes and audiences which appropriately incorporates the following: - word choice; - pronunciation; - inflection/modulation; - physical gestures; - eye contact; - posture.</p> <p>b. Plan and deliver oral presentations that include the following: - transitions; - organization; - support of main ideas; - examples; - response to questions and feedback; - visual aids and appropriate technology.</p>	<p>i. Pre-Emergent: Minimal verbal response in English expected. ii. Beginning: Use physical gestures, single words, and simple phrases for various purposes with a developing sense of audience that incorporates limited word choices, approximate pronunciation, and appropriate posture. iii. Intermediate: Use age-appropriate oral communications for various purposes and audiences that appropriately incorporates broader word choice, improved pronunciation, approximate inflection, physical gestures, eye contact, and appropriate posture. iv. Early Fluent: Use age-appropriate oral communications for various purposes and audiences that appropriately incorporates word choice, comprehensible pronunciation, inflection, modulation, physical gestures, eye contact, and appropriate posture.</p> <p>i. Pre-Emergent: Minimal verbal response in English expected. Plan and deliver a nonverbal presentation that incorporates illustrations, pictures, and charts. ii. Beginning: Plan and deliver oral presentations using gestures, single words, and simple phrases as well as illustrations, pictures, and charts. iii. Intermediate: Plan and deliver oral presentations with substantial linguistic inaccuracies that effectively incorporate the following: - transitions; - organization; - support of main ideas; - examples; - response to questions and feedback; - visual aids and appropriate technology. iv. Early Fluent: Plan and deliver oral presentations with some linguistic inaccuracies that effectively incorporate the following: - transitions; - organization; - support of main ideas; - examples; - response to questions and feedback; - visual aids and appropriate technology.</p>
05. Speak for literary response and expression.	<p>a. Share interpretations of personal or literary works through oral interpretation, memorization, presentation, and dramatic readings.</p>	<p>i. Pre-Emergent: Minimal verbal response in English expected. Participate in classroom group-response activities (chants, songs, choral readings, TPR activities). Respond to literary works read aloud, using one or two words or short phrases. ii. Beginning: Use key words and phrases to respond to simple questions regarding personal experiences and literary works. iii. Intermediate: Use simple sentences to retell stories and relate personal experiences and literary works. Contribute to classroom and small group discussions by responding to and asking simple questions. iv. Early Fluent: Share interpretations of personal or literary works through oral interpretation, memorization, presentation, and dramatic readings with some linguistic inaccuracies.</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	b. Memorize and present a selected poem.	i. Pre-Emergent: Memorize and present a simple selected poem. ii. Beginning: Memorize and present simple poems, rhymes, and chants. iii. Intermediate: Memorize and present a selected poem. iv. Early Fluent:
06. Speak for critical analysis and evaluation.	a. Clearly express opinions and judgments.	i. Pre-Emergent: Minimal verbal response in English expected. ii. Beginning: Use gestures, single words, and simple phrases to express opinions and judgments. iii. Intermediate: Use simple sentences to express opinions and judgments. iv. Early Fluent: With some linguistic inaccuracies, express opinions and judgments.
	b. During discussions, encourage others' participation while exhibiting courteous, attentive, and appropriate behavior: - listen well and verify understanding; - avoid monopolizing conversations; - raise pertinent questions; - exhibit cultural sensitivity.	i. Pre-Emergent: Minimal verbal response in English expected. Exhibit courteous, attentive, and appropriate behavior when directed. ii. Beginning: Exhibit courteous, attentive, and appropriate behavior when directed. iii. Intermediate: During discussions, encourage others' participation while exhibiting courteous, attentive, and appropriate behavior: - listen well and verify understanding; - avoid monopolizing conversations; - raise pertinent questions. iv. Early Fluent: During discussions, encourage others' participation while exhibiting courteous, attentive, and appropriate behavior: - listen well and verify understanding; - avoid monopolizing conversations; - raise pertinent questions; - exhibit cultural sensitivity.

(4-6-05)

738. VIEWING.

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

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

Standard - The student will:	Content Knowledge and Skills:
<p>01. Read a variety of traditional and electronic materials for information and understanding.</p>	<p>a. Use decoding strategies 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. 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>c. 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>d. Monitor and adjust a response based upon more than one source of information of grade-level text.</p> <p>e. Confirm or self-correct predictions in response to grade-level text.</p> <p>f. Identify literary devices: - Mood; - Tone; - Style; - Figurative language.</p>
<p>02. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.</p>	<p>a. 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. Activate and draw upon prior experiences to connect to reading selections.</p> <p>c. Identify social, cultural, and historical significance of various types of text.</p> <p>d. Identify how an author uses language and literary devices to evoke a response in a reader: - Style; - Format; - Structure; - Point of view.</p> <p>e. Demonstrate an understanding of how reading can provide enrichment and information as well as serve as a tool for lifelong learning.</p>
<p>03. 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 that purpose in literary text.</p> <p>b. Analyze literary text for the following story elements. - Characters; - Setting; - Point of view; - Plot structure; - Theme; - Conflict; - Resolution; - Symbolism.</p> <p>c. Compare and contrast information from multiple sources.</p> <p>d. Use personal or objective criteria to do the following: - Draw conclusions; - Make inferences; - Determine meanings; - Form opinions; - Make judgments.</p> <p>e. Distinguish between fact and opinion and identify cause and effect relationships within expository text.</p>
<p>04. Read to locate information from a variety of traditional, technical, and electronic sources.</p>	<p>a. 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>

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

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
06. Read a variety of traditional and electronic materials for information and understanding.	<p>a. Use decoding strategies and other visual information to fluently read grade-level text: - graphophonic sources (letter/sound); - semantic sources (meaning/association); - lexical sources (word knowledge); - syntactic sources (structure of written language); - text elements (graphic elements, illustrations, titles/subtitles).</p>	<p>i. Pre-Emergent ii. Beginning: Use a variety of reading strategies to make text comprehensible (e.g., illustrations, graphic, organizers, text features, pacing, word-analysis skills, picture/bilingual dictionaries). iii. Intermediate iv. Early Fluent: Use decoding strategies and other visual information to fluently read grade-level text: - graphophonic sources (letter/sound); - semantic sources (meaning/association); - lexical sources (word knowledge); - syntactic sources (structure of written language); - text elements (graphic elements, illustrations, titles/subtitles).</p>
	<p>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, problem/solution, and classification to understand text.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate: Gather, organize, read, analyze, and interpret information related to academic content areas from various sources (e.g., reference books, magazines, textbooks, internet media presentations). Compare and contrast the motivations and reactions of characters in a text. iv. Early Fluent: 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, problem/solution, and classification to understand text.</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	<p>c. Predict alternatives or probabilities in text on basis of prior knowledge and information within 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>d. Reconsider a response against more than one source of information of grade-level text.</p> <p>e. Confirm or self-correct predictions in response to grade-level text.</p> <p>f. Identify literary devices: - mood; - tone; - style; - figurative language.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate: Predict alternatives or probabilities in text on basis of prior knowledge and information within 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. iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Reconsider a response against more than one source of information of grade-level text. iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Use reading strategies to gain information and to make text comprehensible (e.g., predicting, questioning, summarizing, self-correcting, evaluating, comparing/contrasting, using print and media resources). iv. Early Fluent: Confirm or self-correct predictions in response to grade-level text.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Identify literary devices - mood; - tone; - style; - figurative language.</p>
07. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	<p>a. Define characteristics of the following literary forms and genres: fiction and nonfiction, including novel, short story, poetry, biography, plays, essays, and reference materials.</p> <p>b. Activate and draw upon own experiences to connect to reading selections.</p> <p>c. Identify social, cultural, and historical significances of various types of text.</p> <p>d. Identify how an author uses language and literary devices to evoke a response in a reader: - style; - format; - structure; - point of view.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate: Define characteristics of the following literary forms and genres: fiction and nonfiction, including novel, short story, poetry, biography, plays, essays, and reference materials. iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Activate and draw upon own experiences to connect to reading selections. iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Identify social, cultural, and historical significances of various types of text. iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Identify how an author uses language and literary devices to evoke a response in a reader: - style; - format; - structure; - point of view.</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	e. Explain how reading can provide enrichment and information as well as serve as a tool for lifelong learning.	i. Pre-Emergent ii. Beginning iii. Intermediate: Explain how reading can provide enrichment and information as well as serve as a tool for lifelong learning. iv. Early Fluent
08. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	<p>a. Identify author's purpose and describe how language, setting, and information support that purpose in literary text.</p> <p>b. Analyze literary text for the following elements: - characters; - setting; - plot structure; - theme; - conflict; - resolution; - symbolism.</p> <p>c. Compare and contrast information from multiple sources.</p> <p>d. Use personal or objective criteria to do the following: - draw conclusions; - make inferences; - determine meanings; - form opinions; - make judgments.</p> <p>e. Distinguish between fact and opinion and identify cause and effect relationships within expository text.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate: Identify author's purpose and describe how language, setting, and information support that purpose in literary text.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Analyze literary text for the following elements: - characters; - setting; - plot structure; - theme; - conflict; - resolution; - symbolism. iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Compare and contrast information from multiple sources. iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Use personal or objective criteria to do the following: - draw conclusions; - make inferences; - determine meanings; - form opinions; - make judgments.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Distinguish between fact and opinion and identify cause and effect relationships within expository text. iv. Early Fluent</p>
09. Read to locate information from a variety of traditional, technical and electronic sources.	a. 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.	i. Pre-Emergent ii. Beginning iii. Intermediate: 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. iv. Early Fluent

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	<p>b. Use knowledge of common patterns of factual texts to enhance comprehension:</p> <ul style="list-style-type: none"> - description; - main idea/supporting details; - comparison/contrast; - chronological order; - cause/effect; - process. <p>c. Synthesize what has been read:</p> <ul style="list-style-type: none"> - 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>i. Pre-Emergent ii. Beginning iii. Intermediate: Use knowledge of common patterns of factual texts to enhance comprehension:</p> <ul style="list-style-type: none"> - description; - main idea/supporting details; - comparison/contrast; - chronological order; - cause/effect; - process. <p>iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Synthesize what has been read:</p> <ul style="list-style-type: none"> - 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.
10. Read for technical information.	<p>a. Identify and use comprehension strategies to understand technical text.</p> <p>b. Explain use of graphics, layout, white space, italics, parentheses, and other visual aids.</p> <p>c. Identify organization of technical texts.</p> <p>d. Use technical information to complete tasks.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate: Identify and use comprehension strategies to understand technical text. iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning: Explain use of graphics, layout, white space, italics, parentheses, and other visual aids. iii. Intermediate iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Identify organization of technical texts. iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Use technical information to complete tasks.</p>

(4-6-05)

744. WRITING.

Rationale: Write to demonstrate skill and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

Standard - The student will:	Content Knowledge and Skills:
01. Understand and use the writing process.	a. Understand and apply steps of the writing process: - Brainstorm; - Draft; - Revise; - Edit/proofread; - Publish.

Standard - The student will:	Content Knowledge and Skills:
	<p>b. Write legibly in a variety of formats to specifically record, generate, and reflect upon ideas.</p> <p>c. Identify and use appropriate style and vocabulary for a particular audience, voice, and purpose.</p>
<p>02. Write and edit for correctness and clarity.</p>	<p>a. 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. Incorporate a variety of elements of writing: - Alliteration; - Figurative language; - Hyperbole; - Metaphor; - Personification; - Vocabulary; - Idiom.</p> <p>c. 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>03. Write an expository essay that aligns with the eighth-grade writing assessment to inform and explain.</p>	<p>a. Use facts, data, and processes from technical and non-technical materials to inform through writing.</p> <p>b. Produce documents in appropriate format to inform and explain.</p> <p>c. 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>04. Write for literary response and expression.</p>	<p>a. Compose a response using ideas and techniques from a variety of literature and fine arts that represent many cultures and perspectives.</p> <p>b. Appropriately use a thesis statement and supporting evidence.</p> <p>c. Write and publish original creative works that include figurative and descriptive language.</p>
<p>05. Write to critically analyze and evaluate within the confines of grade-level science and social studies curricula.</p>	<p>a. Analyze for the following: - Purpose; - Ideas; - Style; - Structure; - Effectiveness.</p> <p>b. Use thesis with appropriate supporting evidence to persuade or inform a specific audience.</p> <p>c. Use writing to persuade.</p>
<p>06. Write to gather, synthesize, and communicate research findings.</p>	<p>a. 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.</p> <p>b. Present research findings.</p>
<p>07. Write technical information.</p>	<p>a. Locate sources.</p> <p>b. Produce technical documents.</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
08. Understand and use the writing process.	a. Understand and use steps of the writing process; - brainstorm; - draft; - revise; - edit; - publish.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent
	b. Write in a variety of formats to specifically record, generate, and reflect upon ideas.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent
	c. Identify and use appropriate style and vocabulary for a particular audience, voice, and purpose.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent
09. Write and edit for correctness and clarity.	a. 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.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent
10. Write an expository essay that aligns with the eighth-grade assessment to inform and explain.	a. Use facts, data, and processes from technical and non-technical materials to inform through writing.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent
	b. Produce documents in appropriate format to inform and explain.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent
11. Write for literary response and expression.	a. Compose a response using ideas and techniques from a variety of literature and fine arts that represent many cultures and perspectives.	i. Pre-Emergent ii. Beginning iii. Intermediate : Write brief responses to literature demonstrating factual understanding of the text. iv. Early Fluent
	b. Appropriately use a thesis and supporting evidence	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent
	c. Write and publish original creative works that include figurative and descriptive language.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent
12. Write to critically analyze and evaluate within the confines of grade-level science and social studies curricula.	a. Analyze for the following: - purpose; - ideas; - style; - structure; - effectiveness.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	<p>b. Use thesis and appropriate supporting evidence to persuade or inform a specific audience.</p> <p>c. Use writing to persuade.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent</p>
13. Write to gather, synthesize, and communicate research findings.	<p>a. 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.</p> <p>b. Present research findings.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent</p>
14. Write technical information.	<p>a. Locate sources.</p> <p>b. Produce technical documents.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent</p>

(4-6-05)

745. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

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

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
04. Listen for information and understanding.	a. Acquire and summarize information from a variety of electronic or live sources.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent
	b. Develop listening skills to gain enrichment and information about various cultures.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Demonstrate understanding of some language subtleties (e.g., understand some common idioms, recognize that language use varies according to audience [register]).
	c. Develop effective interpersonal listening skills.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent
05. Listen for literary response and expression.	a. Respond to a variety of oral presentations.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent
	b. Find similarities and differences within a variety of oral presentations.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent
06. Listen for critical analysis and evaluation.	a. Make informed decisions about the purpose, content, organization, and delivery of verbal communications and nonverbal cues.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent
	b. Listen for sequencing.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent

(4-6-05)

746. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis or critiques of written and viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level.

Standard - The student will:	Content Knowledge and Skills:
01. Speak to share an understanding of information.	<p>a. Use age-appropriate oral communication for various purposes and audiences that correctly and effectively incorporates:</p> <ul style="list-style-type: none"> - A variety of word choices; - Pronunciation; - Inflection/modulation; - Physical gestures; - Eye contact; - Posture. <p>b. Plan and deliver oral presentations that incorporate the following:</p> <ul style="list-style-type: none"> - Effective transitions; - Logical organization; - Support for main ideas; - Appropriate examples; - Responses to questions and feedback; - Visual aids and appropriate technology; - Proper English.
02. Speak for literary response and expression.	<p>a. Share interpretations of personal and literary works through oral interpretation and dramatic readings.</p> <p>b. Memorize and present a selected poem.</p>

Standard - The student will:	Content Knowledge and Skills:
03. Speak for critical analysis and evaluation.	<p>a. Clearly express opinions and judgments.</p> <p>b. Defend opinion.</p> <p>c. 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.</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
04. Speak to share an understanding of information.	<p>a. Use age-appropriate oral communication for various purposes and audiences that correctly and effectively incorporates the following: - word choices; - pronunciation; - inflection/modulation; - physical gestures; - eye contact; - posture.</p> <p>b. Plan and deliver oral presentations that incorporate the following: - effective transitions; - logical organization; - support for main ideas; - appropriate examples; - response to questions and feedback; - visual aids and appropriate technology; - proper English.</p>	<p>i. Pre-Emergent: Minimal verbal response in English expected.</p> <p>ii. Beginning: Use physical gestures, single words, and simple phrases for various purposes with a developing sense of audience that incorporates limited word choices, approximate pronunciation, and appropriate posture.</p> <p>iii. Intermediate: Use age-appropriate oral communications for various purposes and audiences that appropriately incorporates broader word choice, improved pronunciation, approximate inflection, physical gestures, some eye contact, and appropriate posture.</p> <p>iv. Early Fluent: Use age-appropriate oral communications for various purposes and audiences that appropriately incorporates word choice, comprehensible pronunciation, inflection, modulation, physical gestures, eye contact, and appropriate posture.</p> <p>i. Pre-Emergent: Minimal verbal response in English expected. Plan and deliver a nonverbal presentation that incorporates illustrations, pictures, and charts.</p> <p>ii. Beginning: Plan and deliver oral presentations using gestures, single words, and simple phrases as well as illustrations, pictures, and charts.</p> <p>iii. Intermediate: Plan and deliver oral presentations with substantial linguistic inaccuracies that effectively incorporate the following: - transitions; - organization; - support of main ideas; - examples; - response to questions and feedback; - visual aids and appropriate technology.</p> <p>iv. Early Fluent: Plan and deliver oral presentations with some linguistic inaccuracies that effectively incorporate the following: - transitions; - organization; - support of main ideas; - examples; - response to questions and feedback; - visual aids and appropriate technology.</p>
05. Speak for literary response and expression.	<p>a. Share interpretations of personal and literary works through oral interpretation and dramatic readings.</p>	<p>i. Pre-Emergent: Minimal verbal response in English expected. Participate in classroom group-response activities (chants, songs, choral readings, TPR activities). Respond to literary works read aloud, using one or two words or short phrases.</p> <p>ii. Beginning: Use key words and phrases to respond to simple questions regarding personal experiences and literary works.</p> <p>iii. Intermediate: Use simple sentences to retell stories and relate personal experiences and literary works and dramatic readings. Contribute to classroom and small group discussions by responding to and asking simple questions.</p> <p>iv. Early Fluent: Share interpretations of personal and literary works through oral interpretation and dramatic readings with some linguistic inaccuracies.</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	b. Memorize and present a selected poem.	i. Pre-Emergent: Memorize and present a simple selected poem. ii. Beginning: Memorize and present simple poems, rhymes, and chants. iii. Intermediate: Memorize and present a selected poem. iv. Early Fluent:
06. Speak for critical analysis and evaluation.	a. Clearly express opinions and judgments.	i. Pre-Emergent: Minimal verbal response in English expected. ii. Beginning: Use gestures, single words, and simple phrases to express opinions and judgments. iii. Intermediate: Use simple sentences to express opinions and judgments. iv. Early Fluent: With some linguistic inaccuracies, express opinions and judgments.
	b. Defend opinion.	i. Pre-Emergent: Minimal verbal response in English expected. ii. Beginning: Use gestures, single words, and simple phrases to defend opinion. iii. Intermediate: Use simple sentences to defend opinion. iv. Early Fluent: Defend opinion with some linguistic inaccuracies.
	c. 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.	i. Pre-Emergent: Minimal verbal response in English expected. Exhibit courteous, attentive, and appropriate behavior when directed. ii. Beginning: Exhibit courteous, attentive, and appropriate behavior when directed. iii. Intermediate: During discussions, encourage others' participation while exhibiting courteous, attentive, and appropriate behavior: - listen well and verify understanding; - avoid monopolizing conversations; - raise pertinent questions; - exhibit cultural sensitivity. iv. Early Fluent:

(4-6-05)

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

Rationale: Read a variety of grade-level materials and apply strategies appropriate to various situations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

Standard - The student will:	Content Knowledge and Skills:
<p>01. Read a variety of traditional and electronic materials for information and understanding.</p>	<p>a. Decode unfamiliar words using a comprehensive set of reading strategies: - Phonics; - Context clues; - Word analysis skills.</p> <p>b. Preview materials to understand structure and anticipate content.</p> <p>c. Develop analytic processes for understanding and remembering words, phrases, and information from reading material.</p> <p>d. Identify, collect, and/or select, and relate pertinent information to given situations.</p> <p>e. Synthesize and organize information.</p> <p>f. Apply and extend information.</p> <p>g. Explain how an author uses language and literary devices: - Mood; - Tone; - Style; - Figurative language; - Format; - Structure.</p> <p>h. Use reading strategies to determine main ideas and to collect data, facts, and ideas.</p>
<p>02. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.</p>	<p>a. Know defining characteristics of literary forms and genres (fiction, nonfiction, myths, poems, biographies, autobiographies, science fiction, parodies, satires, and plays).</p> <p>b. Identify and compare own experiences to those of others in situations, events, and cultures within reading selections.</p> <p>c. Interpret the social, cultural, and historical significance of a text: - Ancient Literature; - British Literature; - American Literature; - World Literature.</p> <p>d. Evaluate how an author uses language and literary devices to evoke a response in a reader: - Style; - Format; - Structure.</p> <p>e. Demonstrate how reading can provide enrichment, information, and serve as a tool for lifelong learning.</p>
<p>03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.</p>	<p>a. Evaluate the validity and accuracy of information.</p> <p>b. Analyze author's purpose within a literary text: - Characterization; - Setting; - Plot structure; - Theme; - Point of view; - Organization and form.</p> <p>c. Compare and contrast selections within texts.</p> <p>d. Form opinions and make judgments about fiction and non-fiction.</p>

Standard - The student will:	Content Knowledge and Skills:
	<p>e. In response to technical materials, use personal or objective criteria to:</p> <ul style="list-style-type: none"> - Draw conclusions; - Make inferences; - Decide meanings; - Form opinions; - Make judgments.
<p>04. Read to locate information from a variety of traditional, technical, and electronic sources.</p>	<p>a. Generate relevant and researchable questions.</p> <p>b. Systematically organize and record information.</p> <p>c. Produce research projects and reports.</p>
<p>05. Read for technical information.</p>	<p>a. Comprehend technical text.</p> <p>b. Demonstrate understanding of graphics, layout, white space, italics, parentheses, and other visual aids.</p> <p>c. Identify the organization and nature of technical texts; ascertain that such texts require precise understanding rather than interpretation.</p> <p>d. Apply technical text information to daily situations.</p> <p>e. Follow written directions.</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
<p>06. Read a variety of traditional and electronic materials for information and understanding.</p>	<p>a. Decode unfamiliar words using a comprehensive set of reading strategies:</p> <ul style="list-style-type: none"> - phonics; - context clues; - word analysis skills. 	<p>i. Pre-Emergent</p> <p>ii. Beginning</p> <p>iii. Intermediate: Decode unfamiliar words using a comprehensive set of reading strategies:</p> <ul style="list-style-type: none"> - phonics; - context clues; - word analysis skills. <p>iv. Early Fluent</p>
	<p>b. Preview materials to understand structure and anticipate content.</p>	<p>i. Pre-Emergent</p> <p>ii. Beginning</p> <p>iii. Intermediate</p> <p>iv. Early Fluent: Preview materials to understand structure and anticipate content.</p>
	<p>c. Develop analytic processes for understanding and remembering words, phrases, and information from reading material.</p>	<p>i. Pre-Emergent</p> <p>ii. Beginning</p> <p>iii. Intermediate</p> <p>iv. Early Fluent: Develop analytic processes for understanding and remembering words, phrases, and information from reading material.</p>
	<p>d. Identify, collect, and/or select, and relate pertinent information to given situations.</p>	<p>i. Pre-Emergent</p> <p>ii. Beginning</p> <p>iii. Intermediate</p> <p>iv. Early Fluent: Verify and clarify facts from informational text.</p>
	<p>e. Synthesize and organize information.</p>	<p>i. Pre-Emergent</p> <p>ii. Beginning</p> <p>iii. Intermediate</p> <p>iv. Early Fluent: Synthesize and organize information.</p>
	<p>f. Apply and extend information.</p>	<p>i. Pre-Emergent</p> <p>ii. Beginning</p> <p>iii. Intermediate</p> <p>iv. Early Fluent: Apply and extend information.</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	<p>g. Explain how an author uses language and literary devices: - mood; - tone; - style; - figurative language; - format; - structure.</p> <p>h. Use reading strategies to determine main ideas and to collect data, facts, and ideas.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Explain how an author uses language and literary devices: - mood; - tone; - style; - figurative language; - format; - structure.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Use reading strategies to determine main ideas and to collect data, facts, and ideas.</p>
07. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	<p>a. Know defining characteristics of literary forms and genres (fiction, nonfiction, myths, poems, biographies, autobiographies, science fiction, parodies, satires, and plays).</p> <p>b. Identify and compare own experiences to those of others in situations, events, and cultures within reading selections.</p> <p>c. Interpret the social, cultural, and historical significance of a text: - Ancient Literature; - British Literature; - American Literature; - World Literature.</p> <p>d. Evaluate how an author uses language and literary devices to evoke a response in a reader: - style; - format; - structure.</p> <p>e. Demonstrate how reading can provide enrichment, information, and serve as a tool for lifelong learning.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Know defining characteristics of literary forms and genres (fiction, nonfiction, myths, poems, biographies, autobiographies, science fiction, parodies, satires, and plays).</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Identify and compare own experiences to those of others in situations, events, and cultures within reading selections. iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Interpret the social, cultural, and historical significance of a text: - Ancient Literature; - British Literature; - American Literature; - World Literature.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Evaluate how an author uses language and literary devices to evoke a response in a reader: - style; - format; - structure.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Demonstrate how reading can provide enrichment, information, and serve as a tool for lifelong learning. iv. Early Fluent</p>
08. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	a. Evaluate the validity and accuracy of information.	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Evaluate the validity and accuracy of information.</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	<p>b. Analyze author's purpose within a literary text: - characterization; - setting; - plot structure; - theme; - point of view; - organization and form.</p> <p>c. Compare and contrast selections within text.</p> <p>d. Form opinions and make judgments about fiction and nonfiction.</p> <p>e. In response to technical materials, use personal or objective criteria to: - draw conclusions; - make inferences; - decide meanings; - form opinions; - make judgments.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Analyze author's purpose within a literary text: - characterization; - setting; - plot structure; - theme; - point of view; - organization and form.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Compare and contrast selections within text.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Form opinions and make judgments about fiction and nonfiction.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: In response to technical materials, use personal or objective criteria to: - draw conclusions; - make inferences; - decide meanings; - form opinions; - make judgments.</p>
09. Read to locate information from a variety of traditional, technical, and electronic sources.	<p>a. Generate relevant and researchable questions.</p> <p>b. Systematically organize and record information.</p> <p>c. Produce research projects and reports.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate: Generate relevant and researchable questions. iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Systematically organize and record information. iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Produce research projects and reports.</p>
10. Read for technical information.	<p>a. Comprehend technical text.</p> <p>b. Demonstrate understanding of graphics, layout, white space, italics, parentheses, and other visual aids.</p> <p>c. Identify the organization and nature of technical texts; ascertain that such texts require precise understanding rather than interpretation.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Comprehend technical text.</p> <p>i. Pre-Emergent ii. Beginning: Demonstrate understanding of graphics, layout, white space, italics, parentheses, and other visual aids. iii. Intermediate iv. Early Fluent</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate: Identify the organization and nature of technical texts; ascertain that such texts require precise understanding rather than interpretation. iv. Early Fluent</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	d. Apply technical text information to daily situations.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Apply technical text information to daily situations.
	e. Follow written directions.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Follow written directions.

(4-6-05)

753. WRITING.

Rationale: Write to demonstrate skill and conventions according to purpose and audience. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

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

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
07. Understand and use the writing process.	a. Demonstrate steps of the writing process: - brainstorm; - draft; - revise; - edit; - publish.	i. Pre-Emergent ii. Beginning iii. Intermediate: Use varied sentence patterns. iv. Early Fluent: Use the strategies of note taking, outlining, and summarizing in grade-appropriate content areas. This expectation will differ from 6-8 in terms of cognitive demand and topics.
	b. Write in order to generate, record, and reflect upon ideas.	i. Pre-Emergent: Organize and record content area information on pictures, lists, charts, and tables. ii. Beginning: Use key words presented and emphasized in content (e.g., literature, math, science lessons). This expectation will differ from 6-8 in terms of the concepts and vocabulary being addressed. iii. Intermediate iv. Early Fluent
	c. Evaluate and choose appropriate style and vocabulary for particular audience.	i. Pre-Emergent: Identify basic vocabulary, mechanics, and sentence structures in a piece of writing. ii. Beginning: Use a variety of sources and strategies to plan writing. iii. Intermediate: Use technical vocabulary related to key concepts in content areas. iv. Early Fluent
08. Write and edit for correctness and clarity.	a. Apply rules and conventions of the following: - grammar; - punctuation; - capitalization; - spelling.	i. Pre-Emergent: Use conventions with some assistance. ii. Beginning: Spell high frequency words in the context of writing. iii. Intermediate iv. Early Fluent: Use conventional spelling, capitalization, punctuation, grammar, and syntax.
	b. Formulate purpose, thesis, relevant support, and focused paragraphs: - use topic sentences, appropriate word choices and sentence structure, parallelism, transitions, paragraphing, indentation, organization of sources; - choose tone, voice, style, mood, and persona appropriate for different purposes, disciplines, and audiences.	i. Pre-Emergent ii. Beginning iii. Intermediate: Use figurative language (e.g., simile, metaphor, personification, hyperbole). Use clauses and phrases with accurate mechanics and consistent variations in grammatical forms. iv. Early Fluent: Use appropriate tone and voice based on purpose, audience, and subject matter.
09. Write to inform and explain.	a. Incorporate facts, data, and processes from technical and non-technical materials into writing.	i. Pre-Emergent ii. Beginning: Use simple sentences to write a brief narrative. iii. Intermediate: Fill out job applications and provide all needed information, with some support. iv. Early Fluent: Summarize plot of a literary selection. Write detailed biographies/autobiographies. Use and cite various resources in content area report, including use of bibliography and standard format for quotations.
	b. Choose appropriate format to inform and explain.	i. Pre-Emergent ii. Beginning: Complete forms that ask for basic personal information (e.g., job applications). iii. Intermediate iv. Early Fluent: Fill out applications and complete essays required to apply for jobs and colleges, with assistance.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
10. Write for literary response and expression.	a. Compare, contrast, and synthesize ideas and techniques from a variety of literatures and fine arts that represent many cultures and perspectives.	<p>i. Pre-Emergent ii. Beginning iii. Intermediate: Summarize the main ideas, details, and sequence of events in a literature selection with support. Apply elements of characterization in writing. Write responses to selected literature, exhibiting detailed understanding of text. iv. Early Fluent: Critique literature by analyzing theme, plot, setting, and/or characterization. Summarize plot of a literary selection.</p>
	b. Formulate a thesis and supporting evidence as appropriate.	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Develop a clear thesis supported with evidence, analogies, quotations, facts, statistics, and/or comparisons. This expectation will differ from 6-8 in terms of cognitive demand and topic.</p>
	c. Write and publish original creative works using figurative and descriptive language.	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent</p>
11. Write to critically analyze and evaluate.	a. Analyze and evaluate for the following: - purpose; - ideas; - style; - structure; - effectiveness.	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent</p>
	b. Formulate thesis and select appropriate supporting evidence to persuade or inform a specific audience.	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent</p>
	c. Present an effective argument using the principles of persuasion (appeals to authority, logic, or emotion).	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Present and justify a point of view and develop persuasive arguments using clear justification, explanation, and interpretation.</p>
12. Write to gather, synthesize, and communicate research findings.	a. Use and document a variety of technological and informational resources: - avoid plagiarism through proper paraphrasing, quoting, and citation; - consider motives, credibility, and perspectives of authors when selecting source materials; - formulate thesis or focus and relevant support.	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent: Gather, organize, interpret, and analyze information related to academic content areas from various sources by writing and elaborating on gathered information.</p>
	b. Present research findings.	<p>i. Pre-Emergent ii. Beginning iii. Intermediate: Write brief expository compositions and reports that include a thesis and supporting information and provide information from a variety of sources. iv. Early Fluent</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
	c. Generate clear, concise, and informative technical documents.	i. Pre-Emergent ii. Beginning iii. Intermediate: Write reports that incorporate information using charts and graphs. iv. Early Fluent

(4-6-05)

754. LISTENING.

Rationale: Use skills of listening to effectively understand, comprehend, and critique oral and visual presentations. Content knowledge and skills of prior grade levels must be acquired in addition to addressing current grade level.

Standard - The student will:	Content Knowledge and Skills:
01. Listen for information and understanding.	a. Acquire, interpret, and apply information from a variety of electronic or live sources. b. Use listening skills to gain enrichment and information about various cultures. c. Demonstrate effective interpersonal listening skills.
02. Listen for literary response and expression.	a. Interpret and respond to a variety of oral presentations. b. Compare and contrast a variety of presentations.
03. Listen for critical analysis and evaluation.	a. Make informed judgments about the purpose, content, organization, and delivery of verbal communications and non-verbal cues.

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
04. Listen for information and understanding.	a. Acquire, interpret, and apply information from a variety of electronic or live sources.	i. Pre-Emergent ii. Beginning iii. Intermediate: Follow clear multiple-step (3 or more) directions in one to one and small group situations. Directions may be more cognitively demanding at 9-12 than at 6-8. iv. Early Fluent
	b. Use listening skills to gain enrichment and information about various cultures.	i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent
	c. Demonstrate effective interpersonal listening skills.	i. Pre-Emergent ii. Beginning iii. Intermediate: Respond to age appropriate social and academic language. Respond to questions requiring classification or application of information. Content of the questions would be age-appropriate in terms of cognitive demands and topics. iv. Early Fluent

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
05. Listen for literary response and expression.	<p>a. Interpret and respond to a variety of oral presentations.</p> <p>b. Compare and contrast a variety of oral presentations.</p>	<p>i. Pre-Emergent ii. Beginning iii. Intermediate: Comprehend extended classroom discourses in the content areas with support (e.g., short lecture, demonstrations). iv. Early Fluent: Respond to increasingly complex content-related questions about newly learned information (e.g., inference, comparison, summarization, point of view, debate, or discussion). Independently comprehend extended classroom discourse (e.g., short lectures, demonstrations) in the content areas.</p> <p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent</p>
06. Listen for critical analysis and evaluation.	a. Make informed judgments about the purpose, content, organization, and delivery of verbal communications and nonverbal cues.	<p>i. Pre-Emergent ii. Beginning iii. Intermediate iv. Early Fluent</p>

(4-6-05)

755. SPEAKING.

Rationale: Use skills of speaking to effectively present information and present analysis of critiques of written or viewed material. Content knowledge and skills of prior grade level must be acquired in addition to addressing current grade level.

Standard - The student will:	Content Knowledge and Skills:
01. Speak to share an understanding of information.	<p>a. Adjust oral language to audience: Appropriately apply rules of standard English.</p> <p>b. Create oral presentations that include the following: - Transitions; - Organization; - Support of main ideas; - Examples; - Response to questions and feedback; - Visual aids and appropriate technology.</p> <p>c. Use oral communication for various purposes and audiences including which appropriately incorporate the following: - Word Choice; - Pronunciation; - Inflection/Modulation; - Physical Gestures; - Eye Contact; - Posture.</p>
02. Speak for literary response and expression.	a. Share interpretations of personal or literary works through oral interpretation, memorization, presentation, and dramatic readings.
03. Speak for critical analysis and evaluation.	<p>a. Clearly express opinions and judgments.</p> <p>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.</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
<p>04. Speak to share an understanding of information.</p>	<p>a. Adjust oral language to audience. Appropriately apply rules of standard English.</p> <p>b. Create oral presentations that include the following: - transitions; - organization; - support of main ideas; - examples; - response to questions and feedback; - visual aids and appropriate technology.</p> <p>c. Use oral communication for various purposes and audiences which appropriately incorporates the following: - word choice; - pronunciation; - inflection/modulation; - physical gestures; - eye contact; - posture.</p>	<p>i. Pre-Emergent: Minimal verbal response in English expected. ii. Beginning: Minimal verbal response in English expected. Developing an awareness of audience and basic rules of standard English. iii. Intermediate: Adjust oral language to audience and appropriately apply rules of standard English with substantial linguistic inaccuracies. iv. Early Fluent: Adjust oral language to audience. Appropriately apply rules of standard English with some linguistic inaccuracies.</p> <p>i. Pre-Emergent: Minimal verbal response in English expected. Plan and deliver a nonverbal presentation that incorporates illustrations, pictures, and charts. ii. Beginning: Plan and deliver oral presentations using gestures, single words, and simple phrases as well as illustrations, pictures, and charts. iii. Intermediate: Plan and deliver oral presentations with substantial linguistic inaccuracies that effectively incorporate the following: - transitions; - organization; - support of main ideas; - examples; - response to questions and feedback; - visual aids and appropriate technology. iv. Early Fluent: Plan and deliver oral presentations with some linguistic inaccuracies that effectively incorporate the following: - transitions; - organization; - support of main ideas; - examples; - response to questions and feedback; - visual aids and appropriate technology.</p> <p>i. Pre-Emergent: Minimal verbal response in English expected. ii. Beginning: Use physical gestures, single words, and simple phrases for various purposes with a developing sense of audience that incorporates limited word choices, approximate pronunciation, and appropriate posture. iii. Intermediate: Use age-appropriate oral communications for various purposes and audiences that appropriately incorporates broader word choice, improved pronunciation, approximate inflection, physical gestures, eye contact, and appropriate posture. iv. Early Fluent: Use age-appropriate oral communications for various purposes and audiences that appropriately incorporates word choice, comprehensible pronunciation, inflection, modulation, physical gestures, eye contact, and appropriate posture.</p>
<p>05. Speak for literary response and expression.</p>	<p>a. Share interpretations of personal or literary works through oral interpretation, memorization, presentation, and dramatic readings.</p>	<p>i. Pre-Emergent: Minimal verbal response in English expected. Participate in classroom group-response activities (e.g., chants, songs, choral readings, TPR activities). Respond to literary works read aloud, using one or two words or short phrases. ii. Beginning: Use key words and phrases to respond to simple questions regarding personal experiences and literary works. iii. Intermediate: Use simple sentences to retell stories and relate personal experiences and literary works. Contribute to classroom and small group discussions by responding to and asking simple questions. iv. Early Fluent: Share interpretations of personal or literary works through oral interpretation, memorization, presentation, and dramatic readings with some linguistic inaccuracies.</p>

ENGLISH LANGUAGE PROFICIENCY STANDARDS		
Standard – The student will	Content Knowledge and Skills	Proficiency Level
06. Speak for critical analysis and evaluation.	<p>a. Clearly express opinions and judgments.</p> <p>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.</p>	<p>i. Pre-Emergent: Minimal verbal response in English expected.</p> <p>ii. Beginning: Use gestures, single words, and simple phrases to express opinions and judgments.</p> <p>iii. Intermediate: Use simple sentences to express opinions and judgments.</p> <p>iv. Early Fluent: With some linguistic inaccuracies, express opinions and judgments.</p> <p>i. Pre-Emergent: Exhibit courteous, attentive, and appropriate behavior when directed.</p> <p>ii. Beginning: Exhibit courteous, attentive, and appropriate behavior when directed.</p> <p>iii. Intermediate: During discussions, encourage others' participation while exhibiting courteous, attentive, and appropriate behavior: - listen well and verify understanding; - avoid monopolizing conversations; - raise pertinent questions.</p> <p>iv. Early Fluent: During discussions, encourage others' participation while exhibiting courteous, attentive, and appropriate behavior: - listen well and verify understanding; - avoid monopolizing conversations; - raise pertinent questions; - exhibit cultural sensitivity.</p>

(4-6-05)

756. VIEWING.

Standard - The student will:	Content Knowledge and Skills:
01. View for information and understanding.	<p>a. Use traditionally non-print media.</p> <p>b. Use viewing skills to determine main idea and collect data.</p>
02. View media sources for personal response and expression.	a. Explain, compare, and contrast relationships, idea, and cultures represented in various media.
03. View media to engage in critical analysis and evaluation.	<p>a. Make judgments about non-print media.</p> <p>b. Apply knowledge learned from charts and graphs.</p>
04. Use a variety of resources to produce visuals that communicate through print and non-print media.	a. Produce effective visuals which include the following: - Essential messages and images; - Effective use of time, space, and organization; - Appropriate style, word choices, grammar, punctuation, and spelling; - Proper documentation.

(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:
<p>01. Acquire the essential skills to lead a healthy life.</p>	<ul style="list-style-type: none"> a. Describe exercise. b. Recognize the role of germs in spreading disease. c. Recognize safety signs and procedures at home, school, and around the neighborhood. d. Describe how each person experiences a variety of feelings and moods. e. -1. Differentiate between helpful and harmful drugs. e. -2. Identify medicines/drugs, their safe use, and safe places. f. Differentiate between healthy and unhealthy foods. g. Identify body parts. h. Describe the family. i. Identify health products commonly used. j. Identify healthy environment.

(3-15-02)

770. RISK-TAKING BEHAVIOR.

Standard - The student will:	Content Knowledge and Skills:
<p>01. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p>	<ul style="list-style-type: none"> a. Explain that germs are everywhere and are invisible. b. Identify acceptable and unacceptable behavior. 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:
<p>01. Demonstrate the ability to use communication skills to enhance health.</p>	<ul style="list-style-type: none"> 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:
01. Organize, analyze, and apply health information practices and services appropriate for individual needs.	<ul style="list-style-type: none"> 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:
01. Understand and demonstrate the key components to positive mental and emotional health.	<ul style="list-style-type: none"> 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:
01. Acquire the essential skills to lead a healthy life.	<ul style="list-style-type: none"> 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. d. Explain a variety of emotions and understand that they can be managed successfully. e. Differentiate between over-the-counter and prescription drugs. f. Explain how the use of known and unknown substances can be hazardous. g. Recognize a nutritional diet is necessary to maintain a healthy body. h. Describe how a person can take care of different body parts. i. Describe each person's contribution to the family. j. Identify the use of health products. k. Describe pollution.

(3-15-02)

779. RISK-TAKING BEHAVIOR.

Standard - The student will:	Content Knowledge and Skills:
01. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<ul style="list-style-type: none"> a. Recognize that germs cause disease. b. Explain the necessity for rules for acceptable and unacceptable behavior. c. Determine how to make a responsible choice. d. Discuss risky behaviors.

(3-15-02)

780. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.

Standard - The student will:	Content Knowledge and Skills:
01. Demonstrate the ability to use communication skills to enhance health.	<ul style="list-style-type: none"> a. Share positive ways to express feelings. b. Identify refusal and decision-making skills. c. Demonstrate communication skills.

(3-15-02)

781. CONSUMER HEALTH.

Standard - The student will:	Content Knowledge and Skills:
01. Organize, analyze, and apply health information practices and services appropriate for individual needs.	<ul style="list-style-type: none"> a. Identify examples of health products. b. Identify labels on health products. c. 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:
01. Understand and demonstrate the key components to positive mental and emotional health.	<ul style="list-style-type: none"> a. Demonstrate feelings. b. Identify how each person is unique and worthwhile, both physically and emotionally. c. Describe physical activities one enjoys. d. 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:
01. Acquire the essential skills to lead a healthy life.	<ul style="list-style-type: none"> a. Describe the concepts of fitness and wellness. b. Recognize body signals that indicate sickness or wellness.

Standard - The student will:	Content Knowledge and Skills:
	<ul style="list-style-type: none"> c. Identify the rules and procedures for safe living. d. Identify personal emotions, how they are expressed, and appreciate the consequences of behavior choices. e. Identify tobacco, alcohol, medicines, and other drugs. f. Explain the reasons for wise food selection. g. Identify physical characteristics of growth and development. h. Explain ways family membership changes. i. Identify how to choose a health product. j. Describe the characteristics of a healthful environment.

(3-15-02)

788. RISK-TAKING BEHAVIOR.

Standard - The student will:	Content Knowledge and Skills:
<p>01. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p>	<ul style="list-style-type: none"> a. Recognize ways illness is spread. b. Identify consequences for one's own behavior. c. Identify temptations, curiosity, peer influence, and harmful risk-taking. d. Identify behaviors that put a person at risk.

(3-15-02)

789. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.

Standard - The student will:	Content Knowledge and Skills:
<p>01. Demonstrate the ability to use communication skills to enhance health.</p>	<ul style="list-style-type: none"> 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.

Standard - The student will:	Content Knowledge and Skills:
<p>01. Organize, analyze, and apply health information practices and services appropriate for individual needs.</p>	<ul style="list-style-type: none"> 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.

Standard - The student will:	Content Knowledge and Skills:
<p>01. Understand and demonstrate the key components to positive mental and emotional health.</p>	<ul style="list-style-type: none"> 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.

Standard - The student will:	Content Knowledge and Skills:
<p>01. Acquire the essential skills to lead a healthy life.</p>	<ul style="list-style-type: none"> a. Recognize the importance of fitness for overall wellness. b. Describe diseases and disorders. c. Identify and practice rules and procedures for safe living. d. View each person as a unique and special human being whose behavior can enhance or detract from a group, family, or community. e. Identify reasons why drugs and medicines are misused and abused. f. Identify the relationship between nutrition and well-being. g. Explore how the body changes as one grows. h. Adjust to family changes in healthful ways. i. Identify how health information, products, and services are made available. j. Identify the effects of pollution on the environment.

(3-15-02)

797. RISK-TAKING BEHAVIOR.

Standard - The student will:	Content Knowledge and Skills:
<p>01. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p>	<ul style="list-style-type: none"> 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.

Standard - The student will:	Content Knowledge and Skills:
01. Demonstrate the ability to use communication skills to enhance health.	<ul style="list-style-type: none"> 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.

Standard - The student will:	Content Knowledge and Skills:
01. Organize, analyze, and apply health information practices and services appropriate for individual needs.	<ul style="list-style-type: none"> 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.

Standard - The student will:	Content Knowledge and Skills:
01. Understand and demonstrate the key components to positive mental and emotional health.	<ul style="list-style-type: none"> 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:
01. Acquire the essential skills to lead a healthy life.	<ul style="list-style-type: none"> a. Describe the influence of rest, food choices, exercise, sleep, and recreation on a person's well-being. b. Identify characteristics and causes of diseases and disorders. c. Recognize a safe environment and demonstrate readiness skills that deal with emergency situations. d. Identify the range of emotions experienced and the connection between our minds and bodies. e. Identify substances, their use, and abuse. f. Identify the nutritional benefits of different foods. g. Recognize growth and development as a life-long process.

Standard - The student will:	Content Knowledge and Skills:
	<ul style="list-style-type: none"> h. Describe the role of families and friends have in affecting our health. i. Determine factors involved in selecting and using health information, products, and services. j. Determine factors that influence the health of our environment.

(3-15-02)

806. RISK-TAKING BEHAVIOR.

Standard - The student will:	Content Knowledge and Skills:
01. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<ul style="list-style-type: none"> a. Describe the healthy living habits that can reduce the risk of illness and injury. b. Recognize how the actions of one person can affect the behavior of another. c. Identify high-risk situations and behaviors that pose a risk to one's self and others. d. 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:
01. Demonstrate the ability to use communication skills to enhance health.	<ul style="list-style-type: none"> a. Identify the causes and effects of conflict in schools and families. b. Demonstrate refusal and decision-making skills as they relate to substance use and abuse. c. 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:
01. Organize, analyze, and apply health information practices and services appropriate for individual needs.	<ul style="list-style-type: none"> a. Identify reliable sources of personal health information, products, and services. b. Recognize how the media influences one's thinking in relation to mental and emotional health, nutrition, and substance abuse. c. 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:
01. Understand and demonstrate the key components to positive mental and emotional health.	<ul style="list-style-type: none"> a. Recognize healthy ways to express personal emotions and feelings. b. Identify ways to maintain a healthy outlook in the presence of diseases and/or disabilities. c. Identify physical activities that promote fitness and the relief of mental and emotional tensions.

Standard - The student will:	Content Knowledge and Skills:
	<ul style="list-style-type: none"> d. Take responsibility for the safety of one's self and others. e. 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:
01. Acquire the essential skills to lead a healthy life	<ul style="list-style-type: none"> a. Explain the importance of an active lifestyle leading to life-long health. b. Describe characteristics and causes of diseases and disorders. c. Describe basic first aid and safety rules. d. Identify emotions that accompany physical growth and development. e. Identify the effects of substances and their use and abuse. f. Identify the strategies for developing healthy eating habits. g. Recognize factors that affect growth and development. h. Identify environmental health issues and their relationship to a healthy lifestyle.

(3-15-02)

815. RISK-TAKING BEHAVIOR.

Standard - The student will:	Content Knowledge and Skills:
01. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<ul style="list-style-type: none"> 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.

Standard - The student will:	Content Knowledge and Skills:
01. Demonstrate the ability to use communication skills to enhance health.	<ul style="list-style-type: none"> 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.

Standard - The student will:	Content Knowledge and Skills:
<p>01. Organize, analyze, and apply health information practices and services appropriate for individual needs.</p>	<p>a. Explain the validity of health information, products, and services.</p> <p>b. List ways the media influences one's thinking in relation to mental and emotional health, nutrition, and substance abuse.</p> <p>c. Describe community factors that promote wellness, safety, and disease prevention.</p>

(3-15-02)

818. MENTAL AND EMOTIONAL WELLNESS.

Standard - The student will:	Content Knowledge and Skills:
<p>01. Understand and demonstrate the key components to positive mental and emotional health.</p>	<p>a. Identify skills that positively control and express personal emotions and feelings.</p> <p>b. Identify and practice effective strategies for stress management.</p> <p>c. Describe how recreational and leisure time activities promote physical fitness and relieve mental and emotional tensions.</p> <p>d. Define emotional safety.</p> <p>e. Identify behaviors that influence the use of alcohol, tobacco, and other drugs.</p>

(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:
<p>01. Acquire the essential skills to lead a healthy life.</p>	<p>a. Identify the influence exercise has in developing a healthy system.</p> <p>b. Identify prevention, causes, and treatment of diseases and disorders.</p> <p>c. Demonstrate and be able to apply basic first aid and safety rules.</p> <p>d. Describe emotions that affect personal health.</p> <p>e. Identify the choices and consequences related to abuse of alcohol, tobacco, and other drugs.</p> <p>f. Apply strategies for developing healthy eating habits.</p> <p>g. Identify the functions and characteristics of the major body systems.</p> <p>h. Discuss and evaluate the importance of healthy relationships.</p> <p>i. Examine factors involved in selecting and using health information, products, and services.</p> <p>j. Describe environmental health issues and their relationships to a healthy lifestyle.</p>

(3-15-02)

824. RISK-TAKING BEHAVIOR.

Standard - The student will:	Content Knowledge and Skills:
01. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	<ul style="list-style-type: none"> a. Identify risk factors for illness and injuries. b. Examine and evaluate how the actions of one person affect the behaviors of others. c. Describe high-risk substance abuse situations and behaviors that pose a risk to one's self and others. d. 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:
01. Demonstrate the ability to use communication skills to enhance health.	<ul style="list-style-type: none"> a. Describe 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. 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:
01. Organize, analyze, and apply health information practices and services appropriate for individual needs.	<ul style="list-style-type: none"> a. Evaluate the validity of health information, products, and services. b. Analyze how the media influences information about tobacco, alcohol, and drugs. c. 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:
01. Understand and demonstrate the key components to positive mental and emotional health.	<ul style="list-style-type: none"> a. Analyze skills that positively express personal emotions and feelings. b. Analyze the influence exercise has on relieving mental and emotional tension. c. Identify skills necessary for stress management, decision-making, and managing conflicts. d. Explore aspects of emotional safety. e. 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:
<p>01. Acquire the essential skills to lead a healthy life.</p>	<ul style="list-style-type: none"> a. Identify the components of physical fitness. b. Identify the prevention, causes, symptoms, treatment, and consequences of diseases and disorders. c. Demonstrate knowledge of basic first aid and injury prevention. d. Explain the relationship among mental/emotional, physical, and social health as a basis for wellness. e. Recognize the impact of substance abuse on personal health. f. Identify how food choices affect health. g. Label the major components of each body system and identify the relationship to overall health. h. Analyze the importance of healthy relationships. i. Examine environmental health and recognize how it relates to a healthy lifestyle.

(3-15-02)

833. RISK-TAKING BEHAVIOR.

Standard - The student will:	Content Knowledge and Skills:
<p>01. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p>	<ul style="list-style-type: none"> 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.

Standard - The student will:	Content Knowledge and Skills:
<p>01. Demonstrate the ability to use communication skills to enhance health.</p>	<ul style="list-style-type: none"> 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.

Standard - The student will:	Content Knowledge and Skills:
<p>01. Organize, analyze, and apply health information practices and services appropriate for individual needs.</p>	<ul style="list-style-type: none"> 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.

Standard - The student will:	Content Knowledge and Skills:
<p>01. Understand and demonstrate the key components to positive mental and emotional health.</p>	<ul style="list-style-type: none"> 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.

Standard - The student will:	Content Knowledge and Skills:
<p>01. Acquire the essential skills to lead a healthy life.</p>	<ul style="list-style-type: none"> a. Assess the benefits of proper nutrition and regular physical activity on the health of humans throughout the life cycle. b. Assess how personal health issues change during life (puberty, aging, disability, serious illness/injury). c. Evaluate the psychological, social, emotional, and physical implications of human sexuality in developing and maintaining a responsible and healthy lifestyle. d. Demonstrate knowledge and concepts of basic injury prevention, emergency care, and crisis management procedures. e. Identify and evaluate the prevention, causes, symptoms, treatment, and consequences of diseases and disorders. f. Assess environmental and other external factors that affect individual and community health (public health policies, governmental regulations, research).

(3-15-02)

842. RISK-TAKING BEHAVIOR.

Standard - The student will:	Content Knowledge and Skills:
<p>01. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p>	<ul style="list-style-type: none"> a. Assess the consequences of sexual activity (unplanned pregnancy, STDs, emotional distress). b. Assess the short and long-term consequences of tobacco, alcohol, and other drugs (use, misuse, abuse, dependency). c. Evaluate the impact of risky behaviors on personal and community health.

(3-15-02)

843. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS.

Standard - The student will:	Content Knowledge and Skills:
<p>01. Demonstrate the ability to use communication skills to enhance health.</p>	<ul style="list-style-type: none"> a. Analyze the causes and effects of conflict in schools, families, workplaces, and communities.

Standard - The student will:	Content Knowledge and Skills:
	<p>b. Demonstrate and evaluate communication skills that enhance intra-personal health (coping skills, self-efficacy, affirmations, refusal skills, conflict resolution).</p> <p>c. Relate how effective interpersonal communication skills can be used to build, maintain, and enhance interactions between family, peers, workplace, and society.</p>

(3-15-02)

844. CONSUMER HEALTH.

Standard - The student will:	Content Knowledge and Skills:
<p>01. Organize, analyze, and apply health information practices and services appropriate for individual needs.</p>	<p>a. Evaluate the validity of health information, products and services (advertising claims, quackery, fraudulence, health-related research).</p> <p>b. Evaluate resources from home, school, library, and the community that provides valid health care information.</p> <p>c. 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> <p>d. Analyze the cost and accessibility of health care services.</p>

(3-15-02)

845. MENTAL AND EMOTIONAL WELLNESS.

Standard - The student will:	Content Knowledge and Skills:
<p>01. Understand and demonstrate the key components to positive mental and emotional health.</p>	<p>a. Assess strategies for coping with and overcoming feelings of stress (rejection, social isolation, other forms of stress, burnout).</p> <p>b. Identify methods for addressing mental and emotional concerns (depression, grief, eating disorders, suicide).</p>

(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>01. Understand the historical and cultural contexts of the visual and performing arts.</p>	<p>a. MUSIC:</p> <ol style="list-style-type: none"> 1. Name the historical or cultural background of musical selections learned. 2. Identify the country or region of musical selections learned. 3. Describe the role music plays in today's society. <p>b. VISUAL ARTS:</p> <ol style="list-style-type: none"> 1. Recognize key differences in art works from two different time periods or cultures. 2. Identify the purpose of a work of art that was created in the past. 3. Describe the role visual arts play in today's society.

Standard Breakout - By the end of grade 3, the student will:	Content Knowledge and Skills:
	<p>c. THEATRE:</p> <ol style="list-style-type: none"> 1. Identify a dramatic presentation as belonging to the past, present, or future. 2. Describe the role theatre plays in today's society. <p>d. DANCE:</p> <ol style="list-style-type: none"> 1. Identify dances associated with particular places and events. 2. Identify historical events or scientific discoveries that have influenced dance. 3. Discover common subjects, ideas, and themes in dances from different cultures. 4. Describe the role dance plays in today's society.
<p>02. Understand interrelationships among visual and performing arts disciplines.</p>	<p>a. MUSIC:</p> <ol style="list-style-type: none"> 1. Identify ideas and emotions that are expressed through music and other disciplines. 2. Compare a musical selection with another art form that uses a similar style. <p>b. VISUAL ARTS:</p> <ol style="list-style-type: none"> 1. Name ways in which the subject of a work of visual art is similar to another art form. 2. Identify ideas and emotions that are expressed through visual arts and other disciplines. <p>c. THEATRE:</p> <ol style="list-style-type: none"> 1. Identify ideas and emotions that are expressed through theatre and other disciplines. 2. Compare a written (visual or oral) story with a dramatic performance of that same story. <p>d. DANCE:</p> <ol style="list-style-type: none"> 1. Compare and contrast cultural dances and other art forms represented within a school, community, or region. 2. Name common subjects or ideas in dance and other arts of various cultures. 3. Identify ideas and emotions that are expressed through dance and other disciplines.

(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>01. Conduct analyses in the arts and humanities disciplines.</p>	<p>a. MUSIC:</p> <ol style="list-style-type: none"> 1. Recognize and respond to characteristics and content of various musical forms. 2. Examine music as a form of communication. 3. Use arts vocabulary to discuss specific works of music. 4. Relate the significance of music to one's own life. <p>b. VISUAL ARTS:</p> <ol style="list-style-type: none"> 1. Recognize and respond to characteristics and content of various visual art forms. 2. Examine the visual arts as a form of communication. 3. Use arts vocabulary to discuss specific works of art. <p>c. THEATRE:</p> <ol style="list-style-type: none"> 1. Recognize and respond to characteristics of drama. 2. Examine drama as a form of communication. 3. Use arts vocabulary to discuss a dramatic performance.

Standard Breakout - By the end of grade 3, the student will:	Content Knowledge and Skills:
	<p>d. DANCE:</p> <ol style="list-style-type: none"> 1. Examine dance as a means of communicating meaning. 2. Show how the human body is used to express or communicate action, idea, or experience through movement. 3. Compare and contrast dance forms associated with specific groups of people, geographic regions, or time periods.
<p>02. Engage in reasoned dialogue about arts and humanities issues.</p>	<p>a. MUSIC:</p> <ol style="list-style-type: none"> 1. Discuss the importance of music in one's own life. 2. Draw conclusions about the meaning of the term "classical music". <p>b. VISUAL ARTS:</p> <ol style="list-style-type: none"> 1. Discuss the importance of visual art in one's own life. 2. Discuss how symbols create meaning in art. <p>c. THEATRE:</p> <ol style="list-style-type: none"> 1. Discuss the role of drama in one's own life. 2. Compare and contrast current forms of drama today. <p>d. DANCE:</p> <ol style="list-style-type: none"> 1. Identify dance forms associated with particular places or events. 2. Locate common themes in dance and create a personal response to that theme. 3. Show how dance elicits various interpretations.
<p>03. Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.</p>	<p>a. MUSIC:</p> <ol style="list-style-type: none"> 1. Recognize and verbalize emotions that are associated with music. 2. Verbalize personal preferences for a specific work of music, using arts vocabulary. <p>b. VISUAL ARTS:</p> <ol style="list-style-type: none"> 1. Discuss characteristics of one's own work and the work of others. 2. Compare one's own response to a work of art and to another student's response. 3. Show how expression in art causes different responses from viewers. <p>c. THEATRE:</p> <ol style="list-style-type: none"> 1. Verbalize personal preferences of types for drama. 2. Identify the beginning, middle, and ending of dramatic performances. 3. Explain preferences for different parts of a dramatic performance. <p>d. DANCE:</p> <ol style="list-style-type: none"> 1. Develop and apply arts vocabulary when discussing dance forms. 2. Explain ideas that dances can represent. 3. Suggest ways that artists get ideas. 4. Voice personal preferences about dances within a classroom or other setting.

(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>01. Understand concepts essential to visual and performing arts.</p>	<p>a. MUSIC:</p> <ol style="list-style-type: none"> 1. Read and perform meter, rhythm, and pitch using standard music symbols. 2. Identify sounds of different instrument families and voices.

Standard Breakout - By the end of grade 3, the student will:	Content Knowledge and Skills:
	<p>b. VISUAL ARTS:</p> <ol style="list-style-type: none"> 1. Acquire and develop skills necessary for understanding and applying arts techniques and processes. 2. Develop and use an arts vocabulary. <p>c. THEATRE:</p> <ol style="list-style-type: none"> 1. Create characters, environments, and situations for dramatization. 2. Vary movement, vocal pitch, tempo, and tone for different characters. 3. Observe the visual, aural, oral, and kinesthetic elements of drama. 4. Develop reasons for personal preferences about dramatic performances. <p>d. DANCE:</p> <ol style="list-style-type: none"> 1. Identify and isolate movements of body parts. 2. Demonstrate the difference between tension and relaxation in stillness and motion. 3. Move without talking. 4. Illustrate different movement qualities.
<p>02. Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.</p>	<p>a. MUSIC:</p> <ol style="list-style-type: none"> 1. Identify and perform simple songs from different cultures and genres. 2. Illustrate group singing and instrumental skills in response to conductor cues. <p>b. VISUAL ARTS:</p> <ol style="list-style-type: none"> 1. Name and use different art materials. 2. Reproduce an existing work, respecting the intent of its original creator. 3. Express personal preferences for specific works and styles. <p>c. THEATRE:</p> <ol style="list-style-type: none"> 1. Use dialogue to tell stories. 2. Interact in imaginary situations. 3. Choose scenery, props, costumes, and makeup for a production. <p>d. DANCE:</p> <ol style="list-style-type: none"> 1. Demonstrate how the body can create shapes, heights, pathways, and personal space. 2. Imitate basic body movements, rhythm patterns, and tempos. 3. Move as an individual and as part of a group.
<p>03. Communicate in the visual and performing arts through creative expression.</p>	<p>a. MUSIC:</p> <ol style="list-style-type: none"> 1. Create a melody when given specific guidelines. 2. Move to the beat of music in both organized and free style. 3. Improvise "answers" to given rhythmic and/or melodic phrases. 4. Improvise movement that is stylistically appropriate to music. <p>b. VISUAL ARTS:</p> <ol style="list-style-type: none"> 1. Show respect for personal work and works of others. 2. Create a work of art using personal experience and skills. 3. Experiment with different materials, techniques, and processes in the visual arts. <p>c. THEATRE:</p> <ol style="list-style-type: none"> 1. Act in an improvisation. 2. Assume roles based on personal experiences, imagination, and reading. <p>d. DANCE:</p> <ol style="list-style-type: none"> 1. Use movement vocabulary to compose a dance phrase. 2. Create a movement phrase with a beginning, middle, and end. 3. Use original ideas and/or concepts from other sources to create movement. 4. Express ideas, moods, and feelings, through dance.

(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:
01. Understand the historical contexts of language study.	<ul style="list-style-type: none"> a. Identify historical events related to the language(s) being studied. b. Identify expressions used historically and idiomatically.
02. Understand the interrelationships between language study and the arts and humanities disciplines.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> a. Recognize nonverbal cues and body language typically used in a target culture. b. Recognize common phrase groupings and voice inflections.

Standard Breakout - By the end of grade 3, the student will:	Content Knowledge and Skills:
	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.
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.	<p>a. MUSIC:</p> <ol style="list-style-type: none"> 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. <p>b. VISUAL ARTS:</p> <ol style="list-style-type: none"> 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. <p>c. THEATRE:</p> <ol style="list-style-type: none"> 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. <p>d. DANCE:</p> <ol style="list-style-type: none"> 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.	<p>a. MUSIC:</p> <ol style="list-style-type: none"> 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.

Standard Breakout - By the end of grade 5, the student will:	Content Knowledge and Skills:
	<p>b. VISUAL ARTS:</p> <ol style="list-style-type: none"> 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. <p>c. THEATRE:</p> <ol style="list-style-type: none"> 1. Identify the use of visual art, music, and movement in theatrical presentations. 2. Define reality and fantasy in drama and other art forms. <p>d. DANCE:</p> <ol style="list-style-type: none"> 1. Compare and contrast dance and other art forms associated with specific groups of people, geographic regions, or time periods. 2. Identify ways in which art forms have been transmitted from one generation to another.

(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>01. Conduct analyses in the arts and humanities disciplines.</p>	<p>a. MUSIC:</p> <ol style="list-style-type: none"> 1. Recognize and respond to specific elements of music (melody, harmony, rhythm, form, timbre). 2. Describe music as a form of communication. 3. Use music vocabulary to discuss specific compositions. <p>b. VISUAL ARTS:</p> <ol style="list-style-type: none"> 1. Recognize differences between art materials, techniques, and processes. 2. Use arts vocabulary to experience and discuss a variety of art works. 3. Discuss how people's experiences can influence and develop specific art works. <p>c. THEATRE:</p> <ol style="list-style-type: none"> 1. Develop and use theatre vocabulary. 2. Discuss film and television as effective or ineffective ways to communicate meaning. <p>d. DANCE:</p> <ol style="list-style-type: none"> 1. Discuss how dance creates and communicates meaning. 2. Speculate how different artistic choices can change the meaning of a dance.
<p>02. Engage in reasoned dialogue about arts and humanities issues.</p>	<p>a. MUSIC:</p> <ol style="list-style-type: none"> 1. Discuss the importance of music in our society. 2. Discuss the differences between professional and amateur musicians. <p>b. VISUAL ART:</p> <ol style="list-style-type: none"> 1. Discuss how art works can elicit different responses. 2. Explain the difference between the visual characteristics and the purpose of a specific work of art. <p>c. THEATRE:</p> <ol style="list-style-type: none"> 1. Examine how theatre reveals universal themes. 2. Explain how facial expression and body language reveal meaning. <p>d. DANCE:</p> <ol style="list-style-type: none"> 1. Examine how dance reveals universal themes. 2. Identify ways in which the principles of other disciplines relate to movement and dance.

Standard Breakout - By the end of grade 5, the student will:	Content Knowledge and Skills:
<p>03. Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.</p>	<p>a. MUSIC:</p> <ol style="list-style-type: none"> 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. <p>b. VISUAL ARTS:</p> <ol style="list-style-type: none"> 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. <p>c. THEATRE:</p> <ol style="list-style-type: none"> 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. <p>d. DANCE:</p> <ol style="list-style-type: none"> 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:
<p>01. Understand the concepts essential to visual and performing arts.</p>	<p>a. MUSIC:</p> <ol style="list-style-type: none"> 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. <p>b. VISUAL ARTS:</p> <ol style="list-style-type: none"> 1. Show differences between art materials, techniques, and processes. 2. Show differences among visual characteristics and purposes of art. <p>c. THEATRE:</p> <ol style="list-style-type: none"> 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. <p>d. DANCE:</p> <ol style="list-style-type: none"> 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).
<p>02. Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.</p>	<p>a. MUSIC:</p> <ol style="list-style-type: none"> 1. Sing in harmony using simple ostinatos, partner songs, descants, and canons. 2. Use a variety of sound sources to compose/arrange. 3. Perform independent instrumental parts while other students sing or play contrasting parts.

Standard Breakout - By the end of grade 5, the student will:	Content Knowledge and Skills:
	<p>b. VISUAL ARTS:</p> <ol style="list-style-type: none"> 1. Demonstrate how different media, techniques, and processes are used to communicate ideas. 2. Demonstrate how composition, expression, and organization of art cause different responses. 3. Compare ways in which subject matter, symbols, and ideas are used to communicate meaning. <p>c. THEATRE:</p> <ol style="list-style-type: none"> 1. Select and organize materials that suggest scenery, properties, lighting, sound, costumes, and makeup. 2. Use visual elements to communicate place and mood. <p>d. DANCE:</p> <ol style="list-style-type: none"> 1. Replicate one theatrical and one recreational dance movement. 2. Recreate a rhythmic pattern in movement.
<p>03. Communicate in the visual and performing arts through creative expression.</p>	<p>a. MUSIC:</p> <ol style="list-style-type: none"> 1. Sing in a musical group, while blending vocal quality, matching dynamic levels, and responding to cues of a conductor. 2. Create/arrange music within specified guidelines (style, form, instrumentation). 3. Play rhythmic, melodic, and harmonic classroom instruments expressively. 4. Demonstrate appropriate behavior while attending and/or participating in arts events. <p>b. VISUAL ARTS:</p> <ol style="list-style-type: none"> 1. Interpret/create a work respecting the intent of its creator. 2. Create a work of art using personal experience and skills. 3. Identify and demonstrate appropriate behavior when attending and/or participating in arts events. 4. Show respect for personal work and works of others. 5. Describe how human experience influences the development of specific artworks. 6. Predict how specific artworks can elicit different responses. <p>c. THEATRE:</p> <ol style="list-style-type: none"> 1. Plan and interact in improvisations. 2. Justify reasons for personal preference concerning dramatic performances. 3. Construct and/or apply scenery, properties, costumes, and makeup for a dramatic performance. <p>d. DANCE:</p> <ol style="list-style-type: none"> 1. Use the elements of dance to communicate. 2. Initiate spontaneous movement to different stimuli. 3. Use contrasts in symmetry and asymmetry. 4. Develop ideas cooperatively with a partner. 5. Use props to extend movement ideas. 6. Imitate steps from two different dance genres. 7. Respond physically to a variety of movement images.

(5-3-03)

907. -- 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.

Standard Breakout - By the end of grade 5, the student will:	Content Knowledge and Skills:
01. Understand the historical contexts of language study.	<ul style="list-style-type: none"> a. Identify historical events related to the language(s) being studied. b. Identify expressions used historically and idiomatically.
02. Understand interrelationships between language study and the arts and humanities disciplines.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> a. Recognize regional differences within the language and culture(s) being studied. b. Identify 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 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.

Standard Breakout - By the end of grade 5, the student will:	Content Knowledge and Skills:
01. Conduct analyses of language.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> a. Evaluate a cultural concept or idea within the language of study. 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"> a. Recognize nonverbal cues and body language typically used in a target culture. b. Recognize common phrase groupings and voice inflections.

Standard Breakout - By the end of grade 5, the student will:	Content Knowledge and Skills:
	<ul style="list-style-type: none"> c. Recognize the conventions and styles of language appropriate to different ages and social groups. d. Recognize that an idea may be expressed in multiple ways in the target language.
02. Communicate in the humanities disciplines through application of language skills.	<ul style="list-style-type: none"> a. Engage in dialogue using vocabulary and structures in everyday situations. b. Create community awareness of a culture through a foreign language.
03. Communicate in language study through creative expression.	<ul style="list-style-type: none"> a. Express preferences, desires, and feelings in the language being studied.

(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"> a. MUSIC: <ul style="list-style-type: none"> 1. Investigate the relationship of a country's traditions and its music. 2. Explain the influence of historical events upon the development of music. b. VISUAL ART: <ul style="list-style-type: none"> 1. Explain the influence of historical events upon the development of artistic styles (modernism, cubism, impressionism). 2. Draw connections between recognizable traits or characteristics of artists sharing a common country or regional style. c. THEATRE: <ul style="list-style-type: none"> 1. Explain the origins of Greek theatre and its impact upon modern society and culture. 2. Discuss various historical changes and developments in the theatre and stage. d. DANCE: <ul style="list-style-type: none"> 1. Investigate dance traditions and conventions of the United States and compare them with traditions and conventions of other countries, cultures, and geographic locations. 2. Examine the influence of historical events on the development of dance.
02. Understand interrelationships among visual and performing arts disciplines.	<ul style="list-style-type: none"> a. MUSIC: <ul style="list-style-type: none"> 1. Document factors influencing art forms throughout history. 2. Compare a musical style with another art form sharing a similar style or movement.

Standard Breakout - By the end of grade 8, the student will:	Content Knowledge and Skills:
	<p>b. VISUAL ART:</p> <ol style="list-style-type: none"> 1. Document factors influencing art forms throughout history. 2. Compare an art style, movement, or theory that shares characteristics with another art form. <p>c. THEATRE:</p> <ol style="list-style-type: none"> 1. Document factors influencing art forms throughout history. 2. Compare the bare, simple approach of modern theatre with another modern art form. <p>d. DANCE:</p> <ol style="list-style-type: none"> 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:
<p>01. Conduct analyses in the arts and humanities disciplines.</p>	<p>a. MUSIC:</p> <ol style="list-style-type: none"> 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. <p>b. VISUAL ARTS:</p> <ol style="list-style-type: none"> 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. <p>c. THEATRE:</p> <ol style="list-style-type: none"> 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. <p>d. DANCE:</p> <ol style="list-style-type: none"> 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.
<p>02. Engage in reasoned dialogue about arts and humanities issues.</p>	<p>a. MUSIC:</p> <ol style="list-style-type: none"> 1. Defend one's personal preferences in music. 2. Describe the significance of music in contemporary society. 3. Explain the role of music as entertainment today. <p>b. VISUAL ARTS:</p> <ol style="list-style-type: none"> 1. Assess the characteristics of personal work and the work of others. 2. Investigate the various purposes art plays in society today.

Standard Breakout - By the end of grade 8, the student will:	Content Knowledge and Skills:
	<p>c. THEATRE:</p> <ol style="list-style-type: none"> 1. Explain the place of role-playing in contemporary society. 2. Describe the concept of the hero in real life, in theatrical presentations, and in film. <p>d. DANCE:</p> <ol style="list-style-type: none"> 1. Examine how dance reveals universal concepts and themes. 2. Compare how various dance forms express different ideas. 3. Examine the role of dance in holidays and traditional celebrations.
<p>03. Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.</p>	<p>a. MUSIC:</p> <ol style="list-style-type: none"> 1. Justify personal preferences based on philosophical, aesthetic, or ethical arts issues. 2. Critique a work based on given criteria. 3. Justify personal preferences based on knowledge of music. 4. Debate copyright issues in music. <p>b. VISUAL ARTS:</p> <ol style="list-style-type: none"> 1. Justify one's personal preferences based on knowledge of the elements of art. 2. Describe the purpose and visual presentation of an artistic work. 3. Debate copyright issues in visual arts. <p>c. THEATRE:</p> <ol style="list-style-type: none"> 1. Defend one's personal preferences for parts of a dramatic work. 2. Discuss drama as a study of human character and personality. 3. Use theatrical vocabulary to assess a dramatic performance. <p>d. DANCE:</p> <ol style="list-style-type: none"> 1. Use appropriate vocabulary when analyzing a dance performance. 2. Identify criteria for evaluating dance.

(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>01. Understand concepts essential to visual and performing arts.</p>	<p>a. MUSIC:</p> <ol style="list-style-type: none"> 1. Improvise simple melodic phrases. 2. Read and notate music. 3. Define basic principles of meter, rhythm, tonality, intervals, and chords. <p>b. VISUAL ARTS:</p> <ol style="list-style-type: none"> 1. Describe factors that make a specific art media, technique, or process effective in communicating an idea. 2. Use different media, techniques, and processes to communicate an idea or to tell a story. <p>c. THEATRE:</p> <ol style="list-style-type: none"> 1. Improvise dialogue to tell stories and record information at a personal level. 2. Create characters, environments, and situations to convey a specific idea or mood. 3. Vary movements and vocal qualities to convey an interpretation of a dramatic work.

Standard Breakout - By the end of grade 8, the student will:	Content Knowledge and Skills:
	<p>d. DANCE:</p> <ol style="list-style-type: none"> 1. Choreograph correct strengthening and stretching sequences that include all the large muscle groups. 2. Isolate the movement in major body parts. 3. Illustrate muscular involvement that results in movement qualities. 4. Identify and use correctly the large muscle groups in coordinated ways. 5. Maintain both stationary and moving alignment, balance, and control.
<p>02. Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.</p>	<p>a. MUSIC:</p> <ol style="list-style-type: none"> 1. Sing or play with good breath control, expression, and technical accuracy. 2. Demonstrate appropriate ensemble skills. 3. Implement elements of music composition. 4. Read and notate music (time and key signatures, note values, standard notation symbols for pitch, duration, dynamics, articulation, expression). <p>b. VISUAL ARTS:</p> <ol style="list-style-type: none"> 1. Illustrate how visual structures and functions of art improve communication of one's ideas. 2. Use visual, spatial, and temporal concepts to communicate meaning in a work of art. <p>c. THEATRE:</p> <ol style="list-style-type: none"> 1. Describe factors that make a specific art media, technique, or process effective in communicating an idea. 2. Illustrate how visual structures and functions of art improve communication of one's ideas. 3. Use visual, spatial, and temporal concepts to communicate meaning in theatre. 4. Use mime theatre to communicate an idea or tell a story. <p>d. DANCE:</p> <ol style="list-style-type: none"> 1. Identify and execute off-center movement phrases. 2. Identify and execute movement in the three planes. 3. Create and follow a floor pattern. 4. Select and/or make costumes that support the intent of a dance.
<p>03. Communicate in the visual and performing arts through creative expression.</p>	<p>a. MUSIC:</p> <ol style="list-style-type: none"> 1. Compose music within specific guidelines. 2. Use a variety of traditional and nontraditional sound sources and electronic media when composing music. 3. Perform a work of music considering the intent of its creator. 4. Demonstrate appropriate behavior while attending and/or participating in arts events. <p>b. VISUAL ARTS:</p> <ol style="list-style-type: none"> 1. Create and critique a work considering the intent of its creator. 2. Create a work of art that expresses personal understanding, opinions, and beliefs using knowledge of the arts. 3. Demonstrate appropriate behavior while attending and/or participating in arts events. 4. Show respect for personal work and works of others. 5. Create an art work that conveys a human experience or expression. <p>c. THEATRE:</p> <ol style="list-style-type: none"> 1. Perform or create a work considering the intent of its creator. 2. Create a work of art that expresses personal understanding, opinions, and beliefs using knowledge of the arts. 3. Plan visual and aural elements and direct improvised and scripted scenes. 4. Demonstrate appropriate behavior while attending and/or participating in theatrical events. 5. Show respect for personal work and works of others.

Standard Breakout - By the end of grade 8, the student will:	Content Knowledge and Skills:
	<p>d. DANCE:</p> <ol style="list-style-type: none"> 1. Perform two contrasting dance styles within a single genre. 2. Perform two out of the three recreational forms. 3. Replicate a very fast dance. 4. Choreograph a duet demonstrating an understanding of choreographic principles. 5. Create a round or canon for a group of dancers to perform. 6. Memorize, practice, refine, and perform a dance created by someone else.

(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:
01. Understand the historical contexts of language study.	<ol style="list-style-type: none"> a. Identify historical events related to the language(s) being studied. b. Identify expressions used historically and idiomatically.
02. Understand the interrelationships between language study and the arts and humanities disciplines.	<ol style="list-style-type: none"> 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. c. Compare linguistic, cultural, and traditional relationships.
03. Understand the interrelationships between cultures and the language of those cultures.	<ol style="list-style-type: none"> a. Recognize regional differences within the language and culture(s) being studied. b. Identify 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 being studied.

(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.	<ol style="list-style-type: none"> 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.

Standard Breakout - By the end of grade 8, the student will:	Content Knowledge and Skills:
02. Engage in reasoned dialogue about language.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:
01. Understand the historical contexts of the arts and humanities.	<ul style="list-style-type: none"> a. Identify, in context, events and people influential in the development of historical and living cultures. b. Demonstrate the ways in which the arts and humanities affect events.

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:
	c. Illustrate how an artifact symbolizes and reflects a particular culture and/or religious belief
02. Understand the interrelationships within the arts and humanities disciplines.	a. Acquire a working vocabulary of two or more humanities disciplines. b. Compare and contrast the products and processes of two humanities disciplines. c. Examine the relationship between two or more disciplines and the extent to which they enhance or influence each other.
03. Understand the interrelationships between cultures and the arts and humanities.	a. Identify the ways the structure of an art or discipline mirrors the structure and values of society. 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.

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:
01. Conduct analyses in the arts and humanities disciplines.	a. Relate arts and humanities disciplines to past, present, or future ethical issues. b. Compare and contrast works or ideas from at least two cultures, historical periods, or geographical areas. c. Illustrate ways in which the arts and humanities break through class barriers.
02. Engage in reasoned dialogue about arts and humanities issues.	a. Analyze an artifact or idea in the context of its societal values. b. Describe the influence of world religion on government, culture, artistic creation, technological development, and/or social conduct.
03. Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.	a. Establish a set of aesthetic criteria and apply it in evaluating one's own work and works of others. 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.	a. Demonstrate the role of diversity within the arts and humanities. b. Demonstrate knowledge of common themes in the arts and humanities disciplines.

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:
<p>02. Communicate in the humanities disciplines through application of knowledge and skills.</p>	<p>a. Illustrate or document the potential of the arts and humanities to enhance and expand one's worldview.</p> <p>b. Interpret how a literary work relates to the history and/or culture from which it originated.</p>
<p>03. Communicate in the humanities disciplines through creative expression.</p>	<p>a. Express, through means other than expository writing, an understanding and appreciation of the arts and humanities.</p> <p>b. Illustrate a connection between two humanities disciplines, showing how they compliment one another.</p> <p>c. Create an artistic work that expresses the uniqueness of a historical period.</p>

(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:
<p>01. Understand the historical and cultural contexts of the visual and performing arts.</p>	<p>a. MUSIC:</p> <ol style="list-style-type: none"> 1. Identify representative musical works from a variety of cultures and historical periods. 2. Outline the purpose and function of a particular form of music through history. 3. Compare and contrast aesthetical aspects of music from different cultural perspectives. <p>b. VISUAL ARTS:</p> <ol style="list-style-type: none"> 1. Compare and contrast the historical, social, and environmental contexts that influence artistic expression. 2. Identify representative visual works of art from a variety of cultures and historical periods. 3. Compare and contrast aesthetics from different cultural perspectives. 4. Outline the history, purpose, and function of a particular visual art form. <p>c. THEATRE:</p> <ol style="list-style-type: none"> 1. Show how theatre has a history, purpose, and function in cultures. 2. Compare and contrast the various historical and cultural contexts influencing theatrical expression. 3. Identify representative dramatic works from a variety of cultures and historical periods. 4. Trace the meaning of a dramatic term, such as "tragedy," "comedy," or "protagonist" through history. 5. Illustrate an understanding of cultural and historical perspectives required by a specific text. <p>d. DANCE:</p> <ol style="list-style-type: none"> 1. Use historical inquiry to examine the relationships between dance works and the culture and times in which they exist. 2. Show how dance has a history, purpose, and function in cultures. 3. Explore human experience as it relates to dance across cultures and time.

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:
<p>02. Understand interrelationships among visual and performing arts disciplines.</p>	<p>a. MUSIC:</p> <ol style="list-style-type: none"> 1. Identify various musical forms that have literary or artistic counterparts in other arts disciplines. 2. Make connections between the history of one art form and another related art form. <p>b. VISUAL ARTS:</p> <ol style="list-style-type: none"> 1. Identify the use of visual arts in theatre, dance, and musical productions. 2. Identify artists who practice in more than one art form. 3. Relate the trends and movements in visual art to other disciplines in the arts and humanities. <p>c. THEATRE:</p> <ol style="list-style-type: none"> 1. Demonstrate the use of art forms required for dramatic performances that create functional scenery, properties, lighting, sound, costumes, and makeup. 2. Plan visual and aural elements for improvised and scripted scenes. <p>d. DANCE:</p> <ol style="list-style-type: none"> 1. Demonstrate the use of art forms required for dance performances that create functional scenery, properties, lighting, sound, costumes. 2. Show how dance ideas can originate from visual arts works.

(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>01. Conduct analyses in the arts and humanities disciplines.</p>	<p>a. MUSIC:</p> <ol style="list-style-type: none"> 1. Develop and use music vocabulary to discuss musical forms. 2. Compare two contrasting musical works. 3. Discuss the similarities and differences of artistic styles. 4. Recognize common themes appearing in music throughout history. <p>b. VISUAL ARTS:</p> <ol style="list-style-type: none"> 1. Develop and use arts vocabulary to discuss a variety of art forms. 2. Develop and present basic analyses of works of visual art from structural, historical, and cultural perspectives. <p>c. THEATRE:</p> <ol style="list-style-type: none"> 1. Develop and use theatre vocabulary to critique dramatic performances. 2. Develop and present basic analyses of theatrical works from different perspectives. 3. Compare the relationship between traditional theatre and contemporary trends in entertainment. <p>d. DANCE:</p> <ol style="list-style-type: none"> 1. Develop and use dance vocabulary to discuss a variety of dance forms and styles. 2. Present analyses of dance performances, examining how dance creates and communicates meaning. 3. Recognize physical, psychological, and/or cultural aspects of dance.
<p>02. Engage in reasoned dialogue about arts and humanities issues.</p>	<p>a. MUSIC:</p> <ol style="list-style-type: none"> 1. Write an informed critique about a live musical performance. 2. Offer an informed opinion regarding current arts issues in one's community.

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:
	<p>b. VISUAL ARTS:</p> <ol style="list-style-type: none"> 1. Identify the role of the arts in today's society, including career and avocation opportunities. 2. Discuss the relationship between concepts of "truth" and beauty in the visual arts. <p>c. THEATRE:</p> <ol style="list-style-type: none"> 1. Discuss recurring interest in classical drama techniques and procedures. 2. Describe a modern drama as significant and thoughtful. <p>d. DANCE:</p> <ol style="list-style-type: none"> 1. Explore reasons why subjects and ideas are reinterpreted through the arts in different cultures. 2. Examine how dance reveals universal concepts and themes.
<p>03. Demonstrate informed judgment about philosophical, aesthetic, or ethical arts issues.</p>	<p>a. MUSIC:</p> <ol style="list-style-type: none"> 1. Express personal preference for music, using appropriate musical terminology. 2. Research and report on controversial issues in musical circles. 3. Offer an alternative for copyright infringement, both for the consumer and the artist. 4. Critique a musical work or performance based on given criteria. <p>b. VISUAL ARTS:</p> <ol style="list-style-type: none"> 1. Express personal preference for visual art, using appropriate arts vocabulary. 2. Discuss dividing lines between imitating a master's style of creation and unfairly "copying" another person's original work. 3. Identify common symbols used in interpreting visual arts. <p>c. THEATRE:</p> <ol style="list-style-type: none"> 1. Describe and defend one's rationale for critiquing a dramatic performance. 2. Discuss, research, and analyze production and performance appropriateness of a theatrical work within a given community. <p>d. DANCE:</p> <ol style="list-style-type: none"> 1. Create and revise a dance, articulating reasons for artistic decisions and what was gained or lost by those decisions. 2. Apply specific criteria for making informed critical evaluations of the quality and effectiveness of performances, choreography, and other aspects of a dance presentation. 3. Examine how a dance may elicit interpretations different from those intended by the dancer.

(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>01. Understand concepts essential to visual and performing arts.</p>	<p>a. MUSIC:</p> <ol style="list-style-type: none"> 1. Improvise musical lines using rhythm, melodic embellishments, and harmony. 2. Articulate a method of consistent and efficient musical practice. <p>b. VISUAL ARTS:</p> <ol style="list-style-type: none"> 1. Develop skills necessary to apply artistic techniques and processes. 2. Use media, techniques, and processes that convey artistic intentions. 3. Analyze effectiveness of various selections of art in relation to organizational structures and functions. 4. Demonstrate how organizational principles and functions can be used to solve specific visual arts problems.

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:
	<p>c. THEATRE:</p> <ol style="list-style-type: none"> 1. Interpret scripts to convey story and meaning to an audience. 2. Research and apply physical, emotional, and social dimensions involved in creating character. 3. Analyze visual, aural, oral, and kinetic elements of a dramatic performance. <p>d. DANCE:</p> <ol style="list-style-type: none"> 1. Use and refine complex movement patterns from two different genres. 2. Describe similarities and differences between two contemporary theatrical/concert dance forms.
<p>02. Communicate in the visual and performing arts through application of artistic concepts, knowledge, and skills.</p>	<p>a. MUSIC:</p> <ol style="list-style-type: none"> 1. Perform in an ensemble or as a soloist using appropriate musical technique. 2. Interpret/perform a musical selection, respecting the intent of its creator. <p>b. VISUAL ARTS:</p> <ol style="list-style-type: none"> 1. Interpret a work, respecting the intent of its original creator. 2. Demonstrate appropriate behavior while attending or participating in arts events. 3. Show respect for personal work and work of others. <p>c. THEATRE:</p> <ol style="list-style-type: none"> 1. Show how varying collaborative efforts and artistic choices can affect performances and formal productions. 2. Construct imaginative scripts that convey story and meaning to an audience. 3. Interpret/perform a work respecting the intent of its creator. 4. Create a dramatic work that expresses personal understanding, opinions, beliefs, and knowledge of the arts. <p>d. DANCE:</p> <ol style="list-style-type: none"> 1. Identify and incorporate cultural styles and nuances in a selected genre. 2. Study a choreographer's intent and interpret it clearly for an audience.
<p>03. Communicate in the visual and performing arts through creative expression.</p>	<p>a. MUSIC:</p> <ol style="list-style-type: none"> 1. Demonstrate advanced ensemble skills. 2. Read music that contains moderate technical demands, expanded ranges, and varied interpretive requirements. 3. Perform varied musical works at a moderate level of difficulty with expression and technical accuracy. 4. Improvise rhythmic and melodic variations on given melodies. <p>b. VISUAL ARTS:</p> <ol style="list-style-type: none"> 1. Plan a work of art applying media, techniques, and processes with skill, confidence, and sensitivity. 2. Apply various symbols, subjects, and ideas in one's artwork. 3. Illustrate effectiveness of various artworks in terms of organizational structures and functions. <p>c. THEATRE:</p> <ol style="list-style-type: none"> 1. Develop and sustain a character who communicates with the audience. 2. Organize and conduct rehearsals for productions. 3. Plan and develop original set designs support a dramatic text. 4. Create a dramatic work that expresses personal understanding, opinions, beliefs, and knowledge of the arts. <p>d. DANCE:</p> <ol style="list-style-type: none"> 1. Demonstrate ability to vary thematic movements. 2. Create a dramatic moment within a long phrase, using contrast in energy and tempo. 3. Compose dance studies exhibiting a range of structural forms. 4. Choreograph a dance with a clear intent. 5. Choreograph a dance without music and select or create an effective accompaniment.

(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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:
01. Conduct analyses of language.	<ul style="list-style-type: none"> a. Identify and compare perspectives and diversity of the culture(s) being studied, using authentic materials and resources. b. Analyze the influence of the language being studied on other languages and cultures.
02. Engage in reasoned dialogue about language.	<ul style="list-style-type: none"> a. Compare and contrast local culture 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.	<ul style="list-style-type: none"> a. 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.

Standard Breakout - By the end of grade 12, the student will:	Content Knowledge and Skills:
01. Understand concepts essential to foreign language study.	<ul style="list-style-type: none"> 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. Use appropriate cultural responses in diverse exchanges. e. 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.	<ul style="list-style-type: none"> a. Engage in dialogue using vocabulary and structures in everyday situations. 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. c. Create community awareness of a culture through a foreign language. d. Use appropriate language to exchange information about national and international topics. e. Write in the target language in a variety of forms (personal essays, poems, letters, stories, e-mail, articles, reports).
03. Communicate in language study through creative expression.	<ul style="list-style-type: none"> a. Express preferences, desires, opinions, and feelings in the language being studied. 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 38
Academic Skill Development 37
Accountability 32
Achievement Standards Definition 38
Additional Yearly Growth (AYG) Award 35
Adequate Yearly Progress (AYP) 33
Adequate Yearly Progress (AYP) Definitions 33
Administration, Gifted & Talented Student 270
Age-Appropriate Classroom, School, & Community Activities 36
All Students 15
Alternative Assessment 15
Alternative Secondary Programs, At-Risk Youth 28
Application/Expression Of Specific Content Knowledge/Skills In Foreign Language Study, Grades 4 - 5 256
Application/Expression Of Specific Content Knowledge/Skills In Foreign Language Study, Grades 6 - 8 262
Application/Expression Of Specific Content Knowledge/Skills In Foreign Language Study, Grades 9 - 12 268
Application/Expression Of Specific Content Knowledge/Skills In Foreign Language Study, Grades K - 3 251
Application/Expression Of Specific Content Knowledge/Skills In The Interdisciplinary Humanities, Grades 9 - 12 263
Application/Expression Of Specific Content Knowledge/Skills In The Visual/Performing Arts, Grades 4 - 5 254
Application/Expression Of Specific Content Knowledge/Skills In The Visual/Performing Arts, Grades 6 - 8 259
Application/Expression Of Specific Content Knowledge/Skills In The Visual/Performing Arts, Grades 9 - 12 266
Application/Expression Of Specific Content Knowledge/Skills In The Visual/Performing Arts, Grades K - 3 249
Appropriate Technology 38
Arithmetic Operations 39
Assessment 15
Assessment In The Public Schools 29
Assessment Standards 15, 38
Assessment, Gifted & Talented Students 270

Assistive Technology Devices, Special Education 27
Authentic 16

B

Basic Arithmetic, Estimation, & Accurate Computations - Grade 1 43
Basic Arithmetic, Estimation, & Accurate Computations - Grade 2 45
Basic Arithmetic, Estimation, & Accurate Computations - Grade 3 48
Basic Arithmetic, Estimation, & Accurate Computations - Grade 4 50
Basic Arithmetic, Estimation, & Accurate Computations - Grade 5 53
Basic Arithmetic, Estimation, & Accurate Computations - Grade 6 56
Basic Arithmetic, Estimation, & Accurate Computations - Grade 7 60
Basic Arithmetic, Estimation, & Accurate Computations - Grade 8 63
Basic Arithmetic, Estimation, & Accurate Computations - Grade 9 - 12 66
Basic Arithmetic, Estimation, & Accurate Computations - Grade K 41
Basic Curriculum 19
Basic Educational Skills Training 16
Basic Values 37
Bids, Curricular Materials 36

C

Cellular & Molecular Concepts - Science Standards - Grades 9 - 12 125
Citizen Responsibilities & Rights - Grade 1 74
Citizen Responsibilities & Rights - Grade 2 77
Citizen Responsibilities & Rights - Grade 3 80
Citizen Responsibilities & Rights - Grade 4 83
Citizen Responsibilities & Rights - Grade 5 87
Citizen Responsibilities & Rights - Grade K 71
Citizen Responsibilities & Rights - Grades 9 - 12 99

Citizen Responsibilities & Rights - Middle Grades 6 - 8 94
Citizenship 37
Civic Life, Politics & Government - Grades 9 - 12 98
Classic Texts 16
Communication 36
Communication Skills Emphasis 36
Communication Skills For Healthy Relationships - Grade 9 - 12 244
Compliance with Federal Law 35
Comprehensive Assessment Program Schedule 31
Concept Of Money - Grades 9 - 12 99
Concepts & Language Of Algebra - Grade 1 44
Concepts & Language Of Algebra - Grade 2 46
Concepts & Language Of Algebra - Grade 3 49
Concepts & Language Of Algebra - Grade 4 52
Concepts & Language Of Algebra - Grade 5 55
Concepts & Language Of Algebra - Grade 6 58
Concepts & Language Of Algebra - Grade 7 61
Concepts & Language Of Algebra - Grade 8 65
Concepts & Language Of Algebra - Grade 9 - 12 67
Concepts & Language Of Algebra - Grade K 42
Concepts & Principles Of Geometry - Grade 1 44
Concepts & Principles Of Geometry - Grade 2 47
Concepts & Principles Of Geometry - Grade 3 49
Concepts & Principles Of Geometry - Grade 4 52
Concepts & Principles Of Geometry - Grade 5 55
Concepts & Principles Of Geometry - Grade 6 58
Concepts & Principles Of Geometry - Grade 7 62
Concepts & Principles Of Geometry - Grade 8 65
Concepts & Principles Of Geometry - Grade 9 - 12 68
Concepts & Principles Of Geometry - Grade K 42
Concepts & Principles Of Measurement - Grade 1 44
Concepts & Principles Of Measurement

- Grade 2 46
Concepts & Principles Of Measurement
- Grade 3 49
Concepts & Principles Of Measurement
- Grade 4 51
Concepts & Principles Of Measurement
- Grade 5 54
Concepts & Principles Of Measurement
- Grade 6 58
Concepts & Principles Of Measurement
- Grade 7 61
Concepts & Principles Of Measurement
- Grade 8 64
Concepts & Principles Of Measurement
- Grade 9 - 12 67
Concepts & Principles Of Measurement
- Grade K 41
Concepts Of Physical Science - Science
Standards - Grades 9 - 12 124
Concepts Of Scientific Inquiry - Science
Standards - Grades 9 - 12 124
Consumer Health - Grade 9 - 12 245
Content 30
Content Standards 38
Context (Of a Performance
Assessment) 16
Cooperative Instructional
Initiatives 36
Cooperative Work Experience 16
Core Of Instruction Grades 1-12 20
Costs Paid by the State 31
Costs of Additional Services 31
Credit Requirements, High School 21
Criteria, What is Expected in Student
Performance 16
Critical Thinking & Analytical Skills -
Grade 1 72
Critical Thinking & Analytical Skills -
Grade 2 75
Critical Thinking & Analytical Skills -
Grade 4 82
Critical Thinking & Analytical Skills -
Grade 5 85
Critical Thinking & Analytical Skills -
Grades 9 - 12 96
Critical Thinking & Analytical Skills -
Middle Grades 6 - 8 92
Critical Thinking & Analytical Skills -
Social Studies Standards - Grade
K 70
Critical Thinking & Analytical Skills. -
Grade 3 78
Cues 16
Cultural & Social Development - Grade
1 74
Cultural & Social Development - Grade
2 76

Cultural & Social Development - Grade
3 80
Cultural & Social Development - Grade
4 83
Cultural & Social Development - Grade
5 86
Cultural & Social Development - Grade
K 70
Cultural & Social Development -
Grades 9 - 12 97
Cultural & Social Development -
Middle Grades 6 - 8 94
Curricular Materials Selection 35
Curriculum Guides 19

D

Data Analysis, Probability & Statistics -
Grade 5 55
Data Analysis, Probability & Statistics -
Grade 6 59
Data Analysis, Probability & Statistics -
Grade 7 62
Data Analysis, Probability & Statistics -
Grade 8 66
Data Analysis, Probability, & Statistics -
Grade 1 45
Data Analysis, Probability, & Statistics -
Grade 2 47
Data Analysis, Probability, & Statistics -
Grade 3 50
Data Analysis, Probability, & Statistics -
Grade 4 52
Data Analysis, Probability, & Statistics -
Grade 9 - 12 68
Data Analysis, Probability, & Statistics -
Grade K 42
Data Collection 35
Decode 16
Definitions A - G, IDAPA 08.02.03,
Rules Governing Thoroughness 15
Definitions H - S, Rules Governing
Thoroughness 17
Definitions T - Z, Rules Governing
Thoroughness 18
Definitions, Gifted & Talented
Programs 269
Definitions, Special Education 23
Demographic Information 32
Diplomas & Graduation, Special
Education 28
Distance Learning Settings 36
Distinguished Schools 35
District Plan, Gifted & Talented
Education 269
Dual Enrollment 32

E

Earth & Space Systems - Science

Standards - Grades 9 - 12 127
Economic Fundamentals 77
Economic Fundamentals - Grade 1 75
Economic Fundamentals - Grade 3 81
Economic Fundamentals - Grade 4 84
Economic Fundamentals - Grade 5 87
Economic Fundamentals - Grade K 72
Economic Fundamentals - Middle
Grades 6 - 8 95
Economic Influences - Grade 1 75
Economic Influences - Grade 2 78
Economic Influences - Grade 3 81
Economic Influences - Grade 4 84
Economic Influences - Grade 5 87
Economic Influences - Grade K 72
Economic Influences - Middle Grades 6
- 8 95
Economic Institutions - Grades 9 -
12 100
Economics - Grades 9 - 12 99
Economics - Middle Grades 6 - 8 90
Elementary Schools, Grades 1-6,
Required Instruction 20
Eligibility for Special Education 25
Emergent Literacy 16
Employability Skills 16
Entry-Level Skills 16
Evaluation (Student) 16
Evolution Of Democracy - Grade 1 73
Evolution Of Democracy - Grade 2 76
Evolution Of Democracy - Grade 3 79
Evolution Of Democracy - Grade 4 82
Evolution Of Democracy - Grade 5 85
Evolution Of Democracy - Grades 9 -
12 96
Evolution Of Democracy - Middle
Grades 6 - 8 92
Experiential Education 16
Exploration & Expansion - Grade 1 73
Exploration & Expansion - Grade 2 76
Exploration & Expansion - Grade 3 79
Exploration & Expansion - Grade 4 82
Exploration & Expansion - Grade 5 85
Exploration & Expansion - Grades 9 -
12 96
Exploration & Expansion - Middle
Grades 6 - 8 93
Exploratory Experience 17

F

Failure To Meet Adequate Yearly
Progress (AYP) 35
Fluency 17
Foreign Exchange Students, High
School 22
Foreign Language Study, Grades 4 -
5 256
Foreign Language Study, Grades 6 -

8 261
Foreign Language Study, Grades 9 - 12 268
Foreign Language Study, Grades K - 3 251
Foreign Language, Grades 4 - 5 255
Foreign Language, Grades 6 - 8 261
Foreign Language, Grades 9 - 12 268
Foreign Language, Grades K - 3 250
Foundations Of The American Political System - Grade 1 74
Foundations Of The American Political System - Grade 2 77
Foundations Of The American Political System - Grade 3 80
Foundations Of The American Political System - Grade 4 83
Foundations Of The American Political System - Grade 5 86
Foundations Of The American Political System - Grade K 71
Foundations Of The American Political System - Grades 9 - 12 98
Foundations Of The American Political System - Middle Grades 6 - 8 94
Function, Concept in Mathematics 39
Functions & Mathematical Models - Grade 1 45
Functions & Mathematical Models - Grade 2 47
Functions & Mathematical Models - Grade 3 50
Functions & Mathematical Models - Grade 4 53
Functions & Mathematical Models - Grade 5 56
Functions & Mathematical Models - Grade 6 59
Functions & Mathematical Models - Grade 7 63
Functions & Mathematical Models - Grade 8 66
Functions & Mathematical Models - Grade 9 - 12 69
Functions & Mathematical Models - Grade K 43
Fundamentals - Grades 9 - 12 99

G

Genre, Types of Literature 17
Geography - Grade 1 75
Geography - Grade 2 78
Geography - Grade 3 81
Geography - Grade 4 84
Geography - Grade 5 88
Geography - Grade K 72
Geography - Middle Grades 6 - 8 89, 95

Gifted & Talented Programs 269
Glossary Of Humanities Terms, IDAPA 08.02.03 245
Glossary Of Mathematical Terms 38
Government/Civics - Grades 9 - 12 98
Government/Civics - Middle Grades 6 - 8 90
Graduation Credit, At-Risk Youth 29
Graduation From High School 21
Graphophonic/Graphophonemic 17
Guidance Curriculum That Identifies Knowledge & Skills 23
Guidance Programs 23

H

Health Standards - Grade 9 - 12 244
Health/Wellness, High School 22
Healthy Lifestyles - Grade 9 - 12 244
High School Graduation Standards, 7/1/00 22
High Schools, Grades 9-12, Required Instruction 21
Historical & Cultural Contexts Of Visual/Performing Arts Disciplines, Grades 6 - 8 257
Historical/Cultural Contexts Of Visual/Performing Arts Disciplines, Grades 4 - 5 252
Historical/Cultural Contexts Of Visual/Performing Arts Disciplines, Grades 9 - 12 264
Historical/Cultural Contexts Of Visual/Performing Arts Disciplines, Grades K - 3 247
Historical/Cultural Contexts/Foreign Language Study, Grades 4 - 5 255
Historical/Cultural Contexts/Foreign Language Study, Grades 6 - 8 261
Historical/Cultural Contexts/Foreign Language Study, Grades 9 - 12 268
Historical/Cultural Contexts/Foreign Language Study, Grades K - 3 251
Historical/Cultural Contexts/Interdisciplinary Humanities, Grades 9 - 12 262
History Of Human Civilization - Middle Grades 6 - 8 88
History Of Science - Science Standards - Grades 9 - 12 129
Humanities, High School 22

I

Individual Planning 23
Individualized Education Programs, Special Education 25
Influences - Grades 9 - 12 100
Instruction Courses 20
Instruction, At-Risk Youth 29

Instruction, Subject Matter 20
Instructional Requirements 19
Interdependence Of Organisms & Biological Change - Science Standards - Grades 9 - 12 126
Interdisciplinary Concepts - Science Standards - Grades 9 - 12 129
Interdisciplinary Humanities - Kindergarten Through Grade 3 247
Interdisciplinary Humanities, Grades 4 - 5 252
Interdisciplinary Humanities, Grades 6 - 8 257
Interdisciplinary Humanities, Grades 9 - 12 262, 263
Interdisciplinary or Integrated Assessment 17
International Relations & Conflicts - Grade 1 73
International Relations & Conflicts - Grade 2 76
International Relations & Conflicts - Grade 3 80
International Relations & Conflicts - Grade 4 83
International Relations & Conflicts - Grade 5 86
International Relations & Conflicts - Grade K 70
International Relations & Conflicts - Grades 9 - 12 97
International Relations & Conflicts - Middle Grades 6 - 8 93

K

K - 12 State Achievement Standards 38
Kindergarten Curriculum 19
Kinds Of Standards 38

L

Language Arts/Communications 38
Language Arts/Communications Standards - Grade 3 155
Language Arts/Communications Standards - Grade 9 - 12 222
Legal Compliance 269
Legal Compliance, Special Education 24
Linear Equation 39
Linear Programming 39
Linear System 39
Listening - Grade 9 - 12 229

M

Mathematical Model 39
Mathematical Reasoning & Problem Solving - Grade 1 43

- Mathematical Reasoning & Problem Solving - Grade 2 46
- Mathematical Reasoning & Problem Solving - Grade 3 48
- Mathematical Reasoning & Problem Solving - Grade 4 51
- Mathematical Reasoning & Problem Solving - Grade 5 54
- Mathematical Reasoning & Problem Solving - Grade 6 57
- Mathematical Reasoning & Problem Solving - Grade 7 60
- Mathematical Reasoning & Problem Solving - Grade 8 64
- Mathematical Reasoning & Problem Solving - Grade 9 - 12 67
- Mathematical Reasoning & Problem Solving - Grade K 41
- Mathematics & Science, High School 22
- Mathematics Standards - Grade 1 43
- Mathematics Standards - Grade 2 45
- Mathematics Standards - Grade 3 48
- Mathematics Standards - Grade 4 50
- Mathematics Standards - Grade 5 53
- Mathematics Standards - Grade 6 56
- Mathematics Standards - Grade 7 60
- Mathematics Standards - Grade 8 63
- Mathematics Standards - Grade 9 - 12 66
- Mathematics Standards - Grade K 41
- Matter, Energy, & Organization In Living Systems - Science Standards - Grades 9 - 12 126
- Mean, Median, & Mode 39
- Mental & Emotional Wellness - Grade 9 - 12 245
- Middle Schools/Junior High Schools, Required Instruction 20
- Migration & Immigration - Grade 1 73
- Migration & Immigration - Grade 2 76
- Migration & Immigration - Grade 3 79
- Migration & Immigration - Grade 4 82
- Migration & Immigration - Grade 5 85
- Migration & Immigration - Grades 9 - 12 96
- Migration & Immigration - Middle Grades 6 - 8 93
- Multiple Adoptions are Made in Each Subject Area 36
- N**
- Narrative 17
- Norm-Referenced Assessment 17
- O**
- On-Demand Assessment 17
- Order of Operations 40
- Organization & Formation Of The American System Of Government - Grade 1 74
- Organization & Formation Of The American System Of Government - Grade 2 77
- Organization & Formation Of The American System Of Government - Grade 3 80
- Organization & Formation Of The American System Of Government - Grade 4 83
- Organization & Formation Of The American System Of Government - Grade 5 87
- Organization & Formation Of The American System Of Government - Grade K 71
- Organization & Formation Of The American System Of Government - Grades 9 - 12 98
- Organization & Formation Of The American System Of Government - Middle Grades 6 - 8 94
- Other Required Instruction 20
- P**
- Performance Assessment 17
- Performance Criteria 17
- Performance Standards 38
- Performance-Based Assessment 17
- Personal & Social Perspectives - Science Standards - Grades 9 - 12 128
- Personal Finance - Grades 9 - 12 100
- Philosophy 29
- Phonics 17
- Political, Social, & Economic Response To Industrialization & Technological Innovation - Grade 1 73
- Political, Social, & Economic Response To Industrialization & Technological Innovation - Grade 2 76
- Political, Social, & Economic Response To Industrialization & Technological Innovation - Grade 3 79
- Political, Social, & Economic Response To Industrialization & Technological Innovation - Grade 4 83
- Political, Social, & Economic Response To Industrialization & Technological Innovation - Grade K 70
- Political, Social, & Economic Response To Industrialization & Technological Innovation - Grades 9 - 12 97
- Political, Social, & Economic Response To Industrialization & Technological Innovation - Middle Grades 6 - 8 93
- Political, Social, & Economic Response To Industrialization & Technological Innovation. - Grade 5 86
- Portfolio 17
- Print Awareness 17
- Probability, Branch of Mathematics 40
- Procedural Safeguards, Special Education 26
- Proficiency 17
- Pythagorean Theorem 40
- Q**
- Quadratic Equation 40
- R**
- Reading, Content Standard - Grade 9 - 12 222
- Response Services of Counseling, Consultation, & Referral 23
- Rewards 35
- Risk Taking Behavior - Grade 9 - 12 244
- S**
- Safe Environment & Discipline 37
- Scaling Factor 40
- School-to-Work Transition 18
- Science Committee Acronyms 38
- Science Standards - Grades 9 - 12 124
- Scoring & Report Formats 30
- Screening, Gifted & Talented Students 270
- Secondary Language Arts & Communication, High School 22
- Service Learning 18
- Services 31
- Skill Certificate 18
- Social Studies Standards 69
- Social Studies Standards - Geography - Middle Grades 6 - 8 90
- Social Studies Standards - Grade 1 72
- Social Studies Standards - Grade 2 75
- Social Studies Standards - Grade 3 78
- Social Studies Standards - Grade 4 82
- Social Studies Standards - Grade 5 85
- Social Studies Standards - Grade K 70
- Social Studies Standards - Grades 9 - 12 95
- Social Studies Standards - History Of Human Civilization - Middle Grades (Grades 6 Through 8) 88
- Social Studies Standards - US. History - Middle Grades 92
- Social Studies, High School 22
- Speaking, Content Standard - Grade 9 - 12 230
- Special Education 23

Special Education Advisory Panel 28 Writing Process 19
Special Services, At-Risk Youth 29
Standard Deviation 40
Standardization 18
Standards 18, 19
Standards-Based Education 18
Statistics, Branch of Mathematics 40
Structured Work Experience 18
Student Achievement Levels 32
Student Learning Goals
 (Outcomes) 18
Student Qualifications, At-Risk
 Youth 28
Subject Areas, Curricular
 Materials 36
System Support Functions That
 Promote Effective Delivery of
 Guidance Services 23

T

Tech Prep/Associate Degree (TPAD)
 Program 18
Technology - Science Standards -
 Grades 9 - 12 128
Technology Education 19
Technology, (K-12) 36
Test Security, Validity &
 Reliability 31
Testing Population 30
The Language of Algebra 39
Tolerance 40
Total Quality Management 19
Transferable Skills 19

U

Unifying Concepts Of Science - Science
 Standards - Grades 9 - 12 124
United States Foreign Affairs - Grades 9
 - 12 98
United States History - Grades 9 -
 12 96

V

Viewing - Grade 9 - 12 232
Visual/Performing Arts, Grades 4 -
 5 252, 253
Visual/Performing Arts, Grades 6 -
 8 257, 258
Visual/Performing Arts, Grades 9 -
 12 264, 265
Visual/Performing Arts, Grades K -
 3 248

W

Word Recognition 19
Work-Based Learning Experiences 37
Workforce Skills 37
Writing - Grade 9 - 12 226