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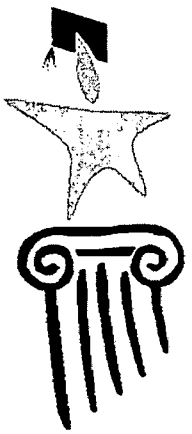
ABSTRACT

This paper contains proposed state exiting standards for the Idaho K-12 public school system. All schools are to deliver a core of instruction and advisement programs for each student. Students are to meet locally established standards (at a minimum, the state standards), which can be assessed by challenging examinations, demonstrations of achievement, and other appropriate tests and measures. To graduate from an Idaho high school, a student must demonstrate achievement in the core and other required subjects to include 42 semester credits, and meet exiting standards as assessed by an examination or other measure. The paper lists minimum and related core subjects and discusses guidance programs, special-education regulations, alternative secondary programs, testing, selection of curricular materials, communication skills, technology in the curriculum, work-force skills, basic values, safe environment and discipline, and citizenship. Subject areas targeted in the standards include: mathematics, economics, government/civics, United States history, science, language arts/communication, and health. Each standard topic starts with an introductory paragraph, followed by subtopics presented in tabular format (content standard, content knowledge and skills, and samples of applications). (RT)

State Exiting Standards
Version 1.0



Idaho's Standards for Excellence

Idaho State Board Of Education
in collaboration with
The Idaho State Department of Education

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IDAPA 08 - STATE BOARD OF EDUCATION

IDAPA 08.02.03 - RULES GOVERNING THOROUGHNESS

DOCKET NO. 08-0203-9901

NOTICE OF TEMPORARY AND PROPOSED RULE

EFFECTIVE DATE: These temporary rules are effective on July 1, 1999.

AUTHORITY: In compliance with Sections 67-5221(1) and 67-5226, Idaho Code, notice is hereby given that this agency has adopted temporary rules and proposed regular rule-making procedures have been initiated. The action is authorized pursuant to Sections 33-105(1), 33-107(3), 33-116, and 33-1612, Idaho Code and Article IX, Section 2 of the Idaho Constitution.

PUBLIC HEARING SCHEDULE: Public hearing(s) concerning this rule-making will be scheduled as follows:

August 16, 1999 in Boise, 6:30 - 7:30 p.m., at Boise State University Student Union Building, Jordan Ballroom A&B.
September 22, 1999 in Pocatello, 6:30-7:30 p.m. at Idaho State University Student Union Building, Salmon River Suite.
October 21, 1999 in Twin Falls, 4:00 - 5:00 p.m., at the College of Southern Idaho Taylor Building, Rooms 276 & 277.

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

DESCRIPTIVE SUMMARY: The following is a nontechnical explanation of the substance and purpose of the proposed rule-making:

To establish state exiting standards as a minimum requirement for graduation from the public schools. In addition to the exiting standards beginning at rule 200, the existing rules in this chapter have been entirely renumbered to accommodate the addition of the exiting standards. No substantive changes have been made to the existing rules and only minor technical correction have been made.

TEMPORARY RULE JUSTIFICATION: Pursuant to Sections 67-5226(1)(b) and 67-5226(1)(c), Idaho Code, the Governor has found that temporary adoption of the rule is appropriate for the following reasons:

Protection of the public health, safety, or welfare.

NEGOTIATED RULEMAKING: A form of negotiated rule-making was conducted by the State Board of Education. The Board held public hearings statewide with hundreds of citizens in attendance and testifying. More than 13,000 copies of the draft standards have been distributed statewide to every school, library, university and Parent Teacher Association in the state.

ASSISTANCE ON TECHNICAL QUESTIONS, SUBMISSION OF WRITTEN COMMENTS: For assistance with technical questions concerning the temporary rule-making and proposed rule, contact Lydia Guerra, State Department of Education, (208) 332-6800.

Anyone may submit written comments regarding this temporary and proposed rule-making. All written comments must be directed to the undersigned and must be delivered on or before September 23, 1999.

DATED this 25th day of May, 1999.

Mr. Kevin D. Satterlee

Deputy Attorney General
State Board of Education
650 West State Street
P.O. Box 83720
Boise, Idaho 83720-0037
Phone: (208) 334-2270
FAX: (208) 334-2632

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.

001. TITLE AND SCOPE.
01. Title. These rules shall be known as IDAPA08.0203 Rules Governing Thoroughness.
02. Scope. These rules shall govern the thorough education of all public school students in Idaho.

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.

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 the model Rules of the Idaho Attorney General.

~~000.~~ 004. -- 099. (RESERVED).

100. BASIC CURRICULUM.
(Section 33-118, Idaho Code)

~~01.~~ 101. KINDERGARTEN CURRICULUM.
Kindergarten curriculum will be established at the local level. (Section 33-208, Idaho Code) (4-1-97)

~~02.~~ 102. INSTRUCTIONAL REQUIREMENTS.
All schools will deliver a core of instruction and advisement programs (see ~~Subsection~~ Rule ~~100.07~~ 108., Guidance Programs) for each student in elementary schools, middle schools/junior high and high schools. (4-1-97)

~~a.~~ 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. (4-1-97)

~~b.~~ 02. Curriculum Guides. The State Department of Education Curriculum Guides may be used voluntarily and are designed to assist school districts as they develop educational programs and exiting standards. Notwithstanding the above, the State Division of ~~Vocational Education~~ Professional-Technical will prepare curriculum guides and instructional aids for vocational-technical education programs in the public schools. (Idaho Code 33-118) (4-1-97)

~~03.~~ 103. CORE OF INSTRUCTION GRADES 1-12.
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.)

01. Instruction. At appropriate grade levels, instruction will include but not be limited to the following: (4-1-97)

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)

~~04.~~ 104. OTHER REQUIRED INSTRUCTION.
Other required instruction for all students and other required offerings of the school are: (4-1-97)

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

~~i.~~ 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)

~~ii.~~ b. Additional instructional options as determined by the local school district. For example:

Languages other than English
Career Awareness (4-1-97)

~~b.~~ 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)

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

~~ii.~~ 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)

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

~~c.~~ 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)

~~i.~~ a. Other required instructional offerings of the school. Each student must complete credit and exiting 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) (4-1-97)

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

~~05.~~ 105. GRADUATION FROM HIGH SCHOOL.
Graduation from an Idaho high school requires that: (4-1-97)

~~a.~~ 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. (4-1-97)

~~b.~~ 02. Exiting Standards. All students will meet locally established subject area exiting standards (using state standards as minimum requirements) demonstrated through various measures of accountability including examinations or other measures. (4-1-97)

~~c.~~ 03. Foreign Exchange Students. Foreign exchange students may be eligible for graduation by completing a comparable program as approved by the Board of Trustees. (4-1-97)

~~06.~~ 106. GRADUATION REQUIREMENTS (EFFECTIVE UNTIL JUNE 30, 2000).
The minimum graduation requirements for accredited Idaho high schools shall be as follows: (4-1-97)

~~a.~~ 01. Core Subjects.

	Yearly Units	Semester Credits
English (writing skills emphasis)	4	8
Mathematics	2	4

Reading (remedial or developmental)	.5	1
Speech (a class of debate may be substituted for the requirements in speech)	.5	1
Total Core	7	14

(4-1-97)

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

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

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

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

~~c.~~ 03. Other Required Subjects.

	Yearly Units	Semester Credits
U.S. History to include 20th Century History and World Affairs (grade 11#)	1	2
American Government, including state/local (grade 12)	1	2
Science (two science credits shall be lab courses) {homemaking and agriculture are not to be substituted for the science requirement}	2	4
Health (required in grades 10-12#, the health course 7-9 is to be retained)	.5	.5
Physical Education (not athletics; a course in development of physical fitness and lifetime activities in grades 10-12#; the course in grades 7-9 is to be retained)	1	2
Humanities	2	4

(4-1-97)

~~i.~~ a. This requirement may be satisfied by academic courses which emphasize history, theory, analysis, criticism in any of the following subject areas: (4-1-97)

~~(1)~~ i. Literature, history, philosophy, architecture, and the fine arts (i.e music, art, drama, and dance); (4-1-97)

~~(2)~~ ii. Interdisciplinary humanities, i.e., the related study of two (2) or more of the subject areas listed above; (4-1-97)

~~(3)~~ iii. Foreign languages; or (4-1-97)

~~(4)~~ iv. Comparative world religions. (4-1-97)

~~ii.~~ b. Academic courses that are otherwise required by the state high school graduation may not be used to satisfy the humanities requirement. (4-1-97)

~~iii.~~ c. Not more than two (2) semester credit of this requirement may be satisfied by studio/performance courses in the fine arts, OR by practical arts courses such as vocational, pre-vocational, or consumer homemaking programs approved by the State Board of Vocational Education.

Total required (including core)	15	30
Total Elective credits	6	12
Total credits required for graduation	21	42

(4-1-97)

#Transfer students from out-of-state high schools may have these requirements waived by the local school board IF they have already earned high school credit in a specific course which is comparable to coursework as outlined in Idaho's "Secondary Course of Study" handbook.

~~07.~~ 107. HIGH SCHOOL GRADUATION STANDARDS (EFFECTIVE JULY 1, 2000).
State minimum graduation requirements for all Idaho public high schools are forty-two (42) semester credits. The core of instruction required by the State Board of Education is twenty-five (25) semester credits. Local school districts may establish graduation requirements beyond the state minimum. The local school district has the responsibility to provide education opportunities that meet the needs of students in both academic and vocational areas. It is the intent of the State Board of Education to give local school districts the flexibility to provide rigorous and challenging curriculum that is consistent with the needs of students and the desire of their local patrons. (7-1-00)

~~a.~~ 01. Secondary Language Arts and Communication~~s~~. (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)

~~b.~~ 02. Mathematics and Science~~s~~. (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)

~~c.~~ 03. Social Studies~~s~~. (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)

~~d.~~ 04. Humanities~~s~~. (two (2) credits required). A course in interdisciplinary humanities or the related study of one (1) or more of the following: literature, history, philosophy, architecture, music, art, drama, dance, foreign languages, or comparative world religions. (7-1-00)

~~e.~~ 05. Health/Wellness~~s~~. (one (1) credit required). A course focusing on positive health habit. (7-1-00)

~~08.~~ 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)

~~a.~~ 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. (4-1-97)

~~b.~~ 02. Individual Planning. Individualized planning with students and their parents in each of these domains: personal/social development, educational development, and career development. (4-1-97)

~~c.~~ 03. Response Services Of Counseling, Consultation, and Referral. (4-1-97)

~~d.~~ 04. System Support Functions That Promote Effective Delivery Of Guidance Services. (4-1-97)

~~09.~~ 109. SPECIAL EDUCATION REGULATIONS (SECTION 33-2001 THROUGH 2008, IDAHO CODE) - GENERAL PROVISIONS. (4-1-97)

~~a.~~ 01. Legal Compliance. Each public agency, including the State Department of Education, local school districts, and any other political subdivision of the State that is responsible for providing education for students with disabilities, will comply with all provisions of Chapter 20, Title 33, Idaho Code, the Idaho State Board of Education Rules for Public Schools, the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, Idaho's approved State Plan and any amendments and implementing regulations of such laws or plan. (4-1-97)

~~i.~~ a. Local Education Agencies (LEAs) will develop appropriate plans and ensure that an array of individualized services is available at all times to meet the needs of children with disabilities at the preschool, kindergarten, elementary and secondary levels. These services to children with disabilities within a single school district, a multi-district, a cooperative unit, or through a contractual arrangement with an outside agency will be enumerated in the LEA application for federal funds. The Board of Trustees or other comparable governing agency will adopt local policies and procedures for providing special education services and obtain approval from the Department of Education for the same. Approval will be based on current requirements of applicable laws, including the Individuals with Disabilities Education Act, Idaho Code, federal and state regulations implementing those laws in Idaho's approved state plan and any corrective actions required resulting from federal or state reviews. (4-1-97)

~~ii.~~ b. The State Department of Education will provide LEAs with a sample set of policies and procedures that is consistent with relevant state and federal laws and regulations. The State Department of Education will monitor all public and private agencies who provide special education and/or related services to students with disabilities for compliance with state and federal laws, rules and regulations and local policies. (4-1-97)

~~iii.~~ c. Each public agency contracting with a private school or facility will ensure that the private school or facility meets the standards set forth in this section. The State Department of Education will determine if private schools and facilities meet state standards for an approved special education program. Any agency aggrieved by the Department of Education's final decision may appeal that decision to the State Board of Education. (4-1-97)

~~iv.~~ d. LEAs must employ professional personnel using certification standards approved by the State Board of Education or Bureau of Occupational Licensing standards for occupational and physical therapists. (4-1-97)

~~v.~~ e. School districts will provide extended school year services (beyond the regular school year) for children with disabilities who qualify for such services. (4-1-97)

~~vi.~~ f. LEAs must collect and report data as necessary to meet state and federal requirements concerning special education services, staff or students. (4-1-97)

~~b.~~ 02. Eligibility For Special Education. LEAs must implement appropriate procedures to locate, evaluate and determine eligibility of students with potential disabilities. At the preschool age level this will include public awareness and screening activities. For school age students, LEAs will make known and accessible to all concerned persons a specified method of referral for special education and related services. (4-1-97)

~~i.~~ a. LEAs will establish Multi-Disciplinary Teams (MDTs) to assist in determining eligibility for special education. An MDT is a district or building committee composed of regular educators and special educators. The MDT may also include the student's parents. The MDT reviews all student referrals to determine whether to conduct a multi-disciplinary evaluation to determine eligibility for special education. If an evaluation is to be conducted, the MDT determines the nature and extent of the evaluation in accordance with Individuals with Disabilities Education Act requirements, minimum evaluation procedures and eligibility criteria established by the State Department of Education, and the student's needs. The MDT also conducts or arranges for the evaluation, as appropriate. Such evaluation procedures will be provided at no expense to the parents. (4-1-97)

~~ii.~~ b. MDT evaluators must prepare individual evaluation reports or a single composite report containing complete data. A single composite report must be developed for students with learning disabilities. The IEP team will make the final determination of eligibility. (4-1-97)

~~iii.~~ c. The State Department of Education will provide minimum state eligibility criteria for special education services consistent with the Individuals with Disabilities Education Act. (4-1-97)

~~c.~~ 03. IEP Team Responsibilities. Each school district or multi- district will establish and utilize IEP Teams to coordinate activities and make decisions regarding eligibility, to develop individual education programs and to determine the placement of students with disabilities. The IEP Team membership is specified by the Individuals with Disabilities Education Act and would typically include the child's teacher, parents, an administrator and others as appropriate. (4-1-97)

~~i.~~ a. The IEP Team will review the comprehensive evaluation information completed for each child and determine if each child is eligible for special education or related services, using minimum state guidelines for eligibility. All information, including documentation of eligibility or ineligibility, becomes part of the student's permanent file. (4-1-97)

~~ii.~~ b. The IEP Team will develop Individual Education Programs (IEPs) for each student who is eligible for special education prior to the initiation of special education or related services. The IEP will include components required by federal law and the LEAs policies and procedures. The IEP Team will determine the least restrictive educational environment in which the student's IEP can be appropriately implemented. (4-1-97)

~~iii.~~ c. The IEP will be implemented as soon as possible after it is developed. The total timeline from the date of written parental consent for pre-placement evaluation to IEP implementation will not exceed sixty (60) calendar days, excluding periods when regular school is not in session for five (5) or more consecutive days. Extensions may be granted only when all parties have agreed in writing to the extension. (4-1-97)

~~iv.~~ d. At the discretion of the public agency, an Individualized Family Service Plan (IFSP) may be used in place of an IEP provided the child is aged three to five (3-5); the child's parents agree to the use of the IFSP; and the IFSP is developed in accordance with Part H policies and procedures. Nothing in this part requires public agencies to develop IFSPs rather than IEPs for three to five (3-5) year olds nor to implement more than the educational components of the IFSP. (4-1-97)

~~v.~~ e. When a student eligible for special education or related services (as indicated on a current IEP) transfers from one (1) Idaho school district to another, the student will continue to be included in special education services. The receiving district may accept and implement the IEP developed by the sending district or may develop a new IEP. If a new IEP cannot be developed within five (5) days, or if the district wishes to re-evaluate the child, an interim (short-term) IEP must be implemented pending the development of the standard IEP. If the student transfers to an Idaho school district from another state, the district must determine if the student meets Idaho's state eligibility criteria for special education. (4-1-97)

~~vi.~~ f. The IEP Team decision will be based upon team agreement and signed by team members. The signature of the parent or guardian is required prior to the implementation of the initial IEP. When any other

member of the IEP Team is not in agreement, that member has the right to place a minority report in the student's file. (4-1-97)

~~vii.~~ g. A review of each special education student's program and placement will be conducted at least annually by the IEP Team. The IEP Team will review the student's progress, will determine if additional evaluations are necessary, and whether the student is still eligible for special education. Continuing eligibility may be determined by formal or informal assessment, progress towards IEP goals and objectives or other relevant means. Students who are no longer eligible must be formally exited from special education. State funded personnel may continue to monitor the student and consult with general educators. (4-1-97)

~~viii.~~ h. Any member of an IEP Team may request a team meeting at times other than the annual review for purposes of determining student progress in special education and related services or to consider revisions or amendments to the IEP or placement. IEP Team meetings will be convened on reasonable request of any member. (4-1-97)

~~ix.~~ i. For a student who continues to be eligible for special education, the IEP Team will develop a new IEP or make revisions as needed. A complete IEP must be written at least annually. (4-1-97)

~~d.~~ 04. Parent Participation. LEAs must take steps to ensure that one (1) or both parents of each special education student are provided with appropriate information and are afforded the opportunity to participate in making educational decisions regarding their child, consistent with the Individuals with Disabilities Education Act. (4-1-97)

~~e.~~ 05. Procedural Safeguards. LEAs will use appropriate procedural safeguards consistent with the Individuals with Disabilities Education Act, including but not limited to the following methods: (4-1-97)

~~i.~~ a. If parents disagree with an individual education program or placement change proposed by the district, they may file a written objection to all or parts of the proposed change. If parents file a written objection that is postmarked or hand delivered within ten (10) days of the date they receive written notice of the proposed change from the district, the changes to which the parents object cannot be implemented. The district and parent may use informal methods such as additional IEP Team meetings or voluntary mediation to resolve the disagreement. If these informal attempts fail, the district 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 district from placing a student in an interim alternative educational placement in accordance with IDEA procedures for discipline of a student for possession of a weapon as defined by the Individuals with Disabilities Education Act. (4-1-97)

~~ii.~~ b. Mediation is a voluntary process and may only be used when both parties to the dispute agree to it. Mediation does not negate the parents' or school district's rights to a due process hearing nor does it interfere with the timelines. The State Department of Education will offer mediation as an alternative dispute resolution mechanism any time a hearing is requested and at other times when appropriate. Schools and parents have the right to request mediation at any time. The State Department of Education will screen all requests for mediation to determine appropriateness. If the State Department of Education appoints a mediator, the Department will reimburse the mediator for an honorarium and travel expenses. (4-1-97)

~~iii.~~ c. The State Department of Education will resolve formal complaints filed against school districts and other agencies using procedures developed in accordance with Individuals with Disabilities Education Act requirements. (4-1-97)

~~iv.~~ d. When a parent/guardian of the school district initiates a request for a due process hearing, the superintendent will inform the board of trustees of the request. The school district will immediately notify the State Department of Education's Special Education Section of any request for a due process hearing. Within ten (10) calendar days of a request for a hearing, an impartial hearing officer will be assigned by the State Department

of Education. The State Department of Education will maintain a list of trained hearing officers and their qualifications. (4-1-97)

~~v.~~ e. The school district that is a party to the hearing will be responsible for compensating hearing officers. (4-1-97)

~~vi.~~ f. Due process hearings will be conducted pursuant to the Idaho Administrative Procedures Act (APA) and Individuals with Disabilities Education Act (IDEA) requirements. In case of any conflict between the APA and the IDEA, the IDEA will supersede the APA (4-1-97)

~~vii.~~ g. The hearing officer will issue a written decision that includes findings of fact and conclusions of law within forty-five (45) days of the date the hearing was requested unless a specific extension of this time line has been request by one (1) of the parties and granted by the hearing officer. The decision will be sent to the parents, the school district superintendent and to their respective representatives. A copy of the decision will be sent to the State Department of Education. (4-1-97)

~~viii.~~ h. A decision made by the hearing officer will be binding unless either party wishes to appeal the decision by initiating civil action. An appeal to Civil Court must be filed within fifty-six (56) calendar days from the date of issuance of the final decision. Any party initiating an appeal will be responsible for causing a written transcript to be made and will assume all costs associated with this transcript. (4-1-97)

~~ix.~~ i. During the hearing the district will provide reasonable accommodations as required by federal and state regulations. Disputes concerning reasonable accommodations will be resolved by the Department of Education's Americans with Disabilities Act (ADA) Committee. (4-1-97)

~~x.~~ j. During the pendency of any due process hearing or appeal of hearing results by civil action, the child's educational placement will be determined by the Individuals with Disabilities Education Act "stay put" requirements. The district's reassignment of a student to another classroom or building in the district will not be construed as a change in placement as long as the IEP goals remain unchanged and the degree of interaction with non-disabled peers remains the same. (4-1-97)

~~xi.~~ k. A parent has the right to an Independent Educational Evaluation (IEE) at public expense if the parent disagrees with an evaluation obtained by the school district. Parents are not entitled to have additional evaluations or procedures, beyond those determined necessary by the school district, conducted at public expense under IEE provisions. Whenever an independent 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, must be the same as the criteria which the school district uses when it initiates an evaluation. A due process hearing may be initiated by the school to determine if the evaluation conducted by the school is appropriate. If the final decision of a hearing officer, (or a court of law if the hearing officer's decision is appealed), is that the evaluation that has been conducted by the school is appropriate, the parents still have the right to an independent evaluation. However, they must pay for this evaluation. (4-1-97)

~~xii.~~ l. In order to avoid unreasonable charges for IEEs, a district may establish maximum allowable charges for specific tests. If a district does establish maximum allowable charges for specific tests, the maximum cannot simply be an average of the fees customarily charged in the area by professionals who are qualified to conduct the specific test. Rather, the maximum must be established so that it allows the parents to choose from among the qualified professionals in the area and only eliminates unreasonably excessive fees. The district must allow the parents the opportunity to demonstrate that unique circumstances justify an IEE that does not fall within the district's criteria. If an IEE that falls outside the district's criteria is justified by the child's unique circumstances, that IEE must be publicly funded. (4-1-97)

~~xiii.~~ m. Student records will be managed in accordance with federal regulations governing security, confidentiality, access, maintenance, destruction, inspection and amendment. (4-1-97)

~~f.~~ 05. Diplomas. School districts will use a regular diploma for special education students 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 special education students unless the same diploma or certificate is granted to students without disabilities.(4-1-97)

~~10.~~ 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)

~~a.~~ 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 ~~100.09~~.a.i. through ~~100.09~~.a.v., or any one (1) of criteria, Subsections ~~100.09~~.a.vi. through 100.09.a.xii. (4-1-97)

~~i.~~ a. Has repeated at least one (1) grade. (4-1-97)

~~ii.~~ b. Has absenteeism that is greater than ten percent (10%) during the preceding semester. (4-1-97)

~~iii.~~ 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)

~~iv.~~ d. Has failed one (1) or more academic subjects. (4-1-97)

~~v.~~ e. Is two (2) or more semester credits per year behind the rate required to graduate. (4-1-97)

~~vi.~~ f. Has substance abuse behavior. (4-1-97)

~~vii.~~ g. Is pregnant or a parent. (4-1-97)

~~viii.~~ h. Is an emancipated youth. (4-1-97)

~~ix.~~ i. Is a previous dropout. (4-1-97)

~~x.~~ j. Has serious personal, emotional, or medical problems. (4-1-97)

~~xi.~~ k. Is a court or agency referral. (4-1-97)

~~xii.~~ l. Upon recommendation of the school district as determined by locally developed criteria for disruptive student behavior. (4-1-97)

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

~~i.~~ a. Academic skills that include language arts and communication, mathematics, science, and social studies that meet or exceed minimum state standards. (4-1-97)

~~ii.~~ b. A personal and career counseling component. (4-1-97)

~~iii.~~ c. A physical fitness/personal health component. (4-1-97)

~~iv.~~ d. A state division approved vocational-technical component. (4-1-97)

~~v.~~ e. A child care component with parenting skills emphasized. (4-1-97)

~~c.~~ 03. 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. (4-1-97)

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

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

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

~~11.~~ 111. TESTING IN THE PUBLIC SCHOOLS. (4-1-97)

~~a.~~ 01. Philosophy. Acquiring the basic skills is essential to realization of full educational, vocational and personal/social development. Since Idaho schools are responsible for instruction in the basic scholastic skills, the State Board of Education has a vested interest in regularly surveying student skill acquisition as an index of the effectiveness of the educational program. This information can best be secured through objective assessment of student growth. A statewide student testing program consisting of standardized achievement testing and performance appraisal activities in the fundamental basic skills will be conducted annually under the supervision of the State Department of Education. (4-1-97)

~~b.~~ 02. Purposes. The purpose of testing in the public schools is to provide comparative local, state and national data regarding the achievement of students in essential skill areas; to identify performance trends in student achievement across grade levels tested and over time; to provide supplemental information to local educational agencies that may be useful in evaluating local curriculum and instructional practices, screening students for special program entry/exit, diagnosing individual differences, developing student schedules, making differential assignments within classes and in communicating school progress information to various publics; and to determine State Department of Education technical assistance/consultation priorities. (4-1-97)

~~c.~~ 03. Content. The statewide testing program will consist of the Iowa Tests of Basic Skills (ITBS), the Tests of Achievement and Proficiency (TAP), the Direct Writing Assessment (DWA) and the Direct Mathematics Assessment (DMA). (4-1-97)

~~d.~~ 04. Testing Population. All students in Idaho public schools, grades three through eleven (3-11), are required to participate in the standardized portion of the statewide testing program approved by the State Board of Education and funded. In addition, all students in grades four (4), eight (8) and eleven (11) are required to participate in the Direct Writing Assessment and all students in grades four (4) and eight (8) are required to participate in the Direct Mathematics Assessment portions of the statewide testing program. Non-public school students at those same grade levels are encouraged to participate at private school expense. For those exceptional students currently receiving special services, it is recommended that they be enrolled in the regular education program for basic skills instruction in reading, language arts, mathematics, science and social studies at least one-half (1/2) of the school day or have the endorsement of the IEP Team to participate in the test. No student will be denied the right to participate. (4-1-97)

~~e.~~ 05. Scoring and Report Formats. Scores will be provided for each skill area assessed and reported in standard scores, percentile ranks, stanines, and holistic scores (Direct Writing Assessment and Direct Mathematics

Assessment). Test results will be presented in a class list report of student scores, building/district summaries, and pressure sensitive labels. (4-1-97)

~~f.~~ 06. Testing Schedule. The Iowa Tests of Basic Skills and the Tests of Achievement and Proficiency will be administered in October of each school year. The Direct Writing Assessment and the Direct Mathematics Assessment will be administered in the early spring of each school year during a time period specified by the State Department of Education. (4-1-97)

~~g.~~ 07. Costs Paid by the State. Costs for the following testing activities will be paid by the state:(4-1-97)

~~i.~~ a. All consumable and non-consumable test materials needed to conduct the prescribed statewide testing program; (4-1-97)

~~ii.~~ b. Statewide distribution of all test materials; (4-1-97)

~~iii.~~ c. Processing and scoring student response forms, distribution of prescribed reports for the statewide testing program; and (4-1-97)

~~iv.~~ d. Implementation and scoring of the Direct Writing Assessment component to the fourth, eighth and eleventh grade batteries and the fourth and eighth grade batteries of the Direct Mathematics Assessment. (4-1-97)

~~h.~~ 08. Costs of Additional Services. Costs for any additional sub-test administrations or scoring services not included in the prescribed statewide testing program will be paid by the participating school districts. Cost for replacement or supplemental materials which exceed expectation may also be charged to the district. (4-1-97)

~~i.~~ 09. Services. Statewide testing should be scheduled so that a minimum of instructional time is invested. Student time spent in testing will not be charged against attendance requirements. (4-1-97)

~~j.~~ 10. Test Security. Test security is of the utmost importance. It is expected that school districts will employ the same security measures in protecting statewide testing materials from compromise as they use to safeguard other formal assessments (4-1-97)

~~k.~~ 11. Demographic Information. Demographic information may be required by the State Department of Education to assist in interpreting test results. (4-1-97)

~~l.~~ 12. Assurances. The State Department of Education will neither advocate nor undertake performance comparisons across Idaho school districts. It is recognized the scholastic achievement can be adversely impacted by individual/environmental differences beyond the control of the school. (4-1-97)

~~m.~~ 13. Dual Enrollment. For the purpose of non-public school student participation in non-academic public school activities, the Idaho State Board of Education recognized achievement test is Form K of the Iowa Tests of Basic Skills, at the elementary level (grades K-8), and the Tests of Achievement and Proficiency, at the secondary level (grades 9-12). The minimum score on each assessment is the fifth (5th) stanine for the battery total score. (4-1-97)

~~12.~~ 112. CURRICULAR MATERIALS SELECTION (SECTIONS 33-118; 33-118A, IDAHO CODE). The State Board of Education will appoint a committee to select curriculum materials. Committee appointments will be for a period of five (5) years. Committee appointments will be for a period of five (5) years. The membership of the committee will include one (1) representative from each of the state's institutions of higher education (Boise State University, Idaho State University, Lewis-Clark State College, and University of Idaho); two (2) Idaho public school administrators; two (2) Idaho public school elementary classroom teachers; two (2) Idaho public school secondary classroom teachers; one (1) person who is not a public school educator nor a public school

trustee, one (1) person (parent, teacher, or administrator) representing Idaho's private/parochial schools, who will not be a public school educator or trustee; one (1) public school trustee; three (3) parents and one (1) curriculum consultant from the Division of Instruction of the State Department of Education and one (1) from the Division of Vocational Education whose appointment will be for one (1) year. The Executive Secretary will be an employee of the State Department of Education and will be a voting member of the committee. (4-1-97)

~~a.~~ 01. Subject Areas. Curri
cular 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. (4-1-97)

~~b.~~ 02. Multiple Adoptions Are Made In Each Subject Area. (4-1-97)

~~c.~~ 03. Bids. Each publisher must deliver, according to the committee schedule, a sealed bid on all curricular materials presented for adoption. (4-1-97)

~~d.~~ 04. Depository. The State Board will appoint a depository for the state-adopted curricular materials. Resource materials are a local option. (4-1-97)

~~e.~~ 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.(4-1-97)

~~101. -- 199.~~ 113.--119. (RESERVED).

~~200.~~ 120. COMMUNICATION.

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

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

~~201. -- 299.~~ 122.--129. (RESERVED).

~~300.~~ 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)

~~301. — 399.~~ 131.—139. (RESERVED).

~~400.~~ 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)

~~401. — 499.~~ 141.—149. (RESERVED).

~~500.~~ 150. BASIC VALUES.
Honesty, self-discipline, unselfishness, respect for authority and the central importance of work are emphasized. (4-1-97)
(See Section 33-1612)

~~501. — 599.~~ 151.—159. (RESERVED).

~~600.~~ 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)

~~601. — 699.~~ 161.—169. (RESERVED).

~~700.~~ 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)

~~701. — 999.~~ 171.—199. (RESERVED).

200. STATE EXITING STANDARDS.

As stated in rule 105.02 of these Thoroughness rules, all students graduating from Idaho public high schools must meet locally established exiting standards. The standards set forth below in rules 200 through 600, inclusive, are state exiting 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 exiting standards but no district shall use any standards less rigorous than those set forth in these rules. The implementation time for these Exiting Standards rules is the graduating senior class of 2004. However, these rules are promulgated and effective as of July 1, 1999 to give school districts time to meet the state exiting standards for the graduating class of 2004. Definitions of terms used in the state exiting standards are found at sections 210 through 215 and a glossary of mathematical terms is found at section 216. (7-1-99)

210. Exiting Standards Definitions. Idaho State Board of Education's Definition of an Exiting Standard: "Specific subject criteria which, when measured, show a specific level of content knowledge and demonstrated application."

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.

02. **Performance standards**: Performance standards provide concrete examples and explicit definitions of how well students must learn the material represented by content standards.

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.

212. Definitions A - G.

01. **All students**: All students means all students, not just non-college bound.

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.

03. **Assessment**: The process of quantifying, describing, or gathering information about skills, knowledge or performance.

04. **Assessment standards**: 1. Statements setting forth guidelines for evaluating student work, as in the *Standards for the Assessment of Reading and Writing;* 2. Measures of student performance.

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.

06. **Basic educational skills training**: Instruction in basic skills toward the completion/attainment of a certificate of mastery, high school diploma, or GED.

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.

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.

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.

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.

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.

12. **Decode**: 1. To analyze spoken or graphic symbols of a familiar language to ascertain their intended meaning. 2. To change communication signals into messages, as to decode body language.

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.

14. **Employability skills**: Work habits and social skills desirable to employers, such as responsibility, communication, cooperation, timeliness, organization, and flexibility.

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.

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.

17. **Experiential education**: (application) Experiential education is a process through which a learner constructs knowledge, skill, and value from direct experiences.

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.

19. **Fluency**: The clear, rapid, and easy expression of ideas in writing or speaking; movements that flow smoothly, easily, and readily.

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.

21. **Graphophonic/graphophonemic**: One of three cueing systems readers use to construct texts; the relationships between oral and written language (**phonics**).

213. 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 or more subject disciplines to a project, issue, or problem.

02. **Narrative**: Text in any form (print, oral, or visual) that recounts events or tells a story.

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 80% of his classmates.

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.

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.

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.

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 be3 used to identify each level of competency in the rubric or scoring guide.

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 or more sounds (or phonemes).

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.

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.

11. **Proficiency**: Having or demonstrating a high degree of knowledge or skill in a particular area.

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.

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.

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 22 contractors.

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.**

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.

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.

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.

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.

214. 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 field and builds student competence in the application of mathematics, science, communications, and workplace skills.

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.

03. **Total quality management**: A systematic approach to standardizing and increasing the efficiency or 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.

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.

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 11 and 12 and community college years 13 and 14; 4+2 is high school years 9, 10, 11, and 12 and community college years 13 and 14.

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

07. **Writing process**: The many aspects of the complex act of producing written communication; specifically, planning, drafting, revising, editing, and publishing.

08. **Word recognition**: 1. The quick and easy identification of the form, pronunciation, and appropriate meaning of a work previously met in print or writing; 2. The process of determining the pronunciation and some degree of meaning of a word in written or printed form.

215. Abbreviations.

01. Language Arts/Communications

a. **ICTE**: Idaho Council of Teachers of English
b. **NCTE**: National Council of Teachers of English
c. **IRA**: International Reading Association
d. **ICIRA**: Idaho Council of the International Reading Association

02. Science Committee Acronyms

a. **NSTA**: National Science Teachers Association
b. **ISTA**: Idaho Science Teachers Association
c. **AAAS**: American Association for the Advancement of Science

d. NRC: National Research Council

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.

02. **Arithmetic operations**: Basic operations on numbers, including addition, subtraction, multiplication, division, and exponentiation (raising a number to a power).

03. **Function**: One 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:

a. Tables of values, such as a table of heights with associated idealized weights.
b. Graphs, such as a chart depicting a company's daily closing stock price over the last year.
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.
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.
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.

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.

05. **Linear equation**: An equation, in which the variables (unknowns) occur only to the first power, multiplied only by constants. For example, the equations $4x-3=\sqrt{2}$ and $\frac{1}{2}x-7y=11$ are linear in one and two variables respectively, while $x^2+5x+7=0$ and $xy=1$ are nonlinear equations. A linear equation in two variables has a graph that is a straight line in the coordinate plane. A linear equation in three variables has a graph which is a plane in 3-space.

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).

07. **Linear system**: A system of more than one 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.

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.

09. **Mean, median, and mode**: three 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 values when the data contains an even number of items. The mode is the most common data value, if it exists. Of the three, 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.

10. **Order of operations**: The commonly accepted rules used for reading algebraic expressions or evaluating arithmetic expressions.

a. Evaluate expressions inside parentheses first.
b. Within the same level of parentheses
   i. evaluate exponents first,
   ii. evaluate products and/or quotients next,
   iii. evaluate sums and/or differences last.

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

11. **Probability**: The branch of mathematics dealing with chance. The experimental model is one 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 0 and 1. Events with probabilities near 1 are very likely to occur, while those with probabilities near 0 are very unlikely.

a. Example: To estimate the probability that a randomly selected, adult American female is between 60" and 66" tall, select an adult American female at random and measure her height. If 1,000 women are selected and measured, the probability would be the proportion of the experiments that selected a woman between those heights.

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 sides. The theorem states that the square of the hypotenuse is the sum of the squares of the legs.

13. **Quadratic equation**: An equation, which can be reduced to the form $ax^2 + bx + c = 0$, with a, b, and c constants, where $a \neq 0$.

14. **Scaling factor**: The ratio between the corresponding dimensions of two figures of the same shape.

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.

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.

17. **Tolerance**: The acceptable range of accuracy of a measurement, or the allowable error in a given measurement.

250. MATHEMATICS STANDARDS

Preamble

The language of mathematics is a powerful tool for exploring, explaining, and understanding the universe. Proficiency in using mathematics is vital to citizens of an increasingly technological society.

When students exit high school they will be able to use mathematics to solve problems in real world situations. Students will apply mathematics across disciplines, using appropriate technology in applying and communicating their strategies and solutions. Appropriate technology may include paper and pencil, graph paper, simple calculators, graphing calculators, computers and spreadsheets, or specialized software.

A glossary of mathematical terms can be found in section 216.

Note: **The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of application. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.**

251. BASIC ARITHMETIC, ESTIMATION, AND ACCURATE COMPUTATIONS

Content Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use numbers.	a. Understand and use positive and negative numbers, fractions, decimals, percentages, and scientific notations.	i. Use positive and negative numbers (credits and debits) in accounting. ii. Use fractions when mixing solutions, in measuring with a ruler, or in recipes. iii. Use decimals in computing gas mileage or in measuring with a micrometer.

		iv. Use percentages when computing sales tax, tips, or commissions. v. Use scientific notation when working with very large or small numbers, such as distance in outer space or microscopic scales.
	b. Understand properties of the real number system.	i. Analyze real number relationships based on the position of numbers on a number line (e.g., using relative magnitude, absolute value). ii. Explain why the set of even numbers is closed under addition and the set of odd numbers is not.
	c. Understand properties of roots, exponents, and logarithms.	i. Plot exponential growth using log-scale graph paper.
	d. Use number theory concepts (e.g., divisibility rules, factors, multiples, primes) to solve problems.	i. Find the largest size square tile that you could use to tile two rooms of different dimensions using only whole tile.
02. Perform computations accurately.	a. Use the proper order of operations. Perform operations with real numbers.	i. Use mental math to determine correct change. ii. Balance a checkbook. iii. Find the average of a set of data.
	b. Use graphs, matrices, and sequences to represent and solve problems.	i. Compute compound interest from the number of compounding periods, principal, and annual interest rate. ii. Use a matrix to adjust a recipe for six to serve crowds of 20, 30, and 40.
03. Estimate and judge reasonableness of results.	a. Apply number sense to every day situations.	i. Estimate how much lumber you need to build a deck. ii. Estimate how much you can afford to borrow on a loan given the interest rate. iii. Estimate driving time to a given destination.

252. MATHEMATICAL REASONING AND PROBLEM SOLVING

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use a variety of problem-solving skills.	a. Use a variety of methods, including common mathematical formulas, to solve problems drawn from daily life.	i. Determine the payment required on a loan. ii. Compute the amount of wallpaper, paint, or curtains needed in your kitchen, bath or bedroom. iii. Determine the amount of paint needed to paint a house.

02. Use reasoning skills to recognize problems and express them mathematically.	a. Use inductive and deductive reasoning to set up a problem	i. Write a paragraph explaining a solution to a problem.
	b. Use logic to make mathematical proofs.	i. Prove a corner is square using the Pythagorean Theorem.
	c. Make and evaluate logical arguments.	i. Explain why it is not possible to divide by zero.
03. Apply appropriate technology and models to find solutions to problems.	a. Understand the purpose and capabilities of appropriate technology.	i. Use graphing calculators to fit curves to data. ii. Use computers for manufacturing process control.
	b. Understand the nature and use of mathematical models.	i. Set up a spreadsheet to model financial or statistical problems.
04. Communicate results using appropriate terminology and methods.	a. Select the appropriate means to communicate mathematical information.	i. Create charts or graphs to represent demographic data. ii. Plot the graph of a function based on experimental data. iii. Use a control chart to determine whether a change is needed in a manufacturing process. iv. Determine whether a table, pie chart, or bar graph best communicates a set of data.

253. CONCEPTS AND PRINCIPLES OF MEASUREMENT

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use customary and metric measurements.	a. Determine length, area, capacity, weight, time, and temperature, with appropriate units.	i. Measure the length of a board to the nearest sixteenth of an inch. ii. Determine the volume of an aquarium in liters.
02. Apply concepts of rates and other derived or indirect measurements.	a. Understand equivalent units, comparable units, and conversions.	i. Compute speed such as kilometers per hour. ii. Compute gas consumption in miles per gallon. iii. Calculate snow load on a roof in pounds per square foot. iv. Compute the percentage of body fat.
03. Apply the concepts of ratios and proportions.	a. Understand and use proportions, ratios, and scaling.	i. Build and use scale models. ii. Determine distance from map scale. iii. Determine the mechanical advantage of levers or gears. iv. Calculate size limitations based on strength of materials. v. Calculate amounts of concentrated

		ingredients needed for a specified mixture.
04. Apply dimensional analysis.	a. Understand units and their relationship to one another and to real world applications.	i. Check reasonableness of a calculation based on the resulting units. ii. Convert miles per hour to seconds per mile.
05. Perform error analysis.	a. Understand tolerance, precision, and their applications.	i. Explain how the error in computing the area of a rectangle depends on the errors in measuring its length and width. ii. Calculate error introduced by uncalibrated laboratory equipment.
	b. Understand that error accumulates in a computation when there is rounding at intermediate steps.	i. Determine the amount of money lost by a restaurant if portions are too large.

254. CONCEPTS AND LANGUAGE OF ALGEBRA

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Use algebraic symbolism as a tool to represent mathematical relationships.	a. Understand and use variables, expressions, equations and inequalities.	i. Represent FICA as a percentage of gross salary. ii. Model voltage, current, and resistance in electrical circuits. iii. Express the formula for determining the amount of concentrate needed to make a diluted solution.
02. Evaluate algebraic expressions.	a. Understand and use procedures for operating on algebraic expressions.	i. Calculate gas mileage from distance traveled and gallons used. ii. Determine sales tax plus tip to compute the final bill in a restaurant. iii. Determine the monthly payment on a loan given the amount borrowed, term, and interest rate. iv. Find the value of an annuity given the payment, interest rate, and number of years.
03. Solve algebraic equations and inequalities.	a. Understand and use appropriate procedures to solve linear equations and inequalities such as $3x-4=2$ or $3x-4>2$.	i. Convert temperatures between Fahrenheit and Celsius. ii. Determine the rate per kilowatt-hour in a utility bill given the amount charged and kWh used for two data points. iii. Solve time-rate-distance problems.
	b. Use appropriate procedures to simplify and solve	i. Solve braking and acceleration problems for automobiles.

	polynomial equations and inequalities such as $x^2+3x=7$ or $x^2+3x\le 7$.	ii. Find trajectories for falling objects such as baseballs or arrows. iii. Determine how area scales in relation to side length.
04. Solve simple linear systems of equations or inequalities.	a. Understand and use appropriate procedures to solve simple linear systems of equations and inequalities such as $x+y=7$ $2x+3y=21$ or $x+y<7$ $2x+3y\ge 21$.	i. Do break-even analysis given linear supply and demand. ii. Solve mixture problems. iii. Use linear programming to find feasible regions for manufacturing processes.

255. CONCEPTS AND PRINCIPLES OF GEOMETRY

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Apply concepts of size, shape, and spatial relationships.	a. Understand congruence and similarity as they apply to reflection, rotation, and translation.	i. Determine the amount of carpet needed for an irregularly shaped room. ii. Determine the amount of concrete needed for a foundation or driveway. iii. Determine how to lay out the pieces when making a quilt.
	b. Understand scaling as it relates to size variations in one, two, and three-dimensional objects, while shape is maintained.	i. Create scale models of buildings. ii. Create a drawing to scale of a geometric figure.
02. Apply the geometry of right triangles.	a. Understand the basic concepts of right triangle trigonometry (e.g., basic trigonometry ratios such as sine, cosine, and tangent).	i. Find the center of a circle using inscribed right triangles. ii. Define the tangent, sine, and cosine ratios for an acute angle in a right triangle.
	b. Use trigonometric ratio methods to solve problems.	i. Determine the pitch of a roof from its width and the length of the rafters. ii. Measure the height of a tree from the length of its shadow using elementary trigonometry.
	c. Know and apply the Pythagorean Theorem to solve real world problems.	i. Determine whether a corner is square using the "3-4-5" right triangle.
03. Apply graphing in two dimensions.	a. Understand concepts of the Cartesian Coordinate System.	i. Graph linear equations and inequalities. ii. Rotate solutions to inequalities using a graphing calculator. iii. Represent experimental data with graphs.

		iv. Use computer assisted drafting and design.
	b. Understand the characteristics and uses of vectors.	i. Determine the relative velocity of a boat moving upstream in a river. ii. Determine the force necessary to prevent a barrel from rolling down an incline.

256. DATA ANALYSIS, PROBABILITY, AND STATISTICS

Content Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand data analysis.	a. Read and interpret tables, charts, and graphs (e.g., scatter plots, line graphs, 3-dimensional graphs, and pie charts).	i. Analyze and interpret bar graphs and pie charts in magazines or newspapers. ii. Use topographical maps. iii. Choose the line of best fit from a scatter plot of heights and weights.
02. Collect, organize, and display data.	a. Collect and organize data, and display the data in tables, charts, and graphs (e.g., scatter diagrams, frequency tables, bar graphs, or pie charts).	i. Conduct a survey of product preferences. ii. Collect data for surveying land. iii. Represent demographic data graphically. iv. Collect and display data for a financial audit.
03. Apply simple statistical measurements.	a. Understand basic statistical concepts including mean (average), median, mode, range, and standard deviation.	i. Compute average grade in a class. ii. Explain the differences between the mean and median prices of new homes. iii. Understand how standard deviation applies to quality control.
04. Understand basic concepts of probability.	a. Understand experimental and theoretical probability.	i. Analyze card games, dice games, and lotteries as chance events.
	b. Distinguish between independent and dependent events.	i. Determine the probability of having an accident using past accident data.
	c. Know that probability ranges from 0% to 100%. Understand randomness and chance.	i. Explain what the weatherman means by "35% chance of rain tomorrow."
05. Make predictions or decisions based on data.	a. Use appropriate technology to employ simulation techniques, curve fitting, correlation, and graphical models to make predictions or decisions based on data.	i. Predict population trends using mathematical models. ii. Predict economic trends from economic models.
	b. Design, conduct, and	i. Predict a team's final win/loss record

	interpret results of statistical experiments.	at mid-season. ii. Use data from a manufacturing process to determine whether the process is out of control.
	c. Analyze the effect of biased data on statistical predictions.	i. Select a non-random sample from a student population and examine inherent bias.

257. FUNCTIONS AND MATHEMATICAL MODELS

Content Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the concept of functions.	a. Solve problems that involve varying quantities with variables, expressions, equations, inequalities, and absolute values.	i. Explain how a power bill depends on the amount of electricity used. ii. Explain how the amount of the sales tax depends on the cost of an item. iii. Identify domain and range in an income tax table.
02. Represent equations, inequalities and functions in a variety of formats.	a. Represent a set of data in a table, as a graph, and as a mathematical relationship.	i. Use function formulas with paper and pencil, program function formulas into graphing calculators, or input function formulas into spreadsheets. ii. Display function graphs on graph paper, graphing calculators, or computer displays. iii. Display experimental data in a table.
03. Apply functions to a variety of problems.	a. Model real-world phenomena using polynomial, rational, and basic exponential functions, noting restricted domains.	i. Represent revenue as a function of items sold. ii. Model crop yield as a function of fertilizer used. iii. Illustrate velocity as a function of time. iv. Model gross income as a function of years of education. v. Investigate the growth of a population versus the birthrate.

300. SOCIAL STUDIES STANDARDS

The social studies standards are organized around the three social studies courses currently required by the state of Idaho for high school graduation. These fields of study are economics (one credit), U.S. History (two credits), and government (two credits).

Standards for *Critical Thinking and Analytical Skills* as well as standards for *Evolution of Democracy* are listed separately and intended to apply to all social studies courses.

Note: **The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of application. They are not intended to be an**

exhaustive list, but are samples of applications that would demonstrate learning.

301. CRITICAL THINKING AND ANALYTICAL SKILLS

Content Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire critical thinking and analytical skills.	a. Use analytical skills for reasoning, research, and reporting including interpretation of maps, charts, graphs, timelines and works of art.	i. Differentiate between information presented as fact and that presented as interpretation. ii. Compare, contrast, and evaluate differing interpretations of issues. iii. Identify an issue, gather and evaluate data, and support a position with appropriate evidence.
	b. Evaluate and interpret points-of-view using primary and secondary sources.	i. Explore an issue or event through a comparison of primary and secondary sources. ii. Explain how data and experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference. iii. Use three types of sources to gather information on a current topic in Idaho.
	c. Chronologically organize significant events and people in United States history into major eras and themes to identify and explain historical relationships.	i. Distinguish among past, present and future times. ii. Use timelines to identify and explain historical relationships.

302. EVOLUTION OF DEMOCRACY

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the evolution of democracy.	a. Describe the origins of democratic tradition in western civilization.	i. Compare a New England town meeting with Athenian Democracy. ii. Compare the English Glorious Revolution to the American Revolution. iii. Identify John Locke's influence on the American Declaration of Independence.
	b. Identify the tensions associated with the definitions of American democracy.	i. Organize a mock debate between Thomas Jefferson and Alexander Hamilton. ii. Organize a mock debate between John Calhoun and Andrew Jackson and/or Abraham Lincoln. iii. Organize a mock debate between Franklin D. Roosevelt and Ronald Reagan.

	c. Analyze the struggles for the extension of civil rights.	i. Identify the origins and results of the civil rights movements of the 1950s and 1960s. ii. Trace the history of the women's movement from the Seneca Falls Convention 1848 to the present. iii. Organize a timeline of government policies in relation to Native Americans. iv. Evaluate the role of the Supreme Court in the extension of civil rights.
	d. Analyze and evaluate states' rights disputes past and present.	i. Compare and contrast the Articles of Confederation to the United States Constitution. ii. Explore interpretations of the causes of the Civil War. iii. Organize a mock debate between George Wallace and John F. Kennedy. iv. Explore the land use disputes between the federal government and the states.
	e. Provide and evaluate examples of social and political leadership in American history.	i. Define, identify, and evaluate the role of heroism in American history. ii. Compare and contrast leadership styles and contributions of United States presidents.

310. ECONOMICS

These standards of economic instruction are meant to prepare high school students for entry into the workforce and entrepreneurship as well as for post-secondary education. The elements of economics transcend several disciplines of study. The analytical study of the unique issues of economics will enable students to understand and appreciate the forces that affect them every day -- at home, in the workplace, in the boardroom, and in the halls of government.

The key skills students must develop in economics include: an ability to identify and analyze domestic and global economic problems and alternatives; collect, quantify and organize economic evidence; compare benefits and costs; recognize the essential structure of business; and investigate the consequences of change in economic conditions and public policies. The skills learned in economics will allow students to recognize their multiple roles as consumers, business people, and workers, enabling them to reason logically and to avoid the common errors made by individuals who do not understand sound economic principles and responsible personal financial management.

311. FUNDAMENTALS

Content Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:

01. Understand basic economic concepts.	a. Define scarcity and explain its implications in decision making.	i. Identify what consumers and/or societies gain and give up when they make choices.
	b. Know ways in which the interaction of all buyers and sellers influence prices.	i. Predict how prices will change when there is either a shortage or a surplus of product availability. ii. Identify markets in which high school students participate as consumers.
	c. Define credit and debt and explain their effects.	i. Explore the costs and/or benefits of borrowing money at a governmental, business, or personal level.
	d. Identify the incentives that determine what is produced and distributed in a competitive market system.	i. Analyze the impact of an increase in the minimum wage, a new tax policy, or a change in interest rates.
	e. Describe the concept of interest and explain how interest rates are determined.	i. Calculate the payment of interest for loans and other credit. ii. Calculate interest earnings on savings and investments. iii. Explain how fluctuations in the marketplace and government policy affect interest rates.
	f. Compare and contrast free market and controlled economies of various nations and eras.	i. Identify and compare the United States economic systems with those of other nations and eras. ii. Evaluate different methods of allocating goods and services by comparing the benefits and costs of each method.
	g. Apply economic concepts to explain the role of imports/exports both nationally and internationally.	i. Identify barriers to trade and how they affect both domestic and international trade policies. ii. Identify and compare free trade agreements.

312. CONCEPT OF MONEY

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the concept of money.	a. Analyze the role of money as a medium of exchange.	i. Compare a money system with a bartering system.
	b. Explain how money derives its value.	i. Analyze and evaluate sample budgets. ii. Study examples of hyperinflation and/or devaluation.

313. INFLUENCES

Content Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand there are many influences on economic systems.	a. Explain the impact of culture, values and belief systems on economic systems.	i. Explore the influences the computer has on the economic system. ii. Analyze and evaluate the relationship between labor and management. iii. Compare and contrast cultural values as they affect spending patterns.
	b. Explain and illustrate environmental and geographical impacts on economic policies and decisions made by federal, state, regional, and local officials.	i. Analyze the effects of natural disasters and weather patterns on economic decisions. ii. Describe the economic diversity of a state or nation as determined by geography.
	c. Describe and illustrate the impact of governmental policies and decisions on economic systems.	i. Investigate how the Federal Reserve system influences economy. ii. Trace the impact of a law or regulation on the economy. iii. Evaluate a State of the Union and/or a State of the State address for its economic impact.

314. ECONOMIC INSTITUTIONS

Content Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Know the different types of economic institutions and understand how they differ from one another.	a. Know the characteristics of various types of business structures.	i. Compare and contrast a sole proprietorship and a corporation. ii. Classify various businesses in the community by type. iii. Compare the role of a non-profit organization to that of a for-profit business.
	b. Identify the business characteristics of an entrepreneur.	i. Research and write a biography of an entrepreneur. ii. Explore how a person starts a business. iii. Identify the risks and returns of owning your own business.
	c. Identify the role of the stock market.	i. Develop a mock stock market game. ii. Describe how the stock creates capital for businesses. iii. Evaluate and monitor stock values.
	d. Explain the role of banking institutions.	i. Differentiate among various types of banking services. ii. Identify and research the services of a local banking institution.

	e. Explain the purposes of labor unions.	i. Differentiate between adversarial and interest-based bargaining. ii. Evaluate collective bargaining in sports.

315. PERSONAL FINANCE

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the concepts of good personal finance.	a. Examine and apply the elements of responsible personal fiscal management.	i. Create and evaluate a personal budget. ii. Balance a checkbook and reconcile a savings account statement. iii. Read and complete a loan and credit card application. iv. Read and analyze a loan or credit card agreement. v. Calculate the true cost of credit. vi. Differentiate between contingent liability and an asset. vii. Evaluate the benefits and risks of investments.
	b. Identify and evaluate sources and examples of consumers' responsibilities and rights.	i. List responsibilities and rights found in a contract. ii. Investigate the implications of limited rights of cancellation for Idaho consumers. iii. Collect information regarding Federal and Idaho consumer protection laws.
	c. Define the concept of taxation as applied to personal finances.	i. Demonstrate the ability to select and complete appropriate tax forms.

320. GOVERNMENT/CIVICS

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)

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.

321. CIVIC LIFE, POLITICS AND GOVERNMENT

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the relationship between civic life, politics, and government.	a. Know the definition of politics and identify the interrelationship between politics and government.	i. Analyze a current issue and explain the relationship between public opinion and public policy. ii. Read and evaluate George Washington's Farewell Address. iii. Analyze the politics of recent school elections.
	b. Explain how the United States is governed by a system of laws.	i. Read and analyze the Supremacy Clause. ii. Explore the tension between the rule of law and the right to question authority in a democratic system.
	c. Know the different forms of government.	i. Compare and contrast a republic to a direct democracy. ii. Analyze a parliamentary system.

322. FOUNDATIONS OF THE AMERICAN POLITICAL SYSTEM

Content Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the foundations and principles of the American political system.	a. Describe the origins of constitutional law in western civilization.	i. Identify and research the lives and ideas of pre-American Revolutionary philosophers who had an influence on constitutional law. ii. Explain how the writing of the Declaration of Independence and U.S. Constitution were influenced by English governmental documents.
	b. Compare and contrast the essential ideals and objectives of the original organizing documents of the United States including the Declaration of Independence, the Articles of Confederation, and the United States Constitution.	i. Analyze the tension between the need for liberty and unity. ii. Compare the Bill of Rights with the ideals of the Declaration of Independence.
	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	i. Using the Constitution, identify the central principles of the United States governmental system. ii. Give examples of current applications of the central principles of the United States governmental system.

	federalism.	
	d. Evaluate how power and responsibility are distributed, shared, and limited in the government established by the United States Constitution.	i. Describe the three branches of national government. ii. Describe the separation of powers and the process of checks and balances. iii. Examine the concept of judicial review and its impact.
	e. Analyze Amendments to the United States Constitution in terms of the conflicts they addressed and the reasons for their adoption.	i. Organize pro/con debates over the adoption of specific amendments.
	f. Describe how diverse populations contribute to political life in the United States.	i. Analyze voting patterns for specific elections. ii. Research how various populations have influenced campaign promises and political decisions.

323. ORGANIZATION AND FORMATION OF THE AMERICAN SYSTEM OF GOVERNMENT

Content Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the organization and formation of the American system of government.	a. Know the three branches of federal government, their powers and responsibilities.	i. Identify the separation of powers as demonstrated in the impeachment process. ii. Explore the constitutionality of a contemporary issue.
	b. Explain the functions, powers, and relationships among the federal, state, and local governments.	i. Define and give examples of federalism at work in our daily lives. ii. Evaluate the powers reserved to the states under the 10th Amendment. iii. Identify and evaluate the relationship between a local school board and state government.
	c. Explain how each level of government raises money to pay for its operations and services.	i. Analyze charts and graphs depicting governmental revenues and expenditures. ii. Interpret a property tax bill. iii. Study the issues of a local levy or bond election.
	d. Analyze and explain the treaty/trust relationship the United States has with Native American tribes with emphasis on Idaho.	i. Locate Idaho reservations on a map. ii. Develop a dialogue with tribal council about their government. iii. Analyze and trace the implementation of a treaty.
	e. Analyze the role of political parties and other political	i. Trace the rise of the two-party system in the United States.

	organizations and their impact on the American system of government.	ii. Analyze the role of third parties in presidential elections. iii. Identify and explore both the common ground and essential differences between Republicans and Democrats. iv. Differentiate between liberal and conservative ideologies. v. Explain and evaluate the role of lobbyists and political action committees.

324. UNITED STATES FOREIGN AFFAIRS

Content Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
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.	i. Identify examples of current United States participation in negotiations on global issues. ii. Analyze and evaluate the use of American troops around the world. iii. Analyze and evaluate the effects of trade embargoes on foreign countries as well as the United States.
	b. Identify and evaluate the role of the United States in international organizations and agreements.	i. Evaluate the role of the United States in the United Nations. ii. Evaluate the role of the United States in the North Atlantic Treaty Organization. iii. Identify and evaluate the effects of a specific trade agreement such as the North American Free Trade Agreement.
	c. Identify and evaluate American foreign policy as it relates to environmental issues.	i. Evaluate the United States' stance on the global warming treaty.

325. CITIZEN RESPONSIBILITIES AND RIGHTS

Content Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
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.	i. Apply the 1st Amendment right of freedom of speech to a current issue. ii. Identify citizens' responsibilities and rights found in the Declaration of Independence.
	b. Know the ways in which citizens can participate in the political process at the local, state, and national level.	i. Identify how and where a citizen registers and votes.

	c. Explain the electoral process at each level of government.	i. Create a mock campaign including the nomination process, campaign funding and spending, voting procedures, influence of media coverage, campaign advertising, and public opinion polls. ii. Define and evaluate the function of the Electoral College.
	d. Know the concept of citizenship and the ways in which individuals become citizens.	i. Identify the steps of becoming a naturalized citizen. ii. Identify the circumstances by which the rights of citizenship can be reduced or removed.

330. UNITED STATES 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.

331. EXPLORATION AND EXPANSION

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of exploration and expansion in the development of the United States.	a. Know the goals, routes, and effects of explorers of the Americas in the 15th through the 17th centuries.	i. Compare the effects of Columbus's discovery on Europe and the Americas. ii. Choose two groups of early explorers and compare their goals; for example, English, Spanish, French, Dutch, and Portuguese.
	b. Identify how religious, social, political, and economic factors shaped settlement patterns in 17th and 18th century North America.	i. Compare the settlement of Jamestown with the settlement of Santa Fe. ii. Compare New England and Chesapeake societies.

	c. Describe the United States territorial expansion between 1801 and 1861 and how it affected relations with external powers and Native Americans.	i. Evaluate the political and social reasoning behind the Lewis and Clark Expedition. ii. Evaluate the positive and negative effects of Manifest Destiny.
	d. Know the factors that contributed to western expansion in the United States in the 1800s.	i. Role-play a family discussion about moving west. ii. Evaluate the role of the federal government in the development of the West.
	e. Identify philosophical changes in American foreign expansion from the territorial expansion of the 1890s to the economic and ideological influences of the present.	i. Organize a mock debate over the territorial expansion associated with the Spanish American War, 1898. ii. Analyze the role of the United States in European history since 1945. iii. Identify the uses of the Monroe Doctrine by 20th century United States Presidents.

332. MIGRATION AND IMMIGRATION

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the role of migration and immigration of people in the development of the United States.	a. Identify motives for migration and immigration in and to the United States.	i. Compare the motives of 19th century Irish immigrants to the Hispanic immigrants of the 20th century. ii. Compare the motives for migration on the California Trail, Mormon Trail, and Oregon Trail.
	b. Analyze the legal, political, social, and economic changes in the status of immigrant groups.	i. Peruse both current and frontier newspapers for changing attitudes towards immigrant groups. ii. Trace the legislative history of American immigration.
	c. Examine the impact of migration and government policy on the encroachment of Native American territories.	i. Analyze the Nez Perce – United States government conflict in the 1870s. ii. Identify and evaluate a specific example of forced relocation of Native Americans; for example, the Trail of Tears.

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

Content Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the political, social and economic responses to	a. Know the factors that contributed to the rise of industrialization in the 19th	i. Compare industrial New England to the agricultural South of the pre-Civil War era.

industrialization and technological innovations that have occurred in the United States.	century.	ii. Trace the improvements in transportation systems in the 19th century.
	b. Analyze the rise of the American labor movement.	i. Explore the conflict of rights with a particular labor dispute. ii. Write a journal of a worker in a textile factory in Lowell, Massachusetts, in the 1830s.
	c. Analyze the 20th century political responses to industrialization.	i. Compare the reforms of the Progressive era to the New Deal programs.
	d. Analyze the American tradition of volunteerism and philanthropy.	i. Define the settlement house movement and create role-plays for people such as Jane Addams. ii. Identify programs in your town that were created by volunteerism and/or philanthropy.
	e. Identify and analyze the causes of the Great Depression and its effects upon American society.	i. Explore the status the American farmer in the 1920s and the 1930s. ii. Interview or read a first-hand account of a person who experienced the Great Depression.
	f. Account for and define the shift from the industrial society at the beginning of the 20th century to the technological society at the end of the 20th century.	i. Compare working conditions in a factory in the early 1900s with a factory of today. ii. Analyze the ways in which new Deal Programs provided relief and recovery during the Great Depression.

334. INTERNATIONAL RELATIONS AND CONFLICTS

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand significant conflicts in United States history.	a. Identify and analyze the causes and consequences of the Revolutionary War.	i. Organize a mock debate between a royalist and a patriot. ii. Compare the results of the United States Revolution to the results of the French Revolution.
	b. Identify and analyze the causes and consequences of the Mexican War.	i. Map the territorial gains associated with the Mexican War. ii. Identify the internal conflicts associated with the Mexican War such as the expansion of slavery.
	c. Identify the causes and consequences of the Civil War and Reconstruction.	i. Describe the sectional conflicts between North and South that extended beyond the problem of slavery, such as cultural

		differences and differing economic interests. ii. Role-play a discussion between two family members who have chosen different sides in the war.
	d. Identify the causes and consequences of World War I.	i. Analyze the arguments for and against the United States' entry into World War I. ii. Organize a debate between Borah and Wilson concerning the Treaty of Versailles.
	e. Identify the causes and consequences of World War II.	i. Compare the causes of World War I to the causes of World War II. ii. Compare the United States' foreign policy after World War I to its foreign policy after World War II. iii. Analyze the reasons for and the consequences of the use of atomic weapons to end World War II.
	f. Identify the causes and consequences of the Cold War including the Korean War and conflict over Berlin.	i. Identify the origins and meanings of the phrases "Iron Curtain" and "Bamboo Curtain." ii. Create a set of rules for the Cold War.
	g. Know the reasons for the United States involvement in the Vietnam War and the domestic consequences of this involvement.	i. Compare public support for World War II and public views on the Vietnam War. ii. Evaluate the role of media in influencing public opinion and the anti-war protests.
	h. Explain the role of the United States in post-Cold War conflicts around the world.	i. Choose a foreign conflict in the last ten years and identify the pros and cons of United States involvement.

335. CULTURAL AND SOCIAL DEVELOPMENT

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the cultural and social development of the United States.	a. Know ways in which language, literature, the Arts, traditions, beliefs, values, and behavior patterns interact as an integrated whole to create and maintain culture.	i. Analyze the impact Rock and Roll had on the 60s. ii. Trace the history of Jazz and the ways it reflects culture. iii. Study a piece of literature in terms of its reflection of culture.

	b. Analyze the contributions of the diverse cultures that make up the population of the United States.	i. Create a metaphor for American culture. ii. Select a population and identify its artist contributions to United States culture.

350. SCIENCE STANDARDS

Preamble

The members of the Idaho Exiting Standards Subcommittee in science reviewed a number of exiting standards including those developed at the national and state levels. The committee has chosen the National Science Education Standards developed by the National Research Council as a starting point for the Idaho Exiting Standards for science shown here. This approach ensures a common base for local development of strong science curriculums.

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.

It is essential to remember while reviewing these Science Exiting Standards that all theories are subject to revision and that theories are not absolute fact. In the case of these standards, the samples of applications that would demonstrate learning are intended to represent specific topics students should master to satisfy the spirit of the Science Exiting Standards developed by the committee.

Note: The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of application. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

351. UNIFYING CONCEPTS OF SCIENCE

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand systems, order, and organization.	a. Know the scientific meaning and application of the concepts of system, order, and organization.	i. Analyze, design, assemble, and trouble shoot systems – mechanical, electrical, and biological – with easily discernable components.

		ii. Discuss the value of thinking in terms of systems, order, and organization.
02. Understand concepts and processes of evidence, models, and explanation.	a. Know that observations and data are evidence on which to base scientific explanations.	i. Students use a stream table to explore concepts such as river erosion and compare the results for the table model to what is known about full-scale erosion models.
	b. Use models to explain how things work.	i. Build and demonstrate a model of the solar system.
	c. Develop scientific explanations based on scientific knowledge, logic and analysis.	i. Through research explain the value of a recycling program.
03. Understand constancy, change, and measurement.	a. Identify constancy in some concepts in science that do not change with time such as the speed of light.	i. Define a meter in terms of distance traveled by light in a given period of time.
	b. Recognize that change occurs in and among systems and change can be measured.	Use demographic data to plot and explain population changes over a period of time.
	c. Measure in both the metric and customary system.	i. Record Celsius and Fahrenheit temperature readings over a period of time.
04. Understand the theory that evolution is a process that relates to the gradual changes in the universe and of equilibrium as a physical state.	a. Know that the present arises from materials and forms of the past.	i. Diagram the rock cycle. ii. Describe how soil forms.
	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 technical systems.	i. Describe the earth's changes using plate tectonics as an example. ii. Describe the changes in Idaho's vegetation over the last 200 years and explain why they occurred.
	c. Know that equilibrium is a physical state in which forces and changes occur in opposite and offsetting directions.	i. Demonstrate Newton's laws of motion.
05. Understand concepts of form and function.	a. Know that form refers to function and function refers to form.	i. Describe how the foot of a frog and the shape of a leaf demonstrate form and function.

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand scientific inquiry and develop critical thinking skills.	a. Identify questions and concepts that guide scientific investigations.	i. Design, build, and test a bridge for maximum strength. ii. Design an appropriate ecosystem for the front of your school. iii. Identify and solve a community problem or concern using the scientific method.
	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.	i. Compare Ptolomy's model of the universe to that of Copernicus.

353. CONCEPTS OF PHYSICAL SCIENCE

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the structure of atoms.	a. Know the function and location of the protons, neutrons, and electrons.	i. Draw and label a diagram of an atom and list the functions of its components.
	b. Understand the processes of fission and fusion.	i. Compare and contrast the processes of fission and fusion.
	c. Know the characteristics of isotopes.	i. Describe the differences between carbon 12 and carbon 14.
	d. Know the basic electrical properties of matter.	i. Use static electricity to demonstrate attraction and repulsion of charged particles.
02. Understand the structure	a. Know how atoms interact	i. Using the periodic table, determine

and function of matter and molecules and their interactions.	with one another by transferring or sharing electrons.	the atomic number and valence of a given element to predict types of bonding.
	b. Know how bonds between atoms are created when electrons are shared or transferred to form molecules or ionic substances.	i. Compare and contrast ionic and covalent bonds.
	c. Know how the physical properties of compounds reflect the nature of the interactions among its molecules.	i. Describe how molecular structure relates to crystal patterns.
	d. Know how solids, liquids, and gases differ in the energy that bonds them together.	i. Describe the energy level of water molecules as they pass through the three states of matter.
03. Understand chemical reactions.	a. Know that chemical reactions may release or consume energy.	i. Demonstrate exothermic and endothermic chemical reactions.
	b. Know that chemical reactions can occur in time periods that vary from very fast to very slow and that catalysts can affect the rate of a chemical reaction.	i. Demonstrate the change in rate of decay of hydrogen peroxide to water with and without an enzyme.
	c. Identify chemical reactions that are occurring all around us.	i. Identify and describe chemical reactions that occur in the home and community.
04. Understand concepts of motion and forces.	a. Know that gravitational force and electrical force are universal forces.	i. Describe the relationship between mass and weight. ii. Explain the role of electrical forces in the structure of the universe.
	b. Know that objects change their motion only when a net force is applied.	i. Build a CO_2 powered car and demonstrate how an applied force affects its motion.
	c. Understand that moving electrical charges produce magnetic forces, and moving magnets produce electrical forces.	i. Build an electric motor and explain how it operates. ii. Explain the generation of electricity in a hydroelectric plant.
05. Understand that the total energy in the universe is constant.	a. Understand that energy can be transferred but it can neither be destroyed nor created.	i. Design and construct devices to transform/transfer energy.

	b. Know that energy can be classified as either potential energy, kinetic energy, or energy contained by a field.	i. Describe the difference between kinetic and potential energy and give examples of each.
	c. Know that heat is evidenced by random motion and the vibrations of atoms, molecules, and ions.	i. Observe the changes in the physical properties of milk as it is heated on a microscope slide.
	d. Know that energy is transferred by various types of waves and by electrons flowing through matter.	i. Explain the basic properties of the electromagnetic spectrum.

354. CELLULAR AND MOLECULAR CONCEPTS

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
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. Know that cells have particular structures that underlie their functions.	i. Explain how the structure and function of a cell are similar to the organizational structure and function of a school.
	b. Know that most cell functions involve chemical reactions.	i. Explain the chemical basis for cell respiration.
	c. Know that cells store and use information in the form of DNA to guide their functions.	i. Describe the similarities and differences between DNA transcription and making multiple copies of student records on an office copy machine.
	d. Know that cell functions are regulated by expressed genes that provide code for the synthesis of proteins.	i. Explain how protein is produced at the cellular level.
	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.	
02. Understand the form and function of DNA.	a. Know that the instructions for specifying the characteristics of the organism are carried in DNA.	i. Explain what we mean by genetic mapping.
	b. Know that genetic	i. Compare the process of mitosis and

	information is both encoded in genes and replicated.	meiosis.
	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.	i. Compare the process of mitosis and meiosis.
	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 offspring.	i. Explain how mutations of an organism's DNA may result in birth defects.
	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.	i. Find an example of the role of DNA in health issues.

355. INTERDEPENDENCE OF ORGANISMS AND BIOLOGICAL CHANGE

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the theory of biological evolution.	a. Know that the theory of evolution explains how species evolve over time and how evolution is the consequence of interactions of : • potential of a species to increase its numbers. • genetic variability • a finite supply of resources. • selection by the environment of those offspring better able to survive and leave offspring.	i. Trace the evolution of a species. ii. Explain why some species have changed little over time and others have become extinct.

	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.	
	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.	i. Identify the ancestors of a present day species.
	d. Know that biological classifications are based on similarities, which reflect their evolutionary relationships.	i. Classify an organism using a dichotomous key.
02. Understand the interdependence of organisms.	a. Know that atoms and molecules cycle among the living and nonliving components of the biosphere.	i. Diagram the nitrogen cycle.
	b. Trace energy flows through ecosystems in one direction, from photosynthetic organisms to herbivores to carnivores and decomposers.	i. Explain a food chain.
	c. Know that organisms both cooperate and compete in ecosystems.	i. Explain niches in an ecosystem.
	d. Know that living organisms have the capacity to produce populations of infinite size, but environments and resources are finite.	i. List limiting factors of a population in a closed environment.
	e. Know that human beings live within the world's ecosystems. Increasingly, humans modify ecosystems as a result of population growth, technology, and	i. Conduct an extended investigation of a local environment affected by human actions.

	consumption.	

356. MATTER, ENERGY, AND ORGANIZATION IN LIVING SYSTEMS

Content Standards - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the relationship between matter, energy, and organization to trace matter as it cycles and energy as it flows through living systems and between living systems and the environment.	a. Know that all matter tends toward more disorganized states.	i. Explain entropy.
	b. Know that living systems require a continuous input of energy to maintain their chemical and physical organization.	i. Explain why all organisms need food.
	c. Know that the energy for life is primarily derived from the sun through photosynthesis.	i. Provide evidence that green plants make food and explain the significance of this process to other organisms.
	d. Understand cellular respiration and the synthesis of macromolecules.	i. Describe how energy is derived to carry out various functions in organisms.
	e. Know that chemical bonds of food molecules contain energy, which is released when the bonds are broken.	i. Describe the chemical processes of cellular respiration.
	f. Know that cells usually store energy as Adenosine Triphosphate (ATP).	i. Describe the chemical processes of cellular respiration.
	g. Know that the distribution and abundance of organisms and populations in ecosystems are limited by the availability of matter and energy.	i. Describe the relationship between the food supply and the distribution and abundance of a species.
	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	i. Construct a food web for a community of organisms and explain how elimination of a particular part of a chain affects the rest of the chain and web. ii. Diagram the carbon and oxygen cycles.

	environment.	
02. Understand the individual behavior of organisms and their interactions in populations and communities as influenced by physiological and environmental factors.	1. Know that multi-cellular animals have nervous systems that generate behavior.	i. Demonstrate how an organism responds to various stimuli.
	2. Know that the nerve cells communicate with each other by secreting specific excitatory and inhibitory molecules.	i. Explain the interaction of neurotransmitters and psychoactive drugs.
	3. Know that organisms have behavioral responses to internal changes and to external stimuli. The broad patterns of behavior have evolved to ensure reproductive success.	i. Describe the mating behavior of a particular animal species.
	4. Know that behaviors often have an adaptive logic when viewed in terms of natural selection.	i. Record and compare the behaviors of animals in their natural habitats and relate how these behaviors are important to the animals.

357. EARTH AND SPACE SYSTEMS

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand scientific theories of origin and subsequent changes in the universe and earth systems.	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.	i. Design a poster illustrating the "Big Bang" theory.
	b. Know methods used to estimate geologic time (e.g., observing rock sequences and using fossils to correlate the sequences at various locations).	i. Explain why trilobites make excellent index fossils and why they are extremely useful in determining the appropriate age of rocks.
	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	i. Explain the processes involved in the formation of Hell's Canyon or the Snake River Canyon.

	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.	i. Describe how the Earth's atmosphere would be different if life never developed on Earth.
	e. Know that the universe is constantly expanding.	i. Explain how the Doppler shift of light from distant galaxies is used by scientists to provide evidence that the universe is expanding.
	f. Know the life history of stars and galaxies.	i. Explain how black holes are formed.
02. Understand geo-chemical cycles and energy in the earth system.	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.	i. Describe the ways in which solar energy that is not reflected back into space affects the earth (e.g., creating heat, causing the water cycle, causing atmospheric and oceanic convection currents, involved in photosynthesis).
	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.	i. Discuss how the decay of radioactive elements drives the convection currents within the earth's mantle according to some theories.
	c. Know that the outward transfer of earth's internal heat drives convection circulation in the mantle that propels the plates comprising earth's surface across the face of the globe.	i. Describe how the Hawaiian Islands were formed.
	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.	i. Explain how solar energy contributes to ocean current patterns.
	e. Know that global climate is determined by energy transfer from the sun at and near the earth's surface.	i. Explain why many scientists are concerned about the greenhouse effect.
	f. Know that the movement of matter through the solid earth, oceans, and	i. Describe the physical and chemical changes that occur at the different stages of the rock cycle.

	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.	

358. TECHNOLOGY

Content Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the relationship between science and technology and develop the abilities of technological design and application.	a. Know the ways that science advances technology and technology advances science.	i. Write a paper highlighting how technology has advanced science and how science has advanced technology such as the telescope, microscope, computer chips, etc.
	b. Recognize that science and technology are pursued for different purposes. Scientific inquiry is driven by the desire to understand the natural world and technological design is driven by the need to meet human needs and solve human problems.	i. Compile a case study of a technological development that has had a significant impact on the environment.
	c. Know that critical thinking, creativity, imagination, and a good knowledge base are all required in the work of science and engineering.	i. Identify a natural resource problem or concern and utilize the scientific process to study the problem or concern and identify what technology is available to assist the process.
	d. Know the elements of technological design, which include the following: • Identify a problem or design an opportunity. • Propose designs and choose between alternative solutions.	i. Identify a natural resource problem or concern and utilize the scientific process to study the problem or concern and identify what technology is available to assist the process.
	• Implement a proposed solution. • Evaluate the solution and its consequences. • Communicate the problem, process, and solution.	
	e. Use available technology to assist in solving problems.	i. Use computer models to simulate problems and determine "what if"

		scenarios. ii. Use current computer software to develop reports and other documents to communicate information.

359. PERSONAL AND SOCIAL PERSPECTIVES

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand common environmental quality issues, both natural and human induced.	a. Identify issues including but not limited to: • water quality • air quality • hazardous waste • forest health	i. Compile a case study of a local environmental issue and describe its impact on Idaho's economy.
02. Understand the cause and effects of population change.	a. Understand the impact of technological development and the growth of human population on the living and nonliving environment.	i. Determine the impact of a changing population on local land use.
	b. Understand the impact of population change on natural resources and community infrastructure.	i. Develop a model of a community that describes the impact on natural resources and community infrastructure as the population changes.
03. Understand the importance of natural resources and the need to manage and conserve them.	a. Understand the differences between renewable and nonrenewable resources.	i. Develop a list of renewable and non-renewable resources.
	b. Understand the differences between preservation and conservation.	i. Investigate the roles of agencies charged with the preservation of natural resources as opposed to conservation and use.
	c. Understand the role and effect of management of natural resources.	i. Examine the role one of our state or federal natural resource agencies and discuss its role in the management of our public lands.
04. Understand different uses of technology in science and how they affect our standard of living.	a. Identify examples of technologies used in scientific fields such as but not limited to the following: • weather forecasting • food production • environmental cleanup • advances in medicine • communications • the space program	i. Identify specific technologies used in a particular scientific field and how they have affected our standards of living.

360. HISTORY OF SCIENCE

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand the significance of major scientific milestones.	a. Understand the social and economic impact of historical scientific events.	i. Watch a video about a significant scientific event such as the Apollo 13 mission and interview an adult on their reaction at the time of the event.
	b. Understand the contributions of notable scientists.	i. Read and report about a notable scientist.

361. INTERDISCIPLINARY CONCEPTS

Content Standard - The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand that interpersonal relationships are important in scientific endeavors.	a. Know the importance of working in inter-disciplinary teams to solve scientific problems.	i. While working in a team, use the information learned in classes such as health, English, math, and social studies to study an environmental issue.
02. Understand technical communication.	a. Read for information.	i. Assemble a model using the instructions supplied from the manufacturer and write a report on suggested revisions to the instructions.
	b. Write and articulate technical information.	i. Assemble a model using the instructions supplied from the manufacturer and write a report on suggested revisions to the instructions.

400. LANGUAGE ARTS/COMMUNICATIONS STANDARDS

Preamble

Language, the gateway to learning, provides our most powerful and readily available tool to represent the world to ourselves as well a ourselves to the world. Not only a means of communications, language serves as our primary instrument of thought, a defining feature of culture, and an unmistakable mark of personal identity. Encouraging and enabling students to effectively use language remains one of society's most significant tasks. Educators, parents, and communities share responsibility in helping students prepare for productive performance.

When students exit high school, they will be able to use reading, writing, listening, speaking, and viewing for personal use, as a citizen and consumer, in the workplace, for cultural enrichment, in the Fine Arts, and for lifelong learning.

Local districts may determine book lists to support the Language Arts/Communications Standards. If needed, the State Department of Education's English Language Arts Specialist can provide suggested grade-level lists.

Note: Samples associated with the content standards are meant to illustrate meaning and to represent possible areas of application. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

401. READING

Content Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Read a variety of traditional and electronic materials for information and understanding.	a. Decode unfamiliar words using a comprehensive set of reading strategies: • Phonics • Context clues • Word analysis skills	i. Demonstrate fluency in oral reading. ii. Use information from text to clarify meaning.
	b. Preview materials to understand structure and anticipate content.	i. Scan material for relevancy. ii. Summarize. iii. Paraphrase structures. iv. Scan index, table of contents, chapter headings and subtitles.
	c. Develop analytic processes for understanding and remembering words, phrases, and information from reading material.	i. Use mnemonic devices. ii. Develop acrostics. iii. SQ3R: survey, question, read, recite and review.
	d. Identify, collect, and/or select, and relate pertinent information to given situations.	i. Answer comprehension questions. ii. Draw conclusions. iii. Justify an opinion. iv. Recognize the difference between fact

		and opinion.
	e. Synthesize and organize information.	i. Predict outcomes. ii. Combine sources in a presentation.
	f. Apply and extend information.	i. Make inferences. ii. Use information to solve a problem.
	g. Explain how an author uses language and literary devices: • Mood • Tone • Style • Figurative language • Format • Structure	i. Describe an author's tone in a book talk. ii. Support one of the bullets with evidence from the text. iii. Compare two authors' use of figurative language and evaluate effectiveness.
	h. Use reading strategies to determine main ideas and to collect data, facts, and ideas.	i. Recognize the main idea. ii. Determine the main idea of an editorial. iii. Make an abstract connection to relate literature to personal experience or life situations.
02. Read and respond to a variety of literature to compare and contrast the many dimensions of human experience.	a. Know defining characteristics of literary forms and genres (fiction, nonfiction, myths, poems, biographies, autobiographies, science fiction, parodies, satires, and plays).	i. Analyze how the choice of literary form contributes to the expression on the human experience(s) being described.
	b. Identify and compare own experiences to those of others in situations, events, and cultures within reading selections.	i. Generate a document or presentation that identifies and compares personal experiences to those describe in the reading selections(s).
	c. Interpret the social, cultural, and historical significance of a text: • Ancient Literature • British Literature • American Literature • World Literature	i. Discuss the determination of a text: • Lexical-word study • Grammar • History • Context
	d. Evaluate how an author uses language and literary devices to evoke a response in a reader: • Style • Format • Structure	i. Judge an author's effectiveness. ii. Justify a personal response. iii. Recommend a piece of literature. iv. Recognize archetypes and symbols across literary texts (heroes, benefits of nature).
	e. Demonstrate how reading can provide enrichment, information, and serve as a	i. Create a family history and anecdotes.

	tool for lifelong learning.	
03. Read a variety of traditional, technical, and electronic materials for critical analysis and evaluation.	a. Evaluate the validity and accuracy of information.	i. Determine the source of information. ii. Evaluate reliability, validity, and credibility of materials. iii. Categorize marketing techniques. iv. Identify inaccuracies within a sample advertisement or article. v. Support inferences.
	b. Analyze author's purpose within a literary text: • Characterization • Setting • Plot structure • Theme • Point of view • Organization and form	i. Understand and interpret actions and conflict among characters. ii. Discuss *Huckleberry Finn.* iii. Analyze effectiveness of plot, time frame, causes and effects, and conflict resolution.
	c. Compare and contrast selections within texts.	i. Draw connections between literary works and related themes. ii. Identify historical and cultural influences on literary works (i.e., compare or contrast *Heart of Darkness* to *Apocalypse Now).*
	d. Form opinions and make judgments about fiction and non-fiction.	i. Evaluate an essay. ii. Create a reading list that illustrates a theme. iii. Make a preference.
	e. In response to technical materials, use personal or objective criteria to: • draw conclusions • make inferences • decide meanings • form opinions • make judgments	i. Sample workplace reading, technical manuals, and professional journals. ii. Follow directions in technical materials.
04. Read to locate information from a variety of traditional, technical, and electronic sources.	a. Generate relevant and researchable questions.	i. Form a hypothesis. ii. Survey literature related to a particular topic.
	b. Systematically organize and record information.	i. Use notes, charts, and graphic organizers.
	c. Produce research projects and reports.	i. Generate self-selected and assigned products.
05. Read for technical information.	a. Comprehend technical text.	i. Respond to reports, memos, brochures, charts, graphs, resumes, proposals, or advertising.
	b. Demonstrate understanding of graphics, layout, white	i. Produce a visual aid.

	space, italics, parentheses, and other visual aids.	
	c. Identify the organization and nature of technical texts; ascertain that such texts require precise understanding rather than interpretation.	i. Emphasize precision and accuracy. ii. Determine literal meaning. iii. Complete a travel voucher. iv. Complete a scholarship or employment application.
	d. Apply technical text information to daily situations.	i. Complete a sample tax form or credit application.
	e. Follow written directions.	i. Read brochure on assembly of product.

402. WRITING

Content Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and use the writing process.	a. Demonstrate steps of the writing process: • Brainstorming • Drafting • Revising • Editing • Publishing	i. Participate in writing workshops to share ideas, respond to drafts, and provide constructive feedback.
	b. Write in order to generate, record, and reflect upon ideas.	i. Create learning logs, personal learning records, laboratory reports, notes, and journals.
	c. Evaluate and choose appropriate style and vocabulary for particular audience.	i. Write editorial, persuasive essays, workplace documents, and/or business letters.
02. Write and edit for correctness and clarity.	a. Apply rules and conventions of the following: • Grammar • Punctuation • Capitalization • Spelling	i. Use the Direct Writing Assessment Scoring Standard, a checklist, and/or handbook to guide proofreading. ii. Participate in peer editing process including such skills as the following: • Adverb clauses and phrases. • Using progressive verb forms. • Capitalizing historical periods and events using colons before extended quotations.
	b. Formulate purpose, thesis, relevant support, and focused paragraphs: • Use topic sentences, appropriate word choices and sentence structure, parallelism, transitions,	i. Write business documents, personal letters, letters to the editor, and essays. ii. Write thank-you notes. iii. Write an introduction for a speaker. iv. Write a sample eulogy. v. Write a laboratory or scientific report.

	paragraphing, indentation, organization, and documentation of sources. • Choose tone, voice, style, mood, and persona appropriate for different purposes, disciplines, and audiences.	
03. Write to inform and explain.	a. Incorporate facts, data, and processes from technical and non-technical materials into writing.	i. Use such resources as newspapers, magazines, manuals, and literary works.
	b. Choose appropriate format to inform and explain.	i. Produce memos, letters, resumes, applications, manuals, instructions, outlines, collaborative reports, pamphlets, graphs, charts, and news articles.
04. Write for literary response and expression.	a. Compare, contrast, and synthesize ideas and techniques from a variety of literatures and Fine Arts that represent many cultures and perspectives.	i. Write interpretations of critiques; compare and contrast literary works.
	b. Formulate a thesis and supporting evidence as appropriate.	i. Write an evaluative essay of a favorite book or movie.
	c. Write and publish original creative works using figurative and descriptive language.	i. Produce short stories, essays, poetry, and plays. ii. Incorporate metaphor, simile, personification, alliteration, and imagery.
05. Write to critically analyze and evaluate.	a. Analyze and evaluate for the following: • Purpose • Ideas • Style • Structure • Effectiveness	i. Use personal, peer, and professional writing, current events, visual and performing arts, advertising, and political/civic discourse.
	b. Formulate thesis and select appropriate supporting evidence to persuade or inform a specific audience.	i. Produce a critique, review, proposal, or editorial. ii. Explain personal perspective related to the Arts or another cultural perspective.
	c. Present an effective argument using the principles of persuasion (appeals to authority, logic, or emotion).	i. Defend a personal opinion. ii. Explain a consumer choice. iii. Express a political perspective. iv. Present a solution to a workplace-

		related problem.
06. Write to gather, synthesize, and communicate research findings.	a. Use and document a variety of technological and informational resources: • Avoid plagiarism through proper use of paraphrasing, quoting, and citation. • Consider motives, credibility, and perspectives of authors when selecting source materials. • Formulate thesis or focus and relevant support.	i. Produce news articles, individual and collaborative reports, brochures, proposals, critiques, and multimedia presentations.
	b. Present research findings.	i. Write a research paper.
	a. Generate clear, concise, and informative technical documents.	i. Create reports, memos, brochures, charts, graphics, resumes, proposals, and/or advertising.

403. LISTENING

Content Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Listening for information and understanding.	a. Acquire, interpret, and apply information from a variety of electronic or live sources.	i. Demonstrate understanding of spoken directions, speeches, plays, advertising, lectures, personal conversations, and/or public dialogues.
	b. Use listening skills to gain enrichment and information about various cultures.	i. Listen and respond to the language, speech, music, folk stories, drams, poetry, dialect, theatre, and other Fine Arts of various cultures.
	c. Demonstrate effective interpersonal listening skills.	i. Practice effective listening skills such as paraphrasing, appropriate body language, note taking, repeating, explaining, elaboration, outlining, and encouraging.
02. Listen for literary response and expression.	a. Interpret and respond to a variety of oral presentations.	i. Interpret oral presentations of narratives, stories, drama, and literary readings. ii. Evaluate reader's theatre or stage plays.
	b. Compare and contrast a variety of or presentations.	i. Critique songs, poems, monologues, and dramatic presentations.
03. Listen for critical analysis and evaluation.	a. Make informed judgments about the purpose, content, organization, and delivery of verbal communications and	i. Evaluate cultural performances, television productions, and/or speeches in relation to body language, diction, and tone.

	non-verbal cues.	

404. SPEAKING

Content Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Speak to share an understanding of information.	a. Adjust oral language to audience: • Appropriately apply rules of standard English.	i. Prepare and present a speech for a group of children. ii. Prepare and present a speech for a panel of community members.
	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	i. Plan a persuasive speech that incorporates a clear thesis and supportive materials (statistics, personal anecdotes, and/or other examples). ii. Produce a "how-to" computerized presentation.
	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	i. Solve problems within groups. ii. Give directions. iii. Memorize and present an oral interpretation of a poem, children's story, monologue, and/or dramatic scene.
02. Speak for literary response and expression.	a. Share interpretations of personal or literary works through oral interpretation, memorization, presentation, and dramatic readings.	i. Participate in a book discussion(s). ii. Present a multicultural story to a younger audience. iii. Share an original poem with an audience.
03. Speak for critical analysis and evaluation.	a. Clearly express opinions and judgments.	i. Debate an issue with political or cultural relevance.
	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.	i. Conduct an interview. ii. Participate in a group discussion to brainstorm or solve a problem.

	• Exhibit cultural sensitivity.	

405. VIEWING

Content Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. View for information and understanding.	a. Use traditionally non-print media.	i. Summarize information from a video, drama, advertisement, and/or computer presentation.
	b. Use viewing skills to determine main idea and collect data.	i. Outline and take relevant notes about an informational video.
02. View media sources for personal response and expression.	a. Explain, compare, and contrast relationships, idea, and cultures represented in various media.	i. View a television program and analyze for stereotyping and themes.
03. View media to engage in critical analysis and evaluation.	a. Make judgments about non-print media.	i. Analyze a political debate.
	b. Apply knowledge learned from charts and graphs.	i. Present a speech that informs or persuades that includes a chart or graph.
04. Use a variety of resources to produce visuals that communicate through print and non-print media.	a. Produce effective visuals which include the following: • Essential messages and images • Effective use of time, space, and organization • Appropriate style, word choices, grammar, punctuation, and spelling • Proper documentation.	i. Produce a personal web page. ii. Design a yearbook page using photographs. iii. Give a speech that includes posters, charts, graphs, or transparencies. iv. Create a brochure, portfolio, video, or computer presentation promoting a product.

450. HEALTH STANDARDS

Preamble

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.

Instruction in the areas of human sexuality are ultimately governed by Idaho Code §33-1608 through §33-1611:

Idaho Code §33-1608 – **Family life and sex education – legislative policy.**
Idaho Code §33-1609 – **"Sex education" defined.**

Idaho Code §33-1610 – **Involvement of parents and community groups.**
Idaho Code §33-1611 – **Excusing children from instruction in sex education.**

Note: The samples associated with the content standards are meant to illustrate meaning and to represent possible areas of application. They are not intended to be an exhaustive list, but are samples of applications that would demonstrate learning.

Throughout the Health Standards section the term "STDs" (Sexually Transmitted Disease) includes HIV/AIDS (Human Immunodeficiency Virus/Acquired immune Deficiency syndrome).

451. HEALTHY LIFESTYLES

Content Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Acquire the essential skills to lead a healthy life.	a. Assess the benefits of proper nutrition and regular physical activity on the health of humans throughout the life cycle.	i. Design a personal plan to maintain a healthy body through healthy dietary habits and regular physical activity on the body systems. ii. Use nutritional information to design a healthy diet; e.g., product labels and established dietary guidelines. iii. Explain the immediate and long-term benefits of nutrition and physical activity on the body systems.
	b. Assess how personal health issues change during life; e.g., puberty, aging, disability, serious illness/injury.	i. Describe physical and mental changes that occur during life. ii. Identify and recognize the challenges of individuals with disabilities.
	c. Evaluate the psychological, social, emotional, and physical implications of human sexuality in developing and maintaining a responsible, healthy lifestyle.	i. Recognize how sexual decisions are influenced by external pressures such as the community, media, and peers. ii. Describe human fetal development from conception through birth. iii. Identify social, emotional, intellectual and economic aspects of sexual relationships. iv. Identify threats to personal safety such as incest, rape, and date rape. v. Identify and recognize abstinence as the surest method to prevent pregnancy and STDs.
	d. Demonstrate knowledge and concepts of basic injury prevention, emergency care, and crisis management procedures.	i. Identify behaviors and situations that impair personal safety and require intervention such as injuries and other crises. ii. Identify the appropriate responses to life threatening and non-life threatening emergencies; e.g., CPR, Heimlich maneuver, emergency

		medical systems, and first aid. iii. Identify the local support systems concerning personal safety; e.g., family, teachers, emergency response personnel, American Red Cross, religious advisors, friends, and counselors. iv. Describe and compare health and safety methods that reduce risks; e.g., wearing seat belts, wearing helmets, using sunscreen.
	e. Identify and evaluate the prevention, causes, symptoms, treatment, and consequences of diseases and disorders.	i. Describe the causes, preventive methods and available treatment for chronic diseases; e.g., heart disease, stroke, cancer and diabetes. ii. Describe the causes of infectious diseases; e.g., hepatitis, STDs, colds, flu, mumps, measles. iii. Identify way that infectious diseases are spread, the means of prevention, and available treatment options.
	f. Assess environmental and other external factors that affect individual and community health; e.g., public health policies, governmental regulations, research.	i. Analyze how public health policies and governmental regulations influence wellness and disease prevention. ii. Identify sources and causes of environmental health risks; e.g., air, soil, sun, water, noise, food, and chemicals. iii. Explain interrelationships between the environment, individual, and community health. iv. Describe how individuals, communities, and governments can prevent and correct health threatening environmental problems through the use of recycling, restaurant inspections, and OSHA standards. v. Analyze how prevention and control of health problems are influenced by research and health care advances such as immunization and health research.

452. RISK TAKING BEHAVIOR

Content Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Demonstrate the ability to practice health-enhancing behaviors and reduce health risks.	a. Assess the consequences of sexual activity; e.g., unplanned pregnancy, STDs, and emotional distress	i. Explain how STDs are caused, transmitted, treated, and prevented. ii. List early symptoms and long-term consequences of STDs. iii. Explain the physical, social, ethical, emotional, intellectual, and economic

		consequences of sexual activity; e.g., unplanned pregnancy, quality of life, child abuse, goals, self-esteem, and STDs. iv. Analyze how family, peers, and media influence sexual decision making, e.g., critique TV ads, social norm development, and family interpersonal communications. v. Identify and evaluate the effectiveness of prevention methods (including abstinence) in relation to pregnancy and STDs.
	b. Assess the short and long-term consequences of tobacco, alcohol, and other drugs; e.g., use, misuse, abuse, and dependency.	i. Evaluate how the use, misuse, and abuse of alcohol and other drugs contribute to health problems, accidents, crime, and suicide. ii. Recognize that alcohol, tobacco, and other drug dependencies are preventable and treatable disease/conditions and identify appropriate community resources. iii. Explain how alcohol, tobacco, and other drug dependencies are preventable and treatable diseases/conditions and identify appropriate community resources. iv. Explain the effects of drug interactions on the human body; e.g., prescription and non-prescription/over-the-counter, legal, and illegal drugs. v. Identify positive alternatives to substance use, misuse, and abuse. vi. Analyze the relationship of dependency, tolerance, and withdrawal. vii. Explain Idaho laws regarding the unlawful use of chemical substances.
	c. Evaluate the impact of risky behaviors on personal and community health.	i. Discuss the leading causes of teen mortality and formulate methods of prevention; e.g., accidents, suicide, and homicide. ii. Compare how alcohol, tobacco, and other drug use and non-use impact personal goals, economics, educational opportunities, and occupational choices. iii. Determine how one's genetics and health choices contribute to disease; e.g., heredity, physical inactivity, hygiene, nutrition, stress, environment, and infection. iv. Explain how the cumulative effects of poor health choices impact the

		physical, emotional, financial, and legal well being of the individual, family, and community.

453. COMMUNICATION SKILLS FOR HEALTHY RELATIONSHIPS

Content Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Demonstrate the ability to use communication skills to enhance health.	a. Analyze the causes and effects of conflict in schools, families, workplaces, and communities.	i. Explain what is meant by the terms "harassment," "hazing," "peer pressure," "gangs," "violence," and "weapons." ii. Develop action plans to deal with inter-personal conflicts.
	b. Demonstrate and evaluate communication skills that enhance intra-personal health; e.g., coping skills, self-efficacy, affirmations, refusal skills, and conflict resolution.	i. Identify factors that promote a positive self-image; e.g., positive self-talk, respect for self, respect for authority, respect for others, and the recognition of the right to be assertive. ii. Identify ways of resisting persuasive tactics in regards to self-defeating behaviors; e.g., negotiating, using refusal, and decision-making skills.
	c. Relate how effective interpersonal communication skills can be used to build, maintain, and enhance interactions between family, peers, workplace, and society.	i. Demonstrate various strategies for enhancing interpersonal relationships such as collaboration, negotiation, decision making, refusal skills, and conflict resolution.

454. CONSUMER HEALTH

Content Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Organize, analyze, and apply health information practices and services appropriate for individual needs.	a. Evaluate the validity of health information, products and services; e.g., advertising claims, quackery, fraudulence, and health-related research.	i. Identify health services and information that are proven, unproven, or fraudulent. ii. Explain the concept of the Patient's Bill of Rights.
	b. Evaluate resources from home, school, library, and the community that provides valid health car information.	i. Match various health care needs and problems with associated local health care service agencies, clinics, and other advisory services. ii. Compare and contrast local community resources that provide health information and services; e.g., family, school, church, friends, counselors, hospitals, emergency

		response personnel, recreation centers, and pharmacies. iii. Apply critical thinking skills to analyze marketing and advertising methods for influencing health car choices.
	c. Evaluate factors and situations that influence personal selection of health care products and services; e.g., when to seek treatment, when or what product to use.	i. Apply critical thinking skills to analyze marketing and advertising methods for influencing health choices; e.g., food, medicines, and products. ii. Identify, recognize and discuss favorable and unfavorable health car practices that are directly affected by a variety of persuasive sources; e.g., peers, media, and advertising. iii. Evaluate how values, attitudes, and beliefs impact consumer choices about health care issues.
	d. Analyze the cost and accessibility of health care services.	i. Differentiate between short and long-term health care services; e.g., inpatient, outpatient, emergency, and alternative services. ii. Identify the cost and benefits of various health plans; e.g., Preferred Provider Organization (PPO), Health Maintenance Organization (HMO), traditional and alternative health care services.

454. MENTAL AND EMOTIONAL WELLNESS

Content Standard – The student will:	Content Knowledge and Skills:	Samples of Applications:
01. Understand and demonstrate the key components to positive mental and emotional health.	a. Assess strategies for coping with and overcoming feelings of stress; e.g., rejection, social isolation, other forms of stress, and burnout.	i. Differentiate between mental, emotional, and physical causes of stress. ii. Identify positive techniques that help one deal with stress. iii. Develop a stress management program.
	b. Identify methods for addressing mental and emotional concerns; e.g., depression, grief, eating disorders, and suicide.	i. Discuss the stages of the grieving process and methods of coping. ii. Identify positive coping behaviors for dealing with life change situations; e.g., moving, change in employment, divorce, death, rape, incest, abuse, and suicide. iii. Discuss the interrelationship between mental and emotional health. iv. Identify and develop a personal support system for mental and

		emotional health; e.g., home, school, and community resources. v. Assess situations (e.g., when and where) in which one should seek help for oneself or others.

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